

## **Collection Development Policy**

### **Mission Statement**

The mission of the Durham Public Library is to enhance the quality of life in Durham by: Encouraging free and open access to ideas and information in support of learning by people of all ages, encouraging the development of reading and learning in children through programming and services, offering materials and programs reflecting the interests of the community, providing an access point to statewide services and a technological doorway to information, and providing a center for community life.

### **Purpose of Policy**

The Collection Development Policy serves as a guide to Library staff for determining which new materials to purchase and why, and for considering whether to retain older items by setting standards for the collection and creating a framework in which to maintain them. The policy also provides the public with an understanding of the purpose and nature of the Library's collection. It explains the criteria staff use for making decisions to add or withdraw items.

### **Collection Objectives**

It is the responsibility and aim of the Durham Public Library to provide circulating materials and reference service to meet the needs of Durham residents of all ages. Materials are selected and maintained for general information, education, and occupational uses, and the enjoyment and enrichment of leisure time. As a public agency, the Library attempts to meet reasonable community needs within the limitations of budget and space.

The Library is dedicated to the free and open distribution of ideas. It is the responsibility of the Library to provide a wide range of ideas, viewpoints, opinions, and information necessary for the functioning of a democratic society

Materials are selected on the merits of a particular work in relation to the needs, interests and demands of the community. The Library strives to provide up-to-date and accurate information. Because Library materials and information come in a wide variety of formats, the Library fulfills its mission by buying materials in both print, non-print, and electronic formats.

The Durham Public Library endorses the Library Bill of Rights and the Freedom to Read Statement as adopted by the American Library Association. The Statement reads in part: “There is no place in our society for efforts to coerce the taste of others . . . 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. “ (See Appendix B)

## **Responsibility**

Responsibility for materials lies with the Library Director who operates within a framework of policies adopted by the Library Board of Trustees. The Board of Library Trustees considers and adopts a Collection Development Policy, which they authorize the Library Director to administer. The Director designates staff, using developed selection and acquisition procedures, to make purchasing decisions subject to approval. The Library Director allocates the materials budget annually.

The Director shall also be responsible for the withdrawal and disposal of Library materials. Such materials may be withdrawn and given to the Friends of the Library to be sold, recycled, or destroyed. (see Weeding) Outdated, incorrect, damaged, and hazardous materials will be recycled, when possible, or destroyed outright.

Library resources will not be limited by the possibility that controversial issues may be available to children. The responsibility for children’s choices in library resources rests with parents and legal guardians. Questions concerning the scope and development of the collection may be discussed with the Director. Final authority for the determinations of policy is vested in the Board of Trustees.

## **Materials Selection Process**

Criteria for materials selection, including books, periodicals, realia, electronic, and audiovisual materials, is based on four factors: the needs of the community, the individual merit of the material, the existing collection, and materials budget.

Judgment in selection is based on reviews and professional Library and literary evaluation as shown in journals and other review sources. Final decision is based on the value of the material to the Library and the community, regardless of the personal taste of the selectors. Following are bibliographies and review media consulted in the selection of materials, such as: Booklist, Library Journal, School Library Journal, New York Times Book Review, Publisher’s Weekly, Kirkus Reviews, etc.

Librarians exercise judgment, experience, and expertise in the application of the criteria for materials selection, making purchasing decisions as objectively as possible. No single criterion can be applied to all materials, and various criteria carry different weights in different circumstances. Contextual considerations – budget and space availability and availability of interlibrary loan – also shape the selection process.

### ***Criteria for Materials Selection***

- Relevance to the Library's mission
- Informational and recreational needs of users
- Local demand
- Current usefulness or interest
- Community needs surveys and assessments
- Authority and accuracy
- Level of funding for materials
- Relevance to the existing collection's strengths and weaknesses
- Price and *availability*
- Format, durability, and ease of use
- Relevance to the history of Durham
- Series title

Patrons may request items for inclusion in the collection and they will be purchased if deemed appropriate using the previously stated criteria.

### **Formats**

Because the Library functions in a rapidly changing society, it is flexible about changes in material format. communicative material, both in form and style of expression. The Library does not reject materials for acquisition solely on the basis of medium. Materials in alternate formats are judged in terms of the criteria for materials selection stated above.

### **Objections to Library Resources**

The Library does not mark or identify materials, programs, or other resources to show approval or disapproval of contents. The Library also does not mark materials to restrict their use by ages or sequester them except to protect valuable items from damage or theft. The Library recognizes parents and legal guardians as parties responsible for the reading and viewing choices of children.

In the event that a patron questions an item in the collection, *they* will be asked to complete a "REQUEST FOR RECONSIDERATION OF A LIBRARY RESOURCE FORM" (available in the Library and on the Library website and in Appendix E) which will be reviewed by the Director who will respond in writing within thirty days. If dissatisfied with the response, the patron may request that the Library Board of Trustees review the patron's objection at their next regular meeting. The patron will receive a letter of reply from the Board within thirty days of the meeting. The Board's decision is final.

### **Deselection ("Weeding")**

The purpose of discarding materials, and other resources, from the collection is to maintain an accurate and up-to-date collection for Library patrons. Materials which are inaccurate, outdated, unused, or in poor condition detract from the usefulness and value of the collection. Materials that no longer meet the stated objectives of the Library are identified, withdrawn, and discarded according to accepted professional

practices. Those staff members who have a direct role in the selection of materials (i.e. the Director and professional Librarians) conduct de-selection, also known as “weeding”, using CREW guidelines under the general direction of the Director.

The CREW (**C**ontinuous **R**evision and **E**valuation of **M**aterials) method gives six general criteria for considering weeding an item from the Library's collection. These have been summed up with the acronym **MUSTIE**:

**M**= Misleading--factually inaccurate

**U**= Ugly--worn beyond mending or rebinding

**S**= Superseded by a new edition or by a better book on the subject.

**T**= Trivial--of no discernible literary or scientific merit

**I**= Irrelevant to the needs and interests of the library's community

**E**= Elsewhere--the material is easily obtainable from another library

## **Gifts and Memorials**

Textbooks, magazines, encyclopedias, or materials that are worn, damaged, musty, or moldy are not accepted by the Library or Friends of the Library. All materials as acquired must be designated as a gift.

Books and other Library materials will be accepted for inclusion in the collection at the discretion of the Library Director on the condition that the Library has the authority to make whatever disposition it deems advisable.

Once an item has been accepted, it is the property of the Library and is subject to the same accession, usage, and disposal criteria as all Library materials. Upon request, the Library can acknowledge receipt of donated items but does not keep records of the disposition of donated materials. The Library does not assign a monetary value to donated materials.

Monetary gifts are frequently made to the Library collection in memory or in honor of an individual. While the subject matter of a memorial gift is suggested by the donor, the Library staff selects and purchases the item. Upon request, a book plate may be placed in a book(s) to honor an individual.

**Appendix A**  
**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.

**Appendix B**  
**AMERICAN LIBRARY ASSOCIATION**  
**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.

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

**Appendix C**  
**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 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 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.

Endorsed by the ALA Council January 10, 1990

## Appendix D

### AMERICAN LIBRARY ASSOCIATION LABELING AND RATING SYSTEMS

Libraries do not advocate the ideas found in their collections or in resources accessible through the Library. The presence of books and other resources in a Library does not indicate endorsement of their contents by the Library. Likewise, providing access to digital information does not indicate endorsement or approval of that information by the Library. Labeling and rating systems present distinct challenges to these intellectual freedom principles.

Many organizations use or devise rating systems as a means of advising either their members or the general public regarding the organization's opinions of the contents and suitability or appropriate age for use of certain books, films, recordings, websites, games, or other materials. The adoption, enforcement, or endorsement of any of these rating systems by a Library violates the American Library Association's Library Bill of Rights and may be unconstitutional. If enforcement of labeling or rating systems is mandated by law, the Library should seek legal advice regarding the law's applicability to Library operations.

Viewpoint-neutral directional labels are a convenience designed to save time. These are different in intent from attempts to prejudice or discourage users or restrict their access to resources. Labeling as an attempt to prejudice attitudes is a censor's tool. The American Library Association opposes labeling as a means of predisposing people's attitudes toward Library resources.

Prejudicial labels are designed to restrict access, based on a value judgment that the content, language, or themes of the resource, or the background or views of the creator(s) of the resource, render it inappropriate or offensive for all or certain groups of users. The prejudicial label is used to warn, discourage, or prohibit users or certain groups of users from accessing the resource. Such labels sometimes are used to place materials in restricted locations where access depends on staff intervention.

Viewpoint-neutral directional aids facilitate access by making it easier for users to locate resources. Users may choose to consult or ignore the directional aids at their own discretion.

Directional aids can have the effect of prejudicial labels when their implementation becomes proscriptive rather than descriptive. When directional aids are used to forbid access or to suggest moral or doctrinal endorsement, the effect is the same as prejudicial labeling.

Libraries sometimes acquire resources that include ratings as part of their packaging. Librarians should not endorse the inclusion of such rating systems; however, removing or destroying the ratings—if placed there by, or with permission of, the copyright holder—could constitute expurgation (see "Expurgation of Library Materials: An Interpretation of the Library Bill of Rights"). In addition, the inclusion of ratings on bibliographic records in Library catalogs is a violation of the Library Bill of Rights.

Prejudicial labeling and ratings presuppose the existence of individuals or groups with wisdom to determine by authority what is appropriate or inappropriate for others. They presuppose that individuals must be directed in making up their minds about the ideas they examine. The fact that libraries do not advocate or use proscriptive labels and rating systems does not preclude them from answering questions about them. The American Library Association affirms the rights of individuals to form their own opinions about resources they choose to read or view.

Adopted July 13, 1951, by the ALA Council; amended June 25, 1971; July 1, 1981; June 26, 1990; January 19, 2005; July 15, 2009; July 1, 2014.

**Appendix E**  
**DURHAM PUBLIC LIBRARY**  
**REQUEST FOR RECONSIDERATION OF A LIBRARY RESOURCE FORM**

The Library Board of Trustees has delegated the responsibility for selection and evaluation of Library resources to the Library Director and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of a Library resource, please return the completed form to Sheryl Bass, Library Director, Durham Public Library, 49 Madbury Rd., Durham, NH 03820.

Name \_\_\_\_\_ Date \_\_\_\_\_

Address \_\_\_\_\_ City \_\_\_\_\_

State \_\_\_\_\_ Zip \_\_\_\_\_

Phone \_\_\_\_\_

Do you represent yourself? \_\_\_\_\_ An Organization? \_\_\_\_\_

1. Resource on which you are commenting:

- |   |  |   |  |
|---|--|---|--|
| <input type="checkbox"/> Book             | <input type="checkbox"/> Video/ DVD      | <input type="checkbox"/> Audiobook          | <input type="checkbox"/> Music CD                  |
| <input type="checkbox"/> Magazine         | <input type="checkbox"/> Newspaper       | <input type="checkbox"/> Video Game         | <input type="checkbox"/> Board Game                |
| <input type="checkbox"/> Display/ Exhibit | <input type="checkbox"/> Library Program | <input type="checkbox"/> Literacy/Steam Kit | <input type="checkbox"/> Library of Things<br>Item |
| <input type="checkbox"/> Digital Resource | <input type="checkbox"/> Other Format    |   |  |

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Title: \_\_\_\_\_

Author/ Producer : \_\_\_\_\_

Item: \_\_\_\_\_

2. What brought this resource to your attention?

3. Have you read the Library's criteria for selection, as stated in the DPL Collection Development Policy?

YES

NO

4. What concerns you about the resource? (use other side of sheet or additional pages if necessary) Please be specific and cite pages or sections.

5. Is there an alternative resource(s) you suggest within this topic/genre?

6. Did you read, watch or listen to the entire work?

YES

NO

-What would you like the Library to do about this resource?

<input type="checkbox"/> Withdraw it from the Library collection
<input type="checkbox"/> Reclassify to another age group To whom? _____
<input type="checkbox"/> Re-evaluate for collection development based on collection development policy
<input type="checkbox"/> Other _____

Signature of complainant \_\_\_\_\_