

Subject: Glendora Library Policy Concerning Collection Development

Effective: Adopted April 20, 1998, Revised March 18, 2002, Revised January 26, 2009

Policy Objective:

To establish a policy of collection development that serves to guide staff in the selection of materials; to inform the public about the principles upon which selections are made; and to defend intellectual freedom

Authority:

Board of Trustees of the Glendora Public Library.

Assigned Responsibility:

Board of Trustees of the Glendora Public Library, Library Director and assigned supervisors.

Policy:

The library connects people to the world of information through materials owned by the library, inter-library borrowing of materials owned by other libraries, use of the resources provided through the Metropolitan Cooperative Library System Reference center, and access to the Internet.

The Glendora Library Board of Trustees, recognizing the varied tastes, interests, backgrounds and abilities of the public served, declares as a matter of Materials Selection Policy that:

1. Library material selection is and shall be vested in the Library Director, and under the Librarian's direction, such members of the staff who are qualified by reason of education, training and experience. Any library materials so selected shall be held to be selected by the Board.
2. The Library strives to select materials to represent all sides of an issue so that the library user can select for oneself items judged to be useful and of interest. It is not the Board's purpose to espouse moral, religious or political points of view or to censor materials that some find objectionable.
3. This Board supports that while anyone is free to reject for oneself material that does not meet with an individual's approval, one person cannot exercise this right to restrict others' freedom to read. Notwithstanding, responsibility for the reading, listening and viewing of library materials by children rests with their parents or legal guardians.
4. This Board defends the principles of the freedom to read and declares that whenever censorship is involved no library materials shall be removed from the Library save under the orders of a court of competent jurisdiction.

5. The Library welcomes expressions of opinion by patrons, but will be governed by the Collection Development Policy in making additions to or deleting items from the collection.
6. As a defender of intellectual freedom, this Board adopts and declares that it will adhere to and support:
 - a. The Library Bill of Rights, and
 - b. The Freedom to Read Statement adopted by the American Library Association, both of which are made a part hereof.

Attachments:

- A: Library Bill of Rights
- B: Freedom to Read Statement
- C: Definitions and Procedures
- D: Patrons Request for Evaluation of Library Resources

Approved and adopted this 26th day of January 2009

Ayes: 5

Noes: 0

Absent: 0

City of Glendora
Library Board of Trustees

Attest: Robin Weed Brown
Robin Weed-Brown, Library Director

By: Michael Conway
Michael Conway, President

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
Amended February 2, 1961, and January 23, 1980
inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council.

The Freedom to Read

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 books from sale, to censor textbooks, to label "controversial" books, 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 avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising his critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

We trust Americans to recognize propaganda, and to reject it. We do not believe they need the help of censors to assist them in this task. 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.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio, and television. 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.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

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 stress.

Now, as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which 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 towards 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 men 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 which are unorthodox or unpopular with the majority.

Creative thought is by definition, new, and what is new is different. The bearer of every new thought is a rebel until his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which 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 contained in the books 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 books 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 man can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book on the basis of the personal history or political affiliations of the author.
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 literature 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 taste differs, and taste cannot be legislated; nor can machinery be devised which 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 with any book the prejudgment of a label characterizing the book or author as subversive or dangerous.

The idea of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that each individual must be directed in making up his mind about the ideas he examines. 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.

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 each individual is free to determine for himself what he wishes 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.

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, bookmen 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 expended on the trivial; it is frustrated when the reader cannot obtain matter fit for his 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 their freedom and integrity, and the enlargement of their service to society, requires of all bookmen the utmost of their faculties, and deserves of all citizens 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 books. We do so because we believe that they are good, 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; revised January 28, 1972, January 16, 1991, by the ALA Council and the AAP Freedom to Read Committee.

A Joint Statement by: American Library Association & Association of American Publishers

Subsequently Endorsed by:

American Booksellers Association
American Booksellers Foundation for Free Expression
American Civil Liberties Union
American Federation of Teachers AFL-CIO
Anti-Defamation League of B'nai B'rith
Association of American University Presses
Children's Book Council
Freedom to Read Foundation
International Reading Association
Thomas Jefferson Center for the Protection of Free Expression
National Association of College Stores
National Council of Teachers of English
PEN American Center
People for the American Way
Periodical and Book Association of America
Sexuality Information and Education Council of the United States
Society of Professional Journalists
Women's National Book Association
The YWCA of the USA.

American Library Association
For questions or comments, contact the Webmaster.
www.ala.org/alaorg/oif/freeread.html
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GLENDORA PUBLIC LIBRARY COLLECTION DEVELOPMENT POLICY: Definitions and Procedures (01/09)

MISSION STATEMENT

The Glendora Public Library enriches the community by connecting people to the world of ideas, information and imagination to support their work, education, personal growth and enjoyment. The library stimulates civic involvement and is a symbol of the community's well being.

COMMUNITY OF GLENDORA

The library serves the city of Glendora; a quiet residential community located approximately 21 miles northeast of Los Angeles and bounded by the cities of Azusa to the west, Covina to the south and San Dimas to the east as well as unincorporated portions of Los Angeles County. Glendora is approximately 19 square miles with a population of 50, 331 per 2005-2007 American Community Survey 3-year Estimates.

The 2005-2007 Estimate gives the following ethnic breakdown for the city of Glendora:

| | |
|-----------------------|-------|
| 1. White: | 76.3% |
| 2. Asian: | 9.5% |
| 3. African-Americans: | 2.9% |
| 4. other race: | 13.5% |

People of Hispanic origin make up 25% of the total Glendora population.

English is the predominant language with 75.3% of Glendora residents speaking only English. A total of 8.6% of the population speaks English less than "very well."

| Language | Percentage of population, 5 years and over |
|--------------------------------------|--|
| Spanish | 14.3% |
| Speak English less than "very well" | 4.7% |
| Other Indo-European languages | 2.6% |
| Speak English less than "very well" | 0.5% |
| Asian and Pacific Islander languages | 5.0% |
| Speak English less than "very well" | 2.0% |
| Other languages | 2.9% |
| Speak English less than "very well" | 1.3% |

Source: Selected Social Characteristics in the United States: 2005-2007

Data Set: 2005-2007 American Community Survey 3-Year Estimates
Survey: American Community Survey

Glendora is primarily a bedroom community with no major industry and a small-business, retail, service economy. The median income is \$72,414. Residents aged from 35-54 years old account for the largest age group. Seniors, age 62 and older account for 17.8% of the population while children age 18 and younger account for 25% of the total population. Residents are proud of the small-town atmosphere, the downtown "village", the historic houses, and the town's motto of "Pride of the Foothills."

Purpose of the Collection Development Policy

The Collection Development Policy serves to guide staff in the selection and evaluation of materials which anticipate and meet the needs of Glendora; to inform the public about the principles upon which selections are made; and to defend intellectual freedom.

The library connects people to the world of information through materials owned by the library, inter-library borrowing of materials owned by other libraries, use of the resources provided through the Metropolitan Cooperative Library System Reference Center, and access to the Internet;

The Glendora Library Board of Trustees, recognizing the varied tastes, interests, backgrounds and abilities of the public served, declares as a matter of Materials Selection Policy that:

1. Library material selection is and shall be vested in the Library Director, and, under the Librarian's direction, such members of the staff who are qualified by reason of education, training and experience. Any library material so selected shall be held to be selected by the Board.
2. The Library strives to select materials to represent all sides of an issue so that the library user can select for oneself items judged to be useful and of interest. It is not the Board's purpose to espouse moral, religious or political points of view or to censor materials that some find objectionable.
3. This Board supports that while anyone is free to reject for oneself material that does not meet with an individual's approval, one person cannot exercise this right to restrict others' freedom to read. Notwithstanding, responsibility for the reading, listening and viewing of library materials by children rests with their parents, legal guardians, or responsible caregivers.
4. This Board defends the principles of the freedom to read and declares that whenever censorship is involved no library material shall be removed from the Library save under the orders of a court of competent jurisdiction.

5. The Library welcomes expressions of opinion by patrons, but will be governed by the Collection Development Policy in making additions to or deleting items from the collection.

DEFINITIONS

“Censorship” as broadly defined means suppression of ideas or information that certain persons, whether as individuals, groups or in official capacity, find objectionable or dangerous.

“Classic” refers to a work that has withstood the test of time as an item of recurring or continuing interest.

The word “material” has the widest possible meaning; it may include books (hardbound and paperbound), pamphlets, maps, magazines and journals, comic books, newspapers, manuscripts, films, sound recordings, video recordings, computer software, electronic resources, and other forms of information and expression.

“Selection” refers to the decision that must be made either to add a given item to the collection or to retain one already in the collection. It does not refer to guidance in assisting a library user.

“Weeding” is another term used to describe the selection decision of whether or not to retain an item already in the collection.

OBJECTIVES OF SELECTION

The Glendora Public Library provides materials for City residents that fulfill their curiosity, further learning, inform and offer enjoyment. The Library strives to have a broad, general collection that meets the daily needs of the majority of residents.

The primary objective of selection shall be to enrich community life by providing current and classic reading, listening, viewing, and interactive resources for all ages. The Library will always be guided by a sense of responsibility to both present and future in adding materials that will enrich the collections and maintain an overall balance. The Library also recognizes an immediate duty to make available materials for enlightenment and recreation, even though such materials may not have enduring interest or value.

The widest possible variety of subjects and views are included in the collection. Selection is based on the merit of a work in relation to the needs and interests of the community. Critical judgment is used to select those items best suited to fill these needs. Cost, space, usefulness, demand and current holdings must also be considered.

Treatments of varying complexity of subjects or works are sought to meet the needs of all residents, regardless of their social or physical status or level of intellectual achievement.

The collection shall be well balanced with current and retrospective materials in various formats and levels of comprehension.

The Library strives to provide materials of recognized worth, giving users an appreciation of the varied trends in thought and expression.

Materials will be provided to represent diverse opinions on controversial issues, giving users an opportunity to develop their critical sense, and to arrive at intelligent, though opposite, conclusions.

WEEDING

In order to maintain an up-to-date, useful collection, worn and obsolete materials are continuously weeded. Materials may also be withdrawn if they are little used or superseded by a new edition or better work on the same subject. The library endorses the concept of recycling printed materials and tries to use or dispose of unneeded materials in a manner which fosters this concept.

Titles are withdrawn from the collection through systematic weeding by selectors. Materials withdrawn due to loss or damage may be replaced by the same or similar work if there is still a demand. Systematic weeding is required of every selector in order to keep the collection responsive to patrons' needs, to insure its vitality and usefulness to the community, and to make room for newer materials. Subject areas should be reassessed at least every two years, though some areas may require more frequent review.

PRIORITIES

1. The top priority for collection development is for high-demand, high-interest materials. The collection includes current and popular materials with sufficient duplication to meet demand. A substantial percentage of the collection has been published within the past five years.
2. The collection emphasizes informational materials to support individual, business, government and community interests. There is also an emphasis on supporting special reading needs and coordinating access to local human services and information.
3. The collection has a wide range of circulating subject materials relevant to the interests of life-long learning.

4. The collection has a variety of materials and formats for children and for adults working with them. To encourage life-long reading habits, materials are selected which are considered to be of value and interest to children from infancy through pre-adulthood. These materials are not shelved by age groupings. The library attempts to make all its resources available to users of all ages with emphasis on information need, interest and ability rather than chronological age.
5. Under the library's current priorities, the collection includes materials to supplement, not duplicate, what is available in local elementary and secondary school and community college libraries. Resources include reference materials, periodicals, and indexing services. Textbooks and curriculum-related materials for these programs are provided only where the materials also serve the general public.
6. Duplication of nearby specialized reference and research materials is avoided unless convenience and frequency of use make it mandatory. In order to provide access to materials beyond the scope of our collection development policy, the Library utilizes interlibrary loan and consortium services. Photocopies are supplied in lieu of periodicals and original reference materials.
7. The Library attempts to provide current technologies to meet information needs and represent popular culture. Works most representative of current significance and permanent value are considered for multi-type formats whenever appropriate. Choice of format is based on ease of use, availability of equipment to library users, special needs of library users and suitability of the medium to the content and cost.
8. Except for local history and documents, coverage of certain enduring and significant subjects, and some classic works belonging to the canon of world cultural literacy, all parts of the collection must be used regularly in order to be retained in the collection.

DUTIES OF STAFF

All staff members selecting library materials shall keep the objectives and selection criteria in mind, while applying their knowledge and experience in making decisions. Performance evaluations of selection staff include an assessment of the degree to which their collections adhere to these criteria and meet the needs of residents.

SELECTION CRITERIA

General Selection Criteria

No item in a library collection can be indisputably accepted or rejected by any given guideline or standard. Certain basic principles, however, can be applied as guidelines.

In selecting any item for addition or retention, staff shall take into consideration a combination of qualitative and quantitative values:

1. The degree and accomplishment of purpose
2. Authority and competency of the author, composer, etc.
3. Comprehensiveness in breadth and scope
4. Sincerity and fundamental objectivity
5. Clarity and accuracy of presentation
6. Ease of use.
7. Appropriateness to the interests and skills of the intended users.
8. Relation to existing collections
9. Relative importance in comparison with other materials on the subject
10. Importance as a record of the times for present and future use.
11. Projected use by and interest among Glendora residents
12. Opinions expressed by competent reviewers in industry-recognized journals; reviewers on other library staffs; and subject experts
13. Responsiveness to demand.
14. Relative cost.
15. Security of investment, including but not limited to resilience of format and stability of content.
16. Impact on available space.

Objective data is used to allocate funds to purchase subjects and formats in accordance with community needs. These include monitoring library use statistics, annual surveys of user interests, and satisfaction rates.

The library encourages suggestions and comments about the collection. They are important in helping to decide what to acquire. The general public and all staff members are encouraged to recommend items for consideration.

GIFTS

Acceptance of any gift materials is contingent on their meeting the above criteria for selection.

The Library welcomes gifts of books and other library materials or money to buy such materials, but reserves the right to use and dispose of gift materials as seems appropriate for current needs. They may be added to the collection if needed, exchanged with or given to other libraries and non-profit institutions, sold at library booksales with proceeds used to support library programs and services, recycled, or discarded if not usable for any of the preceding purposes.

Books or other library materials accepted for the collection which were given as special gifts or as memorials shall carry a special gift plate identifying the donor and/or the person in whose memory the gift is made, if the donor requests. The library is under no obligation, however, to replace these gifts if they are lost, damaged or worn, or to keep them after they have become obsolete or of no further value to the library.

No other conditions may be imposed relating to any gift either before or after its acceptance by the Library.

RECONSIDERATION OF LIBRARY MATERIALS

Concerns about specific library materials may be brought to the attention of any staff member. The complainant will be given the option of speaking to a supervisor or submitting a written statement (Attachment D). Concerns shall be reviewed by the appropriate selector and a report given to the Library Director. The Director will respond in a timely manner. If the concern is not resolved at this level, the Library Board shall be the final authority.

USE OF LIBRARY MATERIALS

The Library recognizes that many materials are controversial and that any given item may offend some library user. Selections will not be made on the basis of any anticipated approval or disapproval, but solely on the merits of the work in relation to the building of the collections and to serving the interests of Glendora residents.

Library materials will not be marked or identified to show approval or disapproval of the contents, and no item will be sequestered except for the express purpose of protecting it from injury or theft.

The use of rare and scarce items of great value may be controlled to the extent required to preserve them from harm, but no further.

Selection will not be inhibited by the possibility that materials may inadvertently come into the possession of children.

GLENDORA PUBLIC LIBRARY—COLLECTION DEVELOPMENT POLICY

PATRON'S REQUEST FOR EVALUATION OF LIBRARY RESOURCES

We appreciate your interest in the materials which have been selected for inclusion in the collection of the Glendora Public Library. If you have a concern about a specific item, we would appreciate your assistance in addressing the matter. Please fill out this form and return it to the library. The staff will evaluate the material and forward a recommendation to the Library Director.

Name _____ Date _____

Address _____

City _____ State _____ Zip _____ Phone _____

Resources on which you are commenting:

- | | | | |
|------------------------------------|--|---|--------------------------------|
| <input type="checkbox"/> Books | <input type="checkbox"/> Compact Discs | <input type="checkbox"/> Computer Software | <input type="checkbox"/> Other |
| <input type="checkbox"/> Magazine | <input type="checkbox"/> Video & DVD | <input type="checkbox"/> Web Links & Electronic Resources | |
| <input type="checkbox"/> Newspaper | <input type="checkbox"/> Audio Books | <input type="checkbox"/> Content of Library Program | |

1. Title _____

2. Author/Producer _____

3. What brought this title to your attention? _____

4. Have you seen or heard reviews of this material? _____

5. Please comment on the resource as a whole. _____

6. Please note your specific objections. _____

7. What resource(s) would you suggest to provide additional information on this topic?

Please use the back of this form if additional space is needed. Thank you for taking the additional time to complete this form. Your Request for Evaluation will be given careful consideration and a response will be provided.

