

HAMMOND PUBLIC LIBRARY  
Hammond, Indiana

## BP 5306 Collection Development Policy

### Mission Statement

#### Mission

Hammond Public Library will encourage lifelong learning by anticipating needs and exceeding expectations in delivering service to the community.

#### Vision

Connecting people, information and ideas.

### Intellectual Freedom

#### Library Bill of Rights

The Hammond Public Library and its Board of Trustees endorse the Library Bill of Rights, adopted by the Council of the American Library Association on June 19, 1939, with subsequent amendments and interpretations included in the latest edition of the *Intellectual Freedom Manual*, published by the American Library Association. For more information, see Appendix A.

#### Freedom to Read

The Hammond Public Library and its Board of Trustees endorse the Freedom to Read Statement, adopted by the Council of the American Library Association on June 25, 1953, with subsequent revisions included in the latest edition of the *Intellectual Freedom Manual*, published by the American Library Association. For more information, see Appendix B.

#### Freedom to View

The Hammond Public Library Board and its Board of Trustees endorse the Freedom to View 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, and endorsed January 10, 1990, by the American Library Association Council. For more information, see Appendix C.

## Collection Development and Management

The Hammond Public Library selects, acquires, and provides free and open access to appropriate materials regardless of format. As technology advances and the Hammond community changes and develops, the Library will be both a physical resource and a "virtual" presence in the lives of everyone in our community.

While this policy is established as a guide for the Library's collection development principles, the actual implementation process is continual. Available information and statistics will be regularly reviewed, strategies will be planned, and actions will be executed in order to maintain the collection at the highest possible standards.

## Philosophy and Scope of Collection

Knowledge of our community is essential in making decisions about the Library's collection. Our collection reflects the large, diverse and dynamic community we serve.

The Hammond Public Library defines its primary service audience as residents of Hammond, Indiana. As a secondary audience, we serve all residents of the state of Indiana who are eligible for a library card from the Library, and residents who are eligible for service through reciprocal borrowing agreements. In addition, we serve users from around the world who access our resources via the internet.

The Library collects materials, in a variety of formats, which support its function as a major information source for the demanding needs of our community. The collection also serves the popular and recreational needs of the general public, and reflects the racial, ethnic and cultural diversity of the community.

Customer use is the most powerful influence on the Library's collection. Circulation, customer requests and holds levels are all closely monitored, triggering the purchase of new items and additional copies of high demand items. In addition to user demand, selections are made to provide depth and diversity of viewpoints to the existing collection and to build a high-quality collection.

Inherent in the collection development philosophy is an appreciation for each customer of the Hammond Public Library. The Library provides materials to support each individual's journey, and does not place a value on one customer's needs or preferences over another's. The Library upholds the right of the individual to access information, even though the content may be controversial, unorthodox or unacceptable to others.

The Library contains core fiction and nonfiction, and includes material on an enduring nature as well as current interest materials. The collection includes information in multiple formats and represents the diverse viewpoints and interests of the community. The reference collection contains current and historical non-circulating publications to support extensive and in-depth reference services for the general public, students, and businesspeople.

## Selection Criteria

Materials are selected for the Library on the basis of estimated use either intensively for a short period of time, or occasionally over a period of years. The area served, interests of users, and the available space determine the maximum size of the collection. A continuous process of withdrawal ensures that the Library contains works that will be utilized.

In addition to providing current and accurate materials, the broad service and deeper collection responsibilities of the Hammond Public Library requires the retention of older titles. Youth Services will retain Newbery and Caldecott award winning titles and other works in children's literature which have become classics. Information Services will retain older repair manuals, back issues of periodicals and newspapers on microfilm, specialized reference sources, works by local authors or subjects that are locally relevant, and titles which have become standard works in their field.

## Library Role

The Hammond Public Library serves the public by fulfilling specific roles for the community in its selection of materials:

1. Primary Role – Reference Library  
Provide timely, accurate and useful information for residents, businesses and organizations.
2. Secondary Role – Education Support Center  
Assist students of all ages study in meeting their educational objectives.  
Assist adults in pursuing their avocational interests.
3. Popular Materials Library  
Provide current, high-demand, high-interest materials in a variety of formats for all users.

## Adequate Representation of Diverse Viewpoints

The means to study all sides of controversial issues including individual titles which express unorthodox, partisan and unpopular viewpoints will be provided. Selection goes beyond the demands of individuals or organizations already using the Library to appeal to other segments of the community. Equal access for all users is given, and no attempt is made to censor or label materials on political, religious, or moral grounds.

## Purchasing Materials

These basic principles will be considered in selecting materials for the collection:

- Level of materials funding

- Library's mission and service roles
- Positive reviews in reputable library periodicals
- Awards/merit based on industry standard
- Patron Requests
- Community needs, surveys and assessments
- Authority, accuracy, and accessibility of the material
- Currency of information in rapidly changing fields
- Reputation of the author, publisher or issuing body
- Importance of item in providing diversity to the collection
- Importance as a record of the times for present and future use
- A wide range of materials which covers a broad spectrum of viewpoints

The following undesirable criteria is seriously considered in the decision not to purchase materials:

- Materials published more than five (5) years previous if more current materials are available on the topic
- Print materials in loose-leaf binder format
- Print materials in spiral bound format
- Print material smaller than 17 centimeters in height (with the exception of board books for toddlers)
- Nonfiction material in any format that is self-published by the author "without the involvement of an established third-party publisher"
- Non-U.S. publications covering health or law topics
- Textbooks and related workbooks

## Patron Requests

Patrons interested in specific materials may submit a request to the Library. Librarians can inform patrons of the request options available at the time of request. Requests shall be reviewed individually and if the item fall within the scope of the services provides, the Library will order the material for the collection. If items requested are not suited for purchase or are currently out of print, the request will be referred to the Interlibrary Loan Librarian, who will attempt to borrow the item from another library.

## Gifts

The Library welcomes gift of materials which are in good condition as long as they may be accepted without commitment as to final disposition. Gifts are added to the collection according to the same criteria for selection of purchased materials.

Gifts of money for the purchase of materials as memorials or for other reasons will be accepted. The Library will inform the donor and other designated persons how the contribution was used. The wishes of the donor will be followed in the purchase of materials so long as the items conform to the selection criteria.

Donations are final and become the property of the Hammond Public Library.

## Deselection Criteria

The Hammond Public Library employs the CREW method with respect to weeding:

- **C**ontinuous
- **R**eview
- **E**valuation
- **W**eeding

Systematic evaluation of the Library's materials is necessary to provide an up-to-date collection in good physical condition. Librarians decide whether the material should be included in the collection as well as the classification or format of the item.

Weeding is a continual, indefinite process. Materials may be replaced with new editions or copies, or new or similar titles in the subject or genre area. Withdrawals indicate that a collection is receiving care and every effort is made to keep it useful, current and attractive. Other items are withdrawn because they are soiled or torn and cannot be mended or cleaned. Library users are not well served when shelves are crowded and information is inaccurate or outdated.

The Library uses the MUSTIE system as the criteria for deselection of collection materials. The MUSTIE guidelines are as follows:

- **M**isleading (factually inaccurate)
- **U**gly (worn beyond mending or rebinding)
- **S**uperseded (by a new edition or by a better book on the subject)
- **T**rivial (of no discernible literary or scientific merit)
- **I**rrelevant (unrelated to the needs and interests of the Library's community)
- **E**lsewhere (it is easily obtainable from another library)

In addition to the CREW and MUSTIE methods, the Hammond Public Library reviews information and statistics that indicate specific areas of the collection might require weeding in order to provide room for newer or more relevant materials. These factors include but are not limited to:

- Hammond city population demographics
- Annual circulation statistics
- Educational needs of students and adult learners
- Patron demand for popular materials
- Size and scope of specific collections
- Strategic goals of the Library

## Formats Policy

The Library collects materials in a variety of formats, which may include but is not limited to:

- PRINT: books, documents, periodicals/magazines, newspapers, pamphlets and maps
- AUDIO/VISUAL MEDIA: videos on DVD, audiobooks on CD and cassette, music on CD
- ELECTRONIC MEDIA: databases, software, self-contained electronic books and audiobooks, downloadable materials such as e-books, magazines, audiobooks, videos and music
- OTHER: multimedia kits, microforms, and newly released formats

## Reconsideration of Materials

Complaints about any material(s) owned by the Hammond Public Library and part of the Library's materials collection will be handled as follows:

1. If the user is dissatisfied with an item, they will be asked to fill out the Request for Reconsideration form (see Appendix D) listing the concerns that they have about the item.
2. The form will be forwarded to the Head of Technical Services, who will review the item(s) in question from the standpoint of the concerns expressed.
3. Options for the Head of Technical Services will include, but not be limited to, explaining why the item will be maintained by the Library in its present location, moving the item to a different department of the Library (from Youth Services to Information Services for example), moving the item to non-circulating status or removing the item from a display area, or other appropriate action. Upon request, a written response will be sent to the user explaining the option chosen.
4. A copy of the Head of Technical Services' letter to the user, as well as the user's written statement of concern, shall be given to the Library's Executive Director for informational purposes.
5. The user may appeal the decision to the Library's Executive Director.

# Appendix A

## The Library Bill of Rights

- 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.

Adopted by the Hammond Public Library Board of Trustees May 1987, revised June 1995, and February 2007, January 2016.

## Appendix B

### 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.

Adopted by the Hammond Public Library Board of Trustees May 1987, revised June 1995, and February 2007, January 2016.

## Appendix C

### The 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 (American Library Association, 2015):

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, and endorsed January 10, 1990, by the American Library Association Council.

Adopted by the Hammond Public Library Board of Trustees May 1987, revised June 1995, and February 2007, January 2016.

# Appendix D

## Request for Reconsideration Form

<b>HAMMOND PUBLIC LIBRARY</b> Hammond, Indiana	
<b>AR 5100 REQUEST FOR RECONSIDERATION OF LIBRARY MATERIAL</b>	
Title: _____	
Author: _____	Publisher: _____
This is a: <input type="checkbox"/> book <input type="checkbox"/> magazine <input type="checkbox"/> audio recording <input type="checkbox"/> video <input type="checkbox"/> other: _____	
Request initiated by (your name): _____	
Street Address: _____	
City: _____	State: _____ Zip: _____ Phone: _____
Do you represent: <input type="checkbox"/> yourself	
<input type="checkbox"/> an organization (name): _____	
<input type="checkbox"/> other group (name): _____	
USE REVERSE OR ADDITIONAL SHEETS IF NECESSARY	
1. What brought this resource to your attention?	
2. Did you read/view/listen to the entire work? <input type="checkbox"/> yes <input type="checkbox"/> no If not, which parts have you read/viewed/listened to?	
3. What concerns you about the resource? (Please cite portions of the work you find offensive)	
4. What is the main idea of the work?	
5. Was the objectionable part consistent or necessary to the main idea?	
6. What do you believe would be the effect of this work on the reader, viewer, or listener?	
7. This work would be harmful to: <input type="checkbox"/> adults <input type="checkbox"/> young adults/teens <input type="checkbox"/> children under age 14	
8. What would you like the Library to do about this work?	
9. Can you suggest resources to provide additional information and/or other viewpoints on this topic?	
Signature: _____	Date: _____
Received by: _____	Date: _____
Please return completed form to any public service desk.	
Approved Nov 1986, revised Nov 1991, Jan 1996, Feb 2016.	