

**BEAVERTON CITY LIBRARY
COLLECTION DEVELOPMENT POLICY**

Adopted by the Library Advisory Board July 2003
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INTRODUCTION AND MISSION STATEMENT

The Beaverton City Library is a public library that operates as a department of the City of Beaverton. The Library seeks to serve as the intellectual and cultural center of Beaverton and to help provide the community a sense of identity. The Library is also a member of the Washington County Cooperative Library Services network. The network is a taxpayer-funded consortium of public, academic, special and school libraries in Washington County. The network exists to provide countywide library services, including equal access by all county residents to libraries that are consortium members.

The Library's primary mission is to provide information, library materials, and library services to meet the needs of the community.

SCOPE OF THE BEAVERTON CITY LIBRARY

A broad choice of circulating print and non-print materials is selected to accommodate the diversity of tastes, reading levels, languages and interests of users of all ages. The public library supplements and complements the collections of schools, colleges, universities, hospitals, businesses, and other institutions but does not duplicate the full range of materials that these organizations make available to their clientele. The Beaverton City library serves the City of Beaverton and surrounding areas providing a broader range of materials than specialized libraries supply for their limited constituencies. This broad range of materials is selected within the constraints of budget and space.

PURPOSE OF THE COLLECTION DEVELOPMENT POLICY

A library collection development policy defines a library's user community, guides the selection of materials pertinent to the needs of the library's users, and codifies the procedures for maintaining the collection. The formulation of a collection development policy also illuminates why certain items are included in or excluded from a library's collection.

The contents of this document represent the Beaverton City Library Collection Development Policy. The policy originated with the Library Director and Library Staff and was reviewed and commented upon by the Library Advisory Board. The board approved the policy embodied by this document and recommended its formal adoption by the City. Ultimately, the adopted policy will guide the selection and retention of all books, periodicals and other materials used in the Library.

COLLECTION POLICY AND OBJECTIVES

The Beaverton City Library fully endorses the principles documented in the American Library Association's *Library Bill of Rights*, *the Freedom to Read Statement*, and *The Freedom to View Statement* (Appendix) The library upholds the right of the individual to secure information, even though the content may be controversial, unorthodox, or unacceptable to others. Materials available in the library represent a variety of viewpoints, enabling citizens to make the informed choices necessary in a democracy.

The library does not stand in loco parentis. Parents and guardians, not the Library, have the responsibility to guide and direct the reading, listening, viewing and Internet browsing choices of their minor children.

The Library neither encourages nor discourages any particular viewpoint. Selection of materials does not mean endorsement of the contents or the views expressed in those materials.

The Library collection will be organized, marked and maintained in a non-judgmental, objective manner to help people find the materials they want. Materials will not be restricted, sequestered, altered or labeled by the Library because of controversy about the author or the subject matter.

SELECTION RESPONSIBILITY

As with all Oregon public libraries, the Beaverton City Library is statutorily responsible for "providing and making accessible to all [city] residents ... library and information services suitable for persons of all ages." The Library operates under the direction of the Library Director who is accountable to the Mayor. By city charter, the Mayor is the City's chief executive and has general supervision and control over most City employees.

Local ordinance creates the Beaverton City Library Advisory Board. The Library Advisory Board primarily exists to consult with the Library Director on matters pertaining to the operation of the Beaverton City Library and, as appropriate, to make recommendations to the Mayor and City Council regarding the Library. The Library Advisory Board consists of seven members appointed by the Mayor and confirmed by the City Council. The board elects its own chairperson and vice-chairperson and the Library Director is the staff liaison to the board.

The Library Director, with the advice and counsel of the Library Advisory Board, is responsible for formulating Library policies, procedures, plans and programs, which are then forwarded to the Mayor for approval. The implementation of approved plans,

program, policies and procedures is the Library Director's responsibility. The final responsibility for materials selection and retention resides with the Library Director.

Division Managers, acting under the supervision of the Library Director, hold primary responsibility with regard to selection and collection development within their relevant division. Collections are regularly evaluated. All selection decisions have to be compatible with applicable policies and procedures established by the City and Library Advisory Board. Day-to-day selection activities, including perusal of reviews, initiation of acquisitions and monitoring of expenditures are the responsibilities of designated professional librarians in divisional subject areas.

PRINCIPLE AREAS OF COLLECTION

Murray Scholls Branch

The purpose of the collection at the Murray Scholls branch is to provide popular materials for adults and children, with an emphasis on children's materials.

Children's Collection

The purpose of this collection is to help children learn to use the Library, gain early literacy skills and develop a lifetime appreciation for books and learning. The Children's collection includes basic materials for children from infancy through the sixth grade, as well as selected materials to meet the needs of adult caregivers and teachers.

Teen Collection

The purpose of this collection is to provide basic informational, educational and recreational materials to young adults, grades six through twelve. Due to the wide range of tastes and abilities of this age group, there is some duplication between the young adult collection and both the adult and children's collections.

Adult Collection

The purpose of this collection is to provide for the informational, educational and recreational needs of a range of adult users—from those that desire only the popular best sellers to those enrolled in community college classes. The diversity of the community served requires a wide range of subjects and the presentation of multiple points of view varying in treatment from the simple to the more complex. Materials for non-readers are also provided.

World Languages

The purpose of this collection is to provide materials written in other languages than English for adults, teens and children. The collection should include materials in languages that reflect significant population groups, nationalities, and ethnic communities that live within the service area of the Library.

Reference Collection

The library maintains a reference collection which is used to answer questions and to serve the informational needs of library users. Reference sources are characterized by their ability to provide information and to summarize, condense, or give a comprehensive overview of a topic. They remain in the library to be readily available to all users.

Local Authors

The Library collects works by Local Authors to give users an introduction to unique homegrown talent that is not yet nationally known as well as to identify nationally known local authors. These materials are housed within their respective genres and identified as a Local Author item by special spine stickers and notation in the library's online catalog.

Library of Things

The library provides non-traditional items for checkout to further meet the needs of our diverse and growing community by providing new ways for all ages to interact and explore, and offering materials that foster lifelong learning and creativity. This collection supports the "sharing economy" and the city's sustainability efforts, as patrons sharing items means less waste. It also offers opportunities to "try before you buy," to save money, and to learn about new and emerging technologies, products and ideas. Library of Things collections are provided at both library locations, including separate Juvenile Library of Things collections focusing on items for youth. Library staff will research all products under consideration to ensure that they do not cause excessive harm to the environment.

SELECTION GUIDELINES

Process

In the context of a library collection development policy, "selection" refers to the decision to add to, maintain or reduce ("deselect") the Library's collections. A selection decision is based upon awareness of the diverse needs and interests of the individuals who use the Library, balanced with evaluation of the material and knowledge of a collection's strengths and weaknesses. Selection decisions are also influenced by budget, space and format considerations, as well as the availability and accessibility of alternative information resources.

Use of Professional Judgment

In making any selection decision, selectors are to employ the standards and criteria of professional librarianship. These standards and criteria include consideration of the following factors. The factors are not listed by order of importance, and the list is not comprehensive.

1. The demonstrated or perceived interest, need, or demand by Library users or potential users of the item.
2. The item's contemporary significance.
3. The item's likely permanent value.
4. The item's relevance to the experiences and contributions of diverse populations.
5. The item's quality, including its accuracy, clarity and usability.
6. The critical reviews, bibliographies and awards concerning the item.
7. The significance, authority and competence of the item's creator.
8. The item's importance as a document of the times.
9. The item's timeliness and accuracy of information.
10. The item's relation to the Library's existing collections.
11. The item's format, durability and ease of use.
12. The item's scarcity or availability elsewhere.
13. The item's value in relation to its cost.

Format of Materials

The primary consideration regarding the selection of an item is whether the information falls within the subject areas of the Library's collection. Additionally, the selector will also need to consider the following when deciding on format:

1. The item's frequency of use.
2. The space and storage capacity of the library.
3. The item's frequency of publication.
4. The resource sharing capabilities of the library.

5. The library's prior holdings.
6. Currency and use of the item's technology.

The Library acquires materials in a variety of formats, including but not limited to hardcover and paperback books, magazines and newspapers; pamphlets; microforms; music scores; DVDs; compact discs; blu-rays, eBooks, digital content and electronic databases and networks. The Library's formats may change in response to evolving technology.

Some works are used in such a way that online access to them via a subscription database may be preferable to ownership of them. The library selects materials in the medium most appropriate to their efficient use.

Paper issues of serials are usually discarded and often replaced by online digitized formats, which saves space and serves the interests of preservation.

The Library does not purchase multiple copies of textbooks to supply students with requirements for courses. Textbooks are sometimes purchased when their addition to the collection is deemed to be useful, such as when a textbook is the best source for an overview of a subject, or when the text has become a "classic."

The Library regularly reviews and revises the mix of formats it acquires in response to the development of new media and to the demonstrated and perceived needs of its users.

The Library may acquire self-published books when they include unique local content or are by a local author, fit the scope of the Library's collection plan, and meet our selection criteria.

Multiple Copies

Within the constraints of available funds, the Library seeks to acquire by purchase or lease sufficient copies of popular items to meet patron demand.

Language

The Library actively seeks to serve and reflect the diverse Beaverton community in the development of its collections. Thus, while most materials acquired are in English, the Library also acquires diverse collections of materials in selected other languages spoken by Beaverton residents, as reflected by patron demand as well as in census records and other population assessments.

Resource Sharing and Interlibrary loan

The Library is committed to providing access to the widest array of information and reducing unnecessary duplication of materials and collections. Requests for materials not held within the collection are considered for purchase. Those not added to the collection are referred to the Interlibrary Loan staff and an attempt is made to borrow the item for the Beaverton Library patron's use. Interlibrary loan is an adjunct to, not a substitute for, collection development.

COLLECTION MAINTENANCE

Selectors are responsible for periodic review of the collections under their auspices. As materials become worn, outdated, damaged or lost, selectors will determine whether an item should be withdrawn or replaced. The decision-making process and criteria is similar to the process and criteria used in making the initial assessment whether to acquire an item, except that the additional following factors should be considered:

1. Whether the item is still available and can be replaced.
2. Whether another item or format might better serve the same purpose.
3. Whether there remains sufficient need to replace that item;
4. Whether updated, newer or revised materials may replace the item;
5. Whether the item has historical value;
6. Whether another networking agency could provide an identical or comparable item.

GIFTS

Gifts of materials may be accepted with the understanding that they will be subject to the same criteria for inclusion in and withdrawal from the collection as purchased materials. The Library reserves the right to decline to add gift materials to the collection.

PATRON REQUESTS CONCERNING COLLECTION MATERIALS

The Library welcomes expressions of opinions from the public concerning materials selected or not selected for inclusion or removal from the Library's collection. Library user suggestions can bring to the Library's attention the needs and desires of patrons that are not fully met by the Library.

Requests to add materials to or remove materials from the Library collection are considered within the context of the policies identified in this document. The Library views its collection as a community asset that is available to library patrons for their use and enjoyment, but the access to the collection is granted with certain limitations. For example, there are limitations on the time, place and manner library patrons may use the collection. And by virtue of the definite and objective principles expressed in this document that guide the professional judgment of librarians in the inclusion or exclusion of materials relating to the Library's collection, there are limitations placed on the breadth and depth of the Library's collection.

The Library intends to retain substantive control over the content of its collection. Patron request that materials be included or excluded from the Library's collection may, at the discretion of the Library Director, prompt a review of the suitability of identified material for inclusion in the Library's collection, but the ultimate decision whether to include or exclude material from the Library collection rests with the Library. The decision shall be made in reference to this policy and shall be made in a viewpoint-neutral manner.¹

¹ Viewpoint neutrality in this context means a decision to acquire or deselect library materials cannot be made based solely upon the reviewer's reaction to the viewpoint expressed in the material under review. The decision whether to acquire or deselect materials depends upon the suitability of the materials to the library's collection as judged by a professional librarian using the objective criteria stated in the Library's collection policy. The spirit of viewpoint neutrality is to ensure that materials in the Library's collection are fairly and consistently reviewed against objective criteria, not the reviewer's own personal viewpoint.

APPENDIX

- I. American Library Association Library Bill of Rights
- II. Code of Ethics of the American Library Association
- III. The Freedom to Read Statement
- IV. Freedom to View Statement
- V. Access to Electronic Information, Services, and Networks
- VI. Diversity in Collection Development
- VII. Request for Removal of Library Materials
- VIII. Request for Purchase of Library Materials

AMERICAN LIBRARY ASSOCIATION LIBRARY BILL OF RIGHTS

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

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

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

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

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

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

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

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

CODE OF ETHICS OF THE AMERICAN LIBRARY ASSOCIATION

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.

- I. 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.
- II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- III. 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.
- IV. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
- V. 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.

- VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- VII. 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.
- VIII. 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.

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

FREEDOM TO READ STATEMENT

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

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

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

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

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come

the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

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

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

We therefore affirm these propositions:

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

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

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

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

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

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

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

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

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

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

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or*

groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.

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

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

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

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

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

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

A Joint Statement by:

[American Library Association](#)

[Association of American Publishers](#)

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.

ACCESS TO ELECTRONIC INFORMATION, SERVICES AND NETWORKS

An Interpretation of the LIBRARY BILL OF RIGHTS

INTRODUCTION

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedom of speech and the corollary right to receive information.¹ Libraries and librarians protect and promote these rights by selecting, producing, providing access to, identifying, retrieving, organizing, providing instruction in the use of, and preserving recorded expression regardless of the format or technology.

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

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

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

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

In making decisions about how to offer access to electronic information, each library should consider its mission, goals, objectives, cooperative agreements, and the needs of the entire community it serves.

THE RIGHTS OF USERS

All library system and network policies, procedures, or regulations relating to electronic information and services should be scrutinized for potential violation of user rights.

User policies should be developed according to the policies and guidelines established by the American Library Association, including Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities.

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

Information retrieved or utilized electronically is constitutionally protected unless determined otherwise by a court of law with appropriate jurisdiction. These rights extend to minors as well as adults (Free Access to Libraries for Minors; Access to Resources and Services in the School Library Media Program; Access for Children and Young Adults to Nonprint Materials).²

Libraries should use technology to enhance, not deny, access to information. Users have the right to be free of unreasonable limitations or conditions set by libraries, librarians, system administrators, vendors, network service providers, or others. Contracts, agreements, and licenses entered into by libraries on behalf of their users should not violate this right. Libraries should provide library users the training and assistance necessary to find, evaluate, and use information effectively.

Users have both the right of confidentiality and the right of privacy. The library should uphold these rights by policy, procedure, and practice in accordance with Privacy: An Interpretation of the Library Bill of Rights.

EQUITY OF ACCESS

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

Electronic information, services, and networks provided directly or indirectly by the library should be equally, readily and equitably accessible to all library users. American Library Association policies oppose the charging of user fees for the provision of information services by libraries that receive their major support from public funds (50.3

Free Access to Information; 53.1.14 Economic Barriers to Information Access; 60.1.1 Minority Concerns Policy Objectives; 61.1 Library Services for the Poor Policy Objectives). All libraries should develop policies concerning access to electronic information that are consistent with ALA's policy statements, including Economic Barriers to Information Access: An Interpretation of the Library Bill of Rights, Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities, and Resolution on Access to the Use of Libraries and Information by Individuals with Physical or Mental Impairment.

INFORMATION RESOURCES AND ACCESS

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

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

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

Publicly funded libraries have a legal obligation to provide access to constitutionally protected information. Federal, state, county, municipal, local, or library governing bodies sometimes require the use of Internet filters or other technological measures that block access to constitutionally protected information, contrary to the Library Bill of Rights (ALA Policy Manual, 53.1.17, Resolution on the Use of Filtering Software in Libraries). If a library uses a technological measure that blocks access to information, it should be set at the least restrictive level in order to minimize the blocking of

constitutionally protected speech. Adults retain the right to access all constitutionally protected information and to ask for the technological measure to be disabled in a timely manner. Minors also retain the right to access constitutionally protected information and, at the minimum, have the right to ask the library or librarian to provide access to erroneously blocked information in a timely manner. Libraries and librarians have an obligation to inform users of these rights and to provide the means to exercise these rights.³

Electronic resources provide unprecedented opportunities to expand the scope of information available to users. Libraries and librarians should provide access to information presenting all points of view. The provision of access does not imply sponsorship or endorsement. These principles pertain to electronic resources no less than they do to the more traditional sources of information in libraries (Diversity in Collection Development).

- 1 Martin v. Struthers, 319 U.S. 141 (1943); Lamont v. Postmaster General, 381 U.S. 301 (1965); Susan Nevelow Mart, *The Right to Receive Information* (PDF), 95 *Law Library Journal* 2 (2003).
- 2 Tinker v. Des Moines Independent Community School District, 393 U.S. 503 (1969); Board of Education, Island Trees Union Free School District No. 26 v. Pico, 457 U.S. 853, (1982); American Amusement Machine Association v. Teri Kendrick, 244 F.3d 954 (7th Cir. 2001); cert.denied, 534 U.S. 994 (2001)
- 3 "If some libraries do not have the capacity to unblock specific Web sites or to disable the filter or if it is shown that an adult user's election to view constitutionally protected Internet material is burdened in some other substantial way, that would be the subject for an as-applied challenge, not the facial challenge made in this case." United States, et al. v. American Library Association (PDF), 539 U.S. 194 (2003) (Justice Kennedy, concurring).

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

DIVERSITY IN COLLECTION DEVELOPMENT

An Interpretation of the LIBRARY BILL OF RIGHTS

Throughout history, the focus of censorship has fluctuated from generation to generation. Books and other materials have not been selected or have been removed from library collections for many reasons, among which are prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, sexual forms of expression, and other potentially controversial topics.

Some examples of 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 materials about or by minorities because it is thought these groups or interests are not represented in a community; or not providing information on or materials from non-mainstream political entities.

Librarians may seek to increase user awareness of materials on various social concerns by many means, including, but not limited to, issuing bibliographies and presenting exhibits and programs. Librarians have a professional responsibility to be inclusive, not exclusive, in collection development and in the provision of interlibrary loan. Access to all materials legally obtainable should be assured to the user, and policies should not unjustly exclude materials even if they are offensive to the librarian or the user.

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." A balanced collection reflects a diversity of materials, not an equality of numbers. Collection development responsibilities include selecting materials in the languages in common use in the community the library serves. Collection development and the selection of materials should be done according to professional standards and established selection and review procedures.

There are many complex facets to any issue, and variations of context in which issues may be expressed, discussed, or interpreted. 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 based on personal bias or prejudice, and to select and support the access to materials on all subjects that meet, as closely as possible, the

needs, interests, and abilities of all persons in the community the library serves. This includes materials that reflect political, economic, religious, social, minority, and sexual issues.

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

Adopted July 14, 1982, by the ALA Council; amended January 10, 1990.

REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

Beaverton City Library

Requested by: Name _____

Address _____

Phone _____ Email _____

Is this request made on behalf of Yourself An Organization

Name of Organization _____

Author/Producer: _____

Title _____

Format: _____ Publisher: _____ Publication Date _____

Did you read, view or listen to the entire work? Yes No.

To what do you object? Please be specific. Attach a separate page if necessary.

Have you read reviews of this work? ____ Where did you read the reviews? _____

Is there anything good about this work? _____

What would you like us to do about this work?

- Re-evaluate it.
- Withdraw it from the collection
- Other _____

What, if any, work would you recommend in its place? _____

Have you read the Library Bill of Rights and The Beaverton City Library Collection Development Policy?

Yes No

Signature_____ Date_____

Received by staff member_____ Date_____

BEAVERTON CITY LIBRARY PURCHASE SUGGESTION

Please ask for help at one of the Reference Desks if you can't find something in the library catalog.

Author: _____ Title: _____

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What kind of resource is this? Book CD DVD/Blu-ray Periodical
Other _____

Is there a subject area in which the library needs more materials? _____

Optional Information: Price \$ _____ Publisher _____
ISBN/ISSN _____

What is this about? (What subject) _____

Where did you hear about this? _____

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.....

If we purchase the item for the library's collection, would you like to have it placed on hold for you?

If so, please provide your library card number and name.

Name _____ Library Card Number _____

Preferred pickup location: Beaverton City Main Library Beaverton City Library @ Murray Scholls

Please note—we will put your name on the hold list for items currently published or due to be released in the next month. We cannot guarantee that you will be first in the holds queue. Please check the library catalog periodically to place a hold on items to be published in the future.

If we do not purchase the item we can try to borrow it through our Interlibrary loan process. Would you like us to try to borrow this item from a different library system? Yes—even if there is a charge. Yes—but only if there is no charge. No

Thank You!

