



Fairfield
PUBLIC LIBRARY

Collection Development Policy

Collection Development Policy Committee

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I. Fairfield Public Library System

“The Fairfield Public Library, our community’s gateway to the world of information and discovery, inspires the lifelong love of reading and learning. It offers free access to varied collections, stimulating programs, leading-edge technology, and a responsive staff in a welcoming environment.”-

Mission statement, Fairfield Public Library Long Range Plan 2009-2013.

The Fairfield Public Library System, comprised of the Main Library and the Fairfield Woods Branch Library, serves the Fairfield community of 59,404. In the year ending June 30, 2011 patrons borrowed 1,010,788 items. Each year approximately twenty to twenty-five thousand collection materials are purchased: subscriptions are renewed to five hundred and seventy magazines, fifty-one newspapers, fifteen databases and twenty-eight Connecticut state iConn databases. For the year ending June 2012 the collection budget is \$630,000.

Other libraries in Fairfield include the private association Pequot Library, the Fairfield Museum and History Center Library, the academic libraries at Fairfield University and Sacred Heart University, and the twenty-five libraries in sixteen public and nine private schools.

Bibliographic records from the Pequot Library and Fairfield Museum Library are shared on the online catalog system. Fairfield Public Library patrons can borrow materials from the Pequot Library directly or have them delivered to the Main or Branch library. The Fairfield Museum’s materials cannot be borrowed and must be used on site. Fairfield Public Library cards are honored at the academic libraries at Fairfield and Sacred Heart Universities.

II. Principles of Collection Management

The Fairfield Public Library System endorses and operates under the principles described in three key documents of the American Library Association: the Library Bill of Rights, the Freedom to Read Statement, and the Freedom to View Statement.

The guiding principles put forth are:

- Library resources, materials and books are for the interest, information, and enlightenment all of the people in the community.
- The Library should provide the widest diversity of information, opinions and formats, and materials are not to be excluded because of the origin, background or views expressed.
- The Library does not endorse every idea, opinion or information it makes available.
- The freedoms to speak, hear, read and view are protected by the First Amendment of the Constitution of the United States.
- There is no place for censorship of any medium of expression, and the Library should contest any encroachment upon the freedoms to read and view.

The Fairfield Public Library System also endorses the American Library Association's Free Access to Libraries for Minors: An Interpretation of the Library Bill of Rights.

- The Library does not restrict access to services, materials and facilities based on the age of library users.
- The Library does not limit the selection and development of library resources because minors will have access to them.
- The Library does not assume the role or function of parental authority and maintains that only parents and guardians have the right and responsibility to determine their children's access to library resources.

(See Appendix A: Library Bill of Rights; Appendix B: ALA's Freedom to Read Statement; Appendix C: ALA's Freedom to View Statement; and Appendix D: Free Access to Libraries for Minors, An Interpretation of the Library Bill of Rights.)

III Long- Range Plan 2009-2013 and Impact on Collection Development

The Fairfield Public Library System engaged the community in its fifth consecutive long range planning process in 2008. Community members, Town government officials, Library trustees, and staff members, through interviews and planning meetings, participated in the development of the Fairfield Public Library Long Range Plan 2009-2013 and the mission statement for the Library.

The Long Range Plan 2009-2013 established goals for the direction of the Library. Generally, the Long Range Plan directs the Library to reach out into the community to identify community needs and underserved populations with regard to Library resources, and support those needs through the development of the collections, programs and services. The Plan directs the Library to continually evaluate the resources of the library system to best serve the needs of the community. All seven of the goals outlined in the Long Range Plan significantly impact collection development.

Goal 1: Strengthen the roles of the Fairfield Public Library as the community's gateway to information and as a cultural center.

This directs the Library to be responsive and provide circulating collections, reference materials, and online databases that satisfy the diverse information needs of the community, and to collect materials that support cultural programming.

Goal 2: Rethink the identity, services and spaces of the Fairfield Woods Branch Library to respond more effectively to neighborhood needs.

This directs the Library to structure the collections housed at the Branch to more effectively serve the community and maximize the available space resources.

Goal 3: Raise community awareness of the Fairfield Public Library to create new users and to optimize use of library materials, programs, and services.

This directs the Library to continually evaluate its collections and resources in regard to better serving its new patrons as well as long time Library users.

Goal 4: Anticipate and respond to the evolving needs of the community.
This requires the Library to be vigilant about staying current about not just the populations it serves but also the means and methods of delivering information and resources.

Goal 5: Build and sustain a highly professional staff responsive to the needs of library users.
This requires the Library to maintain a professional and trained staff to continually develop the Library's collections and resources to best serve the community.

Goal 6: Harness current technology to ensure that the Fairfield Public Library meets or exceeds the needs of the library's users and that makes its internal operations more efficient.
This requires the Library to stay current with technology innovation and content delivery systems to better serve the constantly changing needs of patrons.

Goal 7: Maintain the Fairfield Public Library's safe, modern, comfortable facilities to ensure a welcoming environment that allows for the best use of its resources
This requires the Library to provide the best use of facility space to optimally function as the community's gateway to information and discovery.

Since the development of the Long Range Plan, the Library has actively worked on the implementation of the goals. The Library has identified and responded to the needs of groups within the Fairfield community such as those who speak English as their second language, young professionals, jobseekers, book groups, et al. The Library continues to acquire materials in all formats, databases, and has initiated programs in response to newly identified groups. It also has worked to keep pace with social media and expanding technology as a way to better serve and inform its patrons.

IV. Scope of the Fairfield Public Library System Collections

The Fairfield Public Library System houses more than sixty collections appropriate for every age group—adult, teens, and children—that span a wide variety of interests and categories such as fiction, non-fiction, professional materials, etc—and in an ever evolving array of formats—printed materials, CDs, DVDS, VHS tapes, playaways, digital downloads, etc. The collections in their breadth and depth are what a 21st century circulating library is all about—current, responsive to its patrons, technologically advanced, and a vital resource for the community.

The Library's collection is an evolving entity. As items are added, others are reviewed for their ongoing value and may be withdrawn from the collection. Care is taken to retain or replace items that have enduring value to Fairfield residents. Decisions are influenced by patterns of use as well as by the holdings of other libraries in Fairfield. The Fairfield Museum and History Center has a comprehensive collection of local historical and

genealogical resources. The academic libraries at Fairfield and Sacred Heart Universities collections extend to the research level in many subjects. When necessary, the Fairfield Public Library System refers inquiries to those institutions.

The collections can be accessed at the Main Library, the Fairfield Woods Branch Library, and on-line through the Library's website. It had been the practice that the Branch Library should experience parity with the Main Library, acquiring the same items for both libraries. However, the Fairfield Public Library Long Range Plan 2009-2013 directs the Library to rethink the identity, services and spaces of the Branch to respond more effectively to neighborhood needs. The Library is developing an identity for the Branch that is equally important but distinct and limited in scope, and it marks a new definition of parity concerning collection development.

A. Scope of the Main Library Collections

The Main Library was renovated in 2005, gaining more space for the Children's Library, creating a Teen Space, adding a lab with twenty- four computers providing Internet access, database access, office suite software and providing space for the audio/visual collection. The total square footage of the Main Library is 60,000 sq.ft.

The Main Library contains the core fiction and nonfiction collections for children, teens and adults. Items of an enduring nature, such as classical literature, as well as current-interest materials and the majority of the non-fiction collections are housed at the Main Library. The collections encompass multiple formats, including but not limited to books, magazines, newspapers, movies, recorded books, music CDs, DVDs, playaways and online databases. Larger collections of popular adult materials in all formats are available at Main because the space allows for them.

As non-circulating print collections are replaced by digital resources, more space within the Main Library is being freed up. In keeping with the goals set in the Long Range Plan, the Library will maximize the use of the space, whether for circulating collections, study tables or comfortable seating.

(See Appendix E: Adult Collections List)

B. Scope of the Fairfield Woods Branch Library Collections

The Fairfield Woods Library Branch is one-third the size of the Main Library, with its total square footage at 19,000. The Long Range Plan 2009-2013 directs the Branch Library to more effectively respond to evolving neighborhood needs. Because the Branch is much smaller than the Main Library and situated in a distinctive neighborhood the use of space for collections etc. will increasingly reflect its particular character. Physical collections are being reviewed and downsized, including non-circulating print collections which are being replaced by digital resources. Titles of enduring nature and most materials used for reference are housed at the Main Library. The interlibrary delivery service eliminates the need for complete duplication. The result is the creation of more

space within the Branch for use as meeting spaces, places to collaborate in small groups, studying and reading.

The adult collection is being reorganized into collection zones, highlighting popular subject areas, along with specific zones for new fiction and non-fiction books. Non-print materials in an array of formats are a significant part of the Branch's collections.

The proximity of the Fairfield Woods Middle School has made the Branch a natural spot for teens to gather after school. A ready reference collection for teens was developed for students doing homework in the downUNDER space. This area is available for the teens or reference librarian to use. On the main floor a space has been defined for teens where high interest books, magazines, and music CD's are housed. The collection is continually monitored to ensure the latest, most popular books and series as well as the yearly summer reading collections are available.

The children's space has been redesigned to incorporate more interactive and discovery zones and the children's library has been reorganized to better serve the Branch's young patrons and their parents.

C. Scope of the Children's Services Collections

Children from birth and up to age 13 are an extremely important part of the library's clientele. Fostering a love of books and reading is critical to children as they grow into educated and responsible adults. The children's library collection supports educational growth and provides recreational reading that can enrich children's lives. Serving children from birth through the middle school age range intentionally overlaps with the library's young adult/teen collection. This overlap is specifically geared to older children who are not quite ready to fully migrate to the teen collection. Materials for children are not classified by age or grade level. This is to encourage both reluctant and advanced readers to pursue books and materials that both interest them and appropriately challenge them.

The children's collection also serves parents, teachers, caregivers, and adults who work with children. The children's collection is also a resource for adults who are trying to understand or learn a topic or language in a more simplified way.

Selections in the children's library are chosen with emphasis on materials which stimulate the imagination, develop reading ability, and enable children to learn about the world around them. The collection offers materials in various languages, difficulty levels and formats including: print, audio, audiovisual, multimedia kits, passes to museums and parks, and interactive electronic formats. Collections are reviewed on an on-going basis to meet the needs of the Fairfield community and to maintain relevancy, currency, and usefulness. Materials are selected on the basis of accuracy, literary and artistic quality, and quality of content.

The collection includes materials located in the main children's library and in the Fairfield Woods branch children's department, as well as materials that are in electronic links and databases on the children's library web pages and also on educational games computers located in both libraries.

Pre-schoolers:

Collections in the Children's Library are based on the Public Library Association's (PLA) Early Literacy Initiative that [outline](#) that pre-reading skills begin development in children as young as a few months old and sensory learning helps develop these skills. The Initiative recommends dialogic reading to very young children. Collection development in Picture books, Board Books, Parent Teacher print and non-print, Storyhour books, music CDs, DVDs, Little Learner Circle Time Totes, and the Easy Reader books have been impacted by the initiative. The young children's collection includes non-circulating puppets, puzzles, soft toys, and costumes that are provided for children while they are visiting the library.

Elementary school-aged children:

Materials for children in primary grades include picture books, where art is an integral part of the story, and beginning readers -both fiction and non-fiction - where books are leveled (three separate levels) by difficulty. Other materials for this group include book-audio kits and selected periodicals containing controlled vocabulary, large print, and a limited number of pages. Beginning reading books contain illustrations that give clues to the text. Juvenile fiction books and periodicals serve children who are more proficient readers and these feature appropriate level vocabulary and subject matter with fewer illustrations. Two different levels of audio-books serve both the distinct informational and recreational needs of the younger primary grades as well as children in upper grades. Juvenile non-fiction and biographies provide for the informational needs of all elementary school-aged children. Both fiction and non-fiction videocassettes and DVDs, as well as spoken word CDs and music CDs, support the recreational and informational needs of elementary school children.

Middle school-aged children:

The non-linear and individual developmental patterns of older children require the overlapping between the teen collection and the juvenile fiction and non-fiction materials. Some children whose interests, abilities and maturity surpass their peers may migrate toward the teen collection as early as fourth or fifth grade, while others are more comfortable continuing to choose materials in the children's library up through eighth grade. A separate collection of juvenile series is also very popular with both younger children and middle school-aged children.

The Parent-Teacher collection: The Parent-Teacher collection, located in the Kiwanis Parent Teacher Room at the Main Library, contains both books and audiovisual materials on parenting issues, child development, preschool learning, home-schooling, and other relevant topics. There is also an online database on the children's web pages for use by parents and teachers that lists locations and enrollment information for area preschools, nursery schools and day care facilities. The Parent -Teacher collection has a dedicated

collection devoted to families of children with special needs, initiated by funds from SEPTA, a Special Education PTA sub-committee in the Fairfield public schools. Often the library is the first place parents come when they learn that their child has a learning disability. Information about different learning styles and differences and disabilities is continuously updated in both the children's collection and the parent-teacher collection.

Over forty different collections are available in the Children's Library. (See Appendix F Children's Collections List.)

D. Scope of Teen Collections

Teens and Young Adults (aged 12 and up) are a valuable segment of the library population, and of the Fairfield community in general. The current collections at the Main Library and Branch have largely been developed over the last five years under the leadership of the Teen Librarian. It is the responsibility of the Library to provide teens with equal access to all library services and to establish a distinct collection of materials that promotes and supports the educational, recreational, and emotional needs of teens. This is achieved by selecting materials to create a diverse and relevant collection of books and other media that serves the aforementioned needs of teens, and reflect the current and ever-changing interests of the teen community. (See Appendix G Teen Collections List)

V. Responsibility for the Collection

The final authority for the Library collection rests with the Fairfield Board of Library Trustees. Implementation of policy is assigned to the Town Librarian. The Town Librarian develops and allocates the collections budget and may delegate to qualified staff the authority to interpret and apply policy in making day-to-day decisions. The Adult Book Selection Committee selects materials for both libraries. The Teen Librarian selects materials for the teen collections at both libraries. Designated staff members select materials for specific collections of the children's library. Concerns and considerations are referred to the Town Librarian or to the Deputy Town Librarian-Branch Services for resolution.

VI. General Criteria for Selection

Selection Procedures & Processes

The selection of materials includes the decision to add to and/or retain materials in the Library collection. All acquisitions, whether purchased or donated, are considered and evaluated using the same standards. Using the following criteria, materials are evaluated and selected by the Library staff. (See Appendix H: Selection Criteria)

A. Popular Demand including relevance to interest and needs of community.

1. Multiple Copies

a. Multiple copies of popular new materials are purchased based on public demand, i.e. the number of holds, box office sales, “top of the chart”/bestseller lists, and budget constraints. While the Library has made use of a leasing program to respond to immediate demand, beginning in FY 2012 the Library will no longer lease books but will purchase copies outright. Patrons should not have to wait for more than four weeks for circulating material to be available. When financially feasible the Library will purchase sufficient copies to keep waiting lists to less than one month.

b. Multiple copies of books are purchased to support Fairfield school reading lists for elementary, middle and high schools and for book clubs. Multiple copies of popular books for summer reading for adults are purchased based on the themes developed by the library staff.

2. Request for Purchase

a. Patrons may request library materials that have not been ordered. If the requests meet collection development criteria, the requests will be processed. Where requests from Fairfield residents are not purchased an effort will be made to fill book requests through interlibrary loan.

b. Book clubs may request multiple copies of books. An effort is made to purchase paperbacks when feasible to reduce cost.

B. Cost

Price of materials is a factor when considering purchases. Demonstrated or anticipated popularity of expensive materials may support an item’s purchase. As a general rule expensive items such as academic textbooks and rare books are not purchased. The purchase of some basic text books in some subject areas may respond to general interest.

C. Format

The Library provides collections in different formats (e.g., books, magazines, newspapers, movies, recorded books, music CD’s, downloadable, online databases, museum passes). Continuous research of new trends in formats is necessary. Durability, cost and appropriateness of format are also considerations. Items that are designed for individual personal use such as workbooks are usually rejected.

D. Relationship and importance to the entire collection

Issues to consider include: Does the item fill an information gap in the collection? Have several patrons requested information on this subject? Does an item contribute to an existing area of strength in the collection?

E. Authoritativeness:

Reputation or qualifications of author, artist, publisher or producer are important criteria in selection of materials. The publishing industry is changing and the print-on-demand business is allowing individuals to publish books and bestsellers have emerged from this

practice. Self-published materials may be purchased if there are positive critical reviews or reviews by Fairfield Librarians determine they add value to the collection. .

F. Critical review

Well-reviewed items from reputable review sources are more likely to be selected.

G. Appropriateness

Materials are selected based on appropriateness including subject matter, reading level, and community standards.

H. Date of publication

The Library purchases the most recent edition of an item. Currency of information is especially important when selecting sources about health, finance, geography, etc.

I. Local interest

The public library reflects the interests of the community it serves. It is important to provide some materials that provide local information not found in other sources including non-indexed local papers. These materials tend to be sources that are annually updated and are discarded when new editions become available.

VII. Tools for Selections of New Materials

Assigned staff read reviews in library trade and other publications. Positively reviewed items are considered for purchase alongside many other selection criteria (See Appendix H Criteria List). Selectors vote for particular items while subject or format specialists have final purchasing authority. Items are selected and then ordered and processed by Technical Services. In addition to review and bibliographies, the staff selects materials from publishers' representatives, publishers' catalogs, popular journals, local book stores, and conference exhibits, as well as from subject specialists on staff and outside the Library. (See Appendix I: Review Sources)

The same rigorous process is employed when it comes to the selection and licensing of the informational databases. Content is researched, reviews read, professional colleagues conferred with, and in most cases databases are tested for thirty days for a complete assessment in functionality, ease of use, and whether it is a worthwhile addition to the library's resources.

VIII. Gifts In Kind, Memorial and Honor Donations

A. Gifts In Kind

Gifts of materials are subject to the same criteria as are purchased materials. Donors are informed that items that are not usable in the Library's collections are sold in the Library Book Sale, given to Pequot Library for its book sale, or are otherwise disposed as the Library deems appropriate. Gifts must be:

- In excellent condition, not mildewed, moldy or dirty.

- If the Library already has the item in the collection, the gift copy may replace the existing one if it is better condition or be added if it is popular.
- The estimated value of the gift is the responsibility of the donor. The Library provides a form letter acknowledging receipt of the gift to the donor.
- The Library does not accept out-of-date textbooks, records, magazines. (See Appendix J for Gift Receipt Letter)

B. Memorial and Honor Funds

Memorial and honor funds are established by patrons who donate funds to support Library operations or to purchase Library materials in memory or honor of an individual. The Library recommends that a donor confer with the Town Librarian before establishing a fund to ensure the funds will meet a specific need of the Library. Parameters would then be outlined in a written document and those funds can have restrictions or be spent at the discretion of the Town Librarian.

IX. Weeding and Disposing of Items

Library collections are constantly being added to, moved, displayed, and borrowed. To maintain a quality collection that is timely, informative, authoritative, accessible, and appealing, it is vital that materials are regularly evaluated and withdrawn from the collections if they meet one or more of these criteria:

- Damaged or in poor condition
- Multiple copies not circulating and taking up shelf space
- No longer relevant to the needs and interests of the community
- Information no longer accurate or timely
- Item has not circulated for several years
- Format of item is no longer in demand

The Library disposes of materials that have been withdrawn from the collections in the following priority order:

- Withdrawn materials may be distributed in library-sponsored outreach and literacy programs.
- Withdrawn material may be placed in library book sales.
- Withdrawn materials may be placed in online book sales.
- Withdrawn materials may be given to other community or social service agencies serving populations at-risk for literacy, or showing special needs.
- Withdrawn materials deemed to be shabby and worn or whose content is not appropriate for above criteria will be recycled.

XI. Controversial Materials

The Library does not advocate particular beliefs or views. The selection of any given item is not an endorsement of the viewpoint expressed therein. Selections are made on the merits of the work in relation to collection development and the needs of library patrons, not on the basis of any anticipated approval or disapproval. The Library may provide materials representing all possible approaches to public issues of a controversial

nature. Any material sold without legal restriction in the State of Connecticut could be admitted in the Fairfield Public Library System.

While the Library is aware that one or more persons may take issue with the selection of a single or multiple items, the Library will not remove from shelves items purchased in accordance with the collections policy. Library materials are not marked in such a way as to show approval or disapproval. All materials are shelved openly with accessibility to all patrons, with the exception of those valuable items secured from theft or damage or other unavoidable physical restriction. Selection will not be inhibited by the possibility that materials may come into the possession of children. The choice of materials used by children is the responsibility of their parents or guardians. (See Appendix D: Free Access to Libraries for Minors. An Interpretation of the Library Bill of Rights.)

Fairfield Public Library provides access to a broad range of information resources, including those available through the Internet. The Library does not monitor and has no control over the information found through the Internet and assumes no responsibility for the quality, accuracy, or currency of any Internet resource. Restriction of a child's access to the Internet is the responsibility of the parent or guardian; the Library does not act in the place of the parent. In the Children's Library software filters are used on computers with access to the Internet.

XII. Complaint Policy and Procedure

The Library respectfully considers complaints about library materials. The procedure is as follows:

1. Staff on duty will listen to the complaint and offer to refer the patron to the appropriate administrator. (If the administrator is not available, the staff will take the patron's name and telephone number for follow up later.)
2. If the patron is not satisfied, the administrator will refer the patron's complaint to the Town Librarian, who will explain the Library's selection policy.
3. If the patron is not satisfied and requests an item be withdrawn from the collection, the Town Librarian may offer to take the matter to the Library Board for a decision. The patron will be asked to submit a complaint form. (See Appendix K Complaint Form).
4. Following the Board's discussion the patron will be notified of the Board's decision by the Chairman of the Board or the Town Librarian

Appendix A

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 18, 1948, by the ALA Council; amended February 2, 1961; amended June 28, 1967; amended January 23, 1980; inclusion of "age" reaffirmed January 24, 1996.

Appendix B

The Freedom to Read

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.

A Joint Statement by: The American Library Association and the Association of American Publishers

Subsequently endorsed by:

American Booksellers Foundation for Free Expression
The Association of American University Presses, Inc.
The Children's Book Council
Freedom to Read Foundation
National Association of College Stores
National Coalition Against Censorship
National Council of Teachers of English
The Thomas Jefferson Center for the Protection of Free Expression

Appendix C

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

Appendix D

Free Access to Libraries for Minors: An Interpretation of the Library Bill of Rights

Library policies and procedures that effectively deny minors equal and equitable access to all library resources and services available to other users violate the Library Bill of Rights. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.

Article V of the Library Bill of Rights states, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." The "right to use a library" includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, educational level, literacy skills, or legal emancipation of users violates Article V.

Libraries are charged with the mission of providing services and developing resources to meet the diverse information needs and interests of the communities they serve. Services, materials, and facilities that fulfill the needs and interests of library users at different stages in their personal development are a necessary part of library resources. The needs and interests of each library user, and resources appropriate to meet those needs and interests, must be determined on an individual basis. Librarians cannot predict what resources will best fulfill the needs and interests of any individual user based on a single criterion such as chronological age, educational level, literacy skills, or legal emancipation. Equitable access to all library resources and services shall not be abridged through restrictive scheduling or use policies.

Libraries should not limit the selection and development of library resources simply because minors will have access to them. Institutional self-censorship diminishes the credibility of the library in the community, and restricts access for all library users.

Children and young adults unquestionably possess First Amendment rights, including the right to receive information through the library in print, nonprint, or digital format. Constitutionally protected speech cannot be suppressed solely to protect children or young adults from ideas or images a legislative body believes to be unsuitable for them. Librarians and library governing bodies should not resort to age restrictions in an effort to avoid actual or anticipated objections, because only a court of law can determine whether material is not constitutionally protected.

The mission, goals, and objectives of libraries cannot authorize librarians or library governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents and guardians. As *Libraries: An American Value* states, "We affirm the responsibility and the right of all parents and guardians to guide their own children's use of the library and its resources and services." Librarians and library governing bodies cannot assume the role of parents or the functions of parental authority in the private

relationship between parent and child. Librarians and governing bodies should maintain that only parents and guardians have the right and the responsibility to determine their children's—and only their children's—access to library resources. Parents and guardians who do not want their children to have access to specific library services, materials, or facilities should so advise their children.

Lack of access to information can be harmful to minors. Librarians and library governing bodies have a public and professional obligation to ensure that all members of the community they serve have free, equal, and equitable access to the entire range of library resources regardless of content, approach, format, or amount of detail. This principle of library service applies equally to all users, minors as well as adults. Librarians and library governing bodies must uphold this principle in order to provide adequate and effective service to minors.

See also *Access to Resources and Services in the School Library Media Program and Access to Children and Young Adults to Nonprint Materials*.

¹ See *Erznoznik v. City of Jacksonville*, 422 U.S. 205 (1975) "Speech that is neither obscene as to youths nor subject to some other legitimate proscription cannot be suppressed solely to protect the young from ideas or images that a legislative body thinks unsuitable for them. In most circumstances, the values protected by the First Amendment are no less applicable when government seeks to control the flow of information to minors." See also *Tinker v. Des Moines School Dist.*, 393 U.S.503 (1969); *West Virginia Bd. of Ed. v. Barnette*, 319 U.S. 624 (1943); *AAMA v. Kendrick*, 244 F.3d 572 (7th Cir. 2001).

Adopted June 30, 1972, by the ALA Council; amended July 1, 1981; July 3, 1991; June 30, 2004; July 2, 2008.

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Appendix E

Adult Collections

Circulating

Print

1. Express Books
2. New Books
3. Large Type Books
4. Fiction (Mystery, Science Fiction, Graphic Novels)
5. Non-fiction
6. Rotary Job and Career Resource Center
7. Paperbacks
8. Magazines
9. Museum Passes
10. Book Club Room Collections
11. ESL Collection
12. Downloadable Ebooks

Non-Print

Audio:

1. Books on Cassette
2. Books on CD
3. PlayAways
4. Downloadable Audios
5. ESL Collection

Video:

1. VHS
2. DVD
3. Express DVDs
4. BlueRay
5. Downloadable Movies
6. ESL Collection

Non-Circulating/Reference

1. General Reference Collection
2. Yearbooks
3. City Directories
4. ESL Collection
5. Newsletters
6. Newspapers

Online Databases

1. 15 Library databases
2. 28 Connecticut State iConn databases

Appendix F

Children’s Library Collections

| # | Collection | Location | Description |
|----------|--|---|--|
| 1. | Board books | Little Farm | Cloth and cardboard books, heavy construction for babies, toddlers |
| 2. | Picture Books - hardcover | Country Store | Books with illustrations for approx. ages 2 to 8 |
| 3. | Picture books - paperback | Town Hall (in shelves beneath the DVD collection) | Same as above, but paperback |
| 4. | Picture book - audio-cassette kits | Book Shop | Picture book with accompanying audio-tape of book being read. Display: in hanging bags. |
| 5. | Easy Readers – <u>fiction</u> 3 different levels with red, yellow or green tape on spine to indicate level | Book Shop | Books for beginning readers; Leveled like a stoplight, with red being easiest |
| 6. | Easy Readers – <u>nonfiction</u> 3 different levels with red, yellow or green tape on spine to indicate level | Book Shop | Same as above, but nonfiction; Leveled like a stoplight, with red being easiest |
| 7. | J- Fiction | Children’s Reading Room | Fiction chapter books (some with illustrations) at reading and interest levels of children approx. 7 & up |
| 8. | J- Fiction paperbacks | Children’s Reading Room | Same as above, but paperback |
| 9. | J- Non-fiction | Children’s Reading Room | Nonfiction organized by Dewey classification system; of reading and interest level for children ages 7 through to young adults |
| 10. | J- Series | Children’s Reading Room | Books on the same topic, theme, or with the same characters. Each title in series |

| | | | |
|-----|----------------------------------|---|---|
| | | | may have the same or <u>different</u> authors |
| 11. | J- Holiday Books | Children's Reading Room (except during specific holiday and then displayed near entrance) | Books on various holidays throughout the calendar year. |
| 12. | J- Biographies | Children's Reading Room | Books about a famous person; in alpha-order by person's last name |
| 13. | Book discussion sets | Children's Reading Room | Multiple copies of the same title, used by book discussion groups or book clubs |
| 14. | J- Videos | Town Hall | VHS – on general themes, both fiction and nonfiction titles |
| 15. | J- DVDs | Town Hall | DVD format – on general themes, both fiction and nonfiction titles |
| 16. | Holiday videos and DVDs | Children's Reading Room | Videos and DVDs on holiday themes |
| 17. | Reading Rainbow video collection | Children's Reading Room | VHS format – picture books read and discussed on tape -taken from the television program of the same name |
| 18. | Audio books on Cassette | Children's Reading Room | Books being read on audio – cassette format |
| 19. | Audio books on CD | Children's Reading Room | Books being read on audio – CD format |
| 20. | Music and Spoken Word CDs | Children's Reading Room | 13 categories of CDs, includes music, folk songs, spoken word & language instruction |
| 21. | Educational Software – CD Rom | Book Shop | Software on CD Rom |
| 22. | Parent – Teacher Magazines | Kiwanis P-T Room | Magazines on families, parenting and teaching children – 38 titles |
| 23. | Younger Child Magazines | Book Shop | Magazines for beginning readers – 10 titles |
| 24. | Older Child Magazines | Children's Reading Room | Magazines for proficient readers – 12 titles |

| | | | |
|-----|----------------------------------|------------------------------------|---|
| 25. | Parent - Teacher Books | Kiwanis P-T Room | Books on parenting and teaching children |
| 26. | Parent – Teacher Videos and DVDs | Kiwanis P-T Room | Same as above in video and DVD format |
| 27. | Children’s Literature Collection | Children’s Reading Room | Books evaluating plots illustrations, and anthologies etc. of Children’s Literature |
| 28. | Storyhour book collection | Program Room – storage closet | Books used for Storytime programs – all titles are shadowed. There are 11 diff. types (Fun Ones, Twos, PJ etc.) Collection does not circulate and is used by staff only. |
| 29. | J-Large-type collection | Children’s Reading Room | Large type for visually impaired and elderly who want to read children’s books |
| 30. | Nutmeg book collection | Children’s Reading Room | Current 10 titles - nominated each year for the CT State Nutmeg Children’s Book Award |
| 31. | Bookworms book collection | Children’s Reading Room | Current titles recommended by the Bookworms Book Club – listed in catalog as “Youth Book Club” |
| 32. | Graphic novels – juvenile | Children’s Reading Room | Books presented in graphic format – both fiction and nonfiction |
| 33. | SEPTA book collection | Kiwanis P-T Room | Materials donated by Special Education PTA of Fairfield– books discuss children and families with special needs. See title list. – approx. 100 books |
| 34. | Shannehan book collection | Interfiled until annual reception | Nearly all these tiles are picture books – selected in memory of their son. |
| 35. | Caldecott reference collection | Behind Children’s Information Desk | Each of the titles selected annually for this award since 1938 – 66 titles |
| 36. | J-Reference collection | Children’s Reading Room | Encyclopedias, dictionaries, and general reference books for youth |
| 37. | J- Professional collection | Children’s Staff Room | Books on themes for programs such as Storyhours, and for collection development |
| 38. | Summer Reading | Interfiled until | Books suggested for youth summer |

| | | | |
|-----|--|---|--|
| | Collections (3 multi-grades levels) | summer – located in Picture Books, Easy Readers, J-Fiction, and J-Nonfiction, J-Biography. During summer – located on seasonal shelves | reading on booklists selected in collaboration with Fairfield Public Schools for K-1, 2-3, & 4-5 grade levels |
| 39. | Museum Pass Collection | Located within Children’s Information Desk. (Circulated from Children’s Desk) | Passes for free or reduced- priced entrance to 13 different museums, zoos, or educational centers. |
| 40. | Interactive toys, puppets, puzzles, costumes | Puppet Mansion and Country Store | Approx. 200 different dress-up costumes, puppets, puzzles, magnetic letters, and manipulatives are rotated throughout the year into the play areas to encourage storytelling and imaginative play which, in turn, increases verbal skills. Collection does not circulate. |
| 41. | TumbleBooks | On the Children’s Library web page | An online collection of animated talking books with background music for preschoolers and early elementary school-aged children. Separate online collection of read-along titles for older elementary, middle and high school readers. Sentences are highlighted and pages are turned automatically. |
| 41. | Little Learner Circle Time Totes | Both main and FW libraries. At main library (children’s) they are located behind the information desk | 16 kits (8 at main and 8 at FW) designed for children ages 2 to 6, to be used by daycare providers, nursery school teachers, grandparents or those who teach or spend time with a group of young children. The bags are filled with books, music CDs, DVDs, and lists with poems or finger rhymes, crafts, and activities. |

Appendix G

Teen Library Collections

Print

Biography

Fiction

Graphic Novels

Magazines

Manga

New Books

Non-fiction

Summer Reading

Non-Print

Audio Books

Music CD's

Movies

Appendix H

Selection Criteria

Each item must meet several of these criteria to be selected.

- well reviewed in professional/trade journals
- will be used frequently by our community (vs. retail purchase – one use) – usage statistics, new community trends, school curriculum, summer reading lists, popular bestsellers
- popular author, musician, film maker
- reputable publisher
- self-published with excellent reviews and/or by a respected blogger/online writer
- durability to withstand heavy/multiple users– library bindings, no or few detachable items
- fills gap in collection – series, information need
- patron requests
- price
- regular updates of changing non-fiction information – health, legal, financial
- core collection materials – e.g., classic literature
- quality of narrators in audios
- fast delivery time/dependable delivery of materials
- discount when available
- replacement policy and costs for audios and videos
- color plates/pictures in childrens’ books, cookbooks
- design features: appealing cover art
- large type for visually challenged patrons
- components of book – index, glossary
- provides point of view – may balance an opposing viewpoint
- ease of use – database
- functionality – database
- easy to understand instructions – how to download
- unabridged audios vs. abridged memos
- subject matter specific to young adult population
- graphic novels and other images central to new format – quality images
- duplication of content but variety of format for popular items – video, DVD, Blu-Ray, downloadable film; tape, CD, MP3, downloadable on what devices?
- age appropriate
- meets literacy development level of children from babies to teens
- subject matter – age appropriate
- transportable – for commuters, businesses, travelers, students
- multimedia materials to enhance learning, entertainment experience
- foreign language learning support – for students, business, travelers
- appropriate for patrons learning English as a second language

Appendix I:
Review sources

Amazon.com
American Library Association Prize Winners and other Annual Award Lists
Baker & Taylor Facts on File
Booklist
Book TV on CSpan
Bulletin of the Center for Children's Books
The Economist
Entertainment Weekly
Kirkus Reviews
Horn Book
Library Journal
Library Journal Xpress.com
New York Times Book Review
People Magazine
Publisher's Weekly and Publishers Weekly Alert
School Library Journal
Stereo Review
Unshelved.com
Voice of Youth Advocates
Video Librarian
Video Source Book

Appendix J
Gift Receipt Letter

Received From: _____ Date: _____

Address: _____

NUMBER OF ITEMS

BOOKS: _____ MAGAZINES: _____

PAPERBACKS: _____ OTHER: _____

VIDEOS/DVDS: _____ MUSIC CD's _____

The Library welcomes gifts but accepts them with the understanding that it has the right to handle or dispose of them in the best interest of the institution. Such material may be added to the collection provided it meets with the standards of selection. Once given to the Library they cannot be returned to the donor.

Although the Library acknowledges gifts for tax purposes, it cannot be responsible for assessing monetary value of gifts.

Received by: _____

Appendix K

Complaint Form

Final authority for the Library collection rests with the Library Board of Trustees. The Board has delegated implementation of the collection development policy to the Town Librarian. The collection policy approved by the Board outlines established selection criteria for library materials. Reconsideration of library materials by patrons is addressed by filling out this form and submitting it to the Board.

Name _____

Date _____

Address _____

City _____

State _____

Zip _____

Phone _____

Do you represent self? _____ Organization? _____

1. Resource on which you are commenting:
____ Book ____ Audio ____ Video ____ Magazine ____ Music CD ____ Audio
Recording ____ Newspaper ____ Electronic information/network (please specify)
____ Display ____ 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 resource(s) you suggest to provide additional information and/or other viewpoints on this topic?
6. Other comments?