

Collection Development Policy

Adopted: January 13, 1983

Amended: March 12, 1992, April 10, 2014, January 19, 2017

Mishawaka-Penn-Harris Public Library

Collection Development Policy

I. Introduction

The Mishawaka-Penn-Harris Public Library (MPHPL) serves a diverse community of individuals of various economic, religious, social, and political backgrounds. The goal of the library is to provide materials in a variety of formats for information, education, and recreation.

In a free society, information on all points of view should be available to all individuals. The public library provides free access to materials and ideas and is responsible for selecting materials which reflect varied viewpoints and tastes. The existence of a particular viewpoint in the collection is an expression of the library's policy of intellectual freedom, not an endorsement of a particular point of view.

The Mishawaka-Penn-Harris Public Library has this policy to guide in selecting materials while considering the limitations of budget and space, the amount of material published annually, and existing specialized library collections. This collection development policy is broad and flexible, allowing for branch collections, cooperative collection development, and resource sharing with area libraries.

This policy is designed to guide library staff in selecting materials and making withdrawal decisions, to acquaint the public with the principles of collection development, and to be consistent with "The Freedom to Read," "The Freedom to View" and "The Library Bill of Rights," statements of the American Library Association previously adopted by the Library Board of Trustees. These statements are intended to be a part of the Collection Development Policy and are included under Appendices.

II. Mission Statement

The Mishawaka-Penn-Harris Public Library inspires and empowers our community by connecting patrons to literature, information, ideas and new experiences for lifelong enrichment.

Approved by Mishawaka-Penn-Harris Public Library Board of Trustees, November 16, 2017

III. Goals of Selection

In support of our Mission Statement, selection is made based upon the following five goals:

1. Popular topics and titles – to offer current, high-demand, high-interest materials in a wide variety of formats.
2. General information – to provide information and answers to questions on a broad array of topics related to school, work, and personal life.
3. Lifelong learning – to develop a collection of circulating materials on a wide variety of topics in which the general public has a sustained interest and to support our patrons' desire for self-directed personal growth and development throughout their lifetime.
4. Local History and Genealogy – to provide a significant collection of printed materials and other resources that chronicle the history of the greater Mishawaka area as well as genealogy research tools.
5. Cultural awareness – to offer materials and resources to help patrons to gain an understanding of their own cultural heritage and the cultural heritage of others.

IV. Responsibility

Ultimate responsibility of the collection rests with the Library Board of Trustees. The Trustees, in turn, delegate the authority for selection to the Library Director, a professional librarian with training and experience in the art of selection. The Library Director has delegated the authority for selection to the service coordinators and collection development team.

V. Scope of Collection

A. Adult Collection

1. **Print** – Adult print materials are selected to reflect the needs, interests, and demands of the residents in our community. Materials are chosen for purposes of interest, information, education, and entertainment.
 - a. **Fiction** - Best-sellers, classic literature, first time authors with reviewed and recommended titles, and genre fiction (mystery, science fiction, fantasy, western, urban and romance) are purchased for the adult collection. We strive to meet patron demand for current, popular titles by purchasing multiple copies of *New York Times* best-sellers.

Decisions to purchase additional copies are based on need. Hold lists are monitored and additional copies of titles will be purchased if the library finds the current number of copies inadequate to meet the patrons' needs. In addition, classic literature titles may be purchased in multiple copies to satisfy middle school, high school, and college-level reading lists.

Among the criteria to be considered in selection are favorable reviews, author's reputation, creativity, format, price, and budget limitations. Selection tools include *Library Journal*, *Publisher's Weekly*, *Booklist Reviews*, and *Kirkus Reviews*. Requests and suggestions from the public are always accepted and given serious consideration. Materials by local authors are also given serious consideration but will not be automatically acquired. Their work will need to meet the same selection criteria as other works of fiction. Poetry, short stories, and books of prose are acquired in limited quantities.

Effort will be made to purchase titles to continue a fiction series as long as the series remains popular with our patrons.

Books of a controversial nature are purchased to satisfy patron demand, when they are popular in mainstream culture, or as a means to provide balance to our collection. We do not purchase abridged, condensed, or edited works of fiction, Cliff Notes or SparkNotes to classic literature, or literature textbooks.

- b. **Non-Fiction** - The nonfiction collection emphasizes timely, accurate and useful informational materials that are current and in high demand. Resources are available for all ages and reading levels in a variety of formats. Materials are selected to represent a continuum of opinions and viewpoints when available. Titles with sustaining value and those current, accepted authorities are part of the library collection. As a new field of knowledge emerges, the library responds with timely additions.

Textbooks: The library does not buy textbooks used by the local schools, colleges, or universities, as it is the responsibility of the students or libraries of those institutions.

000-099

This is a broad collection that reflects many general subjects. In the area of library science the collection consists of major/classical works in the field, some theoretical, some practical. Other materials in the area are older editions of encyclopedias and other standard general works. Because computer books form a large portion of 000s they will be treated separately below.

Computer books:

This collection is aimed primarily at the home and small business user.

The hardware emphasis is therefore on personal computers and hand held devices. Software books, purchased proportionately to the hardware platform emphasis, cover the major types of packages: word processing, database, spreadsheet, graphics, communications, networking, etc. Introductory books on networking and security are also present.

De-selection for this area needs to be done around every 3 to 5 years.

100-199

The library generally buys what is reviewed in the areas of philosophy and psychology in standard reviewing sources, concentrating on titles of popular appeal and those accessible to the informed non-professional reader. Generally readers desire materials for self-education and pleasure while supplementary educational materials are needed to serve the interests of students. Considerable media coverage on the ethical ramifications of social, medical, business, professional and environmental questions stimulates patron interest and demand. Popular self-help titles in psychology are purchased to meet demand.

200-299

The religion collection is an overview of topics of interest to the general public, including such topics as theology; concepts of God; good and evil; immortality and evolution; biblical studies; Christian theology, history, and doctrine; moral and

devotional literature; and titles on comparative religion and religions other than Christianity.

The library will have the major editions of the Bible, as well as other important sacred books of major world religions. Mythology materials are purchased on popularity and to meet demands. The library maintains a balanced and impartial collection of materials in the field of religion reflecting all major points of view. The library evaluates items carefully and may not add sectarian materials or those which denigrate other faiths.

300—399

The social sciences collection covers a vast array of topics dealing with society and its issues: adolescence, retirement, financial issues, motherhood, step-parenting, sex roles, relationships, characteristics of society, environmental relationships and ethnic groups. A diverse population influences the selection of materials. Collection emphasis should be on keeping the collection current and relevant to the interests' needs of the community in areas such as investments, citizenship, and curriculum needs.

400-499

The language/linguistic collection consists of standard works for the non-specialists on subjects such as evolution, use and acquisition of language, and comparisons of languages. Emphasis is on the English language, its history, structure and learning. There is also an emphasis on literacy, sign language and materials on English as a Second Language (ESL). Basic learning materials and dictionaries for classical and romance languages, European, Asian and Middle eastern are represented. The purchase of additional languages depends on anticipated demands. Books in this area are retained as long as they are in good condition and continue to circulate reasonably well. Items receiving heavy use should be replaced regularly with updated versions to maintain currency and freshness in the collection.

500-599

The Science and Math collection is designed to meet the needs of both students (middle grade through college) and the inquiring non-student. There is also a science fair collection to meet need. The 500s contain subjects in which information is quickly dated or even proven wrong (physics, astronomy, etc.), as well as subjects where information is nearly timeless (mathematics). Therefore, weeding must be aggressive in more time-sensitive areas to ensure availability of accurate, up-to-date

information, while in other areas retention can be based on condition and level of use. For the time-sensitive subjects, anything over 3 years old should be closely examined for accuracy.

600-699

The applied science section serves an extremely wide range of needs: medical information, from personal health to disease coping and recovery; all aspects of home economics and management, including cookbooks, gardening, home and appliance maintenance and repair; electronics and engineering, including automobile maintenance and repair; management, ranging from starting and running a business through improving one's management style and moving up the corporate ladder; manufacturing and building trades. Demand is high for business, personal health, cookery, and do-it-yourself projects.

700-799

The 700s encompass a wide range of subject matter of interest to students, casual art lovers, collectors and handicraft and sport enthusiasts. The largest sections cover a wide range of arts and crafts, television and motion pictures, and sports. Virtually all items are at a popular level, with little scholarly material. Patron interest and demand heavily influence purchasing patterns in arts and recreation. The emphasis should be on keeping the popular topics current to fulfill patron expectation and need.

800-899

Essays, poetry, drama, short stories and selected works of criticism on all these forms are included in this collection, as well as works on professional writing, humorous writings and public speaking. Emphasis is given to British and American authors, including works by minority writers; representative works of world literature are included as well. Writers who have been recipients of acclaimed awards – the Nobel Prize, the Pulitzer Prize, the National Book Award, etc. - are given special consideration. Books about writing are also collected here.

900-999

The library selects books covering all phases of history from the beginnings of civilization to the present, with emphasis on American and local history and up-to-date materials on major countries of the world. Various types of maps and atlases are included in the collection. The library purchases reliable, up-to-date travel guides for the U.S. and foreign countries to meet demand. Books by well-known

travelers, personal reminiscences, and narratives by early explorers are also included. The biography collection includes autobiography, collective biography, journals, diaries and letters. Special attention is given to biographies of local people.

c. Reference -

Only the most useful and requested items will be collected in paper format for Reference material, as we have seen a drop in the use of this collection over the last several years. Most information can now be found through online sources that can replace our paper subscriptions to Reference materials.

- d. Large Print -** The large print collection is maintained to meet the needs of patrons who have difficulty reading regular sized print. Large print materials are used extensively in the library's homebound delivery program. Fiction and non-fiction titles are included in the large print collection, with emphasis on popular titles. Materials in this collection are labeled "Large Print."

- e. Graphic –** Graphic novels are characterized by images in a static panel form; text is within the panels, usually in small blocks or balloons, bound in longer and more durable formats than comic magazines, using the same materials and methods as printed text-based books. Graphic novels are artistically different from comics as well. Types of graphic novels in the collection include but are not limited to adventure, biographical, fantasy, superhero, horror, mystery, science fiction, and classics. There are many non-fiction works that can be and have been selected for the collection in which a patron can glean information in a comic style format.

The Graphic Novel collection includes both fiction and nonfiction titles. Selections of the materials are made using review sources, comic-con convention suggestions, graphic print distributors, and patron requests. Requested titles are not automatically purchased. Weeding of the material is based on condition and popularity.

- f. Serials/Periodicals -** The periodical and newspaper collections supplement the book and non-print collections by providing up-to-date information covering current topics not yet available in other print media, and presenting a more concise treatment of a subject than is usually found in books. In selecting magazines emphasis is placed on popular titles, business needs, and a representative sampling of other topics. The collection is also used by staff for selection and professional development.

Funding constraints limit the number of subscriptions and copies purchased by the library. Gift subscriptions may be accepted for magazines, if they meet general selection guidelines. The library subscribes to a number of local, Indiana, regional, and national newspapers. Older issues of selected materials may be available on microfilm. The subscription lists are reviewed annually by staff.

Currently, the library uses a subscription service to consolidate and monitor our periodical subscriptions. The few titles that are not available through the subscription service are ordered directly.

g. Special Collections -

1.) Spanish Language (or Foreign Language) Materials

The Spanish Collection contains materials aimed at meeting the recreational and informational needs of the Mishawaka community, including adult and teen native speakers, and students of the language. Resources include books, magazines, and government and community information brochures. The material is primarily for circulation.

Sources for selecting material include library journals, publisher's catalogs, online newsletters, bestsellers, and patron recommendations. Items will be purchased if deemed appropriate for the library collection. Requested titles are not automatically purchased. Preference is given to Hispanic authors, especially award-winning titles. Titles in the Spanish Language collection are labeled "Español."

A periodic review of the Spanish collection is essential to determine need for repair or withdrawal of the items. Materials may be withdrawn due to poor condition/ damage, lack of shelf space, or if the material is no longer of interest to the community.

2.) New Readers – Materials are selected to assist those who are learning to read the English language and for those who need assistance learning to read at beginning and intermediate levels. The collection is updated as material becomes available. Titles in this collection are labeled "New Reader."

3.) Writer's Corner – Materials designed to aid the writer or aspiring writer are located in this special collection. This collection is housed at the Mishawaka Library and these books are labelled "Writers Corner."

- 4.) **Holiday** - Criteria for purchasing holiday fiction and non-fiction materials are best-selling authors, popular demand, genre fiction, current significance, lasting value, price, and availability. Holiday materials are selected using professional library journals, publisher's catalog, general interest publications, and media. Patrons are invited to submit requests that will be purchased if deemed appropriate for the library collection. Requested titles are not automatically purchased.

The holiday collection is processed as a special collection and denoted by the "Holiday" label or a picture holiday label on the book.

Holiday magazines are purchased with the same criteria as all magazines and are denoted with a "Special Interest" label and often a picture holiday label.

A periodic review of the holiday collection is essential to determine need for updating, repair and withdrawal. Materials may be withdrawn due to poor condition/damage, lack of shelf space, or if it no longer meets the needs of the community.

2. Non-print - Selection of non-print material is the responsibility of the Collection Development Team. Ordering is based on popular demand.

- a. **CDs (music)** – Material selected includes popular, holiday, sound tracks, classical, comedic, and world music. Sources such as *Billboard* magazine are used for selection and to keep track of the top CDs each week. All Music is also used for review information. Patrons are encouraged to request materials that have not been selected by the Library.
- b. **DVDs** – Films are selected primarily for family entertainment, although educational, instructional, foreign, and alternative titles are also included. *Rotten Tomatoes*, *Entertainment Weekly*, and *Variety* magazines are used for selection purposes. Patrons are encouraged to request materials that have not been selected by the Library.
- c. **Audiobooks-CD**- Both fiction and non-fiction titles are selected, including well-known authors, classics, award-winning titles, bestselling, and popular titles. Patrons are encouraged to request materials that have not been selected by the Library.

- B. Young Adult** - Young Adult materials are purchased to support a wide variety of interests from adolescence (age 12) to adulthood (age 18). Selection is influenced by the special interests and developmental and informational needs of young adults and the collection serves as a bridge from children's to adult resources. The collection may include titles also found in the adult and/or children's collections. Local curriculum is generally supported; however school textbooks and workbooks are excluded from purchase in this collection. Materials shelved in the Young Adult collection are labeled "Young Adult"

Selection tools include *Booklist*, *School Library Journal*, and *VOYA*.

1. Print -

- a. Fiction** - In selecting materials for this collection purchase decisions are based on review journals, patron and staff requests, and recommendations. Ongoing series, popular authors, award winning material, classics, and a positive review in a professional journal assist with selection decisions for the Young Adult collection.
- b. Nonfiction** – Factual, informational material purchased for Young Adults should follow the same selection criteria as Adult Non-fiction. The depth and scope of detail is geared towards adolescents, however titles should be above a 100-page minimum to be considered for the adult collection, where they are shelved. No special labelling is used on these titles. **Textbooks:** The library does not buy textbooks used by the local schools, colleges, or universities, as it is the responsibility of the libraries of those institutions.
- c. Graphic** - Graphic novels take on the look and feel of a comic book but artistically are slightly different. The stories can range from full fiction accounts of classics, to a more traditional super hero tale. A large part of the Young Adult graphic novel collection consists of manga, a Japanese-style comic book format. There are also non-fiction works that can and have been selected for the collection in which a patron can glean information in a comic style format. Materials in this collection are identified as "Young Adult Graphic" on the call number label.

Selection of these materials is based on middle and high school age appropriateness in story, popularity and quality of story, and illustration. Materials are chosen from review sources as well as from graphic print distributors and patron recommendations.

Weeding of these materials is based on condition and popularity.

- d. Gaming Guides** – Gaming guides are housed at the Mishawaka Library location only and are purchased for games that are rated T or below. These guides contain tips, tricks, and background information on video games available for today's popular gaming systems, PC, or tablet. Weeding of these materials is based on condition and popularity.

- e. **Serials/Periodicals** - The library maintains a collection of periodical titles in the Young Adult room. The interest and needs are evaluated on a yearly basis as to which titles to maintain or withdraw. Current copies of the materials are kept and older copies are withdrawn. The collection is chosen based on review recommendations, circulation statistics of current titles, and the young adult patrons' wants and needs.
- f. **Book Club Collections** - These collections have been selected with the purpose of allowing teachers the ability to borrow multiple copies of a title for a classroom discussion. The collection is not available on the circulating shelves but can be requested for a six week loan period.
- g. **Special Collections** -
 - 1.) **Spanish Language (or Foreign Language) Materials** - There is currently no separate young adult collection for this type of material.

2. Non-print -

- a. **Audiobooks-CD and cassettes** - There is currently no separate young adult collection for this type of material. Audiobooks are added to the Children's collection or Adult collection depending on content and overall audience appeal.

C. Children's - The selection of material is the responsibility of the Youth Services Coordinator. Ordering may be assigned to qualified staff by the Coordinator. Ordering is based off of patron and staff purchase suggestions and reviews from professional journals, including *Book List*, *School Library Journal*, and *The Bulletin of the Center for Children's Books*.

Textbooks: The library does not buy textbooks used by local schools, colleges, or universities, as it is the responsibility of the libraries of those institutions.

1. Print -

- a. **Fiction** - In selecting material for this collection, purchases are acquired through review journals, and patron and staff requests. Ongoing series, popular authors, award winning material, classics, and a positive review in a professional journal assist with selection decisions in the children's collection.
 - Board books and easy books are for infants through third grade.
 - Beginning readers are geared for kindergarten through second grade.
 - Easy fiction books are geared for second and third grade reading.

- Regular fiction is geared for third through sixth grade reading.
- Paperbacks are favored over hardcover books for many of the bigger series and light reading.

b. Nonfiction (by Dewey Number) - Nonfiction is selected according to the needs and wants of the patrons throughout the course of the year. The collection is not curriculum-based; it is developed to supplement the ongoing subjects and assignments given in the course of a school year.

c. Reference - Basic selection tools, reader's advisory, and ready reference material are selected for this section of the library. Items include a dictionary, thesaurus, and encyclopedia as well as sources containing historical information (worldwide, national, and statewide) and information about our government (local, state, and federal). An electronic version of some materials has been selected to help broaden a patron's accessibility to our collections and keep the collection to a manageable size.

d. Large Print - (Currently no separate collection for this material). Selections are based on requests and needs within the community to help those with visually impaired needs.

e. Graphic Novel - Graphic novels take on the look and feel of a comic book but artistically are slightly different. The stories can range from full fiction accounts of classics, to a more traditional super hero tale. There are many nonfiction works that can and have been selected for the collection from which a patron can glean real information in a comic style format.

f. Serials/Periodicals - The library maintains a collection of both print and electronic versions of many titles in this section of the collection. The interests and needs are evaluated, on a yearly basis, as to what titles to maintain in print form. Older copies of titles are now available through the state database enabling the library to discard the older print copies.

g. Special Collections

- 1.) **Foreign Language Materials**- Both English speaking and English as second language patrons seek out foreign language material. Whether it is to learn English, along with his/her own language, or to learn a new language, patrons want to use fiction and nonfiction material to learn and improve their use of

languages.

- 2.) **Holiday** - This collection reflects both the diversity within our community and its general interest to read about or learn about a particular holiday. Material with recipes, poetry, stories, songs, celebration ideas, crafts and traditions help round out this collection.
- 3.) **Parent's** - Selection for this collection is based off the needs and interests of a parent with regard to a child. Areas may include milestones a child should have learned during their school-aged years, issues such as thumb sucking, nightmares, bed wetting and dealing with a divorce of a parent. The focus is on the child and not the adult. Pregnancy books would be selected for bringing in a new baby with a younger sibling and how to keep a baby healthy and happy. Materials about ADHD, bullying, and death can also give suggestions on how an adult can help a child in dealing with these sensitive issues.
- 4.) **Book Club Collections** - These collections have been selected with the purpose of allowing teachers the ability to borrow multiple copies of a title for a classroom discussion. The collection is not available on the circulating shelves but can be requested for up to a six week loan period.

2. Non-print -

- a. **CDs (music)** - Material selected includes soundtracks, lullabies, sound library, spoken word, music, primary, and instructional.
- b. **Audiobooks-CD** - Both fiction and non-fiction are selected, including well-known authors, classics, award winners, and popular titles. Midwest Tape is used for the selection of audiobook titles.
- c. **Playaways-audiobooks** - Selection for this collection has been ceased; current selections will remain until weeded based on decreased circulation or damage.
- d. **Playaway Views** Selection for this collection has been ceased; current selections will remain until weeded based on decreased circulation or damage.
- e. **Leap frogs** - Kits were donated and used to enable children to read and practice

their vocabulary in an interactive fashion. These kits are available at the Bittersweet and Harris Branch only.

- f. Puppets** - Items have been selected for story hours and other programming purposes including storytelling and plays.

- g. Realia** - Puppet sets, collections such as dogs, horses, etc., flannel board sets, instruments, rhythm cloths, and other items and donations that don't fit into the other categories. These items are used for programming and displays.

- D. Heritage Center** - The Heritage Center is the library's area to house, catalog, and make available its collection of materials of local historical and genealogical interest.

Priority of materials collected:

- 1.) Mishawaka
- 2.) Penn and Harris Townships
- 3.) St. Joseph County
- 4.) Indiana
- 5.) Areas from which, or through which, Mishawaka's population has migrated
- 6.) Other areas of genealogical interest and supporting materials

1. Print -

- a. Fiction** - Fiction is not specifically collected or housed in the Heritage Center.
- b. Nonfiction** - Book items purchased or received must support one of the above 6 levels of the collection. Yearbooks of the local high school are actively collected, whereas yearbooks of other institutions will be collected only as made available or donated. Selection resources include Genealogical Publishing Co, Inc. and Baker and Taylor.
- c. Reference** - All items shall be cataloged as reference (non-circulating, except by special permission).
- d. Large Print** – Large print is not specifically collected.
- e. Photographic** - Photographic images are highly desirable and housed securely.
- f. Vertical Files/Pamphlets** - Pamphlet/clipping materials are collected, housed securely, or copied onto acid-free paper when feasible.
- g. Special Collections** - The Heritage Center will continue to collect materials to support its Ball-Band, Bendix, Dodge, and Wheelabrator collections. We will also collect the histories of local societies and materials from other local businesses and families. Duplicate materials may be offered to area museums.

2. Non-print -

- a. DVDs** - DVD format will be collected only as they apply to the first 3 levels of priority in Heritage Center collection development. Subject matter shall be reasonably scholarly. VHS is no longer actively collected. When DVDs or VHS tapes are deemed valuable to the collection, the Heritage Center will transcribe or copy these materials onto a format which is more current and lasting.
- b. CDs**- CD format will be collected only as they apply to the first 3 levels of priority in Heritage Center collection development. Subject matter shall be reasonably scholarly. They will be added as a replacement for other genealogical or historical materials which are deteriorating in their original formats.

- c. Audiobooks-CD and cassettes** - The Heritage Center will not normally purchase these formats unless they contain specific information in the first 3 levels of priority in Heritage Center collection development. Oral histories shall be collected in any format. When audiobooks are deemed valuable to the collection, the Heritage Center will transcribe or copy these materials onto a format which is more current and lasting.
- d. Microfilm** - Will be added for the local newspapers, city directories, collections of government documents, and as a replacement for other genealogical or historical documents which are deteriorating in their original formats.
- e. Digitized Photo Database** – Scanned photographic images are uploaded to PastPerfect Online, which is accessed via the MPHPL website. The database contains scanned images of historical photographs depicting area residents, historic homes, and businesses.
- f. Realia** - The Heritage Center will collect and house realia of value to the interpretation of the history of Mishawaka, Penn, and Harris Townships. Realia collected shall be clean, odor-free, and storable in the Heritage Center and its limited storage areas. Realia must also be able to be periodically displayed in the library. Realia shall also be described and classified to allow for convenient research, and it shall be stored in the safest possible environment.
- g. Microforms** – The Heritage Center carries both microfilm and microfiche. Examples of materials collected include newspapers of Indiana counties, CRIMP files, church records, History of Counties for Indiana, Ohio and Pennsylvania, historical records of local businesses and local government, and Abstract of Titles of local properties.

E. Digital Collection Development

Databases

The selection of Databases is the responsibility of the Digital Services Coordinator, with input and participation from other service coordinators. These are the types of databases available to our patrons:

Library Purchased Databases– The library subscribes to several electronic databases. Databases are reviewed by the Digital Services Coordinator and purchased to meet community needs with the approval of the Library Director.

INSPIRE- The library provides and promotes patron use of reference and research products made available free of charge to all Indiana residents through INSPIRE, which is a statewide collection of databases. These databases are highlighted on our website to promote usage.

Cluster Databases- The library also participates in the Northern Indiana Database Cluster to further meet patron's need for information. Together, area libraries work to evaluate and choose databases, paid for with Cluster funds.

Digital Collections (eBooks, eAudiobooks, Streaming Video and Audio)

The selection of Digital Collections is the responsibility of the Digital Services Coordinator. Items are selected with input from patron recommendations as well as hold lists. Metered access items (items with expiration dates or limited checkouts allowed) will be mostly avoided, except when the item is especially popular. Popular items on sale will be given high consideration. Top lists within each product will be consulted to help with purchasing decisions. A mix of formats will be ordered.

VI. Gifts/Donations and Memorials

Gifts/donations are accepted and acknowledged with the understanding that the library reserves the right to handle or dispose of them in its best interest. Gifts will be judged by the same standards of selection as those applied to the purchase of materials.

Patron gifts/donations may be brought to any MPHPL library location. An assigned staff member goes through the donated materials and looks at conditions, age, and popularity of items. If the material is not owned but is desired for the collection, it is sent to Technical Services for processing. Materials not added to the MPHPL collection will be sent to Better World Books for resale or placed in our book sale area.

The library does not accept:

- Anything donated with restrictions as to disposition or use
- Anything that has not been published within the last two years
- Anything that is not in good condition
 - a. Items soiled with grease, dirt, food, insects, etc.
 - b. Anything stained with water, dust, or mold or with a noticeable odor
 - c. Items marked with pen, pencil, marker, crayons, highlighters, etc.
 - d. Damaged (broken spines, loose or torn pages, torn covers) items
 - e. Anything that needs repair
- Vinyl record albums, music cassettes or VHS tapes
- Encyclopedias or textbooks
- Reader's Digest condensed books
- Home recorded audiotapes, videotapes, DVDs or CDs (these materials are in violation of copyright laws)
- Software and video games

The library will provide a slip indicating the number of items donated to us. We are unable to provide any further written acknowledgement for donations, nor do we appraise the value of materials.

Memorials are also accepted in accordance with the library selection policy. Donors may recommend titles or subjects. Memorials will be suitably acknowledged and inscribed.

VII. Reconsideration of Materials

In applying the above guidelines for materials selection, it must be remembered that the library strives to satisfy the needs of all, and cannot satisfy the needs and desires of any one group at the expense of another. The library does not act as an agent for or against a particular issue but maintains a neutral position and upholds its right to select materials. The library recognizes that censorship is a purely individual matter. The library believes that individuals may reject for themselves or their children books which they find unsuitable, but cannot exercise censorship on others. Parents who wish to limit or restrict the reading of their own children must personally oversee their selections.

Despite the care taken to select the best materials and the qualifications of the selectors, objections to a selection may occasionally be made. When this happens, the principles of *The Freedom to Read* and the professional responsibility of the staff must be defended. If a complaint is made, the procedures are as follows:

- A. The person making the complaint should be referred to a professional staff member.
- B. The professional staff member should discuss the matter with the patron long enough to discover the cause of the complaint. The staff member is not permitted to make any firm commitments to the patron regarding the item's disposition. If the patron requests that further action be taken, the patron must complete the Request for Reconsideration of Library Materials form (see Appendix D).
- C. If the patron completes the Request for Reconsideration form, it will be given first to the department services coordinator or the Branch Manager and then to the Director, together with a memo and any supporting documents collected, including professional journal reviews, from the staff member handling the complaint.
- D. The Director or Branch Manager will interview the patron, if the patron so desires. If this interview does not satisfy the patron, copies of the "Request for Reconsideration" form will be sent to all Board of Trustees members and the library attorney. Copies of the questioned item will be held for the board's examination.
- E. The Board of Trustees will examine materials referred to it, check reviews of the item in standard selection tools, weigh values and faults together and form an opinion based on the item as a whole rather than on isolated passages, meet to discuss the matter, and render a decision.
- F. The Board President will announce the Board's decision regarding the challenged material. The patron will receive this announcement by means of an official letter. A copy of the letter will be kept on file in the Director's office.

The Board of Trustees understands that not every item in our library's collection will be agreeable to every member of our community. The Board hopes the community will feel free to voice its opinions on the library's collection, but that the library as an institution must continue to stand as a symbol of free inquiry and the pursuit of knowledge.

VIII. Weeding of the Collection

Weeding is the continuous evaluation of the library collection by the professional library staff. This process is an integral part of the collection development and maintenance. Weeding is necessary in maintaining material that is updated, accurate, and appealing to our community needs and interests. Material in all collections is evaluated by the **MUSTIE** rule in the Crews Guideline for Weeding:

- M** – Misleading
- U** - Ugly (beyond mending)
- S** - Superseded (newer editions on the same subject)
- T** - Trivial no discernible literary value or scientific merit
- I** - Irrelevant to the needs and interests of the library's community
- E** - Elsewhere - the material is easily obtainable from another library

Other factors such as copyright date, circulation counts, and timeliness of the material are taken into account when making weeding decisions.

Adult Weeding: When selecting materials for withdrawal, librarians may refer to standard resources such as *Fiction Catalog* and *Public Library Catalog* as guides to items that are worthy of retention. Gift items and titles by well-known Indiana authors will only be withdrawn if poor condition warrants removal. Other items will be evaluated by the MUSTIE criteria above. Material is replaced as needed.

Children's Weeding: Resources used in weeding selection include: *Children's Core Collection* and *Best Books for Children: Preschool through Grade 6*. In addition, criteria such as local interests, historical significance, and authors, both locally and regionally, are taken into account before deselecting of material. Effort is made to keep classics, core collections of authors, and award winning (Caldecott, Newbery, Hoosier) titles within the collection. Material is replaced as needed.

Heritage Center Weeding: Items may be removed from the collection if they are damaged heavily, duplicated, or its content has been transferred to a newer format. Prior to weeding library staff shall check to ensure the information has been updated, even if in another format. Items withdrawn shall first be offered to area libraries and museums.

Young Adult Weeding: The same criterion as for adult and children's materials applies to young adult. Resources used in weeding selection include: *Best Books for Middle School and Junior High Readers: Grades 6-9* and *Best Books for High School Readers: Grades 9-12*.

Non-Print Weeding: The same general criterion for weeding print materials applies to non-print sources.

Appendices:

- A. Freedom to Read**
- B. Freedom to View**
- C. Library Bill of Rights**
- D. Request for Reconsideration of Library Materials Form**

Adopted by Board of Trustees on April 10, 2014; amended on January 19, 2017

Appendix A – 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:

[American Library Association](#)
[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 B – Freedom to View

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

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

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

Appendix C – 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 that 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.

Section 2: Appendix D – Request for Reconsideration of Library Materials

Title _____

Author _____

Book _____ Periodical _____ Movie _____ CD _____ Book on tape _____ Other _____

Publisher _____ Publication date _____

Your name _____

Address _____

City _____ State _____ Zip code _____

Phone _____

Do you represent: yourself? _____ an organization? _____

If an organization, what is its name? _____

To what in the work do you object? (Please be specific. Cite pages.)

Did you read the entire work? _____ What parts? _____

What do you feel might be the result of reading this work?

For what age group would you recommend this work?

What do you believe is the theme of this work?

Are you aware of judgments of this work by literary critics?

What would you like your library to do about this work?

_____ Move it from its present location to another collection within the library

(Adult, Young Adult, Children's)

_____ Return it to the Staff Selection Committee for reevaluation.

_____ Other. Explain: _____

In its place, what work would you recommend that would convey as valuable a picture and perspective of the subject treated?

Signed _____

Date _____