

DCLA Chapter Councilor's Report: *2014 ALA Annual Conference*

Introduction:

The following report is a summary of actions and reports of the 2014 ALA Annual Council Sessions. All council documents, when applicable, are presented in their numerical order. The reports from ALA offices and committees summarized are the reports which were presented to the Council by their representative. Reports not presented in Council session, along with procedural documents, tributes, and honorary resolutions are not referred to in this report but may be viewed from the ALA Council Documents webpage through the following link: [Council Documents](#).

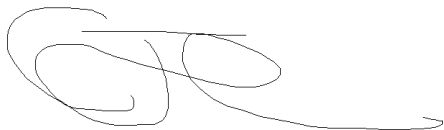
All Council documents in this report are accessible through links in the section headings.

Resolutions are presented in their official title (with the exception of CD 18, the resolution for ALA to be a signatory to the Lyon Declaration, as no official title was given), their Council Document number (CD Number), and the action taken by the council—whether or not the resolution passed or failed. Beneath the headings are the only the resolved clauses of the resolutions. For the full text of the resolution click on the CD number. If necessary, there is additional information about the resolution beneath the resolved clause. However, in many cases, the resolved clauses are self-explanatory and no synopsis is given.

Reports of the committees are listed by their titles with a link to the full report and then summarized beneath their headings.

In addition to the resolutions, reports, and actions summarized in this report, there is also information regarding elections to the ALA Committee on Committees and Planning and Budget Assembly, as well as final conference attendance.

Respectfully Submitted,



Christopher J. Corrigan
DCLA Chapter Councilor (2014-2016)
American Library Association

Actions

Resolution Approving Guidelines for Council Electronic List ([CD 10.1](#)); passed

1. Resolved that the Council of the American Library Association approve the following guidelines for the Council List
2. The Council Secretary, or his/her designate, will manage the membership of the Council Electronic List.
3. Full privileges (read and write) to the Council Electronic List are limited to current members of ALA Council, ALA and Council Committee Chairs, and to authorized ALA staff. Read-only access by any other ALA Members who have access to the network is available through application to the Council Secretary or his/her designate.
4. Councilors may only post from their subscribed email address(es). Each Councilor is responsible for keeping his/her email address up-to-date with the Council Secretary or his/her designate.
5. The Council Electronic List shall remain un-moderated.
6. Councilors may communicate informally with each other on the Council list. The list may be used for official communications at times. The Council list may be used for discussing issues and resolutions pertaining to the business of Council
7. The Council Secretary, or his/her designate shall be responsible for the following activities related to the Council Electronic List:
 - a. Updating e-mail addresses of current participants.
 - b. Validating e-mail addresses of new subscribers.
 - c. Responding to questions and referring inquiries as appropriate.
 - d. Other duties as necessary based on growth and experience of the list.

Resolution Approving Guidelines for the Posting of Council Documents ([CD 10.2](#)); Passed

Resolved that the Council of the American Library Association approves the following guidelines for Council Documents

1. Council Documents will be posted to the Council area on ALA Connect as public documents.
 - a. The ALA Connect link will then be distributed to the Council List.
 - b. Since Council documents are public documents, anyone who receives the link will be able to access the documents regardless of subscription status on ALA Connect.
2. Document Naming Conventions:
 - a. Files will be located in the files section of the Council area on Connect.
 - b. Council documents are named with the Council Document Number –

The following information will appear in the upper right hand corner of on each Council document respectively: 2013-2014 ALA CD#10-10.1--6/9/14-4:00pm (action)

- c. When a file is being moved to the ALA council page, the term “final” will be appended.
 - d. Resolutions will use the same file naming convention.
 - e. Each time a document changes, it will be re-posted to ALA Connect.
3. The Council Secretary, or his/her designate, is responsible for the following activities related to Council Documents:
- a. Posting reports, resolutions and other documents to the Council section of ALA Connect as public documents.
 - b. Maintaining an authoritative set of documents for use by Council in case either internet access or ALA Connect becomes unavailable during a Council meeting.
 - c. Updating the status of documents to “final” or “approved” or “adopted “as appropriate.
 - d. Posting these document files to the ALA Council Website.

Resolution for the future review of these guidelines ([CD 10.3](#)); passed

Resolved that the Council of the American Library Association charges the Executive Director, as the Secretary of the Council, or his/her designate, to review these guidelines periodically and report to Council on their continued effectiveness.

Policy Monitoring Committee Action ([CD 17](#)); passed

As part of their report, the committee asked that Council adopt the following language into the [ALA Policy Manual](#) so that it reads:

A.4.3.16.1 Minutes of Meetings of Governing Units

The governing bodies of ALA Divisions and Round Tables shall make available drafts of their meeting minutes or other reports of actions taken, via the unit’s ALA-hosted web page within 30 days of the meeting. The final versions of meeting minutes or other reports of actions taken shall be made available via the unit’s ALA-hosted web page within 30 days of their approval. There shall be an easily available historical record of these meetings and action reports. Sub-units of the Divisions and sub-units of Round Tables shall be exempt from this policy.

Of note, the Chair of the committee who issued the report to Council is DCLA’s Bill Turner.

Resolution for ALA to be a signatory to the Lyon Declaration ([CD 18](#)); passed

Resolved that the Council of the American Library Association directs that ALA become a signatory to the Lyon Declaration on Access to Information and Development.

A synopsis of the Lyon Declaration may be found in the summary of the [International Relations Committee](#) report later in this document.

Resolution on Digitization of U.S. Government Documents ([CD 20.6](#)); passed

Resolved, that the American Library Association (ALA), on behalf of its members:

1. supports and encourages a national preservation plan for Federal Depository Library Program materials;
2. encourages policies that promote digitization with a reasonable number of dispersed preserved copies of print FDLP materials;
3. supports technologies that guarantee long-term, robust, verifiable, complete, accurate, authentic, preservable, and usable digital formats;
4. works with the Government Printing Office (GPO) and the FDL community on developing procedures to authenticate and ingest digital and digitized content into FDsys from federal depository libraries and federal agencies; and
5. supports the creation of a no-fee, searchable, online inventory of digital and digitized government materials with downloadable metadata.

This resolution is an action item as part of the [COL report](#) to ALA Council.

Intellectual Freedom Manual—Ninth Edition ([CD 19.4-19.7](#)); passed

In preparation for the release of the Ninth of Edition of the [Intellectual Freedom Manual](#), The Intellectual Freedom Committee of the Office Intellectual Freedom revised the following Interpretations of the Library Bill of Rights:

- “Prisoners’ Right to Read”
- “Restricted Access to Library Materials”
- “The Universal Right to Free Expression”
- “Challenged Materials”
- “Expurgation of Library Materials”
- “Access to Resources and Services in the School Library Media Program”
- “Free Access to Libraries for Minors”
- “Minors and Internet Interactivity”

- “Diversity in Collection Development”
- “Labeling and Rating Systems”
- “Exhibit Spaces and Bulletin Boards”
- “Importance of Education to Intellectual Freedom”
- “Intellectual Freedom Principles for Academic Libraries”
- “Privacy”

There was considerable discussion on “Labeling and Rating Systems.” The issue was, whether or not it is a form of censorship not to include ratings of item by outside organization in the catalog records of library materials. In addition, there was a question as to fairness. For example, a person who is able to visit a library can see what the rating of an item is. However, if that information is not included in the catalog record, and therefore not viewable on the library’s OPAC, then that information is restricted from viewing for patrons who are unable to come to the library and see the rating.

Despite these issues, the interpretations passed and will be included in the Ninth Addition of the Intellectual Freedom Manual.

They are viewable from the [appendix](#) of this report.

Resolution Reaffirming Support for National Open Internet Policies and “Network Neutrality” ([CD 20.7](#)); passed

Resolved, that the American Library Association (ALA)

1. reaffirms its support for network neutrality and open Internet policies that enable access in the library, through remote access to library resources, or by other means;
2. calls on the Federal Communications Commission (FCC) to codify network neutrality principles following its Notice of Proposed Rulemaking (NPRM), Docket Number 14-28;
3. encourages library supporters to become engaged in the FCC’s current Notice of a Proposed Rulemaking on network neutrality; and
4. urges library supporters to advocate for the development of enforceable policies, whether in legislative proposals or regulatory proceedings, that ensure that the Internet remains an open platform for activities such as information exchange, intellectual discourse, civic engagement, creativity, innovation, and learning.

This resolution is an action item as part of the [COL report](#) to ALA Council.

Committee On Organization (COO) Resolution ([CD 27.1](#)); passed

COO's report to Council involved two action items. For background, COO studied the reporting history of committee chairs and the active of Membership Interest Groups (MIGS).

Committee Chairs

Regarding committee chairs, COO discovered that language was missing from ALA policy addressing the responsibilities of chairs of committees. Therefore, COO moved to include the following language in ALA policy:

Each chair of an ALA Committee or a Council Committee is responsible for submitting to the ALA Executive Director at least two times each year a substantive report on the committee's work and accomplishments so that these reports can be made available to all interested ALA members. Such reports may address, but not be limited to, matters such as accomplishments, planned activities, issues that affect the committee's work and their implications for the future, interactions with other units within ALA, relationship of the committee's work to the ALA strategic plan, current level of committee members' involvement (more substantive than an attendance roll), committee self-check on its value and viability (update charge, discontinue committee, consolidate with another, change structure, other observations).

Membership Interest Groups (MIGS)

MIGs are formed when an issue arises that concerns librarians but does not fall under the purview of one of the divisions or roundtables. COO recommended that MIGs exist for a three year period with the option to be renewed. Here is the language of COO's motion:

A Membership Initiative Groups (MIG) is formed when a group of ALA members identifies a common concern or interest about librarianship which falls outside the delegated responsibility of a single division, roundtable, or unit, and wishes to establish a short-term, renewable mechanism to address this concern or interest. To establish a MIG, which must be approved by COO and reported to Council, a group must submit to the Committee on Organization a statement of purpose, at least one hundred signatures of ALA members in good standing, and the names and addresses of designated organizers. Once established, a MIG may operate for three years at which point it may re-petition for another three- year term may request another place within the ALA structure by following the procedures for establishing that type of group, or may request the ALA COO to disband it. The re-petitioning process can be renewed every three years. If the re-petition process is not carried out when due, the MIG will be disbanded.

Copyright: An Interpretation of the Code of Ethics (CD 40.1); passed

The Committee on Professional Ethics moves to adopt "Copyright: An Interpretation of the Code of Ethics"

Resolution in Support of Stable Funding for Air Force Libraries ([CD 43](#)); passed

Resolved that the American Library Association, on behalf of its members:

1. urges the United States Congress to direct the Department of Defense (DoD) and United States Air Force (USAF) to restore funding to Air Force Base and Command Libraries to FY2011 levels for staffing, materials, services and programs; and
2. urges the Administration, DoD and USAF to develop responsible information and budget management strategies for Air Force Base and Command Libraries that aligns them directly with appropriated funds, rather than through base operations, where library funding is vulnerable to additional local cuts.

Resolution on Granting the District of Columbia Government Budget Autonomy to Allow City Services, including Libraries, to Remain Open during a Federal Government Shutdown ([CD 45](#)); passed

Resolved that the American Library Association, on behalf of its members, urges Congress to grant the District of Columbia budget autonomy in order to prevent the unnecessary closing of city government facilities, including public libraries, in the event of a federal government shutdown.*

Reports

ALA Treasurer's Report ([CD 13.1](#))

Total ALA Budget Revenue for 2015: **\$49,457,468**

That's down from \$50,620,984 in 2014, a difference of 2.3%

Total ALA Expenses for 2015: **\$51,311,385**

That's up from \$50,903,949 in 2014, a difference of 0.8%

General Fund Revenue: **\$29,558,008**

That's up from \$28,821,439, a difference of 2.6%

General Fund Expenses: **\$29,428,987**

That's also up from \$28,821,439, a difference of 2.1%

* The author of this report was also the mover of this resolution and did so on the behalf of DCLA and its members. The resolution passed council with overwhelming support from the assembly.

International Relations Committee Report ([CD 18.1-18.4](#))

IFLA Report

Trends Report

The [Trends Report](#) classifies five trends influencing information internationally:

- Technologies will both expand and limit who has access to information.
- Online Education will democratize and disrupt global learning.
- The boundaries of privacy and data protection will be redefined.
- Hyper-connected societies will listen to and empower new voices and groups.
- The global information environment will be transformed by new technologies.

WIPO

IFLA is actively working with WIPO for further exceptions for libraries. IFLA is continuously following up with the World Summit for the Information Society (WSIS).

Library Copyright Alliance (LCA)

The LCA has been working to educate the U.S. delegation to WIPO on why libraries should receive certain copyright exemptions in regard to international copyright law.

IFLA Coming to Columbus Ohio

In August 2016, IFLA will meet in Columbus Ohio for the 82nd *IFLA World Library and Information Congress (WLIC)*.

Partnering with Germany 2016-2019

The IRC endorsed a partnership between ALA and its counterpart organization in Germany (BID). This will allow for “knowledge sharing” between the two organizations and their members. It comes after ALA and the National Library of Germany signed a contract to help distribute RDA in Germany, Austria, and Switzerland.

ALA Becoming a Signatory to IFLA’s Lyon Declaration

IFLA requested that ALA sign the Lyon Declaration on Access to Information and Development. A lobbying device aimed toward the United Nations, the declaration states that access to information empowers people to:

- Exercise their civil, political, economic, social and cultural rights; learn and apply new skills.
- Make decisions and participate in an active and engaged civil society.
- Create community-based solutions to development challenges.
- Ensure accountability, transparency, good governance, and empowerment.
- Measure progress on public and private commitments on sustainable development.

The Declaration calls on member countries of the United Nations to commit through the post-2015 development agenda, ensuring that people worldwide are able to access, understand, use and share “information that is necessary to promote sustainable development and democratic societies.”

IFLA plans on launching the Declaration at their World Library and Information Congress in Lyon, France, August 16-22, 2014. Sympathic organizations are invited to sign the Declaration between May 2014 and August 2015.

The resolution is addressed in this report in the [Actions Section](#) above.

Intellectual Freedom Committee (IFC) Report ([CD 19.3-19.17](#))

The majority of the IFC’s Report is a revision of the Interpretation of the Library Bill of Rights, which will be included in the 9th edition of the [Intellectual Freedom Manual](#). Those interpretations were taken up as action items during council and were passed by the body. They may be found at the end of this document in the [appendix](#).

Lemony Snicket Prize for Noble Librarians Faced with Adversity

The first Lemony Snicket Prize for Noble Librarians Faced with Adversity was presented to Laurence Copel, youth outreach librarian and founder of the Lower Ninth Ward Street Library, by author Daniel Handler (Lemony Snicket) during the ALA Awards Reception.

Fencing Out Knowledge: Impacts of the Children’s Internet Protection Act 10 Years Later

OIF and the Office for Information Technology Policy published the report, “Fencing Out Freedom: Impacts of the Children’s Internet Protection Act 10 Years Later.” The report offers evidence as to how the internet filtering’s negative long term consequences for education and children’s right to receive information. The report is available online through the ALA website at connect.ala.org/files/cipa_report.pdf.

Speaking About “The Speaker”

For Annual 2014, the IFC co-sponsored a program with the Association of American Publishers, Black Caucus of the American Library Association, and Library History Round Table. The program was a panel discussion on the 1977 ALA produced film *The Speaker...A Film About Freedom*. In the film a current events club invites a racially prejudiced speaker to speak at their high school. The film was controversial when released and many ALA members objected to it

being distributed under the ALA branding. For Annual 2014, there were multiple showings of the film during the convention and there was an hour and a half panel discussion on the film, its history, and ALA's balance of freedom of information with civil rights.

Of note, DCLA's Julius C. Jefferson Jr. organized the program and moderated the discussion.

Choose Privacy Week

Choose Privacy Week showcased a webinar, presented by North State Library and guest bloggers who discussed a wide variety of topics from library privacy policies to surveillance. A new edition of the [Privacy Toolkit](#) was introduced by Helen Adams and Ann Crewdsen.

Banned Books Week

Banned Books Week (September 21-28) will focus on graphic novels and censorship. For more information visit: www.ala.org/bbooks and www.bannedbooksweek.org.

During Annual, the ALA Office of Intellectual Freedom and SAGE held a Banned Books Readout where over 200 people read briefly from a banned book and spoke about what the book meant to them. Videos from the Readout will be shown from the Banned Books Week YouTube Channel during Banned Books Week.

Committee on Legislation (COL) Report ([CD 20-20.4](#))

Committee on Legislation highlights of 2014:

1. COL established a subcommittee, "Federal Legislative Advocacy Group" (FLAG). FLAG's mission is to develop library advocates in key congressional districts and states nationwide who will to urgent issues supporting ALA's federal legislative and policy agenda. ALA's Office on Government Relations will assist FLAG members with background and talking points on pressing federal legislative issues while offering advocacy and lobbying training.
2. Network neutrality: COL wrote a [resolution](#) as an action item for Council reaffirming ALA's position on a free and open internet.
3. Legislation Assembly: COL is encouraging all divisions and units within ALA to take a more active role in the Legislation Assembly thereby informing COL of pressing legislative issues pertinent to the work of the Association. They have established a "communications method" to ease participation from ALA units.
4. Federal Depository Library Program FDLP Taskforce: COL extended their thanks to the FDLP Taskforce who met monthly for the past two years to provide COL with a report.

COL and the Office of Government Relations (OGR):

The Committee on Legislation regularly meets over the phone with the OGR who report on their progress working with and creating coalitions with like-minded organizations, and working with elected officials and their staff.

Methods of lobbying by the COL and the OGR includes in-person meetings with legislative and executive branch officials and their staff as well as letters and conference calls with lawmakers on issues to the interest of libraries. The decision on the methods on communication depends on the issue and its urgency at hand.

The OGR recently replaced its advocacy software, Capwiz, with Engage, which allows for OGR to send mass action alert emails to ALA members as well as post alerts to an Online “legislative action center” and communities with library advocates through their smart phones.

COL’s Federal Depository Library Program (FDLP) Task Force:

COL formally accepted the FDLP task forces report during the 2014 Annual conference. Their recommendations are:

- A. The Task Force reasserts their recommendations from their 2013 Report. After an additional year of examining associated issues of the FDLP and ALA processes, the Task Force believes our recommendations are valid and deserve full consideration of COL and ALA.
- B. The ALA community recognizes the value of government information and the many roles and contributions of all ALA units in the advancement of government information. FDLP resources and services are important to many ALA units; not just GODORT. There is broad interest in the success of the FDLP and ALA units should be consulted and included in the development of ALA policies. For instance, ALCTS’ expertise should be utilized when considering FDLP metadata and collection issues. GODORT within ALA can facilitate and lead broader conversations by including other ALA units in the formation of recommendations and strategies to advance FDLP.

The relationship between ALA and its units, specifically GODORT for FDLP issues, should be a collaborative and respectful relationship drawing on the strengths of ALA for advocacy and national policy while utilizing specialized units for expertise on processes and implementation of ALA policies. This balance is possible through mutual respect and strong, frequent communication. (See 2013 Recommendation #15)

- C. ALA should take on a facilitative role in the development of a national preservation plan and other national initiatives. This leadership role includes facilitating partnerships and strategies that advance the FDLP.
- D. Government information is broadly used by all libraries therefore it is essential that librarians and library workers are competent in the use of FDLP resources and services. GODORT in partnership with other ALA units should develop competencies for

inclusion within the ALA Core Competencies of Librarianship. (See 2013 Recommendation #13)

COL discussed at length the Resolution on Preserving Public Access to Scientific and Technical Reports Available Through the National Technical Information Service. COL is going to table the resolution until the Midwinter meeting in Chicago.

COL Subcommittee reports:

Copyright: The COL Copyright Subcommittee's meeting at Annual was dominated by discussion of the Copyright section of the copyright interpretation of the Library Bill of Rights brought to conference by the Committee on Professional Ethics. The document was endorsed by the Copyright Subcommittee in principle.

E-Government Services: Meeting once during ALA Annual 2014, the COL Subcommittee on E-Government Services planned updates for the E-Government toolkit. In addition, they discussed webinar ideas the subcommittee could host.

Government Information: The Government Information Subcommittee endorsed the resolution on preserving public access to scientific and technical reports available through the NTIS.

Grassroots: The COL Grassroots Advocacy Subcommittee was briefed on the work of FLAG and reviewed the 2014 Library Legislative Day. The Subcommittee read Stephanie Vance's report "Speak Out," a review of ALA advocacy resources. The subcommittee also decided to draft a PowerPoint for members to use during their conferences to "highlight advocacy initiatives and resources."

Telecommunications: The subcommittee discussed the federal E-rate program and net neutrality. In addition, the subcommittee reviewed a draft COL's Net Neutrality resolution.

Office of Government Relations Report (in the same document as the COL report)

Policy Discussions Continue at ALA Midwinter Meeting

At the Midwinter Meeting in Philadelphia, the ALA Washington Office held information sessions exploring:

- E-rate funding
- copyright lawsuits
- eBook access
- federal depository libraries
- Internet filtering
- Google Book Lawsuit

In addition, there was a well attended information session featuring Guardian Editor Spencer Acherman discussing the NSA leaks.

ALA Washington Office Launches Video Advocacy Campaign

In January, the Washington Office released a four-part [video series](#) entitled “Libraries Matter.” The series highlight how funding from LSTA grants helps patrons directly. The videos are intended to be used to educate lawmakers in Washington as to the continued value of libraries.

ALA Prepares to Help Protect the Open Internet via Net Neutrality

In January, the U.S. Court of Appeals struck down most of the Open Internet Order, allowing internet service providers the ability to block access to certain websites while offering preferential treatment to others. ALA President Barbara Stripling responded with an [op-ed](#) in *Wired* magazine. In addition, ALA co-wrote a letter with EDUCAUSE and ARL to FCC Chairman Tom Wheeler offering to support the commission in their work to preserve an open internet.

The FCC voted in May to open a Notice of Proposed Rulemaking to ensure an Open Internet. The COL and the Washington Office of ALA will take an active role if needed in the proceedings. They ask that librarians email the Washington Office with examples of internet slowdowns or examples of poorer internet quality. Emails should be sent to: lclark@alawash.org.

Washington Office Hosts Press Briefing at National Press Club

On May 6th, ALA hosted “Responding to the Second Digital Divide,” at the National Press Club. Panelists included Clarence Anthony, executive director of National League of Cities; John B. Horrigan, communications and technology policy consultant; Richard Reyes-Gavilan, executive director, District of Columbia Public Library; and Barbara Stripling, president, American Library Association. Together they discussed how communities can support libraries’ mission to bridge the digital divide.

ALA Active on Surveillance and Privacy Issues

Responding to a speech from President Obama on NSA surveillance, ALA President Barbara Stripling released a statement supporting the USA Freedom Act and calling for changes to the NSA data collection.

This past May, the House of Representatives passed a version of the USA FREEDOM Act with the purpose of ending the sweeping collection of Americans’ telecommunications records by surveillance agencies. ALA, along with 30 additional civil liberties organizations, wrote to the Senate to support a version of the USA FREEDOM Act. The Senate Judiciary Committee is scheduled to address the issue later in the summer.

In addition to their letter, the ALA Washington Office sent action alerts via email to 5,000 subscribers in 22 congressional districts encouraging members to contact their representative in congress and urge them to support the Electronic Communications Privacy Act (ECPA) which would require a warrant to search email, text, social media and other electronic records of Americans.

Hundreds Gather for 40th Annual National Library Legislative Day

Hundreds of library advocates traveled to Washington for the 40th annual Library Legislative Day. Participants met with their congressional delegation over the course of the two day event.

Workforce Investment Act Moves Forward

In May the U.S. House and Senate drafted the “Workforce Innovation and Opportunity Act.” Among other things, the bill recognizes libraries’ role in helping the economy. The act would allow for libraries to receive funding for that work. The ALA Washington Office encourages members to sign up for action alert to keep up on the latest developments. You can do so by using the following link: <http://ala.org/takeaction>.

ALA Washington Office Submits Comments on Innovative Approaches to Literacy Program

This past April, the Washington Office commented on the U.S. Department of Education Approaches to Literacy (IAL) grant program. Funded at \$25 million, half of the awarded monies are required by law to go to libraries in low-income schools.

ALA sent a joint letter in support of the IAL program and the Equity and Opportunity Program, which seeks to provide quality educators and librarians in disadvantaged communities.

ALA Responds to House Budget Proposal that Dismisses Role of IMLS

On April 1st, Barbara Stripling responded to the proposed budget in the U.S. House proposed by Wisconsin Representative Paul Ryan which would eliminate funding for the Institute of Museum and Library Services completely.

Spending Bill Passed for 2014 Fiscal Year

The 2014 spending bill, signed by President Obama in January, partially restores funds which were cut due to sequestration in 2013 for the Library Services and Technology Act (LSTA). Funding for LSTA now stands at \$180,909,000, up \$58,65,000 from 2013.

In addition, the spending bill included language which supports open access. ALA is pleased with this outcome, but still strongly encourages “additional provisions” for the Fair Access to Science and Technology Research Act.

In addition, the FY 2014 budget also funded the Innovative Approaches to Literacy program.

Federal Library Funding Cut in Proposed Budget

The proposed FY 2015 budget, submitted in March by President Obama, contains \$2 million less than the FY 2014 budget for LSTA. In addition, the budget doesn't including funding for school libraries. However, there is money in the budget for the continuing education of school librarians. Also, \$200 million is being set aside for [ConnectEDucators](#), a new initiative to keep educators prepared to use high-speed internet to improve student outcomes.

The President's budget is requesting additional funding for school libraries through the Department of Education's Race to the Top program. In addition, the Department's Equity and Opportunity Program supports schools in low-wage districts by providing them with high quality educators and librarians.

ALA Joins in Supporting the FOIA Oversight and Implementation Act of 2014

In February, ALA cosigned a letter to the House of Representative asking for them to vote for H.R. 1211. The measure is a bipartisan law that would ease the process of receiving requested information. It passed the House on February 25 and was sent to the Senate where it was referred to the Senate Judiciary Committee.

Congress Introduces Harmful Open Access Act

ALA joined with the Scholarly Publishing and Academic Resources Coalition in opposition to section 303 of the Frontiers in Innovation, Research, Science and Technology Act (H.R. 4186). According to ALA, section 303 would make it unnecessarily cumbersome for Americans to access taxpayer funded research. ALA is asking for members to contact their representatives and urge them to opposed the measure as written.

Freedom To Read Foundation (FTRF) Report ([CD 22.1](#))

One of the methods the FTRF uses to advocate for the rights of everyone to have access to information has been "pre-enforcement" constitutional challenges. These are lawsuits brought against a law before the law has been applied to an individual or group.

Now, the Supreme Court will hear a case which could affect the ability of the FTRF to bring a case to court. The case in question is *Susan B. Anthony List v. Driehaus*. Because Driehaus dropped his lawsuit against SBAL, the district court ruled that SBAL was without standing to bring to file a pre-enforcement challenge because, in the court's view, it is impossible to determine if prosecution is imminent. According to the FTRF, if the lower court's ruling is upheld, then none of the cases challenging a law's constitutionality could have been brought to court.

On June 16th the Court found in favor of the SBAL and, in a unanimous opinion, decided “a plaintiff satisfies the injury-in-fact requirement where he alleges ‘an intention to engage in a course of conduct arguably affected with a constitutional interest, but proscribed by a statute, and there exists a credible threat of prosecution there under.’” When issuing the ruling, the Justices cited previous cases brought by the FTRF.

Arce v. Huppenthal

FTRF is continuing to monitor the situation in case of *Arce v. Huppenthal*. Referred to in my previous report, this is the case where an Arizona school district to banned a Mexican American Studies program that removes books from the classrooms and places them in boxes labeled “banned.” The ninth circuit has yet to assign a date to hear oral arguments. In the meantime, the FTRF continues to file *amicus curiae* briefs.

The Judith F. Krug Memorial Fund

The Krug fund, named in the honor of the FTRF’s founding director, funds projects supporting the advocacy for the first amendment. The following is a list of recipients of the \$1000 award:

- Nashua (N.H.) High School North
- Charleston (S.C.) Friends of the Library
- DePaul University Library and DePaul University Center for Writing-based Learning
- Columbus (Ohio) State Community College
- The Northern Virginia Fine Arts Association
- LGBT Center of Raleigh Library
- Greater Pittsburgh Chapter of the ACLU of Pennsylvania

Course on Intellectual Freedom

In addition to the grants listed above the Krug fund also provides monetary support to the LIS programs that educate library school students in matters relating to intellectual freedom. As a result, FTRF is now partnering with the Graduate School of Library and Information Science (GSLIS) at the University of Illinois at Urbana-Champaign (Illinois) to offer an online LIS course to LIS students nationwide entitled “Intellectual Freedom and Censorship.” The class begins this fall semester and is open to all student enrolled in an LIS program.

The President of the Freedom to Read Foundation, who presented the report is DCLA’s Julius C. Jefferson Jr..

Committee On Organization (COO) Report ([CD 27.1](#))

COO’s report to Council involved [two action items](#) which are reported above.

Digital Content Working Group (DCWG) Report ([CD 30](#))

According to the DCWG, there has been remarkable improvement in the relationship between the major publishers and libraries. Simon & Schuster expanded their pilot program beyond New York City, Macmillan expanded their program to include backlisted titles, and Penguin made their eBooks available through OverDrive.

Since the last time the DCWG reported, a delegation of ALA leadership, led by President Stripling, visited New York to lobby the American Booksellers Association, Penguin, Random House, Simon & Schuster, and the Association of American Publishers.

The DCWG held a virtual town hall meeting where 700 guests were able to ask questions regarding the current state of libraries and eBooks.

Committee On Professional Ethics (COPE) Report ([CD 40.1](#))

As a result of requests from library professionals, COPE drafted an Interpretation of the Code of Ethics on copyright. After posting the document on the council email list and soliciting responses for a public hearing at Annual, COPE approved a final version on June 30th, 2014.

In addition, COPE [drafted](#) a “Q&A” on conflicts of interest. The final draft is expected on the ALA website shortly.

Conference Attendance

Annual Conference attendance was 13,019 registrants and 5,607 exhibitors, for a total of 18,626 as reported by ALA Executive Director Keith Michael Fiels.

Appendix

Below is a list of revisions to interpretations to the Library Bill of Rights which will be published in the 9th edition of the [*Intellectual Freedom Manual*](#).

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2014 ALA Annual Conference

Access to Library Resources and Services for Minors

An Interpretation of the *Library Bill of Rights*

Library policies and procedures that effectively deny minors equal and equitable access to all library resources and services available to other users violate the American Library Association’s *Library Bill of Rights*. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.

Article V of the *Library Bill of Rights* states, “A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.” The “right to use a library” includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, educational level, literacy skills, or legal emancipation of users violates Article V.

Libraries are charged with the mission of providing services and developing resources to meet the diverse information needs and interests of the communities they serve. Services, materials, and facilities that fulfill the needs and interests of library users at different stages in their personal development are a necessary part of library resources. The needs and interests of each library user, and resources appropriate to meet those needs and interests, must be determined on an individual basis. Librarians cannot predict what resources will best fulfill the needs and interests of any individual user based on a single criterion such as chronological age, educational level, literacy skills, or legal emancipation. Equitable access to all library resources and services shall not be abridged through restrictive scheduling or use policies.

Libraries should not limit the selection and development of library resources simply because minors will have access to them. Institutional self-censorship diminishes the credibility of the library in the community and restricts access for all library users.

Children and young adults unquestionably possess First Amendment rights, including the right to receive information through the library in print, sound, images, data, games, software, and other formats.¹ Constitutionally protected speech cannot be suppressed solely to protect children or young adults from ideas or images a legislative body believes to be unsuitable for them.² Librarians and library governing bodies should not resort to age restrictions in an effort to avoid actual or anticipated objections because only a court of law can determine whether or not content is constitutionally protected.

The mission, goals, and objectives of libraries cannot authorize librarians or library governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents and guardians. As “Libraries: An American Value” states, “We affirm the responsibility and the right of all parents and guardians to guide their own children’s use of the library and its resources and services.” Librarians and library governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child. Librarians

and governing bodies should maintain that only parents and guardians have the right and the responsibility to determine their children's—and only their children's—access to library resources. Parents and guardians who do not want their children to have access to specific library services, materials, or facilities should so advise their children.

Librarians and library governing bodies have a public and professional obligation to ensure that all members of the community they serve have free, equal, and equitable access to the entire range of library resources regardless of content, approach, or format. This principle of library service applies equally to all users, minors as well as adults. Lack of access to information can be harmful to minors. Librarians and library governing bodies must uphold this principle in order to provide adequate and effective service to minors.

Note

1. See *Brown v. Entertainment Merchant's Association, et al.* 564 U.S. 08-1448 (2011): a) Video games qualify for First Amendment protection. Like protected books, plays, and movies, they communicate ideas through familiar literary devices and features distinctive to the medium.. And 'the basic principles of freedom of speech . . . do not vary' with a new and different communication medium."

2. See *Erznoznik v. City of Jacksonville*, 422 U.S. 205 (1975): "Speech that is neither obscene as to youths nor subject to some other legitimate proscription cannot be suppressed solely to protect the young from ideas or images that a legislative body thinks unsuitable for them. In most circumstances, the values protected by the First Amendment are no less applicable when government seeks to control the flow of information to minors." See also *Tinker v. Des Moines School Dist.*, 393 U.S.503 (1969); *West Virginia Bd. of Ed. v. Barnette*, 319 U.S. 624 (1943); *AAMA v. Kendrick*, 244 F.3d 572 (7th Cir. 2001).

Adopted June 30, 1972, by the ALA Council; amended July 1, 1981; July 3, 1991; June 30, 2004; and July 2, 2008.

Access to Resources and Services in the School Library

An Interpretation of the *Library Bill of Rights*

The school library plays a unique role in promoting, protecting, and educating about intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library, the principles of the American Library Association's *Library Bill of Rights* apply equally to all libraries, including school libraries. Under these principles, all students have equitable access to library facilities, resources, and instructional programs.

School librarians assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School librarians work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Intellectual freedom is fostered by educating students in the use of critical thinking skills to empower them to pursue free inquiry responsibly and independently. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School librarians cooperate with other individuals in building collections of resources that meet the needs as well as the developmental and maturity levels of students. These collections provide resources that support the mission of the school district and are consistent with its philosophy, goals, and objectives. Resources in school library collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equitable access to resources and services, the school library provides resources that reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School librarians resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access regardless of technology, formats or method of delivery.

Major barriers between students and resources include but are not limited to: imposing age, grade-level, or reading-level restrictions on the use of resources; limiting the use of interlibrary loan and access to electronic information; charging fees for information in specific formats; requiring permission from parents or teachers; establishing restricted shelves or closed collections; and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

It is the responsibility of the governing board to adopt policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of concern. It is the responsibility of school librarians to implement district policies and procedures in the school to ensure equitable access to resources and services for all students.

Adopted July 2, 1986, by the ALA Council; amended January 10, 1990; July 12, 2000; January 19, 2005; and July 2, 2008.

Advocating for Intellectual Freedom

An Interpretation of the Library Bill of Rights

Educating the American public, including library staff, on the value of intellectual freedom is fundamental to the mission of libraries of all types. Intellectual freedom is a universal human right that involves both physical and intellectual access to information and ideas. Libraries provide physical access through facilities, resources, and services and foster awareness of intellectual freedom rights within the context of educational programs and instruction in essential information skills.

The universal freedom to express information and ideas is stated in the Universal Declaration of Human Rights, Article 19:

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive, and impart information and ideas through any media and regardless of frontiers.

The importance of education to the development of intellectual freedom is expressed in the Universal Declaration of Human Rights, Article 26:

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. . . .
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial, or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

In addition, Article I of the American Library Association’s *Library Bill of Rights* “affirms that all libraries are forums for information and ideas.” Physical access to information is listed as the first principle:

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.

Article II of the *Library Bill of Rights* emphasizes the importance of fostering intellectual access to information by providing materials that allow users to evaluate content and context and find information representing multiple points of view:

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.

Libraries of all types foster education by promoting the free expression and interchange of ideas, leading to empowered lifelong learners. Libraries use resources, programming, and services to strengthen intellectual and physical access to information and thus build a foundation of intellectual freedom: developing collections (both real and virtual) with multiple perspectives and individual needs of users in mind; providing programming and instructional services framed around equitable access to information and ideas; and teaching of information skills and intellectual freedom rights integrated appropriately throughout the spectrum of library programming.

Through educational programming and instruction in information skills, libraries empower individuals to explore ideas, access and evaluate information, draw meaning from information presented in a variety of formats, develop valid conclusions, and express new ideas. Such education facilitates intellectual access to information and offers a path to a robust appreciation of intellectual freedom rights.

Adopted July 15, 2009, by the ALA Council.

Challenged Resources

An Interpretation of the *Library Bill of Rights*

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

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

Challenged resources should remain in the collection and accessible during the review process. The *Library Bill of Rights* states in Article I that “Materials should not be excluded because of the origin, background, or views of those contributing to their creation,” and in Article II, that “Materials should not be proscribed or removed because of partisan or doctrinal disapproval.” Freedom of expression is protected by the Constitution of the United States, but constitutionally protected expression is often separated from unprotected expression only by a dim and uncertain line. The Supreme Court has held that the Constitution requires a procedure designed to examine critically all challenged expression before it can be suppressed.¹ This procedure should be open, transparent, and conform to all applicable open meeting and public records laws. Resources that meet the criteria for selection and inclusion within the collection should not be removed.

Therefore, any attempt, be it legal or extra-legal,² to regulate or suppress resources in libraries must be closely scrutinized to the end that protected expression is not abridged.

Notes

1. *Bantam Books, Inc. v. Sullivan*, 372 U.S. 58 (1963).

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

Adopted June 25, 1971; amended July 1, 1981; January 10, 1990; and January 28, 2009, by the ALA Council.

Diversity in Collection Development

An Interpretation of the *Library Bill of Rights*

Collection development should reflect the philosophy inherent in Article II of the American Library Association's *Library Bill of Rights*: "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."

Library collections must represent the diversity of people and ideas in our society. There are many complex facets to any issue, and many contexts in which issues may be expressed, discussed, or interpreted. Librarians have an obligation to select and support access to content on all subjects that meet, as closely as possible, the needs, interests, and abilities of all persons in the community the library serves.

Librarians have a professional responsibility to be inclusive in collection development and in the provision of interlibrary loan. Access to all content legally obtainable should be assured to the user, and policies should not unjustly exclude content even if they are offensive to the librarian or the user. This includes content that reflect a diversity of issues, whether they be, for example, political, economic, religious, social, ethnic, or sexual. A balanced collection reflects a diversity of content, not an equality of numbers.

Collection development responsibilities include selecting content in different formats produced by independent, small and local producers as well as information resources from major producers and distributors. Content should represent the languages commonly used in the library's service community and should include formats that meet the needs of users with disabilities. Collection development and the selection of content should be done according to professional standards and established selection and review procedures. Failure to select resources merely because they may be potentially controversial is censorship, as is withdrawing resources for the same reason.

Over time, individuals, groups, and entities have sought to limit the diversity of library collections. They cite a variety of reasons that include prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, sexual content and expression, and other potentially controversial topics. Librarians have a professional responsibility to be fair, just, and equitable and to give all library users equal protection in guarding against violation of the library patron's right to read, view, or listen to content protected by the First Amendment, no matter what the viewpoint of the author, creator, or selector. Librarians have an obligation to protect library collections from removal of content based on personal bias or prejudice.

Intellectual freedom, the essence of equitable library services, provides for free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored. Librarians must not permit their personal beliefs to influence collection development decisions.

Adopted July 14, 1982, by the ALA Council; amended January 10, 1990; and July 2, 2008.

Exhibit Spaces and Bulletin Boards

An Interpretation of the Library Bill of Rights

Libraries often provide exhibit spaces and bulletin boards in physical and/or electronic formats. The uses made of these spaces should conform to the American Library Association's *Library Bill of Rights*: Article I states, "Materials should not be excluded because of the origin, background, or views of those contributing to their creation." Article II states, "Materials should not be proscribed or removed because of partisan or doctrinal disapproval." Article VI maintains that exhibit space should be made available "on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use."

In developing library exhibits, staff members should endeavor to present a broad spectrum of opinion and a variety of viewpoints. Libraries should not shrink from developing exhibits because of controversial content or because of the beliefs or affiliations of those whose work is represented. Just as libraries do not endorse the viewpoints of those whose work is represented in their collections, libraries also do not endorse the beliefs or viewpoints of topics that may be the subject of library exhibits.

Exhibit areas often are made available for use by community groups. Libraries should formulate a written policy for the use of these exhibit areas to assure that space is provided on an equitable basis to all groups that request it. Written policies for exhibit space use should be stated in inclusive rather than exclusive terms. For example, a policy that the library's exhibit space is open "to organizations engaged in educational, cultural, intellectual, or charitable activities" is an inclusive statement of the limited uses of the exhibit space. This defined limitation would permit religious groups to use the exhibit space because they engage in intellectual activities, but would exclude most commercial uses of the exhibit space.

A publicly supported library may designate use of exhibit space for strictly library-related activities, provided that this limitation is viewpoint neutral and clearly defined.

Libraries may include in this policy rules regarding the time, place, and manner of use of the exhibit space, so long as the rules are content neutral and are applied in the same manner to all groups wishing to use the space. A library may wish to limit access to exhibit space to groups within the community served by the library. This practice is acceptable provided that the same rules and regulations apply to everyone, and that exclusion is not made on the basis of the doctrinal, religious, or political beliefs of the potential users.

The library should not censor or remove an exhibit because some members of the community may disagree with its content. Those who object to the content of any exhibit held at the library should be able to submit their complaint and/or their own exhibit proposal to be judged according to the policies established by the library.

Libraries may wish to post a permanent notice near the exhibit area stating that the library does not advocate or endorse the viewpoints of exhibits or exhibitors.

Libraries that make bulletin boards available to public groups for posting notices of public interest should develop criteria for the use of these spaces based on the same considerations as those outlined above. Libraries may wish to develop criteria regarding the size of material to be displayed, the length of time materials may remain on the bulletin board, the frequency with which material may be posted for the same group, and the geographic area from which notices will be accepted.

Adopted July 2, 1991, by the ALA Council; amended June 30, 2004.

Expurgation of Library Resources

An Interpretation of the *Library Bill of Rights*

Expurgating library resources is a violation of the American Library Association's *Library Bill of Rights*. Expurgation as defined by this interpretation includes any deletion, excision, alteration, editing, or obliteration of any part of a library resource by administrators, employees, governing authorities, parent institutions (if any), or third party vendors when done for the purposes of censorship. Such action stands in violation of Articles I, II, and III of the *Library Bill of Rights*, which state that "Materials should not be excluded because of the origin, background, or views of those contributing to their creation," "Materials should not be proscribed or removed because of partisan or doctrinal disapproval," and "Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment."

The act of expurgation denies access to the complete work and the entire spectrum of ideas that the work is intended to express. This is censorship. Expurgation based on the premise that certain portions of a work may be harmful to minors is equally a violation of the *Library Bill of Rights*. Expurgation without permission from the rights holder may violate the copyright provisions of the United States Code.

The decision of rights holders to alter or expurgate future versions of a work does not impose a duty on librarians to alter or expurgate earlier versions of a work. Librarians should resist such requests in the interest of historical preservation and opposition to censorship. Furthermore, librarians oppose expurgation of resources available through licensed collections. Expurgation of any library resource imposes a restriction, without regard to the rights and desires of all library users, by limiting access to ideas and information.

Adopted February 2, 1973, by the ALA Council; amended July 1, 1981; January 10, 1990; and July 2, 2008.

Intellectual Freedom Principles for Academic Libraries:

An Interpretation of the *Library Bill of Rights*

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

1. The general principles set forth in the [*Library Bill of Rights*](#) form an indispensable framework for building collections, services, and policies that serve the entire academic community.
2. The privacy of library users is and must be inviolable. Policies should be in place that maintains confidentiality of library borrowing records and of other information relating to personal use of library information and services.
3. The development of library collections in support of an institution's instruction and research programs should transcend the personal values of the selector. In the interests of research and learning, it is essential that collections contain materials representing a variety of perspectives on subjects that may be considered controversial.
4. Preservation and replacement efforts should ensure that balance in library materials is maintained and that controversial materials are not removed from the collections through theft, loss, mutilation, or normal wear and tear. There should be alertness to efforts by special interest groups to bias a collection through systematic theft or mutilation.
5. Licensing agreements should be consistent with the *Library Bill of Rights*, and should maximize access.
6. Open and unfiltered access to the internet should be conveniently available to the academic community in a college or university library. Content filtering devices and content-based restrictions are a contradiction of the academic library mission to further research and learning through exposure to the broadest possible range of ideas and information. Such restrictions are a fundamental violation of intellectual freedom in academic libraries.
7. Freedom of information and of creative expression should be reflected in library exhibits and in all relevant library policy documents.
8. Library meeting rooms, research carrels, exhibit spaces, and other facilities should be available to the academic community regardless of research being pursued or subject being discussed. Any restrictions made necessary because of limited availability of space should be based on need, as reflected in library policy, rather than on content of research or discussion.
9. Whenever possible, library services should be available without charge in order to encourage inquiry. Where charges are necessary, a free or low-cost alternative (e.g., downloading to disc rather than printing) should be available when possible.
10. A service philosophy should be promoted that affords equal access to information for all in the academic community with no discrimination on the basis of race, age, values,

gender, sexual orientation, cultural or ethnic background, physical or learning disability, economic status, religious beliefs, or views.

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

Approved by ACRL Board of Directors: June 29, 1999 and adopted July 12, 2000, by the ALA Council

Labeling and Rating Systems

An Interpretation of the *Library Bill of Rights*

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

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

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

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

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

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

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

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

Adopted July 13, 1951, by the ALA Council; amended June 25, 1971; July 1, 1981; June 26, 1990; January 19, 2005; and July 15, 2009.

Minors and Internet Activity

An Interpretation of the *Library Bill of Rights*

The digital environment offers opportunities for accessing, creating, and sharing information. The rights of minors to retrieve, interact with, and create information posted on the internet in schools and libraries are extensions of their First Amendment rights. (See also other interpretations of the American Library Association’s *Library Bill of Rights*, including “Access to Digital Information, Services, and Networks,” “Access to Library Resources and Services for Minors.”)

Academic pursuits of minors can be strengthened with the use of interactive web tools, allowing young people to create documents and share them online; to upload pictures, videos, and graphic material; to revise public documents; and to add tags to online content to classify and organize information. Instances of inappropriate use of such academic tools should be addressed as individual behavior issues, not as justification for restricting or banning access to interactive technology. Schools and libraries should ensure that institutional environments offer opportunities for students to use interactive web tools constructively in their academic pursuits, as the benefits of shared learning are well documented.

Personal interactions of minors can be enhanced by social tools available through the internet. Social networking websites allow the creation of online communities that feature an open exchange of information in various forms, such as images, videos, blog posts, and discussions about common interests.

Interactive web tools help children and young adults learn about and organize social, civic, and extra-curricular activities. Many interactive sites invite users to establish online identities, share personal information, create Web content, and join social networks. Parents and guardians play a critical role in preparing their children for participation in online activity by communicating their personal family values and by monitoring their children’s use of the internet. Parents and guardians are responsible for what their children—and only their children—access on the internet in libraries.

The use of interactive web tools poses two competing intellectual freedom issues—the protection of minors’ privacy and the right of free speech. Some have expressed concerns regarding what they perceive to be an increased vulnerability of young people in the online environment when they use interactive sites to post personally identifiable information. In an effort to protect minors’ privacy, adults sometimes restrict access to interactive web environments. Filters, for example, are sometimes used to restrict access by youth to interactive social networking tools, but at the same time deny minors’ rights to free expression on the internet. Prohibiting children and young adults from using social networking sites does not teach safe behavior and leaves youth without the necessary knowledge and skills to protect their privacy or engage in responsible speech. Instead of restricting or denying access to the internet, librarians and teachers should educate minors to participate responsibly, ethically, and safely.

The First Amendment applies to speech created by minors on interactive sites. Use of these social networking sites in a school or library allows minors to access and create resources that fulfill their interests and needs for information, for social connection with peers, and for participation in a community of learners. Restricting expression and access to interactive web sites because the sites provide tools for sharing information with others violates the tenets of the *Library Bill of Rights*. It is the responsibility of librarians and educators to monitor threats to the

intellectual freedom of minors and to advocate for extending access to interactive applications on the internet.

As defenders of intellectual freedom and the First Amendment, libraries and librarians have a responsibility to offer unrestricted access to internet interactivity in accordance with local, state, and federal laws and to advocate for greater access where it is abridged. School and library professionals should work closely with young people to help them learn skills and attitudes that will prepare them to be responsible, effective, and productive communicators in a free society.

Adopted July 15, 2009, by the ALA Council.

Prisoners' Right to Read

An Interpretation of the *Library Bill of Rights*

The American Library Association asserts a compelling public interest in the preservation of intellectual freedom for individuals of any age held in jails, prisons, detention facilities, juvenile facilities, immigration facilities, prison work camps and segregated units within any facility. As Supreme Court Justice Thurgood Marshall wrote in *Procunier v. Martinez* [416 U.S. 428 (1974)]:

When the prison gates slam behind an inmate, he does not lose his human quality; his mind does not become closed to ideas; his intellect does not cease to feed on a free and open interchange of opinions; his yearning for self-respect does not end; nor is his quest for self-realization concluded. If anything, the needs for identity and self-respect are more compelling in the dehumanizing prison environment.

Participation in a democratic society requires unfettered access to current social, political, economic, cultural, scientific, and religious information. Information and ideas available outside the prison are essential to prisoners for a successful transition to freedom. Learning to be free requires access to a wide range of knowledge, and suppression of ideas does not prepare the incarcerated of any age for life in a free society. Even those individuals that a lawful society chooses to imprison permanently deserve access to information, to literature, and to a window on the world. Censorship is a process of exclusion by which authority rejects specific points of view. That material contains unpopular views or even repugnant content does not provide justification for censorship. Unlike censorship, selection is a process of inclusion that involves the search for resources, regardless of format, that represent diversity and a broad spectrum of ideas. The correctional library collection should reflect the needs of its community.

Libraries and librarians serving individuals in correctional facilities may be required by federal, state, or local laws; administrative rules of parent agencies; or court decisions to prohibit material that instructs, incites, or advocates criminal action or bodily harm or is a violation of the law. Only those items that present an actual compelling and imminent risk to safety and security should be restricted. Although these limits restrict the range of resources available, the extent of limitation should be minimized by adherence to the American Library Association's *Library Bill of Rights* and its Interpretations.

These principles should guide all library services provided to prisoners:

- Collection management should be governed by written policy, mutually agreed upon by librarians and correctional agency administrators, in accordance with the *Library Bill of Rights*, its Interpretations, and other ALA intellectual freedom documents.
- Correctional libraries should have written procedures for addressing challenges to library resources, including a policy-based description of the disqualifying features, in accordance with “Challenged Resources” and other relevant intellectual freedom documents.
- Correctional librarians should select resources that reflect the demographic composition, information needs, interests, and diverse cultural values of the confined communities they serve.
- Correctional librarians should be allowed to purchase resources that meet written selection criteria and provide for the multi-faceted needs of their populations without prior correctional agency review. They should be allowed to acquire resources from a wide range of sources in order to ensure a broad and diverse collection. Correctional librarians should not be limited to purchasing from a list of approved resources.
- Age is not a reason for censorship. Incarcerated children and youth should have access to a wide range of library resources, as stated in “Access to Library Resources and Services for Minors.”
- Correctional librarians should make all reasonable efforts to provide sufficient resources to meet the information and recreational needs of prisoners who speak languages other than English.
- Equitable access to information should be provided for persons with disabilities as outlined in “Services to People with Disabilities.”
- Media or materials with non-traditional bindings should not be prohibited unless they present an actual compelling and imminent risk to safety and security.
- Resources with sexual content should not be banned unless they violate state and federal law.
- Correctional libraries should provide access to computers and the internet.

When free people, through judicial procedure, segregate some of their own, they incur the responsibility to provide humane treatment and essential rights. Among these is the right to read. The right to choose what to read is deeply important, and the suppression of ideas is fatal to a democratic society. The denial of the right to read, to write, and to think—to intellectual freedom—diminishes the human spirit of those segregated from society. Those who cherish their full freedom and rights should work to guarantee that the right to intellectual freedom is extended to all incarcerated individuals.

Adopted June 29, 2010, by the ALA Council.

Privacy

An Interpretation of the *Library Bill of Rights*

Introduction

Privacy is essential to the exercise of free speech, free thought, and free association. The courts have established a First Amendment right to receive information in a publicly funded library.¹ Further, the courts have upheld the right to privacy based on the Bill of Rights of the U.S. Constitution.² Many states provide guarantees of privacy in their constitutions and statute law.³ Numerous decisions in case law have defined and extended rights to privacy.⁴

In a library (physical or virtual), the right to privacy is the right to open inquiry without having the subject of one's interest examined or scrutinized by others. Confidentiality exists when a library is in possession of personally identifiable information about users and keeps that information private on their behalf.⁵ Confidentiality extends to "information sought or received and resources consulted, borrowed, acquired or transmitted" (*ALA Code of Ethics*), including, but not limited to: database search records, reference questions and interviews, circulation records, interlibrary loan records, information about materials downloaded or placed on "hold" or "reserve," and other personally identifiable information about uses of library materials, programs, facilities, or services.

Protecting user privacy and confidentiality has long been an integral part of the mission of libraries. The ALA has affirmed a right to privacy since 1939.⁶ Existing ALA policies affirm that confidentiality is crucial to freedom of inquiry.⁷ Rights to privacy and confidentiality also are implicit in the *Library Bill of Rights*'⁸ guarantee of free access to library resources for all users.

Rights of Library Users

The *Library Bill of Rights* affirms the ethical imperative to provide unrestricted access to information and to guard against impediments to open inquiry. Article IV states: "Libraries should cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas." When users recognize or fear that their privacy or confidentiality is compromised, true freedom of inquiry no longer exists.

In all areas of librarianship, best practice leaves the user in control of as many choices as possible. These include decisions about the selection of, access to, and use of information. Lack of privacy and confidentiality has a chilling effect on users' choices. All users have a right to be free from any unreasonable intrusion into or surveillance of their lawful library use.

Users have the right to be informed what policies and procedures govern the amount and retention of personally identifiable information, why that information is necessary for the library, and what the user can do to maintain his or her privacy. Library users expect and in many places have a legal right to have their information protected and kept private and confidential by anyone with direct or indirect access to that information. In addition, Article V of the *Library Bill of Rights* states: "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." This article precludes the use of profiling as a basis for any breach of privacy rights. Users have the right to use a library without any abridgement of privacy that may result from equating the subject of their inquiry with behavior.⁹

Responsibilities in Libraries

The library profession has a long-standing commitment to an ethic of facilitating, not monitoring, access to information. This commitment is implemented locally through the adoption of and adherence to library privacy policies that are consistent with applicable federal, state, and local law.

Everyone (paid or unpaid) who provides governance, administration, or service in libraries has a responsibility to maintain an environment respectful and protective of the privacy of all users. Users have the responsibility to respect each others' privacy.

For administrative purposes, librarians may establish appropriate time, place, and manner restrictions on the use of library resources.¹⁰ In keeping with this principle, the collection of personally identifiable information should only be a matter of routine or policy when necessary for the fulfillment of the mission of the library. Regardless of the technology used, everyone who collects or accesses personally identifiable information in any format has a legal and ethical obligation to protect confidentiality.

Libraries should not share personally identifiable user information with third parties or with vendors that provide resources and library services unless the library has obtained the permission of the user or has entered into a legal agreement with the vendor. Such agreements should stipulate that the library retains control of the information, that the information is confidential, and that it may not be used or shared except with the permission of the library.

Law enforcement agencies and officers may occasionally believe that library records contain information that would be helpful to the investigation of criminal activity. The American judicial system provides a mechanism for seeking release of such confidential records: a court order issued following a showing of good cause based on specific facts by a court of competent jurisdiction. Libraries should make such records available only in response to properly executed orders.

Conclusion

The American Library Association affirms that rights of privacy are necessary for intellectual freedom and are fundamental to the ethics and practice of librarianship.

¹Court opinions establishing a right to receive information in a public library include *Board of Education v. Pico*, 457 U.S. 853 (1982); *Kreimer v. Bureau of Police for the Town of Morristown*, 958 F.2d 1242 (3d Cir. 1992); and *Reno v. American Civil Liberties Union*, 117 S.Ct. 2329, 138 L.Ed.2d 874 (1997).

²See in particular the Fourth Amendment's guarantee of "[t]he right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures," the Fifth Amendment's guarantee against self-incrimination, and the Ninth Amendment's guarantee that "[t]he enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people." This right is explicit in Article Twelve of the *Universal Declaration of Human Rights*: "No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks." See: <http://www.un.org/Overview/rights.html>. This right has further been explicitly codified as Article Seventeen of the *International Covenant on Civil and Political Rights*, a legally binding international human rights agreement ratified by the United States on June 8, 1992. See: http://www.unhchr.ch/html/menu3/b/a_ccpr.htm.

³Ten state constitutions guarantee a right of privacy or bar unreasonable intrusions into citizens' privacy. Forty-eight states protect the confidentiality of library users' records by law, and the attorneys general in the remaining two states have issued opinions recognizing the privacy of users' library records. See: *State Privacy Laws*.

⁴Cases recognizing a right to privacy include: *NAACP v. Alabama*, 357 U.S. 449 (1958); *Griswold v. Connecticut* 381 U.S. 479 (1965); *Katz v. United States*, 389 U.S. 347 (1967); and *Stanley v. Georgia*, 394 U.S. 557 (1969). Congress recognized the right to privacy in the Privacy Act of 1974 and Amendments (5 USC Sec. 552a), which addresses the potential for government's violation of privacy through its collection of personal information. The Privacy Act's "Congressional Findings and Statement of Purpose" states in part: "the right to privacy is a personal and fundamental right protected by the Constitution of the United States." See: http://caselaw.lp.findlaw.com/scripts/ts_search.pl?title=5&sec=552a.

⁵The phrase "personally identifiable information" was established in ALA policy in 1991. See: Policy Concerning Confidentiality of Personally Identifiable Information about Library Users. Personally identifiable information can include many types of library records, including: information that the library requires an individual to provide in order to be eligible to use library services or borrow materials, information that identifies an individual as having requested or obtained specific materials or materials on a particular subject, and information that is provided by an individual to assist a library staff member to answer a specific question or provide information on a particular subject. Personally identifiable information does not include information that does not identify any individual and that is retained only for the purpose of studying or evaluating the use of a library and its materials and services. Personally identifiable information does include any data that can link choices of taste, interest, or research with a specific individual.

⁶Article Eleven of the *Code of Ethics for Librarians* (1939) asserted that "It is the librarian's obligation to treat as confidential any private information obtained through contact with library patrons." See: *Code of Ethics for Librarians* (1939). Article Three of the current Code (1995) states: "We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired, or transmitted."

⁷See these ALA Policies: "Access for Children and Young People to Videotapes and Other Nonprint Formats"; "Free Access to Libraries for Minors"; "Freedom to Read" (<http://www.ala.org/alaorg/oif/freeread.html>); "Libraries: An American Value"; the newly revised "Library Principles for a Networked World"; "Policy Concerning Confidentiality of Personally Identifiable Information about Library Users"; "Policy on Confidentiality of Library Records"; "Suggested Procedures for Implementing Policy on the Confidentiality of Library Records."

⁸Adopted June 18, 1948; amended February 2, 1961, and January 23, 1980; inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

⁹Existing ALA Policy asserts, in part, that: "The government's interest in library use reflects a dangerous and fallacious equation of what a person reads with what that person believes or how that person is likely to behave. Such a presumption can and does threaten the freedom of access to information." Policy Concerning Confidentiality of Personally Identifiable Information about Library Users

¹⁰See: "Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities." Adopted June 19, 2002, by the ALA Council.

Restricted Access to Library Materials
An Interpretation of the *Library Bill of Rights*

Libraries are a traditional forum for the open exchange of information. Restricting access to library materials violates the basic tenets of the American Library Association's *Library Bill of Rights*.

Some libraries block access to certain materials by placing physical or virtual barriers between the user and those materials. For example, materials are sometimes labeled for content or placed in a "locked case," "adults only," "restricted shelf," or "high-demand" collection. Access to certain materials is sometimes restricted to protect them from theft or mutilation, or because of statutory authority or institutional mandate.

In some libraries, access is restricted based on computerized reading management programs that assign reading levels to books and/or users and limit choices to titles on the program's reading list. Titles not on the reading management list have been removed from the collection in some school libraries. Organizing collections by reading management program level, ability, grade, or age level is another example of restricted access. Even though the chronological age or grade level of users is not representative of their information needs or total reading abilities, users may feel inhibited from selecting resources located in areas that do not correspond to their assigned characteristics.

Physical restrictions and content filtering of library resources and services may generate psychological, service, or language skills barriers to access as well. Because restricted materials often deal with controversial, unusual, or sensitive subjects, having to ask a library worker for access to them may be embarrassing or inhibiting for patrons desiring access. Even when a title is listed in the catalog with a reference to its restricted status, a barrier is placed between the patron and the publication. (See also "Labeling and Rating Systems.") Because restricted materials often feature information that some people consider objectionable, potential library users may be predisposed to think of labeled and filtered resources as objectionable and be discouraged from asking for access to them.

Federal and some state statutes require libraries that accept specific types of federal and/or state funding to install content filters that limit access to internet resources for minors and adults. Internet filters applied to internet resources in some libraries may prevent users from finding targeted categories of information, much of which is constitutionally protected. The use of internet filters must be addressed through library policies and procedures to ensure that users receive information and that filters do not prevent users from exercising their First Amendment rights. Users have the right to unfiltered access to constitutionally protected information. (See also "Access to Digital Information, Services, and Networks.")

Library policies that restrict access to resources for any reason must be carefully formulated and administered to ensure they do not violate established principles of intellectual freedom. This caution is reflected in ALA policies, such as "Evaluating Library Collections," "Free Access to Libraries for Minors," "Preservation Policy," and the ACRL "Code of Ethics for Special Collections Librarians."

Donated resources require special consideration. In keeping with the "Joint Statement on Access" of the American Library Association and Society of American Archivists, libraries

should avoid accepting donor agreements or entering into contracts that impose permanent restrictions on special collections. As stated in the “Joint Statement on Access,” it is the responsibility of a library with such collections “to make available original research materials in its possession on equal terms of access.”

A primary goal of the library profession is to facilitate access to all points of view on current and historical issues. All proposals for restricted access should be carefully scrutinized to ensure that the purpose is not to suppress a viewpoint or to place a barrier between users and content. Libraries must maintain policies and procedures that serve the diverse needs of their users and protect the First Amendment right to receive information.

Adopted February 2, 1973, by the ALA Council; amended July 1, 1981; July 3, 1991; July 12, 2000; June 30, 2004; and January 28, 2009.

The Universal Right to Free Expression

An Interpretation of the *Library Bill of Rights*

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedoms of speech, press, religion, assembly, and association, and the corollary right to receive information without interference and without compromising personal privacy.

The American Library Association endorses this principle, which is also set forth in the Universal Declaration of Human Rights, adopted by the United Nations General Assembly. The Preamble of this document states that “. . . recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice, and peace in the world. . .” and “. . . the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people. . . .”

Article 12 of this document states:

No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor or reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 18 of this document states:

Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19 states:

Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media regardless of frontiers.

Article 20 states:

1. Everyone has the right to freedom of peaceful assembly and association.
2. No one may be compelled to belong to an association.

On December 18, 2013, the United Nations General Assembly adopted a resolution reaffirming that the right to personal privacy applies to the use of communications technology and digital records, and requiring the governments of member nations to “respect and protect” the privacy rights of individuals.

We affirm our belief that these are inalienable rights of every person, regardless of origin, age, background, or views. We embody our professional commitment to these principles in the *Library Bill of Rights* and *Code of Ethics*, as adopted by the American Library Association.

We maintain that these are universal principles and should be applied by libraries and librarians throughout the world. The American Library Association’s policy on International Relations reflects these objectives: “. . . to encourage the exchange, dissemination, and access to information and the unrestricted flow of library materials in all formats throughout the world.”

We know that censorship, ignorance, and manipulation are the tools of tyrants and profiteers. We support the principles of net neutrality, transparency, and accountability. We maintain that both government and corporate efforts to suppress, manipulate ,or intercept personal communications and search queries with minimal oversight or accountability, and without user

consent, is oppressive and discriminatory. The technological ability of commercial and government interests to engage in the massive collection and aggregation of personally identifiable information without due process and transparency is an abuse of the public trust and inimical to privacy and free expression. We believe that everyone benefits when each individual is treated with respect, and ideas and information are freely shared, openly debated, and vigorously tested in the market of public experience.

The American Library Association is unswerving in its commitment to human rights, but cherishes a particular commitment to privacy and free expression; the two are inseparably linked and inextricably entwined with the professional practice of librarianship. We believe that the rights of privacy and free expression are not derived from any claim of political, racial, economic, or cultural hegemony. These rights are inherent in every individual. They cannot be surrendered or subordinated, nor can they be denied, by the decree of any government, or corporate interest. True justice and equality depend upon the constant exercise of these rights.

We recognize the power of information and ideas to inspire justice, to restore freedom and dignity to the exploited and oppressed, to change the hearts and minds of the oppressors, and to offer opportunities for a better life to all people.

Courageous people, in difficult and dangerous circumstances throughout human history, have demonstrated that freedom lives in the human heart and cries out for justice even in the face of threats, enslavement, imprisonment, torture, exile, and death. We draw inspiration from their example. They challenge us to remain steadfast in our most basic professional responsibility to promote and defend the rights of privacy and free expression.

There is no good censorship. Any effort to restrict free expression and the free flow of information through any media and regardless of frontiers aids discrimination and oppression. Fighting oppression with censorship is self-defeating. There is no meaningful freedom for the individual without personal privacy. A society that does not respect the privacy of the individual will be blind to the erosion of its rights and liberties.

Threats to the privacy and freedom of expression of any person anywhere are threats to the privacy and freedom of all people everywhere. Violations of these human rights have been recorded in virtually every country and society across the globe. Vigilance in protecting these rights is our best defense.

In response to these violations, we affirm these principles:

The American Library Association opposes any use of governmental prerogative that leads to the intimidation of individuals that prevents them from exercising their rights to hold opinions without interference, and to seek, receive, and impart information and ideas. We urge libraries and librarians everywhere to resist such abuse of governmental power, and to support those against whom such governmental power has been employed.

The American Library Association condemns any governmental effort to involve libraries and librarians in restrictions on the right of any individual to hold opinions without interference, and to seek, receive, and impart information and ideas. Such restrictions, whether enforced by statutes or regulations, contractual stipulations, or voluntary agreements, pervert the function of the library and violate the professional responsibilities of librarians.

The American Library Association rejects censorship in any form. Any action that denies the inalienable human rights of individuals only damages the will to resist oppression, strengthens the hand of the oppressor, and undermines the cause of justice.

The American Library Association will not abrogate these principles. We believe that censorship corrupts the cause of justice, and contributes to the demise of freedom.

Adopted January 16, 1991, by the ALA Council.