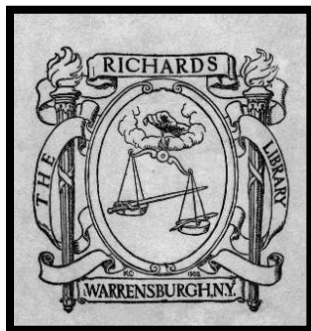


The Richards Library Policies



Collection Development & Materials Selection

The following are rules and regulations approved by The Board of Trustees of The Richards Library. These are effective February 6, 2017 and will be reviewed biannually.

The Board of Trustees delegates the responsibility for the selection of resources to the Library Director as employed by The Richards Library to develop and enhance the collection. The goal of the collection is to secure for all residents of The Richards Library service area informational, educational, technological, cultural, and recreational materials in varied formats including digital and print.

The Richards Library observes and respects The Library Bill of Rights formulated by The American Library Association.

1. Selection refers to the decision to add material to the collection, retain material already in the collection, or remove material from the collection. It does not refer to guidance in assisting the library patron.
2. The Richards Library acknowledges a particular interest in Adirondack history; therefore, it will seek to acquire appropriate state, county and local public documents. The Richards Library is not under any obligation to add to its collections everything about the Adirondacks or produced by authors, printers or publishers with Adirondack connections.
3. In selecting materials for the collection, the Richards Library will regard the special, commercial, industrial, cultural and civic enterprises of the community.
4. Responsibility for the reading, listening, viewing, or participating with library materials by children rests with the parent or legal guardian. Selection will not be inhibited by the possibility that materials may inadvertently come into the possession of children.
5. The use of rare and scarce items of great value may be controlled to the extent required to preserve them from harm, but no further.

Criteria of Selection:

Each resource is considered for its usefulness, its format and the audience for which it is intended. No single criterion is applicable to all purchase and access decisions. Some resources may be judged primarily for their artistic merit, scholarship or value to humanity; others are chosen to satisfy the informational, recreational or educational interests of the community.

The library director applies his/her judgment and experience in selecting materials according to the criteria listed below. All criteria do not apply to each item. Works of imagination are judged by different standards than are works of information and opinion. Works that present an aspect of life honestly are not necessarily excluded because of frankness of expression. Materials are judged as a whole rather than on isolated portions. In considering individual titles in the selection process, the library director consults reviews, bibliographies and other evaluative sources. However, the library generally purchases best sellers, giving higher priority to demand than to reviews or other relevant criteria.

- Suitability of physical form for library use
- Suitability of subject and style for intended audience
- Present and potential relevance to local interests and needs
- Appropriateness and effectiveness of medium to content
- Number and nature of requests from the library district public
- Historical significance
- Usefulness to patrons with special needs
- Importance as a document of the times
- Relation to existing collection, alternative formats and other material on the subject
- Reputation and/or significance of the author/artist and publisher/producer
- Authority, competence, integrity and purpose of the author/artist/publisher
- Attention of critics, reviewers, media, and/or the public
- Comprehensiveness and depth of treatment
- Clarity, accuracy, logic of presentation and/or ease of use
- Representation of a minority point of view
- Relevance to the experiences and contributions of diverse populations
- Artistic presentation and experimentation
- Quality of illustrations
- Originality, vitality, readability or ability to sustain interest
- Effective characterization
- Authenticity of historical or social setting
- Value of resource in relation to its cost
- Lack of availability elsewhere

Special Considerations for Collection Areas

1. Children's Collection

The [children's collection](#) provides materials which anticipate the diverse needs, interest, tastes, and backgrounds of girls and boys from birth through sixth grade. These materials should provide enjoyment for children, inspire and cultivate in them a love of books and reading, stimulate their creative powers and appreciation of beauty, encourage them to develop their mental capacities, meet their personal informational needs, educational needs and help them recognize a broad spectrum of moral and social values. Additional appropriate materials are provided to help adults understand and work with children.

The library does not limit children to use of the children's collection. Therefore, a child's parent or guardian, not the library, must be responsible for the materials chosen by the child.

2. Electronic Resources

Electronic resources, including websites and [electronic databases](#), provide opportunities to expand the scope of information available to users. Providing connections to global information, services and networks is not the same as selecting and purchasing material for a library collection. Determining the accuracy or authenticity of electronic information may present unique challenges.

Some information accessed electronically through Richards Library Internet connection may not meet the library's selection policy. The provision of access does not imply sponsorship or endorsement by the library. Furthermore, the library's [Internet Use Policy](#) establishes guidelines for access. Parents and legal guardians who are concerned about their children's use of the Internet should provide guidance to their children.

The General Criteria for Selection of Materials in traditional formats apply to the selection of electronic databases as well. However, because electronic formats require non-traditional means of acquisition, storage and access, some additional criteria must be considered:

- Ease of navigation and training requirements
- Ease of access and number of access points
- Hardware and software requirements, including maintenance
- Vendor support and contractual requirements
- Comparison of cost and content with other formats available
- Vendor delivery of timely updates and retention of historical data
- Networking capabilities
- Availability of remote access
- Ownership of product: purchase or lease

3. Local History/Community Information

The library makes a commitment to provide information for its patrons about the community and the state. It selectively acquires and provides access to relevant resources about the Adirondacks and the region, and the state in general. The library also provides basic historical and genealogical material about the areas from which The Richards Library was predominantly settled.

Especially in regard to works by [local authors](#), materials in the [local history collection](#) may or may not meet selection criteria in other respects, the local interest taking precedence over other factors.

4. Periodicals and Newspapers

In order to serve a diverse population, the library provides a wide range of reference and recreational interest [periodicals and newspapers](#). Emphasis is given to titles included in periodical indexes or published locally. Specialized titles are considered in relation to subject need, cost and availability in area libraries.

5. Gifts

Please note that, due to space constraints and limited processing resources, the Library is unable to accept all materials offered to us. Donors who have books that are in good condition that they think would be appropriate for the Library's circulating collections should contact the Library Director. The Library reserves the right to dispose of unsolicited materials in any manner it deems appropriate.

Gifts of materials that are accepted by the Library become the absolute and unconditional property of the Library and cannot be returned to the donor for any reason. Once the Library takes possession of an item, the Library is free to make all decisions with respect to the retention, storage, processing, use, and disposition of that item. Materials, including portions of collective gifts, which the Library determines are not suitable for accessioning into the collections may be offered for sale, or otherwise disposed of in accordance with the Library's established policies and procedures. In accordance with the Library's standard policies, Donors are granted the same right to access and use materials they have donated as other members of the public. Gift materials shall be judged by the selection criteria and shall be accepted or rejected by those criteria.

Weeding:

Weeding is an essential and ongoing element in The Richards Library collection development process. The purpose of weeding is to discard dilapidated, dated, irrelevant, or non-factual materials from the collection. The library director shall be responsible for weeding the collection according to the criteria listed below, and all weeded materials will be either donated to Friends of Richards Library for its book sale or recycled.

Criteria for Weeding:

M= Misleading--factually inaccurate

U= Ugly--worn beyond mending or rebinding

S= Superseded--by a new edition of by a much better book on the subject

T= Trivial--of no discernible literary 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

Reconsideration of Library Materials:

The trustees of Richards Library support The Library Bill of Rights, Freedom to Read and Freedom to View for all of its patrons. However should a patron object to a specific library document or presentation, he/she may have the material reconsidered by adhering to the following procedures:

The patron (not a company or organization) will be asked to fill out The Richards Library Material Reconsideration Form.

The director will reply in writing to the patron that the form has been received and a review team has been called to read/view the content.

If the review team considers the item appropriate, it will remain in the collection, if not, it will be removed.

If the patron is dissatisfied with the findings of the review team, he/she may appeal to the Richards Library Board of Trustees. The Board will then review the item and has ultimate say as to the suitability of the item for the collection of The Richards Library or whether it has been properly classified.

Review Team

The review team shall consist of five persons from the community acknowledged to be impartial and knowledgeable of literature and presentation.

Censorship:

The Richards Library will not condone or participate in any change in the access status of material, based on the content of the work and made by a governing authority or its representatives. Such changes include exclusion, restriction, removal, or age/grade level changes.

Sources:

American Library Association

<http://www.ala.org/advocacy/banned/challengeslibrarymaterials/essentialpreparation/workbooksletn>

Belinda Boon, *The CREW Method; Expanded Guidelines for Collection Evaluation and Weeding for Small and Medium-Sized Public Libraries* (Austin, Texas: The Texas State Library, 1995).

Kalamazoo Public Library <http://www.kpl.gov/>

New York Libraries Trustees Online <http://www.nylto.org/>

New York Public Library <http://www.nypl.org/help/about-nypl/legal-notices/policy-gifts-materials>

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.

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

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

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](#)

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.

Richards Library Material Reconsideration Form

Name _____

Date _____

Address _____

City _____

State _____

Zip _____

Phone _____

Email Address _____

Do you represent self? _____

Organization? _____

1. Resource on which you are commenting:

_____ Book _____ Video _____ Display _____ Graphic Novel
_____ Magazine _____ Library Program _____ Audio Recording
_____ Newspaper _____ Electronic information/network (please specify) _____ Other

Title _____

Author/Producer/Presenter _____

2. What brought this resource to your attention?

3. Have you examined the entire resource? (i.e., read the entire book, viewed the entire presentation, etc.) _____

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? _____

**Revised by the American Library Association Intellectual Freedom Committee
June 27, 1995**

**Revised by The Board of Trustees on 6 February 2017
Reformatted, Reviewed and Approved: April 19, 2018**