

**THREE RIVERS COLLEGE  
INSTRUCTION REGULATION**

Section: 6000 Instruction	
Sub Section: 6200 Curriculum Services and Support	
Title: IR 6223 Library Collection Development	Page 1 of 14
Primary Policy: IP 6220 Library Services	
Associated Policies: FP 3601 College Property; GAP 1200 Equal Opportunity; BP 0510 Policy Development, Adoption, and Review; IP 6112 Academic Freedom	
Associated Regulations: GAR 1110 Policy and Regulation Development; FR 3620 Disposal of Surplus Property; IR 6221 Library Operations; IR 6222 Library Circulation Privileges	
References: "CREW: a Weeding Manual for Modern Libraries," by the Texas State Library and Archives Commission; American Library Association (ALA) "Professional Ethics," "Freedom to Read Statement," "Freedom to View Statement," and the "Library Bill of Rights" located on ALA website	
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Supersedes: Library Handbook	
Responsible Administrator: Chief Academic Officer	
Initial Approval: 03-20-2024	Last Revision:

**Collection Development**

This collection development regulation defines the scope, nature, and process of the Three Rivers College Rutland Library's existing collections. The principles and plans for continuing development of resources as they relate to institutional goals, general selection criteria, and the rights of library users to receive information is central to the collection development policy. "Library collections" includes all resources in all formats acquired for use by students and faculty consistent with recognized education needs. Library resources will be provided through the College owned collection, membership in selected consortia, and/or through contracts with third-party vendors.

The collection priorities for the Three Rivers College Rutland Library are to:

- support the curricular needs of the education programs of the College and the students enrolled in those programs.
- support the professional growth and pedagogic needs of faculty within the scope of programs and degrees offered.
- encourage individual self-directed lifelong learning for professional and personal growth in the chosen career paths of our students.
- promote and teach information literacy skills to students.
- assist in supporting our higher education partner institution students' needs to access library resources at their home institutions.
- develop partnerships with local public libraries extending student access to resources.

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- promote economic growth and community stability by providing resources for job seekers.

**Collections**

The collections consist of general circulating, reference, periodicals, reserves, special, and some miscellaneous collections. These collections may be physical or digital.

**Responsibility for Selection**

The ultimate responsibility for all library programs, collections, and services is vested in the Three Rivers College Board of Trustees (Board). The Board delegates through the President of the College the authority to assign this responsibility to qualified library staff and faculty. Library staff in partnership with the faculty determine the collection scope based upon the curriculum offered by the college. The library staff use proven, reliable vendors either directly or through consortia for the licensing of databases (eResources) and the purchase of physical items with weight given to providing access to all College locations.

The Library Administrator may in turn delegate day-to-day responsibility for overseeing resource selection and collection development, considering curricular, faculty, and student needs for completing assignments and educational growth. The staff are to employ their professional responsibility, training, experience, and knowledge of bibliography, publishing, and data platforms. They must use various recognized professional tools to evaluate and select resources in accordance with the criteria listed below. The Library Administrator has the authority to

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override recommendations and approve or disapprove any selection decision, based on professional judgment and expertise, or consultation with College administration.

**Material Selection**

**Principles**

The library operates within the framework of the principles of freedom of speech (and the corollary right to receive information) and personal responsibility set forth in the First Amendment to the United States Constitution, and Article One, Section Eight of the Missouri Constitution.

The library attempts to provide diverse perspectives on a wide range of topics, including political, social, and religious, no matter how controversial or objectionable those ideas may be to some people. Resources are not restricted or excluded because of partisan, doctrinal, or personal disapproval of the race, ethnicity, nationality, religion, gender, or sexual orientation of the content creator. Resources are not restricted or excluded because of the views expressed by the creator generally or in a specific resource. Selectors actively seek out resources representing different points of view and are responsive to the diverse needs and interests of the communities the library serves. No ideology should be collected and held to the exclusion of any other.

Resource selection may be limited by budget constraints and/or available shelf space. Resource sharing with other libraries provides an alternative means to fulfill library users' information needs and interests. Selection decisions are not based on the personal interests or preferences

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of library staff, faculty, employees, or volunteers. To do so would be a serious breach of professional responsibility and ethics. The selection of any resource should not be construed as an endorsement by the College of the content or views expressed therein.

Three Rivers College Rutland Library endorses and supports the American Library Associations (ALA) statements on the Freedom to Read/View, Ethics statement, and the Library Bill of Rights, which are incorporated as addendums.

The library has adopted as examples of best practices the following American Library Association documents (appended to this regulation):

- AMERICAN LIBRARY ASSOCIATION CODE OF ETHICS
- FREEDOM TO READ STATEMENT
- FREEDOM TO VIEW STATEMENT
- LIBRARY BILL OF RIGHTS and its INTERPRETATIONS

**Criteria**

The following list of criteria is to be considered in the selection of library materials. This list is not in priority order, nor is it meant to be exhaustive. Any given resource is not required to meet every criteria to qualify for selection.

- Alignment with curricular need
- Favorable reviews in professionally recognized journals, from recommended resource lists and/or award lists and from professional organizations

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- The quality and reputation of the work within the scope of the cognate field covered
- Subject, style, and reading level is appropriate for the intended audience
- Timeliness or permanent value and accuracy of material
- Diversity of sources; including new, small, independent publishers/distributors as well as long-established major publishers/distributors
- Presents alternative or diverse voices and viewpoints
- Price in relation to terms and conditions of access
- Budget constraints in relation to overall collection budget
- Intended usage and frequency of use in support of curriculum
- Accessibility and quality of physical or electronic format for library users with special needs
- Appropriateness of format for access, shelving, maintenance, and space
- Scope and depth of present library collection or availability of resources in other libraries via Interlibrary Loan or within the community
- Clarity, accuracy, comprehensiveness, and logic of subject treatment
- Vitality and originality
- Artistic presentation
- Demand for downloadable resources that can be remotely accessed online
- Authority or authenticity of materials
- Student access (technology availability)

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**Requests for Purchase**

Three Rivers Colleges Rutland Library encourages users to suggest resources to be added to library collections. User suggestions alert library staff to new authors, trends, or developing issues or interests among faculty and students. Assuming user suggestions meet selection criteria, these are accorded priority in purchasing. If approved for purchase, the user who suggested the resource is notified of its arrival.

**Acquisitions Procedures**

Item selection by library staff is in conjunction with faculty recommendations and support or expressed needs for the curriculum, information literacy development, and students. Each selector (faculty or librarian) is responsible for recommending material for purchase in their assigned subject areas. Library staff must work with faculty members to identify material and make purchasing decisions that best meet the needs of the curriculum.

**Special Collections**

**Academic Library Special Collections**

Special areas or collections reflect the College mission and state, local, and College history. Selection of materials can be in a variety of formats that support the curriculum and research needs unique to the institution. Librarians will set the standard for acquiring and accepting materials in these collections, considering the collection's storage needs, environmental preservation needs, and security requirements with possible limited access for users. Selection

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criteria should reflect the unique collection development needs of these "special areas" and include the consideration of donations.

**Selecting and Excluding Controversial Materials**

The library serves the curricular, educational, and information literacy needs of Three Rivers College. The library serves the faculty, students, and staff of the college. As a result, materials are selected with this audience and their educational goals in mind.

The Library Administrator is expressly charged with the responsibility to execute, in good faith and with the highest degree of professional skill, the collection development policy of the Rutland Library. The Library Administrator is professionally obligated to resist with equal good faith, skill and vigor, the efforts of any individual or group to compel the addition or withdrawal of library resources, or to limit free access to library resources, or to modify the selection process based upon criteria substantially in conflict with this policy. Resources that present a frank and uncompromising portrait of social conditions or intimate aspects of human experience shall not be excluded or restricted because of explicit language or description. The library acknowledges that such resources may offend some users. But if the content meets the standards of the written selection policy, responds to the curricular needs, and broadens the range and diversity of the collection, the selection is justified. Disapproval by an individual or group does not justify denying access to everyone else. Every user has the right to judge for him/herself, but not to impose his/her judgment on all other users. Separating collections based upon content is not allowed except in cases of faculty requests for reserve collections.

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The library does not provide textbooks or multiple copies of print resources for classrooms. The availability of simultaneous access to electronic resources for classrooms, reserves, or students in synchronous or asynchronous instruction will vary depending on the access rights included in the library's contract with the vendor.

Library resources are organized and maintained in collections for users to locate the resource(s) of their choice without constraint. The cataloging and shelving of resources does not reflect value judgments on their content. The library does not assign locations or include warning statements about specific resources in the public access catalog to discourage or restrict access.

All resources are shelved in their proper order on open shelves, except for rare or fragile materials, special collections, reserves, unique items, format (print, DVD, Audio, etc.), or oversized formats.

The library ordinarily does not purchase costly specialized resources of limited interest. The Rutland Library collections are designed to support the lower division curriculum of the College; therefore, material designed for upper division courses or extensive research are not normally held. The library staff refers users to such specialized libraries in the region, assists with interlibrary loan services, or suggests online resources as suitable alternatives.

The library participates in regional and national resource sharing collaborations that expand access to other library collections by mutual interlibrary lending agreements. Resources made available through these collaborations are subject to the resource selection and development policies of the respective institutions and consortia.



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**Copyright**

All materials housed in or accessed from the Rutland Library must conform to copyright laws of the United States, adhere to public performance rights, provide licensed access to digital materials, and be acquired legally. Pirated materials will be removed immediately from the collection until ownership can be determined if a complaint is received. If it is found that the Rutland Library does not have legal ownership of items, the materials are to be destroyed.

**Gifts and Donations**

The acquisition/acceptance of library gifts and donations are evaluated based on the College mission and policies. Accepted material should support the curriculum, special collections, and research needs of the college community as outlined in the library's acquisition procedure and selection policy and shall be coordinated with the Office of Development. Gifts needing special care, preservation, and storage may not be accepted as the materials may be beyond the institution's available facilities and expertise. Items of significant value (to be determined by financial services) shall be reported to the Director of Procurement and Risk management. The library reserves the right to determine the retention, location, cataloging treatment, and other considerations related to the use or disposition of all gifts. The library assumes no responsibility for appraisal of gift items, nor can the library accept items under restricted conditions.

Regardless of monetary, historic, or cultural value of a gift, the library must resist quid pro quo stipulations regarding the selection or deselection of materials.

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**Collection Maintenance and Weeding**

Regular or sampled inventories should be conducted every two to three years. This allows for review of the collection for condition, availability, and usefulness. The Integrated Library System (ILS) must be maintained by removing weeded items and should reflect the collection accurately.

**Weeding**

The purpose of weeding is to continuously reevaluate and refresh the collection in conjunction with the selection of new and replacement resources or changes in college curriculum and teaching methods and modalities.

Library staff with faculty consultation determine which materials, databases, and other resources to retain and/or replace. Dated, worn, damaged or no longer relevant library items are weeded or deselected from the collections based on professional standards and procedures. Just as selectors are responsible for specific subjects, genres, or formats, they are also responsible for weeding those areas, in keeping with general standards for library collections.

**Criteria for Weeding**

The library employs professional collection management procedures, including CREW: a Weeding Manual for Modern Libraries (Austin, Texas: The Texas State Library and Archives Commission, 2012) to determine when resources should be withdrawn from the library collections. Factors considered when weeding include the physical condition of the item, number of copies available, frequency and currency of use, adequate coverage in the field, continuing relevance, alternative formats, and availability of updated content. The CREW method (Continuous Review, Evaluation,

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and Weeding) uses an acronym, MUSTIE, to indicate when an item should be removed from the collection.

MUSTIE stands for:

M = Misleading (and/or factually inaccurate)

U = Ugly (worn and beyond mending or rebinding)

S = Superseded (by a truly new edition or by a much better book on the subject)

T = Trivial (of no discernible literary or scientific merit; usually of ephemeral interest at some time in the past)

I = Irrelevant to the needs and interests of institution

E = The material or information may be obtained expeditiously Elsewhere through interlibrary loan, reciprocal borrowing, or in electronic format.

While the Three Rivers Colleges Rutland Library attempts to maintain copies of standard and important works relevant to the curriculum, it does not automatically replace all resources withdrawn. The same criteria that apply to original selection also apply to replacements. The library participates in regional and national resource sharing collaborations that expand access to collections by mutual lending agreements. Resources shared through these collaborations are subject to the weeding policies of their respective consortia.

College policy FP 3601 College Property and regulation FR 3620 Disposal of Surplus Property shall be followed for disposal of withdrawn resources or materials.

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College employees are prohibited from withdrawing or discarding library resources with the intent to resell them for personal profit. The library does not accept requests to hold discarded items for individuals.

**Revision**

This regulation shall be reviewed at least every five years and revised in accordance with BP 0510 Policy Development, Adoption, and Review and GAR 1110 Policy and Regulation Development.

**Requests for Reconsideration of Material**

The library welcomes comments on resources selected or not selected for inclusion in library collections. Such comments often bring to the Library Administrator's attention to user needs and interests not being adequately met. Often concerns can be satisfied by inviting users to discuss them with the Library Administrator. However, if this does not suffice, the user (faculty, administration, or students) may address their concerns through the "Request for Reconsideration of Library Resources." When these requests are received and signed by a TRC card holder (faculty, staff, student), the Library Administrator shall:

- consult with library staff examining the resource in question, check reviews, and determine whether it conforms to the priorities and criteria of the library selection and collection development policy.
- reconsider the classification of a resource in consultation with the appropriate faculty to determine if the existing classification is appropriate for its subject, style, theme, and intended audience.

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- present the reconsideration request, along with the written review and recommendation by the Library Administrator to the Chief Academic Officer. Upon consultation and approval/dissent of the Chief Academic Officer, the initiator of the request is informed of the decision. The requestor may appeal the decision to the President of the College. The President's decision is final.
- continue to insure items are available to the public, pending final disposition of the request for reconsideration.

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**03-20-2024:** Initial approval of regulation.

## Professional Ethics

ALA's Code of Ethics is the responsibility of the Committee on Professional Ethics (/groups/committees/ala/ala-profethic) (COPE). The Code of Ethics is the document that translates the values of intellectual freedom that define the profession of librarianship into broad principles that may be used by individual members of that profession as well as by others employed in a library as a framework for dealing with situations involving ethical conflicts.

- Copyright: An Interpretation of the *Code of Ethics* (<http://www.ala.org/tools/ethics/copyright>) (amended January 29, 2019)
- Conflicts of Interest Q&A (<http://www.ala.org/tools/ethics/conflictsofinterestqa>) (amended April 30, 2019)
- Enforcement of the *Code of Ethics* Q&A (<http://www.ala.org/tools/ethics/enforcementqa>) (amended January 28, 2019)
- Ethics and Social Media Q&A (<http://www.ala.org/tools/ethics/socialmediaqa>) (amended January 28, 2019)
- Speech in the Workplace Q&A (<http://www.ala.org/tools/ethics/workplacespeechqa>) (amended April 30, 2019)

## Code of Ethics

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

1. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
2. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
3. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
4. We respect intellectual property rights and advocate balance between the interests of information

users and rights holders.

5. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
6. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
7. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
8. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.
9. We affirm the inherent dignity and rights of every person. We work to recognize and dismantle systemic and individual biases; to confront inequity and oppression; to enhance diversity and inclusion; and to advance racial and social justice in our libraries, communities, profession, and associations through awareness, advocacy, education, collaboration, services, and allocation of resources and spaces.

Adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; January 22, 2008; and June 29, 2021.



## 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 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.

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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 (<http://www.publishers.org/>)

*Subsequently endorsed by:*

American Booksellers for Free Expression (<http://www.bookweb.org/abfe>)

The Association of American University Presses (<http://www.aaupnet.org/>)

The Children's Book Council (<http://www.cbcbooks.org/>)

Freedom to Read Foundation (<http://www.ftrf.org>)

National Association of College Stores (<http://www.nacs.org/>)

National Coalition Against Censorship (<http://www.ncac.org/>)

National Council of Teachers of English (<http://www.ncte.org/>)

The Thomas Jefferson Center for the Protection of Free Expression

## 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**

**(/offices/oif)**

## Library Bill of Rights

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

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

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

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

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

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

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996.

Although the Articles of the *Library Bill of Rights* are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations>).

## Interpretations of the Library Bill of Rights

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Following are those documents designated by the Intellectual Freedom Committee as Interpretations of the *Library Bill of Rights* (</advocacy/intfreedom/librarybill>) and background statements detailing the philosophy and history of each. For convenience and easy reference, the documents are presented in alphabetical order. These documents are policies of the American Library Association, having been adopted by the ALA Council (</aboutala/governance/council>).

**Access to Digital Resources and Services (</advocacy/intfreedom/librarybill/interpretations/digital>):** 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. Amended 2019

**Access to Library Resources and Services for Minors (</advocacy/intfreedom/librarybill/interpretations/minors>):** Library policies and procedures that effectively deny minors equal and equitable access to all library resources available to other users violate the *Library Bill of Rights*. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users. Amended 2019

**Access to Library Resources and Services Regardless of Sex, Gender Identity, Gender Expression, or Sexual Orientation (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/accesslgbt>):** The American Library Association stringently and unequivocally maintains that libraries and librarians have an obligation to resist efforts that systematically exclude materials dealing with any subject matter, including sex, gender identity, or sexual orientation. Amended 2020

**Access to Resources and Services in the School Library (</advocacy/intfreedom/librarybill/interpretations/accessresources>):** The school library plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library, the principles of the Library Bill of Rights apply equally to all libraries, including school libraries. Amended 2014

**Challenged Resources (</advocacy/intfreedom/librarybill/interpretations/challenged-resources>):** ALA 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 resources. Amended 2019

**Diverse Collections (</advocacy/intfreedom/librarybill/interpretations/diversecollections>):** 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. Amended 2019

**Economic Barriers to Information Access ([/advocacy/intfreedom/librarybill/interpretations](#)**

**/economicbarriers)**: All resources provided directly or indirectly by the library, regardless of format or method of delivery, should be readily and equitably accessible to all library users. Imposing any financial barrier may disadvantage users, and libraries of all types—public, school, and academic—should consider eliminating barriers that limit access to library resources and other services. Amended 2019

**Education and Information Literacy (<http://www.ala.org/advocacy/intfreedom/librarybill>**

**/interpretations/education)**: Libraries and library workers foster education and lifelong learning by promoting free expression and facilitating the exchange of ideas among users. Libraries use resources, programming, and services to strengthen access to information and thus build a foundation of intellectual freedom. In their roles as educators, library workers create an environment that nurtures intellectual freedom in all library resources and services. Amended 2019

**Equity, Diversity, Inclusion ([/advocacy/intfreedom/librarybill/interpretations/EDI](#))**: Libraries are essential to democracy and self-government, to personal development and social progress, and to every individual’s inalienable right to life, liberty, and the pursuit of happiness. To that end, libraries and library workers should embrace equity, diversity, and inclusion in everything that they do. Adopted 2017

**Evaluating Library Collections ([/advocacy/intfreedom/librarybill/interpretations](#)**

**/evaluatinglibrary)**: 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. Amended 2019

**Expurgation of Library Materials ([/advocacy/intfreedom/librarybill/interpretations](#)**

**/expurgationlibrary)**: Expurgating library materials is a violation of the Library Bill of Rights. Expurgation as defined by this interpretation includes any deletion, excision, alteration, editing, or obliteration of any part(s) of books or other library resources by the library, its agent, or its parent institution (if any). Amended 2014

**Internet Filtering ([/advocacy/intfreedom/librarybill/interpretations/internet-filtering](#))**: The negative effects

of content filters on Internet access in public libraries and schools are demonstrable and documented. Consequently, consistent with previous resolutions, the American Library Association cannot recommend filtering. However the ALA recognizes that local libraries and schools are governed by local decision makers and local considerations and often must rely on federal or state funding for computers and internet access. Because adults and, to a lesser degree minors, have First Amendment rights, libraries and schools that choose to use content filters should implement policies and procedures that mitigate the negative effects of filtering to the greatest extent possible. The process should encourage and allow users to ask for filtered websites and content to be unblocked, with minimal delay and due respect for user privacy. Adopted 2015

**Intellectual Freedom Principles for Academic Libraries ([/advocacy/intfreedom/librarybill](#)**

**/interpretations/intellectual)**: A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of



a college or university community. The purpose of this statement is to outline how and where intellectual freedom principles fit into an academic library setting, thereby raising consciousness of the intellectual freedom context within which academic librarians work. Amended 2014

**Labeling Systems (/advocacy/intfreedom/librarybill/interpretation/labeling-systems):** 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 2015

**Library-Initiated Programs and Displays as a Resource (/advocacy/intfreedom/librarybill/interpretations/programsdisplays):** Library-initiated programs and displays utilize library worker expertise for community interests, collections, services, facilities, and providing access to information and information resources. They introduce users and potential users to library resources and the library's role as a facilitator of information access. Concerns, questions, or complaints about library-initiated programs and displays are handled according to the same written policy and procedures that govern reconsiderations of other library resources. These policies should apply equally to all people, including, but not limited to, library users, staff, and members of the governing body. Amended 2019

**Meeting Rooms (/advocacy/intfreedom/librarybill/interpretations/meetingrooms):** Many libraries provide meeting rooms and other spaces designated for use by the public for meetings and other events as a service to their communities. Article VI of the Library Bill of Rights states, "Libraries which make ... 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." Amended 2019

**Minors and Online Activity (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/minorsonlineactivity>):** The online environment offers opportunities for accessing, creating, and sharing information. The rights of minors to retrieve, create, and interact with information posted on the Internet in schools and libraries are extensions of their First Amendment rights. Amended 2019

**Politics in American Libraries (/advocacy/intfreedom/librarybill/interpretations/politics):** The Library Bill of Rights specifically states that "all people" and "all points of view" should be included in library materials and information. There are no limiting qualifiers for viewpoint, origin, or politics. Adopted 2017

**Prisoners' Right to Read (/advocacy/intfreedom/librarybill/interpretations/prisonersrightoread):** ALA asserts a compelling public interest in the preservation of intellectual freedom for individuals of any age held in jails, prisons, detention facilities, juvenile facilities, immigration facilities, prison work camps, and segregated units within any facility, whether public or private. Amended 2019

**Privacy (/advocacy/intfreedom/librarybill/interpretations/privacy):** All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. The American Library Association affirms that rights of privacy are necessary for intellectual freedom and are fundamental to the ethical practice of librarianship. Amended 2019

**Rating Systems (/advocacy/intfreedom/librarybill/interpretations/rating-systems):** Rating systems

are tools or labels devised by individuals or organizations to advise people regarding suitability or content of materials. Rating systems appearing in library catalogs or discovery systems present distinct challenges to intellectual freedom principles. The American Library Association affirms the rights of individuals to form their own opinions about resources they choose to read or view. Amended 2019

**Religion in American Libraries ([/advocacy/intfreedom/librarybill/interpretations/religion](#)):** The First Amendment guarantees the right of individuals to believe and practice their religion or practice no religion at all and prohibits government from establishing or endorsing a religion or religions. Thus the freedom of, for and from religion, are similarly guaranteed. Adopted 2016

**Restricted Access to Library Materials ([/advocacy/intfreedom/librarybill/interpretations/restrictedaccess](#)):** Libraries are a traditional forum for the open exchange of information. Attempts to restrict access to library materials violate the basic tenets of the Library Bill of Rights. Amended 2014

**Services to People with Disabilities ([/advocacy/intfreedom/librarybill/interpretations/servicespeoplewithdisabilities](#)):** Libraries should be fully inclusive of all members of their community and strive to break down barriers to access. The library can play a transformational role in helping facilitate more complete participation in society by providing fully accessible resources and services. Amended 2018

**Universal Right to Free Expression ([/advocacy/intfreedom/librarybill/interpretations/universalright](#)):** Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedoms of speech, press, religion, assembly, and association, and the corollary right to receive information. Amended 2014

**User-Generated Content in Library Discovery Systems ([/advocacy/user-generated-content-library-discovery-systems](#)):** Libraries offer a variety of discovery systems to provide access to the resources in their collections. Such systems can include online public access catalogs (OPAC), library discovery products, institutional repositories, and archival systems. With the widespread use of library technology that incorporates social media components, intelligent objects, and knowledge-sharing tools comes the ability of libraries to provide greater opportunities for patron engagement in those discovery systems through user-generated content. These features may include the ability of users to contribute commentary such as reviews, simple point-and-click rating systems (e.g. one star to five stars), or to engage in extensive discussions or other social interactions. This kind of content could transform authoritative files, alter information architecture, and change the flow of information within the library discovery system. Amended 2019

**User-Initiated Exhibits, Displays, and Bulletin Boards (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/exhibitsdisplaysbulletinboards>):** Libraries may offer spaces for exhibits, displays, and bulletin boards in physical or digital formats as a benefit for their communities. The use of these spaces should conform to the American Library Association's *Library Bill of Rights*. Amended 2019

**Visual and Performing Arts in Libraries (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/arts>):** Visual images and performances in the library should not be restricted based on content. Librarians and library staff should be proactive in seeking out a wide variety of representational and abstract artwork and performance art, with limitations or parameters set only with respect to space, installation, fiscal, and technical constraints. Adopted 2018

### Three Rivers College Library Request for Reconsideration of Material Form

The Three Rivers College Board of Trustees has delegated, through the President of the College, the responsibility for selection and evaluation of library resources to the library staff in partnership with the faculty, and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of library resources, please return the completed form to the Library Administrator. This request must be signed by a TRC card holder (faculty, staff, student).

Three Rivers College, Rutland Library, 2080 Three Rivers Blvd., Poplar Bluff, MO 63901

Date \_\_\_\_\_

Name \_\_\_\_\_

Address \_\_\_\_\_

City \_\_\_\_\_

State/Zip \_\_\_\_\_

Phone \_\_\_\_\_

Email \_\_\_\_\_

Do you represent self?  Or an organization?  Name of Organization \_\_\_\_\_

1. Resource on which you are commenting:

Book (e-book)

Database

Textbook

Game

Movie

Audio Recording

App

Streaming Media

Magazine

Digital Resource

Newspaper

Other

Title \_\_\_\_\_

Author/Producer \_\_\_\_\_

Is the resource part of the curriculum, library collection, or other?  
\_\_\_\_\_

2. What brought this resource to your attention?  
\_\_\_\_\_  
\_\_\_\_\_

3. Have you examined the entire resource? If not, what sections did you review?  
\_\_\_\_\_  
\_\_\_\_\_

4. What concerns you about the resource?  
\_\_\_\_\_  
\_\_\_\_\_

5. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?  
\_\_\_\_\_  
\_\_\_\_\_

6. What action are you requesting the committee consider?

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Signature of Requester

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Date

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Signature of TRC card holder (faculty, staff, student)  
(Only if Requester is not faculty, staff, or student)

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Date