

Wellfleet Public Library
Collection Development Policy

I. Purpose:

- To support the Mission, Vision, and Goals of the Wellfleet Public Library.
- To document the current collection management policies and procedures of the Wellfleet Public Library.
- To serve as a staff reference document regarding the collection policies and procedures of the Wellfleet Public Library.
- To establish a framework for continuous and ongoing evaluation and improvement of the collection.
- To provide definitive guidance for challenges and reconsideration of materials.

II. Collection Development Philosophy and Goals: It is the aim of the Library to meet the informational, educational, cultural, and recreational needs of our patrons, by providing materials and information sources in a variety of formats and reading levels in accordance with the mission and goals of this Library, the varied interests of our patrons, and budgetary considerations.

Collection development goals include:

- Provide for the information and entertainment needs of the community and beyond.
- Foster literacy skills and a love of reading for a lifetime of learning for people of all ages.
- Provide electronic resources to patrons who are offsite.
- Supplement formal study and encourage self-education.
- Stimulate thoughtful participation in the affairs of the community, the country, and the world.
- Provide materials that are truthful and factual.

III. Mission Statement: The Wellfleet Public Library is a welcoming space that is free and open to all and provides books, information, technology, programming, entertainment, outreach, and services of all kinds to educate and enrich the lives of the people of Wellfleet and the greater community.

IV. Survey of the Library Population: The Wellfleet Public Library serves a small, rural, year-round population of approximately 3,000 people of all ages. This includes a large percentage of retirees. In the summer, this population can swell to 18,000. We balance the needs of our permanent population, our second homeowners, and our tourists with the collection we maintain. We are also mindful of the fact that we are a cooperative part of the CLAMS Library Network – a network of 35 Libraries on Cape Cod and the Islands.

We have patrons who use all types of materials. We support the needs of young families, working adults, and the continued requirements of our senior citizens. We also maintain renowned high interest areas such as poetry, art, local authors, international children's books, and STEAM materials.

V. Selection Responsibilities: The Board of Library Trustees delegates the authority and responsibility for selection and management of all print, non-print, and electronic materials to the Library Director and appropriate professional library staff members with expertise, library degrees or both. Selection and management of the materials in the library's collections are shared among the professional staff accordingly, who shall use this collection development policy as a guide to the growth and management of all library collections.

VI. Selection Resources: The Staff of the Wellfleet Public Library consult professional book review resources to select items for the Collection. These resources include, but are not limited to:

- The New York Times
- The New Yorker
- New York Review of Books
- The Boston Globe
- Wall Street Journal
- The Guardian
- National Public Radio
- The Financial Times
- The Economist
- Library Journal
- School Library Journal
- Booklist

- Publisher's Weekly
- Kirkus Reviews
- BookPage
- Horn Book
- Bookbird
- Bulletin of the Center for Children's Books
- Publisher's Catalogs
- Professionally Written Literary Web Sources

VII. Selection Criteria: Materials added to the Collection are done so based upon the following criteria:

- Attention of critics, reviewers, and subject specialists
- Appeal and relevance to community
- Prominence, authority and/or competence of author, creator, or publisher
- Literary merit
- Timeliness
- In-demand by Library users
- In keeping with the Library's Mission
- Authority and accuracy of factual premises
- Need in relation to the scope of the Library's Collection.
- Format suitable for Library use
- Price and availability of funds
- Space considerations
- Availability from another Library source (i.e., CLAMS, Interlibrary Loan, Commonwealth Catalog)
- Local issue or author
- Importance as an historical record

VIII. Collection Policies

- General Collection

The general collection consists of materials for adults including, print, audiobooks, films, music, periodicals, and electronic media. We purchase items supported by the latest and emerging technologies. We keep a small reference collection that is non-circulating.

- Children's Collection

The Children's Collection consists of materials from birth through grade six including books, films, audiobooks, music, periodicals, and electronic media. We purchase items supported by the latest and emerging technologies. The Children's Collection is housed separately in the Children's room. Children's items are marked to indicate that they are Children's items.

- Young Adult Collection

The Young Adult Collection consists of Materials from grades seven-through-twelve including books, films, audiobooks, music, periodicals, and electronic media. We purchase items supported by the latest and emerging technologies.

- Parental Responsibility

The staff and Trustees of the Wellfleet Public Library are not responsible for the reading, viewing, or listening choices of children and young adults using the resources offered by the Library. Responsibility for these choices' rests with the child, the young adult, and the child and young adult's parent or legal guardian.

- School Curriculum

We purchase resources to support the curricula of the Wellfleet Elementary School as well as Nauset Middle School, Nauset High School, charter schools, homeschools, and other schools that support young people in the area.

- Internet and Electronic Resources

- We provide dedicated, unfiltered public computers and wireless internet free of charge to the public.
- As part of the CLAMS and Massachusetts Library System Consortia we are able to provide even richer information sources and access than would otherwise be possible.

- Cape Cod Collection

Our Cape Cod Collection includes local interest materials. It is our only "Special Collection" and contains many items that are frequently used by researchers and patrons who are interested in information specific to Wellfleet and the surrounding area. It is fully circulating.

- IX. **Gifts and Donations:** The Wellfleet Public Library accepts gifts and donations of books and materials for its general collection. The Library will use the same criteria in Section VII when deciding whether to add items to the Collection. Once in the Library's possession, the Library reserves the right to add said items to the Collection or donate them where appropriate. Patrons may ask for a receipt at the Circulation Desk.
- X. **Weeding/Deaccessioning:** Weeding is a regular part of the life cycle of library materials. To make space for new materials, other materials must be removed. The following criteria are used when weeding:
- Condition of item
 - Frequency of circulation of item
 - Relevance of item to Collection as a whole
 - Currency or accuracy of information in an item (i.e., old travel guides, self-help law books, etc.,)
 - Books that are no longer culturally, ethnically, or ethically appropriate.

Weeded items may be sold at book sales, given away, or recycled.

- XI. **Intellectual Freedom:** The Library respects the freedom of information for its users and adheres to the principles expressed in the American Library Association's Library Bill of Rights and Freedom to Read and Freedom to View statements (Appendices A, B, and C). The Library's goal is to offer a diversity of ideas and opinions including those which may be unorthodox or controversial. The Library opposes any attempts by individuals or groups to censor items in its collection. The Library does not use any system of coding, rating, or labeling to identify or segregate materials for purposes of censorship. Challenges regarding Library materials are handled in accordance with the Library's Requests for Reconsideration (Appendix D).
- XII. **Requests for Reconsideration:** Complaints about any material(s) owned by the Wellfleet Public Library and part of the Library's materials collection will be handled as follows:
- If the user is dissatisfied with an item, they will be asked to fill out the Request for Reconsideration form listing the concerns that they have about the item. Form is at Appendix D.

- The form will be forwarded to the Director, who will review the item(s) in question from the standpoint of the concerns expressed.
- The Director will review the items in question based on the guidelines in the Collection Development Policy. Upon request, a written response will be sent to the user explaining the option chosen.
- A copy of the Director's letter to the user, as well as the user's written statement of concern, shall be given to the Library Board's Chair for informational purposes.
- The user may appeal the decision to the Library Board of Trustees for appropriate consideration by the full Board.

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.

Although the Articles of the *Library Bill of Rights* are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as [Interpretations of the Library Bill of Rights](#).

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.

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 individual 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 free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

A Joint Statement by:

[American Library Association](#)
[Association of American Publishers](#)

Subsequently endorsed by:

[American Booksellers for Free Expression](#)
[The Association of American University Presses](#)
[The Children's Book Council](#)
[Freedom to Read Foundation](#)
[National Association of College Stores](#)
[National Coalition Against Censorship](#)
[National Council of Teachers of English](#)
The Thomas Jefferson Center for the Protection of Free Expression

Appendix C

Freedom to View Statement

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 guarantee 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.

Endorsed January 10, 1990, by the ALA Council

Appendix D

Request for Reconsideration Form

Date: _____

Name: _____

Are you asking on behalf of yourself or an organization? _____

Name of Organization? _____

This will involve a written response. How may we best reach you?

Item you are asking for reconsideration (be as descriptive as possible):

Have you read the entirety of the item? Please be as specific as possible with your objection.

For Staff use only

Initials of staff member accepting form: _____

Date: _____