

# **MATERIAL SELECTION AND COLLECTION DEVELOPMENT POLICY**

Board Approved January 2022

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## I. Introduction

### A. Legal Authority

The Paola Free Library is organized under the laws of Kansas and is authorized under K.S.A 12-1219 et. Seq....to acquire by purchase, gift or exchange, books, magazines, papers, printed materials, slide pictures, films, projection equipment, phonograph records, and other material and equipment deemed necessary by the board for the maintenance and extension of modern library services; . . .

### B. Mission Statement

The Library's Mission Statement reads as follows:

Paola Free Library is committed to providing free access to information, materials, and services in order to stimulate ideas, advance knowledge, and enhance the quality of life.

## II. Library Collection Objectives

The Paola Free Library selects, makes available, and promotes the use of library materials in various formats, that:

- A. Meet the information needs of the community
- B. Meet the recreational needs of the community
- C. Meet the educational needs of the community
- D. Reflect a variety of opinions on a subject
- E. Provide employment-seeking information
- F. Enhance job-related knowledge and skills
- G. Increase knowledge of and participation in the affairs of the community, state, nation, and world.
- H. Contain content that is timely or timeless, authoritative, and of significant subject matter.
- I. Is of immediate or anticipated interest to individuals or to the community as indicated by patron requests, circulation history of the author's previous works, or publicity.

- J. Include the widest possible coverage of subjects and viewpoints consistent with the needs of the community, the budget available, and the defined limits of the collection.

### III. Responsibility for Selection

The responsibility for the collection development policy lies with the Board of Trustees of the Paola Free Library. The Board delegates to the Library Director and other staff members designated by the Director, the responsibility of selection of materials and development of the collection.

### IV. General Selection Criteria

The following general criteria are used in selecting materials for purchase by the Paola Free Library:

- A. Examination of existing materials in the collection on the same subject
- B. Reputation of the author, illustrator, publisher or producer.
- C. Suitability of subject, style, and reading level for intended audience
- D. Current appeal and popular demand
- E. Present and potential relevance to the community needs
- F. Availability or scarcity of materials on the subject
- G. Value of material in relation to durability and price
- H. Compliance with stated collection objectives

### V. General Limitations, Priorities & Acquisitions

#### A. Materials not Purchased

The following materials will not be purchased: Slides, 16mm films, artworks, textbooks, workbooks, adult level abridged books, outdated formats such as VHS or Audio Cassette (unless they are the only format available and the information within is deemed to be necessary to have in our collection). Some donated textbooks may be added to the collection if determined to be helpful in meeting the needs of the patrons (math, English, foreign language, etc.)

#### B. Replacement and Duplicates

Guidelines for replacements or purchase of duplicate copies may include the following:

1. The number of copies available. If a copy is lost or missing, the library may decide not to replace it if it owns another copy.
2. The coverage the library has on the subject. If a large collection exists in a particular subject area, a particular title may not need to be replaced.
3. The amount of similar material available. If a large number of books are continually published on a particular subject, the library may replace a missing title with something more current.
4. The demand for material in that subject area. The subject may be so popular that the library replaces the title at once.
5. The availability of particular title. If a title is out-of-print and expensive to replace, the library will not replace.
6. If the budget permits, when requests or reserves for a title reaches six (6) a duplicate copy will be ordered. Generally, there should be one copy available for every five (5) requests for a book. The person responsible for ordering materials will consider if popularity of author or subject dictates ordering two or more copies with the initial order.

## VI. Gifts

Gifts or donations of books or other materials are accepted with the understanding that they may be used or disposed of as the library determines is appropriate.

Determining “appropriate” means using the same criteria set forth in this policy for the purchase of library materials. Books that are not added to the collection will be given to the Friends of the Paola Free Library for resale.

## IX. Weeding

### A. Paola Free Library has a continuous weeding program.

1. Approximately once a month specific sections of the entire collection should be evaluated for their content. Materials will be weeded by following the MUSTY acronym, a concept from the CREW method of weeding. MUSTY stands for 5 negative factors which frequently ruin a book’s usefulness and mark it

for weeding.

M = Misleading (and/or factually inaccurate)

U = Ugly (worn and beyond mending or rebinding)

S = Superseded (by a truly new edition or by a much better book on the subject)

T = Trivial (of no discernible literary or scientific merit)

Y = Your collection has no use for this book (irrelevant to the needs and interests of your community)

2. This Library will use the following guidelines when weeding materials to determine whether the subject matter is outdated.

These are guidelines based upon subjects in the broadest possible sense. Actual practice always depends upon use, condition, specific item and the mission of the library.

CLASS	SUBJECT	LIKELY LIFE
001.6	Computer science	3 years
001.9	Controversial knowledge	use?
020	Library science	10 years
030	Encyclopedias	5 years
Other 000's		5-10 years
100's	Philosophy	use? indefinite
133	Parapsychology	use? indefinite
150	Psychology	10 years
200's	Religion	use? 10 years
300's	Sociology	5-7 years
310	Almanacs, yearbooks (older ones-historic use)	2 years reference
320	Political science	5 years
330	Economics	5 years
340	Law	5 years/current
350	Public administration	10 years
360	Social problems	10 years
370	Education	10 years
380	Commerce/transportation	10 years
390	Folklore, costumes	indefinite

395	Etiquette	5 years
400's	Languages	10 years
500's	Science and math	10 years
600's	Agriculture, engineering, etc.	10 years
610	Medicine	5 years
700's	Art, sports, music	indefinite
745's	Crafts	indefinite
770's	Photography	5 years
800's	Literature	use? indefinite
900's	History	use? 15 years
910's	Travel	5 years

Adapted from *Nonfiction Collection Guidelines for Smaller Libraries and Evaluating and Weeding Collections in small and Medium-sized Public Libraries: The Crew Manual*

## VIII. Intellectual Freedom

The Paola Free Library adheres to and wholly supports the “Freedom to Read” and “Freedom to View” statements and the “Library Bill of Rights,” all of which are considered part of the collection development policy.

## Appendix A



### **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, 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



## 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 guarantee 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 January 10, 1990, by the ALA Council**



## 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.

Although the Articles of the *Library Bill of Rights* are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as [Interpretations of the Library Bill of Rights](#).

## Appendix D

### REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS PROCESS

The following steps will be used when an individual feels that further action is necessary to address concerns about a library resource. For the duration of this process, the material in question will remain in circulation in the library collection.

1. A concerned patron who is dissatisfied with earlier informal discussions will be offered a packet of materials that includes the library's mission statement, selection policy, reconsideration form, and the Library Bill of Rights.
2. Patrons are required to complete and submit a reconsideration form to the library director.
3. The director, with appropriate professional staff, will review the reconsideration form and the material in question, to consider whether its selection follows the criteria stated in the collection policy.
4. Within 30 business days, the director will make a decision and send a letter to the concerned person who requested the reconsideration, stating the reasons for the decision.
5. If the individual is not satisfied with the decision, a written appeal may be submitted within 10 business days to the Board of Trustees.
6. If the board plans to address the appeal at their regular board meeting, the individual will be notified of when and where the meeting will be held.
7. The Board of Trustees reserves the right to limit the length of public comments to 5 minutes per person.
8. The decision of the board is final.

## REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

Format (eg: book, movie, magazine): \_\_\_\_\_

Title: \_\_\_\_\_ Author or Performer: \_\_\_\_\_

Publisher (if known): \_\_\_\_\_ Date Published: \_\_\_\_\_

Request initiated by: \_\_\_\_\_ Phone: \_\_\_\_\_

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

State/Zip Code: \_\_\_\_\_ Email: \_\_\_\_\_

Do you represent:

- Yourself \_\_\_\_\_
- An Organization (Name) \_\_\_\_\_
- Other Group (Name) \_\_\_\_\_

1. Did you complete the entire work? If not, what parts did you complete? \_\_\_\_\_

\_\_\_\_\_

2. What do you believe is the theme of this work? \_\_\_\_\_

3. In your opinion, who is the intended audience of this work? \_\_\_\_\_

4. To what in the work do you object? Please be specific. Cite pages. \_\_\_\_\_

5. Why do you find this objectionable? \_\_\_\_\_

6. Are you aware of reviews of this work? If so, please cite reviews. \_\_\_\_\_

7. What action would you like the Library to take regarding this work? \_\_\_\_\_

8. Is there anything good about this work? \_\_\_\_\_

9. What would you recommend as a replacement for this work? \_\_\_\_\_

This form must be signed and filled out in its entirety. Additional pages may be used, if needed.

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