

**COLLECTION DEVELOPMENT
AND
MANAGEMENT**

Collection Development and Management

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Collection and Development Policies

The purpose of the Collection Development and Management Plan is to maintain a well-balanced and broad collection of materials in a variety of formats, including internet access, which will meet the informational, cultural, educational and recreational needs of all residents of its service area. PPLCS supports the democratic process and the free expression of ideas through the selection of materials that provide a variety of viewpoints on numerous topics.

The policies are guidelines to build collections, to provide criteria for selection of materials, and to ensure the library supports the principles of intellectual freedom. The plans are a means of informing the public about the principles upon which selections are based.

PPLCS and its member libraries subscribe to the principles set forth in the American Library Association's Library Bill of Rights, Freedom to Read Statement and Freedom to View Statement. The Board adopted those documents in 1995. PPLCS also endorses the American Library Association's "Access to Electronic Information, Services and Networks," an interpretation of the Library Bill of Rights as it applies to the Internet. In accordance with Florida Statutes, Chapters 847.011 (1), 847.012 and 847.0133(1), displaying obscene materials to minors or printing such materials is a violation of the law.

Selection

Responsibility and authority for selection of materials rests with the County Library Directors. Selection of materials will be based upon the Guidelines established herein and which draw upon knowledge of the service population, the libraries' mission and present collections. Recommendations will be sought from staff, the public, Advisory Boards and the use of reviews from a wide variety of professional tools. Selection of adult, youth and children's materials will follow the same general guidelines. Libraries cannot act in place of the parent. Parents are considered responsible for the materials selected by their children. In selecting materials on controversial issues, the libraries will strive to present all sides of an issue and reflect the diversity of the community. A library's selection of any given book is not endorsement of the author's viewpoint.

Acceptance of gifts and donations will be determined on the basis of their suitability for a library's purpose and needs, in accordance with a library's stated acquisitions policy. Use and disposal of donations will be determined individually by each Library Director. Donations will be weeded by the same criteria as purchased items.

Tools

Criteria for materials selection include:

- Users' needs/popular demand
- Subject matter/relation of work to current collection
- Price and format
- Availability of materials elsewhere in community
- Author's reputation
- Accuracy
- Contemporary or historical significance
- Reviews from selection tools

Selection tools to be used in selecting print and non-print materials include current review sources, basic selection aids and special lists.

Textbooks

Providing textbooks is considered the responsibility of the school system.

Multiple copies

The libraries attempt to weigh specific demand in relationship to the library's budget, programs, policies and collection development goals. Books in heavy demand are duplicated if long use is anticipated, or to provide materials of current interest in a timely manner. Lease plans and paperbacks may be used to meet this demand for multiple copies of books.

Local authors

Books by local authors will be added to collections provided they meet the same criteria for selection used for all materials.

Literacy materials

The county libraries may own a variety of materials designed to meet the needs of emergent readers and those learning English as a Second Language.

Guidelines for collection development

The Collection Development and Management Plan calls for development of Basic Collections in each of the four county libraries. This indicates a careful selection of materials based on quality and popularity and intended to meet the reading needs of a diverse reading public. Emphasis is on recent publications, but recognized standard works from the past are included. Standard reference titles will be purchased within budget limitations.

PPLCS libraries facilitate the sharing of materials, to make the most effective use of limited budgets for the purchase of materials.

The union catalog is used to assist in collection development and acquisitions.

The libraries provide access to materials via the Internet and the Florida Electronic Library.

The libraries provide materials in a variety of formats and include new formats as they become of interest to the service population.

Evaluation and assessment

The PPLCS libraries periodically evaluates their collections to determine strengths, weaknesses and how the collections are being used and acts on that information to adapt to patron needs. Materials will be assessed for their physical condition, their use and patron needs.

Evaluation tools may include statistics, patron input, recognized bibliographical tools, currency and physical condition.

Interlibrary loan

An interlibrary loan is a transaction in which library material, or a copy of the material, is made available by one library to another upon request.

The purpose of interlibrary loan is to obtain library materials not available in the local library.

Any type of library material may be requested on loan or in photocopy from another library. However, the supplying library has the privilege of deciding in each case whether a particular item should or should not be provided, and whether the original or a copy should be sent. The lending library may also place restrictions on the loan, such as in-house use only.

All County Libraries and PPLCS are loaning, as well as borrowing, libraries. As members of Panhandle Library Access Network (PLAN), Florida Library Information Network (FLIN) and Online Computer Library Center (OCLC) they will loan under the guidelines of those organizations and will abide by the established policies, procedures and protocols.

PPLCS libraries will attempt to obtain requested books/information from other libraries in the system before going outside for the service.

Libraries participating in the ILL process within the State of Florida are encouraged not to charge for ILL service. However, out-of-state lending libraries often charge for postage, insurance or photocopies, which will be passed on to the patron.

Payments for lost, damaged or unreturned material are the sole responsibility of the patron, and the amount is set by the lending library. A patron's borrowing privileges will be suspended for nonpayment for lost, damaged or unreturned items. Each library maintains accurate records of items borrowed and items loaned.

Collection Maintenance

Weeding

Materials which no longer meet the stated objectives of a library in PPLCS will be discarded according to accepted professional practices as described in the publication, "THE CREW METHOD". Disposition of library materials so weeded will be at the discretion of the Library Director, subject to all statutes and local provisions.

Preservation

The libraries preservation policy will reflect the FEMA guidelines.

Inventory

An inventory will be conducted periodically to maintain the collection and edit/update the data base.

Intellectual Freedom

PPLCS supports the democratic process and the free expression of ideas through the selection of materials which provides a variety of viewpoints on numerous topics. The PPLCS libraries subscribe to the principles set forth in the American Library Association's Library Bill of Rights, Freedom to Read statement and Freedom to View Statement.

Reconsideration of Materials

The PPLCS libraries recognize the prerogative of patrons to question library policy regarding materials selection. The following steps are undertaken when a resident requests the reconsideration of library materials.

1. Staff immediately notifies Library Director/designee of complaint
2. Director talks with the patron in an attempt to defuse the situation, explaining the library's selection policy and allowing the patron to express concern. The Library Director will advise and assist the patron in obtaining a Reconsideration Form if desired.
3. Patron returns the form, completed in its entirety, to the Library Director within ten (10) working days.
4. Within two weeks of receipt of the completed form, the Library Director will request a meeting of local Review Committee.
5. Final authority for a decision rests within each county and their Board of County Commissioners.

RECONSIDERATION FORM

THIS FORM MUST BE COMPLETED IN ITS ENTIRETY

THE MATERIAL MUST BE REVIEWED IN ITS ENTIRETY

Person completing form: _____
Address: _____
Telephone: _____

Title _____
Author _____ Producer/Publisher _____
Copyright/Publication Date _____

1. Please state your objections to the material: _____

2. Please quote the offensive passages and provide the page number or list of objectionable sections of print media: _____

3. Have you read or viewed this material in its entirety? _____

4. Does this material present the information accurately? _____

5. For what age group would you recommend this work? _____

6. Do you feel that this work has any value? _____

7. What would you like the library to do about this material? _____

8. In place of this work, what other work of equal literary quality would you recommend that would convey as valuable a picture and perspective of the subject treated? _____

Signature: _____

For Library use only

Date form given out: _____ Date form returned: _____

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.

1. 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.
2. 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.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. 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
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17. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
18. 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

The Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a

free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers. Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

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:

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.

To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.

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.

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.

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