Collection Development Policy
Modesto Junior College Library

Approved 2/5/15 by Jillian Daly, Dean of Library & Learning Center

Purposes and Goals

The purpose of the Modesto Junior College Library collections is to support the mission of the college by providing books, periodicals, non-print media, and information in other formats that support the curriculum. The Library will acquire and organize its collections in compliance with Board Policy 4030, Academic Freedom-Faculty, and Board Policy 4-8061, Library Acquisitions. The Library is guided by the first two provisions of the Library Bill of Rights of the American Library Association:

1. 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.

2. 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.¹

To this end, the MJC Library is committed to providing access to a wide array of materials in a variety of formats for access from both on- and off-campus.

Responsibility for Library Collection Development

Responsibility for developing and maintaining collections for the MJC Library is shared by the library faculty in charge of the circulating collections, reference collections, and database collections. Those responsible for collection development rely on source reviews and on the expertise of other MJC Library and classroom faculty in selecting titles for acquisition.

The MJC Library welcomes and encourages our faculty, staff, and students to offer suggestions for new library materials. The Coordinator of Collection Development and the Coordinator of Reference Services review all such requests to ensure that they adhere to the MJC Library selection guidelines. The Dean of Library & Learning Center provides final authorization of the requests.

Selection Policies

Standards

The MJC Library supports the statements on collection development contained within the *Standards for Libraries in Higher Education* (Appendix A), adopted in October 2011 by the American Library Association’s Association of College and Research Libraries.

Intellectual Freedom and Censorship

The MJC Library recognizes that free access to ideas and full freedom of expression are fundamental to the educational process. Accordingly, the Library purchases materials that fairly represent a wide variety of viewpoints. The Library complies with the American Library Association *Library Bill of Rights* (Appendix B) and its accompanying statements of interpretation, including statements on Intellectual Freedom: *Intellectual Freedom Principles for Academic Libraries* (Appendix C); *Access to Digital Information, Services and Networks* (Appendix D); *Challenged Resources* (Appendix E); and *Labeling and Rating Systems* (Appendix F).

The Library does not add or withdraw at the specific request of any individual or group material that has been chosen or excluded in accordance with this Policy. Any individual or group questioning the appropriateness of materials can have their concerns addressed by filling out a form as explained in the Collection Development Review Procedure.

**Collection Development Review Procedure:** The challenger completes a "Request for Review of Library Materials" form (Appendix G) and gives the form to one of the Librarians. The Librarian and/or the Dean of Library & Learning Center will reply to the "Request for Review of Library Materials" in writing within 30 days of receipt. If the complainant is not satisfied with the reply, she/he can request that the complaint be forwarded to the College President for review.
Criteria for Selection of Materials

Materials added to the collection will be judged by the following criteria:

- Relevance to the curriculum
- Scope
- Level
- Coverage
- Timeliness and/or lasting value of material
- Expertise in the area of the author, issuing body, and/or publisher
- Presentation: a) style; b) clarity; c) ease of use
- Aesthetic considerations: a) literary, artistic, or social value; b) appeal to the imagination, senses, or intellect
- Special features: a) a detailed, logical index; b) footnotes; c) pictorial representations
- Physical and technical quality for print materials: a) paper, typography, and design; b) physical size; c) binding; d) durability
- Technical quality for non-print materials: a) format; b) ease of access; c) meeting accessibility guidelines
- Strength of present holdings in the same or similar subject
- Demand; frequency of interlibrary loan requests for material on the same or similar subject
- Price/relative cost of material in relation to the budget and other available material

Selection and Evaluation Tools

Librarians will consult standard library reviewing sources and use their professional skills when making selection decisions. In addition, librarians will draw on instructional faculty's expertise as a resource for selection and evaluation of the collection.
Policies for Selection of Specific Types of Materials

Archives
The archive collection consists of materials of significant historical importance about Modesto Junior College, the Yosemite Community College District, the city of Modesto, and Stanislaus County.

Children's Literature
MJC Library collects children's fiction and nonfiction books for use by students taking Children's Literature, Storytelling, and Child Development classes and by children in the MJC Child Development Center. Special emphasis is placed on acquiring award-winning and special merit books.

Fiction
Normally, the Library collects only fiction that supports the curriculum. Other fiction is added selectively from gifts. Gifts of fiction in paperback are selectively added and placed in the leisure reading collection.

Law Collection
MJC Library collects monographs dealing with various aspects of the law in addition to legal dictionaries, encyclopedias, and some California Codes.

Non-English Language Materials
The Library purchases materials in languages other than English that support the curriculum and contribute to student success.

Periodicals
The periodicals collection supports the curricular and research needs of MJC students, staff, and faculty. It contains, but is not limited to, print and electronic magazines, journals, and newspapers. In addition to meeting curricular and research needs of the college community, librarians consider the following factors in maintaining the periodicals collection: full-text availability through electronic means, and indexing and abstracting in sources accessible to library users.

Reference
The reference collection supports the research needs of MJC students, staff and faculty. It contains, but is not limited to, print and electronic encyclopedias, dictionaries, atlases,
directories, indexes, statistical compilations, and handbooks. Appropriate library faculty review the reference collection on a regular basis to ensure currency and accuracy.

**Reserves**
Instructors choose the materials for course reserves and set the loan period for student use. Items may be from the library collection or provided by the instructor.

**Textbooks**
The MJC Library does not typically collect textbooks except for those that have earned a reputation as “classics” in their fields or that are the only or best sources of information on a particular topic. Occasionally, a textbook that has been determined by the library faculty to be an effective source of information for library patrons may be added to the collection. Textbooks currently in use for MJC courses are not customarily added to the collection.

**Evaluation of the Collection**

The continual review of library materials is necessary as a means of maintaining an active library collection of current interest to users. Library and other faculty will continue to evaluate whether the collection is meeting its objectives, how well it is serving its users, in which ways it is deficient, and what remains to be done to develop the collection. This ongoing process requires the same attention to quality and authority as the original selection of materials.

Materials that do not support the mission of the college and do not fit into the library’s collection development policy should be removed from the library in order to maintain a current, active and useful collection.

Weeding needs to be an integral function of the Library in order to:
- Ensure a relevant collection that supports Modesto Junior College’s mission
- Make active items more visible, attractive, and accessible
- Make the most efficient use of existing space and create shelf space for new additions to the collection
- Enable library staff to service the collection efficiently
Criteria for Weeding Materials

Every item requires individual judgment. Each item is considered from the standpoint of its value to the campus community as well as in relation to other library materials. The following materials are candidates for weeding:

- Items that have not been used within a reasonable time period, based upon subject and scope of the work (Some library materials, such as classics, may be kept in the collection despite lack of use.)
- Badly worn or mutilated materials (If these are important to the collection, they should be mended or replaced.)
- Superseded editions
- Duplicate copies of seldom used items
- Obsolete materials
- Items not relevant to the current or anticipated curriculum

Disposal of Weeded Materials

Materials which have been discarded will be offered for sale by the Friends of the MJC Library. Unsold items will be recycled.

Intellectual Freedom

In accordance with the American Library Association's Library Bill of Rights, the following policy should guide weeding: "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."

Responsibilities for Weeding

Weeding takes skill, care, time, and knowledge of the library’s materials. The Coordinator of Collection Development is responsible for weeding the circulating collections and the Coordinator of Reference Services is responsible for weeding the Reference Collection. Weeding is done in consultation with MJC Library and classroom faculty, to ensure that materials of historical interest or value to research are not inadvertently removed. The Dean of the Library & Learning Center or the Dean's appointed representative reviews all items that are recommended for weeding.
Access/Ownership Statement

The developments in electronic information systems make it possible for libraries to make available a vast amount of information. Much of this information is made available through electronic resources in the form of commercial databases. This type of access requires that the Library comply with license agreements reached between the Library, the consortium, and the commercial vendor.

License agreements

The Library will negotiate and comply with vendor licensing agreements for electronic resources.

The Library will promote compliance with licensing agreements among its users and among its staff.

Necessary details for this negotiation and compliance include consideration of the following:

- Definition of Authorized Users as full and part-time faculty, students, and staff affiliated with MJC plus walk-in users physically present in a campus Library and associated with an authorized program as stipulated in YCCD Board policy.
- Off-campus access for Authorized Users
- Interlibrary loan rights
- Search, copy, print, and download capabilities
- Archival rights or perpetual access
- Usage statistics

Resource Sharing, Document Delivery Services, and Cooperative Collection Development

The Library supplements its collection through resource sharing, document delivery services, and cooperative collection development. MJC and Columbia College libraries share a common online catalog, WorldCat; purchase some databases cooperatively; and share resources through daily document delivery service. The MJC Library is a member of the Community College Library Consortium, Libraries Very Interested in Sharing (LVIS), and Online Computer Library Center (OCLC).
Appendix A: Standards for Libraries in Higher Education, principle 5

Standards for Libraries in Higher Education

Approved by the ACRL Board of Directors, October 2011

5. **Collections**: Libraries provide access to collections sufficient in quality, depth, diversity, format, and currency to support the research and teaching mission of the institution.

5.1 The library provides access to collections aligned with areas of research, curricular foci, or institutional strengths.

5.2 The library provides collections that incorporate resources in a variety of formats, accessible virtually and physically.

5.3 The library builds and ensures access to unique materials, including digital collections.

5.4 The library has the infrastructure to collect, organize, provide access to, disseminate, and preserve collections needed by users.

5.5 The library educates users on issues related to economic and sustainable models of scholarly communication.

5.6 The library ensures long-term access to the scholarly and cultural record.
Appendix B: Library Bill of Rights

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.

Appendix C: Intellectual Freedom Principles for Academic Libraries

Intellectual Freedom Principles for Academic Libraries
An Interpretation of the Library Bill of Rights

A strong intellectual freedom perspective is critical to the development of academic library collections, services, and instruction that dispassionately meets the education and research needs of a college or university community. The purpose of this statement is to outline how and where intellectual freedom principles fit into an academic library setting, thereby raising consciousness of the intellectual freedom context within which academic librarians work. The following principles should be reflected in all relevant library policy documents.

1. The general principles set forth in the Library Bill of Rights form an indispensable framework for building collections, services, and policies that serve the entire academic community.

2. The privacy of library users is and must be inviolable. Policies should be in place that maintains confidentiality of library borrowing records and of other information relating to personal use of library information and services.

3. The development of library collections in support of an institution's instruction and research programs should transcend the personal values of the selector. In the interests of research and learning, it is essential that collections contain materials representing a variety of perspectives on subjects that may be considered controversial.

4. Preservation and replacement efforts should ensure that balance in library materials is maintained and that controversial materials are not removed from the collections through theft, loss, mutilation, or normal wear and tear. There should be alertness to efforts by special interest groups to bias a collection through systematic theft or mutilation.

5. Licensing agreements should be consistent with the Library Bill of Rights, and should maximize access.

6. Open and unfiltered access to the Internet should be conveniently available to the academic community in a college or university library. Content filtering devices and content-based restrictions are a contradiction of the academic library mission to further research and learning through exposure to the broadest possible range of ideas and information. Such restrictions are a fundamental violation of intellectual freedom in academic libraries.

7. Freedom of information and of creative expression should be reflected in library exhibits and in all relevant library policy documents.

8. Library meeting rooms, research carrels, exhibit spaces, and other facilities should be available to the academic community regardless of research being pursued or subject being discussed. Any restrictions made necessary because of limited availability of space should be based on need, as reflected in library policy, rather than on content of research or discussion.

9. Whenever possible, library services should be available without charge in order to encourage inquiry. Where charges are necessary, a free or low-cost alternative (e.g., downloading to disc rather than printing) should be available when possible.

10. A service philosophy should be promoted that affords equal access to information for all in the academic community with no discrimination on the basis of race, age, values, gender, sexual orientation, gender identity, cultural or ethnic background, physical, sensory, cognitive or learning disability, economic status, religious beliefs, or views.

11. A procedure ensuring due process should be in place to deal with requests by those within and outside the academic community for removal or addition of library resources, exhibits, or services.
12. It is recommended that this statement of principle be endorsed by appropriate institutional
governing bodies, including the faculty senate or similar instrument of faculty governance.

Approved by ACRL Board of Directors: June 29, 1999 and adopted July 12, 2000, by the ALA Council;
amended on July 1, 2014.

From a letter dated November 15, 2000, to Judith F. Krug, director, Office for Intellectual Freedom, from
the American Association of University Professors:

A copy of the new ACRL/ALA statement on Intellectual Freedom Principles for Academic Libraries: An
Interpretation of the ‘Library Bill of Rights’ was forwarded to one of our Council members and considered
by the AAUP Council in its meeting on November 11, 2000.

The AAUP Council is pleased to endorse the statement, but wishes to preface that endorsement with the
following language from the Joint Statement on Faculty Status of College and University Librarians, as
contained in AAUP: Policy Documents and Reports, 1995 edition:

“College and university librarians share the professional concerns of faculty members. Academic freedom,
for example, is indispensable to librarians, because they are trustees of knowledge with the responsibility
of ensuring the availability of information and ideas, no matter how controversial, so that teachers may
freely teach and students may freely learn. Moreover, as members of the academic community, librarians
should have latitude in the exercise of their professional judgment within the library, a share in shaping
policy within the institution, and adequate opportunities for professional development and appropriate
reward.”

Please convey to the members of the ACRL Board and ALA Council our concern that college and university
librarians are designated the same rights afforded to other faculty in regard to intellectual freedom.
Appendix D: Access to Digital Information, Services and Networks

Access to Digital 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 regardless of the format or technology employed to create and disseminate information.

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

Libraries empower users by offering opportunities both for accessing the broadest range of information created by others and for creating and sharing information. Digital resources enhance the ability of libraries to fulfill this responsibility.

Libraries should regularly review issues arising from digital creation, distribution, retrieval, and archiving of information in the context of constitutional principles and ALA policies so that fundamental and traditional tenets of librarianship are upheld. Although digital information flows across boundaries and barriers despite attempts by individuals, governments, and private entities to channel or control it, many people lack access or capability to use or create digital information effectively.

In making decisions about how to offer access to digital information, services, and networks, each library should consider intellectual freedom principles in the context of 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 digital 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, receiving, creating, or participating in 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, utilized, or created digitally is constitutionally protected unless determined otherwise by a court of competent 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"; and "Minors and Internet Interactivity")

2.

Libraries should use technology to enhance, not deny, digital access. 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," and "Importance of Education to Intellectual Freedom: An Interpretation of the Library Bill of Rights."

Equity of Access

The digital environment provides expanding opportunities for everyone to participate in the information society, but individuals may face serious barriers to access.

Digital 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 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 digital information that are consistent with ALA's policies and guidelines, 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 "Services to Persons with Disabilities: An Interpretation of the Library Bill of Rights."

Information Resources and Access

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 digitally. Libraries have an obligation to provide access to government information available in digital format.

Providing connections to global information, services, and networks is not the same as selecting and purchasing materials for a library collection. Libraries and librarians should not deny or limit access to digital information because of its allegedly controversial content or because of a librarian's personal beliefs or fear of confrontation. Furthermore, libraries and librarians should not deny access to digital information solely on the grounds that it is perceived to lack value. Parents and legal guardians who are concerned about their children's use of digital resources should provide guidance to their own children. Some information accessed digitally may not meet a library's selection or collection development policy. It is, therefore, left to each user to determine what is appropriate.

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).

Digital 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 digital resources as much as they do to the more traditional sources of information in libraries (“Diversity in Collection Development”).


(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, 539 U.S. 194 (2003) (Justice Kennedy, concurring).

See Also: “Questions and Answers on Access to Digital Information, Services and Networks: An Interpretation of the Library Bill of Rights.”

Appendix E: Challenged Resources

Challenged Resources

An Interpretation of the Library Bill of Rights

“Libraries: An American Value” states, “We protect the rights of individuals to express their opinions about library resources and services.” The American Library Association declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined written policy for collection development that includes a procedure for review of challenged resources. Collection development applies to print and media resources or formats in the physical collection. It also applies to digital resources such as databases, e-books and other downloadable and streaming media.

Content filtering is not equivalent to collection development. Content filtering is exclusive, not inclusive, and cannot effectively curate content or mediate access to resources available on the Internet. This should be addressed separately in the library’s acceptable use policy. These policies reflect the American Library Association’s Library Bill of Rights and are approved by the appropriate governing authority.

Challenged resources should remain in the collection and accessible during the review process. The Library Bill of Rights states in Article I that “Materials should not be excluded because of the origin, background, or views of those contributing to their creation,” and in Article II, that “Materials should not be proscribed or removed because of partisan or doctrinal disapproval.” Freedom of expression is protected by the Constitution of the United States, but constitutionally protected expression is often separated from unprotected expression only by a dim and uncertain line. The Supreme Court has held that the Constitution requires a procedure designed to examine critically all challenged expression before it can be suppressed. This procedure should be open, transparent, and conform to all applicable open meeting and public records laws. Resources that meet the criteria for selection and inclusion within the collection should not be removed.

Therefore, any attempt, be it legal or extra-legal, to regulate or suppress resources in libraries must be closely scrutinized to the end that protected expression is not abridged.

Notes


2. “Extra-legal” refers to actions that are not regulated or sanctioned by law. These can include attempts to remove or suppress materials by library staff and library board members that circumvent the library’s collection development policy, or actions taken by elected officials or library board members outside the established legal process for making legislative or board decisions. “Legal process” includes challenges to library materials initiated and conducted pursuant to the library’s collection development policy, actions taken by legislative bodies or library boards during official sessions or meetings, or litigation undertaken in courts of law with jurisdiction over the library and the library’s governing body.

Appendix F: Labeling and Rating Systems

LABELING AND RATING SYSTEMS

An Interpretation of the LIBRARY BILL OF RIGHTS

Libraries do not advocate the ideas found in their collections or in resources accessible through the library. The presence of books and other resources in a library does not indicate endorsement of their contents by the library. Likewise, providing access to digital information does not indicate endorsement or approval of that information by the library. Labeling and rating systems present distinct challenges to these intellectual freedom principles.

Many organizations use or devise rating systems as a means of advising either their members or the general public regarding the organization's opinions of the contents and suitability or appropriate age for use of certain books, films, recordings, websites, games, or other materials. The adoption, enforcement, or endorsement of any of these rating systems by a library violates the American Library Association's Library Bill of Rights and may be unconstitutional. If enforcement of labeling or rating systems is mandated by law, the library should seek legal advice regarding the law's applicability to library operations.

Viewpoint-neutral directional labels are a convenience designed to save time. These are different in intent from attempts to prejudice or discourage users or restrict their access to resources. Labeling as an attempt to prejudice attitudes is a censor's tool. The American Library Association opposes labeling as a means of predisposing people's attitudes toward library resources.

Prejudicial labels are designed to restrict access, based on a value judgment that the content, language, or themes of the resource, or the background or views of the creator(s) of the resource, render it inappropriate or offensive for all or certain groups of users. The prejudicial label is used to warn, discourage, or prohibit users or certain groups of users from accessing the resource. Such labels sometimes are used to place materials in restricted locations where access depends on staff intervention.

Viewpoint-neutral directional aids facilitate access by making it easier for users to locate resources. Users may choose to consult or ignore the directional aids at their own discretion.

Directional aids can have the effect of prejudicial labels when their implementation becomes proscriptive rather than descriptive. When directional aids are used to forbid access or to suggest moral or doctrinal endorsement, the effect is the same as prejudicial labeling.

Libraries sometimes acquire resources that include ratings as part of their packaging. Librarians should not endorse the inclusion of such rating systems; however, removing or destroying the ratings—if placed there by, or with permission of, the copyright holder—could constitute expurgation (see "Expurgation of Library Materials: An Interpretation of the Library Bill of Rights"). In addition, the inclusion of ratings on bibliographic records in library catalogs is a violation of the Library Bill of Rights.

Prejudicial labeling and ratings presuppose the existence of individuals or groups with wisdom to determine by authority what is appropriate or inappropriate for others. They presuppose that individuals must be directed in making up their minds about the ideas they examine. The fact that libraries do not advocate or use proscriptive labels and rating systems does not preclude them from answering questions
about them. The American Library Association affirms the rights of individuals to form their own opinions about resources they choose to read or view.

Appendix G: Request for Review of Library Materials

Please complete the following form so that the material in question can be thoroughly evaluated in light of the Library objectives and policies. If necessary, attach additional sheets for a full response to any of the questions below.

NAME: __________________________ PHONE __________________________
ADDRESS: ________________________________________________________
City, Zip Code: ____________________________________________________
Complainant represents: himself/herself:____ Group or organization____
Organization name: ________________________________________________

AUTHOR: __________________________ CALL NUMBER: _____________
TITLE: __________________________________________________________
PUBLISHER: _______________________________________________________

1. How much of this item have you read, seen, or heard?
2. What do you believe to be the overall theme of the material?
3. Have you read any reviews of this material?
4. What do you object to in the material? (Please be specific, cite pages, if possible).
5. What do you think might result from the use of this material by others?
6. Is there anything good about the material as a whole?
7. For what age group would you recommend the material?
8. Can you recommend an alternative that would provide information on this subject?

_________________________________ __________________________
Signature of complainant date
Request received by: __________________________
Librarian/staff date