

**I. PURPOSE**

This policy lays out the guiding principles that inform our approach to providing library materials, and provides a framework within which the Library will develop and maintain the collection.

**II. SCOPE**

This policy applies to Naperville Public Library collections. It is consistent with Illinois state statute regarding public libraries:

The Board of Library Trustees shall establish, and regularly review, a written policy for the selection of library materials and online resources and the use of library materials and facilities. No employee may be disciplined or dismissed for the selection of library materials when the selection is made in good faith and in accordance with the written policy required to be established pursuant to this section. (75 Illinois Compiled Statutes 5/4-7.2)

**III. CONTEXT AND SCOPE OF THE COLLECTION**

The Naperville Public Library collects and provides access to a wide range of materials which meet the informational, educational and recreational needs of every member of the community, allowing the Library to fulfill its mission: Inform, Inspire, Imagine. The library strives to provide materials in an array of formats, both current and emergent, which will be of interest and value to its customers.

**IV. RESPONSIBILITIES**

- A. The final responsibility for the selection of materials rests with the Executive Director, who operates within the framework of policies determined by the Naperville Public Library Board of Trustees. This responsibility is shared in its execution by the Deputy Director.
- B. Librarians select materials based on their knowledge of the community's needs. It is the responsibility of library staff to see that collections are developed appropriately.

**V. SELECTION CRITERIA**

- A. Library staff use their professional judgment and expertise to make selection decisions, including choosing titles, identifying quantities for purchase, and selecting locations for materials. Highest selection priority is given to those materials having the broadest appeal.
- B. Multiple criteria may be used to evaluate and select items for the collection. Selected items are not required to meet all these criteria which may include:
  - 1. Appeal
  - 2. Availability of materials via reciprocal borrowing, interlibrary loan, and from other sources
  - 3. Customer suggestions
  - 4. Currency, contemporary significance, or historic importance

5. Existing holdings in relation to customer demand
  6. Needs of the individual and of the community
  7. Price and availability
  8. Quality (including awards received, literary or artistic merit, opinions of professional reviewers, reputation or qualifications of the author or publisher, physical suitability for library use)
  9. Relation to existing collection
  10. Suitability for the intended audience
- C. Additional criteria may be used to evaluate and select electronic resources, including:
1. Ease of use
  2. Remote access
  3. Hardware compatibility
  4. Manufacturer's support
  5. Database capabilities
  6. Update frequency
  7. Copyright and licensing agreements
  8. The extent to which an electronic resource replaces, supplements or extends other formats
- D. Items not collected include rare items, or those requiring special curatorial or conservation services. The Library does not collect materials for advanced scholarly or professional research, nor does it act as an archive of historical materials.
- E. Special Considerations
1. Government documents are collected on a limited basis. Documents of local interest or provenance are given selection priority.
  2. Professional Collection materials are purchased for use by Library staff for professional growth and development.
  3. The local history collection focuses on materials pertaining to Naperville's history.
  4. For information on donations, gifts, and endowments, see Policy 205, Donations.
- VI. COLLECTION MAINTENANCE
- A. All materials are periodically evaluated by staff to ensure that they are still useful to the public, are in good condition, and do not contain obsolete or misleading information.
- B. Items may be withdrawn due to:
1. Low Usage
  2. Multiple copies that are no longer circulating
  3. Space considerations
  4. Superseded editions or formats
  5. Outdated or inaccurate information
  6. Items that are worn, soiled, aged, badly marked, or in disrepair

**VII. INTELLECTUAL FREEDOM AND CONCERNS ABOUT LIBRARY MATERIALS**

- A. The Library is committed to the democratic principles expressed in the Library Bill of Rights, and the Freedom to Read and Freedom to View statements (see Appendix I). To this end, the Library has the responsibility to provide materials representing a wide range of ideas and opinions, including controversial, unpopular and unorthodox viewpoints and expression. Language, situations, or subjects that may be offensive to some community members do not disqualify material whose value is to be judged in its entirety based on the outlined selection criteria. Inclusion of an item in the collection does not constitute endorsement of its content. While customers are free to reject titles of which they do not approve for themselves and their own children, they cannot restrict the freedom of others to choose what to read, hear, or view.
- B. Concerns about Library Materials
1. Customer concerns about a title will be referred to the appropriate Public Services supervisor who will communicate the resolution to the customer.
  2. If the initial response is not satisfactory to the customer, referral will be made to the appropriate Library Manager, Deputy Director and Executive Director for review and response.
  3. Customers not satisfied with the response from the Executive Director may request a review by the Library Board, and will be given the "Request for Reconsideration of Library Materials" form (see Appendix II). The completed form will be given to the Board President who will place the request on the agenda of the next regularly scheduled Board meeting and notify the requesting party of the meeting date. The Board will then review the request and respond to it.

## APPENDIX I

## THE 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.

1. 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.
2. 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.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. 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 19, 1939 by the ALA Council  
Amended: October 14, 1944 by the ALA Council  
Amended: June 18, 1948 by the ALA Council  
Amended: February 2, 1961 by the ALA Council  
Amended: June 27, 1967 by the ALA Council  
Amended: January 23, 1980 by the ALA Council  
Inclusion of "age" reaffirmed January 23, 1996 by the ALA Council

## FREEDOM TO READ

## The 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 discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differs, and values cannot be legislated; nor can machinery be devised which 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 concepts of politics or morality upon other members of a democratic society. Freedom is not 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.

SUBJECT: MATERIALS SELECTION

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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.

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.

## 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 possible 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 a film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

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

Endorsed by the ALA Council January 10, 1990

APPENDIX II

**NAPERVILLE PUBLIC LIBRARY  
Request for Reconsideration of Library Materials**

Title: \_\_\_\_\_ Call #: \_\_\_\_\_

Author/Artist: \_\_\_\_\_

Publisher: \_\_\_\_\_ Copyright Date: \_\_\_\_\_

Your Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Your Email Address: \_\_\_\_\_

Are you familiar with Naperville Public Library's Selection Policy (Policy 260)? \_\_\_\_\_  
The Policy Manual is available at <http://www.naperville-lib.org>

Did you read, hear or view the entire work? \_\_\_\_\_

What is your specific objection? Please cite examples. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Why should this item be reconsidered? Please be specific. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Please list any reviews of this item you have read or heard. \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

If you officially represent a group, please provide the group name: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Additional Comments: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Your Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Director's Signature: \_\_\_\_\_ Date: \_\_\_\_\_