



RYE FREE READING ROOM

Collection Development Policy

Approved by the Rye Free Reading Room Board of Trustees, February 24, 2015

Rye Free Reading Room Mission:

To serve as a dynamic gathering place and center for lifelong learning for Rye residents of all ages and interests.

Statement of Purpose

The purpose of this policy is to outline the principles and criteria for selecting, retaining and discarding resources (print, non-print and electronic) owned by the Rye Free Reading Room (RFRR). The policy assists the staff in building collections that are responsive to the community's educational, informational and recreational needs, while meeting the mission of the library, making efficient use of financial resources, and providing appropriate formats.

Introduction

The Rye Free Reading Room's collections contain materials which provide citizens of Rye, NY, equitable access to information and materials for lifelong learning, enrichment and enjoyment.

The library recognizes some materials may be considered controversial and may offend some users. Material which represents only one point of view may be selected to provide necessary alternatives to other material. The existence of a particular viewpoint in the collection is an expression of the library's policy of intellectual freedom, not an endorsement of that particular point of view; Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

The library's Board of Trustees adopts and declares that the American Library Association's Intellectual Freedom Statements will guide the development of the Library's collections. Specifically the library will adhere to and support the American Library Association's "Library Bill of Rights" (Appendix A), "Freedom to Read" (Appendix B) and "Freedom to View" (Appendix C).



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The Board of Trustees delegates the development of the collection to the Director, while the overall collection development process for the library involves a wide variety of individuals from the librarians, department managers and including the Director.

Collection Management Goals

The goals that drive Collection Management are:

- Provide responsive collections and access to information that meets the community's current and evolving needs and interests.
- Provide high quality and relevant collections through active collection management.
- Utilize centralized collection management to increase efficiency in the library's acquisition and maintenance cycles.

Overview of Collections

Adult Collection

The Adult collection serves the needs and interests of patrons from adolescence (age twelve) through adulthood; provides resources in a broad range of genres and subject areas; includes a variety of print and non-print materials. School textbooks and workbooks are specifically excluded from general circulation.

Selection for adult department material is influenced by the interests and developmental, informational and educational needs of adult patrons and patrons transitioning from the young adult to adult resources.

Fiction

The fiction collection consists of classic and current titles of general fiction including short stories, genre fiction and large print. The emphasis of the collection is on American and British authors, but world authors in English translation, local authors and some small press publications may be collected as well.

Nonfiction

The adult collection strives to be well balanced and broad and is intended to cover the recreational and educational needs and interests of patrons. Special attention is given to subject areas in highest demand. While the school curricula is supported, highly specialized material, text books and workbooks or materials for college courses are not purchased.



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Local History

The local history collection focuses on the history of the City of Rye and, to a lesser degree, of Westchester County. The collection consists of historical monographs and periodicals as available. Works specific to Rye are sometimes purchased on the secondary market. In order to maintain access to all items in the small collection, at least one copy of each item in the collection is for in-house, reference use only.

Foreign Language

The collection of works in Spanish is intended to meet the recreational and information needs of an increasingly diverse population within Rye. The circulating print collection serves native speakers as well as students. The further development of the non-English collection will be determined by demographics, patron requests and circulation statistics.

Audiobooks

The audiobook collection includes literature, popular fiction and nonfiction. Only unabridged editions in CD or MP3 format are purchased by the library or accepted as donations. The adult collection also contains language instruction resources, spoken performances and lectures.

Audiovisual

The adult collection of movies contains a broad selection of entertainment, informational, and instructional videos. It is intended for adolescence (age twelve) through adult and families. The emphasis of the collection is on popular materials and includes classic movies, independent films, foreign films, and nonfiction educational and documentary titles. The movies are in their original unedited formats. Only titles available in DVD are currently being added to the collection.

The RFRR is custodian of the "Heard in Rye" VHS/DVD series. This series of parenting lectures is presented and reproduced by the Rye City School District. They are given to the library for circulation to the general public. They are currently being produced in DVD format only.

eBooks



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The RFRR purchases electronic books on the Overdrive platform and the Recorded books platform. These materials are available exclusively to Rye cardholders. In addition to regular selection criteria, staff purchasing eBooks evaluate the license terms and pricing when considering the purchase of an eBook. RFRR purchases eBooks with the intent of making popular titles available to Rye residents, rather than building an expansive eBook collection.

The Library also participates in the Westchester Library System's Overdrive program, which makes eBooks available to any Westchester Library System cardholders.

Music

The adult music collection consists of original, unedited works. It is intended for adolescence through adulthood. The collection emphasizes current popular material from all genres.

Periodicals

The periodical and newspaper collection emphasizes popular titles in a broad range of subjects including business, fashion, art, boating, gardening and world affairs. The collection is also used by the staff for materials selection. Gift subscriptions are not accepted for the collection. The subscription lists are reviewed and adjusted annually by staff.

Electronic Resources

The Rye Free Reading Room online database collection complements or takes the place of resources in the print reference collection. Factors in selecting electronic resources include reference value, space allocation needs, availability of print equivalent, cost, availability of remote access and patron demand. Changing technology will play a role in choices made. Rye patrons have access to these resources and to Westchester Library System databases covering a wide variety of subjects.

Reference

The Library maintains a collection of reference sources, covering a wide variety of topics and intended to meet the informational needs of the general public.



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College and Career

The College and Career collection is intended for students (and their families) choosing schools and job seekers of all ages. The reference collection includes volumes covering undergraduate and graduate schools, private secondary schools, financial aid, scholarships and loans, study abroad, job banks, encyclopedias of careers, internships and resume guides.

Children's Collection

This collection serves the needs and interests of children from birth through early adolescence (age twelve); provides distinctive resources for adults working with or interested in materials for children; and supports the delivery of library services to this age group.

The collection includes a variety of print and non-print materials. School textbooks and workbooks are specifically excluded from the general circulating children's collection, but may be purchased to support homework assistance programs.

Fiction

The Fiction collection is comprised of titles meeting the recreational and educational needs of children through fifth grade reading levels. Books include contemporary selections in such areas as classics, mystery, sports, science fiction, adventure, humor, historical fiction, and novels about the problems of contemporary boys and girls.

Young Reader Fiction

The Young Reader Fiction collection is intended to bridge the gap between easy readers and juvenile fiction. These chapter books are about 40-80 pages in length. Young Reader titles are generally shorter than Fiction books. The subject matter is intended to appeal to children in grades 2 and 3, although readers in grades 1 and 4 may also find them appropriate.

Easy Reader Fiction

This collection serves the needs of children who are just learning to read, through the end of grade two. These fiction books have controlled vocabulary, large print, and, in some cases, short chapters. The subject matter of these titles is geared toward those of the typical early reader.



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Picture Books

The Picture Book collection is the largest, most popular section in the Children's Department. Picture Books generally feature illustrations which in large part help tell the book's story. This broad category includes alphabet books and counting books.

Nonfiction

The children's nonfiction collection consists of materials to meet the informational, educational, and recreational reading needs of children with third to sixth grade reading levels. Students use the non-fiction collection to complete assignments and to explore personal interests. Special attention is given to curriculum areas within each grade.

Foreign

The children's foreign language collection consists of fiction and nonfiction titles primarily in picture book format. Currently Spanish is the only language actively acquired but a few French and Chinese titles can be found in the collection. Some books in this collection are in both Spanish and English.

Periodicals

The periodical collection in the Children's Services Department contains materials to support the recreational, informational, and educational needs of children through grade five and their parents. The included subjects range from animals to history to science to parenting. Titles which are well-reviewed are considered for addition to the collection and patron suggestions are also considered when making selection decisions.

Parenting

Our Parenting collection, which is shelved in the Children's Room, affords parents, caregivers, and others access to parenting and child development materials. Purchases are determined by currency and the interests and needs of the community and patron requests. In some cases, duplicated copies of in demand books, especially of baby naming books, may be purchased.



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Reference

The reference collection responds to the needs of patrons and the Children's Department staff. Children, adults and staff use this collection to find answers to their questions and for material for assignments. The staff often uses the collection as a resource for planning story times and for management of the collection.

Electronic Resources

Patrons of the Rye Free Reading Room Children's Room have access to the electronic resources of the Westchester Library System which cover a wide variety of age appropriate subjects. They are especially use for aiding children and their parents in the completion of school assignments. Demand and changing technologies will guide the library in their choices when acquiring new electronic resources.

Audiobooks

The juvenile audio book collection emphasizes popular fiction and picture books, but includes recommended nonfiction titles. "Read-along" cassettes and CDs that come packaged with a book are in high demand. New purchases are made in CD format only.

Audiovisual

The juvenile audiovisual collection contains portable electronic players with a preloaded children's book that can be displayed. The product covers a younger reading ages and is a tool for early childhood literacy, and encourages reading confidence. Standard selection criteria apply to these devices.

Music

The juvenile music CD collection emphasizes materials for early childhood and primary grades (birth through Grade 3). Popular music and children's classics in various genres are included.

Movies

The juvenile movie collection emphasizes early childhood and primary grades (birth through Grade 3), for home use. New purchases are made in DVD format only.

Young Adult Collections



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The Young Adult collections are designed to meet the recreational and educational needs of teens, ages twelve to eighteen. Certain subjects and materials are of special interest or have unique appeal to adolescents, underlying the importance of this collection. Multiple copies of titles are purchased to fulfill school assignments. While the school curricula is supported, highly specialized material, text books and workbooks or materials for college courses are not purchased.

Fiction

The fiction collection consists of classic and current titles of general fiction. The emphasis of the collection is on contemporary fiction with high appeal to adolescents. RFRR also purchases titles that support school assignments and educational reading lists.

Nonfiction

The young adult collection strives to be well balanced and broad and is intended to cover the recreational and educational needs and interests of teens. Special attention is given to subject areas in highest demand. While the school curricula is supported, highly specialized material, text books and workbooks or materials for college courses are not purchased.

Graphic Novels

Rye Free Reading Room collects popular comics and manga, as well as more serious literary and artistic efforts. Graphic novels are a creative and popular format for teens, written to appeal to the adolescent audience.

Audiovisual

The young adult collection of movies contains a broad selection of entertaining and informational videos. It is intended for adolescence (ages twelve to eighteen), with some cross-over appeal with the adult collection. The emphasis of the collection is on popular materials and television shows. The movies are in their original unedited formats. Only titles available in DVD are currently being added to the collection.

Periodicals

The periodical and newspaper collection emphasizes popular titles in a broad range of subjects including fashion, art, music, and recreational



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activities. Gift subscriptions are not accepted for the collection. The subscription lists are reviewed and adjusted annually by staff.

Electronic Resources

The Rye Free Reading Room online database collection complements or takes the place of resources in the print reference collection. Factors in selecting electronic resources include reference value, space allocation needs, availability of print equivalent, cost, availability of remote access and patron demand. Changing technology will play a role in choices made. Rye patrons have access to these resources and to Westchester Library System databases covering a wide variety of subjects.

Selection Guidelines

Selection Guidelines relate to the Library's mission. Staff uses the following guidelines when recommending titles for selection. However, an item need not meet all considerations to be acceptable.

- Relevant to community needs and interests
- Reviews from critics, professional review sources, and the public
- Include different viewpoints, values, philosophies, cultures and religions whenever possible. Selections will not be made on the basis of any assumed approval or disapproval.
- Literary or artistic merit
- Timeliness or permanence
- Reputation and qualifications of author, publisher, or artist, without regard to political, religious, or other affiliations
- Variety of reading and comprehension levels based on community needs.
- Provide a wide variety of formats to meet differing needs of individual patrons.
- Maximize the effectiveness of the available materials budget.
- Availability through community resources, interlibrary loan, etc.
- Specific patron requests
- Assess the quality of binding and physical suitability for library use.

Standard Selection Sources

Standard selection sources used to identify items for purchase may include:

- Professional journal reviews: Preference is given to positive reviews published in Booklist, Library Journal, School Library Journal,



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Publishers Weekly, Kirkus, Criticas, VOYA and other nationally recognized, library-oriented journals as well as popular non-library periodicals.

- Standard collection tools and recommended lists, such as the N.Y. Times best seller list and other resources prepared by professional organizations and specialized vendors.
- Evaluative bibliographies in specialized areas.
- Lists such as “top 100”, publishers’ announcements, and similar sources.
- Award lists and “notable” and “recommended” lists published by professional associations.

Multiple Copies

The Library does buy multiple copies of titles that have high patron demand. Titles with a waiting list or broad popular appeal are generally ordered in duplicate. Generally, one copy is purchased for every three patron reserves if it is believed that the demand will be sustained for a reasonable amount of time. For some high demand subject areas, such as resumes and travel books, the Library prefers to enrich the depth and variety of the collection by purchasing single copies of several different titles instead of buying numerous copies of one single title.

Standing Orders

Items on standing order are titles or authors important enough to the collection or in sufficient demand by patrons that receiving them automatically is most efficient and timely. These include but are not limited to best sellers, travel books, reference materials, college guides, test review books and other annual series.

Standing order and automatic continuation titles are re-evaluated annually by the Adult and Children’s Services librarians; titles may be cancelled, new titles added, or the number of copies adjusted to accommodate patron interest and demand.

Collection Maintenance

The staff reviews the collection continually to keep it responsive to patrons’ needs, ensure its usefulness to the community and make room for newer materials. Titles may be withdrawn, retained, repaired, updated, rebound, reclassified or duplicated as justified by need. In general, considerations for maintenance include:



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- Physical condition
- Frequency of circulation
- Currency of information and the availability of updated material
- Permanent value to the collection, such as a classic book or an item of historical value
- Unnecessary copies or the presence of similar materials in the collection.
- Space to house the item
- Discontinuation of format

Inclusion of questionable language or attitudes, or a perception of factual inaccuracy, is not criteria for de-selection.

Withdrawn materials may be sold, discarded, donated, or recycled.

Consideration and Reconsideration of Materials

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 patrons, but will be governed by this Materials Selection Policy in making additions to or deleting items from the collection.

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

Upon receipt of a formal, written request, the Director 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 committee will make a written recommendation to the Director who will then make a decision regarding the disposition of the material. The Director 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 Director 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 Director, he/she may appeal for a hearing before the Board of Trustees by making a written request to the President of the Board.



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The Board of Trustees 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 the Rye Free Reading Room. On the basis of this determination, the Board may vote to uphold or override the decision of the Director.

Formats

The library acquires materials in a variety of formats. Selection within a format follows all general selection principles.

The Library monitors the development of new formats and uses the principles of selection to decide the appropriate time to add them to the collection. The Library also monitors the declining use of a particular format. When that format is discontinued or in little demand, the existing collection will continue to circulate until no longer useful or until it is decided that the space they occupy is needed for a newer, more in-demand format. In that case, the older format will be discarded or sold.

Access to the Collection

The library collection is accessible to all residents of Rye. Most material is available for loan and the rest is available for in-house use. [For specific loan rules, see the Circulation policy.] Some items may be purchased to support staff in their jobs and may not be readily available to the public.

In addition to in-house computers, patrons may determine the library's holdings through the library's website, <http://www.ryelibrary.org>.

Responsibility for the use of the library's collection by children rests with their parents and legal guardians. It is only the parent or legal guardian who may restrict his/her children—and only his/her children—from access to library materials or services. Selection of adult materials will not be limited by the possibility that items may come into the possession of minors.

Preservation

The library's facility and budget do not accommodate extensive conservation and preservation activities for most materials. Reasonable attempts will be made to keep valuable material in the collection through cleaning, mending and repair. Other preservation efforts may include the transfer of information between formats in order to preserve the content when copyright allows.



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Except for rare or unique local resources, the collection is not archival. No extraordinary efforts are made to retain or preserve last copies or out-of-print titles.

Materials Budget

The annual material budget for the Library is divided into categories by the type of material, and the age of the intended audience:

- Books (i.e. printed materials) for adults, young adults and children;
- Audiovisual materials (i.e. physical, non-print materials) for adults, young adult and children;
- Periodicals (i.e. newspapers and magazines in any medium);
- Electronic resources (i.e. online subscription services and databases that are delivered electronically via the Internet or other means).

The materials budget is recommended by the Director and approved by the Library Board of Trustees as a portion of the Library's total budget. Factors used to determine the specific allocation for each area may include:

- Statistics based on usage by category;
- Average cost of items in each category;
- Number of items lost or withdrawn in an area;
- Average circulation for each item by category;
- Level of development for the category as determined by staff
- User requests in the area;
- Start-up costs of new collections;
- Replacement projects in given areas of the collection as required.

Areas that have not been sufficiently funded in the past, or areas that are totally new, may receive extra funds at the discretion of the Director. The percentages may fluctuate from year-to-year depending on funding, target areas of the collection, and the library's goals and objectives.

Related Services

Interlibrary Loan

Interlibrary loan is a transaction in which the Rye Free Reading Room obtains/tries to obtain materials directly from another library on behalf of a patron, or another library borrows materials from the Rye Free Reading Room on behalf of its patron. Interlibrary loan is a service that supports the



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mission of the library by providing enhanced access to library materials and information. The purpose of interlibrary loan is to obtain materials which would not ordinarily be purchased by the library and to provide material from the collection to other libraries.

Rye Free Reading Room patrons in good standing may request items not found in RFRR or other local library collections through interlibrary loan.

Interlibrary loan is both a public service and an integral element in the collection development process. Staff may consider purchasing an item, in lieu of requesting it through ILL, if the material is requested frequently and deemed appropriate for selection within the guidelines described in this collection development policy.

Gifts and Donations

The Rye Free Reading Room gratefully accepts donations of new and gently used materials. Library staff may select materials from donated items for the library's collection according to the library's selection guidelines.

Bindery

When a book is returned damaged or in poor condition, circulation staff will send it to Technical Services where it will be put on the "Repair" shelves. The Adult Services Librarian will review the titles needing repair/rebinding regularly and decide which books should be repaired, rebound, replaced, or withdrawn from the collection.

Re-binding should be reserved for titles which are of great importance to the collection and the community and either cannot be replaced or would be too costly to replace. Books which cannot be repaired or rebound should be withdrawn from the Library collection.

Policy Review and Revision Statement

The Collection Development Committee will review the Collection Development Policy annually. Any recommended change(s) will be sent to the Director for review. Changes recommended by the committee and Director will be sent to the Library Board of Trustees for consideration and/or further action.

List of Appendices:



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Appendix A: Library Bill of Rights

Appendix B: Freedom to Read

Appendix C: Freedom to View

Appendix D: Purchase Suggestion Form

Appendix E: Request for Reconsideration of Library Material Form



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Appendix A

The 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, 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.

A history of the Library Bill of Rights is found in the latest edition of the [Intellectual Freedom Manual](#).



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Appendix B

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.



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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.*
2. 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



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- not only what we believe but why we believe it.
3. *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.*
 4. 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.
 5. *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.*
 6. 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.
 7. *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.*
 8. 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.
 9. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its*



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author as subversive or dangerous.

10. 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.
11. *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.*
12. 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.
13. *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.*
14. 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



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support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

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

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



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Appendix C

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 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.



RYE FREE READING ROOM

Appendix D

Patron Request Form

The Board of Trustees of the Rye Free Reading Room has delegated the responsibility for selection and evaluation of library materials to the Library Director. If you wish to have an item considered for the collection, completion of this form is the first step in those procedures. Please return the completed form to the Library Director at 1061 Boston Post Road, Rye, NY 10580.

Name _____ Date _____

Address _____ City _____

State ____ Zip ____ Phone _____ E-mail _____

Are you the author? ____ Publisher? ____

1. Resource on which you are commenting:

____ Book ____ Video ____ Display ____ Magazine
____ Library Program ____ Audio Recording ____ Newspaper
____ Electronic information/network (please specify) ____ Other

2. Title _____

3. Author/Producer _____

4. ISBN _____

5. What makes you recommend this resource (use other side or additional pages if necessary)

6. Are there resource(s) you suggest to provide additional information on this item?



RYE FREE READING ROOM

Appendix E

Request for Reconsideration of Library Material Form

The Board of Trustees of the Rye Free Reading Room has delegated the responsibility for selection and evaluation of library materials 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. Please return the completed form to the Library Director at 1061 Boston Post Road, Rye, NY 10580.

Name _____ Date _____

Address _____ City _____

State ____ Zip ____ Phone _____ E-mail _____

Do you represent self? ____ Organization? ____

1. Resource on which you are commenting:

____ Book ____ Video ____ Display ____ Magazine
____ Library Program ____ Audio Recording ____ Newspaper
____ Electronic information/network (please specify) ____ Other

2. Title _____

3. Author/Producer _____

4. What brought this resource to your attention?

5. Have you examined the entire resource? ____ Yes ____ No

6. What concerns you about the resource? (use other side or additional pages if necessary)

7. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?
