

## **MNG –6 Collection Development Policy & Reconsideration of Library Materials**

### **Collection Development Policy**

**Our library’s collection development policy represents the basic guidelines upon which the library’s collection is built.**

#### **Mission Statement:**

**Engage our citizens, entertain them, educate them and enchant them with the online world.**

### **GOALS**

- A. To select and purchase materials, within our financial ability, which will achieve a balance between materials of contemporary interest while creating a collection of permanent value and which will reflect differing points of view.
- B. To serve the community as a center of timely, accurate and useful information.
- C. To provide an environment where citizens may encounter all types of ideas that are the basis for a free society.
- D. To select and provide easy access to materials, which will help meet the educational, informational, and recreational needs of all the people served by the library.
- E. In as much as the community is constantly changing, the library will continue to study the characteristics of its users. It will select materials suitable in form, subject content, and style to meet the present and future needs of the community.

To meet these goals, the Safford City Graham County Library is guided by the American Library Association’s Freedom to Read Statement. (at the end of this document)

#### **Purpose of the Collection Development Policy:**

The purpose of this policy is to guide librarians in the selection of materials of contemporary significance or of permanent value and to inform the public about the principals upon which selections are made. Its primary objective is to ensure the library can provide the community with relevant materials in sufficient supply to make the library a dependable resource for most people most of the time.

## **General Principals:**

Basic to this policy is the Freedom to Read Statement and the library Bill of Rights, as adopted by the American Library Association. This states, in part, "In no case should any book be excluded because of the race or nationality or the political or religious views of the writer. There should be the fullest practicable provision of material presenting all points of view concerning the problems and issues of our times—international, national and local; and books or other reading material of sound factual authority should not be proscribed or removed from library shelves because of partisan or doctrinal disapproval". The aim of the library is to provide the public with the materials needed for general reading, reference and recreation.

## **Criteria for selection:**

Certain factors influence the selection of library materials. All acquisitions, whether purchased or donated, will be judged in terms of the following standards:

- The author's reputation and significance as a writer
- The importance of subject matter to the collection
- Timeliness of permanence of the book
- Authoritativeness
- Inclusion in standard bibliographies or indexes—Journal reviews in Booklist, Publisher's Weekly, Library Journal, School Library Journal, American Libraries, or Horn Book.
- Price
- Suitability or physical form for library use, as well as type and legibility
- Customer's requests

Using criteria listed above, materials are reviewed in professional library journals and recommended for purchase by professional staff.

Nonfiction is normally selected from review sources unless justification can be made for its purchase without such a review.

Whenever there is enough demand or interest in a title or subject, an item with unfavorable reviews may be purchased, unless it is completely without library merit or social value, or the subject in question is already covered by better materials.

In the case of best sellers from the various best seller lists and other popular reading materials, demand will take precedence over all other selection criteria and titles will be purchased as demand dictates whether or not materials meet the library's other selection criteria.

In general, purchase of non-book materials are governed by the same principals and criteria applied to book purchases.

The final responsibility for selection of library materials lies with the Library Director.

### **Selection Policies by type of material:**

#### **Reference**

The reference collection is a non-circulating collection of materials designed to provide quick access to factual information within the entire range of human knowledge. The tools in the collection should supply as many reliable facts as possible with a minimum of duplication and overlap. Included in this area are dictionaries, encyclopedias, indexes, bibliographies, directories, price guides, almanacs, atlases, repair manuals and legal sources. As a general rule, only the latest edition of a reference tool will shelved in the reference section. Older editions will be transferred to the circulating collection or discarded.

Titles which are not normally regarded as reference materials may be added to the reference collection when:

1. They are part of a special collection (i.e. genealogy).
2. They provide information in specific subject areas in which reference questions are received, but not adequately answered in standard reference sources.
3. Cost of replacement precludes adding the title to the circulating collection.

### **OOO GENERALITIES**

#### **Bibliographies**

Bibliographies of particular subjects are purchased where there is a need for further references beyond our own resources. They are also selected specifically for use as buying guides.

#### **Professional Literature**

Material in the field of library science is selected primarily to assist in the professional development of the staff.

#### **Encyclopedias**

Encyclopedias are chosen on the basis of their accuracy, convenience of use, readability, price and demand. When possible, the collection is updated by revised editions, rather than by the purchase of yearbooks. On the other hand, it is felt that good library service is not dependent on owning the latest edition of every encyclopedia. Major works will be replaced every two or three years or as funds permit.

### **Books in Series**

Many series are desirable and are purchased in their entirety. When a whole series is not purchased, individual titles of outstanding merit or on a subject in demand may be selected.

### **100 PHILOSOPHY**

In the field of psychology and philosophy, the library tries to select material representing all the major areas of study. The library tries to select material representing all the major areas of study. The library endeavors to purchase those works which are recommended by authoritative reviewers.

In the areas of pseudoscience, public demand plays an important role in influencing the library's choices. Since many books of this nature (i.e. astrology, palmistry, ESP, ghostly phenomena, witchcraft, etc.) often are not reviewed in the usual book selection tools, we try to keep acquainted with new and popular titles through other media-television, popular magazines, etc.

### **200 RELIGION**

Materials will be chosen according to the general criteria for selection, with the following special considerations:

1. All religions and denominations will be represented as fairly and factually as possible.
2. Strictly sectarian propaganda and tracts of an obviously persuasive or solicitous nature will be excluded. Those items written in an authoritative, informative and dispassionate manner will be preferred.

### **300 SOCIAL SCIENCES**

The social sciences include sociology, statistics, political science, economics, law, public administration, social pathology, education, commerce, customs and folklore.

The library attempts to provide balance in each social science, representing as many viewpoints as possible on controversial and non controversial subjects. Subject materials of specialized areas such as legal works are acquired only to the extent that they are useful to the layman. Sets such as the US Code, the Code of Federal Regulation and Arizona Revised Statutes are available free of charge on the Internet.

#### **400 LANGUAGE**

The 400s include general works on language and linguistics. Language and language study is divided into the following areas:

1. English language  
Books are included that provide a comprehensive coverage of the history, grammar, study and use of the English language.
2. Foreign languages  
The library has a separate, special collection of books in the Spanish language. Materials in or concerning other foreign languages are limited to the following areas:
  - a. "English to foreign language" and "foreign language to English" dictionaries in as many modern languages as possible;
  - b. Grammars for modern foreign languages including the introductory, review, and teach-yourself types.

#### **500 PURE SCIENCES**

The library recognizes the need to acquire current and authoritative materials in the areas of the pure science. The levels of difficulty of materials are selected for the general public.

#### **600 APPLIED SCIENCES**

The applied sciences include the medical sciences, engineering, agriculture, home economics, business, chemical technology, manufacturing and building.

Materials useful to the lay citizen are sought on such subjects as drugs, diseases, diet, preventative medicine and sex education.

The library selects numerous books on farming and gardening, homemaking skills, animal husbandry, and pet care.

The purchase of works dealing with chemical engineering technology and manufacturing is limited due to fiscal constraints and local interest.

## **700 THE ARTS**

For material selection purposes, the arts include antiques, interior decoration, handicrafts, sports and other recreation as well as the fine arts.

## **800 LITERATURE**

Essays, poetry, drama, short stories, and selected works of criticism on all these forms are included in the collection, but the library does not maintain an exhaustive or extensive fund of literary criticism on any author. Works on techniques of communication such as professional writing or public speaking are also included.

## **900 HISTORY**

This section embraces general works on geography and history, travel, genealogy, heraldry, and collective biography. It includes maps and atlases, travel guides, and local history. The library selects books covering all phases of human history from the beginnings of civilizations to the present, with emphasis on American and local history.

## **FICTION**

In selecting fiction the existence of a variety of types of novels and the need to satisfy readers of differing tastes, interests, purposes and reading abilities are recognized. The library's collection, therefore, includes representative novels of the past and present, notable for library quality and cultural value; historical and regional novels; novels related to the fields of art, industry, science, social science fiction, westerns and other adventure stories; and romances, which are often acquired in paperback format to meet demand.

Each novel is ordinarily judged on its individual merits, there is as a rule, no attempt to have a complete set of an author's work. Exceptions are made, however, of great novelists of the past, where major selections are obtained if possible, and of outstanding contemporary novelists.

Novels widely advertised or in continuing demand because of the popularity of the author's other works, their conversation into film, appearance on television are purchased if they are useful in answering

the requests of readers, or if they will further effort to serve a larger segment of the reading public. Although no rigid standard of literary quality is adhered to, it may be said that the library's policy is to acquire fiction whether serious or amusing, realistic or imaginative, even though the writing may be sentimental, sensational or erotic. Serious works which present an honest aspect of life are not necessarily excluded for frankness of expression.

### **BOOK SELECTION FOR CHILDREN**

Materials for children are selected specifically for different ages, interests and development levels. Books, magazines, electronic resources and audiovisual materials should be made available that give children immediate reading pleasure; satisfy their curiosity and desire for information on all subjects; and encourage a love of reading through this satisfaction and enjoyment as well as a feeling of security in the knowledge that there are sources to which they can go for information and pleasure.

Selection is made by the same standards which apply to adult materials with these additional criteria applied:

- Suitability of content and vocabulary to age level
- Importance to the balance of the collection
- Quality of writing
- Quality of visual art
- Accuracy of information
- Promotion of worthwhile ideals and values
- Contribution to an appreciation of reading

Well written books of imaginative fiction and those which authentically portray a period, incident or way of life are selected despite the occasional use of an unacceptable word or illustration, provided the total impact of the book meets other basic criteria.

Parents and/or legal guardians have the responsibility of selecting library materials that their children may borrow.

### **BOOK SELECTION FOR YOUNG ADULTS**

Young adult materials are those designated for people in the 12 to 18 year old age group. Although young adults have access to the entire library collection, special attention should be given to the selection of materials which reflect and serve the needs and interests of this large and unique segment of library patrons. Fads are a good example of an intense interest which is inherent in this group. Such interests are recognized as important; materials will be collected and purchased to satisfy the young adult need to understand himself and the world he lives in.

Young adult literature is chosen according to the basic collection criteria. However, recognizing the unique requirements of this age group, additional criteria to be considered are as follows:

- Inclusion of a wide range of subjects to meet the recreational reading interests of young adults.
- Recognition that 12 to 18 year olds have many reading levels.
- Selection of materials which encourage continued reading and which broaden the experiences of young adults.
- Portrayal of people of all ages honestly.
- Recognition of special characteristics of the teenage years: awareness of self, uncertainty and idealism often covered by aggression; need for a "hero" image and the close relationship with a peer group coupled with the need to conform to that group; breaking away from the family unity; uncertainty about the future while beginning to evaluate his or her own set of beliefs; sudden changes of interests, ideas, values and attitudes; and a desire to accept responsibility while striving for adult maturity.

## **TEXTBOOKS**

No attempt is made to supply textbooks used in the schools and colleges in this area. Providing textbooks and curriculum material is generally held to be the responsibility of the education institution. Neither does the library try to provide books on supplementary reading lists designed for courses of study. A book is not excluded simply because it is a textbook; textbooks are purchased when they provide the best coverage of a subject, are the best sources of information available, and are of use to the general public. Authority, accuracy and timeliness are all factors to be considered in the selection of these books.

## **CONTROVERSIAL MATERIALS**

Materials which have the dominant purpose of appealing to prurient interest are not considered for inclusion in the library collection. Materials which contain unorthodox language or frank treatment of certain situations which may be objectionable to some people are often included if, in the professional opinion of the librarians, the material provides accurate information and portrays realistic characters and situations.

Materials are selected on the basis of the content as a whole and without regard to the personal history of the author, composer or producer. Each work is considered on its own social and literary merit.

The library recognizes its responsibility to make available a representative selection of materials on subjects of interest to its users, including materials on various sides of controversial questions- religious, social political or economic- to enable clients to make up their own minds whenever available. The library does not label materials by such terms as "pro," "anti," "racist," "sexist," "rightist," or "leftist."

Since the library has a responsibility to protect the rights of all clients, it does not limit the scope of its collection; neither are materials placed in restricted areas because some individual may object to their accessibility. Although librarians offer guidance in the selection, monitoring the responsibility of selecting library materials of children is entirely the responsibility of their parents or legal guardians.

Materials which are extremely liable to theft or mutilation may be assigned to reference shelves.

### **WHEN LIBRARY MATERIAL IS CHALLENGED**

The choice of library materials by users is an individual matter. The responsibility of selecting library materials for children rests with their parents and/or legal guardians. While a person may reject materials him/herself and his/her children, he/she cannot exercise censorship to restrict access to the materials by others.

The Safford City Graham County Library supports freedom and endorses the "Freedom to Read" ALA intellectual freedom statement. Citizens wishing reconsideration of library materials must complete the "Request for Reconsideration of Library Material" in its entirety. Only signed complaints will be considered. The form is available at the Circulation Desk. A committee of two library staff members and the Library Advisory Board will read and review the library material, to ascertain whether the library material meets the standards set forth in the book selection policy, and to make a written recommendation to the library director as to the validity of the complaint.

The library director, after reviewing the recommendation of the committee, decides whether the library material remains on the shelf or is removed and notifies the patron of said decision.

A copy of the complaint form will be mailed to the ALA Intellectual Freedom Committee.

### **REPLACEMENT OF MATERIALS**

1. Demand for the specific title
2. Number of copies held
3. Availability of newer and better materials on the subject
4. Funding available

Materials chosen for replacement will be replaced by the most current edition available.

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

Library Board approval date:

City Council approval date:

Review date:

## **Request for Reconsideration of Library Material**

In order to have your request receive full and careful consideration, you must have read, viewed or listened to the entire work. Please answer every question completely and return this form to the library.

**Author/Performer:**

**Title:**

**Format:**

**Publisher/Producer:**

**Library Call Number:**

**Date Accessed:**

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**Date**

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**Full Signature of Requesting Patron**

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**Print or Type Name**

---

**Address**

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**City**

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**Zip Code**

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**Phone Number**

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**School- if attending school**

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**Received By**

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**Date**

1. Why did you select this material?  
(Please explain)

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2. Before borrowing or using the item, did you read the dust jacket summary or introductory material?

- YES
- NO

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3. Did you read, view or listen to the material in its entirety?

- YES
- NO

4. To what in the material do you object? Why?  
(Please be specific, include page numbers if applicable, song title, etc.)

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5. What is the central theme of the work?

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6. Would anyone else for any reason find value or merit in this work?
- YES
  - NO

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7. What might be the result of being exposed to this material? Select appropriate age level.
- For an adult

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- For a young adult (12-18 yrs.)

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- For a child

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8. Have you used other materials which depict or express the same subject matter which is acceptable to you?

- YES
  - NO
- If yes, name them

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9. What do you specifically want the Safford Library to do with this item?

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10. Have you read the Safford Library's Collection Development Policy?

- YES
- NO

11. Does anyone have the right to tell you what you may or may not read, hear or see?

- YES
- NO

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