

Hartford Public Library

# Collection Development Policy

February 10, 2011

**HARTFORD PUBLIC LIBRARY**  
**COLLECTION DEVELOPMENT POLICY**  
**FEBRUARY 2011**

**Library Description**

Founded in 1774 as The Library Company by a group of subscribers to purchase “a collection of useful and religious books,” the Library has had several transformations. In 1838, in harmony with the movement towards lyceums and literacy culture that was spreading across the country, a new organization, the Hartford Young Men’s Institute was formed. The Institute affirmed its purpose to conduct a library “for the mechanics, clerks, the workingmen and women of Hartford.” This organization became the Hartford Library Association in 1878 and by a special act of the General Assembly, the City of Hartford was authorized “to appropriate a sum...in support of a free public library”: the Library received taxpayer support from 1892 onward. The name was officially changed to Hartford Public Library by a Special Act of the Connecticut General Assembly on May 9, 1893.

The Library was located at the Wadsworth Athenaeum from 1844 to early 1957. On January 2, 1957, a new building opened at the present site. By 1996 it was very clear that a renovated and expanded Library was necessary, and that same year a \$19 million City bond issue was approved by the voters of Hartford. Another \$18 million was also approved by Hartford citizens in 2000, and the Library raised \$5 million in a capital campaign to complete the project. The renovation and expansion of the Downtown Library has taken the Library into the 21st century fully equipped to serve the citizens of Hartford, and indeed, the entire Greater Hartford region.

## **I. Mission Statement**

Hartford Public Library provides free resources that inspire reading, guide learning, and encourage individual exploration.

## **II. Purpose of Policy**

The collection development policy aids Library staff by being clear about the goals and methods of materials selection and maintenance so that they can acquire a useful, well-rounded collection of books and other materials to meet the needs of the community. The primary goal of this policy, however, is to present an official statement of Hartford Public Library's commitment to a collection that strives to meet the needs of the public it serves. Identifying the customer's needs and expectations and finding the means to meet or exceed them is a fundamental principle of public library service.

The policy helps the Library Board determine whether staff is doing an acceptable job of building a collection that is relevant to community needs.

The policy explains to the public the basis upon which materials are selected and maintained, and helps answer questions regarding the presence or absence of certain materials.

### **III. Intellectual Freedom**

Hartford Public Library subscribes to the following Library Bill of Rights as adopted and amended by the American Library Association Council.

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

- A. 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.
- B. 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.
- C. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- D. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- E. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.
- F. 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.”

Hartford Public Library also affirms its belief in the Freedom to Read and the Freedom to View Statements located at the end of this document (Please see Appendices A and B).

#### **IV. Responsibility for Selection**

Professional librarians and staff with particular expertise in a subject area or a language other than English are responsible for selecting materials for inclusion into the Library's collection. Bi-weekly collection development meetings are held with Branch and Downtown Library staff to discuss current selection, trends, and customer requests.

An annual formal plan will be created each year that earmarks funds tailored to the future developments of the collections outlined in this policy. Staff will make selections accordingly.

#### **V. Reconsideration of Library Materials**

A singular obligation of the public library is to reflect within its collection differing points of view on controversial or debatable subjects. Hartford Public Library does not promulgate particular beliefs or views, nor does the selection of an item express or imply an endorsement of the author's viewpoint. Library materials will not be marked or identified to show approval or disapproval of the contents, nor will items be sequestered, except for the purpose of protecting them from damage or theft.

Comments from members of the community about the collection or individual items in the collection frequently provide librarians with useful information about interests or needs that may not be adequately met by the collection. The Library welcomes expression of opinion by customers, but will be governed by this Materials Selection Policy in making additions to or deleting items from the collection.

Customers who request the reconsideration of library materials will be asked to put their request in writing by completing and signing the form entitled "Request for Reconsideration of Library Material" (Please see Appendix D).

Upon receipt of a formal, written request, the Chief Executive Officer (CEO) will appoint an ad hoc committee from the professional staff including, but not limited to, the selector for the subject area of the item in question and the appropriate Department Head. The CEO will then make a decision regarding the disposition of the material. The CEO will communicate this decision and the reasons for it, in writing, to the person who initiated the request for reconsideration at the earliest possible date. The CEO will inform the Board of Trustees of all requests for reconsideration of library materials and their disposition.

In the event that the person who initiated the request is not satisfied with the decision of the CEO, he/she may appeal for a hearing before the Board of Directors by making a written request to the President of the Board. The Board of Directors reserves the right to limit the length of presentation and number of speakers at the hearing. The Board will determine whether the request for reconsideration has been handled in accordance with stated policies and procedures of Hartford Public Library. On the basis of this determination, the Board may vote to uphold or override the decision of the CEO.

## **VI. Collections and General Methods of Selection**

### **Downtown Library**

#### **Adult**

Community and customers: The Downtown population is comprised of a growing downtown residential population, municipal, federal and downtown business employees, older adults from area housing units, and citywide urban literature readers. The collection supports the educational, business and cultural information needs of the community and includes materials about current local issues and upcoming Library programs and events. There is no single standard for selection that can be applied in all cases. Selection is based upon awareness of the diverse needs and interests of the individuals in the community balanced against budget, knowledge of the collection's strengths and weaknesses and accessibility of alternative information sources online.

#### **Nonfiction**

The Downtown Library acquires general popular materials and resources that serve the more in-depth and diverse interests of the community.

##### *Scope of Adult Nonfiction Collection*

The levels of subject collection are defined in levels according to the Library of Congress Classification System. Generally the Library collects as follows:

- I. Popular Level – collection introduces and defines a subject and indicates sources of information available elsewhere. This level includes genealogy, law and medicine.
- II. Basic Level – collection provides a general overview with sufficient titles to meet general demand and support students at introductory level. This level includes philosophy, psychology, political science, science and technology.
- III. Study Level – collection provides an extensive range of use by Library customers with some depth to allow for independent study. This level includes United States and world history; fine arts; American and English literature and literary criticism.

The Library acquires materials of both permanent and current interest in most subjects, based upon the merits of a work in relation to the interests and demands of the community. The collection is analyzed regularly based on usage statistics and feedback from customers and staff to identify subject areas for priority collection strengthening. The depth of the adult collection applies to subjects as a whole. Categories within more general subjects may be targeted for different levels. Textbooks are not purchased unless they are the best or only available source of information on a needed topic.

The Library will acquire nonfiction subject sets of e-books to supplement its print and online collections to meet the emerging demands of customers. Particular focus will be placed on business, finance, career improvement, professional development, and vocational education.

Selection Criteria and Sources: Materials that address contemporary issues; provide self-help information; facilitate continuing education; enhance job-related skills; support recreational interests and reflect the cultural and civic interests of the community. Staff consults standard library review sources such as *Library Journal*, *Publishers Weekly* and *Booklist*; information found online from vendors and distributors; and media outlets such as *C-SPAN2 Book TV Alert*, *EarlyWord.com*, and *LJ Book Smack!* Additional considerations include the market, past performance of the author and the reputation of the publisher.

## **Areas of Special Focus (Nonfiction)**

### **World Language Collections**

The Library's world language collection is designed to meet the needs of native speakers of languages other than English and people interested in language study. Currently the greatest demand is for Spanish-language materials that reflect local cultures and reading levels as well as literary titles representing a variety of authors. The Library also is actively developing fiction and nonfiction collections in Chinese, Vietnamese, French and Russian. Additional languages are considered as the populations speakers of languages other than English settle in the city. The Library will focus next on the growing Brazilian population.

Selection Criteria and Sources: Materials are selected using the guidelines outlined for the adult reference and circulating collections. Staff consults professional reviews (*Multicultural Book Review*); online vendor updates (Lectorum; Bilingual Publications); websites (Alliance Française); and urban library selection lists.

### **Job and Career**

Job seekers, career changers, and underemployed and displaced workers who are looking for job and career information are served by a collection of books, DVDs, serials, databases, and web-based products. In Hartford, many customers are looking for practical basic, visual, online and how-to resources. *LearningExpress Library* and *JobNow* are web-based resources that add value to the Job & Career collection. Live assistance in resume-writing and interviewing is a unique asset to the collection and the many test preparation practice tests are extremely helpful to customers.

Selection Criteria and Sources: Updated and authoritative resources that address specific patron needs, including resume-writing, interviewing, networking, careers, test prep, entrance exams, study guides, and web guides for job seekers. Staff consults standard library review sources; *BIP Online*; blogs; job-search and newspapers web sites; and customer suggestions.

### **Music Scores**

The Helen Rice Memorial Chamber Music Lending Collection is comprised of approximately 10,000 scores and is one of only a few of this kind housed in a public library; it is highly regarded as a regional and national resource. The Amateur Chamber Music Players, now

known as Amateur Chamber Music Network, a national association, presented the initial gift in 1985 along with a \$10,000 grant to catalog and maintain the collection as a lending repository. The Library supplements this well-represented collection with classical opera, popular musicals, and pop in response to interest and demand.

Selection Criteria and Sources: Music publishers known for clarity and accuracy of arrangements; classics or new compositions from well-reviewed composers; and replacements. Staff consults publishers' catalogs; online performance reviews; and professional journals.

## **Fiction**

The Downtown collection includes hardcover and trade paperbacks, mass market paperbacks, and large type materials. Unique aspects include in-depth representation of classic, literary and popular authors, world literature in English translation, mystery [genre] and urban literature. Future emphasis will be placed on emerging young authors, a growing focus in publishing. The large type collection will be evaluated and updated to coincide with its move to a main floor location.

Newly published high-demand titles in e-book format will become an integral part of the Library's fiction collection. Use of this format will be monitored closely to ensure adequate budget appropriation.

Selection Criteria and Sources: Popularity of author or genre; past performance of author; customer requests; favorable reviews or literary merit; media coverage. Staff consults standard library review sources such as *Library Journal*, *Publishers Weekly*, *Booklist*, *New York Times Book Review*, *Hartford Courant Sunday Arts section*, *Book Page*; popular magazines such as *Entertainment Weekly*; and media outlets such as NPR and *Shelf Awareness*.

## **Reference**

The Library's main print reference collection is housed at the Downtown location and supplements smaller collections in the neighborhood branches as well as serving as a regional resource throughout Greater Hartford. Several areas of focus include: entrepreneurship and business; personal finance and investment; job and career; continuing education colleges/scholarships; consumer health and medicine; grant-making and nonprofit management; African-American culture and history; Latino culture and history; multiculturalism; languages (dictionaries); and "hot" topics of local interest.

Reference resources are consulted for specific information rather than read in their entirety. It is no longer necessary to maintain a large print collection to answer many "ready reference" questions efficiently and accurately. Electronic database and reference books as well as links to Internet resources are an increasingly large part of the reference collection. Many reference sources are now available in electronic versions only. This trend means that providing access to electronic resources is essential to customers.

For this reason, staff will also further develop the content of resource links by continuously researching and updating the reference webpages.



Selection Criteria and Sources: Accuracy; frequency of use; relevancy; currency; ease of use for intended audience; comprehensiveness; cost effectiveness; reputation of publisher; authority. Library staff consults library review sources for databases; vendors and publishers.

## **Area of Special Focus (Reference)**

### **Foundation Center Collection**

The Library is one of 200 Cooperating Collections of the New York-based Foundation Center, the nation's leading authority on institutional philanthropy. The Foundation Center is an independent nonprofit service organization that collects, organizes, analyzes, and disseminates information on foundations, corporate giving, and related subjects. One way the Center accomplishes its mission is by coordinating a nationwide network of over 200 Cooperating Collections that offer local library access to a core collection of Center materials. Hartford Public Library supplements this core collection through carefully selected materials that address specific needs of local nonprofit and faith-based organizations.

Selection Criteria and Sources: The core collection is supplemented through carefully selected print and online materials that address specific needs of local nonprofit and faith-based organizations. Staff consults primarily Foundation Center publications and recommendations.

## **Media**

Advancing technology and the availability of multiple formats has resulted in growth of the Library's media collections. The Library will expand to new technologies as driven by demand from the potential user population. General considerations for these collections include durability, technical quality, artistic merit and reputation of the artist and effective presentation of the work.

### **DVD and Videocassette (VHS)**

The Downtown Library adult collection includes DVD and Videocassette (VHS) formats of titles that are hard to find on DVD. VHS format is no longer actively acquired. Titles are selected for educational, informational and recreational purposes and highlight diverse materials not otherwise found locally including domestic or international classics; foreign language titles; silent films; documentaries and movies selected for the National Film Registry.

Selection Criteria and Sources: New releases that have done well in theaters and movies that are highly reviewed by critics. Staff consults *Video Librarian*, *New York Times* online film/DVD sections, *Internet Movie Database* news, Wadsworth Atheneum, Trinity College Cinestudio, and Real Art Ways schedules; online film and entertainment sites; and customer suggestions.

## **Music Compact Discs (CDs)**

The Library's music CD collection offers a wide variety of musical styles and performers that encompass jazz, popular and ethnic music in addition to an extensive classical music collection that includes vocal music and opera.

Selection Criteria and Sources: Categories aimed at the diverse audience that borrows jazz, popular (musicals, pop), gospel, and ethnic music from around the world; classical music that serves the needs of area music students, conductors and classical music lovers. Staff consults online listings of library distributors; standard review sources such as *American Record Guide*, *Opera News*, and *Gramophone*; customer feedback and requests.

## **Audio Books**

Audio books are available in CD and downloadable format and include both fiction and nonfiction titles that provide opportunities for education as well as entertainment. Efforts are made to offer a variety of topics that appeal to a wide range of interests. Areas of future development include self-help and holistic health.

Selection Criteria and Sources: Well-reviewed performances from reputable publishers and distributors (*The Teaching Company*; *Recorded Books*) usually purchased in unabridged editions that have replacement components available. Staff consults professional reviews (*Audiophile*); online vendor updates; blogs.

## **Magazines and Newspapers**

The Library subscribes to magazines and newspapers that cover a wide range of topics aimed at meeting the educational and recreational needs of the community. The collection includes popular reading materials in areas such as automotives, computers, lifestyle and sports; business and professional journals; world language publications and titles of local interest. Journals that are highly technical or scholarly generally are not included in the collection.

The retention policy for the Downtown Library's popular collection is six months in paper or until the articles are indexed in subscription databases including those available through the State's *iConn* offerings. The Library maintains a microform subscription to newspapers in high demand or of permanent local interest such as the *New York Times* and the *Hartford Courant*.

Subscriptions are reviewed annually to assess interest and activity. Particular focus is placed on customer input and titles that are popular retail outlets.

Selection Criteria and Sources: Materials are selected using the guidelines outlined for the adult reference and circulating collections. Staff consults standard library review sources; customer recommendations and requests.

## **Adult Education**

**Adult Education instruction covers the following areas:**

- Adult Basic Education for adults who are functioning below the secondary school level and lack the basic reading, writing and numeracy skills necessary to function effectively as workers, parents and citizens.
- Citizenship & Civics Education for immigrants preparing for citizenship.
- English for Speakers of Other Languages (ESOL) for adults who have limited proficiency in the English language or whose native language is not English; Teachers of English to Speakers of Other Languages (TESOL).
- General Educational Development (GED). For adults who have not completed high school and are preparing for General Educational Development.

### **Adult Basic Education (ABE)**

The collection serves adults who are functioning below the secondary school level and lack the basic reading, writing and numeracy skills necessary to function effectively as workers, parents and citizens. Multiple formats include textbooks, workbooks, graded and hi/lo readers, audio books, computer instructional software and CDROMS, online selections, DVDs, and typing keyboards.

Selection Criteria and Sources: Multi-formats to accommodate various learning styles; articulated demand; self-instruction; enduring value. Staff consults with instructors and professionals; conference exhibits; specialized publishers

### **Citizenship and Civics Education**

The collection serves immigrants preparing for citizenship; resources may be used by youth.

Multiple formats include test preparation books; workbooks, graphic novels; hi/lo readers encompassing U.S. History and government, geography, symbols and culture; online resources; DVDs and CDROMS.

Selection Criteria and Sources: Multi-formats to accommodate various learning styles; articulated demand; self-instruction; enduring value. Staff consults with instructors/professionals; conference exhibits; specialized publishers

### **English for Speakers of Other Languages (ESOL)**

The collection serves adults who have limited proficiency in the English language or whose native language is not English; teachers of English to Speakers of Other Languages (TESOL). Multiple formats include textbooks; workbooks; hi/lo readers; recorded books; computer instructional software; DVDs; CDs; CDROMS; dictionaries (bi-lingual, picture, specialized); instructional material in languages other than English; typing keyboards.

Selection Criteria and Sources: Multi-formats to accommodate various learning styles; articulated demand; self-instruction; enduring value. Staff consults with instructors and professionals; conference exhibits; specialized publishers.

## **General Educational Development (GED)**

This collection serves adults who have not completed high school and are preparing for a General Education Development certificate. Multiple formats include Test preparation books; workbooks in language arts, reading and writing, social studies, science, mathematics; computer instructional software; online resources; DVDs; CDROMS; GED calculators.

Selection Criteria and Sources: Multi-formats to accommodate various learning styles; articulated demand; self-instruction; enduring value. Staff consults with instructors and professionals; conference exhibits; specialized publishers.

## **Hartford History Center at Hartford Public Library**

Hartford History Center collects, preserves, and makes available materials and information relating to the history, literature, and culture of Hartford, Connecticut. The Hartford History Center will share its holdings in traditional formats and will also seek to use state of the art technology in order to make the collection accessible to the public. The holdings include, but are not limited to: books; letters; manuscripts; scrapbooks; pamphlets; the City of Hartford archives; the Hartford City Parks collection; image collections; maps; atlases; calendars; corporate archives; non-profit archives; city directories; fine and graphic arts, including paintings, sculpture, posters, prints and drawings; memorabilia; yearbooks; any and everything that preserves and shares the story of Hartford, Connecticut - its place, its people, and its past.

Selection Criteria and Sources: Materials that pertain to the history, literature and culture of Hartford. Staff consults standard library review sources for current material; individuals with contributing expertise.

## **Connecticut Center for the Book (CCB)**

Housed in the Connecticut Center for the Book is the Connecticut Authors Collection, based on books published 2001-present that were written, illustrated, or designed by Connecticut residents or are set in Connecticut. In order for a book to be considered for inclusion in this permanent collection, its author/illustrator/designer must have resided in Connecticut for at least three years or have been born in the state. Alternatively, the work may be set in Connecticut. Anthologies are acceptable if all authors meet the criteria above. Additional formats include artifacts, audiotapes, VHS, CDs, DVDs, broadsides and photographs.

Selection Criteria and Sources: A positive review in a professional journal; an award from an accredited professional organization; an endorsement by a master of the genre; publication by a commercial Connecticut publisher; publication by an academic press, a historical society, or an educational or cultural institution; or publication for a School/Library series. A work may be accepted on the basis of the author's body of work if a previous work meets any of these criteria. Most books accompany applications for Connecticut Book Award (CBA) consideration submitted by either publishers or authors, or are requested by CCB if books become finalists

and have not otherwise been supplied. CCB has also requested or purchased commendable books that have not been nominated.

## Youth Services

This description applies to all youth collections throughout Hartford Public Library system because the description of the collections and selection criteria and resources are uniform.

### Teen Collection

Materials selected for the teen collection are particularly appropriate to the needs and interests of Hartford residents ages 12 through 18.

#### Selection Criteria

Materials selected for the fiction collection include classic teen literature, important new teen novels, and popular titles, in both hardcover and paperback. Occasionally adult materials with a high teen interest are purchased. While books of overall “good literary quality” are included, popular titles and themes of contemporary interest to urban teens are stressed. This section also contains multiple copies of materials to support book discussion programs, “book talking” at outreach visits to the schools and agencies serving youth, and completion of reading list assignments from Hartford-based middle and high schools.

The graphic novel collection includes contemporary works that are written for or appeal to teens. Popular comics and manga, as well as more serious literary and artistic efforts, are represented. Graphic novels are a creative and popular format for teens, and this collection will continue to receive high priority.

Materials are selected for the non-fiction collection as they have special interest for the targeted age group. The collection includes current titles that are of high-interest for teen recreational reading, such as books about sports figures, astrology, and fashion, plus books that meet the information needs of urban adolescents. Curriculum support materials for this age group are purchased by both the children’s and the adult departments and housed in their larger non-fiction sections.

The teen magazine collection consists of standard, popular titles for the younger teens, such as *Seventeen*, *Mad* and *Teen People*, and titles which appeal to older teens, such as *Vibe* and *Electronic Gaming Monthly*. Back issues are kept for one year. It is anticipated that this collection will migrate from paper to electronic formats in the near future.

The teen DVD collection consists of popular movies and some nonfiction items of interest to this age group, such as music videos. R-rated materials are not routinely included unless it is strongly relevant to urban teens.

The teen music collection includes selections from the genres that appeal to teens, such as pop, hip hop, and rap, as well as selections that reflect the ethnic diversity of the teen population in

Hartford. It is anticipated that this collection will migrate from CD to electronic formats in the near future.

There is a small audio book collection that includes popular fiction titles and classic titles that appear on school reading lists.

Teen e-book, e-audio, and digital video collections will be developed pending the completion of the new teen space at the Downtown Library.

### Selection Sources

The professional library staff selects materials primarily through positive reviews, in the standard library sources, such as *School Library Journal* and *Kirkus*. Reviews in journals directed toward service to teens, such as VOYA (Voice of Youth Advocates) are strongly considered. Purchases in specialized formats like popular music may rely on vendors and publisher's catalogs, or publications such as *Billboard Magazine*. Staff recommendations, customer requests, and recommendations from the Library's teen advisory board are also considered in selection.

## **Children's Collection**

Materials selected for the children's collection are particularly appropriate to the needs and interests of Hartford residents ages 0 through 11 and to the adults (parents, guardians, teachers, youth workers) who seek to create positive and productive environments for these children.

### Selection Criteria

Board books are selected which suit the developmental level of the intended audience for this format, children ages 0 to 3, and which receive positive reviews in the professional literature. Preference is given to works which depict children from a variety of ethnicities. Spanish-language and other non-English works are sought out, purchased, and interfiled with the English materials.

The picture book collection is critical in building early literacy skills, and is given a priority in purchasing decisions. The target audience is children ages 0 to 8. The collection includes classics, which are replaced as necessary; award winners; and new titles, which are selected from review sources on a monthly basis. Preference is given to works which depict children from a variety of ethnicities, and to works with an urban setting. Spanish-language and other non-English works are sought out, purchased, and interfiled with the English materials. Multiple copies of titles may be purchased to facilitate early literacy programming. In general, books which promote a commercial product are not purchased, and picture books targeting older readers are purchased with discretion.

The easy readers collection is designed to help the emerging independent reader with letter sounds, word recognition and sentence structure.

Materials selected for the juvenile fiction collection include classic children's literature; important new children's novels, including award winners; and popular titles, in both hardcover and

paperback. While books of overall “good literary quality” are included, popular titles and themes of contemporary interest to a multicultural, urban population are stressed. Popular series fiction is routinely purchased and replaced as needed. Spanish-language and other non-English works are sought out, purchased, and interfiled with the English materials. This section also contains multiple copies of materials to support book discussion programs, “book talking” at outreach visits to the schools and agencies serving children, and completion of reading list assignments from Hartford-based elementary schools.

The graphic novel collection includes collections of favorite comic strips, “comic books” and compilations of comic books, manga, and graphic novels appropriate to the targeted age group. This collection is of particular interest in our work with children who may not be reading on grade level, and some English language learners, and is therefore given a priority in purchasing. In general, simplified “graphic” versions of longer works of children’s literature are not purchased.

The children’s magazine collection consists of standard popular and/or educational titles; titles which supply adults working with children with activities and ideas; and professional resources. Back issues are kept for one year. It is anticipated that this collection will migrate from paper to electronic formats in the near future.

The children’s music collection reflects the many styles of interest to children and their caregivers, including lullabies, hip hop, film scores, and dance music. Special attention is paid to acquiring world music, both in collections made for children, and in authentic collections of traditional music, suitable for all ages. Although music is currently purchased in CD format, it is anticipated that the collection will move to MP3 formats in the near future.

A small children’s audio book collection that includes popular fiction titles and classic titles that appear on school reading lists is maintained.

The children’s non-fiction collection consists of well-reviewed books, or extensions of well-regarded series, which meet the homework and leisure reading interests of the target population. The folklore and American poetry sections are particularly strong. Special attention is also given to titles which reflect the diverse ethnic backgrounds of our population, such as country studies.

There is no separate children’s reference section. Standard reference works are purchased and interfiled with non-reference. Any reference material may be copied (with consideration given to copyright restrictions) for free, as needed by students, or the reference title may be checked out for one day, if necessary.

The children’s DVD collection actively circulates. Monthly purchasing decisions are based on reviews, and indications of popularity, such as vendor catalog descriptions and customer requests. Feature films, award-winners from all areas of the world, and anime are routinely purchased. The growing non-fiction collection includes “how-to” educational material, such as language instruction; general interest material, such as animal-focused titles; and leisure enrichment materials, such as sports instruction. Preference is given to materials which depict diverse populations. In general, commercial television shows and films which promote the purchase of a product are not purchased. The collection is currently maintained in DVD format only, but it is anticipated that it will move to digital formats in the near future.



Electronic resources are selected as they are recommended in the professional literature, or are extensions of known and respected series, and as they meet the needs and interests of Hartford's children. Resources which build literacy, such as the Advanced Workstations in Education (AWE) Workstations or Tumblebooks, will continue to receive priority in purchasing. However, it is anticipated that a comprehensive collection of networked online reference databases, including encyclopedias, atlases, magazines, and biography, science, history, and geography, will replace much of the print collection in these areas in the near future.

Children's eBooks, e-audio, and digital video collections will be a focus for development during the upcoming years. Selection decisions will be made based on the quality of material, potential popularity, and the platforms requested by customers.

### Selection Sources

The professional library staff selects materials monthly. Primary resources are positive, critical reviews in standard library resources, such as *School Library Journal*, *Hornbook*, and *Book Links*. Purchases in specialized formats, or to meet the needs of a particular language population, may rely on vendors' and publishers' catalogs. Staff recommendations, customer requests, and recommendations from the Library's day care providers' advisory board are also considered in selection.



## **Floating Collections**

A floating collection is a new concept among multi-branch libraries whereby items are moved throughout the system and are retained at the location where they are returned. Materials movement is generated by holds requests.

The Library will implement the floating collection model on a trial basis in some locations within the next year. Reasons for floating materials include saving money, staff time and having fewer items in transit requiring delivery to other locations. An additional benefit is that patterns of use can be helpful to determine community needs such as materials in Spanish or another world language.

## **Special Considerations**

### **Project Book Find**

Any customer with a current library card can request materials and articles using the Project Book Find form found on the Library's Web site, where the guidelines for the service are posted. Esoteric, expensive items that fall outside the guidelines of this policy may be obtained through interlibrary loan; more current, popular titles will be purchased for inclusion in the collection.

### **Replacements and Duplicates**

Replacements for lost and missing items are ordered after considering usage statistics from the Library's automation system and current demand. Newer editions or different formats may be selected depending on the publication date, similar material in the collection and availability. Duplicate fiction and nonfiction titles are purchased to meet customer demand as budget allows.

### **Gifts**

All material presented to the Library as gifts are subject to the same staff review as purchased material. The Library reserves the right to dispose of gifts as it deems appropriate. Material received as gifts may be included in the collection, offered in book sales or discarded. In general, the Library will not accept donations that require special handling or cannot be incorporated into the library collection.

### **Local Authors**

The Library supports local authors who have self-published their books and encourage them to submit copies for review using the same guidelines applied for gift materials. Some considerations include content, quality of editing and binding suitable for public library use. Future programming includes a local author series and inclusion of their materials into the Library's collection.

## Branches

For Caroline M. Hewins, the first Librarian of Hartford Public Library from 1875 - 1926, branches were important from the beginning in responding to the economic and social interests and needs of the times and in supporting Hartford's burgeoning position as a manufacturing city. During her service of fifty (50) years, she established, starting in 1905, branch libraries in schools, in factories, and in a business office. By 1917, there were twenty-one branches.

The current system of nine branches extends into nine of the seventeen neighborhoods of the City of Hartford. Four of those branches have experienced recent relocation, expansion, or renovation: Goodwin (2006), Blue Hills (2005), Camp Field (2001), and Ropkins (1998). Dwight Branch Library in the Parkville neighborhood is scheduled for renovation and expansion in 2011 and a new Albany Branch Library is presently under construction and due to open in the late fall of 2011. Hartford Public Library is actively seeking new homes for three store front branches: Barbour Branch Library in Unity Plaza; Mark Twain Branch Library on Farmington Avenue; and the Park Branch Library on Park Street.

The nine branch libraries are integral to the neighborhoods they serve and support the information and educational needs of residents. They are all located on main thoroughfares and arteries in the City. They are open, on average, between 26 ½ and 31 hours per week with each offering access to computing technology, books and periodicals, fun and literacy- based programs for children, and information and reference services to all.

Each of the branches has specific collection information described below. However, one Selection Criteria and Sources Statement applies for all branches. Also, most criteria for selection of Youth Materials are covered in the Youth Services section of this document on page 13.

### **Selection criteria and sources:**

The Library seeks to develop branch collections in a balanced way, selecting materials for the educational and recreational use of all customers. However, staff is also keenly attuned to the nuances of each of the individual neighborhoods that are served, and, therefore, also considers popular requests in building the collection.

*Library Journal*, *Publishers Weekly* and *Midwest Tapes* review sources are used, in conjunction with the *New York Times* bestseller list, prize winners (National Book Award winners, Pulitzer Prize winners etc.) as well as *Baker and Taylor en Espanol*, *Bilingual Publications*, *Lectorum* and *Books in Print*. Review sources used in Children's and YA selection include VOYA, *School Library Journal*, *KLIATT*, ALA's YALSA recommendations and New York Public Library's *Books for the Teen Age*.

The **Albany Branch** covers the Upper Albany neighborhood.

Community and customers: The population of Upper Albany is listed at 7,091. West Indians total 2,442, or about 1/3 of the neighborhood. Children under 18 constitute 35.1% of the population. Ethnic groups in the majority are of African descent.

Collection type and formats: The collection consists primarily of books, followed by DVDs, with fewer periodicals and books and music on CD. Major weeding will help focus the collection for the new building. The percentage of hardcover books to paperbacks will be switched, especially Urban Literature, in order to keep the collection fresh and active. Additional books and music on CD will complement the modern atmosphere of the new building.

Additional pertinent information: Literacy levels and high school graduation rates are very low. It will take a major, multifaceted strategy to attract adults to see the Library as an integral part of their lives. This is the challenge for the future.

Future development: Increase information by and about West Indian people. Basic literacy materials will continue to be purchased as many adults in this community read poorly or not at all. There is a need to order and maintain many more Urban Literature books than any other genre.

The **Barbour Branch** covers the North East neighborhood.

Community and customers: The Barbour Branch serves the northeast community of Hartford, a population of 10,137. Ethnically, the majority of people in the community are African-American (79%) and Hispanic (19%). In age, 55% of the community is between ages 19-64; 35% of the population is 18 and under; and 10% is over 65. 58% of families with children are single-parent households. The neighborhood is one of the poorest in the city, with 100% of the children qualifying for free or reduced price lunches. The median household income is \$20,389, and 37% of the people live in poverty as defined by the U.S. Census Bureau (a family of four living on less than \$17,029, in 1999).

Collection type and formats: The Barbour Branch collection is currently weighted towards books of interest to an urban African-American and Hispanic neighborhood. By far the highest circulating books are in the street lit or Urban Literature genre. Books and DVDs make up the majority formats.

Future development: Materials on self-help in applying for jobs, taking an occupational test or starting a business, developing skills such as literacy and computer skills; earning a degree, and biographies of public figures of interest to the community will be purchased. In fiction, by far the most popular genre is the library's urban collection, which will continue to be developed. The DVD selection should continue to be grown. A self-help and instructional section of DVDs in the coming year will be tested. As well, given the need to develop literacy skills, Barbour will test adult graphic novels, and evaluate their popularity in one year.

The **Blue Hills Branch** covers the Blue Hills neighborhood.

Community and customers: Blue Hills is a stable residential neighborhood with one of the highest levels of owner occupied homeownership in the City of Hartford. There are ten educational institutions, eleven religious institutions, and two hundred businesses that support family and community life. Two new magnet schools at the University of Hartford, the University High School of Science & Engineering and the University of Hartford Magnet School, University of Hartford's renovation of the old Thomas Cadillac building into the Mort and Irma Handel Performing Arts Center, the opening of a new North Hartford Senior Center, and the building of a new CVS Pharmacy Store at Branford and Blue Hills have boosted the Blue Hills neighborhood. This recent progress adds to the already existing vibrant commercial strip along Blue Hills Avenue.

Blue Hills has an estimated population of 10,440 persons with 87.3% African-American and/or Caribbean, 3% White, and 6.4% persons of Hispanic origin. It continues to see an increase in the number of West Indian families moving to the area and a slight decline in the Hispanic population.

Collection type and formats: Concentration is on the high demand for DVDs. Blue Hills serves as an after school resource for students with emphasis on children's services. Urban Literature is by far the largest circulation.

Future development: The adult non-fiction needs to be improved. Also, as the Homework Club expands, the need to develop materials that support the school curriculum, especially geography, is great. Buying multiple copies of some titles will be explored.

The **Camp Field Branch** covers the Barry Square and Southend neighborhoods.

Community and customers: The total population of the Barry Square and Southend neighborhoods is 26,456. 25.6% of the Barry Square neighborhood is white, 55.6% Hispanic, and 15.6% is Black. The Southend neighborhood has a population of 38.4% white, 47.3% Hispanic, and 12.6% Black. Many young children come to Camp Field, partially because of the proximity to the elementary schools. Adult readership is also high.

Collection type and formats: Books, including large Teen and Children's collections. There is a large collection of Spanish-language books and Urban Literature. Periodicals, especially Spanish language, are very popular.

Future development: Expansion of the Spanish-language collection to meet the increasing Hispanic population in the Barry Square/South End neighborhoods. An updated non-fiction collection will be developed with an emphasis on health, nutrition, inspirational/self-help, and career development. Also, maintaining high circulation of periodicals by subscribing to magazines that have wide appeal, such as Spanish language magazines, and the continuous addition of new DVD releases. A recent increase in the immigrant population in the South End has given rise to the need for updating the ESOL collection.

The **Dwight Branch** covers the Parkville neighborhood. The Branch shares a building with the Parkville Senior Center and the Parkville School.

Community and customers: Currently, the total population of the Parkville neighborhood is listed at 5,206. 60.5% of this neighborhood is Hispanic, with 23.4% foreign born, 20.4% White, and 13.8% African-American.

Collection type and formats: The Branch collection consists primarily of books, with large collections of Spanish, Vietnamese, and Portuguese titles. The highest circulation is from the DVD collection followed by adult fiction.

Future development: Increase the African American collection once the expansion is completed. Increase the Vietnamese collection.

The **Goodwin Branch** covers the Southwest and Behind the Rocks neighborhoods.

Community and customers: The population of this neighborhood is 15,930. 39.3% of the Southwest neighborhood is white, 40.6% Hispanic and 16.7% Black, with 17.7% foreign born. By contrast 64.8% of the Behind the Rocks neighborhood is Hispanic. 14.3% is white.

Collection type and formats: Books, DVDs, periodicals, especially Spanish language titles are included. A Teen collection and Urban Literature are a focus.

Future development: Mary Hooker School behind the library has been designated as an Environmental Studies Magnet School which the branch intends to support. Continued development of Spanish language materials in print and media, as well as periodicals, is planned for the near future.

The **Mark Twain Branch** covers the Asylum Hill and West End neighborhoods.

Community and customers: The neighborhood is 54% African- American, 30% Hispanic and 13% White. The branch also provides service for the West-End Neighborhood which is 3% African-American, 26% Hispanic and 42% White. Asylum Hill is a more transient than most neighborhoods. There are many refugees from all over the world who live here and are supported by Catholic Family Charities. It serves two elementary schools and two high schools. The median income in this neighborhood is \$19,334.00. An estimated 40 % of the residents live in poverty. 58% of the residents participate in the labor force ranging from ages 16 to 65 years old. 50.5 % of the households in this neighborhood are managed by single mothers.

Collection and types of formats: Many of the books on the *New York Times* bestseller list circulate at this location. Popular authors such as James Patterson, Dan Brown, Harlan Coben, and Kathryn Stockett are always in high demand. Audio books are available as well. There are a range of subjects to choose from in non-fiction, i.e. self-help, home improvement, politics and biographies. There are some Spanish titles in various subjects. The most popular movies are ordered monthly. Mark Twain Branch has 36 magazine subscriptions.

Future development: Continue to steadily grow the collection to represent many nationalities over the next two years.

The **Park Street Branch** covers the Frog Hollow neighborhood.

Community and customers: The Frog Hollow Neighborhood consists of .64 square miles with a population of 8,821. The median household income ranges from \$14,999 to \$33,646. 27.97% out of the 3,096 households are of single females with children. Of the people living in this area, 70.98% are Hispanic, 20.44% are White, 16.29% are African American, 1.79% are Asian, 0.27% are either Native Hawaiian or Pacific Islander, 0.84% are American Indian or Alaskan Native, 54.78% are of "some other race" and 5.59% are of two or more races (Community Profile Report). The overall population is Hispanic/Latino with a breakdown of Puerto Rican, Central American (Nicaraguan, Guatemalan, Honduran), Mexican, Dominican and Cuban.

Collection types and formats: Spanish language materials, both fiction and non-fiction, are the highest circulating items. This branch is known for its Spanish Language collection, especially the materials from Puerto Rico. That is why it is important to always seek out authors or works from the countries represented in Frog Hollow and materials with content matter and subjects that are recognizable and of interest to the community.

Future development: Although the neighborhood is still primarily Latino, there are many different groups that also need to be considered. Because of current efforts that are meant to bring in folks from the suburbs, such as Billing Forge and Public Allies, which provides housing opportunities for young college graduates to live in the neighborhood, it is important to keep up with the *New York Times* best seller list and Spanish best sellers. It is also most important to keep up with the latest trends in the Spanish media on local radio and Spanish TV stations. Magazines and newspapers from the countries that are represented in this neighborhood are also key. ESOL materials with recognizable authors and subjects of interest in Spanish are important to develop now.

The **Ropkins Branch** covers the Clay Arsenal neighborhood. It is unique in that it merged with the SAND Everywhere School library in May 1995. A new SAND School/Ropkins Branch Library complex was built and completed in December 1998.

Community and customers: Currently, it serves 457 students and 22 teachers from the America's Choice at SAND Elementary School, in addition to serving the residents of the Clay Arsenal neighborhood. The neighborhood is 48.3% African American and 49.7% Hispanic. 44.6% of the residents have completed high school. The median household income is \$14,552; 53% of the families are not in poverty. 43.7% residents participate in the labor force ranging from ages 16 to 65 years old. 38.5% of the households in this neighborhood are managed by single parents.

Collection type and formats: Fiction selections include a wide range of genres, i.e. realistic, thriller, mystery, romance. Hispanic and African American authors and books with characters of these two cultural origins are immediately considered. Paperbacks are purchased, because a general segment of the customers enjoy this format. Only high interest non-fiction is purchased in book format, i.e. beauty, fashion, health, self-improvement, cooking, celebrities, budgeting and saving, drawing, crafts, and true crime. Customers are most interested in the DVD format. Every month, the most popular movies and Spanish films that received prestigious awards are ordered. Exercise DVDs and a few foreign films are purchased.

Unique aspects of the collection: Some educational books are purchased for the teachers and parents with the America's Choice at SAND Elementary School sharing the same building complex.

Future development: As many popular movies and Urban Literature as the budget will allow will be ordered, because these material types are the most in demand. The most popular fiction authors with good circulation will continue to be purchased as well.

## **VII. Revisions of Policy**

This policy will be reviewed periodically, revised as needs and circumstances change by the chief public services officer and the collection manager. Recommendations for revision will be sent to the chief executive officer, who will convey the recommendations to the Library Board. The Library Board and/or the Library staff may request that any section of this policy be reviewed at any time for clarification or reconsideration.

## **VIII. Collection Maintenance**

The decisions about which materials to retain in the Library's collection are based on the awareness of the evolving needs and diverse interests of the community in conjunction with evaluation of the material, knowledge of collection strengths and availability of information in alternative resources. Resources in print and non-print formats may be withdrawn from the collection using the criteria used for selection. Additional factors may include physical condition, use and relevancy and currency of materials. Withdrawn materials, if appropriate, may be offered to other libraries or institutions; if not, they will be sold at Library book sales or discarded. The Library may try to maintain copies of standard and important works but does not automatically replace all materials that are lost or withdrawn due to damage or wear.

Library staff responsible for material selection makes decisions about weeding and follows the principles established in The CREW Manual (Continuous Review Evaluation Weeding) which is available upon request for consultation. These guidelines were established and revised by the Texas State Library and Archives Commission and are endorsed by the American Library Association.

### ***Board Policy:***

***Date Approved:*** March 3, 2011

***Effective Date:*** March 3, 2011

***Replacing Policy Effective:*** Circa 2000



## **Appendix**

- A. Freedom to Read Statement
- B. Freedom to View Statement
- C. Library of Congress Classification Schedule
- D. Request for Reconsideration of Library Materials

## **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. Adopted June 25, 1953, by the ALA Council and the AAP

Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

A Joint Statement by:

[American Library Association](#)  
[Association of American Publishers](#)

Subsequently endorsed by:

[American Booksellers Foundation for Free Expression](#)  
[The Association of American University Presses, Inc.](#)  
[The Children's Book Council](#)  
[Freedom to Read Foundation](#)  
[National Association of College Stores](#)  
[National Coalition Against Censorship](#)  
[National Council of Teachers of English](#)  
[The Thomas Jefferson Center for the Protection of Free Expression](#)

## Freedom to View Statement

The **FREEDOM TO VIEW**, along with the freedom to speak, to hear, and to read, is protected by the [First Amendment to the Constitution of the United States](#). In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989. Endorsed January 10, 1990, by the ALA Council.

## **Library of Congress Classification Outline**

A---GENERAL WORKS (Encyclopedias; Dictionaries; Yearbooks; Almanacs)

B---PHILOSOPHY, PSYCHOLOGY, RELIGION

C---AUXILIARY SCIENCE OF HISTORY (Archaeology; Numismatics; Genealogy)

D---WORLD HISTORY AND HISTORY OF EUROPE, ASIA, AFRICA, AUSTRALIA, ETC.

E---HISTORY OF THE AMERICAS (United State History)

F---HISTORY OF THE AMERICAS (U.S. Local History; Canada; Latin America)

G---GEOGRAPHY, ANTHROPOLOGY, RECREATION

H---SOCIAL SCIENCES (Economics; Finance; Social Problems)

J---POLITICAL SCIENCE (Local and Municipal Government)

K---LAW

L---EDUCATION

M---MUSIC AND BOOKS ON MUSIC (Instruction and Study)

N---FINE ARTS (Architecture; Sculpture; Painting)

P—LANGUAGE AND LITERATURE

Q---SCIENCE (Mathematics; Astronomy; Computer Science; Natural History)

R---MEDICINE

S---AGRICULTURE (Plants; Forestry; Animals)

T---TECHNOLOGY (Computer Engineering; Electronics; Photography; Home Economics)

U---MILITARY SCIENCE

V---NAVAL SCIENCE

Z---BIBLIOGRAPHY, LIBRARY SCIENCE, INFORMATION RESOURCES

## Request for Reconsideration of Library Materials

Title: \_\_\_\_\_

Author: \_\_\_\_\_ Publisher: \_\_\_\_\_

This is a: book \_\_\_\_\_ magazine \_\_\_\_\_ recording \_\_\_\_\_ video/DVD \_\_\_\_\_ other \_\_\_\_\_

Request initiated by (your name): \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Phone: \_\_\_\_\_

Do you represent:

\_\_\_\_\_ yourself

\_\_\_\_\_ an organization (name): \_\_\_\_\_

\_\_\_\_\_ other group (name): \_\_\_\_\_

1. To what in the work do you object (please be specific; cite page numbers):

2. Did you read/view/listen to the entire work? \_\_\_\_\_yes \_\_\_\_\_no

If not, which parts have you read/viewed/listened to?

3. What do you feel might be the result of reading/viewing/listening to this work?

4. For what age group would you recommend this work? \_\_\_\_\_

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

6. Are you aware of judgments of this work by literary critics? \_\_\_\_\_

7. What would you like the Library to do about this work?

8. In its place, what work would you recommend that would convey as valuable a picture and perspective of the subject treated?

Signature \_\_\_\_\_

Date \_\_\_\_\_