

# **Collection Development and Maintenance Policy**

## **Collection Development and Maintenance Policy Goals:**

The Gooding Public Library District shall select, organize, and maintain a quality collection of library materials in order to provide information, education, and recreation to the community it serves.

## **Collection Development and Maintenance Policy Purpose:**

The purpose of the Gooding Public Library District collection development and maintenance policy is to guide library staff in selecting and maintaining the library's materials, and to inform the library community regarding the selection and maintenance of library materials.

## **Responsibility for Selection:**

Responsibility for the selection of library materials is distributed among the staff. All staff are expected to list library user requests for ordering. The ultimate responsibility for selection rests with the Library Director, who has the final say over all library user requests and staff requests.

## **Process for Selection:**

Selection of materials shall be based on the merit of the work in relation to the needs, interests, and demands of the Gooding Public Library District community. Materials which some portion of the community may find objectionable will not automatically be rejected; questionable materials face review by library staff and may be purchased if there is sufficient interest by library users, or if the work has literary, instructional, or educational value.

The Gooding Public Library District does not regularly provide textbooks for classes, but will provide materials to support projects in our local schools. The library will also provide books on reading lists, when the reading lists are shared with the library from the schools.

Factors to consider for selection materials:

1. Contemporary significance or value to the collection
2. Accuracy of content for education or instructional purposes
3. Relation of the materials to existing collection
4. Price, format, and/or ease of use
5. Providing availability of information in the subject area
6. Coverage of controversial topics
7. Response to popular demand
8. Present and/or potential relevance to identified community needs
9. Literary, artistic and/or technical value

## **Collecting:**

The Gooding Public Library District practices patron driven acquisitions, buying materials requested by card holding library users. Materials from best seller lists, book rating and reviewing websites, Idaho authors, and other sources determined acceptable by the library administration and staff may be purchased.

Collections in non-fiction areas are those of interest to the community. Community interest is gauged on empirical evidence, current trends and hobbies specific to our local area, requests from card holding library users, and circulation of non-fiction materials.

A portion of the materials budget is allocated for non book purchases.

### **Types:**

Both hardback and paperback materials are selected.

Audiobooks are selected in CD format. Digital audiobooks may be purchased in addition to audiobook subscription purchases as circumstances allow.

Movies are selected in DVD and/or Blu-Ray format.

### **Gifts:**

The Gooding Public Library District will accept gift donations, but will not guarantee that all gifts will be added to the collection. Gifts face assessment by library staff and only materials that replace worn, existing copies or materials that add value to the collections will be added. Other gift materials will be placed on the sale shelves or will be discarded. Gifts donated that are aged, worn, dirty, tattered, or otherwise are in poor condition shall not be added to the collection. The library shall not determine any value for tax purposes, but will provide, upon request, a letter or receipt acknowledging the gift. It is the donor's responsibility to maintain all personal records required by the donor for any purpose.

Gift Guidelines:

- The library retains unconditional ownership of the gift
- The library makes the final decision regarding the gift's use, sale, or disposal
- The library reserves the right to determine the method in which the gift is displayed, housed, accessed, and managed

### **Maintenance:**

The library shall establish and maintain a workflow for ensuring the organization, attractiveness, and usefulness of the collection. Materials shall be organized and shelf read in an ongoing manner. All staff are expected to shelf read their own sections as well as participate in the shelf reading of the entire collection.

Hardback materials that have not circulated in five years may be considered for withdrawal.

Paperback materials that have not circulated in two years may be considered for withdrawal.

Media materials that have not circulated in one year may be considered for withdrawal.

Materials that are damaged or show unattractive aging and/or wear are to be withdrawn or replaced.

Mending: Damaged materials may be mended. Mending is only done when the result is an attractive appearance. If mending is impossible, the item will be reviewed for withdrawal or replacement. Items damaged by library users will be charged to the user's account, unless considerations for item life expectancy are met.

### **Life Expectancy of Materials:**

Well made materials last longer with repeated use than poorly made materials. It is the policy to purchase well made materials when possible; however, there are limits to the amount of use items may expect. Damaged materials meeting the life expectancy described below may be replaced by the library instead of charging users for damage or replacement. Discharging life expectancy based on use for damaged materials is at the discretion of library staff.

### **Weeding:**

Items are weeded when their relevancy, physical condition, or usefulness has passed. Weeded items are either discarded or are placed on the book sale shelves. Factors to consider when weeding are:

- Physical condition of material
- Hardback book with low circulation in the past ten years
- Paperback book with low circulation in the past four years
- Media with low circulation in the past two years
- Items containing subject matter no longer of current interest
- Multiple copies of titles no longer in demand
- Old editions of non-fiction replaced with updated editions
- Non-fiction containing outdated or incorrect information

### **Challenging Materials:**

Library users questioning the library's decision to hold a particular item should submit such a complaint in writing to the library director. The statement shall contain the author, title, and call number of the item being questioned, as well as a summary of the item's controversial content. The statement shall contain the name and contact information of the library user. Once the statement is delivered to the library, the library director will review the statement and the item. Passages from the material will not be taken out of context and the entire item will be evaluated. Once a decision has been made, the director will communicate the decision to the library user and library staff. Items questioned are not guaranteed to be withdrawn; each challenged item will face a scrutinous review. Any appeal by the library user will go to the Board of Trustees for final review. Parents/guardians retain the responsibility of supervising what their child or children read.

## **Library Bill of Rights**

### **American Library Association**

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 that 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 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

Adopted Gooding Public Library May 20, 2019

## 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.

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.