



Madison County Library System
102 Priestley Street
Canton, Mississippi 39046

Collection Development Manual

Compiled and Edited by the:

MCLS Collection Development Committee

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Chapter 1

Collection Policies

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COLLECTION STATEMENT

Materials selected for the five branch libraries and the Bookmobile in the Madison County Library System are intended to meet the cultural, informational, educational, and recreational needs of the citizens of Madison County. The scope of the branch collections is intended to offer a choice of format, treatment, and level of difficulty.

This plan provides a clear outline of the roles, duties, and responsibilities of all persons involved in the selection process. This document also serves as a uniform plan for the management, development, and evaluation of the individual branch collections and gives direction to the allocation of the overall materials budget. While the plan is essential for stating and maintaining goals across the system, individual judgments from each staff member remains an integral part of the collection development process.

MATERIALS SELECTION POLICY

The public library is the institution in our society that attempts to provide a diversity of viewpoints on a wide range of topics of interest, including political, social, and religious ones—no matter how controversial or objectionable those ideas may be to some people. The future of libraries will depend upon their ability to provide information to the public as a whole. Free speech and the open exchange of information cannot depend solely on the traditional producers of mass communications. Because of this, the Madison County Library System chooses materials representing different points of view, limited only by our selection criteria, budget, and the space in our facilities.

The primary objectives of the Madison County Library System are to collect, organize, produce, and make easily available materials of contemporary significance and of long-term value. The Libraries will always be guided by a sense of responsibility to both present and future in adding materials that will enrich their collections. At the same time, the Libraries recognize an immediate duty to make available materials for enlightenment and recreation, even though such materials may not have enduring interest or value.

All staff members are expected to keep these objectives in mind when selecting materials.

Final staff responsibility lies with the Director. The Director delegates to staff members the authority to interpret and guide the application of the policy in making day-to-day decisions. Problems that cannot be resolved by the Director will be referred to the Board of Trustees of the Madison County Library System.

The Libraries seek to select materials of varying complexity and format.

Each book or type of material is judged on the basis of its overall content or style, not by isolated or random portions. In considering materials to place in the libraries, MCLS will not automatically include or exclude an item based on any of the following:

- Race, religion, nationality or political views of the author

- Frankness or coarseness of language
- Controversial nature of an item
- Endorsement or disapproval of an item by any individual or organization in the community

MCLS supports the Library Bill of Rights and the Intellectual Freedom Statement (see appendices) in providing free access to materials. Children are not restricted to particular areas of the Libraries. Staff does not monitor the materials that children choose. The responsibility for the reading or viewing choices of children rests entirely with parents or legal guardians.

Library materials are not marked or identified to show approval or disapproval of the contents, and materials are sequestered only for the purpose of protecting them from damage or theft.

MCLS will reconsider any material in its collections upon written request of a patron by using Request for Reconsideration of Library Materials Form (See appendix).

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RESPONSIBILITIES AND FUNCTIONS

The MCLS Director delegates collection development responsibilities through the Collection Development Librarian, the Adult & Youth Services Director, and the Branch Managers. These responsibilities include:

- The selection of adult and juvenile print and non-print materials.
- The approval or disapproval of selections from the branch managers, other staff, and the public.
- The authority to make final decisions on the withdrawal of materials; the rebinding of books; the replacement of items; and the addition of gifts to the collection.
- The review of each collection, evaluation of the contents, and submittal of a written report to the Director.
- The initiation of any weeding projects as a result of collection evaluations.
- The recommendation of the individual fund allocations after the budget has been approved.
- The scheduling of regular visits by the Collection Development Librarian and Adult & Youth Services Director to inspect the collection in each branch, meet with the staff, and submit written collection evaluations.
- The provision of weeding and collection maintenance guidelines and training.

PLANS AND GOALS

1. MCLS will update its collection development and management policies at least every three (3) years based on its current strategic plan in accordance with accreditation.
2. MCLS will use collection analysis data to make measurable improvements based on its strategic plan.
3. MCLS will complete a physical collections inventory at least every three (3) years.
4. MCLS will provide online databases, individually or through consortia agreements, to supplement MAGNOLIA databases.

BUDGET ALLOCATION

The budget is made up of allocations from the state of Mississippi, Madison County, and the cities of Canton, Madison, Ridgeland and the Town of Flora.

Grant monies are credited to the branches where grants have been budgeted.

City revenue is credited to the branch located in the contributing city.

Donation monies are credited to the branch to which the donation was given.

Allocation is based on circulation activity/population.

ORDER PREPARATION

The primary selection sources MCLS uses for selection of materials are the reviews in the professional journals. Various publishers' catalogs, newspaper best seller lists, and Internet sources are sometimes used, also. Patron demand is always a major factor in determining what is ordered.

Adult orders and juvenile orders are kept separate. Adult orders should be forwarded to the Director. Teen and children's orders should be forwarded to the Adult & Youth Services Director.

To prevent duplication of titles within each branch, all branch managers and children's specialists are required to check each order in the library automation system.

Monthly Budget Status Reports are given to Branch Managers and Adult & Youth Services Director at each Branch Managers Meeting.

EVALUATION OF COLLECTIONS

Materials collections require continuous evaluation. Statistical tools such as circulation reports, turnover rates, materials' use reports, collection age analysis, and volume counts are studied to determine how the collection is being used and how it should be modified. A major consideration in evaluating materials is available space. For this reason, weeding is done on a regular basis.

The holdings are checked against bibliographies and standard recommendation lists that are appropriate to the various roles of specific branches in the System. Community surveys, patron input, and expert opinion from other professionals are also used in evaluating the collections and the physical condition of the materials.

The Collection Development Librarian, Adult & Youth Services Director, Branch Managers, and Heads of Circulation will continually evaluate the collections.

RECONSIDERATION OF LIBRARY MATERIALS

Any expression of opinion by patrons about library materials is welcome by MCLS, but all individual branch library collections will be governed by the Materials Selection Policy (see Chapter 2).

All questions, complaints, or requests regarding selection policies or specific items in the collections should be referred to the Branch Manager who will:

- Provide the patron a copy of the "*Request for Reconsideration of Library Materials*" (located in the Appendices of this document).
- Refer the patron to *The Library Bill of Rights, The Freedom to Read, The Freedom to View, and The Intellectual Freedom Statement* located in the Appendices of this document.
- Attach a copy of a review of the contested item to the "Reconsideration of Library Materials" form before sending it to the Director.

No further action is expected, or required, by library personnel until the "Request for Reconsideration of Library Materials" form is completed and returned by the patron.

This matter will be referred to the Collection Development Librarian and the Adult & Youth Services Director, who, along with the Branch Manager, will form the Reconsideration Committee and conduct a review of the material, determining what action, if any, will be taken. The complainant will be notified of the committee's decision in writing by the Director. If the complainant requests further action, the Director will consult with the patron to resolve the complaint.

If, after discussing the complaint with the Director, the patron is still not satisfied, the patron can request a hearing within 30 days before the Library Board of Trustees.

Arrangements for this hearing must be made directly by the patron with the Chairman of the Library Board of Trustees. The Director will supply the patron with the name and telephone number of the Chairman.

The Board hearing will be conducted during the regularly scheduled monthly meeting of the Board or during a called meeting of the Board, contingent on the nature of the complaint and the availability of the Board members.

The decision of the Board of Trustees is final.

GIFTS/DONATIONS POLICY

Gifts to the collections can be in the form of money or actual materials. All gifts become part of the general collection and should not require special shelving or circulation procedures. Gift plates and letters of acknowledgment are appropriate stipulations by the

donor, but other strings attached to a gift should be evaluated carefully before the gift is accepted.

Gifts of money for the purchase of new materials are preferred. Gifts of money to buy a specific title for a specific library may be accepted. MCLS evaluates the title in the same manner and by the same criteria described in the selection process. A title may be rejected if it does not meet selection criteria.

The ideal gift is format specific, whereby the donor recognized the need for more materials and is not concerned with specific titles or subjects.

The libraries accept gifts of materials (books, DVDs, Blu-Rays, Books on CDs) if they are in good condition. Due to space limitations, magazines, encyclopedias, older media forms and textbooks are not accepted.

The Madison County Library System reserves the right to make the decision about the final placement of all gifts. They may be added to the collection or sent to Friends of the Library groups for public sale, or they may be discarded. Gifts are not returned to the donor. They become the property of MCLS.

Many donations consist of boxes or bags of materials that are accepted for the sake of public relations. These gifts are inspected by the staff for odor, water damage, wear, age, mold, insects, etc. Appropriate material may be saved for a book sale, distributed to other branches or discarded.

Items that meet library standards are forwarded to the Collection Development Librarian or the Adult & Youth Services Director for evaluation. Each gift is inspected again. The author, title, publisher, date, and edition are checked, and if approved for addition to the collection, the item is processed and assigned to the library to which it was donated.

Appraisals for the dollar value of materials donations are not made by the libraries. However, there is an "Acknowledgement of Donations" form that may be filled out and given to the donor, (see Appendix).

WEEDING POLICY

Weeding of a collection is necessary in order to maintain an up-to-date, useful collection. Worn and obsolete materials must be continuously weeded. Materials may be withdrawn if they are seldom used or superseded by a new edition or better work on the same subject. The Collection Development Policy, in its entirety, serves as a guide for weeding and maintaining the collections as well as for the selection of materials.

Titles are withdrawn from the branch collections through systematic weeding or because of loss or physical damage. Factors which affect the decision of replacing an item include the number of copies of a title the system already owns, the availability of newer materials

on the subject, the importance of the work in its subject area, its listing in standard bibliographies, its cost, and the availability of shelf space.

Systematic evaluation and weeding of the collections is required of every branch in order to keep each individual collection responsive to patrons' needs, to insure its vitality and usefulness to the community, and to make room for newer materials. It is the responsibility of the Head of Circulation at each branch to ensure that regular and thorough maintenance schedules are followed. They are also responsible for shelf reading, removal of damaged materials, and shifting of the collection when necessary.

Withdrawn materials that are in good condition will become the property of the Friends of the Library. Materials withdrawn from reference collections that retain informational value may be transferred to circulating collections or offered to other branches in the system.

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ADULT SELECTION SOURCES

The selection/order process begins when a title or subject need is identified. Various sources are used to review and select materials.

ADULT SELECTION CRITERIA

Selection Criteria serve as standards on which librarians base judgments or decisions. Each title being considered is subject to the following:

- Professionally compiled lists, award winners, and professional reviews
- Popular Demand
- Cost
- Currency
- Depth of Coverage
- Need for Materials or Information in an Area
- Adequate Scope
- Authority
- Enduring Value
- Special Features
- Literary or Artistic Merit
- Accuracy
- Reading Level
- Style
- Organization
- Physical Characteristics

MCLS does not attempt to acquire textbooks or multiple copies of materials required by educational institutions.

The format should be appropriate for library use. Workbooks to be filled out by the user, or those with perforated pages, should not be purchased. Book club and reprint editions are often published on cheaper paper than the original, and their bindings are often weak or dull and unattractive. These are not usually added to the collection unless the titles are important and are available only in these editions.

Price plays a significant role in selection and must be taken into consideration when evaluating each title. The only way price can be assessed is in terms of the value of the material to the collection.

Publishers tend to establish reputations within certain fields. Knowing which fields is helpful to librarians evaluating titles. There are some publishers in each field whose reputation for quality is justification to make a selection decision without further investigation. Other publishers' names will be sufficient cause to avoid a title or at least to look for supporting evidence in the form of reviews or personal examination.

The System avoids Vanity Presses, where authors pay publication costs and are expected to do their own distribution. Self-published and Desktop Publishers produce works of varying quality that are seldom reviewed. Examination is often necessary if such titles are requested or the subject is in high demand.

INTERLIBRARY LOAN

Books not owned by our library system, photocopies of magazine articles, and information on a particular subject may be requested through the interlibrary loan service. After searching Symphony to verify that the item is not in our library system, a request can be entered for the item using the patron's ID number and the author and title of the item requested.

Subject requests should be as specific as possible to facilitate locating the appropriate information for the patron. Requests for books should include full author and title information if available. The interlibrary loan department will keep you informed as to the status of your request.

All requests for ILL materials should be reviewed by the branch manager or other designated person to determine if a purchase request rather than an ILL request should be submitted for the materials. This decision should be based on established collection development policies of the Madison County Public Library System.

Most electronically processed interlibrary loan requests require a minimum one-week processing time, so the patron should be informed of the time involved.

The following materials cannot be borrowed or loaned through interlibrary loan.

- Audiovisual, genealogy and reference materials.
- Books published within the last six months.

All interlibrary loan requests must be submitted to the ILL coordinator. When an ILL is placed, the patron should be informed that the materials will be held for one week before being returned to the lending library. ~~A \$5.00 fine will be assessed for failure to pick up the item. There is a limit of three ILLs per patron at one time.~~

BOOK REPAIR GUIDELINES

When a book is returned damaged or in poor condition, staff should send it to the Branch Manager who will make the decision for repair, replacement, or disposal. The manager may send it to headquarters where it will be further evaluated.

STANDING ORDERS AND PREVIEW PLANS

Standing Orders/Continuation Plans are seldom reviewed, but are important enough to be included in the collection. These may be titles in a series, titles that are significantly revised each year, and titles in which format is as important as content.

Standing orders should be reevaluated each year.

The MCLS Acquisitions Department maintains and updates the standing order list for all branches and makes recommendations. The Branch Managers, the Director, the Assistant Director, the Collection Development Librarian, or the Adult & Youth Services Director may make recommendations for additions or deletions to the standing orders list.

Preview or Approval Plans are not allowed.

REPLACEMENTS AND MULTIPLE COPIES

Replacement designates any order for copies that are already in the cataloged collection. This can be an order for more copies to replace worn, damaged, or lost copies of a title. Because selection for each library is the responsibility of the individual branch managers, many titles are duplicated system-wide. It is up to each selector to determine how many copies of a title should be ordered. For titles with many reserves, additional copies must be ordered. Because of space limitations, no more than two copies are retained after the popular demand has diminished.

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ADULT FICTION

The Adult Fiction Collection accounts for a major portion of the total System's holdings. The primary purpose of this collection is to satisfy the heavy demand from recreational readers for new titles. Selection tools and patron requests are used to develop the collections. Condition of the material and popularity are the primary factors in weeding adult fiction. However, literary classics and works by Mississippi authors are retained, often in multiple copies.

ADULT NONFICTION

The Adult Nonfiction collection supports reading for pleasure, as well as providing materials that support educational purposes. The library strives to maintain a well-rounded nonfiction collection that offers diverse viewpoints on a variety of subjects and issues. The nonfiction collection is not designed to be comprehensive in any subject.

ADULT BIOGRAPHY

The Adult Biography collection consists primarily of biographies of individuals. Collective biographies are, for the most part, classified in the 920 section rather than in "Biography". Many titles of a biographical nature may also be found in other parts of the collection, such as sports (790s), sciences (500s and 600s) or the performing arts (790s). This section also includes autobiographies, memoirs, and volumes of correspondence. Biographies are designated by "B" on the spine label, along with the full last name of the person about whom the book is written.

LARGE PRINT AND BRAILLE

Most large print titles are duplicates of titles already in the collection in standard type.

Large print books are seldom reprinted, so emphasis should be placed on purchasing the most desirable titles soon after publication.

The Mississippi Library Commission provides an extensive collection of large print titles that rotate throughout the state. These are available for long-term loan (six months) to any public library in the state of Mississippi.

For those who are eligible, these materials are available through Talking Book Services. Talking Book Services has audiobooks in Braille or large print for those meeting eligibility requirements of the National Library Service for the Blind and Visually Handicapped. Eligible persons include children and adults unable to read standard printed material due to blindness, visual impairment, physical limitations, or reading disability due to organic dysfunction.

Librarians are urged to call for information at: 1-800-446-0892 outside the Jackson area or (601) 432-4151 within Jackson or by email talkingbooks@mlc.lib.ms.us. Applications for service and other information are available upon request. Applications may also be downloaded from the Mississippi Library Commission website (<http://www.mlc.lib.ms.us>).

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OBJECTIVE

MCLS's objective in selecting materials for children and young adults is to create a well balanced collection. The Early Literacy, Juvenile, and Young Adult collections serve to encourage youth of all ages to develop lifelong reading habits for both recreational and informational needs. Materials are chosen on the basis of reviews, popularity, awards, and classical relevance.

- The **Early Literacy Collection** serves children infancy through age 5.
- The **Juvenile Collection** serves children from age 6-11.
- **Young Adults** form a service population who have unique information and reading interests. This collection serves, but is not limited to, youth ages 12-18.

Parents use a wide variety of criteria to determine what materials are suitable for their children to read. For this reason, it is the Madison County Library System's position that parents or guardians assume responsibility for their children's reading choices borrowed from the library.

EARLY LITERACY COLLECTIONS

Early Literacy Collections include but are not limited to:

- Picture Books
- Board Books
- Concept Books
- Wordless Books
- Beginning Readers
- Early nonfiction

JUVENILE COLLECTIONS

Juvenile Collections include but are not limited to:

- Fiction
 - Low-level, High-Interest Selections
 - Large-Print Selections
 - Chapter Books
- Nonfiction
 - Biographies
 - Low-level, High-Interest Selections
- Graphic Novels
 - Fiction
 - Nonfiction
 - Biographies
- Periodicals

- Professional Materials for Programs
- Materials Designed for adults who work with children (located in the Adult section)
- Juvenile Audiobooks and DVDs
- Juvenile Media Kits
- Juvenile STEM Kits

EARLY LITERACY SELECTION CRITERIA

Early / Picture Books

- Relationship of illustration to text
- Appeal of story and illustrations to children
- Age appropriateness of illustrations, vocabulary, and topic
- Durability of format
- Inclusion of material on recommended reading lists

Board Books

The following will not be purchased:

- Board books with plastic or moving parts or pop-up books
- Books with scent strips or sticks
- Board books smaller than 4" x 4"
- Consumable board books
- Cloth books
- Books in box sets

JUVENILE SELECTION CRITERIA

Juvenile Fiction

- Appropriate reading and interest levels
- Appeal of author, genre, and series for children
- Inclusion of material on recommended reading lists
- Books in box sets

Juvenile Nonfiction

- Suitability for intended audience
- Accurate and objective
- Ease of use, including index, bibliography, and illustrations
- Quality of illustrations, maps, graphics, and photographs
- Relationship to existing collection
- Usefulness of material for research
- Subject relationship to annual school assignments

Juvenile Media Kits

- Popularity and notability of original book title
- Cost

Website Links for MCLS Homepage

- Meets information and related needs of patrons
- Authority
- Accuracy
- Scope
- Relevance
- Quality of information
- Organization
- Currency

Links to sites will be deleted or removed when they are outdated or superseded by newly identified sites.

JUVENILE PERIODICALS:

Each branch maintains a collection of periodicals that appeal to children.

TEEN COLLECTIONS

Teen Collections include but are not limited to:

- Fiction
 - Large-Print Selections
 - Low-level, High-Interest Selections
 - Chapter Books
- Nonfiction
 - Low-level, High-Interest Selections
 - Biographies
- Graphic Novels
 - Fiction
 - Nonfiction
 - Biographies
- Teen Audio
- Periodicals

TEEN SELECTION CRITERIA

Teen Fiction

- Reputation and popularity of author or title among teens

- Presentation at a level and format that appeals to teens
- Inclusion of material on recommended reading lists
- Subject matter of special interest to teens

Teen Nonfiction

- Presentation at a level and format that appeals to teens
- Accurate and objective text
- Usefulness of material for research
- Subject matter of special interest to teens
- Relationship to existing collection

Teen Periodicals

Each branch maintains a collection of periodicals that appeal to teens.

ORDERING PROCEDURES

The Adult & Youth Services Director assisted by the Youth Librarians is responsible for ordering juvenile and teen materials.

Monthly Ordering Procedures:

- Compiled lists from vendor(s) is/are sent electronically to monthly. Youth Librarians choose new titles within budget allowances.
- Lists will include staff picks, patron requests, and books due to be replaced due to worn condition and are submitted to the Adult & Youth Services Director in accordance with monthly budgets.
- Early Literacy/Juvenile/Teen donation books are sent to the Adult & Youth Services Director for determination of collection inclusion.

ORDERING CRITERIA

Duplicate copies of early literacy/juvenile/teen titles will not be purchased without the approval of the Adult & Youth Services Director.

Chapter 6 Local History / Genealogy Collection

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THE STATEMENT OF PURPOSE

The purpose of the local history and genealogy collection is to collect and preserve information on the history of Madison County, Mississippi. The library will make these materials available on a restricted basis to patrons and preserve them for future generations.

The collection will support outreach on behalf of the county, commercial companies, schools, exhibits, genealogical, and historical research by local patrons, professional researchers, historians, writers, and students. All original historical information such as photos and family histories will be digitized and cataloged for easier access.

TYPES OF MATERIALS IN THE COLLECTION

The collection consists of materials that relate to the history of Madison County, Mississippi area such as books, photographs, manuscripts, and maps.

Book titles are purchased with emphasis on genealogical and historical research. The collection consists of books that mainly focus on Madison County, the state of Mississippi, and introductory genealogy books.

Searchable databases of original photos, family history, and other data will be provided to library patrons as soon as cataloguing is completed. Audio, slide, film, and video materials relating to Madison County, Mississippi history are acquired when possible and maintained as archival, non-circulating items. The library's oral history project will be a part of this collection when completed.

CD-ROMs and DVDs are available to the public for research only.

Online databases are available. MCLS subscribes to various online databases which can be found at <http://www.mclsms.org>.

Periodicals include magazines and newsletters that focus primarily on genealogical subject areas and those published by local historical societies. Selected periodicals published by historical societies in other states are included in the collection as well.

Photographs in the MCLS Photograph collection are one of the most valuable assets. Patrons have access to the collection through DVDs and CDs. Photographs, family histories, newspaper articles and other documents are digitized with the originals stored. The collection consists of pictures of buildings, neighborhoods, places and events in Madison County, Mississippi from the late 19th century to the present. Due to the historic nature of the collection, photographs and negatives are not permitted to circulate.

Digitized Files of local newspapers and newspaper clippings have been collected since the establishment of the MCLS. The clippings are filed by subjects and pertain to

Madison County, Mississippi and some of the surrounding areas. Selected copies of post and pre-civil war newspapers are also part of the collection.

GIFTS AND DONATIONS

Gifts to the collections can be in the form of money or actual materials. All gifts become part of the general collection and should not require special shelving or circulation procedures. Gift plates and letters of acknowledgment are appropriate stipulations by the donor, but other strings attached to a gift should be evaluated carefully before the gift is accepted.

Gifts of money for the purchase of new materials are preferred. Gifts of money to buy a specific title for a specific library may be accepted. MCLS evaluates the title in the same manner and by the same criteria described in the selection process. A title may be rejected if it does not meet selection criteria.

The ideal gift is format specific, whereby the donor recognized the need for more materials and is not concerned with specific titles or subjects.

The libraries accept gifts of materials (books, DVDs, Blu-Rays, Books on CDs) if they are in good condition. Due to space limitations, magazines, encyclopedias, older media forms, and textbooks are not accepted.

The Madison County Library System reserves the right to make the decision about the final placement of all gifts. They may be added to the collection or sent to Friends of the Library groups for public sale, or they may be discarded. Gifts are not returned to the donor. They become the property of MCLS.

Many donations consist of boxes or bags of materials that are accepted for the sake of public relations. These gifts are inspected by the staff for odor, water damage, wear, age, mold, insects, etc.. Appropriate material may be saved for a book sale, distributed to other branches or discarded.

Items that meet library standards are forwarded to the Collection Development Librarian or the Adult & Youth Services Director for evaluation. Each gift is inspected again. The author, title, publisher, date, and edition are checked, and if approved for addition to the collection, the item is processed and assigned to the library to which it was donated.

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THE PERIODICAL COLLECTION

The Periodical Collection consists of newspaper subscriptions and digital and print magazines. All of the library branches have browsing collections of periodicals in paper format. These include magazines of general and specialized interest, and newspapers with the emphasis on local newspapers and significant national ones.

There is no current binding of periodicals. The primary access to periodicals throughout the system is the *EBSCO* database and OverDrive, which is in abstract or full-text form on the libraries' website.

The libraries acquire and maintain periodical collections to serve the informational, educational, recreational, and entertainment needs of the individual communities. The diversity of the communities is a major factor in periodical selection for each library.

The libraries objective is to have a general periodical collection in keeping with the roles of the system. Each branch manager evaluates patron and staff suggestions for purchase.

Evaluation of current holdings and reviews of new titles are performed on a yearly basis. A final review of each periodical order will be conducted by the MCLS Director, Collection Development Librarian, and the Adult & Youth Services Director.

Periodical titles are kept for varying lengths of time depending on publication schedules.

Newsletters and house publications of local businesses, industries, and social and civic groups are treated on an individual basis by the branch managers. The object of the system's development plan is to keep the collections current to satisfy patrons needs, interests, and demands.

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AUDIOVISUAL MATERIALS

The formats include Audiobooks, multimedia kits, downloadable audiobooks, eBooks, and adult and juvenile DVDs.

DVDS AND BLU-RAY

The Circulating Video Collections contain adult and juvenile titles with informational, educational, and entertainment based content and features, in DVD and Blu-Ray format.

All branches attempt to provide a comprehensive collection of classic, critically acclaimed theatrical movies and musicals. Foreign films may also be included in the collection, as well as television programs.

Videos for home use are restricted to individual or family viewing. Public performance videos are those for which the libraries have purchased the rights for group viewing, either in library programs or for organizations use for their members.

ELECTRONIC RESOURCES

Access to the Internet is provided free to the public at all MCLS branches. As a service to patrons, MCLS subscribes to various online resources. Please see the MCLS Website for current sources available.

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REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

BRANCH: _____

Request initiated by:

Name _____

Address: _____ Phone _____

City: _____ State _____ Zip _____

Do you represent?

Yourself

An organization or group (name) _____

Resource on which you are commenting:

Book

Audio-visual Resource

Magazine

Newspaper

Other

Title of work: _____

Author: _____

Publisher/Publication Date: _____

1. To what do you object? (Please be specific—cite page numbers)
2. Have you read or listened or viewed the entire content? If not, what parts?
3. Is there anything positive about the material?
4. Are you aware of judgments of this work by literary critics? Yes No
5. What would you recommend the library to do with this material?
6. In its place, what material of equal or better quality would you recommend?
7. Additional comments:

(Signature)

(Date)



REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

FOR ADMINISTRATIVE USE ONLY

Branch Received: _____ Date: _____

Committee Received Date: _____ Reviewed Date: _____

Reviewer 1 Name: (print) _____

Reviewer 1 Signature: _____

Reviewer 2 Name: (print) _____

Reviewer 2 Signature: _____

Reviewer 3 Name: (print) _____

Reviewer 3 Signature: _____

Date decision sent to Director: _____



RECONSIDERATION COMMITTEE REPORT

Title _____

Author/Producer _____

Has every member of the committee read the material entirely? If not, why?

Resources consulted: (include policies, articles, reviews, etc.)

Reconsideration committee recommends:

Justification and comments: (include majority and minority positions)

Signatures of Reconsideration Committee Members:

Date: _____

Note: This report is forwarded to...



ACKNOWLEDGEMENT OF DONATION

The staff and Board of Trustees of the Madison County Library System appreciate your gift and are grateful for your support of the Library. The Library System welcomes gifts but accepts them with the understanding that it has the right to handle or dispose of the donation in the best interest of the institution. Due to lack of storage space, magazine donations cannot be accepted. Donated material may be added to the collection provided it meets the standards of selection. Priority will be given to place materials at the branch to which they were given. However, gifts must be unqualified. Once donated, the material becomes the property of the Madison County Library System and cannot be returned to the donor.

Although the Library System acknowledges gifts for tax purposes, it cannot be responsible for assessing the monetary value of the gifts.

Date: _____

Donor's signature: _____

Address: _____

Received by (staff member): _____

Number of Hardback Books _____ Number of Paperback Books _____

Number of CDs _____ Number of DVDs _____

Other Donation (Specify) _____



MONETARY DONATIONS

Date: _____ Amount Donated: \$_____

Donor Information:

Name: _____
Address: _____
City, State, Zip: _____
Phone: _____

◆ MEMORIAL ◆

In Memory of: _____

Family Information:

Name: _____
Address: _____
City, State, Zip: _____
Phone: _____

◆ OTHER GIFTS ◆

Honoree Information:

Name: _____
Address: _____
City, State, Zip: _____
Phone: _____

- Special Recognition, Birthday, Gift, Other

◆ BOOK CHOICE ◆

- No Preference, Special Subject Area, Adult Book, Juvenile/ Teen Book, Audiovisual (CD, DVD)

Intellectual Freedom Statement

The heritage of free men is ours.

In the Bill of Rights to the United States Constitution, the founders of our nation proclaimed certain fundamental freedoms to be essential to our form of government. Primary among these is the freedom of expression, specifically the right to publish diverse opinions and the right to unrestricted access to those opinions. As citizens committed to the full and free use of all communications media and as professional persons responsible for making the content of those media accessible to all without prejudice, we, the undersigned, wish to assert the public interest in the preservation of freedom of expression.

Through continuing judicial interpretations of the First Amendment to the United States Constitution, full freedom of expression has been guaranteed. Every American who aspires to the success of our experiment in democracy -who has faith in the political and social integrity of free men -- must stand firm on those constitutional guarantees of essential rights. Such Americans can be expected to fulfill the responsibilities implicit in those rights.

We, therefore, affirm these propositions:

1. We will make available to everyone who needs or desires them the widest possible diversity of views and modes of expression, including those which are strange, unorthodox or unpopular.

Creative thought is, by its nature, new. New ideas are always different and, to some people, distressing and even threatening. The creator of every new idea is likely to be regarded as unconventional -- occasionally heretical -- until his idea is first examined, then refined, then tested in its political, social or moral applications. The characteristic ability of our governmental system to adapt to necessary change is vastly strengthened by the option of the people to choose freely from among conflicting opinions. To stifle nonconformist ideas at their inception would be to end the democratic process. Only through continuous weighing and selection from among opposing views can free individuals obtain the strength needed for intelligent, constructive decisions and actions. In short, we need to understand not only what we believe, but why we believe as we do

2. We need not endorse every idea contained in the materials we produce and make available.

We serve the educational process by disseminating the knowledge and wisdom required for the growth of the mind and the expansion of learning. For us to employ our own political, moral, or esthetic views as standards for determining what materials are published or circulated conflicts with the public interest. We cannot foster true education by imposing on others the structure and content of our own opinions. We must preserve and enhance the people's right to a broader range of ideas than those held by any librarian or publisher or church or government. We hold that it is wrong to limit any person to those ideas and that information another believes to be true, good, and proper.

3. We regard as irrelevant to the acceptance and distribution of any creative work the personal history or political affiliations of the author or others responsible for it or its publication.

A work of art must be judged solely on its own merits. Creativity cannot flourish if its appraisal and acceptance by the community is influenced by the political views or private lives of the artists or the creators.

4. With every available legal means, we will challenge laws or governmental action restricting or prohibiting the publication of certain materials or limiting free access to such materials.

Our society has no place for legislative efforts to coerce the taste of its members, to restrict adults to reading matter deemed suitable only for children, or to inhibit the efforts of creative persons in their attempts to achieve artistic perfection. When we prevent serious artists from dealing with truth as they see it, we stifle creative endeavor at its source. Those who direct and control the intellectual development of our children -- parents, teachers, religious leaders, scientists, philosophers, statesmen -- must assume the responsibility for preparing young people to cope with life as it is and to face the diversity of experience to which they will be exposed as they mature. This is an affirmative responsibility that cannot be discharged easily, certainly not with the added burden of curtailing one's access to art, literature, and opinion. Tastes differ. Taste, like morality, cannot be controlled by government, for governmental action, devised to suit the demands of one group, thereby limits the freedom of all others.

5. We oppose labeling any work of literature or art, or any persons responsible for its creation, as subversive, dangerous, or otherwise undesirable.

Labeling attempts to predispose users of the various media of communication, and to ultimately close off a path to knowledge. Labeling rests on the assumption that persons exist who have a special wisdom and who, therefore, can be permitted to determine what will have good and bad effects on other people. But freedom of expression rests on the premise of ideas vying in the open marketplace for acceptance, change, or rejection by individuals. Free men choose this path.

6. We, as guardians of intellectual freedom, oppose and will resist every encroachment upon that freedom by individuals or groups, private or official.

It is inevitable in the give-and-take of the democratic process that the political, moral, and esthetic preferences of a person or group will conflict occasionally with those of others. A fundamental premise of our free society is that each citizen is privileged to decide those opinions to which he will adhere or which he will recommend to the members of a privately organized group or association. But no private group may usurp the law and impose its own political or moral concepts upon the general public. Freedom cannot be accorded only to selected groups for it is then transmuted into privilege and unwarranted license.

7. Both as citizens and professionals, we will strive by all legitimate means open to us to be relieved of the threat of personal, economic, and legal reprisals resulting from our support and defense of the principles of intellectual freedom.

Those who refuse to compromise their ideals in support of intellectual freedom have often suffered dismissals from employment, forced resignations, boycotts of products and establishments, and other invidious forms of punishment. We perceive the admirable, often lonely, refusal to succumb to threats of punitive action as the highest form of true professionalism: dedication to the cause of intellectual freedom and the preservation of vital human and civil liberties.

In our various capacities, we will actively resist incursions against the full exercise of our professional responsibility for creating and maintaining an intellectual environment which fosters unrestrained creative endeavor and true freedom of choice and access for all members of the community.

We state these propositions with conviction, not as easy generalizations. We advance a noble claim for the value of ideas, freely expressed, as embodied in books and other kinds of communications. We do this in OUT belief that a free intellectual climate fosters creative endeavors capable of enormous variety, beauty, and usefulness, and thus worthy of support and preservation. We recognize that application of these propositions may encourage the dissemination of ideas and forms of expression that will be frightening or abhorrent to some. We believe that what people read, view, and hear is a critically important issue. We recognize, too, that ideas can be dangerous. It may be, however, that they are effectually dangerous only when opposing ideas are suppressed. Freedom, in its many facets, is a precarious course. We espouse it heartily.

Adopted June 25, 1971, by the ALA Council.

Endorsed June 18, 1971, by the Board of Trustees, Freedom to Read Foundation.

Placed in the historical file by the ALA Council in 1982 by request of the IFC.

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:

1. 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 origin, background, or views of those contributing to their creation.
2. 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.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. 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; amended February 2, 1961; June 27, 1967; and January 23, 1980, inclusion of "age" reaffirmed January 23, 1996 by the ALA Council.

Access for Children and Young Adults to Nonprint Materials

An Interpretation of the Library Bill of Rights

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."

The American Library Association's principles protect minors' access to sound, images, data, games, software, and other content in all formats such as tapes, CDs, DVDs, music CDs, computer games, software, databases, and other emerging technologies. ALA's *Free Access to Libraries for Minors: An Interpretation of the Library Bill of Rights* states:

. . . 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.

. . . [P]arents—and only parents—have the right and responsibility to restrict 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.

Policies that set minimum age limits for access to any nonprint materials or information technology, with or without parental permission, abridge library use for minors. Age limits based on the cost of the materials are also unacceptable. Librarians, when dealing with minors, should apply the same standards to circulation of nonprint materials as are applied to books and other print materials except when directly and specifically prohibited by law.

Recognizing that librarians cannot act *in loco parentis*, ALA acknowledges and supports the exercise by parents of their responsibility to guide their own children's reading and viewing. Libraries should provide published reviews and/or reference works that contain information about the content, subject matter, and recommended audiences for nonprint materials. These resources will assist parents in guiding their children without implicating the library in censorship.

In some cases, commercial content ratings, such as the Motion Picture Association of America (MPAA) movie ratings, might appear on the packaging or promotional materials provided by producers or distributors. However, marking out or removing this information from materials or packaging constitutes expurgation or censorship.

MPAA movie ratings, Entertainment Software Rating Board (ESRB) game ratings, and other rating services are private advisory codes and have no legal standing (Expurgation of Library Materials). For the library to add ratings to nonprint materials if they are not already there is unacceptable. It is also unacceptable to post a list of such ratings with a collection or to use them in circulation policies or other procedures. These uses constitute labeling, "an attempt to prejudice attitudes" (Labels and Rating Systems), and are forms of censorship. The application of locally generated ratings schemes intended to provide content warnings to library users is also inconsistent with the Library Bill of Rights.

The interests of young people, like those of adults, are not limited by subject, theme, or level of sophistication. Librarians have a responsibility to ensure young people's access to materials and services that reflect diversity of content and format sufficient to meet their needs.

- Adopted June 28, 1989, by the ALA Council; amended June 30, 2004.

Access to Digital Resources and Services An Interpretation of the Library Bill of Rights

The fundamental mission of libraries is to provide access to information, regardless of content or format, to everyone. Digital resources and services, or resources and services made primarily available online or on digital devices, are integral to libraries' mission in the twenty-first century. Libraries are important points of access to many digital resources and services, including, but not limited to, computers, the Internet, and digital resources and tools. In order to provide access to digital resources and services while upholding the *Library Bill of Rights*, libraries must consider intellectual freedom principles and issues of equity to ensure that access to information is enhanced, not restricted, by digital technology.

Libraries should regularly review issues arising from digital creation, distribution, retrieval, and archiving of information. Any review of these issues should consider users' First Amendment rights, rights to privacy, and the core values of librarianship as expressed in the *Library Bill of Rights* and the *Code of Ethics of the American Library Association*. Many people lack access or the capability to use or create digital resources effectively. There is a need for places where people can access, use, or create information without impediment. It is the responsibility of libraries to provide access to digital resources and services and to mitigate all barriers, whether they are economic, educational, or political. The provision of access does not imply sponsorship or endorsement by the library. Libraries should resist all attempts by individuals, governments, and private entities to censor or limit access to digital resources or services.

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

The Rights of Users

All library policies, procedures, or regulations relating to digital resources and services should be scrutinized for potential violations of user rights. User policies should be developed according to the policies and guidelines established by the American Library Association.¹

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

Information retrieved, utilized, or created digitally is constitutionally protected unless determined otherwise by a court of competent jurisdiction. These rights extend to minors as well as adults.² Libraries should use technology to enhance, not deny, digital access. Users have the right to be free of unreasonable limitations or conditions set by libraries, librarians, system administrators, vendors, network service providers, or others. Contracts, agreements, and licenses entered into by libraries on behalf of their users should not violate this right. Libraries

should provide library users the training and assistance necessary to find, evaluate, use, and create information effectively.

All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use.³ The library should uphold these rights by policy, procedure, and practice in accordance with Article VII of the *Library Bill of Rights*. The library should regularly maintain its systems and networks in order to protect users' rights to privacy and confidentiality. As libraries increasingly provide access to digital resources through third-party vendors, libraries have a responsibility to hold vendors accountable for protecting patrons' privacy.

Equity of Access

The digital environment provides expanding opportunities for everyone to participate in the information society, but individuals may face serious barriers to access. These barriers, often referred to as the digital divide, may include a lack of infrastructure for Internet connectivity, lack of tools (hardware or software), and lack of skills, knowledge, or means necessary to access digital resources.⁴ Libraries should be cognizant of the digital divide and work to minimize it as they provide access to digital resources for their communities.

Digital resources, services, training, and networks provided directly or indirectly by the library should be readily and equitably accessible to all library users. American Library Association policies oppose the charging of user fees for the provision of information services by libraries that receive support from public funds.⁵ Libraries should develop policies concerning access to digital resources. These policies should be consistent with ALA's policies and guidelines. When new digital resources are provided to library users, libraries have an obligation to provide equitable training opportunities to library users and workers in using those new resources. Training should also address privacy and security issues that accompany the use of digital resources and services.

Information Resources and Access

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

Providing connections to global information, services, and networks is not the same as selecting and purchasing materials for a library collection. Some information accessed digitally may not meet a library's selection or collection-development policy. It is, therefore, left to each user to determine what is appropriate. Libraries and library workers should not deny or limit access to digital resources because of their allegedly controversial content or because of a library worker's personal beliefs or fear of confrontation. Furthermore, libraries and library workers should not deny access to digital resources solely on the grounds that they are perceived to lack

value. Parents and legal guardians who are concerned about their children's use of digital resources should provide guidance to their own children.

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*.⁶ 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 and confidential manner. Minors also retain the right to access constitutionally protected information and, at a minimum, have the right to ask the library or librarian to provide access to erroneously blocked information in a timely and confidential manner. In order to ensure user privacy and confidentiality, records of these requests should not contain personally identifiable information. Libraries and librarians have an obligation to inform users of these rights and to provide the means to exercise these rights.⁷

Digital resources and services allow libraries to significantly expand the scope of information available to users. Like all resources and services provided by the library, provision of access to digital resources and services should follow the principles outlined in the *Library Bill of Rights* to ensure equitable access regardless of content or platform.

¹ "Guidelines for Library Policies," approved June 28, 1994 by the ALA Intellectual Freedom Committee; revised January 19, 2005; March 29, 2014 *under previous name* "Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities"; June 24, 2019.

²*Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969); *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853, (1982); *American Amusement Machine Association v. Teri Kendrick*, 244 F.3d 954 (7th Cir. 2001); *cert.denied*, 534 U.S. 994 (2001).

³ "Privacy: An Interpretation of the *Library Bill of Rights*," adopted June 19, 2002, by the ALA Council; amended on July 1, 2014; June 24, 2019.

⁴ Martin Hilbert, "The End Justifies the Definition: The Manifold Outlooks on the Digital Divide and Their Practical Usefulness for Policy-Making," *Telecommunications Policy* 35, no. 8 (2011): 715-736. <https://doi.org/10.1016/j.telpol.2011.06.012>

⁵ "Economic Barriers to Information Access: An Interpretation of the *Library Bill of Rights*," adopted June 30, 1993, by the ALA Council and amended June 25, 2019.

⁶ “Internet Filtering: An Interpretation of the *Library Bill of Rights*,” adopted June 30, 2015, by the ALA Council.

⁷ “If some libraries do not have the capacity to unblock specific Web sites or to disable the filter or if it is shown that an adult user’s election to view constitutionally protected Internet material is burdened in some other substantial way, that would be the subject for an as-applied challenge, not the facial challenge made in this case.” *United States, et al. v. American Library Association*, 539 U.S. 194 (2003) (Justice Kennedy, concurring).

Adopted January 24, 1996 by the ALA Council; amended January 19, 2005; July 15, 2009 *under previous name* "Access to Digital Information, Services, and Networks"; and June 25, 2019.

References to cited policies have been updated on November 6, 2018.

Challenged Materials

An Interpretation of the Library Bill of Rights

Libraries: An American Value states, “We protect the rights of individuals to express their opinions about library resources and services.” The American Library Association declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined written policy for collection development that includes a procedure for review of challenged materials. Selection of online resources, including Web sites, should also be governed by this collection development policy and be subject to the same procedures for review of challenged materials. This policy reflects the *Library Bill of Rights* and is approved by the appropriate governing authority.

Challenged materials should remain in the collection during the review process. The *Library Bill of Rights* states in Article I that “Materials should not be excluded because of the origin, background, or views of those contributing to their creation,” and in Article II, that “Materials should not be proscribed or removed because of partisan or doctrinal disapproval.” Freedom of expression is protected by the Constitution of the United States, but constitutionally protected expression is often separated from unprotected expression only by a dim and uncertain line. The Supreme Court has held that the Constitution requires a procedure designed to examine critically all challenged expression before it can be suppressed.¹ A hearing is a part of this procedure. Materials that meet the criteria for selection and inclusion within the collection should not be removed.

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

Adopted June 25, 1971; amended July 1, 1981; amended January 10, 1990; January 28, 2009, by the ALA Council.

* “Extra-legal” refers to actions that are not regulated or sanctioned by law. These can include attempts to remove or suppress materials by library staff and library board members that circumvent the library's collection development policy, or actions taken by elected officials or library board members outside the established legal process for making legislative or board decisions. “Legal process” includes challenges to library materials initiated and conducted pursuant to the library's collection development policy, actions taken by legislative bodies or library boards during official sessions or meetings, or litigation undertaken in courts of law with jurisdiction over the library and the library's governing body.

¹ *Bantam Books, Inc. v. Sullivan*, 372 U.S. 58 (1963)

[ISBN 8389-6083-9]

See also: [Reporting a Challenge](#), [Conducting a Challenge Hearing](#), [Coping with Challenges: Kids and Libraries](#), and [Coping with Challenges: Strategies and Tips for Dealing with Challenges to Library Materials](#)

Diverse Collections

An Interpretation of the Library Bill of Rights

Collection development should reflect the philosophy inherent in Article I of the *Library Bill of Rights*: “Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.” A diverse collection should contain content by and about a wide array of people and cultures to authentically reflect a variety of ideas, information, stories, and experiences.

Library workers have an obligation to select, maintain, and support access to content on subjects by diverse authors and creators that meets—as closely as possible—the needs, interests, and abilities of all the people the library serves. This means acquiring materials to address popular demand and direct community input, as well as addressing collection gaps and unexpressed information needs. Library workers have a professional and ethical responsibility to be proactively inclusive in collection development and in the provision of interlibrary loan where offered.

A well-balanced collection does not require a one-to-one equivalence for each viewpoint but should strive for equity in content and ideas that takes both structural inequalities and the availability of timely, accurate materials into account. A diverse collection should contain a variety of works chosen pursuant to the library’s selection policy and subject to periodic review.

Collection development, as well as cataloging and classification, should be done according to professional standards and established procedures. Developing a diverse collection requires:

- selecting content in multiple formats;
- considering resources from self-published, independent, small, and local producers;
- seeking content created by and representative of marginalized and underrepresented groups;
- evaluating how diverse collection resources are cataloged, labeled, and displayed;
- including content in all of the languages used in the community that the library serves, when possible; and
- providing resources in formats that meet the needs of users with disabilities.¹

Best practices in collection development assert that materials should not be excluded from a collection solely because the content or its creator may be considered offensive or controversial. Refusing to select resources due to potential controversy is considered censorship, as is withdrawing resources for that reason. Libraries have a responsibility to defend against challenges that limit a collection’s diversity of content. Challenges commonly cite content viewed as inappropriate, offensive, or controversial, which may include but is not limited to prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, scientific research, sexual content, and representation of diverse sexual orientations, expressions, and gender identities.

Intellectual freedom, the essence of equitable library services, provides for free access to varying expressions of ideas through which a question, cause, or movement may be explored. Library workers have a professional and ethical responsibility to be fair and just in defending the library user's right to read, view, or listen to content protected by the First Amendment, regardless of the creator's viewpoint or personal history. Library workers must not permit their personal biases, opinions, or preferences to unduly influence collection development decisions.²

¹ "Services to People with Disabilities: An Interpretation of the *Library Bill of Rights*," adopted January 28, 2009, by the ALA Council under the title "Services to Persons with Disabilities"; amended June 26, 2018.

Evaluating Library Collections

An Interpretation of the Library Bill of Rights

Libraries continually develop their collections by adding and removing resources to maintain collections of current interest and usefulness to their communities. Libraries should adopt collection development and maintenance policies that include criteria for evaluating materials. Reasons for inclusion or removal of materials may include but are not limited to accuracy, currency, budgetary constraints, relevancy, content, usage, and community interest. The collection-development process is not to be used as a means to remove materials or deny access to resources on the grounds of personal bias or prejudice or because the materials may be viewed as controversial or objectionable. Doing so violates the principles of intellectual freedom and is in opposition to the *Library Bill of Rights*.

Some resources may contain views, opinions, and concepts that were popular or widely held at one time but are now considered outdated, offensive, or harmful. Content creators may also come to be considered offensive or controversial. These resources should be subject to evaluation in accordance with collection-development and collection-maintenance policies. The evaluation criteria and process may vary depending on the type of library. While weeding is essential to the collection-development process, the controversial nature of an item or its creator should not be the sole reason to remove any item from a library's collection. Rather than removing these resources, libraries should consider ways to educate users and create context for how those views, opinions, and concepts have changed over time.

Failure to select resources merely because they may be potentially controversial is censorship, as is withdrawing resources for the same reason. Library workers should consider the cataloging, classification, and display of resources to ensure that they are discoverable and readily available to the populations they are meant to serve.

The American Library Association opposes censorship from any source, including library workers, faculty, administration, trustees, and elected officials. Libraries have a profound responsibility to encourage and support intellectual freedom by making it possible for the user to choose freely from a variety of offerings.

Adopted February 2, 1973, by the ALA Council; amended July 1, 1981; June 2, 2008; and June 25, 2019.

Expurgation of Library Resources **An Interpretation of the Library Bill of Rights**

Expurgating library resources is a violation of the American Library Association's *Library Bill of Rights*. Expurgation as defined by this Interpretation includes any deletion, excision, alteration, editing, or obliteration of any part of a library resource by administrators, employees, governing authorities, parent institutions (if any), or third party vendors when done for the purposes of censorship. Such action stands in violation of Articles I, II, and III of the *Library Bill of Rights*, which state that "Materials should not be excluded because of the origin, background, or views of those contributing to their creation," "Materials should not be proscribed or removed because of partisan or doctrinal disapproval," and "Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment."

The act of expurgation denies access to the complete work and the entire spectrum of ideas that the work is intended to express. This is censorship. Expurgation based on the premise that certain portions of a work may be harmful to minors is equally a violation of the *Library Bill of Rights*.

Expurgation without permission from the rights holder may violate the copyright provisions of the United States Code.

The decision of rights holders to alter or expurgate future versions of a work does not impose a duty on librarians to alter or expurgate earlier versions of a work. Librarians should resist such requests in the interest of historical preservation and opposition to censorship. Furthermore, librarians oppose expurgation of resources available through licensed collections. Expurgation of any library resource imposes a restriction, without regard to the rights and desires of all library users, by limiting access to ideas and information.

Adopted February 2, 1973, by the ALA Council; amended July 1, 1981; January 10, 1990; July 2, 2008; and July 1, 2014.

Access to Library Resources and Services for Minors An Interpretation of the Library Bill of Rights

The American Library Association supports equal and equitable access to all library resources and services by users of all ages. Library policies and procedures that effectively deny minors equal and equitable access to all library resources and services available to other users is in violation of the American Library Association's *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, apparent maturity, educational level, literacy skills, emancipatory or other legal status of users violates Article V. This includes minors who do not have a parent or guardian available to sign a library card application or permission slip. Unaccompanied youth experiencing homelessness should be able to obtain a library card regardless of library policies related to chronological age.

School and public libraries are charged with the mission of providing services and resources to meet the diverse interests and informational needs 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 providing library services and should be determined on an individual basis. Equitable access to all library resources and services should not be abridged based on chronological age, apparent maturity, educational level, literacy skills, legal status, or through restrictive scheduling and use policies.

Libraries should not limit the selection and development of library resources simply because minors will have access to them. A library's failure to acquire materials on the grounds that minors may be able to access those materials 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 through the library in print, sound, images, data, social media, online applications, games, technologies, programming, and other formats.¹ 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.² Libraries and their 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 or not content is constitutionally protected.

Article VII of the *Library Bill of Rights* states, "All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use." This includes students and minors, who have a right to be free from any unreasonable intrusion into or surveillance of their lawful library use.³

The mission, goals, and objectives of libraries cannot authorize libraries and their governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents and guardians. 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.”⁴ Libraries and their governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child. Libraries and their governing bodies shall ensure that only parents and guardians have the right and the responsibility to determine their children’s—and only their children’s—access to library resources. Parents and guardians who do not want their children to have access to specific library services, materials, or facilities should so advise their own children. Libraries and library governing bodies should not use rating systems to inhibit a minor’s access to materials.⁵

Libraries and their governing bodies have a legal and professional obligation to ensure that all members of the communities they serve have free and equitable access to a diverse range of library resources and services that is inclusive, regardless of content, approach, or format. This principle of library service applies equally to all users, minors as well as adults. Lack of access to information can be harmful to minors. Libraries and their governing bodies must uphold this principle in order to provide adequate and effective service to minors.

¹ *Brown v. Entertainment Merchant’s Association, et al.* 564 U.S. 08-1448 (2011).

² *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 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 also *Tinker v. Des Moines School Dist.*, 393 U.S.503 (1969); *West Virginia Bd. of Ed. v. Barnette*, 319 U.S. 624 (1943); *AAMA v. Kendrick*, 244 F.3d 572 (7th Cir. 2001).

³ “Privacy: An Interpretation of the *Library Bill of Rights*,” adopted June 19, 2002, by the ALA Council; amended July 1, 2014; and June 24, 2019.

⁴ “Libraries: An American Value,” adopted on February 3, 1999, by ALA Council.

⁵ “Rating Systems: An Interpretation of the *Library Bill of Rights*,” adopted on June 30, 2015, by ALA Council; amended June 25, 2019.

Adopted June 30, 1972, by the ALA Council; amended July 1, 1981; July 3, 1991; June 30, 2004; July 2, 2008 *under previous name* "Free Access to Libraries for Minors"; July 1, 2014; and June 25, 2019.

Freedom to Read Statement

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.

Freedom to View Statement

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 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, 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

Restricted Access to Library Materials An Interpretation of the Library Bill of Rights

Libraries are a traditional forum for the open exchange of information. Restricting access to library materials violates the basic tenets of the American Library Association's *Library Bill of Rights*.

Some libraries block access to certain materials by placing physical or virtual barriers between the user and those materials. For example, materials are sometimes labeled for content or placed in a "locked case," "adults only," "restricted shelf," or "high-demand" collection. Access to certain materials is sometimes restricted to protect them from theft or mutilation, or because of statutory authority or institutional mandate.

In some libraries, access is restricted based on computerized reading management programs that assign reading levels to books and/or users and limit choices to titles on the program's reading list. Titles not on the reading management list have been removed from the collection in some school libraries. Organizing collections by reading management program level, ability, grade, or age level is another example of restricted access. Even though the chronological age or grade level of users is not representative of their information needs or total reading abilities, users may feel inhibited from selecting resources located in areas that do not correspond to their assigned characteristics.

Physical restrictions and content filtering of library resources and services may generate psychological, service, or language skills barriers to access as well. Because restricted materials often deal with controversial, unusual, or sensitive subjects, having to ask a library worker for access to them may be embarrassing or inhibiting for patrons desiring access. Even when a title is listed in the catalog with a reference to its restricted status, a barrier is placed between the patron and the publication.¹ Because restricted materials often feature information that some people consider objectionable, potential library users may be predisposed to think of labeled and filtered resources as objectionable and be discouraged from asking for access to them.

Federal and some state statutes require libraries that accept specific types of federal and/or state funding to install content filters that limit access to Internet resources for minors and adults. Internet filters are applied to Internet resources in some libraries may prevent users from finding targeted categories of information, much of which is constitutionally protected. The use of Internet filters must be addressed through library policies and procedures to ensure that users receive information and that filters do not prevent users from exercising their First Amendment rights. Users have the right to unfiltered access to constitutionally protected information.²

Library policies that restrict access to resources for any reason must be carefully formulated and administered to ensure they do not violate established principles of intellectual freedom. This caution is reflected in ALA policies, such as "Evaluating Library Collections,"³ "Access to Library Resources and Services for Minors,"⁴ "Preservation Policy," and the ACRL "Code of Ethics for Special Collections Librarians."⁵

Donated resources require special consideration. In keeping with the “Joint Statement on Access” of the American Library Association and Society of American Archivists,⁶ libraries should avoid accepting donor agreements or entering into contracts that impose permanent restrictions on special collections. As stated in the “Joint Statement on Access,” it is the responsibility of a library with such collections “to make available original research materials in its possession on equal terms of access.”

A primary goal of the library profession is to facilitate access to all points of view on current and historical issues. All proposals for restricted access should be carefully scrutinized to ensure that the purpose is not to suppress a viewpoint or to place a barrier between users and content. Libraries must maintain policies and procedures that serve the diverse needs of their users and protect the First Amendment right to receive information.

¹ “Labeling Systems: An Interpretation of the *Library Bill of Rights*,” adopted June 30, 2015, by ALA Council.

² Access to Digital Resources and Services: An Interpretation of the *Library Bill of Rights*,” adopted January 24, 1996 by the ALA Council; amended January 19, 2005; July 15, 2009 *under previous name* "Access to Digital Information, Services, and Networks"; and June 25, 2019.

³ "Evaluating Library Collections: An Interpretation of the *Library Bill of Rights*," adopted February 2, 1973, by the ALA Council; amended July 1, 1981; June 2, 2008; and June 25, 2019.

⁴ "Access to Library Resources and Services for Minors: An Interpretation of the *Library Bill of Rights*," adopted June 30, 1972, by the ALA Council; amended July 1, 1981; July 3, 1991; June 30, 2004; July 2, 2008 *under previous name* "Free Access to Libraries for Minors"; July 1, 2014; and June 25, 2019.

⁵ “Code of Ethics for Special Collections Librarians” approved by ACRL in October 2003.

⁶ “ACRL/SAA Joint Statement on Access to Research Materials in Archives and Special Collections Libraries” Approved by ACRL in July 2009.

Adopted February 2, 1973, by the ALA Council; amended July 1, 1981; July 3, 1991; July 12, 2000; June 30, 2004; January 28, 2009; and July 1, 2014.

Labeling Systems

An Interpretation of the Library Bill of Rights

The American Library Association affirms the rights of individuals to form their own opinions about resources they choose to read, view, listen to, or otherwise access. Libraries do not advocate the ideas found in their collections or in resources accessible through the library. The presence of books and other resources in a library does not indicate endorsement of their contents by the library. Likewise, providing access to digital information does not indicate endorsement or approval of that information by the library. Labeling systems present distinct challenges to these intellectual freedom principles.

Labels may be a library-sanctioned means of organizing resources or providing guidance to users. They may be as simple as a colored dot or strip of tape indicating reference books or fiction or as elaborate as the Dewey Decimal or Library of Congress call number systems.

Labels as viewpoint-neutral directional aids are intended to facilitate access by making it easier for users to locate resources. Users may choose to consult or ignore the directional aids at their own discretion. Viewpoint-neutral directional labels are a convenience designed to save time. These are different in intent from attempts to prejudice, discourage, or encourage users to access particular library resources or to restrict access to library resources. Labeling as an attempt to prejudice attitudes is a censor's tool. The American Library Association opposes labeling as a means of predisposing people's attitudes toward library resources.

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

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

Prejudicial labeling systems assume that the libraries have the institutional wisdom to determine what is appropriate or inappropriate for its users to access. They presuppose that individuals must be directed in making up their minds about the ideas they examine. The American Library Association opposes the use of prejudicial labeling systems and affirms the rights of individuals to form their own opinions about resources they choose to read, view, listen to, or otherwise access.

Adopted on June 30, 2015, by ALA Council.

The Universal Right to Free Expression

An Interpretation of the Library Bill of Rights

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedom of speech, press, religion, assembly, and association, and the corollary right to receive information.

The American Library Association endorses this principle, which is also set forth in the Universal Declaration of Human Rights, adopted by the United Nations General Assembly. The preamble of this document states that "recognition of the inherent dignity and of the inalienable rights of all members of the human family, is the foundation of freedom, justice, and peace in the world ... " and ... "the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people".

Article 18 of this document states:

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief and freedom either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19 states:

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

Article 20 states:

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

We affirm our belief that these are inalienable rights of every person, regardless of origin, age, background, or views. We embody our professional commitment to these principles in the LIBRARY BILL OF RIGHTS and CODE OF PROFESSIONAL ETHICS, as adopted by the American Library Association.

We maintain that these are universal principles and should be applied by libraries and librarians throughout the world. The American Library Association's policy on International Relations reflects these objectives: " ... to encourage the exchange, dissemination, and access to information and the unrestricted flow of library materials in all formats throughout the world."

We know that censorship, ignorance, and limitations on the free flow of information are the tools of tyranny and oppression. We believe that ideas and information topple the walls of hate and fear and build bridges of cooperation and understanding far more effectively than weapons and armies.

The American Library Association is unswerving in its commitment to human rights and intellectual freedom; the two are inseparably linked and inextricably entwined. Freedom of opinion and expression is not derived from or dependent on any form of government or political power. This right is inherent in every individual. It cannot be surrendered, nor can it be denied. True justice comes from the exercise of this right.

We recognize the power of information and ideas to inspire justice, to restore freedom and dignity to the oppressed, and to change the hearts and minds of the oppressors.

Courageous men and women, in difficult and dangerous circumstances throughout human history, have demonstrated that freedom lives in the human heart and cries out for justice even in the face of threats, enslavement, imprisonment, torture, exile, and death. We draw inspiration from their example. They challenge us to remain steadfast in our most basic professional responsibility to promote and defend the right of free expression.

There is no good censorship. Any effort to restrict free expression and the free flow of information aids the oppressor. Fighting oppression with censorship is self-defeating.

Threats to the freedom of expression of any person anywhere are threats to the freedom of all people everywhere. Violations of human rights and free expression have been recorded in virtually every country and society across the globe.

In response to these violations, we affirm these principles:

The American Library Association opposes any use of governmental prerogative that leads to the intimidation of individuals which prevents them from exercising their rights to opinions without interference, and to seek, receive, and impart information and ideas. We urge libraries and librarians everywhere to resist such abuse of governmental power and to support those against whom such governmental power has been employed.

The American Library Association condemns any governmental effort to involve libraries and librarians in restrictions on the right of any individual to hold opinions without interference and to seek, receive, and impart information and ideas. Such restrictions pervert the function of the library and violate the professional responsibilities of librarians.

The American Library Association rejects censorship in any form. Any action which denies the inalienable human rights of individuals only damages the will to resist oppression, strengthens the hand of the oppressor, and undermines the cause of justice.

The American Library Association will not abrogate these principles. We believe that censorship corrupts the cause of justice and contributes to the demise of freedom.

Adopted by the ALA Council, January 16, 1991.

MISSISSIPPI STATE LAW ON THE PUBLIC DISPLAY
OF SEXUALLY ORIENTED MATERIALS

Mississippi Code 1972, Annotated

Section 97-5-29. Public Display of Sexually Oriented Materials.

(1) Any person who intentionally and knowingly places sexually oriented materials upon public display, or who knowingly and intentionally fails to take prompt action to remove such a display from property in his possession after learning of its existence shall be guilty of a misdemeanor and upon conviction shall be fined for each offense not less than five hundred dollars (\$500.00) nor more than five thousand dollars (\$5,000.00) or be imprisoned for not more than one (1) year in the county jail, or be punished by both such fine and imprisonment.

(2) For purposes of this section any material is sexually oriented if the material consists of representations or descriptions of actual or simulated masturbation, sodomy, excretory functions, lewd exhibition of the genitals or female breast, sadomasochistic abuse (for the purpose of sexual stimulation or gratification), homosexuality, lesbianism, bestiality, sexual intercourse, or physical contact with a person's clothed or unclothed genitals, pubic area, buttocks, or the breast or breasts of a female for the purpose of sexual stimulation, gratification or perversion.

(3) A person places sexually oriented material upon public display within the meaning of this section if he places the materials on or in a billboard, viewing screen, theater stage or marquee, newsstand, display rack, window, showcase, display case or similar place so that sexually oriented materials is easily visible from a public street, public road or sidewalk or from areas of public business in which minors are normally business invitees.

Sources: Laws, 1979, ch. 475, 2, eff from and after July 1, 1979.

Section 97-45-3. Computer Fraud; Penalties.

(1) Computer fraud is the accessing or causing to be accessed of any computer, computer system, computer network or any part thereof with the intent to:

(a) Defraud; * * *

(b) Obtain money, property or services by means of false or fraudulent conduct, practices or representations; or through the false or fraudulent alteration, deletion or insertion of programs or data; or

(c) Insert or attach or knowingly create the opportunity for an unknowing and unwanted insertion or attachment of a set of instructions or a computer program into a computer program, computer, computer system, or computer network, that is intended to acquire, alter, damage,

delete, disrupt, or destroy property or otherwise use the services of a computer program, computer, computer system or computer network.

(2) Whoever commits the offense of computer fraud shall be punished, upon conviction, by a fine of not more than One Thousand Dollars (\$1,000.00), or by imprisonment for not more than six (6) months, or by both such fine and imprisonment. However, when the damage or loss or attempted damage or loss amounts to a value of Five Hundred Dollars (\$500.00) or more, the offender may be punished, upon conviction, by a fine of not more than Ten Thousand Dollars (\$10,000.00) or by imprisonment for not more than five (5) years, or by both such fine and imprisonment.

SOURCES: Laws, 1985, ch. 319, Sec. 2; Laws, 2003, ch. 562, § 5, SB 2756, eff from and after July 1, 2003.

Section 97-45-7. Offense Against Computer Equipment; Penalties.

(1) An offense against computer equipment or supplies is the intentional modification or destruction, without consent, of computer equipment or supplies used or intended to be used in a computer, computer system or computer network.

(2) Whoever commits an offense against computer equipment or supplies shall be punished, upon conviction, by a fine of not more than One Thousand Dollars (\$1,000.00), or by imprisonment for not more than six months or both such fine and imprisonment. However, when the damage or loss amounts to a value of One Hundred Dollars (\$100.00) or more, the offender may be punished, upon conviction, by a fine of not more than Ten Thousand Dollars (\$10,000.00) or by imprisonment for not more than five (5) years, or by both such fine and imprisonment.

Sources: Laws, 1985, ch. 319, 4, eff from and after July 1, 1985.

Section 39-3-365. Confidentiality of Library User Records.

Records maintained by any library funded in whole or in part by public funds, which contain information relating to the identity of a library user, relative to the user's use of books or other materials at the library, shall be confidential. Such records may only be released with the express written permission of the respective library user or as the result of a court order.

Sources: Laws, 1992, ch. 521, 1, eff from and after July 1, 1992.

DISPLAY POLICY

Purpose

The Madison County Library System provides educational, informational, civic and cultural displays for the enjoyment of our communities. The library is a public forum where ideas and information are freely communicated and a broad spectrum of opinions are presented in displays and exhibits. Viewpoints expressed in displays reflect the library's intellectual freedom policies and are not endorsements of the viewpoints. The term "display" is used collectively to include fliers, posters, handouts, exhibit items, new and seasonal materials as well as dynamic shelving practices throughout the library. The goal of all displays is to highlight resources, services or collections of MCLS.

Subjects

Displays align with the MCLS collection development policy and no subject will be off-limits. Materials used will meet the stated purpose of displays and benefit MCLS communities.

All new materials are labeled as such and displayed for 3 months in designated locations according to genre, format and age-group. Seasonal materials as well are displayed according to genre and age-group. In accordance with the MCLS collection development policy, no titles are excluded from display.

Audience

Displays will be on view to all patrons and library staff. Some displays may or may not appeal to specific groups.

Materials

Displays will consist of a variety of materials including, but not limited to, posters, book jackets, books and other library materials and handouts, both those generally used in the library and those created for specific displays. Supporting furniture such as corkboards, stands and bookshelves will be used as necessary and as appropriate. All displays will be reviewed by the Branch Manager and/or MCLS Director.

People

Any employee of MCLS or affiliated partner of MCLS may conceive of and request permission to create a display in a MCLS library. Outside groups may only create displays in collaboration with library employees and if all other requirements are met.

Locations

The primary location for displays will be in the main circulation areas of each library. Context-specific displays may be located in other areas including, but not limited to, computer labs or near a specific collection such as large print, juvenile collection, genealogy, etc.

Oversight

The Branch Manager and/or library staff creating a display is primarily responsible for coordinating the content, set-up, replenishing, upkeep and removal of all displays.

Reconsideration and Appeal

Patrons concerned about material in display spaces may discuss those concerns with the Branch Manager or MCLS Director.

- The library will not remove a display solely because a patron has objected to its content.
- The patron must file a Reconsideration Form and follow the reconsideration process to seek a formal written determination from the MCLS Director.
- The patron may appeal the written determination to the MCLS Board of Trustees at a public meeting in accordance with *MS Code 25-41-5* and as outlined in the reconsideration process.
- The decision of the MCLS Board of Trustees shall be the final administrative remedy in this appeal process.

The Madison County Library System reserves the right to remove any unwanted materials or marks from the display areas.