

Collection Development Policy

Our Area of Service:

The Hawarden Public Library serves the community of Hawarden which has a population of 2,543 according to the most recent census. We also serve the residents of Ireton and rural Sioux County through agreements and funding which is provided to us from the City of Ireton and Sioux County. The collection of the Hawarden Public Library intends to meet the mission and values of the library as determined by the Board of Trustees, the library staff, and community members.

Mission:

The mission of the Hawarden Public Library is to provide equal access to information for all community members, and to provide opportunities for lifelong learning, collaboration, and creativity through a well-rounded collection of library resources and spaces.

Values:

The Core Values of Hawarden Public Library

Accountability: We take responsibility for the stewardship of our materials, building and the public resources entrusted to us.

Expertise: We strive to better understand our community, and their needs in an ever-changing world.

Freedom: We are free and open to all, providing access to information without barriers.

Innovation: We are constantly learning, and will continue to improve library services as new resources become available.

Teamwork: We strive to work together for the good of our community, valuing differences in experience, and trusting one another.

Community: We strive to make community connections and collaborate with other groups and organizations to provide the best service to our users.

Purpose:

The purpose and objectives of the Hawarden Public Library materials selection policy is to guide librarians and to inform the public about the principles upon which selections are made. A policy cannot replace the judgment of librarians, but stating the intended policies will assist the staff at the Hawarden Public Library in choosing from a vast array of available materials. The Library sets as its major goals in materials selection: providing resources to fulfill our mission statement, the advancement of knowledge, the education and enlightenment of the people of the community, and the provision of recreational reading. The **LIBRARY BILL OF RIGHTS** as adopted by the American Library Association, is the foundation of our decision-making process. The Library also follows the **Freedom to Read and View** Guidelines of the American Library Association. All three documents are available at the end of this policy.

Selection Responsibility

Final responsibility for selection lies with the Library Director as provided to him/her by the Library Board of Trustees. The Library Director, however, may delegate selection duties to other staff members in their particular areas of responsibility.

Patrons are also an important part of the selection process. Forms by which patrons may suggest materials for the collection are available at the circulation desk. Patrons may also suggest materials through email to the library or by telephone.

Interlibrary Loan

Patron requests which are not purchased for the library collection may be requested through the interlibrary loan service provided by the State Library of Iowa. (SILO). A two dollar (\$2.00) fee is charged for each request, and patrons are allowed to make five requests per week.

Items that are received from other libraries are subject to the lending policies of the lending library. That library will determine the date that the item must be returned to the lending library. Most interlibrary loan items may NOT be renewed.

Patrons will be notified when the items that they have requested have arrived at the Hawarden Public Library. Patrons have three days in which to pick up the items. If an item is not picked up, the two-dollar fee will be applied to the patron's library account. It is helpful if the patron provides a current telephone number or email address when requesting the item that they wish to borrow. Forms for interlibrary loan requests are available at the library circulation desk.

Items that are obtained through interlibrary loan and are NOT returned to the Hawarden Public Library to send back to the lending library will be billed to the patron who requested the item. The fee for lost interlibrary loan books can be quite large. That fee is determined by the lending library.

Guidelines for Selection

All acquisitions, whether purchased or donated, are considered in terms of the following standards. An item need not meet all of the criteria in order to be accepted. When judging the quality of materials several standards and combinations of standards may be used.

General Criteria:

- Suitability of physical form for library use
- Insight into human and social conditions
- Suitability of subject and style for intended audience
- Present and potential relevance to community needs
- Appropriateness and effectiveness of medium to content
- Importance as a document of the times
- Relation to existing collection and other material on the subject
- Reputation and/or significance of author
- Attention given by critic, reviewers and public

Specific Criteria for the evaluation of works of information and opinion:

- Authority
- Comprehensiveness and depth of treatment
- Clarity, accuracy, and logic of presentation
- Statement of challenging or original point of view

Specific Criteria for the evaluation of works of imagination:

- Representation of important movement (literary or social), genre, trend, or
- National culture
- Vitality and originality
- Artistic presentation and experimentation
- Sustained interest
- Effective characterization
- Authenticity of historical, regional, or social setting

Items having widespread demand may or may not meet the general and specific criteria contained in this policy. However, demand is a valid factor in selection, and it shall be considered an important factor.

The collection should contain the various positions expressed on important, complicated, or controversial questions, including unpopular or unorthodox positions. The public library does not promote particular beliefs or views. It provides a resource where the individuals can examine issues freely and make their own decisions.

Gift Books and other Gift Items

Gifts are accepted subject to the following limitations:

1. The Library retains unconditional ownership of the gift.
2. The Library makes the final decision of its own use or other disposition of the gift. Gift additions of books and other items must meet the same selection criteria as purchased materials.
3. The Library reserves the right to decide the conditions of display, housing, and access to the materials.

When requested, a book plate will be included in each gift to identify the donor and the purpose of the donation.

Gift items not included in the Library's collection will be sold or disposed of using established procedures.

Maintaining the Collection

Any policy concerning the selection of library materials should consider collection maintenance.

Collection maintenance as it is used here includes:

- Keeping materials in an attractive and serviceable condition, including mending, recovering, and rebinding or replacing as needed, and retaining original covers and cover information wherever possible;

- Systematic checking of subject areas for outdated materials and for gaps in coverage, adding, replacing, or updating with newer editions as needed;
- Weeding the collection by withdrawing outdated, worn, and surplus materials, as well as withdrawing less essential materials to relieve overcrowding; and
- Complete or spot inventory to determine materials that are lost or missing.

Challenges

The Library recognizes that items may be viewed as controversial and that any given item may offend some patrons. Selection will not be made on the basis of any anticipated approval or disapproval, but solely on the merits of the work in relation to building a well-rounded collection and to serving the interest of library users. Library materials will not be marked or identified to show approval or disapproval of the contents, and no catalogued book or other item will be sequestered, except for the express purpose of protecting it from vandalism or theft. The use of rare and valued items may be controlled to the extent required to preserve them. The responsibility for library usage by children rests with the parents and legal guardians. Selection will not be inhibited by the possibility that library resources may come into the possession of children.

The Hawarden Public Library Board of Trustees believes that anyone is free to reject for himself/herself library materials of which he or she does not approve. However, the individual cannot restrict the freedom of others to read, view, or hear.

Patrons who wish to initiate comments or complaints will receive copies of the Library Bill of Rights, the Freedom to Read, Freedom to View and the Collection Development Policy. The library director will go over these materials with the patron. It is important to understand that concerns call into question selection decisions that have been made according to policy. The process of registering complaints is designed to make sure the selection was appropriate and results in informing the patron about the philosophy and criteria used. Patrons whose concerns are not satisfied by the staff may fill out a "reconsideration form" that will be passed on to the Board of Trustees. The form is available at the end of this policy, and on our website. The patron is welcome to attend the meeting of the trustees. The decision of the trustees on the material is final.

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.

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:

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.

Hawarden Public Library

Material Reconsideration Form

The library board of Hawarden Public Library has delegated the responsibility for evaluation of library materials to the director of the library. If a verbal complaint, the director will discuss the item with the person making the complaint. If further discussion is needed, then the director will consult with any other staff that might be required to handle the problem. The director will notify the patron of the reached decision. If the patron would like to pursue the matter, then a formal written complaint is needed to bring to the board.

Please return this form to the Library Director.

Name _____ Date _____

Address _____

City _____ State _____ Zip _____

Phone/Email _____

Do you represent self? ____ Organization? (specify name) _____

1.Resource on which you are commenting:

____ Book ____ Textbook ____ Video ____ Display ____ Magazine ____ Library Program

____ Audio Recording ____ Newspaper ____ Electronic information/network (please specify)

____ Other _____

Title _____

Author/Producer _____

2.What brought this resource to your attention?

3. Have you examined the entire resource?

4. What concerns you about the resource? (use other side or additional pages if necessary)

5. Are there resources you suggest to provide additional information and/or other viewpoints on this topic?

Signature _____ Date _____

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