

Scenic Regional Library Collection Development Policy

Community

Scenic Regional Library serves the residents of Franklin, Gasconade, Warren, and Crawford counties. It has nine branches that serve a growing population that is increasingly diverse in age, race, ethnicity, culture, education, socioeconomic level and lifestyle.

Collection Philosophy

Within the constraints of its budget, the Library selects a diverse range of materials in a variety of formats to support the informational, educational, cultural and recreational needs of the population it serves. The Library provides a general collection of circulating materials embracing broad areas of knowledge, literary, and cultural genres. Purchases are made to represent as many credible sides of current and historical political, social, and cultural issues as possible. Collections include works of enduring value and timely materials on contemporary issues. Collections are reviewed and revised on an ongoing basis to meet the needs of our community.

The Library upholds the rights of each individual to privately read, listen to, and view the full range of published thought and ideas. The Library considers reading, listening, and viewing to be individual, private matters. Full, confidential, and unrestricted access to information is essential for patrons to exercise their constitutional rights. Libraries have a public and professional obligation to provide equal access to all library resources for all library users. While anyone is free to select or reject materials for themselves or for those who are legally under their care, it is important for library users to understand that the Library does not serve in place of the parents (in loco parentis) when it comes to access to library materials. Only parents and guardians have the right and responsibility to guide and direct the reading, listening, and viewing choices of their own minor children.

Responsibility for Selection of Materials

The Scenic Regional Library Board of Trustees has delegated the collection responsibility to the Library Director, who, in turn, delegates these duties to the Collection Development Manager.

Collection Development

All Library materials are part of one collection, which is physically distributed among the nine branches or accessible electronically via the Library's website. Print materials in the collection include books, newspapers, and magazines. Audiovisual materials include audiobooks, music CDs, DVDs and microfilm. The Library also provides access to digital materials which can be viewed online, downloaded, or streamed. Selections are made to provide a broad, popular, and relevant collection. Material selection is based on awareness of community interests and concerns, national and international issues and events, publishing trends, societal trends, and the professional judgment of selectors regarding the material's value to the Library's collection. Selection of materials by the Library does not constitute endorsement of the material's content or

the views expressed. The Library participates in resource sharing with other institutions through its interlibrary loan service and the Missouri Evergreen consortium. Some digital formats such as Hoopla or Freegal are purchased as a total collection and, therefore, items cannot be selected individually.

Materials are evaluated as complete works and not on the basis of a particular passage. They are placed in the collection, in accordance with the publisher's intended audience and as determined by the Library. No materials that meet the Library selection criteria will be excluded because of the origin, background or views of those contributing to its creation. The Library strives to purchase materials presenting a variety of viewpoints. Factors considered when adding specific material to the Library collection include, but are not limited to community needs, local demand, reviews in professionally recognized sources, timeliness and/or significance of the subject, cost, contribution to diversity, depth, or breadth of collection, objectivity, and support of the Library's mission.

The Library collection is organized, marked, and maintained to help people find the materials they want. The Library does not support the labeling, sequestering, or alteration of materials because of controversy surrounding the author or viewpoint on the subject matter.

Patron suggestions for purchase are always welcome, especially if they don't believe that a certain viewpoint or subject has been adequately represented in the Library's collection. However, the submission of a request does not guarantee its purchase. Some items are not selected for purchase for a variety of reasons, including but not limited to the material being highly specialized and/or obscure and more suited for an academic or research library, the item being out of print, cost, a format the Library does not use, or the item does not meet the needs of the collection.

Items not selected for purchase will be requested from another library through interlibrary loan if available.

Donations

Monies donated for collection development will be spent at the Library's discretion, based on Library designated needs.

Books, magazines and audiovisual material donated to any branch in the system become the property of the system as a whole. Donations are not necessarily added to the collection; their addition follows the same guidelines as purchased materials in regard to selection, placement, and reevaluation. Donations not added to the collections are given to the various Friends groups for their public sales, which benefit library programs and services. The Library does not evaluate or appraise gift materials for tax or other purposes.

Self-published Materials

Self-published items that are donated to the library will undergo the same evaluation process as all other library materials to determine if they will be added to the collection.

The library reserves the right to only purchase self-published materials that have one or more professional reviews from objective online or print sources (not paid or customer reviews). When professional reviews do not exist, the library may purchase some self-published items if the material meets other collection development criteria.

Self-published materials that patrons request the library purchase will be considered on a title-by-title basis in accordance with the Library's selection criteria.

Collection Maintenance

The Library's collection is a living, changing entity, much like the community it serves. Ongoing evaluation of materials is necessary in order to maintain a current, accurate and appealing collection. As items are added, others are reviewed for their ongoing value and sometimes removed from the collection. This process improves the accessibility of remaining materials, enhances the appearance of the collection, and helps improve the overall circulation of materials. Great care is taken to retain or replace items that have enduring value to the community. Decisions are influenced by patterns of use, condition of the materials, and the capacity of each location. The Library does not sanction the removal of material based upon any controversy.

The Library does not automatically replace discarded, lost, or withdrawn items. The need for replacement in each case is based on the existence of adequate coverage of the subject, the timeliness of the title, the demand for the title, and the availability of an item. The collection is not archival and is reviewed and revised on an ongoing basis.

Reconsideration of Materials

There may be occasions when a patron is concerned about a particular title in the Library's collection. If a patron wishes the Library to reconsider the inclusion of a particular title, a Request for Reconsideration of Materials form is available at all locations and the Library's website. This form must be completed in its entirety and returned to the Library to be forwarded to the Director. The title being reconsidered will remain available to the public during this process.

The Request for Reconsideration of Materials form will be submitted to the Materials Review Committee. The Library Board of Trustees delegates the reevaluation of all materials to the Library's professionally trained staff, which serve on the Committee. The Committee consists of the Library Director, Assistant Director, Associate Director of Youth and Outreach Services, and Collection Development and Interlibrary Loan Manager. The Committee will examine the title, assess its professional reviews, and age appropriateness, as well as determine whether it conforms to the standards of the Library's Collection Development Policy. The Committee will inform the patron as to their decision on the title, as well as their reasoning for the decision. The Library Board of Trustees will be informed of all decisions made by the Materials Review Committee.

As stated above, materials are evaluated as complete works and not on the basis of a particular passage. A work will not be excluded from the Library's collection solely because it represents a

particular aspect of life, because of frankness of expression, or because it is controversial. An exception to this is if the work has the dominant purpose of appealing to prurient interests or is legally obscene. Obscenity is established by the Miller test which is a standard established by the decision in *Miller v. California*.

The Miller test for obscenity includes the following three criteria: (1) whether ‘the average person, applying contemporary community standards’ would find that the work, when ‘taken as a whole,’ appeals to ‘prurient interest’ (2) whether the work depicts or describes, in a patently offensive way, sexual conduct specifically defined by the applicable state law, and (3) whether the work, ‘taken as a whole,’ lacks serious literary, artistic, political, or scientific value. All three criteria must be met for the work to be considered obscene. This determination is to be made by a jury or judge acting as fact finder.

To determine if material is harmful to minors, there is the Serious Values Test established in *Ginsberg v. New York*. This test parallels the Miller test asking the same three questions, but it's considered in the context of offensiveness and serious value for minors. It is important to note that the court held that determination must be made in the context of whether the material would be harmful to the *oldest* of minors.

Courts have held that the First Amendment provides a right to receive information and that a public library is considered a limited or designated public forum. In *Sund v. City of Wichita Falls, Texas*, the Court determined that if removal of material is based on content, the governmental entity must establish that the removal of materials meets strict scrutiny. The Strict Scrutiny Test is defined as 1) the removal having a compelling community interest; 2) the reason for removal is narrowly tailored to achieve a compelling interest; 3) removal is the least restrictive means to achieve the goal. If there isn't a compelling interest to remove an item but it is moved to another location, that may be deemed unconstitutional. This would limit the ability of those interested in the materials from freely browsing and finding the material they wanted.

Intellectual Freedom

All materials selected under this policy are protected by the First Amendment of the United States Constitution. The Library subscribes to the principles embodied in the Missouri Public Library Standards, the Library Bill of Rights, the Freedom to Read Statement, and the Freedom to View Statement adopted by the American Library Association. Collection development and management decisions are based on the merit of the work as it relates to the Library's mission and its ability to meet the needs and interests of the community. Decisions are not based on any anticipated approval or disapproval of the material.

Request for Reconsideration of Materials form

Appendix 1 - Library Bill of Rights

Appendix 2 - Freedom to Read Statement

Appendix 3 - Freedom to View Statement

Adopted April 19, 2022

**Scenic Regional Library
Request for Reconsideration of Materials**

Name: _____

Address: _____

Phone: _____ Email: _____

1. Do you represent yourself? Y/N
2. Do you represent an organization? Y/N
3. If yes, list the name of the organization: _____
4. Have you read the Library's Collection Development Policy? Y/N
5. Resource on which you are commenting:
 Book/e-book Audiobook/e-audiobook Magazine
 Digital Resource Newspaper Movie/DVD
 Music recording/CD Other

Title: _____

Author: _____

6. What brought this resource to your attention? _____
7. Have you read, viewed, or listened to the entire resource? Y/N

If not, what sections did you review? Please be specific, including page numbers, etc.

8. What concerns do you have about the resource? Please be specific.

9. What action are you requesting the Library to consider? Please explain why. Do you want to meet with the Scenic Regional Library Board of Trustees? Y/N

This form will be forwarded to the Library Director and reviewed and discussed by Library administration. All Request for Reconsideration of Materials forms are shared with the Board of Trustees.

Date: _____ Signature: _____

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.
- VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.
Inclusion of "age" reaffirmed January 23, 1996.

Appendix 2 - 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.

Appendix 3 - Freedom to View Statement

The **FREEDOM TO VIEW**, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore, these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

Endorsed January 10, 1990, by the ALA Council

