



## Resource Reconsideration Requests

The Fremont Public Library District's professional staff use standard criteria to aid them in selecting resources as outlined in the Resource Selection Policy and the statements from the American Library Association.

Patrons who would like to request reconsideration of the resource after reading through these documents and reviewing the resource in question may fill out the "Citizen's Request for Reconsideration" form. This form can be handed in at a library service desk or mailed to the Library Director at the address listed below.

No item will be reconsidered by the Library if the form has not been completely filled out, and if the resource in question has not been completely read, listened to, or viewed by the concerned party.

The reconsideration request will be reviewed by the Director and professional staff, and will be followed by a discussion between the Director and the concerned party.

If a satisfactory resolution cannot be reached following this discussion, the matter will be forwarded to the Library Board of Trustees for consideration and formal action.

We appreciate your interest and concern. We look forward to the opportunity to engage in constructive dialogue regarding the library's mission, collection and services. Please do not hesitate to contact the Library Director, Scott Davis, with any questions you have at 847-566-8702.

# *Library Bill of Rights*

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

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

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

# The Freedom to Read Statement

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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.

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

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

*A Joint Statement by:*

American Library Association  
Association of American Publishers

# Freedom to View Statement

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

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

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

**RESOURCE SELECTION POLICY****REV 8.17.17****General Statement of Purpose**

The Fremont Public Library District's Board of Trustees approves and adopts a resource selection policy to provide broad guidelines for the professional staff responsible for the selection of library resources. It is also used to inform the public about the principles upon which the selection of library resources are based.

**Guiding Principles**

The library and the board of trustees supports intellectual freedom and has adopted as policy the following statements provided by the American Library Association (ALA): Freedom to Read Statement, Freedom to View Statement, and the Library Bill of Rights.

The presence of a resource in the library's collection does not imply the library's endorsement of opinions expressed by its creator, nor does the failure to select a resource imply library disapproval of those opinions.

The patron's choice of library resources for personal use is an individual matter. Responsibility for the use of resources by children and adolescents rests with their parents or legal guardians. The Board of Trustees recognizes that while individuals are free to reject for themselves and for their children materials of which they do not approve, they cannot restrict the freedom of others to read, listen, and view within any guideline set forth by the library.

**Responsibility for Selection**

The Fremont Public Library District's Board of Trustees empowers the Library Director to delegate resource selection to a staff of librarians with professional education and training. The general public and other staff members may recommend resources for consideration. Final responsibility for the selection of all resources rests with the Library Director.

**Principles of Selection**

In accordance with the library's Purpose Statement: To Engage the Community, Inspire Creativity and Enrich Minds, the library is committed to providing resources that meet the identified needs and demands of the patrons in the library district, both now and in the future. Selected resources offer a variety of levels of difficulty, with diversity of appeal and presentation of different points of view, and in a variety of formats as demand dictates.

Each type of resource must be considered in terms of its own merit and the audience for whom it is intended. No single standard can be applied in all cases. Some resources may be judged primarily in terms of artistic merit, scholarship, or value to humanity; others are selected to satisfy the literary, informational, recreational, or educational interests of the community. Additional factors that are considered include durability, availability and price.

### Criteria for Selection

Each type of resource must be considered in terms of its own merit and the audience for whom it is intended. All selectors have a professional responsibility to be inclusive, not exclusive, in developing collections. Efforts will be made to provide resources representing a variety of interests, viewpoints and interpretations.

No single criteria can be applied in all cases. The following are standard criteria used by most libraries in selection of resources.

- Relevance to interests and needs of the community
- Anticipated demand or known popularity of artist or subject
- Critically reviewed by popular press or professional publications
- Durability and suitability of form for library use
- Quality: readability/usability of resource
- Reviews by popular press and professional publications
- Reputation or significance of the creator and/or publisher
- Availability and price as relative to similar resources
- Comparison to content already owned by library or consortium
- Professional judgment and knowledge of staff in the resource area

Online databases or websites that the library provides access to from its website are subject to the same criteria as all resources and also the following criteria:

- Be totally free to FPLD patrons or the general public, including any app or software downloads necessary to access the resource.
- Have a privacy statement stating that private information is not shared if any private information is necessary for the resource to be used. Exceptions to this rule may be allowed for governmental resources.
- Associations or organizations that wish to be linked from the FPLD website must match the same criteria used for library databases and professional resources. Their sites should disseminate more information than a simple directory or advertisement for their organization. Exceptions to this rule may be made for governmental and educational partners of the library.

The library keeps its collections vital and useful by retaining or replacing essential resources, and by removing, on a systematic and continuous basis, materials that are worn, outdated, or no longer in demand.

The library has adopted the CREW method of weeding: **C**ontinuous, **R**eview, **E**valuation, **W**eeding. This system uses the acronym, MUSTIE, to help evaluate a resource for withdrawal: **M**isleading (and/or factually inaccurate); **U**gly (worn out beyond repair); **S**uperseded (by a new edition or a better source); **T**rivial (of no discernible educational merit); **I**rrelevant to the needs and interest of your community; **E**lsewhere (easily borrowed from another source).

**Special Resource Collection Considerations**

The **Adult Services collection** includes some smaller collections such as Local History and World Languages, that are targeted to specific audiences and may have slightly different selection and deselection guidelines based on their specific audience's needs.

The **Youth Services collection** comprises many "mini-collections" that are targeted to specific audiences based on the different levels of child development. The goal is to provide materials not only for education but to also meet the enrichment and entertainment expectations of our youngest community members in order to encourage life-long library use.

The **library's website** strives to present a cultivated collection of online resources that meets the needs of the community. The resources offered are a combination of purchased databases, e-material platform subscriptions and links to free websites that meet our selection criteria. The website is not intended to be an exhaustive list of all types of resources under a particular subject. It is not a search engine; rather its goal is to offer a select list of the best online resources to serve a particular need or interest of the community.

**Gifts**

Gifts shall meet the same selection criteria as purchased resources. The library retains unconditional ownership of all donations and makes the final decision on acceptance, use, or disposition. The appraisal of the gift for tax purposes is the responsibility of the donor.

When the library receives a cash gift for the purchase of resources, whether as a memorial or for any other purpose, library staff will select specific resources that most closely match the type of material or subject areas as indicated by the donor.

The memorial or gift identification will be provided on a label affixed to the item when possible, or in another format at the library's discretion.

**Requests for Reconsideration of Resources**

Any patron in the library's service area who objects to the presence or absence of a work may do so by completing the "Citizen's Request for Reconsideration" form and handing it in at any service desk or mailing it to the library.

No resource under reconsideration will be removed without a formal directive from the Library Director or the Library Board of Trustees. Once a resource has been reconsidered and retained or removed, it will not be formally reconsidered again.

**CITIZEN’S REQUEST FOR RECONSIDERATION OF LIBRARY RESOURCES**

The Board of Trustees of the Fremont Public Library District has delegated the responsibility for selection and evaluation of library resources to the Library Director, and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of library resources, please return the completed form to the Library Director, Fremont Public Library.

Your Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

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

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

Do you represent an organization? (Y/N)\_\_\_\_\_ If yes, how many people are members? \_\_\_\_\_

Do you have a current library card from the Fremont Library? (Y or N)\_\_\_\_\_

Title of Item: \_\_\_\_\_

Author/Composer/Director: \_\_\_\_\_ Date Published: \_\_\_\_\_

Media Type (circle one)

Book    Audio Book    DVD or Blu-Ray    Music CD    Magazine    Newspaper

Video Game    Hands on Kit    Online Database    Website Link  
Library Program

Did you read, view or listen to the entire work? (Y or N) \_\_\_\_\_

What brought this resource to your attention?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What concerns or pleases you about this resource? (Use additional pages if necessary.)

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Are there resources you suggest to provide additional information and/or other viewpoints on the topic of this resource?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_