



STOCKBRIDGE LIBRARY ASSOCIATION COLLECTION DEVELOPMENT POLICY

PURPOSE

The Collection Development Policy upholds the mission of the Stockbridge Library Association, which is to be a vibrant center of community life in Stockbridge. The Library serves the needs of the residents of Stockbridge and the surrounding area by supporting lifelong learning, strengthening the community, and preserving the historical record of the town.

The Collection Development Policy directs Library staff in the maintenance and development of the Library collections. The policy also defines collection development practices and provides continuity to selection, purchasing, and retention decisions. As part of strategic planning, the Collection Development Policy will be reviewed regularly to ensure it is a living document that addresses timely collection concerns.

The Library provides materials and services that reflect the diverse educational, informational, and recreational needs of its users. The collection supports the interests and needs of people of all ages, starting with early literacy and including children, teens, and adults.

COLLECTION RESPONSIBILITIES

The Library Director is responsible for a selection process that is responsive to public demand. All Library staff members and the public are encouraged to recommend items for consideration. Recommendations are evaluated based on the same criteria as items purchased for the collection.

CRITERIA FOR ACQUISITION

Budget allocation by subject and format is based on public demand, usage statistics, relevance to the collection, and available resources. Circulation and holds statistics are monitored before and after purchase in order to respond to public demand. Library staff use several criteria when evaluating material. Items need not meet all criteria for inclusion in the collection.

Evaluation criteria for acquisitions include:

- Public demand and anticipated demand
- Relevance to the interest and needs of the community
- Attention of critics and reviewers, award winners, or inclusion in bibliographies
- Significance, timeliness, or permanence of subject matter
- Relevance and suitability of physical format

- Representation of diverse points of view
- Clarity, accuracy, and logic of presentation
- Relevance to early literacy
- Responsive to school age and teen interest, and scholastic support and enrichment
- Literary merit and contribution to the field of knowledge
- Relationship to the existing collection
- Reputation or qualifications of the author, creator, or publisher
- Value of the resource in relation to its cost
- Suitability of subject and style for intended audience
- Availability of content through interlibrary loan, subscription databases, or other means
- Condition of material

YOUTH COLLECTION DEVELOPMENT STATEMENT

The objective of the Stockbridge Library Association, when selecting youth materials, is to make available a well-balanced, diverse, up-to-date, and accurate collection that meets the informational, educational, and recreational needs and interests of individuals from infancy through eighteen years old.

Article V of the Library Bill of Rights states, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." The Library does not assume that all youth materials will be suitable for every individual. While some materials may be too mature for one child, other children may be ready for them. Parents and guardians have the responsibility to determine their child's - and only their child's - access to library materials.

WORLD LANGUAGES

The Library collects recreational and informational material in languages other than English for adults and juveniles to meet the needs of a diverse population, focusing on languages that are actively used in our region.

DESELECTION AND COLLECTION MAINTENANCE

Deselection of material from the circulating collections is a vital part of successful collection maintenance. Continuous evaluation is necessary and materials are regularly removed to maintain a current, accurate, and appealing collection and to facilitate its ease of use.

An item may be deselected for several reasons, including:

- Information is out of date
- Item is worn or damaged
- Item no longer responds to current needs or interests
- Materials in the format are no longer collected

Deselected items may be added to the research collection, offered to other libraries or disposed of through book sales, giveaways, exchanges, or recycling.

INTELLECTUAL FREEDOM

The Library respects the freedom of information for its users and adheres to the principles expressed in the American Library Association's Library Bill of Rights and Freedom to Read Statement (Appendices A and B). The Library's goal is to offer a diversity of ideas and opinions, including those which may be unorthodox or controversial. The Library opposes any attempts by individuals or groups to censor items in its collection. Responsibility for the reading choices of minors rests with their parents or legal guardians. Selection of adult material will not be restricted by the possibility that these items may come into the possession of children nor does the Library use any system of coding, rating, or labeling to identify or segregate materials for purposes of censorship. Challenges regarding Library materials are handled in accordance with the Library's Requests for Reconsideration procedure (Appendix C).

Appendix A: The 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.

Adopted by the Board of Trustees of the Stockbridge Library Association, August 2022

Appendix B: 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:

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.

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.

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.

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.

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.

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.

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.

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

Adopted by the Board of Trustees of the Stockbridge Library Association, August 2022

Appendix C: Requests for Reconsideration

Individuals with concerns about any material(s) owned by or a part of the Stockbridge Library Association's collection will be handled as follows:

1. If the user is dissatisfied with an item, they will be asked to fill out the Request for Reconsideration form listing the concerns that they have about the item.
2. The form will be forwarded to the Library Director who will review the item(s) in question from the standpoint of the concerns expressed.
3. Options for the Library Director will include, but not be limited to, explaining why the item will be maintained by the Library in its present location, moving the item to a different department of the Library (from the Children's Area to the Young Adult Area for example), moving the item to noncirculating status, or other appropriate action. Upon request, a written response will be sent to the user explaining the option chosen.
4. A copy of the Library Director's letter to the user, as well as the user's written statement of concern, shall be given to the President of the Stockbridge Library Association Board of Trustees for informational purposes.
5. The user may appeal the decision to the Reconsideration Committee of the Stockbridge Library Association's Board of Trustees.
6. Please be aware that the details of your request, including your name, may be shared with Library personnel and our Trustees. The Stockbridge Library Association will use the information you provide to evaluate your request, and also reserves the right to share that information with other third-party professional organizations that we consult with or whose resources we rely on to inform our policies and procedures.

*Please note that throughout the duration of the review process, the material in question shall remain on the library shelves where it is accessible to patrons.

Stockbridge Library Association Request for Reconsideration Form:

If you wish to request reconsideration of a resource, please return the completed form to the Library Director. Your response will help us to understand your concerns.

Date _____
Name _____
Address _____
City _____ State _____ Zip _____
Phone _____ Email _____

1. Have you read the Stockbridge Library Association's Collection Development Policy?

- Yes
- No

The Collection Development Policy can be found at: <https://stockbridgelibrary.org/>

2. Do you represent yourself or an organization? _____

Name of Organization _____

3. Item on which you are commenting:

- Book
- Movie
- Audiobook
- Display
- Program
- Other

Title _____

Author _____

4. What brought this item to your attention?

5. Have you read/listened to/watched this item in its entirety? If not, what sections did you review?

6. What concerns you about this item? Please be specific; cite pages, passages, sections, etc.

7. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

8. What action are you requesting the Library consider concerning this item?
