



## Collection Development Policy

Angie W. Cox Public Library  
119 N. Main Street, Pardeeville, WI 53954  
Phone: 608-429-2354 FAX: 608-429-4208  
[www.pardeevillelibrary.com](http://www.pardeevillelibrary.com)

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## OVERVIEW

### Mission

The mission of the Angie W. Cox Public Library is to provide materials and services to meet the informational, educational, cultural, and recreational needs of the residents of Pardeeville and the surrounding areas. We uphold the principles of intellectual freedom by providing people of all ages with access and guidance to information and collections that reflect all points of view through a trained and knowledgeable staff. The library offers a wide range of educational and cultural programming and incorporates new and emerging information technologies in a welcoming atmosphere in an inviting facility. The library informs the community of services available through an active public relations program. Our goals are to:

- promote current, high-demand, high-interest materials in a variety of formats for patrons of all ages;
- encourage young children to develop an interest in reading and learning through children's programming;
- engage our older adult community to ensure that their special needs and interests are reflected in collections, programs, and services;
- collaborate and partner with other libraries, and local agencies and organizations to enable us to share and conserve resources, reach new audiences, and expand services and programs; and
- provide a venue for community activities, meetings, and services.

### Vision

To be a vital public resource for our community by providing lifelong learning and leisure experiences.

### Core Values and Principles

The Angie W. Cox Public Library aligns their core values with those of the American Library Association (ALA) as follows:

- **Access** – Ensure that all resources regardless of technology, format, or methods of delivery, are readily, equally, and equitably accessible to all library users.
- **Confidentiality/Privacy** – Protect user privacy and confidentiality to support intellectual freedom.
- **Democracy** – Provide free and equal access to information for all people of the community the library serves.
- **Diversity** – Strive to reflect diversity by providing a full spectrum of resources and services.

- **Education and Lifelong Learning** – Initiate and support efforts to ensure that school, public, and libraries in every community cooperate to provide lifelong learning services to all.
- **Intellectual Freedom** – Uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- **The Public Good** – Reaffirm our belief that libraries are an essential public good and are fundamental institutions in democratic societies.
- **Preservation** – Support the preservation of information published in all media and formats.
- **Professionalism** – Encourage and support professional education to meet the social needs and goals of library services.
- **Service** – Provide the highest level of service to all library users. Strive for excellence in maintaining and enhancing knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.
- **Social Responsibility** – Recognize social responsibilities by supporting efforts to inform and educate the community by encouraging examination of the many views and facts regarding current critical issues with the relationship to libraries and library service.

We support the principles of intellectual freedom, adopted by the American Library Association, by providing people of all ages with access and guidance to information and collections that reflect all points of view.

#### **Library Bill of Rights Statement (Appendix A)**

<http://www.ala.org/advocacy/sites/ala.org/advocacy/files/content/LBORwithInterpretations.pdf>

#### **Freedom to View Statement (Appendix B)**

<http://www.ala.org/rt/vrt/professionresources/vrtresources/freedomtoview>

#### **Freedom to Read Statement (Appendix C)**

<http://www.ala.org/advocacy/intfreedom/freedomreadstatement>

## Our Role in the Community

The Angie W. Cox Public Library strives to be:

- an inclusive library that creates and maintains a relevant collection in a variety of formats to meet user needs of all ages while recognizing the everchanging environment in which people access information;
- a “Gateway to Learning” that encourages an interest in reading and learning to children and families, young adults, adults, and seniors through services offered through a variety of programs; and
- a community activity center that focuses on community events, meetings, and services.

# COLLECTION DEVELOPMENT

## What is Collection Development?

“Collection Development” refers to the ongoing process of selecting, securing, organizing, displaying, maintaining, and withdrawing all library materials in a variety of formats. “Selection” refers to the decision to either add material to the collection and/or retain material already in the collection.

## Purpose - Collection Development Policies

The purpose of collection development policies is to guide library staff in the selection of materials to support the mission of the Angie W. Cox Public Library and inform the public about the principles upon which selections are made and how the collection is developed and maintained.

## Goals of Collection Development

The primary goal of the Angie W. Cox Public Library is to create and maintain a well-balanced and wide-reaching collection of materials to meet the informational, educational, and recreational needs of its users.

### I. Selection Responsibility

The selection of materials will be the responsibility of the Director, who operates within the framework of policies approved by the Library Board of Trustees. Specific collection areas may be delegated by the Director; however, the Director will have the final responsibility to answer to the library board and public for selections. We encourage staff and patrons to submit their suggestions and recommendations for consideration as we build our collection. All submissions will be reviewed by library staff to ensure that they fall within the selection policies.

### II. Collection Criteria and Selection Tools

Our policy is to purchase the best materials to meet the needs of the community within budget limitations. We commit to being inclusive in developing our collection and will make every effort to represent all viewpoints.

Each type of material will be considered, and determinations made in terms of its own merit and the audience for whom it is intended. There will be no standard applied as some materials may be judged in terms of artistic merit, scholarship, or value to humanity while others may be selected meet the informational, recreational, and/or educational interests of the community.

General criteria include:

- current/popular interest or permanent value
- significance and/or reputation of the author, illustrator, editor or film maker
- accuracy of content, scope and comprehensiveness of subject matter
- receipt of or nomination for a major award or prize

- evaluations in review media
- relation to existing library collection
- availability of material through interlibrary loan
- physical limitations of the library building
- budgetary considerations
- timeliness of material
- relation to existing collections
- special needs of library patrons for materials in accessible formats authenticity of historical, regional or social setting

Reviews from professional journals and trade journals are a major source of information about new materials, as well as select subject bibliographies and publishers' catalogs and promotional materials.

Selection tools may include but are not limited to:

- Library Journal
- Junior Library Guild
- Book Forum
- World Literature Today
- Voice of Youth Advocates (VYA)
- The Horn Book Magazine/Guide
- Cooperative Children's Book Center (CCBC) Choices
- Bookmarks
- Publishers Weekly
- Booklist
- School Library Journal
- New York Times Book Review

The lack of a review or an unfavorable review will not be the sole reason for rejecting a title that is in demand. Entire works will be evaluated, not by individual parts that may be considered objectionable. Responsibility for the reading and viewing materials for children rests with their parents or legal guardians. Selection of materials will not be inhibited by the possibility that materials may come into the possession of children.

### III. **Collection Maintenance, Weeding, and Replacement**

Maintenance – Library staff will regularly review items in the collection to ensure they continue to meet the needs of its patrons. Obsolete, unused, worn and/or old editions, or duplicated materials will be removed\*. It is the responsibility of library staff to assess the need for the replacement of materials that have been weeded based on need, demand, budget and selection criteria.

\*This process is called weeding.

Weeding and Replacement – Weeding is a positive and necessary function that upgrades the collection in terms of its appearance, usefulness, space requirements, and the time required to maintain it. The library commits to maintaining an active weeding practice based on discarding and/or replacing items that are outdated, no longer of interest or in demand, or worn and in poor condition.

As materials become worn, damaged or lost, replacement will be determined by current demand, more recent acquisitions, availability of new editions, historical or permanent value, whether the item is still in print and replaceable, and whether there are multiple copies available at other libraries in our system.

Our goal is to review all materials in the collection at least once every four years. We are mindful that some areas, including reference materials, may need more frequent attention.

#### **IV. Interlibrary Loans (ILL)**

Interlibrary loan is not a substitute for collection development. It is intended to broaden the variety of materials available to users. Due to budget and space limitations, the library is unable to house all materials requested. As part of the South Central Library System (SCLS), ILL provides access to the wide range of materials available from other libraries within the same system as needed.

#### **V. Donations, Gifts, Bequests, and Endowments**

Donations – The Angie W. Cox Public Library accepts gifts of new or gently used books, DVDs, music CDs, and audio books. All gifts and donations shall meet the same selection criteria as purchased materials. The library retains unconditional ownership of all gifts/donations and makes the final decision on acceptance, use, or disposition. Items that are not added to the library collection will be added to the Friends of the Library Bargain Corner or donated to their bi-annual book sale. NOTE: Any appraisal of gifts and donations for tax purposes is the responsibility of the donor.

Cash Gifts/Donations, Bequests, and Endowments – Selections made with cash gifts designated as a memorial will be made by the donor and the Library Director. The general format of the material and/or its subject area will be based on the interest of the deceased or the wishes of the donor and the needs of the library. All gifts become part of the general collection and should not require special circulation procedures. Memorial plates and letters of acknowledgement are appropriate stipulations by the donor.

Gifts, bequests, and endowments without a specific designation will be used to best benefit the library as determined by the Director and the Library Board of Trustees.

#### **VI. Reconsideration of Library Materials**

The Angie W. Cox Public Library asserts its right and duty to keep in our collection a representative selection of books and other materials on all subjects of interest to its patrons, reflecting differing points of view, including all sides of controversial questions. We have no right to emphasize one subject at the expense of another or one side of an issue without regard to the other side. Variety and balance of opinion are sought whenever possible.

The library welcomes and encourages expressions of opinion by library patrons. Patrons who request that material be withdrawn from, relocated, labeled and/or restricted within the collection will be asked to complete a Request for Reevaluation of Library Materials form (Appendix D). This form will be available at the Circulation Desk. Once the completed form has been submitted it will be reviewed by the Library Director. A meeting with the concerned patron will be scheduled within 14 days to discuss the request. The review of questioned material will be treated objectively and as a matter of importance. Critical reviews of the item will be sought if possible. Passages will not be taken out of context, and the material will be evaluated as an entity. The Director will respond in writing to the complainant with a decision regarding the material in question. If a concerned patron is not satisfied with the decision of the Library Director, he/she may appeal for a hearing before the Angie W. Cox Public Library Board of Trustees who will serve as the final arbitrator.

NOTE: At no time will library staff act *in loco parentis*. Selection of materials will not be inhibited by the possibility that they may come into the possession of children. Responsibility for reading and the use of the Library by children rests with their parents or legal guardians.

## POLICY REVISIONS

This Collection Development Policy has been reviewed and updated. Further reviews will be considered within four years or earlier as requested by the Angie W. Cox Public Library Board of Trustees.

Reviewed and updated on the \_\_\_\_\_ day of \_\_\_\_\_, 2018.

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XXX, President  
Angie W. Cox Public Library Board of Trustees

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XXX, Director  
Angie W. Cox Public Library



## APPENDIX A

Please see:

<http://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/LBORwithInterpretations.pdf>

## APPENDIX B

### 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.

## APPENDIX C

### 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.

*A Joint Statement by:*

American Library Association  
Association of American Publishers

*Subsequently endorsed by:*

American Booksellers for Free Expression  
The Association of American University Presses  
The Children's Book Council  
Freedom to Read Foundation  
National Association of College Stores  
National Coalition Against Censorship  
National Council of Teachers of English  
The Thomas Jefferson Center for the Protection of Free Expression

## APPENDIX D

### Request for Reevaluation of Library Materials

#### REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

The Angie W. Cox Public Library values your opinion. If you have an objection to library materials(s), please complete this form, detailing then nature of your concern. If additional space is needed feel free to use the back of this form. Once completed, this form becomes a mater of public record according to Wisconsin Statutes 19.32.

Name:			
Address:			
City:	State:	Zip Code:	
Phone (home):	Phone (cell):	Phone (other):	
Title of material to be reconsidered:			
Author or producer:			
What brought this item to your attention?			
Have you read/listened/viewed this material in its entirety?	<input type="checkbox"/>	Yes	<input type="checkbox"/>
No			
Please comment on 1) the item as a whole, and 2) the specific area/s of concern.			
What action do you recommend the library take regarding this item?			
Do you have any suggestions for other materials that the library should consider on this subject?			
Signature:			Date: