



COLLECTION DEVELOPMENT POLICY

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POLICY OBJECTIVE

This Collection Development Policy guides staff in its efforts to meet community needs and interests while balancing the library's budget and space. This policy is used by library staff to evaluate and select materials. This policy also serves to acquaint the general public with the principles which guide staff through the selection process. These decisions are made by staff under the guidance of this policy, as set by the Library Trustees pursuant to their authority under the City Ordinances, Section 16-1(b).

PRINCIPLES OF COLLECTION DEVELOPMENT

This Collection Development Policy supports the library's mission. It outlines the principles and philosophies that guide decisions made regarding this fundamental element of library service.

The library collects materials in a wide variety of formats, representing many points of view and subjects. We adhere to the provisions of the American Library Association's "Library Bill of Rights," (Appendix 1). We believe in the library user's freedom to read and to view materials and uphold the principles articulated in the American Library Association's "Freedom to Read Statement," (Appendix 2), and the "Freedom to View Statement, (Appendix 3).

Service Population

All collection development decisions are made for the benefit of the population we serve, namely, the residents of Newton, Massachusetts. Newton is a demographically diverse community of approximately 87,000 people, more fully described in the library's Long-Range Plan. That plan and its updated action plans will inform priorities and emphases for collection development on an on-going basis.

Interest

Collection development decisions are primarily based upon the many interests of the diverse community we serve. Materials are acquired with the expectation of repeated use. Certain works may not have as high a volume of interest as other more popular ones, but may nonetheless be an important addition to a balanced and varied collection. They may provide value beyond popularity due to uniqueness of content, excellence of presentation, or authority in the field, as long as it was expected to have a circulation level appropriate for its collection segment.

Responsibility and Oversight

The ultimate responsibility for collection development rests with the Library Director who operates within the framework of policies determined by the Library Board of Trustees. The Library Director delegates the selection of materials to trained library professionals. Collection development decisions are routinely evaluated to ensure the collection balances the diverse needs, interests, value systems, and reading abilities of our patrons.

The library will maintain a system of reporting and reviewing to evaluate collection performance and safeguard against selector bias by using these fact-based criteria: publishing date; frequency of circulation; community interest; physical condition; space. Those with concerns can submit a complaint, which may or may not be anonymous, to the Board of Library Trustees.

CRITERIA FOR ACQUISITION

Budget allocation by subject and format is based on public demand, usage, relevance to specific Special Collections, and available resources. Reserve levels in the circulating collection are monitored to respond to public demand. Selectors use several criteria when evaluating material, keeping in mind physical space requirements and the library's resources. Items need not meet all criteria for inclusion in the collection, but should not have significant negative evaluations in any one criterion.

Evaluation Criteria

- Public demand and anticipated demand;
- Relevance to the interests 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;
- Relevance 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, including costs of acquisition, processing, conservation or storage;
- Suitability of subject and style for intended audience;
- Local Interest - a Newton connection in the work's subject, that would lead other Newton residents to find it of interest;
- Availability of content through the internet, subscription databases, or other means;
- Condition of material.

Additional Criteria for Special Collections:

- Relevance to existing special collections;
- Associated processing, conservation and/or storage requirements.

Additional Criteria for Electronic Resources:

- Ease of use and remote access potential;

- Hardware, software, networking, and storage requirements;
- Licensing requirements;
- Comparison of content and cost with other available formats;
- Long term availability and perpetual access rights.

Adoption of New Formats/Genres

Library collections must evolve to encompass new topics, subjects, genre, subgenres or formats. Selectors should be aware of these as they appear and acquire them when they believe there is a population segment that could be interested. Purchases of materials in these new formats or genres will be closely followed and evaluated by the selector.

Patron Requests for Purchase

Patron requests for purchase are fulfilled where they follow our general guidelines, particularly related to a sufficiently wide scope of potential interest. Requests for materials that were not recently published may be fulfilled for the patron by borrowing from another Minuteman Library or requesting an interlibrary loan from beyond the Minuteman Library Network, at the discretion of the library.

Gift Materials

The library selectively accepts gifts of books and other materials for public use. In accepting gifts, the Library follows the Gift of Materials Policy:

- 1) The Library does not provide financial appraisals of gifts. The appraisal of a gift to the library for tax purposes is the responsibility of the donor.
- 2) No conditions may be imposed relating to any gift. The library, in accepting the gift, obtains free and complete legal title to it.
- 3) The library reserves the right to utilize donated materials in whatever way best benefits the collection and services. Materials may be added to the collection if it falls within the scope of the library's Collection Development Policy.

RECONSIDERATION OF LIBRARY MATERIALS

Patrons with concerns about the content of materials are invited to document specific objections on the "Request for Reconsideration of Library Materials" form (Appendix 4). The Library Director will make determinations on any removal or retention of materials, in consultation with the staff responsible for that collection area.

SPECIAL COLLECTIONS

Our Special Collections are the Newton Collection, Massachusetts Collection and Genealogy Collection. They exist to provide a gateway to discovering and exploring the history

of the City, its residents, and the development of the Commonwealth. The collections complement the collections of the City Archives and Historic Newton.

The library is committed to using Special Collections to support patron research, and to digitizing our collections for open accessibility to all. At the same time, we recognize the enduring importance of our physical collections. Items are added to the library's Special Collections with the expectation that there will be public use of the materials and ongoing interest in the materials.

Special Collections Acquisitions Guidelines:

- We collect materials in the most useful format for the content and intended use, bearing in mind the institution's technical infrastructure and staff expertise available, to support patron use of specialized resources.
- We select materials that fit into the existing collection to tell a coherent story. We will add items that help patrons discover the continuing story of the City.
- In making acquisition decisions, the Library takes into account the development policies and collections of other area institutions.

What NFL Special Collections Collects:

- Published books pertaining to Newton history, Massachusetts history, and genealogical resources
- Directories;
- Maps;
- Atlases;
- Ephemera;
- Photographs;
- Yearbooks.

What NFL Special Collections is Unable to Collect:

- Newspapers [they are already part of the collection];
- Manuscripts;
- Personal papers and records;
- Corporate papers and records;
- Non-Profit papers and records;
- Newton-authored books that do not pertain to the subject of Newton, MA;
- Active club papers;
- Certain types of analog media (VHS, cassette tapes, 16 mm film, microform, etc.);
- Digital media (software, digital images, digital audio, etc.);
- 3D/dynamic objects (textiles, ceramics, paintings, sculptures, etc.);
- Items more appropriately housed by Historic Newton or the City Archives.

Appendix 1: Library Bill of Rights (American Library Association)

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 2: The Freedom to Read Statement (American Library Association)

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.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004

A Joint Statement by:

American Library Association
Association of American Publishers

Subsequently endorsed by:

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

Appendix 3: Freedom to View Statement (American Library Association)

Freedom to View Statement

The FREEDOM TO VIEW, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantees of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

Appendix 4: Request for Reconsideration Form



Request for Reconsideration of Library Materials

Date: _____

If you have found materials or library resources about which you have concerns, please complete this form to assure prompt, complete consideration by Library staff.

MATERIAL FOR CONSIDERATION	
Author/Producer: _____	Publisher: _____
Title: _____	
Dewey number (if any): _____	Date/Edition: _____
Type of Material:	
<input type="checkbox"/> Book <input type="checkbox"/> Magazine/Newspaper <input type="checkbox"/> Video/DVD/CD <input type="checkbox"/> Electronic Database <input type="checkbox"/> Audio/CD	
<input type="checkbox"/> Other: _____	
Please describe your concerns regarding this material:	
Did you read, view or listen to the entire work or a portion of the work? <input type="checkbox"/> All <input type="checkbox"/> Part	
What specific pages/sections illustrate your concerns:	
How did this material come to your attention (optional):	

CONTACT INFORMATION	
Your Name: _____	
Address: _____	
City: _____	Zip: _____
Organization Represented: _____	
Telephone: _____	

Please send completed form to: Newton Free Library, 330 Homer Street, Newton, MA 02459

Revised 12/22/2017