



L.E. Phillips Memorial  
**Public Library**

**Number: 3**  
**Category: Circulation and Collection  
Development Management**

**Policy Title: COLLECTION DEVELOPMENT AND MANAGEMENT**  
**Date adopted: 01/19/76**  
**Date amended: 08/20/09; 07/21/16**  
**Date last reviewed: 07/21/16**

---

### **GENERAL OBJECTIVE**

The objective of the L.E. Phillips Memorial Public Library is to select, organize, and preserve print and non-print materials within the limitations of space and budget, and to make them freely and easily available to the people of the community. These resources will aid an individual in the pursuit of education, information, research, recreation, cultural awareness, and in the creative use of leisure time. The Library's goal is to encourage the maximum use of its collection by the greatest number of persons.

The Library seeks to stimulate and expand the interest of both children and adults and to coordinate this work with that of other educational, social, and cultural groups in the community.

The L.E. Phillips Memorial Public Library has as its basic philosophy the determination to offer to the people of our community a wide choice of materials representing all points of view. Children of the same age vary considerably in maturity and in reading ability. School assignments and children's interests often call for the use of materials far beyond the realm of a children's book collection. Children should be able to get these adult and young adult materials readily. For this reason, children have free access to all collections.

The L.E. Phillips Memorial Public Library subscribes to the Library Bill of Rights adopted by the American Library Association and to the Freedom to Read Statement and the Freedom to View Statement as attached herewith. The Library also subscribes to the Interpretations of the Library Bill of Rights, included in summary form with this policy, as delineated by the American Library Association.

### **RESPONSIBILITY FOR SELECTION**

Final responsibility for materials selection rests with the Director, who operates within the framework of policies determined by the Board of Trustees of the Library. However, the responsibility for initial selection of books and other materials is shared by members

of the Collection Development Committee and other staff as assigned. Suggestions from all staff and users are always welcomed and given serious consideration.

## **NO UNAUTHORIZED ADDITIONS TO THE COLLECTION**

No items should be added to the collection except by those with the authority to do so under the paragraph above entitled "Responsibility for Selection".

Any person who willfully adds items to the collection without such authority may be excluded from the use of the Library in accordance with Section 43.52 (2) of the Wisconsin Statutes.

All unauthorized additions to the collection may be confiscated by the Library.

## **CRITERIA OF SELECTION**

The L.E. Phillips Memorial Public Library's materials selection policy must be flexible and broad. New acquisitions will be tested by the following standards:

1. Reliability of information
2. Timeliness and permanent value
3. Literary style and readability
4. Popular interest
5. Existing subject matter in the collection
6. Integrity of author and publisher
7. Availability elsewhere in the community
8. Format

The L.E. Phillips Memorial Public Library will buy materials of general scholarly interest in all fields of knowledge. It will not, however, duplicate specialized materials already available in local institutions. Neither does the Library feel obligated to purchase textbooks used in the schools, nor supply any title in quantity proportionate to extensive demand, nor professional or trade journals and services not of general use.

The Library assumes some responsibility for acquiring and maintaining a relatively complete collection of materials of local and regional historical interest. The works of local authors will form an important part of this collection.

## **GIFTS**

Gifts accepted by the L.E. Phillips Memorial Public Library are judged by the same selection criteria as purchased materials. They are considered with the explicit understanding that such factors as duplication, lack of community interest, processing costs, or inadequate shelf space may prevent their addition to the collection or permanent retention on the shelves. Gifts are accepted with the understanding that the Library may at any time discard them in any way it sees fit.

## **WITHDRAWALS**

Materials with obsolete, incorrect, outdated information and those in poor physical condition are systematically removed from the collection.

## **REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS**

Individuals, including Library Board members, may request reconsideration of a selection decision of library material. To receive consideration by the Library, all requests must be made in writing using the Library's request for reconsideration form.

The library materials about which a request for reconsideration has been made will not be removed from the collection, nor will their use be restricted in any way, before final action is taken by the Library Board on the request.

Within 30 days of the filing of the written request for reconsideration, the chair of the Library's Collection Development Committee and one other member of the Collection Development Committee appointed by the chair will jointly send a written response to the complainant, explaining in detail their decision regarding the request. The response will also inform the complainant that if he or she desires, the request will be forwarded to the Library Director.

Within 30 days following the written response, if it is the desire of the complainant, the request will be forwarded to the Library Director who will review the request and submit it, along with his or her recommendations, to the Library Board.

Within 90 days of the filing of the written request for reconsideration the Library Board will review the request and take final action on it. In making its decision, the Library Board will consider professional reviews and will employ all of the criteria of selection listed in the Library's Collection Development and Management Policy, including the American Library Association's Library Bill of Rights, Interpretations of the Library Bill of Rights, Freedom to Read Statement and the Freedom to View Statement.

The complainant will be notified in writing of the Library Board's decision in the matter.

Requests for reconsideration about a particular item will not be considered by the Library more than once within a 12-month period.

## 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.

*Adopted June 18, 1948, by the ALA Council; amended February 2, 1961; amended June 28, 1967; amended January 23, 1980; inclusion of "age" reaffirmed January 24, 1996.*

## 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 than 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

**Subsequently endorsed by:**

American Booksellers Foundation for Free Expression  
The Association of American University Presses, Inc.  
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*

## Interpretations of the Library Bill of Rights

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.

Following are those documents designated by the Intellectual Freedom Committee as Interpretations of the [Library Bill of Rights](#) and background statements detailing the philosophy and history of each. For convenience and easy reference, the documents are presented in alphabetical order. These documents are policies of the American Library Association, having been adopted by the [ALA Council](#) and can be found at <http://www.ala.org/ala/aboutala/offices/oif/statementspols/statementsif/interpretations/default.cfm>

---

### [Access for Children and Young Adults to Non-print Materials](#)

Library collections of non-print materials raise a number of intellectual freedom issues, especially regarding minors. 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."

### [Access to Digital Information, Services, and Networks](#)

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedom of speech and the corollary right to receive information. Libraries and librarians protect and promote these rights by selecting, producing, providing access to, identifying, retrieving, organizing, providing instruction in the use of, and preserving recorded expression regardless of the format or technology.

### [Q&A: Access to Electronic Information, Services, and Networks](#)

Following the initial adoption by the ALA Council of Access to Electronic Information, Services and Networks: An Interpretation of the Library Bill of Rights in January, 1996, the ALA Intellectual Freedom Committee produced a sample set of questions and answers to clarify the this Interpretation's implications and applications.

### [Access to Library Resources and Services Regardless of Sex, Gender Identity, or Sexual Orientation](#)

The American Library Association stringently and unequivocally maintains that libraries and librarians have an obligation to resist efforts that systematically exclude materials dealing with any subject matter, including sex, gender identity, or sexual orientation.

### [Access to Resources and Services in the School Library Media Program](#)

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

### [Challenged Materials](#)

The American Library Association declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined materials selection policy in written form that reflects the Library Bill of Rights, and that is approved by the appropriate governing authority.

### [Diversity in Collection Development](#)

Intellectual freedom, the essence of equitable library services, provides for free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored. Toleration is meaningless without tolerance for what some may consider detestable. Librarians cannot justly permit their own preferences to limit their degree of tolerance in collection development, because freedom is indivisible.

### [Economic Barriers to Information Access](#)

A democracy presupposes an informed citizenry. The First Amendment mandates the right of all persons to free expression, and the corollary right to receive the constitutionally protected expression of others. The publicly supported library provides free, equal, and equitable access to information for all people of the community the library serves. While the roles, goals and objectives of publicly supported libraries may differ, they share this common mission.

### [Evaluating Library Collections](#)

The continuous review of library materials is necessary as a means of maintaining an active library collection of current interest to users. In the process, materials may be added and physically deteriorated or obsolete materials may be replaced or removed in accordance with the collection maintenance policy of a given library and the needs of the community it serves. Continued evaluation is closely related to the goals and responsibilities of all libraries and is a valuable tool of collection development. This procedure is not to be used as a convenient means to remove materials presumed to be controversial or disapproved of by segments of the community.

### [Exhibit Spaces and Bulletin Boards](#)

Libraries often provide exhibit spaces and bulletin boards. The uses made of these spaces should conform to the Library Bill of Rights: Article I states, "Materials should not be excluded because of the origin, background, or views of those contributing to their creation." Article II states, "Materials should not be proscribed or removed because of partisan or doctrinal disapproval." Article VI maintains that exhibit space should be made available "on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use."

### [Expurgation of Library Materials](#)

Expurgation of Library Materials: Expurgating library materials is a violation of the Library Bill of Rights. Expurgation as defined by this interpretation includes any deletion, excision, alteration, editing, or obliteration of any part(s) of books or other library resources by the library, its agent, or its parent institution (if any).

### [Free Access to Libraries for Minors](#)

Library policies and procedures that effectively deny minors equal and equitable access to all library resources available to other users violate the Library Bill of Rights. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.

### [Importance of Education to Intellectual Freedom](#) (New as of the 2009 ALA Annual Conference)

Through education programming and instruction in information skills, libraries empower individuals to explore ideas, access, and evaluate information, draw meaning from information presented in a variety of formats, develop valid conclusions, and express new ideas. Such education facilitates intellectual access to information and offers a path to intellectual freedom.

### [Intellectual Freedom Principles for Academic Libraries](#)

A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of a college or university community. The purpose of this statement is to outline how and where intellectual freedom principles fit into an academic library setting, thereby raising consciousness of the intellectual freedom context within which academic librarians work.

### [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, the ability for library users to access electronic information using library computers does not indicate endorsement or approval of that information by the library.

### [Minors and Internet Interactivity](#) (New as of the 2009 ALA Annual Conference)

The digital environment offers opportunities both for accessing information created by others and for creating and sharing new information. The rights of minors to retrieve, interact with, and create information posted on the Internet in schools and libraries are extensions of their First Amendment rights.

### [Questions and Answers on Labels and Rating Systems](#)

The ALA Intellectual Freedom Committee developed this Q&A to work in conjunction with Labels and Rating Systems, adopted July 13, 1951, by the ALA Council; amended June 25, 1971; July 1, 1981; June 26, 1990; January 19, 2005. Like Questions and Answers on Privacy and Confidentiality and Questions and Answers: Access to Electronic Information, Services, and Networks, this document will be revised as appropriate.

### [Library-Initiated Programs as a Resource](#)

Library-initiated programs support the mission of the library by providing users with additional opportunities for information, education, and recreation.

### [Meeting Rooms](#)

Many libraries provide meeting rooms for individuals and groups as part of a program of service. Article VI of the Library Bill of Rights states that such facilities should be made available to the public served by the given library "on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use."

### [Privacy](#)

Privacy is essential to the exercise of free speech, free thought, and free association. See also Questions and Answers on Privacy and Confidentiality.

### [Questions and Answers on Privacy and Confidentiality](#)

Complements Privacy: An Interpretation of the Library Bill of Rights.

### [Restricted Access to Library Materials](#)

Libraries are a traditional forum for the open exchange of information. Attempts to restrict access to library materials violate the basic tenets of the Library Bill of Rights.

### [Services to People with Disabilities](#) (New as of the 2009 Midwinter Meeting in Denver, CO)

ALA recognizes that persons with disabilities are a large and often neglected part of society. In addition to many personal challenges, some persons with disabilities face economic inequity, illiteracy, cultural isolation, and discrimination in education, employment, and the broad range of societal activities. The library plays a catalytic role in their lives by facilitating their full participation in society.

### [The Universal Right to Free Expression](#)

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedoms of speech, press, religion, assembly, and association, and the corollary right to receive information.