

# **SALT LAKE COUNTY LIBRARY SERVICES**

## **MATERIAL SELECTION POLICY**

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### **PURPOSE**

Salt Lake County Library Services Board of Directors recognizes that the citizens of Salt Lake County possess widely diverse and separate interests, backgrounds, cultural heritages, social values and needs. The Material Selection Policy is designed to support the Library's mission and service priorities, within budgetary and space limitations, and serve the needs of all citizens of Salt Lake County regardless of age, sex, race, religious creed, national origin, ancestry, physical or mental disability, sexual orientation, political or social views. This policy is meant to document current collection management policy, further public understanding of the purpose, nature and philosophy behind the library's collection management practices and direct the library staff in the development and maintenance of the collection.

## **POLICY**

### **Library Materials Definition**

"Library materials" include, but are not limited to print (e.g. books, magazines, newspapers), non-print (e.g. audio book, video cassette, compact disc, DVD, CDROM) and electronic formats (e.g. databases, electronic books, internet information).

### **Authority and Selection Responsibility**

Library materials selection is and shall be vested in the Library Director and delegated to members of the professional staff. In accordance with Utah Code Annotated 9-7-501, as amended and Chapter 2.21, Salt Lake County Code of Ordinances, 2001, as amended, any library material so selected shall be held to be selected by the Library Board of Directors.

### **Materials Selection Criteria**

Selectors choose popular materials for varying levels of entertainment, education, reading levels, age level interests, differing social/religious customs and languages which are available on open library shelves. The collection offers users a variety of formats, viewpoints and subjects.

Selection of library materials is made on the basis of interest, popularity, informational content, appropriateness and relevance to and for all the people of Salt Lake County. The general criteria considered in selecting materials include:

- Budget
- Popularity and anticipated demand by patrons
- Significance and value to the collection
- Qualifications of author or producer
- Suitability of subject and style for intended audience
- Suitability and quality of format
- Currency or timeliness of material
- Price of the material
- Attention given to the item by reviewers and general media
- Availability of materials in other libraries or through inter-library loan
- Technical quality of non-book materials

In selection, consideration is given to the work as a whole. Materials need not meet all of the above criteria and materials are not to be excluded solely on any one of the following:

- Race, religion, nationality, sex, sexual preference or political views of an author
- Frankness or coarseness of language
- Controversial nature of an item including cover art
- Endorsement or disapproval of an item by an individual or organization
- The possibility that the materials may inadvertently come into the possession of children

Library materials are purchased in a wide variety of formats to meet the expressed and anticipated needs and interests of the community. Best sellers and other popular titles are purchased in multiple copies as determined by popular demand. Although the Library attempts to provide material on every subject and grade level, no attempt is made to match the collection to a particular curriculum. The Library may serve as a limited, supplementary source to meet the educational needs of students; however, we do not serve in an adjunct capacity to schools and space limitations and budgetary prioritization may preclude the Library from duplicating the specialized and comprehensive collections that exist elsewhere in the community or available through interlibrary loan. Textbooks may be selected when they are the best or only source of information on the subject and not solely because a textbook is assigned as school curriculum. Library materials are selected for the general reader rather than the specialist.

General selection criteria considered for print and non-print materials apply to electronic formats as well. In addition, the following criteria are considered:

- Compatibility with hardware and equipment
- Ease of use and searching capabilities
- Frequency of updating
- Remote capability
- Authority
- Design
- Print vs. electronic pricing and availability

While every attempt is made to maintain quality and authoritative links to internet information, Salt Lake County Library Services does not have control over information on the internet and cannot be held responsible for the content, accuracy, or quality of the information received.

The Board of Directors does not endorse every idea or presentation contained in the materials the library makes available to the public and believes it would be in conflict with the public's interest to establish its own political, moral, or aesthetic view as a standard for determining what material the library selects. The library attempts to develop and maintain a balanced collection representing diverse points of view on a subject. A balanced collection reflects a diversity of materials, not equality in numbers.

### Access

Salt Lake County Library Services subscribes to the provisions of the Library Bill of Rights, the Freedom to Read Statement and the Freedom to View Statement, and the Statement on Labeling, as adopted by the American Library Association. These documents are attached as a part of this policy. All individuals have the right to choose which library materials they will use. However, no individual or group has the right to restrict the freedom of others to read or view whatever they wish. No book or other material in question is automatically removed from the collection because of individual objections.

At Salt Lake County libraries, children and young people have access to all parts of the library. Salt Lake County Library Services supports the Free Access to Libraries for Minors except where state or federal law supercedes the American Library Association interpretation. This document is attached as a part of this policy. In compliance with the Federal Children's Internet Protection Act (CIPA) 114 Stat. 2763A-335, and the Utah Children's Internet Protection Act, Sections 9-7-215 and 216, Utah Code Annotated, 1953, as amended, the Salt Lake County Library System has in place a policy of Internet Safety for Minors including the operation of a technology protection measure and is enforcing the operation of the technology protection measure during any use of a computer by a minor.

The library does not assume the role of the parent, but rather encourages parents to be involved with their child's use of the library and to guide their child's selection of library materials in supporting their individual family values. Library staff does not monitor the materials children choose to check out. The responsibility for the reading and viewing choices of children rests with parents and legal guardians.

### **Requests for Reconsideration of Materials**

Salt Lake County Library Services welcomes interest in its collection. The Board of Directors recognizes that a popular library with a balanced collection may cause individuals to take issue with the selection of specific items. Library patrons questioning materials in the library collection are requested to complete a "Request for Reconsideration of Materials and Services" form. Complaints received from library customers about materials in the library are handled by library staff according to the steps specified in the Reconsideration of Materials and Services Policy.

### **Collection Maintenance**

To maintain the quality and relevancy of the collection, the library maintains an on-going schedule of withdrawing or replacing worn, outdated materials which are not longer useful to the collection. The collection is not intended to be archival in nature. Worn, damaged, and outdated materials as well as unnecessary duplicate copies are weeded from the collection on a regular basis. Due to space limitations, materials may also be withdrawn if they are not used or are superseded by a new edition or a more authoritative work on the same subject. Items may also be deleted if a more desirable format for the content has been added to the collection. Items deleted from the system are plainly marked and made available for sale pursuant to Salt Lake County policy and the library's Disposal of Surplus Library Materials Policy.

### **Material Donations**

All donations are subject to Salt Lake County Policy on Gifts No.1006. A Donated Materials form is included in this policy. All gifts become the property of the County and may be used or sold by the library according to the criteria established by the Library Board. In accepting a gift of materials the library reserves the privilege of deciding

whether items donated should be added to the collection. Library staff makes no judgment as to the value of donated materials. Out of the many books and other materials which citizens so generously give, a proportion may be added to the collection and interfiled with other materials on the same subject. Many material donations can not be added to the collection because the material may be; (1) a duplicate of an item of which the library already has a sufficient number; (2) outdated - interesting but not of sufficient present reference or circulating value to the library; and/or (3) in poor condition - which would not justify the expense of processing it, i.e. cataloging and preparing it for circulation. All donated material is judged by the same standards of selection as those applied to the purchase of new materials.

## **Library Bill of Rights**

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

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

Adopted June 18, 1948.  
Amended February 2, 1961, and January 23, 1980,  
inclusion of "age" reaffirmed January 23, 1996,  
by the ALA Council.

## **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 avoid the subversion of politics and the corruption of morals. We, as citizens devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

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 need the help of censors to assist them in this task. 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.

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 or unpopular with 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 with any expression the prejudgment of a label characterizing it 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 the citizen. 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.*

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.

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 citizens 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; revised January 28, 1972, January 16, 1991, July 12, 2000, by the ALA Council and the AAP Freedom to Read Committee.

## **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 guarantees 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 by the ALA Council January 10, 1990

**Statement on Labeling:  
An Interpretation of the Library Bill of Rights**

Labeling is the practice of describing or designating materials by affixing a prejudicial label and/or segregating them by a prejudicial system. The American Library Association opposes these means of predisposing people's attitudes toward library materials for the following reasons:

1. Labeling is an attempt to prejudice attitudes and as such, it is a censor's tool.
2. Some find it easy and even proper, according to their ethics, to establish criteria for judging publications as objectionable. However, injustice and ignorance rather than justice and enlightenment result from such practices, and the American Library Association opposes the establishment of such criteria.
3. Libraries do not advocate the ideas found in their collections. The presence of books and other resources in a library does not indicate endorsement of their contents by the library.

A variety of private organizations promulgate rating systems and/or review materials as a means of advising either their members or the general public concerning their opinions of the contents and suitability or appropriate age for use of certain books, films, recordings, or other materials. For the library to adopt or enforce any of these private systems, to attach such ratings to library materials, to include them in bibliographic records, library catalogs, or other finding aids, or otherwise to endorse them would violate the Library Bill of Rights. While some attempts have been made to adopt these systems into law, the constitutionality of such measures is extremely questionable. If such legislation is passed which applies within a library's jurisdiction, the library should seek competent legal advice concerning its applicability to library operations.

Publishers, industry groups, and distributors sometimes add ratings to material or include them as part of their packaging. Librarians should not endorse such practices. However, removing or obliterating such ratings—if placed there by or with permission of the copyright holder—could constitute expurgation, which is also unacceptable.

The American Library Association opposes efforts which aim at closing any path to knowledge. This statement, however, does not exclude the adoption of organizational schemes designed as directional aids or to facilitate access to materials.

Adopted July 13, 1951. Amended June 25, 1971; July 1, 1981; June 26, 1990, by the ALA Council.

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## **Free Access to Libraries for Minors: An Interpretation of the Library Bill of Rights**

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

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

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

The selection and development of library resources should not be diluted because of minors having the same access to library resources as adult users. Institutional self-censorship diminishes the credibility of the library in the community, and restricts access for all library users.

Librarians and governing bodies should not resort to age restrictions on access to library resources in an effort to avoid actual or anticipated objections from parents or anyone else. The mission, goals, and objectives of libraries do not authorize librarians or governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents or legal guardians. Librarians and governing bodies should maintain that parents—and only parents—have the right and the responsibility to restrict the access of their children—and only their children—to library resources. Parents or legal guardians who do not want their children to have access to certain library services, materials or facilities, should so advise their children. Librarians and governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child. Librarians and governing bodies have a public and professional obligation to provide equal access to all library resources for all library users.

Librarians have a professional commitment to ensure that all members of the community they serve have free and equal access to the entire range of library resources regardless of content, approach, format, or amount of detail. This principle of library service applies

equally to all users, minors as well as adults. Librarians and governing bodies must uphold this principle in order to provide adequate and effective service to minors.

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

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