**COLLECTION DEVELOPMENT**

**Community Served**

The collection of the Cresco Public Library has been developed to serve the citizens of Cresco, Howard County, and the surrounding rural areas. Cresco is located in northeast Iowa and is the county seat of Howard County. The population of Cresco is less than 4,000. Local businesses have a strong agribusiness orientation, and include some industry and a number of retail stores. The courthouse, county extension offices, and a hospital are located here. In addition, the Howard-Winneshiek Community School is comprised of a K-12 campus located in Cresco. There also exists a parochial school system comprised of Notre Dame Elementary. The Early Childhood Development Center includes preschool classrooms, Headstart, and early childhood special education. Northeast Iowa Community College has a satellite center in Cresco providing educational opportunities for people of all ages.

**Clientele Served**

Individuals from all segments of the service area utilize the collection. Emphasis in collection development is placed on meeting the library’s primary role as a popular materials library and community information center with attention also directed toward the secondary roles.

The following demographic information from the 2020 Census is helpful in characterizing the library’s clientele. Due to Cresco’s low population, the United States Census does not maintain data on Cresco itself. The statistics below are for Howard County, Iowa, and are used to provide the most accurate representation of the parent community of the library.

* Over 20% of Howard County residents are over the age of 65, and 25.3% of residents are under the age of 18.
* High school degrees are held by 91.2% of Howard County. Bachelor’s degrees have been earned by 18.6% of the population. There is not data on graduate or professional degrees.
* Languages other than English are spoken at home in 5.6% of the population aged 5 and up.
* The average Howard County resident travels 22.3 minutes to work for those in the workforce over the age of 16.
* A broadband internet subscription is in 79.5% of households.
* The median household income is $56,709 for Howard County.
* Howard County, Iowa has 10.5% of its population living in poverty.

**Purpose of the Collection**

The primary purpose of the collection in the Cresco Public Library is to support the library’s roles as a popular materials library and community information center. Keeping in mind that specialized resources in a variety of formats, a network of information and individuals are all helpful in fulfilling the role of community information center. To meet this end, an emphasis will be placed on selecting and maintaining a collection containing popular, up-to-date materials in all formats, appealing to all age levels.

**SELECTION AND RECONSIDERATION**

**A. Philosophy**

The Board of Trustees and staff of the Cresco Public Library approach materials selection with emphasis on the freedom of all patrons to have access to a wide range of materials. The American Library Association’s, “Library Bill of Rights (Appendix A) and “The Freedom to Read Statement” (Appendix B) have been adopted by the Board of Trustees, and its tenants are observed in selection of materials and in other policies.

Freedom of choice is an essential prerequisite of democratic library service. The library’s immunity from attack of censorship is reasonably assured by providing a written materials selection policy based on the library board’s approval of the document listed above.

**B. Objectives of Materials Selection**

Materials will be selected which will meet patron’s educational, informational, cultural, and recreational needs. In order to meet these needs, both timely materials on issues of current interest and basic books which are of permanent value will be selected and maintained. In addition, reference materials will be provided for ready reference and research.

Selection aids will include book review resources such as Booklist, The New York Times Best Seller List, Baker & Taylor Publications, Publishers Weekly, and Library Journal among others. Book reviews in other publications and on broadcast media are also consulted as are requests and suggestions from staff members and patrons, special bibliographies, and reading trends as reported in library literature.

**C. Comments on the Collection**

It is the intent of the Board and the staff to provide a wide range of materials, favoring no particular opinions or special interests. Because of the rich diversity of human experience and opinion, it is highly likely that some materials in the library collection will be objectionable to some patrons.

The library has a responsibility to serve the community in all its variety. That responsibility includes providing for the needs and interests that may offend a few or even a great many people.

In selection of materials, an attempt will be made to represent all sides of controversial issues. In no case will an official stand be taken on any public question. The function of the public library is to provide materials from which people can make choices, not to make choices for people.

The library staff and the Board of Trustees welcome comments on the collection. A request for the removal of an item from the collection must be presented to the Director in writing. **A Citizen’s Comment on Library Materials** form and a copy of the library’s **Collection Development Policy** will be presented to the patron at this time. The Director will present this request to the Policy Committee who will review the request and the material and provide a recommendation to the Board at the next regularly scheduled Board meeting. The Board will consider the Policy Committee’s recommendation, discuss the material, and vote on the material.

It is generally held by the Board that no citizen in a democracy has the right to deny another access to certain materials by demanding their removal. Each case will be judged on its own merit. When the Board decides not to remove an item, a court order obtained through established legal channels will be required to remove the item from the collection.

Persons are welcome to meet with the Director or attend Board of Trustees’ meetings to discuss the collection development policy. Requests to be added to the agenda must be made to the Director 24 hours prior to the public meeting.

 Ultimate responsibility for materials selection, as with all activities, rests with the Director, who operates within the framework of policies determined by the Board of Trustees. All staff members are encouraged to participate in the selection process. At the discretion of the Director, individual staff members may be assigned selection duties.

**D. Selection of Specific Types of Materials**

 1. Adult Fiction

The selection of fiction involves choosing from a large variety of types of novels to meet the educational and recreational needs of the community. The Cresco Public Library attempts to satisfy a public varying greatly in education, interests, taste, and reading ability. The basic collection includes classical and semi-classical novels of the past as well as the novels of contemporary writers. The public’s desire for current fiction requires that a large percentage of our current purchases be new publications.

 2. Adult Nonfiction

In the selection of nonfiction, a special effort will be made to consider the needs and interests of the community. The usual criteria of authority, up-to-date information and overall quality shall be applied to acquisitions. Materials will be included on timely public issues and all sides of controversial issues will be represented when materials of reasonable quality are available.

Specialized materials will not be purchased because of the limited demand for such materials, limitations of the library’s budget, and the availability of resources online. The library staff will borrow needed materials via interlibrary loan, if available.

Due to space limitations, the Young Adult Nonfiction is integrated into the Adult Nonfiction section. Any nonfiction material created for a young adult audience will be designated with a Young Adult sticker on the spine.

3. Children’s Fiction

The selection of fiction titles for children shall be divided into the following categories:

  **K** – Books for preschool children including board and large format books

  **E** – Picture books

 **ER** – Controlled vocabulary books

 **jF** – Junior Fiction

Books will be included in these collections that meet the informational, recreational, and cultural needs of children. Popular titles with wide appeal to children will be selected as well as those titles that meet the needs of the young patrons with varying needs, talents, or interests.

1. Young Adult Fiction

Books will be included in these collections that meet the informational, recreational, and cultural needs of young adults. Popular titles with wide appeal to young adults will be selected as well as those titles that meet the needs of the patrons with varying needs, talents, or interests.

Young adult is comprised of any individual in between childhood and adulthood. The library works to provide materials for ages 12-25 in the young adult section; however, patrons are not restricted based on age.

1. Children Nonfiction

The selection of nonfiction titles for children will include titles that are appropriate for meeting the information needs of children preschool through middle school. Books will be chosen which provide information on topics of current interest and which provide materials that support the curriculum of the local school system, but the primary emphasis will be on selecting titles that continue to provide an up-to-date, well-rounded collection.

 6. Reference

Reference books tend to be expensive and quickly outdated. However, within the limitations of budgetary constraints and the availability of topics online, the library will seek to provide reference items appropriate to the needs of the citizens of Cresco and the surrounding area.

 7. Periodicals

Periodicals are purchased or accepted as gifts for one or more of the following reasons:

to keep the library’s collection up-to-date in various fields and to supplement the book collection.

Periodicals are needed for both reference work and general reading. Individual titles are chosen for the following reasons: accuracy and objectivity, accessibility of contents through indexes, demand, need in reference work, representation of point of view or subject needed in the collection, and local interest in the subject matter.

Periodicals are retained in the collection according to their value in reference work and available space. Most are held for one year, but the periodicals are not necessarily retained in the library files, nor is the library responsible for replacing missing issues or renewing such subscriptions when they expire. Periodicals are also purchased as online resources.

 8. Newspapers

The library collection contains local, state, and national newspapers according to the demand of patrons. Newspapers are retained for two weeks with the exception of the local paper. Hard copies of the local paper are retained as space allows.

1. Audio Materials

The library will purchase CDs for its circulating collections. Reviews and lists will be consulted in evaluating new audio recordings. Materials such as literature, poetry, language instruction, other spoken recordings, and online resources will be considered for purchase.

 10. DVDs

The library will purchase DVDs for its circulating collections. The collection consists mainly of informational, how-to, and popular entertainment for all ages. Most DVD purchases are box office hits. Most of the titles do not include public performance rights. Videos produced specifically for instructional use in the classroom are not purchased. DVDs are reviewed using similar criteria outlined in the Weeding & Withdrawal section of this policy. Sexually explicit materials will not be considered for purchase.

 (Developed from West Des Moines’ Collection Development Policy)

1. eBooks and eAudiobooks

The library acquires access to some materials in digitized formats. These formats include databases and downloadable or streaming text, audio, or print resources. These resources will be acquired to complement or enhance the library materials that have historically been provided in physical formats. Acquisition may be by licensing, rather than outright purchase.

Factors to be considered in evaluating and selecting digitized resources include:

• patron demand, including preferred formats

• available format(s), with a preference for fully online (no local storage) resources

• value

• accessibility, including digital rights management

• ease of use

• availability of equivalent resources

• accuracy, authority and uniqueness of content

• frequency of updates

• training requirements for any new formats for staff and patrons

(Developed from West Des Moines’ Collection Development Policy)

 12. Computer Applications

Computer applications meeting the following criteria will be considered for inclusion in the collection:

 1) Software offering word processing, spreadsheets, data bases, graphics, etc.

 2) Online resources.

**E. Weeding and Withdrawal of Materials**

In order to maintain current reading, viewing, and listening materials, the library continuously reviews its collection and removes materials that are worn, obsolete, or have not circulated over a three-year period. The “Crew Method” developed by the Texas State Library is the guideline used in evaluating the collection for weeding and withdrawal. When items are withdrawn from the collection, the library staff will try to maintain a core collection of classic fiction and nonfiction and replace popular volumes that have been withdrawn due to wear. The Director will determine if outdated materials should be replaced with new information in order to maintain a balanced collection. The Director is responsible for ensuring that the withdrawal process is not a form of censorship.

Materials deemed essential to the collection will not be subject to routine weeding regardless of checkouts.

1. Disposal of Withdrawn Materials

Items which are withdrawn from the collection or which have been donated and will not be included in the collection will be disposed of in one of the following manners:

 A) Sold by the Friends of the Cresco Public Library at their annual book sale.

1. Placed in the east entry for citizens to purchase.

 C) Distributed to government organizations.

1. Recycled locally.

**MATERIALS OBJECTION PROCEDURE**

It is the intent of the Board and the staff to provide a wide range of materials favoring no particular opinions or special interests. Because of the rich diversity of human experience and opinion, it is highly likely that some materials in the library collection will be objectionable to some patrons.

The library has a responsibility to serve the community in all its diversity. That responsibility includes providing the needs and interests that may offend some.

In selection of materials, an attempt will be made to represent all sides of controversial issues. In no case will an official stand be taken on any public question. The function of the public library is to provide materials from which people can make choices, not to make choices for people.

The library staff and the Board of Trustees welcome comments and criticisms of the collection as a whole or of individual items. A request for the removal of an item from the collection must be presented to the Director in writing. “A Citizen’s Comment on Library Materials” form (2 pages) and a copy of the library’s Collection Development Policy will be presented to the patron at this time. The Director will present this request to the Policy Committee, which will review the material and make a recommendation to the Board at the next regularly scheduled Board meeting. The Board’s decision will be included in the Minutes for that month. A written response will be sent within seven days of the Board Meeting.

It is generally held by the Board that no citizen in a democracy has the right to deny another access to certain materials in a library collection by demanding their removal. Each case will be judged on its own merit. When the Board decides not to remove an item, a court order obtained through established legal channels will be required to remove the item from the collection.

**CITIZEN’S COMMENT ON LIBRARY MATERIALS**

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Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Telephone: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

E-mail: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Individual represents: Self: \_\_\_\_\_\_\_\_\_\_\_\_ ; Organization: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
2. Type of Material: Book\_\_\_\_\_Audiobook\_\_\_\_\_DVD\_\_\_\_\_Other\_\_\_\_\_\_
3. Title (What is the name of the item?) and Author (if applicable):

 5. Did you read, hear or view the entire content?

6. Have you read the Cresco Public Library’s Collection Development Policy?

7. What is your concern about this material? Please be specific: list page number and paragraphs.

 8. Do you have suggestions for materials to be included in the collection as a replacement?

**CITIZEN’S COMMENT ON LIBRARY MATERIALS**

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 9. What action would you like to see taken?

1. Additional comments:

 The Policy Committee and the Board of Trustees will review your comments, and you will receive a written response.

Please note: Your comments are a matter of public record. The library needs name, address, and contact information for its records, but those details will all remain anonymous and unavailable to the public.

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Appendix A:

# Library Bill of Rights

The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

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

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

Inclusion of “age” reaffirmed January 23, 1996.

Appendix B:

# The Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

1. 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.

1. 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.

1. 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.

1. 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.

1. 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.

1. 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.

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