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4.1 Purpose

It is the purpose of the South Holland Public library to provide books and other materials that will meet informational, educational, cultural, and recreational interests and needs of the people of South Holland.

4.2 Budget

As recommended by Serving Our Public 2.0, the materials budget will be maintained at a minimum of 12% of the operating budget.

4.3 Responsibility for Selection

Ultimately, the Library Director shall have the responsibility for the selection of materials. Selection may be delegated to staff members as appropriate.

4.4 Selection Guidelines

In attempting to supply information on a wide variety of topics of public interest, it is necessary to establish some guidelines by which material may be included or rejected. The selector must strive to judge impartially and evaluate critically. Some standards that may be applied are the authority of the author, the reputation of the publisher, the clarity of presentation, the relative importance to the existing collection, and format. Variety of opinions is desired, but numerical balance is not required. Materials of sound factual authority should not be removed from the Library because of partisan or doctrinal disapproval. Care should be taken that members of the community do not unduly influence the collection in a positive or negative way.

The judgment of experts, trained staff members, and book reviewers provide a variety of opinions that may be used as the basis of selection. The final decision for inclusion must be based on the value of the material to the residents regardless of the personal taste of the selectors. These standards apply equally to materials purchased and those accepted as gifts.

Material reviews and "basic lists" are a source of information, but they are not to be followed blindly. Some selection titles that may be regularly used are Library Journal, School Library Journal, and Booklist. Popular national magazines and online reviewing sources also give an indication of the reading interests of the public.

Basic guidelines include the following:

- positive reviews from 2 professional journals such as Library Journal, School Library Journal and Booklist; popular national magazines also give an indication of the reading interests of the public,
- author's reputation resulting from previous writings and other pertinent achievements,
- popular contemporary media with or without reviews in traditional sources,
- current and anticipated requests of patrons,
- amount of money available in the budget for purchases,
- durability and quality of alternate formats/editions,
- need for additional material in the existing collection,
- the availability of special materials in more comprehensive library collections through reciprocal borrowing and interlibrary loan,
- the physical limitations of the building, and
- the suitability of the format of the material for library purposes.

4.5 Criteria for Selection by Subjects and Media

The availability of Inter-Library Loan and Reciprocal Borrowing will affect the selection of locally owned materials. In general, the following list indicates the scope of collections by subject areas and media.

- Audio Visual Materials: In addition to the Selection Guidelines, community interest, educational quality, the Library will select A-V based on popular demand, space availability, cleaning, security considerations, and the price to replace the lost item.
- Fine and Rare Books: The Library will not collect in these areas.
- Genealogy: The Library will not purchase genealogy of specific families unless they are of local historical interest. Interlibrary loan is used for such requests.
- Legal: Materials will be purchased for the layman.
- Local History: The Library will acquire books and pamphlets relating to South Holland to supplement the South Holland Historical Society and the South Suburban Genealogical Society collections. Local histories written by local people, community surveys, church histories, and local industry brochures should be acquired whenever possible.
- Maps: The Library shall endeavor to purchase on line materials rather than print materials where feasible.
- Medicine and Psychiatry: The Library will purchase materials for the layman only. Professional-level materials will be excluded. Physiology, hygiene, home nursing, and aids for understanding various illnesses by the family and patient will be included.
- Obscenity: Materials are not necessarily excluded from the collection because of the possibility that frankness of presentation might be offensive to some customers nor because they may not be suitable for all ages.
- Periodicals: The selection of periodical titles is based on popular demand.
- Child Pornography: Child pornography shall be excluded from the Library.
- Reference: Reference titles are to reflect the informational needs of the community. CDs and online versions are to be purchased in lieu of print materials when feasible. Reference materials may duplicate other sources available in the community based on demand.
- Religion: Materials will be selected to provide authoritative and objective presentations and histories of the major religious faiths. Inspirational and devotional materials are included. Efforts will be made to include a variety of religious subjects to strive for a balanced collection.
- Sex: Authoritative books on sex education and marriage are purchased. An effort is made to obtain reliable material.
- Software: The Library purchases software for use on the Public Access computers, with a focus on basic productivity applications (word processing, spreadsheets, resume creation, etc.) The Library will no longer purchase software for use on the patron's personal computer.
- Textbooks

The South Holland Public Library is conscious of the role a public library can play in serving our educational community. Within the limits dictated by the responsibility of the public library to serve the full community, the library considers such services among

its most important functions. The public library encourages the development of adequate school library facilities, and tries to provide a selection of literature and reference materials which are a supplement rather than a duplicate of those offered in the schools. The library will not attempt to furnish materials needed for formal courses of study offered by elementary and secondary schools and by institutions of higher learning or will do so only on a very limited basis. The public library has materials for self-study, but is not primarily designed to furnish reading material required for academic study.

- Young adult: A collection of young adult fiction and non-fiction materials and graphic novels will be selected in keeping with the interests of young people grades 6 through 12.
- Youth materials: Selection of juvenile materials will be based on the recreational and informational needs of the child from infancy through junior high school. All material will be judged on its own merit and in relation to the children for whom it is intended. Price will also be a consideration. Inasmuch as the school libraries should provide books and related materials which support the teaching program of the institution, emphasis in the public library collection will be placed on materials for the child's independent enjoyment. Material will be carefully selected for young people of all ages and abilities. Specific grade levels will not necessarily be indicated on materials.

4.6 Local Authors' Collection Policy

The South Holland Public Library is pleased to enrich the community with books written or created by local authors. A local author is defined as someone who has a valid South Holland Library card or a RAILS system-wide library card. At this time, the policy does not include electronic, self-published titles. Although the Library wishes to recognize the literary efforts of local authors by including their works in the collection, the works must meet the Library's selection policy as highlighted below.

Selection Criteria Highlights

- Indicated intended audience and the suitability of format, subject, style and reading level for that audience;
- Quality of writing, spelling and grammar;
- Quality of design, illustrations and production;
- Relevance to community interests;
- Regional setting of plot of book;
- Regional citizenship of author;
- Suitability of format for circulation (not stapled, 3-hole punched or loose pages),
- Evaluation and inclusion of the book is at the discretion of the Library Staff.

How to Submit Your Work

- Send a single physical copy of the entire book. The book will become the property of the South Holland Library. The Library will pay for the book if it is included in our collection. The Library will try to return books that are not selected. If a copy of the book is not submitted, it will not be considered for inclusion in the collection.

Along with the book, include:

- your name, address, telephone numbers, email address;
 - title of book, bibliographic information, a brief description of the book and its intended audience;
 - publisher information, professional reviews or critiques;
 - invoice for book, if applicable – the library is tax exempt.
- Library staff will respond to you within 60 days.
 - Authors who drop their items off must allow library staff sufficient time to review the item according to the selection criteria guidelines and to follow the procedures listed within the policy.

Procedures followed by Library Staff

- We will acknowledge the receipt of your book within 60 days. Authors whose books have been selected for retention in the Library's collections will receive a check for the amount of the invoice. This will be included with the correspondence.
- Library Staff will attempt to contact the author to return books that are not selected for retention in the Library's collections.
- Library may purchase one copy.
- Library staff does not discuss individual works with authors.
- Library staff does not guarantee that any book acquired will remain in the Library collections.

Promotional Efforts

- The Library bears no obligation for marketing an author's work.
- The Library has meeting rooms available for writers' groups to hold discussions or book signings. The Meeting Room Policy, 6.0, provides that rooms are available only to South Holland Library card holders.
- The Library may occasionally hold writers' workshops.
- The local authors' items added to the collection will be cataloged and indicated as such with a local author sticker on the spine. A local author indication will be added to the note field of the item in the catalog.

Library Resources for Authors

- Writer's Market 808.02 WRI
- Poet's Market 808.02 POE
- Songwriter's Market 782.42 SON
- Children's Writer's & Illustrator's Market 808.068 CHI

4.7 Weeding/Collection Management

Weeding the Library collection is as important as the selection process. The CREW Method of Weeding is referenced in the appendix. A Weeding Schedule will be implemented, available in the Reference Department Procedural Manual. Some criteria for weeding materials from the collection are:

- to maintain an attractive collection,
- to eliminate duplicates of materials which were previously in heavy demand,
- to replace superseded editions of titles,
- to retain series by authors who are still adding titles to the series,
- to represent selections from popular classic fiction series,
- to conduct a frequency of use study and eliminate materials which were previously of high interest but are no longer used, and
- to eliminate out-dated materials in various disciplines such as pure science, applied science, consumer information, etc. A replacement schedule should be created for materials such as encyclopedias, reference series, etc.

4.8 Gift Materials

Materials received as gifts that meet the standards of selection and require no special handling or housing may be added to the collection. If materials are not judged suitable or useful, they may be sold or given away. The Library will not offer appraisals of monetary value of donated materials. Donors seeking an income tax gift deduction must obtain an independent appraisal. The selection of materials for memorial donations must meet the guidelines used for the purchase of library materials. The Library does not make home visits to pick up donated materials.

For gifts of materials beyond those to collections, see: 10.0 Special Acquisitions Policy.

4.9 Cooperative Collection Development

Extensive use of Interlibrary Loan is recommended for materials of limited appeal. Formal cooperation (grants) and informal networking with other libraries may be effective in providing access to specialized collection in the south suburban area.

4.10 Complaints

The Library Director shall endeavor to solve all complaints regarding the selection of materials.

If the Library Director cannot satisfy the complainant, the complainant may fill out a Challenged Material Form (See Appendix) that will be presented to the Library Board. Upon receipt of a formal complaint form, the Library Board of Trustees shall follow the procedure written herein:

- The Library Director shall consult with the Library Board President to schedule a hearing of the complaint. Procedures for conducting a public hearing are found in 2.0 Governance/ Bylaws of the Library Board. The complainant may appear or may ask that only the form be presented to the Board.
- Staff shall gather information/reviews relevant to the work and provide it to the Library Board.
- A committee shall be appointed to examine, in detail, the work in question.
- The committee shall review the work and present their recommendations to the library board of directors at the next regular meeting.
- The board of directors, after hearing the committee report, shall decide what action shall be taken.
- A letter shall be sent to the complainant, informing him/her of the action to be taken.

The form for material reconsideration is in the Appendix.

4.11 Appendix

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4.11.1 LIBRARY BILL OF RIGHTS

- I. Books and other library resources should be provided for the interest, information and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries, which make exhibit spaces and meeting rooms available to the public they serve, should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948, by the ALA Council; amended February 2, 1961; amended June 28, 1967; amended January 23, 1980; inclusion of "age" reaffirmed January 24, 1996.

4.11.2 Free Access to Libraries for Minors

An Interpretation of the Library Bill of Rights

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

Article V of the Library Bill of Rights states, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." The "right to use a library" includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, educational level, literacy skills, or legal emancipation of users violates Article V.

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

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

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

The mission, goals, and objectives of libraries cannot authorize librarians or library governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents 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." 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. Librarians and governing bodies should maintain 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 children.

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.

See also Access to Resources and Services in the School Library Media Program and Access to Children and Young Adults to Nonprint Materials.

1 See *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).

Adopted June 30, 1972, by the ALA Council; amended July 1, 1981; July 3, 1991; June 30, 2004; July 2, 2008.

4.11.3 Books and the Young Reader

(excerpts from School Library Journal Editorials)

...no community, no matter how small, is completely homogeneous. What one parent will approve for a child, another will not. The rights of one should not be abridged by the views of another.

...the rights of children and young people to read books that seem relevant to their own lives and to society as they see it cannot be abridged without courting the danger that books themselves will seem to them obsolete. Young people are constantly surrounded by the raw materials of life as it is lived by a wide variety of people. Therefore, they need thoughtful fiction and non-fiction that will allow them to examine these materials from more than one angle.

4.11.4 Diversity in Collection Development

Diversity in Collection Development: An Interpretation of the Library Bill of Rights

Collection development should reflect the philosophy inherent in Article II of the Library Bill of Rights: “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.” Library collections must represent the diversity of people and ideas in our society. There are many complex facets to any issue, and many contexts in which issues may be expressed, discussed, or interpreted. Librarians have an obligation to select and support access to materials and resources on all subjects that meet, as closely as possible, the needs, interests, and abilities of all persons in the community the library serves. Librarians have a professional responsibility to be inclusive, not exclusive, in collection development and in the provision of interlibrary loan. Access to all materials and resources legally obtainable should be assured to the user, and policies should not unjustly exclude materials and resources even if they are offensive to the librarian or the user. This includes materials and resources that reflect a diversity of political, economic, religious, social, minority, and sexual issues. A balanced collection reflects a diversity of materials and resources, not an equality of numbers.

Collection development responsibilities include selecting materials and resources in different formats produced by independent, small and local producers as well as information resources from major producers and distributors. Materials and resources should represent the languages commonly used in the library’s service community and should include formats that meet the needs of users with disabilities. Collection development and the selection of materials and resources should be done according to professional standards and established selection and review procedures. Librarians may seek to increase user awareness of materials and resources on various social concerns by many means, including, but not limited to, issuing lists of resources, arranging exhibits, and presenting programs.

Over time, individuals, groups, and entities have sought to limit the diversity of library collections. They cite a variety of reasons that include prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, sexual content and expression, and other potentially controversial topics. Examples of such censorship may include removing or not selecting materials because they are considered by some as racist or sexist; not purchasing conservative religious materials; not selecting resources about or by minorities because it is thought these groups or interests are not represented in a community; or not providing information or materials from or about non-mainstream political entities. Librarians have a professional responsibility to be fair, just, and equitable and to give all library users equal protection in guarding against violation of the library patron’s right to read, view, or listen to materials and resources protected by the First Amendment, no matter what the viewpoint of the author, creator, or selector. Librarians have an obligation to protect library collections from removal of materials and resources based on personal bias or prejudice.

Intellectual freedom, the essence of equitable library services, provides for free access to all

expressions of ideas through which any and all sides of a question, cause, or movement may be explored. Toleration is meaningless without tolerance for what some may consider detestable. Librarians must not permit their own preferences to limit their degree of tolerance in collection development.

4.11.5 Evaluating the Library Collection

Taken from: *Evaluating and Weeding Collections in Small and Medium-sized Public Libraries The CREW Method*

by Joseph P. Segal

American Library Association, Chicago

Second printing, November 1986

Earlier printings made by Texas State Library under the title of *The CREW Manual*.

'CREW stands for continuous review, evaluation and weeding. The *CREW Manual* attempts to describe clearly, practically, and step-by-step, a new method of carrying out the five processes of "reverse selection": inventory, collection evaluation, collection maintenance, weeding and discarding.

'The six benefits of weeding using CREW

- You save space by eliminating unneeded materials.
- You save users' time searching crowded shelves.
- You make the Library more appealing by removing unattractive volumes.
- You enhance the reputation of your collection by maintaining current copyright dates.
- You have a continuous check on the need for mending, lost books and replacement needs.
- You receive constant feedback on the collection's strengths and weaknesses.

'The Library Board should adopt a written weeding and discarding policy as well as a gift policy.

'The CREW formula consists of three parts

- Copyright date
- Maximum permissible time material can sit on shelf without usage
- Presence of any negative factors (MUSTY)
 - M = misleading and/or factually inaccurate
 - U = ugly or worn beyond mending
 - S = superseded by a new edition
 - T = trivial/no literary or scientific merit
 - Y = your collection has no need for this book

'Rebutting excuses not to weed:

- *I have a large collection of materials*
 - **Quality counts more than quantity**
- *If I throw it out, someone will ask for it*
 - **Inter-Library Loan can fill requests for older titles**
- *The book may be old, rare and valuable*
 - **The chances of this being true is rare. Check with an antiquarian book dealer or check *American Book Prices Current***

- *Weeding might mean I made a mistake in selection*
 - **Times and the public interests change**
- *Weeding is an irresponsible act of destruction of public property*
 - **Weeding crates a constructive process to showcase good materials. Books can be resold rather than destroyed.**
- *We need something on the subject*
 - **Extra copies for class assignments can be kept in storage. With Inter-Library Loan, not all subjects must be represented in the collection.**

4.11.6 The 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 citizens 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 accept 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 reader 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 also 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 safer, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

6. 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 principle 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 the 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.

A Joint Statement by:

American Library Association
Association of American Publishers

Subsequently endorsed by:

American Booksellers Foundation for Free Expression
The Association of American University Presses, Inc.
The Children's Book Council
Freedom to Read Foundation
National Association of College Stores
National Coalition Against Censorship
National Council of Teachers of English
The Thomas Jefferson Center for the Protection of Free Expression

4.11.7 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.

4.11.8 Donation Form

The South Holland Public Library appreciates your donation. We cannot assign values to your donation. Any values claimed for tax purposes are the sole responsibility of the donor. Please retain a list of donated materials for this purpose. Consult IRS Taxpayer Information Publications #526, *Charitable Contributions*, and #561, *Determining the Value of Donated Property* at www.irs.gov . No goods or services will be given in consideration of a donation.

Items that cannot be used in our collection will be placed in our used book sale area, and any funds received from the sale of materials will be used to benefit the Library.

4.11.9 Memorial Donation Form

Received by South Holland Library

Date: _____ Received from: _____

Memorial for whom: _____

Topics of Interest: _____

Relationship of donor, if known: _____

Amount Received: _____ Cash (or) Check #: _____

Type of Donation: Restricted Unrestricted Endowment Fund

Person/Department Ordering: _____

Specify what was purchased (name of book, piece of equipment): _____

Company with whom order placed: _____

Date Ordered: _____ Date Received: _____

Donor to thank: _____

Family to notify of donation: _____

Procedures:

- Business Manager receives request.
 - Has donor fill out form and receives cash/check.
 - Sends copy of form to Technical Services and gets 2 copies of bookplate back.
 - Arranges for the item to be ordered and tracks the expenses and receipt of the item.
 - Sends a thank you to the donor, with copy of bookplate from Technical Services.
 - Sends notification to the recipient or family, if appropriate, also with bookplate.
 - Writes a press release for the Library Newsletter.
- Technical Services receives a copy of this form.
 - When the item is received, Technical Services creates a bookplate & puts it in item and gives 2 copies to the Business Manager to send out with thank yous.

4.11.10 Challenged Materials Form

SOUTH HOLLAND PUBLIC LIBRARY
CITIZEN'S REQUEST FOR RECONSIDERATION OF A WORK

Type of Material under reconsideration (i.e.. book, audio visual format, etc.)_____

Title_____

Author_____

Request Initiated by_____

Address_____ Telephone_____

City_____ State_____ Zip_____

Complainant represents: Himself/Herself_____

An organization (name)_____

Other group (name)_____

1. To what in the work do you object? Please be specific; cite pages. _____

2. Did you read, view or listen to the entire work? _____

3. What do you feel might be the result of reading/listening/viewing this work? _____

4. For what age group would you recommend this work? _____

5. Are you aware of the judgment of this work by critics? _____

6. What would you prefer the library do about this work? _____

7. In its place, what work of equal value would you recommend that would convey as valuable a picture and perspective of the subject treated? _____

Signature _____ Date _____

Unless this entire form is completed, no action will be taken by the Library Board upon the request for reconsideration.