

Waterford Public Library Collection Development Policy

Purpose of Collection Development Policy

This policy is established by the Library Board to guide the library staff in the management of the collection and inform the public of the principles upon which the library makes decisions regarding the maintenance and use of the collection.

Authority and Responsibility for Collection Development

The ultimate responsibility for the selection of all library materials rests with the Director who operates within the framework of policies determined by the Board of Library Trustees. Actual selection and management activities are shared among library staff, who are qualified for this activity by education, training, and experience under the supervision of the director.

Statement of Objectives

The primary objective for collection development of the Waterford Public Library is to provide the resources and services necessary to meet the educational, recreational, cultural, and informational needs of the population served, in accordance with the broad service goals of the library.

Specific collection development objectives include:

- Providing materials that meet the patrons' interest and needs in a timely manner
- Providing materials for preschool and grade school children to encourage and promote early literacy and continued use of the library
- Providing a broadly based and diverse collection that can support the roles of the library as a popular materials center, a reference center, and an independent learning center
- Providing a variety of viewpoints on all subjects in its collections

Criteria for Selection

Materials are selected in accordance with one or more of the following guidelines:

- Artistic, literary, historic, and/or scientific merit
- Price, in relation to total budget
- Authority and competence of author
- Availability of material

- Awareness of significant new trends in literature, technology, and formats
- Clarity and accuracy of information and/or presentation
- Community requests and/or anticipated popular demand
- Favorable reviews
- Format and durability
- Practical usefulness
- Relationship to existing materials in the collection
- Relative importance in comparison with other materials available on the subject
- Need for balance of subjects within the collection

Methods for Selection

The following sources are representative of the many aids used for selection of materials:

- Professional journals: Billboard, BookPage, Booklist, Bulletin of Center for Children's Books, Horn Book, Library Journal, New York Times Review of Books, Publishers Weekly, School Library Journal, Voice of Youth Advocates
- Other published works may be consulted: Public Library Catalog, Fiction Catalog, Milwaukee Journal Sentinel, general periodicals, Children's Catalog, trade journals, and other authoritative subject bibliographies
- Media: materials mentioned and promoted by the local, national, and international media such as Baker & Taylor books and Amazon.com

Material Format

Material is purchased in the most appropriate format for library use.

Textbooks may be purchased in areas where there is little or no material in any other format or where they add substantially to the collection. Non-book materials such as CDs, DVDs, video games, microfilm, Library of Things/kits, and electronic databases are selected and deselected according to the same criteria as book materials, in line with library objectives.

New formats will be considered for purchase as demand and use dictates. Some titles may be purchased in several formats in order to serve the most patrons. Availability of items in the format, the cost per item, and the library's ability to acquire and handle the items will also be factors in determining when

a new format will be collected. Similar considerations will influence the decision to delete a format from the library's collection.

Assessment of Collection

In order to maintain a vital, current collection, which meets the needs of our community, examination of materials is an ongoing process. An item is considered for discard when it is:

- Obsolete or outdated
- Worn beyond use
- Damaged
- No longer circulating and/or used for reference purposes
- One of many copies of a formerly popular title

A work chosen for discard may be replaced with another copy of the same title or another work on the same subject.

Aids used in discarding of materials include:

- Public Library Catalog
- Fiction Catalog
- Children's Catalog
- Core Collection Reference

Placement of Material

The placement of material within Waterford Public Library is determined by several factors. The library uses Dewey Decimal Classification. This classification scheme divides material by subject. Professional catalogers using Dewey Decimal Classification and Library of Congress subject headings place materials ordered in the proper subject area and assign them to Adult, Juvenile, Young Adult, Reference, etc. areas of the library. Reviews by professionals in the field recommending age appropriateness of material aid librarians in choosing and locating material.

Although the library facilities are divided into sections such as Juvenile, Reference, Fiction, Nonfiction, etc. for the convenience of the public, patrons of any age may use all parts of the library. The classification scheme, reviews by professionals and the librarians' expertise contribute to the proper placement of material. It is the responsibility of parent or legal guardian, not library staff, to monitor library use by children.

Special Collections

Waterford Public Library may contain more than one special collection. A special collection is defined as a collection of materials that focuses on one topic to provide more in-depth coverage of that topic than may otherwise be found in the general public library collection. In general, special collections will be limited to topics that fulfill a specific need or library role. Priority will be given to maintaining those special collections the library has a contractual or special commitment to maintain.

Donations and Gifts

Gift materials are accepted with the understanding they will be evaluated with the same criteria used for purchased materials. If they do not meet these standards, they may be conveyed to the Friends of Waterford Public Library for the benefit of the library or disposed of if condition warrants.

Use of the Collection

The choice of library materials by users is an individual matter. A person may reject certain items for themselves or for their family, but they do not have the right to restrict access to these materials by others. Responsibility for materials used by children and young adults rests with their parents or legal guardians.

Waterford Public Library takes no responsibility for copyright infringements and other illegal use of library materials by patrons.

Reconsideration of Library Material

A singular obligation of the public library is to reflect within its collection differing points of view. Waterford Public Library does not endorse particular beliefs or views, nor does the selection of an item express or imply endorsements of the viewpoint of the author. Library material will not be marked or identified to show approval or disapproval of the contents, nor will items be sequestered, except for the purpose of protecting them from theft or damage. **Once an item has been selected as qualifying under the selection policies, it will not be removed unless it can be shown to be in violation of these policies.**

Comments from members of the community about the collection or individual items in the collection frequently provide librarians with useful information about interest or needs that may not be adequately met by the collection. Informal comments may be made to staff members in the appropriate department at any time. The library welcomes expression of opinion by

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

Patrons who request the reconsideration of library material will be asked to put their requests in writing by completing and signing the Request for Reconsideration of Library Material form. Upon receipt of a formal written request, the Director will ask for background information from the library staff as to criteria used in ordering the material in question, its place in the collection and reasons for having the material in the collection. Outside consultants may be asked for additional information as is pertinent to the subject in question.

The Director will, at the earliest possible date, study the information provided by library staff and respond in writing to the person who initiated the request for reconsideration. The Director will keep the Library Board of Trustees informed of all requests for reconsideration of library material.

In the event that the person(s) who initiated the request is not satisfied with the decision of the Director, he/she may request a meeting before the Library Board by making a written request to the President of the Board. Upon receipt of the request, the Board may make the request an agenda item and the person(s) will be notified of the time and place of the Board meeting. The Library Board reserves the right to limit the length of presentation and number of speakers at the meeting.

After hearing from the person(s) making the reconsideration request, the Board will determine whether the request for reconsideration has been handled in accordance with stated policies and procedures of the Waterford Public Library, will review the background information provided by the library staff, will review the position of the patron and will also review the decision of the Director. Based on the information presented, the Board may vote to uphold or override the decision of the Director.

Intellectual Freedom Statement

The library endorses the following statements as approved by the American Library Association.

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.

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.

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.

Inclusion of "age" reaffirmed January 23, 1996.

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.

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.

Revised documents approved:



Library Board President

May 17, 2022

Citizen's Request for Reconsideration of Library Resources

The Library Board of Trustees of the Waterford Public Library has delegated the responsibility for selection and evaluation of library resources to the Library Director and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of library resources, please return the completed form to the Library Director of Waterford Public Library.

Your Name: _____ Date: _____

Address: _____

City/State/Zip: _____

Phone: _____

Do you represent an organization? (Y/N) _____ If yes, how many members? _____

Do you have a current library card from the Waterford Public Library? (Y/N) _____

Title of Item: _____

Author/Composer/Director: _____

Circle one:

Book / CD / DVD / Magazine / Playaway / Audiobook on CD / Newspaper / eBook / eAudiobook

Library Program / Electronic Information or Network / Library of Things / Other

Did you read, view, or listen to the entire work? (Y/N) _____

What brought this resource to your attention? _____

What concerns or pleases you about this resource? (Use additional pages if necessary.) _____

Are there resources you suggest to provide additional information and/or other viewpoints on this topic or resource? _____

Approved by the Waterford Public Library Board of Trustees
May 17, 2022

