

## Collection Development Policy

North Webster Community Public Library

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## **Library Description**

The North Webster Community Public Library is located in North Webster, Indiana, a small town of 1000 residents in the northeastern part of the state. The library also serves residents of Tippecanoe Township which has a total population of 6600 residents. North Webster, located on Lake Webster, is a resort community which has nearly twice as many residents in warmer months. Residents are predominately white but there is a growing number of Hispanics moving into the area.

The library, established in 1978, as a Library Services authority, became a public library in July 2004, by resolution of the Tippecanoe Township board. The library moved into the renovated old elementary school in April 2004. We occupy approximately 12,000 square feet.

The library is governed by a 7-member Board of Trustees. These trustees are appointed by the local School Board, the County Council, the County Commissioner, the town, and the township for four-year terms.

**Mission Statement:** To acquire, organize, maintain and make available significant books and other materials that will provide information, education, and recreation for all citizens of this community.

## **Intellectual Freedom Policies**

The U.S. Constitution guarantees us freedom of speech and freedom of the press. This freedom has been upheld by the courts over the years. This freedom also infers the right to access diverse ideas and opinions, both past and present, irrespective of age, sex, or origin. The North Webster Community Public Library recognizes its responsibility to the public to select and acquire materials that represents a wide range of ideas for the diverse population within its service area. Therefore, materials are selected to entertain and promote life-long education through diverse ideas and presentations, in order to enrich the lives of library patrons. The North Webster Community Public Library is committed to providing its patrons with free and open access to library materials, regardless of age, sex, or origin.

The Library does not endorse or approve any particular viewpoint that is represented in its collection or promote the values of its staff. The Library's role is to provide a diversity of resources so that patrons have the freedom to examine the issues and make their own conclusions. A patron may restrict material for himself and his family but may not restrict access of materials by others. The North Webster Community Public Library endorses the "Library Bill of Rights, as amended in June, 2004 by the American Library Association and the "Freedom to Read Statement" adopted by the ALA. Patrons are encouraged to read Intellectual Freedom statements in the Appendix. The Library Bill of Rights and the Freedom to Read Statement are also included in the Appendix.

Web Links:

*Freedom to Read Statement -*

<http://www.ala.org/ala/oif/statementspols/ftstatement/freedomreadstatement.htm>

*Library Bill of Rights*

<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm>

## **Reconsideration of Library Materials**

Some individuals or groups may find some library materials offensive because of differing perceptions; political, social and religious viewpoints; or the background or character of an author. Feedback from the community is helpful in discerning interests and future needs. The North Webster Community Public Library welcomes comments by its patrons, but will be guided in general by the Collection Development Policy on additions to or subtractions from its collection.

When an objection is received about a material in the collection, a “Comment on Library Material” form and a letter from the library director will be sent to the complainant. The complainant will also be sent a copy of the Library’s Collection Development Policy and asked to read the policy before completing the form. The item in question will remain in circulation until a decision has been reached.

Upon receiving the completed form the Library will within a period of three weeks: 1) confirm receipt of form, 2) form a panel consisting of the Director, a Department Head, and a library trustee who will review the material in question, read professional reviews and evaluate the material in light of the Collection Development Policy. The panel will make a recommendation in writing. The Director will notify the patron of the panel’s recommendations with a letter. If the patron wishes to pursue the matter further he may ask the Director to meet with the Board of Trustees. Decisions made by the board of Trustees will be final.

## COMMENT ON LIBRARY MATERIAL

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_

Phone # \_\_\_\_\_ If organization, give name: \_\_\_\_\_

1. Title \_\_\_\_\_

Author/Performer \_\_\_\_\_

Publisher \_\_\_\_\_ Date \_\_\_\_\_

2. Type of work

Print:  Book  Magazine  Newspaper  Pamphlet  Other

Non-Print:  Artwork  Video  DVD  CD  Audio Book

Other:  Collection  Exhibit  Performance  Internet  Ebook

3. Grounds of objection:

4. Did you read the whole book (or view the whole movie)? \_\_\_\_\_

5. Are there specific pages you object to? Cite pages \_\_\_\_\_

6. What age group should this material be for? \_\_\_\_\_

7. Other comments about material: \_\_\_\_\_  
\_\_\_\_\_

8. What would you like your library to do about this book?

Withdraw from shelves \_\_\_\_\_

Do not permit it in the children's room \_\_\_\_\_

Do not permit my child to sign it out \_\_\_\_\_

9. What book would you recommend in its place?  
\_\_\_\_\_

Signature of Complainant \_\_\_\_\_ Date \_\_\_\_\_

## Selection Responsibility

The Library Director is ultimately responsible for the material selected in the library, guided by the Collection Development Policy approved by the Board of Trustees. The director may delegate authority to the department heads of Youth Services, Adult Services and Electronic Services. These department heads may build, manage and evaluate materials in their respective departments. Building and management include: 1) evaluating the recommendations of other staff members and patrons and 2) making decisions regarding purchasing, replacement, withdrawal or maintenance of materials.

**Definitions:** Collection development is a process of setting up ways in which the Library staff can make decisions on what materials to spend Library funds on. This includes knowing what is being published now and in the near future, what material is presently in the Library, what material should be in the Library, and a design for getting the Library's collection to better represent the latter ideal.

## Strength of Collection

Collection Depth Indicator Definitions:

- 1 Minimal Information Level
  - Materials not intentionally collected in any format in this subject.
- 2 Basic Information Level
  - Collection that introduces and defines a subject, supports needs of general library users through first two years of college instruction.
  - Includes limited collection of general books and reference tools, and representative general periodicals. Limited collection of owned or remotely-accessed electronic bibliographic tools, texts, data sets, journals.
  - Review frequently and systematically for currency of information. Withdraw superseded editions and titles containing outdated information. May retain classic or standard retrospective materials.
- 3 Study or Instructional Support Level
  - Collection provides information about a subject in a systematic way but at a level of less than research intensity. Supports the needs of general library users through college and beginning graduate instruction.
  - Includes extensive collection of general books and reference works and selected specialized books and reference works. Extensive collection of general periodicals and representative collection of specialized periodicals. Extensive collections of works of well-known authors and selections from works of lesser-known authors.
  - Limited collections of appropriate materials in language other than the primary language of the collection and the country.
  - Access to broad collection of owned or remotely-accessed electronic resources, including bibliographic tools, texts, data sets, journals, etc.
  - Review systematically for currency of information and for assurance that essential, important information is retained, including significant numbers of retrospective materials.
4. Research Level
  - Collection that contains major published source materials required for doctoral study and independent research.
  - Includes very extensive collection of general and specialized books and reference works, general and specialized periodicals. Extensive collections of appropriate materials in languages other than primary language of collection and country. Extensive collections of well-known and lesser-known authors.
  - Access to a very extensive collection of owned or remotely accessed electronic resources.
  - Retain and systematically preserve older material to serve the needs of historical research.

NOTE: The North Webster Community Public Library does not collect resources at this level, but borrowers may request research level materials through the interlibrary loan service from area research libraries

5. Comprehensive Level

- Collection in a specifically defined field of knowledge that strives to be exhaustive as far as reasonably possible in all applicable languages.
- Includes exhaustive collections of published materials; very extensive collections of manuscripts and all other pertinent formats.
- Retain and systematically preserve older materials to serve the needs of historical research. May serve as a national or international resource.

The current strength of the collection is at the basic information level in the Juvenile and Young Adult departments. In the Adult department the collection is also at the basic information level. The desired level of the collection:

Juvenile and Young Adult Department

Fiction & Nonfiction - Basic Information level

Adult Department

Fiction & Nonfiction - Basic Information level

Reference - Basic Information Level

Periodicals – Basic Information Level

Large Print Books – Basic Information level

Audio Books – Basic Information Level for Juvenile and Adult Departments. Future purchases will be in CD format or by subscription to databases that provide access through our website such as Overdrive and Hoopla.

Videos – Collected to reflect popular taste with all periods and genres represented. Future purchases will be collected in DVD/Blu-ray format or by subscription to databases that provide access through our website such as Hoopla.

Sound/Music Recordings – Collected per request following general selection criteria.

Electronic Resources –

Databases: Will be purchased to supplement INSPIRE's databases. The purpose is to support the needs of students of all ages.

Ebooks – Collected by subscription to databases accessed through our website such as Overdrive and Hoopla.



## **Selection Criteria**

All acquisitions, including gifts, will be selected with one or more criteria from the following list:

- Customer interest and requests
- Suitability of format for Library use
- Price and value
- Permanent value or contemporary significance
- Recommended in reviews, or by media
- Need for variety and balance of viewpoints
- Relation to existing collection
- Reputation and significance of author and/or publisher
- Inclusion on best seller lists or of local interest
- Media attention
- Support of local school and homeschool projects
- Accuracy of the material
- Availability of material in other Evergreen libraries

In addition to these criteria the following additional guidelines will be followed:

- Acquisitions will be made retrospectively if the material is deemed to be of value to the collection and meets selecting criteria
- Mostly English language materials will be selected; Spanish language materials will be collected as the need arises.
- Electronic formats will be continued as customer demand dictates
- Other non-print formats such as audio books, DVD's, software and realia will be evaluated and purchased following the criteria for Print materials

## **Acquisitions**

All materials donated to the Library and/or purchased with gift funds are subject to the following:

- The Library will retain unconditional ownership of the gift.
- The Library makes the final decision on the use or other disposition of a gift.
- The Library reserves the right to decide the conditions of display, housing, and access to the gifts.
- The Library determines when an undesignated monetary gift will be spent on materials for the collection.

## **Monetary Gifts**

Designated donations of cash will be placed in the "Designated Gift Fund" and used for that purpose.

Funds from donors who do not specify how the gift is to be used will be placed in an “Undesignated Gift Fund” and the Director or Library Board will determine how to use the gift.

### **Memorials and Honorariums**

Funds may be designated to purchase items as memorials or honorariums for recognizing friends and/or family.

Once the donated item or funds have been received, a “thank-you card” will be sent to the donor and an “announcement card” will be sent to the family of the deceased person or person being honored. A book plate will be placed in the front of the book with the name of the donor and the person being honored.

### **Used Item Donation**

The Director or his designee will determine the disposition of any used items donated to the Library. Those items that are not usable will be given to the Friends of the Library for their book sale. If requested by the donor, staff will supply a receipt noting the date, format and number of items donated. An estimate of the value of the donation is not the Library’s responsibility.

## **Tools**

### **Bibliographies:**

Public Library Catalog- Wilson Web, annotated list of non-fiction and reference works; classified by DDC.

Books for Public Libraries (ALA)

Best Books for Public Libraries (R.R.Bowker)

Children’s Catalogue (Wilson Web) Selected annotated list of fiction, non-fiction books, magazines for children from preschool to 6<sup>th</sup> grade with review sources, professional aids.

Best Books for Young Adults (YALSA – Young Adults Library Services Assoc.)

Outstanding Books for the College Bound (YALSA)

Fiction Catalogue (Wilson Web)

## **Reviewing Resources**

BookPage, Kirkus Reviews, Library Journal, Publishers Weekly, and Amazon Reviews

## **Collection Evaluation Procedures**

The collection requires ongoing evaluation to be sure that it continues to meet the needs of the public. CREW (Continuous review, evaluation and weeding) will be used to keep the collection up to date and in good repair. Every 3 years a more deliberate evaluation will take place. Statistical tools such as circulation reports, reference fill rates and shelf allotments will be studied to determine how the collection can be improved to more effectively serve patron usage and preferences.

As materials become worn, dated, damaged or lost, replacement will be considered if the item meets our selection criteria. Additional criteria to be considered whether to keep or weed the item include:

- There remains need to replace the item
- The item has historical or local interest
- Updated, newer or revised materials better serve the collection
- If item has circulated within a 2-year period
- If another Evergreen library owns the item
- If another agency could better provide that item

The heads of Circulation services and youth services will be responsible for the daily maintenance and upkeep of the collection. They will make their recommendations for removal of materials to the Library Director for final approval.

## **Resource Sharing**

Interlibrary Loan through the State Library will be used to complement the library's collection. The State Library's database of periodicals, INSPIRE, offers full text articles from numerous journals. Patrons are also entitled to borrow materials from 107 other Evergreen libraries.

## APPENDIX

### Library Bill of Rights

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

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

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

## The Freedom to Read Statement

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

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

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

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

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

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

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

We therefore affirm these propositions:

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

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting

opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

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

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

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

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

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

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

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

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

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

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

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

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

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

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

# Intellectual Freedom Basics

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[Below are links to information on basic intellectual freedom principles](#), including links to the fundamental principles of American and international libraries.

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“Intellectual Freedom is the right of every individual to both seek and receive information from all points of view without restriction. It provides for free access to all expressions of ideas through which any and all sides of a question, cause or movement may be explored. Intellectual freedom encompasses the freedom to hold, receive and disseminate ideas.”—[Intellectual Freedom and Censorship Q & A](#)

“Restriction of free thought and free speech is the most dangerous of all subversions. It is the one un-American act that could most easily defeat us.”—Supreme Court Justice William O. Douglas, "[The One Un-American Act.](#)" [Nieman Reports](#), vol. 7, no. 1 (Jan. 1953): p. 20.

“Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.”—Article 3, [Library Bill of Rights](#)

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## Links to Information on Basic Intellectual Freedom Principles

[Intellectual Freedom and Censorship Q&A](#)

[First Amendment Basics](#)

[International Intellectual Freedom Basics](#)

[American Library Basics](#)

[International Library Basics](#)

[Censorship Basics](#)

[Internet Censorship](#)

[What You Can Do to Oppose Censorship](#)

[What You Can Do to Celebrate Your Freedom to Read!](#)

[ALA Intellectual Freedom Policies and the First Amendment](#)

[Intellectual Freedom, ALAAction No. 2 in a series](#)



## **Resources Used:**

ALA Website: <http://www.ala.org>

Colorado State Library

Website: <http://cal-webs.org/ifhandbook.html>

Hussey-Mayfield Memorial Public Library, Zionsville, IN

Website: [www.zionsville.lib.in.us](http://www.zionsville.lib.in.us)

Indiana State Library

Website: <http://www.statelib.lib.in.us/>

Kokomo – Howard County Public Library, Kokomo, IN

Website: [www.kokomo.lib.in.us](http://www.kokomo.lib.in.us)

Warsaw Public Library

Website: <http://www.wcpl.lib.in.us/>