



Collection Development

Purpose

This policy provides guidance for the acquisition of library materials and the structure for developing and maintaining the library collections.

Scope

The Orange City Public Library acquires and provides a wide variety of resources to meet the informational, educational, and recreational needs of every member of the community. In doing so the library fulfills its mission to enrich the community through literacy, information, and technology. The primary focus is on serving the community by providing a popular materials collection. A secondary focus is providing research materials. Materials are provided in multiple formats that reflect current and emerging publication trends. This policy applies to all materials whether purchased or donated.

Responsibilities

The ultimate responsibility for the selection and maintenance of materials rests with the Library Director. The Library Director operates within the framework of policies as approved by the Orange City Public Library Board of Trustees. These responsibilities can be delegated to other qualified staff with oversight from the Library Director. It is the responsibility of library staff to see that collections are developed and managed appropriately.

Selection Criteria

Professional judgement and expertise are used to make selection decisions in regards to titles, quantities and collection locations. The highest priority is given to those materials having the broadest appeal.

Evaluation and selection of materials are based upon many criteria. Each potential acquisition must be considered in terms of its own excellence and the audience for whom it is intended. Not all criteria are required for a material to be selected.

1. Appeal
2. Customer suggestions
3. Availability of materials from other resources and through interlibrary loan
4. Currency
5. Contemporary significance
6. Historic/local importance
7. Existing holdings in relation to customer demand and circulation
8. Needs of the individual
9. Needs of the community
10. Price
11. Availability
12. Quality – awards, recognition in the subject area, artistic merit, professional reviews reputation/qualifications of the author/publisher, physical suitability for library use
13. Intended audience
14. Information/author gaps

Additional criteria may apply to the evaluation of electronic resources including but not limited to databases, e-books, e-audiobooks, e-zines, and streaming services.

1. Ease of use
2. Usefulness
3. Locational access (in-library or remote access)
4. Hardware compatibility
5. Customer service support
6. Capabilities and functionalities
7. Frequency of updates to technology and information
8. Copyright agreements
9. Licensing agreements
10. Depth of resource to replace, supplement or extent current collections and formats

The library does not collect the following types of materials:

1. Rare materials
2. Materials requiring conservation or curation
3. Materials used for scholarly or professional research

Special Collections

- Government documents are provided on a limited basis
- Professional Collection materials used for professional growth and development
- Local historic documents or other print materials focused on local history relative to Orange City and Sioux County (Surrounding libraries' collections will not be duplicated)
- Local author collection – limited by selection criteria as state previously in this policy

Collection Management

Library collections are reviewed on a periodic basis. Materials are evaluated to ensure that they are still useful, are in good condition, and do not provide misleading or obsolete information. Items may be withdrawn using the following criteria, of which all need not apply:

1. Low use
2. Multiple holdings
3. Space considerations
4. Superseded editions
5. Format changes
6. Outdated information
7. Inaccurate information
8. Condition – worn, damaged, soiled, marked, or in disrepair
9. Lacks historical value

Intellectual Freedom

The Orange City Public Library is committed to the principles of Intellectual Freedom, affirms that the public library is a forum for information and ideas as provided for in the American Library Association Library Bill of Rights, the Freedom to Read Statement, the Freedom the View Statement and upholds the law of the United States Constitution, the Bill of Rights and the First Amendment freedoms (See Appendix). As a *public* library, the library has the responsibility to provide materials that represent various subjects, ideas, and viewpoints, including those that are controversial, unpopular or unconventional. Content including language, description, or subjects that may be judged offensive by some does not disqualify material that on the whole has been provided for under the selection criteria. Customers can freely choose or reject materials of which they disapprove for both themselves and their children. It is not their right to restrict the freedom of others to do the same. Inclusion does not constitute endorsement of material content.

Concerns About Library Materials

Concerns about library material will be referred to the Library Director for response. Customers who are unsatisfied with this response may appeal to the Library Board of Trustees by completing the "Request of Reconsideration" form (See Appendix). The completed request will be given to the Library Board President for inclusion on the agenda of the next regularly scheduled board meeting, notifying the petitioner of the meeting date, time and location. The Board will *then* review the request and come to a decision at that time.

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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.

1. 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.
2. 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.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. 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.
7. 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 by the ALA Council

Amended: June 18, 1948 by the ALA Council

Amended: February 2, 1961 by the ALA Council

Amended: June 27, 1967 by the ALA Council

Amended: January 23, 1980 by the ALA Council Inclusion of "age" reaffirmed January 23, 1996 by the ALA Council

Amended: January 2019 by the ALA Council

Freedom to Read

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council.

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.

The Propositions

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 based on 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 discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differs, and values cannot be legislated; nor can machinery be devised which 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 concepts of politics or morality upon other members of a democratic society. Freedom is not 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.

Revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004
by the ALA Council and the AAP Freedom to Read Committee

Freedom to View

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 possible 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 guarantees 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 a film, video, or other audiovisual materials based on the moral, religious, or political beliefs of the producer or filmmaker or based on 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. Endorsed by the ALA Council January 10, 1990



Request for Reconsideration

This Document provides for the expression of concern regarding library materials and services.

The Orange City Public Library is committed to the principle of Intellectual Freedom, affirms that the public library is a forum for information and ideas as provided for in the American Library Association Library Bill of Rights and Freedom to Read Statement, and upholds the law of the United States Constitution, the Bill of Rights and the First Amendment freedoms.

Date _____

Name _____

Address _____

City _____

Phone _____ Email _____

Are you representing Yourself Organization _____

Comment(s) regarding which of the following

Book Display E- resource Magazine/Newspaper

Movie Policy Program Other

Title or Subject Matter _____

Author/ Producer/Publisher _____

How did this material come to your attention? _____

Did you read the entire book, listen or view the whole production, view the program or otherwise review the material of concern? Yes No

If the answer is No, what part did you read, listen to review or view? _____

To what do you object? Please be specific citing pages, passages or scenes, etc.

What do you feel might be the adverse result of reading this book or viewing or listening to this material?

For what age group would you recommend this material? _____

Is there anything you find valuable or good about this material? _____

What critiques of this material have you reviewed if any? _____

What do you believe is the theme or purpose of this material? _____

What material of equal literary quality or material of equal value would you recommend in its place?
