



Clinton-Essex-Franklin Library System

Collection Development Policy

Approved by the Board of Trustees
July 24, 2006

Revised and Approved by the Board of Trustees June 26, 2017

System Overview

The materials collections of CEFLS allow the System to meet the challenge of delivering a range of quality library services to an estimated population of 170,000 that is scattered across 4,468 square miles. Population statistics from Clinton, Essex and Franklin counties reveal that many residents of our area can be further defined as “geographically isolated”, “educationally disadvantaged” and “economically disadvantaged”. The System’s collections are also responsive to the special informational and recreational needs of inmates and staff at local state correctional facilities in our area, and residents aged 65 and older who are patrons of member libraries or residents of designated senior facilities.

1. Collection Objective

CEFLS strives to make the most efficient use of financial resources and to meet the recreational and informational library needs of people in the communities it serves. The collection consists of print, electronic materials and realia. It is intended to supplement the collections of CEFLS member libraries and reading centers. In that respect, the collection is a balanced hybrid of “retrospective”, “culturally significant books” and popular reading.

2. Responsibility for collection management

The collection is managed by the Director and staff of CEFLS. Print and online review media are used to evaluate materials prior to purchase. Reviews published in *The New York Times Book Review*, *Kirkus Reviews*, *Horn Book*, *Library Journal*, *School Library Journal*, *Booklist*, *Plattsburgh Press-Republican* and other publications such as the *New York Review of Books* are used typically in the selection process. Online reviews at Amazon.com, Book Reporter, CBC, kirkusreviews.com and other sites are also considered. Items requested by member library and correctional facility patrons are considered for purchase. Items submitted on “Recommended for Purchase” forms are also considered for purchase.

3. Use of collection

Materials in the CEFLS collection are used for interlibrary loan and for circulating collections sent to member libraries and reading centers, correctional facilities and other agencies served by CEFLS.

4. Collection development criteria

Materials are added to the CEFLS collection based on the following:

General criteria

- Relevance to community needs
- Suitability of physical format
- Suitability of subject and style
- Cost
- Relation to the existing collection
- Relation to other material on the subject
- Public demand and interest
- Critical reviews
- Availability of information elsewhere

Content criteria

- Authority
- Comprehensiveness
- Competence and reputation of author
- Currency
- Representation of diverse points of view
- Representation of trends, genres and movements
- Relevance
- Authenticity
- Artistic quality and/or literary style

5. Collection formats

BOOK COLLECTION

Adult Collection

Fiction: Purchase print and electronic titles on bestseller lists when fewer than three (3) copies are available in the System according to Horizon, purchasing multiple copies when appropriate. Purchase heavily in mystery and romance genre, some titles in western genre. Consider for purchase prizewinners, movie and television tie-ins.

Paperbacks: Purchase few mass market paperbacks, purchase trade paperback editions when appropriate

Non-Fiction: These guidelines are followed for all subjects not covered by CBA (Central Book Aid) funds by Plattsburgh Public Library.

001-099 (Generalities): Purchase computer titles of general interest for beginners, works on UFO's and aliens.

100-199 (Philosophy & Psychology): Purchase popular works on paranormal, popular psychology and self-help.

200-299 (Religion): Purchase works on mythology, comparative religion, but avoid materials on specific religious doctrines.

300-399 (Social Sciences): Purchase popular works on politics and government, works on job seeking, resumé preparation, business management, investment, real estate, bankruptcy, popular social issues, popular true crime stories, information on colleges and college financial help. Keep material on weddings up to date.

400-499 (Language): Update foreign language dictionaries every 5-7 years, concentrating on Romance languages.

500-599 (Natural Sciences & Mathematics): Maintain relatively current collection of a few items on basic mathematics, purchase current works on astronomy, maintain updated collection of field guides and works on animals, plants and birds.

600-699 (Technology, Applied Sciences): Purchase materials for the layperson—popular medical works on pregnancy, childbirth, specific diseases and conditions, diet and exercise. Maintain small collection on automotive repair. Extensive purchasing in the areas of gardening, farming, pets, business how-to, home improvement, carpentry, home building and cookbooks. Selectively purchase new works on child rearing and business theory.

700-799 (The Arts): Purchase materials in house design and home building, self-sufficient living, how-to materials in drawing and painting, especially comics. Maintain extensive collection of materials on crafts, including patterns; and collecting, evaluating and pricing antiques and collectibles. Maintain modest collection on how to play popular musical instruments and the music industry.

Update materials on various sports every 5-10 years, concentrating on hunting, NASCAR and fishing. Maintain collection on farm animals, horses and horseback riding.

800-899 (Literature & Rhetoric): Not a widely used category, except for anthologies and industry guides. Purchase selectively. Purchase anything on writing love poems.

900-999 (Geography & History): Purchase popular works on history, no textbooks or survey works. Try to keep travel collection current and in multiple formats, no more than 3-4 years old: concentrate on eastern United States and Canada, general works on Europe.

Biography: Purchase popular works but try to limit to people of note rather than celebrities of short-term interest. Purchase collective biographies when bestsellers. Biographies of current figures are more popular than historical works.

Adirondack Collection: Purchase most of the affordable materials dealing with northern Adirondacks. Collection includes biographies, historical works, photographic works, guidebooks, flora and fauna, and anecdotal works.

Professional Collection: Concentrate on materials especially appropriate to small public libraries. Include purchases on fundraising, patron centered design, policies, output measures, boards, training and personnel issues. Focus on hands-on, practical materials rather than theoretical works.

Periodicals: Professional collection is used mainly for reviews and copies of *SLJ* and *Library Journal* are kept for the current year.

Young Adult Collection Overview:

Since Young Adults between the ages of 12 and 18 vary greatly in maturity level, psychological development, physical development and specific educational needs, a wide range of materials are purchased to reflect various reading and interest levels. Young adults read for both pleasure and to gather information which can be useful towards forming their opinions of themselves and of society. Materials are selected for this collection from works published for children and for adults, as well as those specifically intended for young adults. These materials are chosen to broaden the horizons of young adults and to help them to cope with the challenges of

adolescence. To fulfill these needs, the collection will inevitably include materials on controversial topics. The System does not stand in loco parentis.

Fiction:

Purchase genre fiction such as romance, horror, mystery, science fiction, fantasy, adventure, and coming-of-age novels. In addition, graphic novels, manga, and materials with unusual structures or alternative format are purchased since they often attract the attention of young adults. Paperback books are frequently selected as they are a format of choice by this age group. Popular series are maintained by CEFLS regardless of member library holdings; titles in electronic format may duplicate print format.

Non-Fiction:

Topics purchased include Common Core subjects, poetry, supernatural and paranormal phenomena, true crime, drawing instruction, music and music instruction, college and career information, personal hygiene, sexual relations, crafts, current social issues, and sports and true adventure stories. Biographies of notable persons and some biographies of current popular figures are purchased to a lesser degree. Literary criticism or books intended to directly supplement curriculum are not purchased unless they would be of general appeal. Materials on controversial topics are selected to present a balanced view of the subject.

Children's Collection Overview

The children's collection includes materials for children from birth to age 12. Materials are purchased for recreational reading and information. Since the children's collection reflects reality, it may include some material which is controversial or offensive to some. The System does not stand in loco parentis, and leaves the final responsibility for guiding a minor's selections to the parent or guardian. Selections for the juvenile collection provide a variety of materials to meet the needs and appeal to the wide range of interests and reading abilities common to this wide age group.

Picture Books:

Purchase Board books for use with infants and books for reading aloud and sharing by parents. Books are also purchased to meet the need of member libraries in story hour programs.

Fiction:

Purchase early readers and beginning chapter books, mystery, fantasy, historical fiction, general fiction, popular series, and best sellers. Do not purchase books that have fragile parts such as pop-ups or fold-outs.

Non-Fiction:

001-099 (Generalities): Purchase basic computer books

100-199 (Philosophy & Psychology): Purchase ghost stories, paranormal, and self-help or coping books

200-299 (Religion): Purchase mythology, basic informational books on specific religions, religious stories

300-399 (Social Sciences): Purchase fairy tales, folk tales, books about family issues, our government, holidays, controversial social topics and basic study skills

400-499 (Language): Purchase alphabet books, basic word books in English and other languages

500-599 (Natural Science & Mathematics): Purchase animal books, nature books, and basic mathematics

600-699 (Technology (Applied Science)): Purchase health information, cookbooks, animal care, gardening, and books on mechanical things such as cars, trains, trucks, etc.

700-799 (The Arts): Purchase sports, crafts, songbooks, games, magic, art, dance and theater

800-899 (Literature & Rhetoric): Purchase anthologies and poetry, joke books

900-999 (Geography & History): Purchase books on states and countries, historical events, especially local history

Biography: Purchase collective and individual biographies on noted people and those of local interest. Purchase a small amount of celebrity biographies, particularly of children's authors.

Professional Collection: Purchase materials that are "how-to" in orientation such as how to do story hour programs or offer programming in the library. Also select books that support New York State Early Literacy initiatives, and that contain selection guides for specific interests such as *Books Kids Will Sit Still For* or *The High/Low Handbook*.

DVD COLLECTION:

This collection provides materials for adults, young adults and children. Purchases include popular entertainment, foreign films and informational topics. The collection includes feature length movies intended for home use and other private performances which do not constitute public performances. Since the collection contains both rated and non-rated materials, it inevitably will include some materials that might be offensive to some individuals. Materials that are intended specifically for classroom use are not purchased.

SPOKEN WORD COLLECTION:

Purchase unabridged books on CD with emphasis on popular titles by well known authors. High interest genres include mystery, romance, westerns, and New York Times list best sellers. When selecting a source for these materials, the company's reputation (in terms of quality narration, replacement availability and cost) and packaging are also considered. A small collection of books on audiocassette will be maintained as long as this format is in demand.

6. Collection maintenance

There are several ongoing aspects of collection maintenance:

- Database records: the Technical Services Department is responsible for database maintenance. Bibliographical and item records are added to the Horizon database in US MARC format as materials are added to the collection. When items are

withdrawn from the collection, corresponding records are deleted from the Horizon database.

- Weeding: weeding of materials is the responsibility of librarians who are responsible for collection development. Efforts should be made to weed the collection continuously, based on the following criteria:
 - Condition of the material
 - Circulation, including number of times and most recent circulation (5 years as a general rule of thumb)
 - Content of the material
 - Relevance, including timeliness

7. Gifts and donations

CEFLS welcomes and encourages monetary gifts and accepts donations of library materials. Items received are subject to the same selection criteria applying to purchased materials. Donated materials may be added to the collection, sold, donated to other agencies or discarded.

Donations toward the purchase of memorial items are selected by staff in accordance with the donor's wishes, the Collection Development Policy and the collection's needs. Each of these items will have a commemorative book plate placed in the inside front cover (if the item is a book, in the MARC record if it is in digital format) or other visible location.

8. Replacement

The librarians will determine whether a lost, damaged or weeded item will be replaced. The item may be replaced with an identical item, an updated item or an item of similar content.

9. Challenged materials

Library patrons may express written concern for inclusion of specific materials in the CEFLS collection. In this instance the following procedure is followed:

- The patron is directed to the CEFLS Director, who will explain the CEFLS Collection Development Policy to the patron. A copy of the policy may be given to the patron. The patron may complete a Statement of Concern about Library Resources form (see Attachments). The form will be submitted to the Director.
- The completed form will be reviewed by the Director and the librarian responsible for selection of the material. The material will be evaluated to ensure that the selection criteria of the Collection Development Policy were applied to its selection. The Director will communicate a written response to the patron within 14 days of receipt of the Statement of Concern form.

10. Attachments

- ALA Freedom to Read Statement
- ALA Freedom to View Statement
- ALA Library Bill of Rights
- Statement of Concern About Library Items



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 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

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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; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.



STATEMENT OF CONCERN ABOUT LIBRARY ITEMS

Name _____

Address _____ Phone _____

City _____ State _____ Zip _____

Item you are commenting on:

Book DVD Library program

Audio item Periodical

Title: _____

Author: _____

Date published/produced: _____

Where did you discover the item? _____

What is it about the item you object to? _____

Have you listened to/read/watched the entire item? If not, what parts? _____

What do you feel the effect of the material might be?

What material of equal or better quality would you recommend to replace the item?

What do you want the library to do with the item? _____

Signature _____

Date _____