

COLLECTION DEVELOPMENT POLICY

Emporia Public Library

Approved by the Library Board January 14, 2021

Purpose Statement

The collection development policy is designed to guide selectors in developing the collection and in allocating resources to meet the needs of the Emporia community, as well as to explain collection building principles and processes to staff and to the public. This plan outlines the responsibilities of persons involved in selection, explains special circumstances and provides guidelines for development.

The library's service roles guide staff in the development of services and allocation of funds for all collections and services. Collections are developed to stimulate the imagination and to provide materials for reading, viewing and listening for education and pleasure for all ages. The library also supports early literacy, with collections which help prepare young children for entering school ready to learn, read, write and listen. Collections include materials which help residents find information and answers to questions they have and to develop skills to learn to locate, evaluate and use information to meet their needs.

The Library Board of Directors and the library staff endorse the ALA Library Bill of Rights, the Freedom to Read Statement, and the Freedom to View Statement (see Appendices).

The selection of any title does not constitute endorsement of its contents. The library strives to provide a wide range of resources. Decisions are made solely on the title in relation to the building of the collection and the serving of customers' interests.

Funding for the collection comes from the city library budget, a county appropriation, interest from endowed funds, the Friends of the Library and gifts and memorials. According to the 2016 Standards for Kansas Public Libraries, an adequately funded public library has a material and resource target of 12% of the total operating expenditures from all income sources (excluding capital fund expenditures).

Definition:

Collection development includes the process of adding and withdrawing materials from the library's collection, including print, audio visual, electronic, and subscription formats in order to fulfill the service roles of the library. The library may belong to a cooperative e-resource consortium which performs its own collection development without the input of this library.



Policy

Criteria:

Materials selected are intended to meet the diverse reading, viewing and listening needs of library users, either expressed or those determined from community demographics and areas of interest.

Any or all of the following criteria are considered in evaluating material for the collection, including popular demand for a title or subject matter, reputation of author or publisher, timeliness, accuracy, indexing and other organization of material, reviewers' opinions, literary or artistic merit, social significance, cost, condition, quality, local interest and availability of materials elsewhere. The availability of information via the Internet is an important consideration in selection and in use of resources.

Responsibility:

The Executive Director is responsible for coordinating the selection of materials for the library, for working with selectors to establish and monitor materials budgets and for ensuring a continual supply of new resources. The Executive Director has final responsibility for the selection of materials and delegates authority to specific staff to manage selection.

Customer requests, comments and ideas about the collection and its development are always welcome. Selectors give high priority to purchasing requested items for customers. Customer requests are usually honored, unless the item requested does not fit the library's selection criteria. Library staff may participate in the selection process by making suggestions for purchase.

Factors such as prohibitive cost, narrow range of interest or unavailability may prevent purchase. In those cases, the library attempts to obtain requested materials through interlibrary loan.

Scope:

The collections of the library focus on current information that reflects a wide range of differing viewpoints. As a result, preference is given to general materials that provide an overview rather than those that are scholarly, specialized, or professional in nature and selected materials are therefore intended for use by the general public. The collection includes popular materials, significant classics, and prominent current editions that are systematically evaluated and withdrawn in order to support the general interests and needs of the community.

Formats:

Formats should be appropriate for library use, including a size that can be accommodated by shelves, racks or other library furnishings. Paperback editions are purchased because of their popularity for recreational reading and for multiple copies of titles expected to be in high demand for a limited period of time. In general, books should have durable bindings, good quality paper and clear print.



Consumable books, such as workbooks, spiral-bound items, stapled items, etc. are not desirable but are purchased if the specific item under consideration is needed to meet demand. Circulating materials in all formats should be durable and suitable for multiple uses.

New Formats:

New formats will be considered for the collection when surveys, requests or other indicators of local demand show that a significant portion of the community will use the format. Availability of items in the format, cost per item and the library's ability to handle the format will also be factors in determining when a new format will be added.

Similar considerations will influence the elimination of a format from the collection.

Gifts, Memorials and Donations:

The Collection Development Policy also applies to all materials obtained through gifts, memorials, and donations.

Reconsideration:

The library's collection reflects a variety of viewpoints on a wide range of subjects. Because a collection of diverse materials may result in concerns about materials or requests for reconsideration, the library has a process for the reconsideration of library materials to assure that concerns are handled in a timely and consistent manner.

The selection of any item does not imply endorsement of any expressed viewpoint. Library material will not be identified to show approval or disapproval of the content, nor will items be sequestered, except for the purpose of protecting them from damage or theft.

Library staff are available to discuss concerns and comments about the suitability or classification of an item in the library's collection and will try to assist customers in finding materials that are suitable for their use. If customers wish to pursue their concerns after discussion with staff, they may fill out a Request for Reconsideration of Library Materials form (see Appendices).

The Executive Director will inform the board of trustees of all requests for reconsideration of library materials and their disposition in a timely manner. Within 30 days after receipt of the reconsideration request, the Executive Director will inform the complainant of the results of the evaluation and any action which will be taken by the library. In the event of an appeal of the decision of the Executive Director by the complainant, the library board will serve as the final arbiter.



Collection Maintenance:

Titles are withdrawn from the library's collection through systematic weeding by selectors on a routine basis, depending on the collection area and nature of the materials. Systematic evaluation and weeding of the collection are required in order to keep the collection current, responsive to customer needs, to insure its vitality and usefulness, and to make room for newer materials. Staff involved in the collection maintenance process rely on the professional guidelines found in *Crew: A Weeding Manual for Modern Libraries* (Texas State Library and

Archives Commission). This helps identify items which are inaccurate, outdated, trivial, damaged, available elsewhere, or irrelevant to the community needs.

Collection maintenance also helps selectors evaluate the collection by identifying areas or titles where additional materials are needed or where updated editions are desirable. Holdings of other libraries in the area are considered in collection maintenance decisions. Withdrawn materials in good condition are given to the Friends of the Library for resale. Materials that are not given to Friends are disposed of at the discretion of the library.

Resources and Tools:

Materials are selected based on reviews in professional journals, popular magazines, newspapers, subject bibliographies, recommended lists, publishers' catalogs, media interviews, Internet sites, staff and customer requests.

Self-published Materials:

As a general rule, self-published materials are not purchased by the library, unless they meet the same selection guidelines as other materials purchased for the library, have received positive reviews from professional journals or have significant local interest.

Textbooks and School Curriculum-Related Materials:

The library does not purchase textbooks or other curriculum-related materials, except when such materials would also serve the general public. Sometimes the collection is best developed by adding elementary, secondary or college textbooks in subject areas such as math, physics or chemistry, since there may be few titles in any other format, and they may add substantially to the collection.

Appendix

Request for Reconsideration Form

American Library Association Library Bill of Rights

American Library Association Freedom to Read Statement

American Library Association Freedom to View Statement



REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

Emporia Public Library

Approved by the Library Board April 13, 2023

The Board of Directors of the Emporia Public Library has established reconsideration procedures to address concerns with a particular material or item. If you wish to request reconsideration of library resources, please read the Collection Development Policy, the American Library Association's Bill of Rights and Freedom of Information Statement, complete the form in full, and return the completed form to the Executive Director, Emporia Public Library, 110 East Sixth Avenue, Emporia, KS 66801. Only one form per household is accepted at a time. Material being challenged must be read in its entirety, and the form must be completed in full. Any requests for reconsideration that do not meet these standards will not be reviewed.

The completed form and a copy of the material in question will be evaluated by the Executive Director by consulting authoritative lists, critical reviews, and the library's selection policy. Within thirty (30) days of receipt of the reconsideration request, the Executive Director will inform the complainant of the results of the evaluation of the material or item by the Executive Director and any action which will be taken by the library. In the event of an appeal of the decision of the Executive Director by the complainant, the Library Board will serve as the final arbiter.

Name: _____

Address: _____

City, State, Zip code: _____

Phone number: _____

1. Resource type on which you are commenting:

Book **Textbook** **DVD** **Magazine** **Audio Recording**
 Newspaper **Electronic information/network (please specify)** **Other:** _____

Title _____ **Author/Producer** _____

Year of publication: _____

2. How did you learn about this material? What brought this resource to your attention?

3. Have you read/listened/viewed the material in full?



4. In your own words, please explain the purpose of this material.

5. What positive qualities does the material present?

6. What are your concerns about the material, including citations and quotes? (please use the other side and additional pages if necessary) What concerns you about the resource? (use other side or additional pages if necessary)

7. Please explain how the material fails to meet Intellectual Freedom standards.

8. Who would be negatively impacted by this material and how?

9. What would you replace the material with (include titles and professional reviews of replacement)?

10. Why do you believe you should be able to restrict the reading choices of community members, including children?

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

Signature of Complainant: _____ **Date:** _____

Date received by Executive Director: _____



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.



American Library Association - 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:

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.



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

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

American Library Association - Freedom to View Statement

The FREEDOM TO VIEW, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

