

Presque Isle Community Library	
Title:	Materials Selection and Collection Development Policy
Original Adoption Date:	March 18, 2008
Suggested Review Cycle:	Every 5 Years
Revision Date(s):	December 14, 2021

PURPOSE: The Materials Selection/Collection Development Policy is used by the library staff in the selection of materials and also serves to acquaint the general public with the principles of selection.

POLICY: To provide all individuals in the community with carefully selected books and other materials to aid the individual in the pursuit of education, information, research, pleasure, and the creative use of leisure time. The ultimate responsibility for the selection of library materials rests with the Library Director.

The American Library Association (ALA) Library Bill of Rights and The Freedom to Read Statement have been endorsed by the Board of Trustees and are integral parts of the policy. Copies are included with this policy as well as links (below) to the most current form.

<http://www.ala.org/advocacy/intfreedom/librarybill>

<http://www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement>

GUIDELINES:

1) Criteria for Selection - The main points considered in the selection of materials are:

- a) Individual merit of each item
- b) Popular appeal and demand
- c) Suitability of material for the patrons
- d) Existing library holdings
- e) Budget

Reviews are a major source of information about new materials. The primary source(s) of reviews are Book Pages, Best Seller's Lists, and Patron suggestions will be considered. The lack of a review or an unfavorable review shall not be the sole reason for rejecting a title which is in demand. Consideration is, therefore, given to requests from the library patrons and books discussed on public media. Materials are judged on the basis of the work as a whole, not on a part taken out of context.

2) Interlibrary Loan

Because of limited budget and space, the library cannot provide all materials that are requested. Therefore, interlibrary loans are used to obtain from other libraries those materials that are beyond the scope of this library's collection. In return for utilizing

interlibrary loans to satisfy the needs of our patrons, the library agrees to lend its materials to other libraries through the Northern Waters Library Service Consortium and WISCAT.

3) Weeding

An up-to-date, attractive, and useful collection is maintained through a continual withdrawal and replacement process as recommended by the NWLS. Replacement of worn volumes is dependent upon current demand, usefulness, recent acquisitions and availability of newer editions. This ongoing process of weeding is the responsibility of the Library Director.

4) Inventory

The Library Director will determine inventory timeframes taking into consideration recommendations by the NWLS.

5) Potential Problems or Challenges

The Library recognizes that any item may offend some patrons. Selection of materials will not be made on the basis of anticipated approval or disapproval, but solely on the basis of the principles stated in this policy. Responsibility for child appropriate material rests with the parent/legal guardian. Library materials will not be marked or identified to show approval or disapproval of their contents and no library material will be sequestered except to protect it from damage or theft.

6) Challenged Materials

Although materials are carefully selected, there can arise differences of opinion regarding suitable materials.

- a) No materials will be removed from the shelf until this process is complete.
- b) Patrons requesting that material be withdrawn from or restricted within the collection may complete a "Statement of Concern about Library Resources" form from the library staff **(form attached to this policy)**.
- c) Please mail or deliver the filled-in form to the attention of the Library Director.
- d) A written response stating the Library Director's position will be mailed within (5) working days of receipt of the concern.
- e) If the Library Director's response is found unsatisfactory, the Library Director will place the challenged item of concern on the agenda of the next regular meeting of the Library Board of Trustees.
- f) The decision of the Library Board is final.

ALA Library Bill of Rights - Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019. The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

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

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties and deserves of all Americans the fullest of their support.

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

Presque Isle Community Library - Challenged Materials Form

1. Initiator of Request - Contact Information

Date: ____/____/____

Group Name (if appropriate): _____

Individual Name: _____

Street Address: _____

City: _____ State: _____ Zip: _____

Phone: ____ - ____ - _____ email: _____

2. Item of Concern

- a. Check appropriate box

<input type="checkbox"/>	Book	<input type="checkbox"/>	DVD	<input type="checkbox"/>	Library Program
<input type="checkbox"/>	Magazine	<input type="checkbox"/>	CD	<input type="checkbox"/>	Other

b. Title: _____

c. Author / Publisher: _____

d. Date: _____

3. Specifics of Concern (Feel free to use additional pages):

- a. What brought this resource to your attention?

- b. To what in this material do you object? (Please be specific and cite page #'s)

- c. Have you read or viewed the entire content? If not, what specific parts?

- d. What do you feel might be the result of reading or viewing this material?

- e. For what age group would you recommend this material?

- f. In its place, what material of equal or better quality would you recommend?

- g. What do you propose the library do with this material?

- h. Additional comments:

4. Library Director Initials _____ Date Received: ____/____/____