

# South Dakota State Library Collection Development Policy

## I. INTRODUCTION

### Mission

The South Dakota State Library provides leadership ~~in promoting innovation and excellence in libraries~~ for innovation and excellence in South Dakota libraries and services for state government.

### Collection Definition

The South Dakota State Library collection is a purposeful and organized assemblage of materials and electronic resources that support the South Dakota State Library mission.

## II. GENERAL SELECTION PRINCIPLES

### A. Coverage

The South Dakota State Library collects and retains materials in each unit of the collection identified to meet the changing developmental needs of South Dakota libraries and state government agencies. ~~Subject areas are added or deleted as statewide library needs change.~~

### B. Format

Information is obtained in any format appropriate to the subject, user needs, and available hardware and collection goal level.

### C. Multiple Copies

Although duplication of materials is generally avoided, there are some instances when the Library may acquire two or more copies of a title. Examples include South Dakota State documents available in paper format only, titles dealing with South Dakota state and local history, and titles in paper format that may be duplicated in other formats.

### D. Languages

Most information is acquired in English. Information may be obtained in other languages if appropriate to the subject, user need, and the criteria for selection of library materials. Exceptions may include Native American languages such as Lakota, Nakota, and Dakota.

### E. Funding

Acquisitions are funded by State General Fund annual appropriations, Federal funds, grants and gift monies.

## **F. Selection Responsibilities**

The composition of the Collection Development Committee (CDC) is determined by the ~~State Librarian State Library Board and will be reviewed by the Board every three years. Changes to the positions serving on the CDC will be made at that time if necessary. The CDC will include the Research Librarian, the Youth Services Librarian, the Technical Services Librarian, and the Deputy State Librarian. The Deputy State Librarian will convene meetings of the CDC and shall have final authority over what materials are purchased.~~

Decisions regarding selection will be based on the collection levels set in this Collection Development Policy for materials in each subject area. In addition to the collection goals, the following criteria will be considered: identified need, the quality of the material, monies available, and the likely availability of the material through interlibrary loan or other sources.

Individual staff members with expertise and/or informed interest in specific subject areas may be assigned by the CDC to select materials for the collection. In addition, recommendations for purchases are identified through patron requests, interlibrary loan statistical reports, agency needs assessments, and appropriate book reviews. Suggested purchases will be reviewed by the CDC (collectively or individually) ~~and/or by the Deputy State Librarian before purchase.~~ The CDC will also review all standing orders and serials (in any format) on an annual basis. ~~The Digital Librarian and the Electronic Services Coordinator shall consult with the CDC regarding electronic databases and other electronic acquisitions as appropriate.~~

## **G. Selection Criteria**

1. Selection of library materials is based on several factors that determine their value to the collection. These factors include:
  - a. Quality. Criteria include:
    1. Relevance;
    2. Authority;
    3. Accuracy;
    4. Writing style and level;
    5. Purpose;
    6. Scope.
  - b. Format. Information may be collected and preserved in any format that meets the service obligations and operational facilities of the library.
2. Selection is accomplished by any of the following:
  - a. Consideration of review media;
  - b. Publisher announcements of new titles;

- c. Examination of review copies;
- d. Staff and user recommendations;
- e. Circulation statistics of similar titles;
- f. Study of bibliographies on specific subjects.

### 3. Web Site Selection Policy

a. Web sites linked from the State Library web site will be reviewed annually by the Collection Development Committee to ensure consistency and content.

- b. Web sites shall be chosen to enrich and support general public and school library collections and to support state government agencies.
- c. Web sites shall meet high standards of quality in the accuracy and currency of information reflected therein.
- d. Web sites shall be selected on the basis of literary, educational, and informational value.
- e. No web site shall be excluded or included on the basis of racial, religious, or political prejudice or bias.
- f. Web sites shall reflect a demonstrated or perceived interest, need or demand by library patrons.
- g. Web site selection shall be positively influenced by:
  - 1. Quality of presentation
  - 2. Accuracy, authoritativeness, objectivity, clarity, usability
  - 3. Accessibility for people with disabilities
  - 4. Contemporary or historical significance, popular interest, long-term value or usefulness
  - 5. Commentary by reviewers
  - 6. Non-commercial orientation or emphasis
  - 7. Non-political orientation or emphasis

#### ~~g. Responsibility for Selection of Web Sites~~

- ~~1. All web sites will be reviewed by the Collection Development Committee prior to addition to the State Library web site.~~
- ~~2. Web sites linked from the State Library web site will be reviewed annually by the Collection Development Committee to ensure consistency and content.~~

### 4. Electronic Resources Selection Policy

- a. Electronic resources will be added to the collection to fulfill the mission of the South Dakota State Library. **The SD State Library electronic**

resources, online databases, offer access to material that is personally, professionally and culturally enriching to South Dakotans of all ages. Professional librarians select the databases by a process involving a statewide effort over an extended period of time. The purchase of electronic databases and e-books by the SD State Library does not constitute an endorsement of the ideas or opinions expressed in the content of those databases and e-books. Use of all library resources is governed by local library policies and procedures.

- b. Electronic resources will be made available to the following groups:
  1. Resources made available statewide for access by South Dakota citizens to broaden the range of materials and services provided by their local libraries. Given the diversity of audience served, (public, school, and university libraries) individual electronic resources may not meet the information needs of all libraries.
  2. Resources provided for state government employee access. These resources are intended to facilitate the ability of state government employees to perform their duties.
- c. Statewide electronic resources will be selected via an Electronic Resources Task Force (ERTF). This six member group will be chaired by the Electronic ~~Resources Librarian~~ **Services Coordinator** and made up of the following representative library/user groups:
  - State agency
  - Large public library
  - Small public library
  - Public university (regental)
  - Private university (nonregental)
  - School library
- d. The State Librarian will appoint the task force to a staggered two year term from a list of names solicited by the Electronic ~~Resources Librarian~~ **Services Coordinator**.
- e. Electronic resource ideas will be solicited annually. The ERTF will review products by the same criteria as print resources in addition to the following electronic resource specific criteria:
  - Extensiveness of content—overlap with current subscriptions
  - Type of access
  - Quality of technical support
  - Conditions of licensing agreements
  - Technical compatibility with ~~SDLN~~ **authentication system utilized by the South Dakota State Library**

- f. Statewide user trials will be held for the databases recommended by the ERTF. The ERTF will use the trial results along with information about the current databases subscribed to by the South Dakota State Library to determine which electronic resources should be recommended for purchase. These recommendations will be forwarded to the State Librarian/State Library board for approval for licensing.

## 5. Digital Materials Selection Policy

This section, upon approval, will link to page 4 of <http://library.sd.gov/board/2013/110813-I-StatePublicationsDigitizationLongRangePlanDraft091013Rev.pdf>

### H. Gifts

1. The South Dakota State Library determines the appropriate disposition of monetary donations and gifts of materials. Monetary gifts with stipulations or monetary gifts over \$3000 require board approval.
2. Gift materials may be added to the collection if they meet the same criteria as materials selected for purchase.
3. Gifts are evaluated and accepted according to the needs and collection levels of this policy.
4. Materials are not accepted without examination by the Collection Development Committee (collectively or individually).
5. The Library may dispose of gift items in its collection according to its current Collection Development Policy.

### I. Collection Maintenance

1. The collection is organized to ensure accessibility by users.
2. Regardless of format, an item is withdrawn when it meets any of the following criteria:
  - a. No longer meets the criteria in this policy;
  - b. Has been superseded by newer or more accurate resources;
  - c. Is in poor physical condition;
  - d. Is no longer in demand.
3. **The collection will be weeded annually.** ~~One-fifth of the print and multimedia collection will be reviewed annually using the Crew Method (Austin, TX: Texas State Library, 1995) and the MUSTIE factors as a guide. MUSTIE is an easily remembered acronym for six negative factors that frequently ruin a book's usefulness and mark it for weeding. See the appendix. The evaluation cycle will be on-going.~~

## **J. Complaints and Censorship**

The State Library supports intellectual freedom and endorses the following statements: the "Library Bill of Rights" the "Freedom to Read Statement" and the "Electronic Bill of Rights" (American Library Association). See the appendix for copies of these documents.

The State Library recognizes the right of individuals to question information resources available from the State Library. The following guidelines should be used when an individual questions information resources:

### **Guidelines for Reconsideration of Information Resources:**

1. A patron who objects to information resources made accessible by the South Dakota State Library will be invited to discuss the reasons privately with a member of the management team.
2. The management team member will explain the criteria for selection, acquisition, or access.
3. If the patron's concern remains unresolved, the complainant may complete the Request for Reconsideration form.
4. The resource in question will be retained by the Library until the full reconsideration process is complete.
5. Action on the written reconsideration request will then be carried out as follows:
  - a. The **Assistant Deputy** State Librarian will evaluate the original reasons for purchase or access in terms of the Library's Collection Development Policy.
  - b. The State Librarian will be notified that a Request for Reconsideration has been filed and action is pending.
  - c. A review committee appointed by the **Assistant Deputy** State Librarian will meet within **5 - 3** working days to review the request and the resource in question. A recommendation will be made to the State Librarian within 10 working days.
  - d. The State Librarian will submit the request for removal and the review committee's recommendation to the State Library Board.
  - e. The State Library Board will make the final determination at their next regularly scheduled meeting. A written response will be provided to the individual filing the Request for Reconsideration.

## **III. SUBJECT AREAS COLLECTED**

### **A. Areas Currently Developed and Maintained by the South Dakota State Library:**

#### **1. Professional Development Resources:**

- a. Library and Information Science Professional Collection.

This collection consists of current information resources that will help librarians improve their knowledge, skills, and abilities in a library setting.

b. State Employee Professional Development Collection

This collection consists of current materials on human resource developments, organizational management, fund raising, boards, and systems thinking. Preference will be given to electronic formats and DVDs for group training purposes.

## 2. Government Publications:

### a. State Government Publications:

SDCL 14-1A-1 to 14-1A-8 provides for a division of the state library to serve as the state publications library depository and distribution center. The State Library supports the basic right of citizens to know about the activities of state government and to benefit from the information developed at public expense. It maintains a comprehensive collection of state publications for circulation to agency employees and citizens. This is also in keeping with ALA Standards for Library Services to State Government which stipulate, "...the state

shall maintain a complete collection of its own state government...[and] the full collection for each state will normally be maintained by the state library..."

The State Library defines a state publication as informational matter produced for public distribution regardless of format, method of reproduction, source or copyright, originating or produced with the imprint of, by the authority of or at the total or partial expense of any state agency or is required to be distributed by law by the agency and is publicly distributed outside the agency by or for the agency.

The State Library actively solicits copies of current publications regardless of format from all state agencies. In addition, the library's Digitization Program regularly harvests and indexes online state documents and websites for accessibility and archival preservation. ~~The University of South Dakota, which has statutory (SDCL 14-1A-5) responsibility for maintaining an historic archive of state documents, will continue to collect and maintain their collection in paper, while~~ The State Library shall maintain the state publication collection in digital format and will strive to make the majority of documents accessible in digital form, **while still retaining any paper copies submitted by state agencies.**

**b. Federal Government Publications:**

The South Dakota State Library is a depository library in the Federal Depository Library Program (FDLP), established by the U.S. Congress to ensure the American public has access to government information.

SDSL has been a depository library since 1973. Under federal law, the State Library must retain all documents received for five years. At the end of this period, documents will remain in the collection or be discarded according to established procedures.

Federal documents most currently accessed by users are those related to agriculture, census data, education, health, Social Security and those from the Interior Department. Document selections are made to support state employee information needs and to complement the collection levels in the other collections of the library. Federal documents not acquired are accessed through the Internet and other depository libraries.

The collection is maintained in accordance with the requirements defined in the Instructions to Depository Libraries, Guidelines for the Depository Library System, and the Federal Depository Manual.

Holdings information, along with URL links for electronic documents are added to catalog records to eliminate duplication of materials in various formats and to facilitate immediate access by users regardless of their physical location.

3. **South Dakota Regional:** The Library collects popular level nonfiction works relating to the state of South Dakota, the northern high plains as a unit, and the former Dakota Territory. Geared toward schools and public libraries, this extensive collection circulates via ILL.
4. **Native American Regional:** The Library collects popular level nonfiction works relating to Native Peoples of South Dakota, the northern high plains as a unit, and the former Dakota Territory - the Lakota, Nakota, and Dakota (the Sioux), Mandan, Arikara, Cheyenne, Pawnee, Ute, Crow, Kiowa, Omaha, and Ponca with an emphasis on those peoples currently living in South Dakota. This extensive collection relates specifically to local tribes and their cultures, contains historically accurate information, makes connections between historical events and contemporary issues, and reflects an unbiased viewpoint. Geared toward schools and public libraries, this collection circulates via ILL.
5. **Braille & Talking Book Service (B&TB):** The Library collects braille materials in accessible formats and audio books and equipment acquired through the Library of Congress Braille and Talking book library for South Dakotans who cannot read standard print because of visual or other physical disabilities.

6. **Periodical Collections:** ~~the final policy for this area will be established during the transition and the policy statements written, approved and inserted at that time.~~ **The Collection Development Committee will review serial titles annually based on cost, usage and appropriateness for the collection.**

7. **Clipping Files** ~~(or whatever we want to call it):~~ ~~the final policy for this area will be established during the transition and the policy statements written, approved and inserted at that time.~~ **Vertical file items are digitized when appropriate and when copyright permission is granted.**

## **B. Collection Level Definitions**

The codes to be used in assigning collecting level are derived from ALA's Guide for Written Collection Policy Statements, 1996. The collection level codes and their definitions are detailed in the appendix.

## **C. Collection Levels by Library of Congress (LC) Classification**

The goal levels that the State Library will use to define and limit the Reference and Circulating collections are listed below.

NOTE: Target collection levels are established as state government agency information needs are assessed and the division budget allows.

### **LC CLASSES A-Z:**

#### **Reference Collection (Non-Circulating)**

#### **State Employee Professional Development Collection (Circulating)**

Information resources preferred for reference and professional development work with state government and other libraries will be electronic in nature whenever possible. These two collections will be maintained at a 2a level in general, depending upon ongoing identification of research materials needed to support state governmental departments, but with many subjects at a 1a (minimal level, uneven coverage) or 1b level (minimal level, even coverage). The collection will be maintained with particular attention to currency unless the resource is intended to provide historical data and information. It will also be compact, without redundant resources covering the same material to a more or less identical extent.

Exceptions to these rules are identified below:

#### **LC Class E - HISTORY/AMERICA/Indians of North America (Circulates)**

Items in the E sections below might span all classifications and include all works with a South Dakota focus:

E51-98 Indians of North America 1b (minimal level, even coverage)

E99 Indians of North America – South Dakota & Regional 1b (minimal level, even coverage)

#### **LC Class F - HISTORY/AMERICA/South Dakota (Circulates)**

Items in the F section below might span all classifications and include all works with a South Dakota focus:

F591-593 History of the Plains and West will be maintained at a 1b level (minimal level, even coverage)

F604-645 Minnesota, Iowa & North Dakota History will be maintained at a 1a level (minimal level, uneven coverage). The collection consists of a selection of existing materials no longer being developed. Unfortunately

F646l-F660 South Dakota History will be maintained at a 2b level (basic information level, advanced)

**LC CLASS Z'S BIBLIOGRAPHY. LIBRARY SCIENCE (Circulates)**

Z662-1000.5 Libraries and Library Science will be maintained at a 3 level (study or instructional support level) with a focus on training and current library operations and practices.

In general the circulating collections will only have materials that are part of the above three collections or that have been identified as important for support of the work of government employees.

## **APPENDIX**

### **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, by the ALA Council; amended February 2, 1961; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

## Article I. 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.

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.

## **Article II. Access to Electronic Information, Services, and Networks: An Interpretation of the Library Bill of Rights**

Following the initial adoption by the ALA Council of *Access to Electronic Information, Services and Networks: An Interpretation of the Library Bill of Rights* in January, 1996, the ALA Intellectual Freedom Committee produced a sample set of questions and answers to clarify the this *Interpretation's* implications and applications.

As librarians, we have a professional obligation to strive for free access to all information resources. However, many of the questions concerning electronic information will not have a single answer. ALA recognizes that each library needs to develop policies in keeping with its mission, objectives, and users. Librarians also need to be cognizant of local legislation and judicial decisions that may affect implementation of their policies.

### **Section 2.01 INTRODUCTION**

#### **1. What are the factors that uniquely position American librarianship to provide access to electronic information?**

Electronic media offer an unprecedented forum for the sharing of information and ideas envisioned by the Founding Fathers in the U.S. Constitution. Their vision cannot be realized unless libraries provide free access to electronic information, services, and networks.

Thomas Jefferson, James Madison, and others laid the basis for a government that made education, access to information, and toleration for dissent cornerstones of a great democratic experiment. With geographic expansion and the rise of a mass press, American government facilitated these constitutional principles through the creation of such innovative institutions as the public school, land grant colleges, and the library. By the close of the 19th century, professionally trained librarians developed specialized techniques in support of their democratic mission. In the 1930's, the Library Bill of Rights acknowledged librarians' professional and ethical responsibilities to the Constitution's promise of access to information in all formats to all people.

#### **2. What is the library's role in facilitating freedom of expression in an electronic arena?**

Libraries are an essential part of the national information infrastructure, providing people with access and participation in the electronic arena. They are fundamental to the informed debate demanded by the Constitution and for the provision of access to electronic information resources to those who might otherwise be excluded.

#### **3. Why should libraries extend access to electronic information resources to minors?**

Those libraries with a mission that includes service to minors should make available to them a full range of information necessary to become thinking adults and the informed electorate envisioned in the Constitution. The opportunity to participate responsibly in the electronic arena is also vital for nurturing the information literacy skills demanded by the Information Age. Librarians need to remember that minors also possess First Amendment rights. Only parents and legal guardians have the right and responsibility to restrict their children's—and only their own children's—access to any electronic resource.

#### **4. Do the policies of ALA regarding intellectual freedom and ethics apply to electronic information, services and networks in libraries?**

Yes, because information is information regardless of format. Library resources in electronic form are increasingly recognized as vital to the provision of information that is the core of the library's role in society.

#### **5. Does the ALA require that libraries adopt the *Library Bill of Rights* or the *ALA Code of Ethics*?**

No. ALA has no authority to govern or regulate libraries. ALA's policies are voluntary and serve only as guidelines for local policy development.

**6. Does ALA censure libraries or librarians who do not adhere to or adopt the *Library Bill of Rights* or the *ALA Code of Ethics*?**

No, ALA does not.

**7. Do libraries need to develop policies about access to electronic information, services, and networks?**

In view of the complex issues associated with access to electronic information, the ALA strongly recommends that libraries formally adopt and periodically reexamine policies that develop from the missions and goals specific to their institutions.

### ***Section 2.02 RIGHTS OF USERS***

**8. How can libraries impact vendors/network providers/licensors when they attempt to limit or edit access to electronic information?**

Librarians have a mandate to be strong advocates of open access to information. Therefore, when purchasing electronic information resources, librarians should conduct contract negotiations with vendors/network providers/licensors to ensure the least restrictive access in current and future products.

Libraries, themselves, along with any parent institution and consortia partners, should also communicate their intellectual freedom concerns and public responsibilities in the production of their own electronic information resources.

**9. How can libraries help to ensure library user confidentiality in regard to electronic information access?**

Librarians must be aware of patron confidentiality laws on library records for their particular state and community. In accordance with such laws and professional and ethical responsibilities, librarians should ensure and routinely review policies and procedures for maintaining confidentiality of personally identifiable use of library materials, facilities, or services. These especially include electronic circulation and online use records.

Electronic records on individual use patterns should also be strictly safeguarded. Software and protocols should be designed for the automatic and timely deletion of personal identifiers from the tracking elements within electronic databases. System access to computer terminals or other stations also should be designed to eliminate indicators of the research strategy or use patterns of any identifiable patron. For example, the efforts of the last user of a terminal or program should not remain on the monitor or be easily retrievable from a buffer or cache by subsequent users. Methods used by libraries or institutions to monitor reserving computer time and the amount of time spent in electronic information resources also must protect the confidentiality rights of patrons.

Libraries and their institutions should provide physical environments that facilitate user privacy for accessing electronic information. For instance, libraries should consider placing terminals, printers, and access stations so that user privacy is enhanced. Computer accessories, such as privacy screens, offer additional protection. Where resources are limited, libraries should consider time, place, and manner restrictions.

Finally, libraries must be sensitive to the special needs for confidential access to electronic information sources of physically challenged patrons.

**10. Our library is just one of many autonomous institutions in a consortium. How can we be sure that our cooperating partners honor the confidentiality of our library users in a shared network environment?**

This is a contractual and legal matter. The importance of confidentiality of personally identifiable information about library users transcends individual institutional and type of library boundaries. Libraries should establish and regularly review interlibrary and interagency cooperative agreements to ensure clear confidentiality policies and procedures, which obligate all members of a cooperative, or all departments and branches within a parent institution.

**11. Do libraries need a use policy for electronic information access? If so, what elements should be considered for inclusion?**

Access questions are rooted in Constitutional mandates and a *Library Bill of Rights* that reach across all media. These should be professionally interpreted through general service policies that also relate to the specific mission and objectives of the institution. Such general policies can benefit from the legacy and precedents within the ALA's *Intellectual Freedom Manual*, including new interpretations for electronic resources.

Reasonable restrictions placed on the time, place, and manner of library access should be used only when necessary to achieve substantial library managerial objectives and only in the least restrictive manner possible. Libraries should focus on developing policies that ensure broad access to information resources of all kinds. Policies should not limit the kinds of information accessed by which patrons and in what manner.

**12. Why shouldn't parental permission be required for minor access to electronic information?**

As with any other information format, parents are responsible for determining what they wish their own children to access electronically. Libraries may need to help parents understand their options during the evolving information revolution, but should not be in the policing position of enforcing parental restrictions within the library. In addition, libraries cannot use children as an excuse to violate their Constitutional duty to help provide for an educated adult electorate.

The *Library Bill of Rights*—its various *Interpretations* (especially *Free Access to Libraries for Minors; Access for Children and Young People to Videotapes and Other Nonprint Formats*), and ALA's *Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities*—also endorse the rights of youth to library resources and information as part of their inalienable rights and the passage to informed adulthood. Electronic information access is no different in these regards.

**13. Does our library have to make provisions for patrons with disabilities to access electronic information?**

Yes. The Americans With Disabilities Act and other federal and state laws forbid providers of public services, whether publicly or privately governed, from discriminating against individuals with disabilities. All library information services, including access to electronic information, should be accessible to patrons regardless of disability.

Many methods are available and under development to make electronic information universally accessible, including adaptive devices, software, and human assistance. Libraries must consider such tools in trying to meet the needs of persons with disabilities in the design or provision of electronic information services.

### **Section 2.03 EQUITY OF ACCESS**

**14. My library recognizes different classes of users. Is this a problem?**

The mission and objectives of some libraries recognizes distinctions between classes of users. For example, academic libraries may have different categories of users (e.g., faculty, students, others). Public libraries may distinguish between residents and non-residents. School library media centers embrace curricular support as their primary mission; some have further expanded access to their collections. Special libraries vary their access policies, depending on their definition of primary clientele. Establishing different levels of users should not automatically assume the need for different levels of access.

**15. Does the statement that “electronic information, services, and networks provided directly or indirectly by the library should be equally, readily, and equitably available to all library users” mean that exactly the same service must be available to anyone who wants to use the library?**

No. It means that access to services should not be denied on the basis of an arbitrary classification; for example, age or physical ability to use the equipment. This phrase, from *Economic Barriers to Information Access: An Interpretation of the Library Bill of Rights*, clarifies that simply making printed information sources available to those unable to pay while charging for electronic information sources abridges the principles of equality and equity.

**16. Which is a higher priority: To offer more information or not to charge fees? Does this mean my library cannot charge fees?**

The higher priority is free services. Charging fees creates barriers to access. That is why ALA has urged librarians, in *Economic Barriers to Information Access*, to “resist the temptation to impose user fees to alleviate financial pressures, at long-term cost to institutional integrity and public confidence in libraries.”

**17. Does “provision of information services” include printouts?**

Whenever possible, all services should be without fees. In any case, fees should not create a barrier to access. Translated to the electronic environment, this means that some libraries will provide the text on the screen at no charge, but might charge for printouts.

**18. If my library has no “major support from public funds,” can we then charge fees?**

Yes, but ALA advocates achieving equitable access and avoiding and eliminating barriers to information and ideas whenever possible.

**19. What do you do if one person monopolizes the equipment?**

Libraries should address this issue in their use policies. Time, place, and manner restrictions should be applied equitably to all users.

### **Section 2.04 INFORMATION RESOURCES AND ACCESS**

**20. How does providing connections to “global information, services, and networks” differ from selecting and purchasing material for an individual library?**

Selection begins with the institution’s mission and objectives. The librarian performs an initial selection from available resources, and then the user makes a choice from that collection. Many electronic resources, such as CDs, are acquired for the library’s collection in this traditional manner. Collections consist of fixed discrete items.

When libraries provide Internet access, they provide a means for people to use the wealth of information stored on computers throughout the world, whose ever-changing contents are created, maintained and made available beyond the library. The library also provides a means for the individual user to choose for him- or herself the resources accessed and to interact electronically with other computer users throughout the world.

**21. How can libraries use their selection expertise to help patrons use the Internet?**

Libraries should play a proactive role in guiding users, especially parents and their children, to the most effective locations and answers. Library Web sites are one starting place to the vast resources of the Internet. All libraries are encouraged to develop Web sites, including links, to Internet resources to meet the information needs of their users. These links should be made within the existing mission, collection development policy, and selection criteria of the library.

**22. Should the library deny access to Constitutionally protected speech on the Internet in order to protect its users or reflect community values?**

No. The library should not deny access to constitutionally protected speech. People have a right to receive constitutionally protected speech, and any restriction of those rights imposed by a library violates the U.S. Constitution. Only a court of law can judge speech to be outside of the protection of the First Amendment.

**23. Does using software that filters or blocks access to electronic information resources on the Internet violate Access to Electronic Information, Services, and Networks: An Interpretation of the *Library Bill of Rights*?**

This interpretation states that libraries and librarians should not deny access to constitutionally protected information. The use of filters presents a number of complex legal, technical and ethical issues. For a discussion of these problems, librarians need to review information located on the Office for Intellectual Freedom Web page, "Filters and Filtering," at <http://www.ala.org/ala/oif/ifissues/filtersfiltering.htm>.

**24. Why do libraries have an obligation to provide government information in electronic format?**

The role of libraries is to provide ideas and information across the spectrum of social and political thought and to make these ideas and this information available to anyone who needs or wants it. In a democracy, libraries have a particular obligation to provide library users with information necessary for participation in self-governance. Because access to government information is rapidly shifting to electronic format only, libraries should plan to continue to provide access to information in this format, as well.

**25. What is the library's role in the preservation of information in electronic formats?**

The online electronic medium is ephemeral and information may disappear without efforts to save it. Libraries may need to preserve and archive electronic information critical to their mission.

**26. Does "must support access to information on all subjects" mean a library must provide material on all subjects for all users, even if those users are not part of the library's community of users or the material is not appropriate for the library?**

The institution's mission and objectives will drive these decisions.

**27. The Interpretation states that libraries should not deny access to resources, solely because they are perceived to lack value. Does this mean the library must buy or obtain every electronic resource available?**

No. The institution's mission and objectives will drive these decisions.

**28. How can the library avoid becoming a game room and still provide access to this material?**

Libraries need to develop policies that address time, place, or manner restrictions when determining the use of electronic equipment and resources. Such restrictions should not be based on content.

**29. Do copyright laws apply to electronic information?**

Yes. Librarians have professional and ethical responsibilities to keep abreast of copyright and fair use rights. This responsibility applies to the library's own online publications, contractual obligations with authors and publishers, and informing library users of copyright laws that apply to their use of electronic information.

American Library Association June 5, 1997; rev. November 17, 2000

# Requests for Reconsideration of Library Materials Form

(This form may be printed out and returned to the library)

Title of item \_\_\_\_\_ Book\_\_ Magazine\_\_ Other\_\_

Author of item \_\_\_\_\_

Request initiated by \_\_\_\_\_

Address \_\_\_\_\_ Phone \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip code \_\_\_\_\_

Do you represent

\_\_\_\_ Yourself

\_\_\_\_ An organization (name) \_\_\_\_\_

\_\_\_\_ Other group(name) \_\_\_\_\_

\* \* \* \* \*

1. Did you read or view the entire work? \_\_\_\_\_ What parts did you read or view?

2. To what in the work do you object? (Be specific; cite pages, sections etc.)

3. What do you believe is the theme of this work?

4. In your opinion, is there anything good about this work?

5. What do you feel might be the result of reading or viewing this work?

6. What would you like the library to do about this material?

\_\_\_\_ Do not allow my child to check the material(s) out

\_\_\_\_ Take it to the Library Board for reconsideration

\_\_\_\_ Withdraw it from the collection

7. Which title would you suggest as a substitute? \_\_\_\_\_

Signature \_\_\_\_\_ Date \_\_\_\_\_

## **Weeding Guidelines The MUSTIE Factor**

**MUSTIE** is an easily remembered acronym for six negative factors that frequently ruin a book's usefulness and mark it for weeding:

**M** = **M**isleading (and/or factually inaccurate)

**U** = **U**gly (worn and beyond mending or rebinding)

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

**T** = **T**rivial (of no discernible literary or scientific merit)

**I** = **I**rrelevant to the needs and interests of your community

**E** = The material may be obtained expeditiously **E**lsewhere through interlibrary loan or reciprocal borrowing.

## Collection Level Definitions

**0. Out of Scope:** The State Library does not collect in this area.

**1. Minimal Level:** Collections that support minimal inquiries about this subject and include a very limited collection of general resources, including monographs and reference works. Periodicals directly dealing with this topic and in-depth electronic information resources are not collected.

The collection should be frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information should be withdrawn. Classic or standard retrospective materials may be retained.

**1a. Minimal Level, Uneven Coverage:**

- Few selections and an unsystematic representation of the subject
- Supports limited, specific service needs
- Consistently maintained even though coverage is limited

**1b. Minimal Level, Even Coverage:**

- Few selections, but a systematic representation of the subject
- Includes basic authors, some core works and a spectrum of points of view
- Consistently maintained

**2. Basic Information Level:** Collections that introduce and define a subject, indicate the varieties of information available elsewhere, and support the needs of general library users through the first two years of college instruction include:

- A limited collection of general monographs and reference tools
- A limited collection of representative general periodicals
- Defined access to a limited collection of owned or remotely-accessed electronic bibliographic tools, texts, data sets, journals, etc.

The collection should be frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information should be withdrawn. Classic or standard retrospective materials may be retained.

**2a. Basic Information Level, Introductory:** Limited collections of introductory monographs and reference tools that include:

- Basic explanatory works
- Histories of the development of the topic
- General works about the field and its important personages
- General encyclopedias, periodical indexes and statistical sources

This collection is sufficient to support the inquiries of patrons and students through high school attempting to locate general information about a subject.

**2b. Basic Information Level, Advanced:** Collections of general periodicals and a broader and more in-depth array of introductory monographs and reference tools that include:

- Basic explanatory works
- Histories of the development of the topic
- General works about the field and its important personages
- A broader array of general encyclopedias, periodical indexes, and statistical sources
- A limited collection of representative general periodicals
- Defined access to a limited collection of owned or remotely accessed electronic bibliographic tools, texts, data sets, journals, etc.

This collection is sufficient to support the basic informational and recreational reading needs of an educated general public or students through the first two years of college.

**3. Study or Instructional Support Level:** Collections that provide information about a subject in a systematic way, but at a level of less than research intensity and support the needs of general library users through college and beginning graduate instruction include:

- An extensive collection of general monographs and reference works and selected specialized monographs and reference works
- An extensive collection of general periodicals and a representative collection of specialized periodicals
- Limited collections of appropriate materials in languages other than the primary language of the collection and the country, for example, materials to aid in learning a language for non-native speakers or literature in the original language, such as German poetry in German or Spanish history in Spanish
- Extensive collections of the works of well-known authors and selections from the works of lesser-known authors
- Defined access to a broad collection of owned or remotely-accessed electronic resources, including bibliographic tools, texts, data sets, journals, etc.

The collection should be systematically reviewed for currency of information and for assurance that essential and important information is retained, including significant numbers of retrospective materials.

**3a. Basic Study or Instructional Support Level:** Resources adequate for imparting and maintaining knowledge about more specialized subject areas which provide more comprehensive coverage of the subject with broader and more in-depth materials that include:

- A high percentage of the most important literature or core works in the field, including retrospective resources
- An extensive collection of general monographs and reference works and selected specialized monographs and reference works
- An extensive collection of general periodicals and a representative collection of specialized periodicals and indexes/abstracts
- A selection of resources in other languages, including well-known authors in the original language
- Defined access to a broad range of specialized electronic resources

This collection supports undergraduate courses, as well as the independent study needs of the lifelong learner.

**3b. Intermediate Study or Instructional Support Level:** Resources adequate for imparting and maintaining knowledge about more specialized subject areas which provide more comprehensive coverage of the subject with broader and more in-depth materials that include:

- A high percentage of the most important literature or core works in the field, including retrospective resources
- An extensive collection of general monographs and reference works and selected specialized monographs and reference works
- An extensive collection of general periodicals and a representative collection of specialized periodicals and indexes/abstracts
- A selection of resources in other languages, including well-known authors in the original language
- Defined access to a broad range of specialized electronic resources

This collection support upper division undergraduate courses.

**3c. Advanced Study or Instructional Support Level:** Resources adequate for imparting and maintaining knowledge about all aspects of the topic which are more extensive than the intermediate level but less than those needed for doctoral and independent research that include:

- An almost complete collection of core works including significant numbers of retrospective materials and resources
- A broader collection of specialized works by lesser-known, as well as well-known authors
- An extensive collection of general and specialized monographs and reference works
- An extensive collection of general and specialized periodicals and indexes/abstracts

- A selection of resources in other languages, including well-known authors in the original language and a selection of subject-specific materials in appropriate languages
- Defined access to a broad range of specialized electronic resources

This collection supports master's degree level programs as well as other specialized inquiries.

**4. Research Level:** Collections that contain the major published source materials required for doctoral study and independent research include:

- A very extensive collection of general and specialized monographs and reference works
- A very extensive collection of general and specialized periodicals
- Extensive collections of appropriate materials in languages other than the primary language of the country and collection
- Extensive collections of the works of both well-known and lesser-known authors
- Defined access to a very extensive collection of owned or remotely accessed electronic resources, including bibliographic tools, texts, data sets, journals, etc.

Older material is retained and systematically preserved to serve the needs of historical research.

**5. Comprehensive Level:** Collections in a specifically defined field of knowledge that strive to be exhaustive as far as is reasonably possible (i.e. "special collections"), in all applicable languages include:

- Exhaustive collections of published materials
- Very extensive manuscript collections
- Very extensive collections in all other pertinent formats

Older material is retained and systematically preserved to serve the needs of historical research. A comprehensive level collection may serve as a national or international resource.