

# Dolores Public Library

## Collection Policy

### Mission

The Dolores Library District strives to provide an environment to encourage the use of resources that promote and support lifelong learning. Our mission statement reads, “Your community source for knowledge, personal growth, and opportunities for lifelong learning! To support this mission, library materials in many formats are selected, organized, and made accessible to anticipate and meet the various needs of our community. Materials are also obtained through interlibrary loans and electronic resources.

### Collection Objectives

Collections shall be developed for merit and significance. Each item shall be considered in terms of its value to the collection and to the audience for whom it is intended. Selections will be made not based on anticipated approval or disapproval, but on the merits of the work in relation to building the collection.

All types of formats will be considered with emphasis on:

1. Relevance to community needs and the lives and interests of residents
2. Increasing knowledge of local, state, and world affairs
3. Encouraging personal, artistic, and intellectual growth
4. Assisting in developing skills and abilities needed for economic growth

### Principles

All library materials are available to all patrons, unless circulation policy dictates otherwise. The Dolores Library District supports the rights of individuals to privately engage with materials appropriate for their personal needs and values. Unrestricted access to the full scope of information is essential to a lifelong learning environment.

While each patron has the right to curate their own personal intake of ideas and interaction with library materials, the freedom of others to do the same will not be restricted. Only parents and guardians have the right to oversee the choices of their own minor children. In accordance with the American Library Association’s *Library Bill of Rights*, the Dolores Library District and its employees will not restrict access to library services, materials, and facilities based on the age of library users.

The inclusion of an item in the library collection does not constitute an endorsement of that item’s content. The library endeavors to provide a balanced collection that is diverse, inclusive, and representative of a range of views; therefore, selection of materials for the library collection should be free of prejudice or censorship and should be carried out with as much objectivity as possible.

Such a collection is protected by the First Amendment of the Constitution and is in alignment with the American Library Associations' *Library Bill of Rights* and the *Freedom to Read Statement*.

## Responsibility for Selection

The responsibility for the selection of library materials is delegated to the Library Director, who operates within the framework of policies determined by the library. The Library Director has the authority to delegate selection responsibilities to staff qualified by reason of education, training, and/or experience. Designated staff have the authority to interpret and apply selection policy. Suggestions from staff members and from library patrons are encouraged and seriously considered in the selection process.

## Selection Criteria

The following guidelines are considered, though an item need not meet all criteria to be selected:

1. Relevance to community interest, need, and demand
2. Relation to existing collection
3. Reputation of the author, publisher, or issuing body
4. Significance and timeliness of information
5. Local historical significance
6. Collection usage statistics
7. Literary and artistic merit
8. Accuracy and permanent value of information
9. Contribution toward diversity and balance in the collection
10. Availability online or via interlibrary loan
11. Physical quality and format
12. Date of publication
13. Space limitations
14. Budget

## Evaluating and Deselecting of Materials

To sustain an up-to-date, popular, and reliable collection and to provide adequate space for new acquisitions, older and seldom used items need to be removed from the collection.

This deselecting (weeding) process should be done on a systematic and continuous basis. Items that are worn, damaged, outdated, inaccurate, no longer in demand, or show infrequent use should be considered for deselection. This process does not sanction the removal of materials based upon controversy. Materials in poor condition but still considered vital to the collection may be replaced by newer editions.

Items that are deleted from the collection may be given to the Friends of the Dolores Library or other organizations for disposal.

## Reconsideration of Library Materials

The usage and enjoyment of library materials by patrons is a matter of individual choice. Any patron in good standing may object to materials found within the collection. A patron cannot, however,

exercise censorship or restrict access of these materials to others. Patrons may challenge material by completing the Request for Reconsideration form.

Procedure for reconsideration of material:

1. Patron will request a Request for Reconsideration of Materials Form
2. Patron will receive the form and a copy of the Dolores Library District Collection Policy
3. Once the Reconsideration form is received, the Library Director will acknowledge this by sending the patron a written response. The response will state the time frame for future action (i.e. date the request was received, when a decision can be expected, and/or the date of next Board of Trustees meeting, if appropriate)
4. The Library Director will evaluate the reconsideration request and decide
5. A formal written response will be given to the patron regarding the request
6. If the patron is not satisfied with the decision, the patron may appeal by making a written request for a meeting with the President of the Board of Trustees

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## Appendix 1:

### 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 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

## Appendix 2:

### 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 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 in 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 silence 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 of 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 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 other 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 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.