



# **Collection Development Policy With Statement of Concern about Library Materials**

**For Branches of the York County Library System**

September 2016

## ***Collection Development Policy Introduction*** **for The York County Library System**

(approved by the Board of Directors October 2007)

### **Purpose**

This document will provide guidance to The York County Library System (YCLS) which comprises staff in collection management and inform the public of the principles upon which the library makes decisions regarding the development and maintenance of the collection. While this policy will not replace the judgment of librarians, it serves to assist them in making wise decisions when choosing from the extent of materials available.

The policy will be used by Martin Library and the five branches of YCLS: Collinsville Community Library, Dover Area Community Library, Kreutz Creek Valley Library Center, Red Land Community Library, and Village Library.

### **Introduction**

YCLS serves the entire population of York County through branch and member libraries throughout the region, including the urban setting of downtown York, suburban areas surrounding the city, and more rural areas throughout the county. In a diverse community of over 400,000 people, we strive to be the premier information source for York County by providing resources, promoting literacy and presenting programs in a safe environment for everyone who wishes to take advantage of our offerings. YCLS remains a leader in providing public computer access and technology training, while using a variety of methods for delivering our services 24-hours per day, seven days a week, while prioritizing the promotion of libraries and informing everyone about public library funding issues.

As confirmed in the YCLS mission statement, the libraries endeavor “to serve the York County community and enrich individual lives by supplying information, providing recreation, promoting literacy, and encouraging life-long learning.” No individual library is able to acquire all print and non-print materials, so each library must utilize selectivity in their choices. The library provides, within its financial and space limitations, a general collection of reliable materials embracing broad areas of knowledge, including works of enduring value and those dealing with current issues. Therefore, selection is based on the community served

and evidence of areas of interest. This policy lays out the collection guidelines needed to meet those goals in the most impartial and financially responsible way.

Other community resources are considered when developing collections. Our area is additionally served by York College and Penn State York libraries, and therefore the York County Library System does not make an effort to collect items that may better be suited to those academic environments. Knowing that each individual in the community has varying information needs, when it is not practical for a YCLS library to own a particular item, it may be provided through our partnerships with and membership in other agencies. York County customers have access to items from the Adams County Library System, from more than 2,900 other public, school, and academic libraries in the state using Access PA, and to titles nationwide through membership in OCLC (Online Computer Library Center).

YCLS supports the individual's right to access ideas and information representing all points of view. To this end, the library welcomes and solicits customer suggestions, comments and ideas about the collection and its development.

The goals of collection development are these:

- Provide materials that meet the customers' interest and needs in a timely manner.
- Provide broadly based and diverse collections that can support the roles of the library as a popular materials center, a reference center and an independent learning center.
- Provide a variety of viewpoints on all subjects in its collections.
- Participate in cooperative collection development programs.
- Provide materials for children, youth and teens to encourage and promote continued use of the library.
- Provide materials in varying formats to acknowledge the importance of books and newer technology as sources of valuable information.

This policy will be reviewed biannually by the York County Library System.

## **General Collection Philosophy and Selection Criteria**

Martin Library and the branches of the York County Library System offer a robust collection of popular materials to our customers. We make available the right titles, in the right formats, in the right quantities very often on the release dates of these items. We monitor bestseller listings, the media, customer requests, circulation data, school assignments, and review sources to set the direction for collection growth and change.

The Board of the York County Library System endorses the American Library Association's Library Bill of Rights, the Freedom to Read Statement, the Freedom to View Statement, Access for Children and Young Adults to Nonprint Materials Statement, Access to Library Resources and Services Regardless of Sex, Gender Identity, or Sexual Orientation Statement, and the Diversity in Collection Development Statement. Copies are included in the Addenda.

A library's collection will never be complete; no maximum or minimum limits can be set. The publishing and media explosion of recent years, coupled with limitation of funds compounds the process of selection. The result is that libraries must be selective in many fields and aim for a systematic growth that concentrates on the areas in which there is the greatest community need.

Collections are not standardized throughout Martin Library and the branches of the York County Library System. Our libraries select materials to fill the needs of both actual and potential library customers, in an effort to:

1. satisfy current demand, and
2. stimulate interest among community members who are not presently aware of library resources.

Our libraries, within financial and space limitations, provide for reference and research, as well as for reading readiness, informational and recreational reading, viewing and listening for home use.

Martin Library meets the collection standards for Pennsylvania District Library Centers, but Martin's collection cannot be comprehensive enough to satisfy every patron demand. As the District Center for interlibrary lending, Martin purchases materials to meet multiple requests by local libraries. To quickly fill district requests, Martin promotes coordinated collection development among local libraries and maintains effective ILL relationships with area non—public libraries.

Our libraries do not attempt to duplicate in sufficient quantity to meet the needs and required reading assignments in local schools and colleges. We do not attempt to provide specialized materials for professional use, nor do we attempt to support the curriculum of public, private, or home schools by the purchase of textbooks.

Although YCLS libraries provide access to electronic resources, this does not state approval or an endorsement of accessible web sites and information. Providing access to electronic information, services, and networks differs from selecting and purchasing material for the library's collection, therefore some information accessed electronically may not meet our collection development policy. It is left to each customer to determine what information is appropriate to their needs. For more details, see our Electronic Materials Access Policy, included in the Addenda. In compliance with the Children's Internet Protection Act (CIPA), York County Library System has installed a technology protection measure on computers equipped with Internet access. Only library users 17 years of age and older may request the disabling of this filter.

## **General Criteria for Selection of Individual Materials**

The overall value of each item is the chief criterion of selection. Materials are judged by experienced staff with respect to:

- Public demand, past and anticipated performance and relevance to community interests and needs,
- Professional and reader reviews, commercial availability of material,
- Content and authority, effectiveness of presentation, format suitability,
- Need for additional or duplicate materials in existing collection,
- Availability elsewhere through interlibrary loan and local special collections,
- Physical space limitations of buildings, budgetary considerations

In considering materials and evaluating the collection, staff continually consult recognized review sources, standard selection catalogs, vendor databases, customer feedback, circulation data, turnover rates, fill rates, shelf allotments and volume counts. Staff meets regularly to review acquisition procedures and decisions as well as collection performance measurement. Each library also maintains an up-to-date Collection Management Manual that includes descriptions of the collection.

### **Gifts**

The branches of The York County Library System and Martin Library welcome gifts for the collection, reserving the right to use or dispose of items as deemed appropriate. New titles acquired in this manner are subject to the basic standards of selection. Replacements and duplicate copies will be added to the collection only if needed. The cost of processing and the availability of shelving space are also factors in determining the acceptance of gifts for inclusion in the collection.

Gifts of large collections which fall into subject categories not previously developed by the branches of The York County Library System or Martin Library should receive careful study. The implications of cost, maintenance, and growth must be considered before acceptance.

Gifts of material sponsored by commercial and special interest groups will be carefully considered for addition to the collection according to general selection policies. While each library recognizes the possibility of personal tax deductions for gift collections, our staff are not qualified to appraise the value of gift collections for income tax purposes.

### **De-selection and Discarding**

Withdrawals based on elimination of unnecessary items, outdated material, duplicates and copy condition is ongoing. Popularity, community interest, and availability of newer and more valid material are considerations. Withdrawn materials may be sold in book sales, donated to schools or to community organizations, discarded or used in any other matter deemed appropriate.

## **General Collection Description**

The branches of the York County Library System and Martin Library maintain a collection of popular materials, responsive to our customers. We select materials which best serve the needs and interests of customers of diversified backgrounds, tastes, hobbies and research needs. A general description of the various categories in which we collect can be divided by age group and is as follows:

### **Children**

We offer a great variety of age appropriate materials for children from the preschool years throughout childhood into the preteen years. We build a collection of suitable materials for pre-readers, emerging readers, new readers, school aged recreational and research readers, students completing school related homework and projects, research and recreational technology users and their parents.

Types of materials we make available include: board books, picture books, easy reading fiction and nonfiction, chapter books in a variety of popular genres, graphic novels, audio books, book and audio kits, videos, magazines, computer games and software, electronic databases and subscriptions, board games, toys and parenting resources.

### **Young Adult**

We offer a great variety of materials for people from their middle school years into young adulthood. We build a collection of useful and in-demand materials for recreational readers, listeners and viewers, personally productive and recreational technology users, students completing school related homework and projects, and career planners.

Types of materials we make available include: fiction books in a variety of popular genres, graphic novels, audio books, videos, magazines, computer games and software, electronic databases and subscriptions, board games, nonfiction and career resources.

### **Adult**

We offer a great variety of materials for adults just entering adulthood through the senior years. We build a collection of current topics and titles for recreational readers, listeners and viewers, new adult readers, recreational and personally productive technology users and lifelong learners.

Types of materials we make available include: fiction books in a variety of popular genres, graphic novels, large print books, audio books and instruction, videos, magazines, computer games and software, electronic databases and subscriptions, nonfiction.

### **New Formats**

Our libraries are continuously evaluating new technologies and formats. When a technology has a strong presence in our community and/or demand from our customers, we provide access to it. When the majority of our customers have access to the necessary technology to experience a new format, we will build and maintain collections in the format.

***The York County Library System  
Statement of Concern about Library Material***

The York County Library System will give your comments careful consideration. Return this form to any Library location and it will be forwarded to the YCLS for review.

This is a :       Book                       DVD                       Music CD  
                          Book on CD                       Magazine or Newspaper                       Other (Please specify)

**Title** \_\_\_\_\_

**Author** \_\_\_\_\_

**Your Name** \_\_\_\_\_

**Your Address** \_\_\_\_\_

1. Describe your concern about the material. (Please be specific; cite pages etc.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Have you read/listened to/seen entire work?      \_\_\_ Yes      \_\_\_ No      If no, then how much, and which parts?  
\_\_\_\_\_  
\_\_\_\_\_

3. All titles in the York County Library System's collection have been selected within the Library's Policy for the Selection and Withdrawal of Materials (attached to this form).  
Have you had the opportunity to read this policy?       Yes       No

4. What action do you wish the Library to take?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. Are you usually able to find what you want in the Library?       Yes       No  
If not, what materials would you like to be able to find in the Library collection?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

This form received by (Library Staff) \_\_\_\_\_ Date \_\_\_\_\_

## ***Library Bill of Rights***

# *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.

Amended February 2, 1961; June 28, 1967; and January 23, 1980,  
inclusion of "age" reaffirmed January 23, 1996,  
by the ALA Council.

## ***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 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; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004, by the ALA Council and the AAP Freedom to Read Committee.

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 Expressio

## ***York County Library System Electronic Resources Policy***

### **Our Mission**

We are the York County Library System, an association of 13 community libraries working together to serve the people of York County.

Our mission is to provide the best possible library and information services to all our residents.

Our goals in support of our mission include providing electronic access to information in a variety of formats. Working together, we choose the most appropriate technology for each library situation. We believe in the power of technology to deliver information to our users and we engage in a continuing search for its most effective use.

### **Why access is being provided**

The Library is pleased to offer its customers access to the wealth of information on the Internet because it greatly expands the Library's ability to accomplish its mission. With its vast, timely, and diverse resources, the Internet supplements existing library collections.

It is the Library's mission to serve the entire community. Not all have access to the Internet by another means. The Library may be their only source for this valuable tool.

Because the public library provides a unique Internet learning opportunity, staff is available to assist customers in learning to use this tool.

### **The Nature of the Internet**

The Internet is a global network of computer networks containing vast amounts of information. That information reflects a great diversity of interests and opinions.

The Internet is not under one governing body. Each site controls its own content. The Internet is a reflection of society. Whatever exists in the real world, exists on the Internet. Since the Internet is an unregulated medium, it enables access to materials that are personally, professionally, and culturally enriching to individuals of all ages, as well as materials that some may find offensive or disturbing. The Library cannot control any of the resources. The Internet enables access to ideas, information, images and commentary beyond the scope of the Library's selection criteria and collection development policies.

The Library cannot protect customers from information that they may find offensive. Each individual user must accept responsibility for what is accessed.

Internet access to the Library is provided in accordance with the Library's adoption of the Library Bill of Rights and the American Library Association's Interpretations of the Library Bill of Rights as it applies to access to Electronic Information, Services and Networks. In support of the Freedom to Read and the Universal Right to Free Expression, Internet resources accessible through the Library are provided equally

to all library users, regardless of ages. As with other library materials, parents or guardians, not the library or its staff, are responsible for monitoring their children's selection of information the Internet. Parents and only parents may restrict their children and only their children from accessing Internet resources via the Library's connection. We suggest that parents who are concerned about the types of materials available on the Internet supervise their children's Internet sessions.

## **Responsible Use**

Customers have an obligation to use their access to the Internet in a responsible and informed way, conforming to network etiquette, customs and courtesies. Because the Internet encompasses many interconnected networks and computer systems, each system has its own rules and limitations. Guests on these systems have an obligation to learn and abide by the rules. Responsible use of the Internet includes the following:

1. Minors are not permitted to view explicit sexual materials as defined in **18 Pa.C.S. 5903**.
2. Respecting the privacy of others by not misrepresenting oneself as another user; by not attempting to modify or gain access to files, passwords or data belonging to others; by not seeking unauthorized access to any computer system or damaging or altering software or hardware components.
3. Respecting the privacy of others using public access workstations by not interfering with their use.
4. Obeying copyright laws.

Examples of irresponsible use include (but are not limited to):

1. Use of the Internet for unlawful activities.
2. Damaging computers, printers, software or data.
3. Using another customer's password or account.
4. Trespassing in another customer's password or account.
5. Violating copyright laws.

*(March 1997)*

*Revised October 1999*