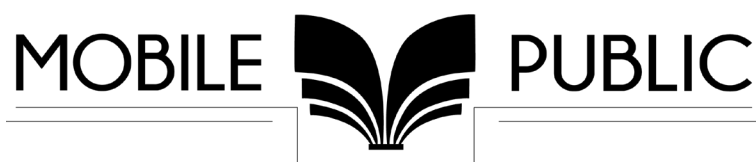


# Library Materials Selection Policy

Adopted by the Mobile Public Library Board November 9, 1982

Amended September 12, 1989; January 25, 1993; July 25, 2012; June  
26, 2024



# LIBRARY

[mobilepubliclibrary.org](http://mobilepubliclibrary.org)



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## **Purpose of the Library Materials Selection Policy**

The purpose of the Library Materials Selection Policy of the Mobile Public Library is to guide the Library staff and to inform the Board and the public about the principles upon which selection is based.

## **Responsibility For Selection**

The ultimate responsibility for materials selection and acquisition rests with the Director of the Library who operates under this policy as approved by the Board. The Library Director delegates to staff members the authority to interpret and apply the policy in making day-to-day selection decisions. The Director and the staff select materials, apply policies, and utilize supporting processes and procedures with the authority of the Library Board.

## **Definitions**

The words *book*, *work*, or *materials*, as they may occur in this policy have the widest possible meaning; all print and non-print media are potential library materials. *Selection* refers to the decision that must be made either to add a given book to the collection or to retain one already in the collection. It does not refer to reader guidance.

## **Objectives Of Selection**

The primary objective of materials selection is to collect materials of current interest and/or significance and those of permanent value which will be of maximum use to the greatest number of persons in the Mobile Public Library's service area. The Library strives to provide a reliable and diverse collection in support of its mission to fulfill citizens' life-long learning, informational, and recreational needs. The collection should be inclusive, where reasonable and appropriate, giving due consideration to customer demand. In sum, the collection serves to:

- Provide materials for readers and non-readers of all ages.
- Provide materials for a variety of educational levels and reading abilities.
- Provide factual and imaginary works, from popular light reading to the "classic" works of a discipline.
- Provide materials to support a broad range of interests.
- Provide materials which present different points of view, i.e., which provide an acceptable degree of balance within the collection.
- Provide materials in a variety of formats.
- Provide materials of contemporary significance which reflect the changing nature of society.

## **Support Of Intellectual Freedom**

The Board of the Mobile Public Library recognizes that censorship is a purely individual matter and declares that while anyone is free to reject for himself any material which he does not approve of, he cannot exercise this personal right of censorship to restrict the freedom of others to read, view, or

listen.

The Mobile Public Library supports the Library Bill of Rights and other statements regarding intellectual freedom as adopted and published by the American Library Association (See Appendices I, II, and III.)

- Staff members selecting materials recognize that some library materials are controversial and that any given item may offend some of the library's clientele. Selection decisions should not be guided by any anticipated approval or disapproval. The merits of the work, its relationship to the total collection and to serving the interests of the community will be the primary considerations.
- Library materials will not be marked or identified to show approval or disapproval of the contents and no cataloged book or other material will be sequestered, except for the express purpose of protecting it from injury or theft. The use of rare and scholarly items of value may be controlled to the extent required to preserve them from harm, but no further.
- Responsibility for the use of library materials by minors rests with their parents and legal guardians. Selection or shelving of materials will not be inhibited by the possibility that materials may inadvertently come into the possession of minors. Neither the Library nor library staff act in loco parentis. Parents have sole responsibility for their child's reading, listening, and viewing.
- The Library's selectors will carefully evaluate works which appear to be primarily sensational, egregiously violent, exploitative, or erotic in nature. In the absence of sufficient information, selection of some materials may be deferred until suitable reviews can be obtained or other factors can be used to make a decision. A work's demonstrated or anticipated popularity may be considered as well as the degree to which it reflects contemporary society or values. Obscene materials are not purchased. In determining what is disqualified as obscene, the most recent case law and definitions will be used. However, it is often difficult to determine precisely what constitutes an obscene work.

## **System Concept Of Library Materials Selection**

The Mobile Public Library operates under a system concept of service. The Main Library serves as the headquarters of the system and the Main and West Regional libraries maintain core collections of materials as well as acquiring less frequently used, or more specialized resources. The Main Library and West Regional core collections support and supplement smaller collections within the system.

The chief function of a branch library is to meet the general needs of the people within the regional community served by the branch library. A customer should be able to visit the branch library nearest him to satisfy his general informational, educational, and cultural needs. If he or she needs information in greater depth, the Main Library or West Regional Library's resources are used.

Working within the guidelines stated above, any branch library may acquire material to satisfy a demand unique to its clientele or to augment the collection in a subject area for which the branch has an abnormally high demand not experienced elsewhere in the system. These materials need not be represented in the core collection of the Main Library or West Regional Library, but they must

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conform to the selection policies of the library system.

## Selection Criteria

Material review sources, demand considerations, and a variety of evaluation criteria are used to decide whether a work will be added to or retained in the Library's collection. Factors affecting the choice of library materials are the education and experience of the selectors; their knowledge of the community; their knowledge of total library holdings; and, the available library budget.

## Review Sources and Selection Tools

Materials are selected on the basis of one or more favorable reviews from standard library and publishing industry journals and other authoritative and useful sources. As a large quantity of nonfiction material on popular subjects is not reviewed each year, non-reviewed titles may be purchased from advertisements or publisher's catalogs. However, this is done only when the author or publisher is well known and has an established record of producing materials of acceptable quality. For ephemeral material such as mass market paperbacks, very limited reviews are available. In order to provide sufficient quantities in this popular format, the majority of titles are purchased without review from publisher's catalogs. Any list of selection tools and review sources will vary over time as publications or websites are replaced or supplemented by new resources.

- **Adult Materials Selection Sources:** Primary review journals for print and other media include *Library Journal*, *Booklist*, *Publisher's Weekly*, and *Kirkus Reviews*. For mass market paperbacks either the primary review journals, *Romantic Times*, and / or listings and annotations from *Ingram Paperback Advance* or *Baker & Taylor Monthly Forecast* are used.
- **Children's and Young Adult Materials Selection Sources:** Primary review journals for print and other media are *School Library Journal*, *Booklist*, *Voya*, *Publisher's Weekly*, *Kirkus Reviews*, and *Horn Book*. For children's and young adult paperbacks either the primary review journals and / or listings and annotations from *Ingram Paperback Advance* are used.
- **Audio Visual Materials Selection Sources:** In addition to the above listed primary review journals other standard review sources for music compact discs and DVDs are *Video Librarian*, *Entertainment Weekly*, and *Billboard Magazine* (including *Billboard* sales charts for music genres). Websites which aggregate film and television reviews such as *imdb.com*, *metacritic.com*, and *rottentomatoes.com* are also used to access a broad range of critical opinion. Collections of reviews in book form such as *Leonard Maltin's Movie Guide* may also be consulted. For audio books on disc which are not reviewed in primary journals those fiction and nonfiction titles already selected for the book collection may be purchased.
- **Other Selection Sources:** Review sources and tools which may guide selection include but are not limited to national, major-market, and local newspapers and magazines, publisher's catalogs, and standard bibliographies such as *Wilson's Fiction Core Collection*, *Public Library Collection: Nonfiction, Middle and Junior High Core Collection*, and *Children's Core Collection*.

## Considerations of Active or Anticipated User Demand

- The new publications/releases/productions of established authors/artists/producers whose works have been popular with the Library's customers in the past may be added regardless of whether or not they have been favorably reviewed. A work's anticipated popularity, by and of itself, may be considered adequate reason for purchasing the item. In order to meet the demand for bestselling and popular titles, multiple copies are purchased for most libraries in the system. Duplication may also occur if a title is useful in more than one of a library's collections. Titles may be duplicated in both the adult collection and children's and young adult collections, or reference titles may be duplicated in circulating collections.
- Library customers are encouraged to submit requests for titles to be considered for purchase (*Purchase Suggestion For Library Materials*, Form 17, Appendix IV). Such requests are carefully considered and are weighed in relation to the total library program and budget. Any work for which the Library receives five or more purchase suggestions and/or interlibrary loan requests may, in many cases, be added to the collection. These items may be purchased regardless of whether or not they have been reviewed, or if reviewed, have been favorably reviewed. However, before ordering such an item, the Collection Development Manager must have enough information about its contents to reasonably assume that it is appropriate for the Library's collection. In addition, the cost of searching for and assembling additional information about items that have not been reviewed will need to be taken into account. Selection decisions on such works may be deferred until additional information can be acquired without diverting too much time and effort from the selection process for works that more readily meet standard selection criteria. Works that are marginal to the Library's primary collection building efforts may not be added, or only added in limited quantities, when considered in relation to relative demand and budgets. Such items may need to meet a higher level of demand or interest (for example, the number of purchase requests may need to set at ten prior to investing in intensive research about the item).
- Those works which are expected to be popular with a large percentage of the Library's customers or which are expected to be extremely popular with a moderate number of customers are given preference over the scholarly or simply esoteric works which may be of interest to only a few. To meet the limited demand for materials of the latter nature, the Library must rely on the availability of the collections of the local university and college libraries or on interlibrary loan. The Library provides material to suit the interests and educational needs of in-school children or adults and gives support in major curriculum areas, but school libraries must be relied upon to provide for the more comprehensive requirements of students.
- For those titles which appear on the New York Times Bestsellers Lists for Hardcover Fiction or Non Fiction, demand will take precedence over other selection criteria.
- Original titles on the New York Times Trade Paperback Bestsellers List may also be purchased on the same basis if they sustain their popularity for more than three or four weeks. For any bestselling title selected, the Collection Development Manager must have enough information about the book's contents to reasonably assume that it is appropriate for



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the Library's collection.

### **General Evaluation Criteria**

- Suitability of physical form for library use
- Suitability of subject, style, and format for the intended age level
- Present and potential relevance to the community's interests and needs
- Maximum appeal and use to the greatest number of people
- Number and nature of requests from the public
- Sustained level of public interest
- Current or historical significance
- Enduring or long-term value of a work
- Contemporary significance; importance as a document of the times
- Insight into human and social conditions
- Relationship to the existing library collection and to other materials on the subject which are available in those collections
- Reputation and significance of the author, illustrator, publisher, or producer
- Skill, competence, and purpose of the author, illustrator, or producer
- Attention of critics, reviewers, and the public, including reviews from standard sources that indicate the quality and value of a work
- Appropriateness and effectiveness of medium to content
- Physical limitations of the building
- Commercial availability of the material
- Cost

### **Specific Criteria For Evaluating Works Of Information And Opinion**

- Authority
- Comprehensiveness and depth of treatment
- Objectivity
- Accuracy of factual content within the work; clarity and logic of presentation
- Representation of challenging, though extreme, or minority point of view

### **Specific Criteria For Evaluating Works Of Imagination**

- Representation of important movement, trend or national culture

- Vitality and originality
- Artistic presentation and experimentation
- Sustained level of audience interest
- Effective characterization
- Authenticity of historical or social setting

### **Additional Criteria For The Evaluation Of Audio-Visual Materials**

- Technical qualities: the visual effectiveness including photography, editing, special effects and animation techniques; the aural effectiveness including the quality of the sound, the script, the music score, and sound effects
- The overall impact as well as the originality of presentation

### **Selection Criteria for Special Categories Of Materials**

#### **Gifts**

Gifts of books and other library materials are accepted by the library without conditions as to their use, location, rebinding, or disposal. In some cases, materials received as gifts are added even though they would not ordinarily be purchased, but in general the same standards of selection are applied to gifts as to purchase.

The library encourages gifts of money for the purchase of library materials, including memorials. Often such library materials are notable acquisitions which otherwise are impossible to purchase.

#### **Works By Local Authors / Artists / Producers for the Circulating Collection**

Because critical reviews are usually not available for books written by local authors or audiovisual materials created by local artists or producers, the Library often waives many of the normal selection criteria and purchases an item based solely on the author/producer being a local resident. General guidelines for such purchases are as follows:

- A local author/artist/producer is a person living in Mobile County or Baldwin County at the time of selection.
- Works of fiction can be purchased without review or if reviewed, regardless of the quality of the reviews if the Collection Development Manager has enough information to reasonably expect that the work is not obscene.
- A collection of poetry by a single author may be purchased without reviews. Again, the Collection Development Manager must have enough information about the work to reasonably expect that it is not obscene. Anthologies that include a poem or poems by a local author are not purchased. (See the collection development policy statement for the Local History and Genealogy Division for an explanation of how poems from anthologies are handled.)
- A nonfiction work that provides “how to” instructions or other information that could be

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harmful to the Library's customers if it were inaccurate must be evaluated through reviews or some other source of information that allows the Collection Development Manager to be reasonably assured of the accuracy of the work. Reviews are also required for works dealing with political, religious, or sociological topics so that the authority of the author and the quality of the presentation of what are, often, one person's opinion, interpretations, or beliefs can be determined. Other nonfiction can be purchased without reviews.

- All works must be written/produced on a popular level for the general public. Academic works or specialized works for professionals or technicians are not generally purchased.
- Audiovisual works purchased under this policy are music albums, videos, and audiobooks. Other formats—paintings, prints, sculptures, realia, etc.—are not purchased.
- Works published/manufactured locally but not written/produced by a local author/artist/producer are not purchased under this policy. They must be evaluated under the Library's normal selection policy. (See the collection development policy statement for the Local History and Genealogy Division for a further discussion of local imprints.)

### **Request For Review Of Library Materials**

No selection criteria can be completely satisfactory. However, every attempt will be made to consider all acquisitions, whether purchased or donated, within such bounds. Despite the Library's best efforts, some items acquired for the collection may not adequately meet the criteria and standards outlined above. The Library Director is willing to review individual decisions upon written request.

Any library customer has the right to question the inclusion of any material in the Library's collection. In the event of a concern about a specific book or other library material, the individual should be given the opportunity to discuss the concern with the agency manager. The agency manager will make every effort to listen to and understand the full nature of the customer's objection. If it is apparent that the customer is philosophically opposed to the specific title, and they are an adult resident of Mobile County, he or she should be given the *Request For Review Of Library Materials*, Form 15 (Appendix V) along with a copy of the materials selection policy. The customer may wish to read the policy prior to submitting Form 15, so he or she will have a better understanding of the selection process. The customer is limited to three requests for review in a 12-month period. Materials reviewed and retained are exempt from reconsideration again for a period of three years.

### **Collection Maintenance: Evaluation And Review**

The collection is continually evaluated in terms of circulation or use, currency, content inclusion, scope and depth of coverage, and popularity.

### **Replacements**

In considering the replacement of library materials withdrawn because of loss, damage, or wear, each case is weighed with regard to these factors: number of duplicate copies; existence of adequate coverage of a field; similar material in the collection which is more recent and superior; and demand

for the particular title or subject. In the book collection, superseded editions are weeded regularly and replaced with the latest editions. Every effort is made to replace important titles.

### **Weeding**

In order to maintain active, up-to-date and useful collections, library staff, as assigned, will periodically examine library materials in terms of usage, condition, and relevance and accuracy of information.

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## APPENDIX I

### Library Bill of Rights

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

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 that 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.



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## APPENDIX II

### The Freedom to Read Statement

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.

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:

*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.

*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.

*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.



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*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.

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.

*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.

*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.

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## APPENDIX III

### Freedom to View Statement

Endorsed January 10, 1990, by the ALA Council

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.

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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.



## APPENDIX IV

### Purchase Suggestion for Library Materials

#### PURCHASE SUGGESTION FOR LIBRARY MATERIALS

Author \_\_\_\_\_

Title \_\_\_\_\_

Publisher/Producer \_\_\_\_\_

Publication/Release Date \_\_\_\_\_

Where did you hear of this item? \_\_\_\_\_

Dear Library Customer:

Thank you for your purchase suggestion. Print your name and address on the reverse of this card and we'll get back to you soon. Be sure to fill in your Library card number and the Library you use in the blanks below.

**Library Card Number 40181** \_\_\_\_\_ **(required)**

**Library** \_\_\_\_\_ **(required)**

\_\_\_ The Library owns this item. We will notify you when it is ready for pick up.

\_\_\_ We are purchasing this item and will notify you when it is ready for pick up.

\_\_\_ We are unable to locate professional reviews for the evaluation of this item. Please call 340-8594 if you have a review source to suggest to us.

\_\_\_ We are unable to purchase this item through our usual suppliers . Please call 340-8594 if you have any additional information that will help us make this purchase.

\_\_\_ We will not be purchasing this item, as it does not meet our selection criteria. You may request this item through interlibrary loan. Check with the reference staff at any of our libraries or call 208-7084. Interlibrary loans carry a \$2 postage/handling fee.

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

Form 17 (04/10)



**APPENDIX V – LIBRARY MATERIALS SELECTION POLICY**

**Request For Review of Library Materials**

Complete this form to register your objection to an item we have selected for the collection. You must be an adult resident of Mobile County and are limited to three requests for review in a 12-month period. Materials reviewed and retained are exempt from reconsideration again for a period of three years. If your request meets these criteria your comments will be considered by the Library Director and shared with the Library Board. Incomplete forms will not be considered.

Request Date \_\_\_\_\_

Type of Material (e.g. book, audio book, DVD, music CD) \_\_\_\_\_

Author (for books) or Artist (for music) \_\_\_\_\_

Title \_\_\_\_\_

Publisher/Producer \_\_\_\_\_ Copyright Date \_\_\_\_\_

Please indicate with a check, how you became interested in this material:

Selected when browsing. Name the library: \_\_\_\_\_

Read or heard about it. Identify the source: \_\_\_\_\_

Did you read, listen to, or view this item in its entirety? (yes or no) \_\_\_\_\_

If no, then which parts did you examine? \_\_\_\_\_

\_\_\_\_\_  
Please state the nature of your concern. List pages, passages, etc. and continue on the reverse side, if needed. \_\_\_\_\_

\_\_\_\_\_  
In requesting review of this material, do you represent an organization? (yes or no) \_\_\_\_\_

Organization Name \_\_\_\_\_ Website \_\_\_\_\_

Address \_\_\_\_\_ Email \_\_\_\_\_

Please let us know how we may contact you.

Your name \_\_\_\_\_ Address \_\_\_\_\_

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

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

**To Be Completed By Library Staff**

Name of Library \_\_\_\_\_ Manager who spoke with customer: \_\_\_\_\_

Others who spoke with customer about the material:

Was the customer offered the Materials Selection Policy to review? (yes or no) \_\_\_\_\_