

**Collection Development Policy
Waverly Public Library**

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I. MISSION STATEMENT

Waverly Public Library strives to be “Your window to information, recreation, and community.” The collection supports this mission by providing diverse and inspiring materials to patrons and ensuring that diversity and inspiration continues for all age levels.

II. PURPOSE OF COLLECTION DEVELOPMENT POLICY

This policy is a guide for library staff in their selection decisions and a source of information for the public about how materials are selected and the collection developed.

III. RESPONSIBILITY FOR COLLECTION DEVELOPMENT

The Library Board of Trustees regularly reviews and adopts the Collection Development Policy, which is the guideline for building the library's collection. The American Library Association's "Library Bill of Rights" (Appendix A), "Freedom to Read" (Appendix B), and "Freedom to View" (Appendix C) are part of the selection principles, except as amended, modified, or otherwise interpreted for local application elsewhere in this policy statement or by board action.

Community and individual participation in collection development is encouraged via a patron request online form or by directing a request to a librarian.

Selecting materials according to the Board's policy is the responsibility of the director. The director authorizes staff members qualified by training and experience to apply the policy to day-to-day decisions.

Questions about the policy or its execution should be referred to the director.

IV. SELECTION CRITERIA

Selection of library materials, whether purchased or donated, is based upon the informational, educational, and recreational needs of the community but is limited by factors such as materials budgets, space, agreements with other libraries, and content of existing collections. The collection, arranged by genre and format, is regularly checked to insure that it is inclusive.

Each potential acquisition must be considered in terms of its own excellence and the audience for whom it is intended. There is no single standard that can be applied in all acquisition decisions. Some materials may be

judged primarily in terms of artistic merit, scholarship, or value as human documents; others are selected to satisfy the recreational or informational needs of the community.

Expanding areas of knowledge, changing social values, technological advances, and cultural differences require flexibility, open-mindedness, and responsiveness in the evaluation and re-evaluation of all library materials. In order to build collections of merit, all acquisitions, whether purchased or donated, will be considered according to the following general and specific criteria listed below alphabetically:

A. General Criteria for the Evaluation of Library Materials—

Appearance in lists, such as New York Times Best Sellers, Goodreads Choice Awards, and Library Journal starred reviews.

Appropriateness and effectiveness of medium to content.

Attention of critics, reviews, and public.

Cooperative agreements with other libraries.

Importance as a document of the times.

Insight into human and social conditions.

Present and potential relevance to community needs.

Prizes, awards, or honors received.

Relation to existing collection and other material on subject.

Reputation and/or significance of author, producer, artist, etc.

Skill, competence, and purpose of author, producer, artist, etc.

Suitability of physical format for library use.

Suitability of subject and style for intended audience.

B. Specific Criteria for the Evaluation of Works of **Information and Opinion—**

Authority of author, producer, artist, etc.

Clarity, accuracy, and logic of presentation.

Comprehensiveness and depth of treatment.

Contribution of the work to balance the collection.

Objectivity and integrity.

Representation of challenging works, including extreme and/or minority points of view.

C. Specific Criteria for the Evaluation of Works of **Imagination—**

Artistic expression, presentation, and experimentation.

Effective characterization.

Representation of important movement, genre, trend, or national culture.

Sustained interest.

Vitality and originality.

D. Gifts. The library encourages gifts of materials or money to purchase them. Gift materials will be evaluated according to the criteria listed above to determine suitability for inclusion in the library's collection. See the Waverly Public Library Gifts Policy.

Donors will be informed that materials not selected for inclusion in the library's collection will be disposed of.

E. Unique to the collection—

Genealogy. The study of the lineage and history of families are purchased by the library. Long term loans are accepted in accordance with past practices.

Local and Family History. Iowa, Bremer County, and Waverly literary effort and history and local newspapers are collected and preserved in a variety of formats.

Waverly Historical Photographs Collection. Prints, negatives, plates, slides, **digital images**, and similar items are placed in the collection if their contents are germane to Waverly, its history and people.

Government Documents. Staff can provide assistance in accessing on-line documents, such as the Code of Iowa; county ordinances; Waverly Municipal Code; consultant studies of interest in the city and county; City council agendas, minutes, budgets, and annual reports; county budgets and annual reports; federal documents; and other government documents.

V. COMMENTS AND CRITICISM OF THE COLLECTION

Because of the rich diversity of human experience and opinion, it is inevitable that some materials in the library's collection will be objectionable to some people in the community. The library in a very real sense belongs to the whole community—to the minority as well as to the majority. Inclusion of material in the collection does not imply the library's endorsement of it or its contents. The Library recognizes that any given item may offend some patrons, but because the Library follows accepted principles of intellectual freedom, it will not remove specific titles solely because individuals or groups may find them objectionable. While persons may reject materials for themselves and for their child(ren), they may not exercise censorship to restrict access to the materials by others. The library staff and the library board welcome comments and criticisms of the collection as a whole or of individual items by following the procedure set forth in Appendix D. Challenged resources will be evaluated using the selection criteria (Section IV) and will remain in place during reconsideration.

VI. ACCESS

The library does not restrict access to library materials except for the express purpose of protecting material from mutilation and theft. Materials are shelved for the convenience of their general audience and according to shelf space. Children, young adults, and adults may use any items in the library collection.

Parents or guardians, not the library or its staff, are responsible for the materials accessed by children. Parents or guardians—and only parents or guardians—may restrict their children—and only their children—from access to Internet or other resources available at or through the library.

VII. WITHDRAWING MATERIALS

Weeding is an essential and accepted part of library collection development. Obsolescence, use, damage, and normal wear and tear make the withdrawal of materials a continuous process. The withdrawn materials are sold, traded, destroyed, or disposed of in any way the director and library board deem appropriate.

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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 18, 1948, by the ALA Council; amended February 2, 1961; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996; Added Article VII to Library Bill of Rights January 29, 2019.

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 prejudget 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.

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

Procedure following submission of *Statement of Concern* (appendix E)

- I. Waverly area patrons wishing to challenge a library resource shall complete the "Statement of Concern" form (Appendix E), which can be found in the collection policy located at:
www.waverlyia.com/public-library/about/our-library/policies.aspx
or by request at the library's front desk, and submit it to the library Director.
- II. Upon receipt of the form the Director shall contact the patron and arrange a time to discuss the challenge. It should be the goal of all parties that the challenge will be resolved at this meeting. After this meeting the Director will inform the Library Board of Trustees (the Board) of the challenge and the meeting's outcome.
- III. If issues associated with the challenge remain unresolved, the Director may discuss two appeal options open to the patron. The first is a review conducted by the Board and the second is a review conducted by an *ad hoc* materials review committee. The patron and the Director will jointly agree upon which option will be most appropriate for the circumstances.
- IV. Board Review Process: In consultation with the Director, the Board chair will place this matter on the agenda of a regularly scheduled board meeting, or a specially-called meeting if desired. The patron, and one representative chosen by the patron if desired, are encouraged to attend this meeting to express rationale for the challenge and the desired outcome. The meeting will be subject to Iowa's open meeting regulations.
- V. Materials Review Committee Process: The Director shall convene an *ad hoc* materials review committee, chaired by a non-voting Board member or representative, and consist of an odd number of voting members, such as five. Members might include an outside library professional, a Bremer/Butler County parent, a Bremer/Butler County educational professional, and a health care professional. Other professional representation may be sought as needed. The patron, and one representative chosen by the patron if desired, are encouraged to attend this meeting to express rationale for the challenge and the desired outcome. This meeting will be subject to Iowa's open meeting regulations. After this meeting the committee chair shall issue a written recommendation, including supporting rationale, and provide it to the patron, the Director, and the Board.
- VI. Upon receipt of the materials review committee's recommendation, the Director shall make a final determination regarding the continued use of the challenged material(s) and share with the patron, materials review committee, and the Board.
- VII. The Director shall report the nature and result of the challenge to the American Library Association Office for Intellectual Freedom.

Appendix E

Waverly Public Library
Statement of Concern about a Library Resource

This form is to be completed and presented to the library director for discussion.

Date: _____

Name: _____

Address: _____

Phone: _____

Library resource on which you are commenting:

Title: _____

Author/Producer: _____

Format (example: book, video, sound recording): _____

1. What brought this resource to your attention?

2. Have you read/viewed the resource entirely? _____

3. Please comment on the resource as a whole, as well as specifically those matters that concern you. (Use the other side if needed.)

Thank you for completing this form. Please present it to the library director.

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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 prejudget 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.

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

Procedure following submission of *Statement of Concern* (appendix E)

- I. Waverly area patrons wishing to challenge a library resource shall complete the "Statement of Concern" form (Appendix E), which can be found in the collection policy located at:
www.waverlyia.com/public-library/about/our-library/policies.aspx
or by request at the library's front desk, and submit it to the library Director.
- II. Upon receipt of the form the Director shall contact the patron and arrange a time to discuss the challenge. It should be the goal of all parties that the challenge will be resolved at this meeting. After this meeting the Director will inform the Library Board of Trustees (the Board) of the challenge and the meeting's outcome.
- III. If issues associated with the challenge remain unresolved, the Director may discuss two appeal options open to the patron. The first is a review conducted by the Board and the second is a review conducted by an *ad hoc* materials review committee. The patron and the Director will jointly agree upon which option will be most appropriate for the circumstances.
- IV. Board Review Process: In consultation with the Director, the Board chair will place this matter on the agenda of a regularly scheduled board meeting, or a specially-called meeting if desired. The patron, and one representative chosen by the patron if desired, are encouraged to attend this meeting to express rationale for the challenge and the desired outcome. The meeting will be subject to Iowa's open meeting regulations.
- V. Materials Review Committee Process: The Director shall convene an *ad hoc* materials review committee, chaired by a non-voting Board member or representative, and consist of an odd number of voting members, such as five. Members might include an outside library professional, a Bremer/Butler County parent, a Bremer/Butler County educational professional, and a health care professional. Other professional representation may be sought as needed. The patron, and one representative chosen by the patron if desired, are encouraged to attend this meeting to express rationale for the challenge and the desired outcome. This meeting will be subject to Iowa's open meeting regulations. After this meeting the committee chair shall issue a written recommendation, including supporting rationale, and provide it to the patron, the Director, and the Board.
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- VII. The Director shall report the nature and result of the challenge to the American Library Association Office for Intellectual Freedom.

Appendix E

Waverly Public Library **Statement of Concern about a Library Resource**

This form is to be completed and presented to the library director for discussion.

Date: _____

Name: _____

Address: _____

Phone: _____

Library resource on which you are commenting:

Title: _____

Author/Producer: _____

Format (example: book, video, sound recording): _____

1. What brought this resource to your attention?

2. Have you read/viewed the resource entirely? _____

3. Please comment on the resource as a whole, as well as specifically those matters that concern you. (Use the other side if needed.)

Thank you for completing this form. Please present it to the library director.

**Collection Development Policy
Waverly Public Library**

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- I. Mission Statement
- II. Purpose of Collection Development Policy
- III. Responsibility for Collection Development
- IV. Selection Criteria
- V. Comments and Criticism of the Collection
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I. MISSION STATEMENT

Waverly Public Library strives to be “Your window to information, recreation, and community.” The collection supports this mission by providing diverse and inspiring materials to patrons and ensuring that diversity and inspiration continues for all age levels.

II. PURPOSE OF COLLECTION DEVELOPMENT POLICY

This policy is a guide for library staff in their selection decisions and a source of information for the public about how materials are selected and the collection developed.

III. RESPONSIBILITY FOR COLLECTION DEVELOPMENT

The Library Board of Trustees regularly reviews and adopts the Collection Development Policy, which is the guideline for building the library's collection. The American Library Association's "Library Bill of Rights" (Appendix A), "Freedom to Read" (Appendix B), and "Freedom to View" (Appendix C) are part of the selection principles, except as amended, modified, or otherwise interpreted for local application elsewhere in this policy statement or by board action.

Community and individual participation in collection development is encouraged via a patron request online form or by directing a request to a librarian.

Selecting materials according to the Board's policy is the responsibility of the director. The director authorizes staff members qualified by training and experience to apply the policy to day-to-day decisions.

Questions about the policy or its execution should be referred to the director.

IV. SELECTION CRITERIA

Selection of library materials, whether purchased or donated, is based upon the informational, educational, and recreational needs of the community but is limited by factors such as materials budgets, space, agreements with other libraries, and content of existing collections. The collection, arranged by genre and format, is regularly checked to insure that it is inclusive.

Each potential acquisition must be considered in terms of its own excellence and the audience for whom it is intended. There is no single standard that can be applied in all acquisition decisions. Some materials may be

judged primarily in terms of artistic merit, scholarship, or value as human documents; others are selected to satisfy the recreational or informational needs of the community.

Expanding areas of knowledge, changing social values, technological advances, and cultural differences require flexibility, open-mindedness, and responsiveness in the evaluation and re-evaluation of all library materials. In order to build collections of merit, all acquisitions, whether purchased or donated, will be considered according to the following general and specific criteria listed below alphabetically:

A. General Criteria for the Evaluation of Library Materials—

Appearance in lists, such as New York Times Best Sellers, Goodreads Choice Awards, and Library Journal starred reviews.

Appropriateness and effectiveness of medium to content.

Attention of critics, reviews, and public.

Cooperative agreements with other libraries.

Importance as a document of the times.

Insight into human and social conditions.

Present and potential relevance to community needs.

Prizes, awards, or honors received.

Relation to existing collection and other material on subject.

Reputation and/or significance of author, producer, artist, etc.

Skill, competence, and purpose of author, producer, artist, etc.

Suitability of physical format for library use.

Suitability of subject and style for intended audience.

B. Specific Criteria for the Evaluation of Works of **Information and Opinion—**

Authority of author, producer, artist, etc.

Clarity, accuracy, and logic of presentation.

Comprehensiveness and depth of treatment.

Contribution of the work to balance the collection.

Objectivity and integrity.

Representation of challenging works, including extreme and/or minority points of view.

C. Specific Criteria for the Evaluation of Works of **Imagination—**

Artistic expression, presentation, and experimentation.

Effective characterization.

Representation of important movement, genre, trend, or national culture.

Sustained interest.

Vitality and originality.

D. Gifts. The library encourages gifts of materials or money to purchase them. Gift materials will be evaluated according to the criteria listed above to determine suitability for inclusion in the library's collection. See the Waverly Public Library Gifts Policy.

Donors will be informed that materials not selected for inclusion in the library's collection will be disposed of.

E. Unique to the collection—

Genealogy. The study of the lineage and history of families are purchased by the library. Long term loans are accepted in accordance with past practices.

Local and Family History. Iowa, Bremer County, and Waverly literary effort and history and local newspapers are collected and preserved in a variety of formats.

Waverly Historical Photographs Collection. Prints, negatives, plates, slides, **digital images**, and similar items are placed in the collection if their contents are germane to Waverly, its history and people.

Government Documents. Staff can provide assistance in accessing on-line documents, such as the Code of Iowa; county ordinances; Waverly Municipal Code; consultant studies of interest in the city and county; City council agendas, minutes, budgets, and annual reports; county budgets and annual reports; federal documents; and other government documents.

V. COMMENTS AND CRITICISM OF THE COLLECTION

Because of the rich diversity of human experience and opinion, it is inevitable that some materials in the library's collection will be objectionable to some people in the community. The library in a very real sense belongs to the whole community—to the minority as well as to the majority. Inclusion of material in the collection does not imply the library's endorsement of it or its contents. The Library recognizes that any given item may offend some patrons, but because the Library follows accepted principles of intellectual freedom, it will not remove specific titles solely because individuals or groups may find them objectionable. While persons may reject materials for themselves and for their child(ren), they may not exercise censorship to restrict access to the materials by others. The library staff and the library board welcome comments and criticisms of the collection as a whole or of individual items by following the procedure set forth in Appendix D. Challenged resources will be evaluated using the selection criteria (Section IV) and will remain in place during reconsideration.

VI. ACCESS

The library does not restrict access to library materials except for the express purpose of protecting material from mutilation and theft. Materials are shelved for the convenience of their general audience and according to shelf space. Children, young adults, and adults may use any items in the library collection.

Parents or guardians, not the library or its staff, are responsible for the materials accessed by children. Parents or guardians—and only parents or guardians—may restrict their children—and only their children—from access to Internet or other resources available at or through the library.

VII. WITHDRAWING MATERIALS

Weeding is an essential and accepted part of library collection development. Obsolescence, use, damage, and normal wear and tear make the withdrawal of materials a continuous process. The withdrawn materials are sold, traded, destroyed, or disposed of in any way the director and library board deem appropriate.

Adopted Nov. 26, 1985

Revised Feb. 26, 1991

Revised Nov. 28, 1995

Reviewed Dec. 18, 2001

Revised Feb. 25, 2002

Revised July 11, 2006

Revised September 14, 2010 SM-R

Reviewed with no changes 2-11-14 sm-r

Revised 12-8-15 sm-r

Reviewed with no changes 12-11-18 sm-r

Amended to include Article VII of Library Bill of Rights 11-12-19 sm-r

Amended, added procedure 2-10-22 sccm

Amended IV. E., Appendix D V. struck Human Equity & Diversity Commission 10-14-25 sccm

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 18, 1948, by the ALA Council; amended February 2, 1961; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996; Added Article VII to Library Bill of Rights January 29, 2019.

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.

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Thank you for completing this form. Please present it to the library director.

**Collection Development Policy
Waverly Public Library**

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Prizes, awards, or honors received.

Relation to existing collection and other material on subject.

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Skill, competence, and purpose of author, producer, artist, etc.

Suitability of physical format for library use.

Suitability of subject and style for intended audience.

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Contribution of the work to balance the collection.

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Artistic expression, presentation, and experimentation.

Effective characterization.

Representation of important movement, genre, trend, or national culture.

Sustained interest.

Vitality and originality.

D. Gifts. The library encourages gifts of materials or money to purchase them. Gift materials will be evaluated according to the criteria listed above to determine suitability for inclusion in the library's collection. See the Waverly Public Library Gifts Policy.

Donors will be informed that materials not selected for inclusion in the library's collection will be disposed of.

E. Unique to the collection—

Genealogy. The study of the lineage and history of families are purchased by the library. Long term loans are accepted in accordance with past practices.

Local and Family History. Iowa, Bremer County, and Waverly literary effort and history and local newspapers are collected and preserved in a variety of formats.

Waverly Historical Photographs Collection. Prints, negatives, plates, slides, **digital images**, and similar items are placed in the collection if their contents are germane to Waverly, its history and people.

Government Documents. Staff can provide assistance in accessing on-line documents, such as the Code of Iowa; county ordinances; Waverly Municipal Code; consultant studies of interest in the city and county; City council agendas, minutes, budgets, and annual reports; county budgets and annual reports; federal documents; and other government documents.

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Parents or guardians, not the library or its staff, are responsible for the materials accessed by children. Parents or guardians—and only parents or guardians—may restrict their children—and only their children—from access to Internet or other resources available at or through the library.

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Weeding is an essential and accepted part of library collection development. Obsolescence, use, damage, and normal wear and tear make the withdrawal of materials a continuous process. The withdrawn materials are sold, traded, destroyed, or disposed of in any way the director and library board deem appropriate.

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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.

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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 prejudget 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.

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

Procedure following submission of *Statement of Concern* (appendix E)

- I. Waverly area patrons wishing to challenge a library resource shall complete the "Statement of Concern" form (Appendix E), which can be found in the collection policy located at:
www.waverlyia.com/public-library/about/our-library/policies.aspx
or by request at the library's front desk, and submit it to the library Director.
- II. Upon receipt of the form the Director shall contact the patron and arrange a time to discuss the challenge. It should be the goal of all parties that the challenge will be resolved at this meeting. After this meeting the Director will inform the Library Board of Trustees (the Board) of the challenge and the meeting's outcome.
- III. If issues associated with the challenge remain unresolved, the Director may discuss two appeal options open to the patron. The first is a review conducted by the Board and the second is a review conducted by an *ad hoc* materials review committee. The patron and the Director will jointly agree upon which option will be most appropriate for the circumstances.
- IV. Board Review Process: In consultation with the Director, the Board chair will place this matter on the agenda of a regularly scheduled board meeting, or a specially-called meeting if desired. The patron, and one representative chosen by the patron if desired, are encouraged to attend this meeting to express rationale for the challenge and the desired outcome. The meeting will be subject to Iowa's open meeting regulations.
- V. Materials Review Committee Process: The Director shall convene an *ad hoc* materials review committee, chaired by a non-voting Board member or representative, and consist of an odd number of voting members, such as five. Members might include an outside library professional, a Bremer/Butler County parent, a Bremer/Butler County educational professional, and a health care professional. Other professional representation may be sought as needed. The patron, and one representative chosen by the patron if desired, are encouraged to attend this meeting to express rationale for the challenge and the desired outcome. This meeting will be subject to Iowa's open meeting regulations. After this meeting the committee chair shall issue a written recommendation, including supporting rationale, and provide it to the patron, the Director, and the Board.
- VI. Upon receipt of the materials review committee's recommendation, the Director shall make a final determination regarding the continued use of the challenged material(s) and share with the patron, materials review committee, and the Board.
- VII. The Director shall report the nature and result of the challenge to the American Library Association Office for Intellectual Freedom.

Appendix E

Waverly Public Library **Statement of Concern about a Library Resource**

This form is to be completed and presented to the library director for discussion.

Date: _____

Name: _____

Address: _____

Phone: _____

Library resource on which you are commenting:

Title: _____

Author/Producer: _____

Format (example: book, video, sound recording): _____

1. What brought this resource to your attention?

2. Have you read/viewed the resource entirely? _____

3. Please comment on the resource as a whole, as well as specifically those matters that concern you. (Use the other side if needed.)

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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 prejudget 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.

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

Procedure following submission of *Statement of Concern* (appendix E)

- I. Waverly area patrons wishing to challenge a library resource shall complete the "Statement of Concern" form (Appendix E), which can be found in the collection policy located at:
www.waverlyia.com/public-library/about/our-library/policies.aspx
or by request at the library's front desk, and submit it to the library Director.
- II. Upon receipt of the form the Director shall contact the patron and arrange a time to discuss the challenge. It should be the goal of all parties that the challenge will be resolved at this meeting. After this meeting the Director will inform the Library Board of Trustees (the Board) of the challenge and the meeting's outcome.
- III. If issues associated with the challenge remain unresolved, the Director may discuss two appeal options open to the patron. The first is a review conducted by the Board and the second is a review conducted by an *ad hoc* materials review committee. The patron and the Director will jointly agree upon which option will be most appropriate for the circumstances.
- IV. Board Review Process: In consultation with the Director, the Board chair will place this matter on the agenda of a regularly scheduled board meeting, or a specially-called meeting if desired. The patron, and one representative chosen by the patron if desired, are encouraged to attend this meeting to express rationale for the challenge and the desired outcome. The meeting will be subject to Iowa's open meeting regulations.
- V. Materials Review Committee Process: The Director shall convene an *ad hoc* materials review committee, chaired by a non-voting Board member or representative, and consist of an odd number of voting members, such as five. Members might include an outside library professional, a Bremer/Butler County parent, a Bremer/Butler County educational professional, and a health care professional. Other professional representation may be sought as needed. The patron, and one representative chosen by the patron if desired, are encouraged to attend this meeting to express rationale for the challenge and the desired outcome. This meeting will be subject to Iowa's open meeting regulations. After this meeting the committee chair shall issue a written recommendation, including supporting rationale, and provide it to the patron, the Director, and the Board.
- VI. Upon receipt of the materials review committee's recommendation, the Director shall make a final determination regarding the continued use of the challenged material(s) and share with the patron, materials review committee, and the Board.
- VII. The Director shall report the nature and result of the challenge to the American Library Association Office for Intellectual Freedom.

Appendix E

Waverly Public Library **Statement of Concern about a Library Resource**

This form is to be completed and presented to the library director for discussion.

Date: _____

Name: _____

Address: _____

Phone: _____

Library resource on which you are commenting:

Title: _____

Author/Producer: _____

Format (example: book, video, sound recording): _____

1. What brought this resource to your attention?

2. Have you read/viewed the resource entirely? _____

3. Please comment on the resource as a whole, as well as specifically those matters that concern you. (Use the other side if needed.)

Thank you for completing this form. Please present it to the library director.

**Collection Development Policy
Waverly Public Library**

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- I. Mission Statement
- II. Purpose of Collection Development Policy
- III. Responsibility for Collection Development
- IV. Selection Criteria
- V. Comments and Criticism of the Collection
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Appendix C. The Freedom to View Statement
Appendix D. Procedure Followed to Express Concern
Appendix E. Statement of Concern about a Library Resource

I. MISSION STATEMENT

Waverly Public Library strives to be “Your window to information, recreation, and community.” The collection supports this mission by providing diverse and inspiring materials to patrons and ensuring that diversity and inspiration continues for all age levels.

II. PURPOSE OF COLLECTION DEVELOPMENT POLICY

This policy is a guide for library staff in their selection decisions and a source of information for the public about how materials are selected and the collection developed.

III. RESPONSIBILITY FOR COLLECTION DEVELOPMENT

The Library Board of Trustees regularly reviews and adopts the Collection Development Policy, which is the guideline for building the library's collection. The American Library Association's "Library Bill of Rights" (Appendix A), "Freedom to Read" (Appendix B), and "Freedom to View" (Appendix C) are part of the selection principles, except as amended, modified, or otherwise interpreted for local application elsewhere in this policy statement or by board action.

Community and individual participation in collection development is encouraged via a patron request online form or by directing a request to a librarian.

Selecting materials according to the Board's policy is the responsibility of the director. The director authorizes staff members qualified by training and experience to apply the policy to day-to-day decisions.

Questions about the policy or its execution should be referred to the director.

IV. SELECTION CRITERIA

Selection of library materials, whether purchased or donated, is based upon the informational, educational, and recreational needs of the community but is limited by factors such as materials budgets, space, agreements with other libraries, and content of existing collections. The collection, arranged by genre and format, is regularly checked to insure that it is inclusive.

Each potential acquisition must be considered in terms of its own excellence and the audience for whom it is intended. There is no single standard that can be applied in all acquisition decisions. Some materials may be

judged primarily in terms of artistic merit, scholarship, or value as human documents; others are selected to satisfy the recreational or informational needs of the community.

Expanding areas of knowledge, changing social values, technological advances, and cultural differences require flexibility, open-mindedness, and responsiveness in the evaluation and re-evaluation of all library materials. In order to build collections of merit, all acquisitions, whether purchased or donated, will be considered according to the following general and specific criteria listed below alphabetically:

A. General Criteria for the Evaluation of Library Materials—

Appearance in lists, such as New York Times Best Sellers, Goodreads Choice Awards, and Library Journal starred reviews.

Appropriateness and effectiveness of medium to content.

Attention of critics, reviews, and public.

Cooperative agreements with other libraries.

Importance as a document of the times.

Insight into human and social conditions.

Present and potential relevance to community needs.

Prizes, awards, or honors received.

Relation to existing collection and other material on subject.

Reputation and/or significance of author, producer, artist, etc.

Skill, competence, and purpose of author, producer, artist, etc.

Suitability of physical format for library use.

Suitability of subject and style for intended audience.

B. Specific Criteria for the Evaluation of Works of **Information and Opinion—**

Authority of author, producer, artist, etc.

Clarity, accuracy, and logic of presentation.

Comprehensiveness and depth of treatment.

Contribution of the work to balance the collection.

Objectivity and integrity.

Representation of challenging works, including extreme and/or minority points of view.

C. Specific Criteria for the Evaluation of Works of **Imagination—**

Artistic expression, presentation, and experimentation.

Effective characterization.

Representation of important movement, genre, trend, or national culture.

Sustained interest.

Vitality and originality.

D. Gifts. The library encourages gifts of materials or money to purchase them. Gift materials will be evaluated according to the criteria listed above to determine suitability for inclusion in the library's collection. See the Waverly Public Library Gifts Policy.

Donors will be informed that materials not selected for inclusion in the library's collection will be disposed of.

E. Unique to the collection—

Genealogy. The study of the lineage and history of families are purchased by the library. Long term loans are accepted in accordance with past practices.

Local and Family History. Iowa, Bremer County, and Waverly literary effort and history and local newspapers are collected and preserved in a variety of formats.

Waverly Historical Photographs Collection. Prints, negatives, plates, slides, **digital images**, and similar items are placed in the collection if their contents are germane to Waverly, its history and people.

Government Documents. Staff can provide assistance in accessing on-line documents, such as the Code of Iowa; county ordinances; Waverly Municipal Code; consultant studies of interest in the city and county; City council agendas, minutes, budgets, and annual reports; county budgets and annual reports; federal documents; and other government documents.

V. COMMENTS AND CRITICISM OF THE COLLECTION

Because of the rich diversity of human experience and opinion, it is inevitable that some materials in the library's collection will be objectionable to some people in the community. The library in a very real sense belongs to the whole community—to the minority as well as to the majority. Inclusion of material in the collection does not imply the library's endorsement of it or its contents. The Library recognizes that any given item may offend some patrons, but because the Library follows accepted principles of intellectual freedom, it will not remove specific titles solely because individuals or groups may find them objectionable. While persons may reject materials for themselves and for their child(ren), they may not exercise censorship to restrict access to the materials by others. The library staff and the library board welcome comments and criticisms of the collection as a whole or of individual items by following the procedure set forth in Appendix D. Challenged resources will be evaluated using the selection criteria (Section IV) and will remain in place during reconsideration.

VI. ACCESS

The library does not restrict access to library materials except for the express purpose of protecting material from mutilation and theft. Materials are shelved for the convenience of their general audience and according to shelf space. Children, young adults, and adults may use any items in the library collection.

Parents or guardians, not the library or its staff, are responsible for the materials accessed by children. Parents or guardians—and only parents or guardians—may restrict their children—and only their children—from access to Internet or other resources available at or through the library.

VII. WITHDRAWING MATERIALS

Weeding is an essential and accepted part of library collection development. Obsolescence, use, damage, and normal wear and tear make the withdrawal of materials a continuous process. The withdrawn materials are sold, traded, destroyed, or disposed of in any way the director and library board deem appropriate.

Adopted Nov. 26, 1985

Revised Feb. 26, 1991

Revised Nov. 28, 1995

Reviewed Dec. 18, 2001

Revised Feb. 25, 2002

Revised July 11, 2006

Revised September 14, 2010 SM-R

Reviewed with no changes 2-11-14 sm-r

Revised 12-8-15 sm-r

Reviewed with no changes 12-11-18 sm-r

Amended to include Article VII of Library Bill of Rights 11-12-19 sm-r

Amended, added procedure 2-10-22 sccm

Amended IV. E., Appendix D V. struck Human Equity & Diversity Commission 10-14-25 sccm

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 18, 1948, by the ALA Council; amended February 2, 1961; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996; Added Article VII to Library Bill of Rights January 29, 2019.

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.

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Address: _____

Phone: _____

Library resource on which you are commenting:

Title: _____

Author/Producer: _____

Format (example: book, video, sound recording): _____

1. What brought this resource to your attention?

2. Have you read/viewed the resource entirely? _____

3. Please comment on the resource as a whole, as well as specifically those matters that concern you. (Use the other side if needed.)

Thank you for completing this form. Please present it to the library director.

**Collection Development Policy
Waverly Public Library**

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I. MISSION STATEMENT

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judged primarily in terms of artistic merit, scholarship, or value as human documents; others are selected to satisfy the recreational or informational needs of the community.

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Appearance in lists, such as New York Times Best Sellers, Goodreads Choice Awards, and Library Journal starred reviews.

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Insight into human and social conditions.

Present and potential relevance to community needs.

Prizes, awards, or honors received.

Relation to existing collection and other material on subject.

Reputation and/or significance of author, producer, artist, etc.

Skill, competence, and purpose of author, producer, artist, etc.

Suitability of physical format for library use.

Suitability of subject and style for intended audience.

B. Specific Criteria for the Evaluation of Works of **Information and Opinion—**

Authority of author, producer, artist, etc.

Clarity, accuracy, and logic of presentation.

Comprehensiveness and depth of treatment.

Contribution of the work to balance the collection.

Objectivity and integrity.

Representation of challenging works, including extreme and/or minority points of view.

C. Specific Criteria for the Evaluation of Works of **Imagination—**

Artistic expression, presentation, and experimentation.

Effective characterization.

Representation of important movement, genre, trend, or national culture.

Sustained interest.

Vitality and originality.

D. Gifts. The library encourages gifts of materials or money to purchase them. Gift materials will be evaluated according to the criteria listed above to determine suitability for inclusion in the library's collection. See the Waverly Public Library Gifts Policy.

Donors will be informed that materials not selected for inclusion in the library's collection will be disposed of.

E. Unique to the collection—

Genealogy. The study of the lineage and history of families are purchased by the library. Long term loans are accepted in accordance with past practices.

Local and Family History. Iowa, Bremer County, and Waverly literary effort and history and local newspapers are collected and preserved in a variety of formats.

Waverly Historical Photographs Collection. Prints, negatives, plates, slides, **digital images**, and similar items are placed in the collection if their contents are germane to Waverly, its history and people.

Government Documents. Staff can provide assistance in accessing on-line documents, such as the Code of Iowa; county ordinances; Waverly Municipal Code; consultant studies of interest in the city and county; City council agendas, minutes, budgets, and annual reports; county budgets and annual reports; federal documents; and other government documents.

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Because of the rich diversity of human experience and opinion, it is inevitable that some materials in the library's collection will be objectionable to some people in the community. The library in a very real sense belongs to the whole community—to the minority as well as to the majority. Inclusion of material in the collection does not imply the library's endorsement of it or its contents. The Library recognizes that any given item may offend some patrons, but because the Library follows accepted principles of intellectual freedom, it will not remove specific titles solely because individuals or groups may find them objectionable. While persons may reject materials for themselves and for their child(ren), they may not exercise censorship to restrict access to the materials by others. The library staff and the library board welcome comments and criticisms of the collection as a whole or of individual items by following the procedure set forth in Appendix D. Challenged resources will be evaluated using the selection criteria (Section IV) and will remain in place during reconsideration.

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Parents or guardians, not the library or its staff, are responsible for the materials accessed by children. Parents or guardians—and only parents or guardians—may restrict their children—and only their children—from access to Internet or other resources available at or through the library.

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Weeding is an essential and accepted part of library collection development. Obsolescence, use, damage, and normal wear and tear make the withdrawal of materials a continuous process. The withdrawn materials are sold, traded, destroyed, or disposed of in any way the director and library board deem appropriate.

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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.

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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 prejudget 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.

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

Procedure following submission of *Statement of Concern* (appendix E)

- I. Waverly area patrons wishing to challenge a library resource shall complete the "Statement of Concern" form (Appendix E), which can be found in the collection policy located at:
www.waverlyia.com/public-library/about/our-library/policies.aspx
or by request at the library's front desk, and submit it to the library Director.
- II. Upon receipt of the form the Director shall contact the patron and arrange a time to discuss the challenge. It should be the goal of all parties that the challenge will be resolved at this meeting. After this meeting the Director will inform the Library Board of Trustees (the Board) of the challenge and the meeting's outcome.
- III. If issues associated with the challenge remain unresolved, the Director may discuss two appeal options open to the patron. The first is a review conducted by the Board and the second is a review conducted by an *ad hoc* materials review committee. The patron and the Director will jointly agree upon which option will be most appropriate for the circumstances.
- IV. Board Review Process: In consultation with the Director, the Board chair will place this matter on the agenda of a regularly scheduled board meeting, or a specially-called meeting if desired. The patron, and one representative chosen by the patron if desired, are encouraged to attend this meeting to express rationale for the challenge and the desired outcome. The meeting will be subject to Iowa's open meeting regulations.
- V. Materials Review Committee Process: The Director shall convene an *ad hoc* materials review committee, chaired by a non-voting Board member or representative, and consist of an odd number of voting members, such as five. Members might include an outside library professional, a Bremer/Butler County parent, a Bremer/Butler County educational professional, and a health care professional. Other professional representation may be sought as needed. The patron, and one representative chosen by the patron if desired, are encouraged to attend this meeting to express rationale for the challenge and the desired outcome. This meeting will be subject to Iowa's open meeting regulations. After this meeting the committee chair shall issue a written recommendation, including supporting rationale, and provide it to the patron, the Director, and the Board.
- VI. Upon receipt of the materials review committee's recommendation, the Director shall make a final determination regarding the continued use of the challenged material(s) and share with the patron, materials review committee, and the Board.
- VII. The Director shall report the nature and result of the challenge to the American Library Association Office for Intellectual Freedom.

Appendix E

Waverly Public Library **Statement of Concern about a Library Resource**

This form is to be completed and presented to the library director for discussion.

Date: _____

Name: _____

Address: _____

Phone: _____

Library resource on which you are commenting:

Title: _____

Author/Producer: _____

Format (example: book, video, sound recording): _____

1. What brought this resource to your attention?

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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 prejudget 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.

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

Procedure following submission of *Statement of Concern* (appendix E)

- I. Waverly area patrons wishing to challenge a library resource shall complete the "Statement of Concern" form (Appendix E), which can be found in the collection policy located at:
www.waverlyia.com/public-library/about/our-library/policies.aspx
or by request at the library's front desk, and submit it to the library Director.
- II. Upon receipt of the form the Director shall contact the patron and arrange a time to discuss the challenge. It should be the goal of all parties that the challenge will be resolved at this meeting. After this meeting the Director will inform the Library Board of Trustees (the Board) of the challenge and the meeting's outcome.
- III. If issues associated with the challenge remain unresolved, the Director may discuss two appeal options open to the patron. The first is a review conducted by the Board and the second is a review conducted by an *ad hoc* materials review committee. The patron and the Director will jointly agree upon which option will be most appropriate for the circumstances.
- IV. Board Review Process: In consultation with the Director, the Board chair will place this matter on the agenda of a regularly scheduled board meeting, or a specially-called meeting if desired. The patron, and one representative chosen by the patron if desired, are encouraged to attend this meeting to express rationale for the challenge and the desired outcome. The meeting will be subject to Iowa's open meeting regulations.
- V. Materials Review Committee Process: The Director shall convene an *ad hoc* materials review committee, chaired by a non-voting Board member or representative, and consist of an odd number of voting members, such as five. Members might include an outside library professional, a Bremer/Butler County parent, a Bremer/Butler County educational professional, and a health care professional. Other professional representation may be sought as needed. The patron, and one representative chosen by the patron if desired, are encouraged to attend this meeting to express rationale for the challenge and the desired outcome. This meeting will be subject to Iowa's open meeting regulations. After this meeting the committee chair shall issue a written recommendation, including supporting rationale, and provide it to the patron, the Director, and the Board.
- VI. Upon receipt of the materials review committee's recommendation, the Director shall make a final determination regarding the continued use of the challenged material(s) and share with the patron, materials review committee, and the Board.
- VII. The Director shall report the nature and result of the challenge to the American Library Association Office for Intellectual Freedom.

Appendix E

Waverly Public Library **Statement of Concern about a Library Resource**

This form is to be completed and presented to the library director for discussion.

Date: _____

Name: _____

Address: _____

Phone: _____

Library resource on which you are commenting:

Title: _____

Author/Producer: _____

Format (example: book, video, sound recording): _____

1. What brought this resource to your attention?

2. Have you read/viewed the resource entirely? _____

3. Please comment on the resource as a whole, as well as specifically those matters that concern you. (Use the other side if needed.)

Thank you for completing this form. Please present it to the library director.

**Collection Development Policy
Waverly Public Library**

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- I. Mission Statement
- II. Purpose of Collection Development Policy
- III. Responsibility for Collection Development
- IV. Selection Criteria
- V. Comments and Criticism of the Collection
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Appendix C. The Freedom to View Statement
Appendix D. Procedure Followed to Express Concern
Appendix E. Statement of Concern about a Library Resource

I. MISSION STATEMENT

Waverly Public Library strives to be “Your window to information, recreation, and community.” The collection supports this mission by providing diverse and inspiring materials to patrons and ensuring that diversity and inspiration continues for all age levels.

II. PURPOSE OF COLLECTION DEVELOPMENT POLICY

This policy is a guide for library staff in their selection decisions and a source of information for the public about how materials are selected and the collection developed.

III. RESPONSIBILITY FOR COLLECTION DEVELOPMENT

The Library Board of Trustees regularly reviews and adopts the Collection Development Policy, which is the guideline for building the library's collection. The American Library Association's "Library Bill of Rights" (Appendix A), "Freedom to Read" (Appendix B), and "Freedom to View" (Appendix C) are part of the selection principles, except as amended, modified, or otherwise interpreted for local application elsewhere in this policy statement or by board action.

Community and individual participation in collection development is encouraged via a patron request online form or by directing a request to a librarian.

Selecting materials according to the Board's policy is the responsibility of the director. The director authorizes staff members qualified by training and experience to apply the policy to day-to-day decisions.

Questions about the policy or its execution should be referred to the director.

IV. SELECTION CRITERIA

Selection of library materials, whether purchased or donated, is based upon the informational, educational, and recreational needs of the community but is limited by factors such as materials budgets, space, agreements with other libraries, and content of existing collections. The collection, arranged by genre and format, is regularly checked to insure that it is inclusive.

Each potential acquisition must be considered in terms of its own excellence and the audience for whom it is intended. There is no single standard that can be applied in all acquisition decisions. Some materials may be

judged primarily in terms of artistic merit, scholarship, or value as human documents; others are selected to satisfy the recreational or informational needs of the community.

Expanding areas of knowledge, changing social values, technological advances, and cultural differences require flexibility, open-mindedness, and responsiveness in the evaluation and re-evaluation of all library materials. In order to build collections of merit, all acquisitions, whether purchased or donated, will be considered according to the following general and specific criteria listed below alphabetically:

A. General Criteria for the Evaluation of Library Materials—

Appearance in lists, such as New York Times Best Sellers, Goodreads Choice Awards, and Library Journal starred reviews.

Appropriateness and effectiveness of medium to content.

Attention of critics, reviews, and public.

Cooperative agreements with other libraries.

Importance as a document of the times.

Insight into human and social conditions.

Present and potential relevance to community needs.

Prizes, awards, or honors received.

Relation to existing collection and other material on subject.

Reputation and/or significance of author, producer, artist, etc.

Skill, competence, and purpose of author, producer, artist, etc.

Suitability of physical format for library use.

Suitability of subject and style for intended audience.

B. Specific Criteria for the Evaluation of Works of **Information and Opinion—**

Authority of author, producer, artist, etc.

Clarity, accuracy, and logic of presentation.

Comprehensiveness and depth of treatment.

Contribution of the work to balance the collection.

Objectivity and integrity.

Representation of challenging works, including extreme and/or minority points of view.

C. Specific Criteria for the Evaluation of Works of **Imagination—**

Artistic expression, presentation, and experimentation.

Effective characterization.

Representation of important movement, genre, trend, or national culture.

Sustained interest.

Vitality and originality.

D. Gifts. The library encourages gifts of materials or money to purchase them. Gift materials will be evaluated according to the criteria listed above to determine suitability for inclusion in the library's collection. See the Waverly Public Library Gifts Policy.

Donors will be informed that materials not selected for inclusion in the library's collection will be disposed of.

E. Unique to the collection—

Genealogy. The study of the lineage and history of families are purchased by the library. Long term loans are accepted in accordance with past practices.

Local and Family History. Iowa, Bremer County, and Waverly literary effort and history and local newspapers are collected and preserved in a variety of formats.

Waverly Historical Photographs Collection. Prints, negatives, plates, slides, **digital images**, and similar items are placed in the collection if their contents are germane to Waverly, its history and people.

Government Documents. Staff can provide assistance in accessing on-line documents, such as the Code of Iowa; county ordinances; Waverly Municipal Code; consultant studies of interest in the city and county; City council agendas, minutes, budgets, and annual reports; county budgets and annual reports; federal documents; and other government documents.

V. COMMENTS AND CRITICISM OF THE COLLECTION

Because of the rich diversity of human experience and opinion, it is inevitable that some materials in the library's collection will be objectionable to some people in the community. The library in a very real sense belongs to the whole community—to the minority as well as to the majority. Inclusion of material in the collection does not imply the library's endorsement of it or its contents. The Library recognizes that any given item may offend some patrons, but because the Library follows accepted principles of intellectual freedom, it will not remove specific titles solely because individuals or groups may find them objectionable. While persons may reject materials for themselves and for their child(ren), they may not exercise censorship to restrict access to the materials by others. The library staff and the library board welcome comments and criticisms of the collection as a whole or of individual items by following the procedure set forth in Appendix D. Challenged resources will be evaluated using the selection criteria (Section IV) and will remain in place during reconsideration.

VI. ACCESS

The library does not restrict access to library materials except for the express purpose of protecting material from mutilation and theft. Materials are shelved for the convenience of their general audience and according to shelf space. Children, young adults, and adults may use any items in the library collection.

Parents or guardians, not the library or its staff, are responsible for the materials accessed by children. Parents or guardians—and only parents or guardians—may restrict their children—and only their children—from access to Internet or other resources available at or through the library.

VII. WITHDRAWING MATERIALS

Weeding is an essential and accepted part of library collection development. Obsolescence, use, damage, and normal wear and tear make the withdrawal of materials a continuous process. The withdrawn materials are sold, traded, destroyed, or disposed of in any way the director and library board deem appropriate.

Adopted Nov. 26, 1985

Revised Feb. 26, 1991

Revised Nov. 28, 1995

Reviewed Dec. 18, 2001

Revised Feb. 25, 2002

Revised July 11, 2006

Revised September 14, 2010 SM-R

Reviewed with no changes 2-11-14 sm-r

Revised 12-8-15 sm-r

Reviewed with no changes 12-11-18 sm-r

Amended to include Article VII of Library Bill of Rights 11-12-19 sm-r

Amended, added procedure 2-10-22 sccm

Amended IV. E., Appendix D V. struck Human Equity & Diversity Commission 10-14-25 sccm

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 18, 1948, by the ALA Council; amended February 2, 1961; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996; Added Article VII to Library Bill of Rights January 29, 2019.

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.

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Address: _____

Phone: _____

Library resource on which you are commenting:

Title: _____

Author/Producer: _____

Format (example: book, video, sound recording): _____

1. What brought this resource to your attention?

2. Have you read/viewed the resource entirely? _____

3. Please comment on the resource as a whole, as well as specifically those matters that concern you. (Use the other side if needed.)

Thank you for completing this form. Please present it to the library director.

**Collection Development Policy
Waverly Public Library**

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I. MISSION STATEMENT

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judged primarily in terms of artistic merit, scholarship, or value as human documents; others are selected to satisfy the recreational or informational needs of the community.

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Appearance in lists, such as New York Times Best Sellers, Goodreads Choice Awards, and Library Journal starred reviews.

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Insight into human and social conditions.

Present and potential relevance to community needs.

Prizes, awards, or honors received.

Relation to existing collection and other material on subject.

Reputation and/or significance of author, producer, artist, etc.

Skill, competence, and purpose of author, producer, artist, etc.

Suitability of physical format for library use.

Suitability of subject and style for intended audience.

B. Specific Criteria for the Evaluation of Works of **Information and Opinion—**

Authority of author, producer, artist, etc.

Clarity, accuracy, and logic of presentation.

Comprehensiveness and depth of treatment.

Contribution of the work to balance the collection.

Objectivity and integrity.

Representation of challenging works, including extreme and/or minority points of view.

C. Specific Criteria for the Evaluation of Works of **Imagination—**

Artistic expression, presentation, and experimentation.

Effective characterization.

Representation of important movement, genre, trend, or national culture.

Sustained interest.

Vitality and originality.

D. Gifts. The library encourages gifts of materials or money to purchase them. Gift materials will be evaluated according to the criteria listed above to determine suitability for inclusion in the library's collection. See the Waverly Public Library Gifts Policy.

Donors will be informed that materials not selected for inclusion in the library's collection will be disposed of.

E. Unique to the collection—

Genealogy. The study of the lineage and history of families are purchased by the library. Long term loans are accepted in accordance with past practices.

Local and Family History. Iowa, Bremer County, and Waverly literary effort and history and local newspapers are collected and preserved in a variety of formats.

Waverly Historical Photographs Collection. Prints, negatives, plates, slides, **digital images**, and similar items are placed in the collection if their contents are germane to Waverly, its history and people.

Government Documents. Staff can provide assistance in accessing on-line documents, such as the Code of Iowa; county ordinances; Waverly Municipal Code; consultant studies of interest in the city and county; City council agendas, minutes, budgets, and annual reports; county budgets and annual reports; federal documents; and other government documents.

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Because of the rich diversity of human experience and opinion, it is inevitable that some materials in the library's collection will be objectionable to some people in the community. The library in a very real sense belongs to the whole community—to the minority as well as to the majority. Inclusion of material in the collection does not imply the library's endorsement of it or its contents. The Library recognizes that any given item may offend some patrons, but because the Library follows accepted principles of intellectual freedom, it will not remove specific titles solely because individuals or groups may find them objectionable. While persons may reject materials for themselves and for their child(ren), they may not exercise censorship to restrict access to the materials by others. The library staff and the library board welcome comments and criticisms of the collection as a whole or of individual items by following the procedure set forth in Appendix D. Challenged resources will be evaluated using the selection criteria (Section IV) and will remain in place during reconsideration.

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Parents or guardians, not the library or its staff, are responsible for the materials accessed by children. Parents or guardians—and only parents or guardians—may restrict their children—and only their children—from access to Internet or other resources available at or through the library.

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Weeding is an essential and accepted part of library collection development. Obsolescence, use, damage, and normal wear and tear make the withdrawal of materials a continuous process. The withdrawn materials are sold, traded, destroyed, or disposed of in any way the director and library board deem appropriate.

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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.

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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 prejudget 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.

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

Procedure following submission of *Statement of Concern* (appendix E)

- I. Waverly area patrons wishing to challenge a library resource shall complete the "Statement of Concern" form (Appendix E), which can be found in the collection policy located at:
www.waverlyia.com/public-library/about/our-library/policies.aspx
or by request at the library's front desk, and submit it to the library Director.
- II. Upon receipt of the form the Director shall contact the patron and arrange a time to discuss the challenge. It should be the goal of all parties that the challenge will be resolved at this meeting. After this meeting the Director will inform the Library Board of Trustees (the Board) of the challenge and the meeting's outcome.
- III. If issues associated with the challenge remain unresolved, the Director may discuss two appeal options open to the patron. The first is a review conducted by the Board and the second is a review conducted by an *ad hoc* materials review committee. The patron and the Director will jointly agree upon which option will be most appropriate for the circumstances.
- IV. Board Review Process: In consultation with the Director, the Board chair will place this matter on the agenda of a regularly scheduled board meeting, or a specially-called meeting if desired. The patron, and one representative chosen by the patron if desired, are encouraged to attend this meeting to express rationale for the challenge and the desired outcome. The meeting will be subject to Iowa's open meeting regulations.
- V. Materials Review Committee Process: The Director shall convene an *ad hoc* materials review committee, chaired by a non-voting Board member or representative, and consist of an odd number of voting members, such as five. Members might include an outside library professional, a Bremer/Butler County parent, a Bremer/Butler County educational professional, and a health care professional. Other professional representation may be sought as needed. The patron, and one representative chosen by the patron if desired, are encouraged to attend this meeting to express rationale for the challenge and the desired outcome. This meeting will be subject to Iowa's open meeting regulations. After this meeting the committee chair shall issue a written recommendation, including supporting rationale, and provide it to the patron, the Director, and the Board.
- VI. Upon receipt of the materials review committee's recommendation, the Director shall make a final determination regarding the continued use of the challenged material(s) and share with the patron, materials review committee, and the Board.
- VII. The Director shall report the nature and result of the challenge to the American Library Association Office for Intellectual Freedom.

Appendix E

Waverly Public Library **Statement of Concern about a Library Resource**

This form is to be completed and presented to the library director for discussion.

Date: _____

Name: _____

Address: _____

Phone: _____

Library resource on which you are commenting:

Title: _____

Author/Producer: _____

Format (example: book, video, sound recording): _____

1. What brought this resource to your attention?

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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 prejudget 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.

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

Procedure following submission of *Statement of Concern* (appendix E)

- I. Waverly area patrons wishing to challenge a library resource shall complete the "Statement of Concern" form (Appendix E), which can be found in the collection policy located at:
www.waverlyia.com/public-library/about/our-library/policies.aspx
or by request at the library's front desk, and submit it to the library Director.
- II. Upon receipt of the form the Director shall contact the patron and arrange a time to discuss the challenge. It should be the goal of all parties that the challenge will be resolved at this meeting. After this meeting the Director will inform the Library Board of Trustees (the Board) of the challenge and the meeting's outcome.
- III. If issues associated with the challenge remain unresolved, the Director may discuss two appeal options open to the patron. The first is a review conducted by the Board and the second is a review conducted by an *ad hoc* materials review committee. The patron and the Director will jointly agree upon which option will be most appropriate for the circumstances.
- IV. Board Review Process: In consultation with the Director, the Board chair will place this matter on the agenda of a regularly scheduled board meeting, or a specially-called meeting if desired. The patron, and one representative chosen by the patron if desired, are encouraged to attend this meeting to express rationale for the challenge and the desired outcome. The meeting will be subject to Iowa's open meeting regulations.
- V. Materials Review Committee Process: The Director shall convene an *ad hoc* materials review committee, chaired by a non-voting Board member or representative, and consist of an odd number of voting members, such as five. Members might include an outside library professional, a Bremer/Butler County parent, a Bremer/Butler County educational professional, and a health care professional. Other professional representation may be sought as needed. The patron, and one representative chosen by the patron if desired, are encouraged to attend this meeting to express rationale for the challenge and the desired outcome. This meeting will be subject to Iowa's open meeting regulations. After this meeting the committee chair shall issue a written recommendation, including supporting rationale, and provide it to the patron, the Director, and the Board.
- VI. Upon receipt of the materials review committee's recommendation, the Director shall make a final determination regarding the continued use of the challenged material(s) and share with the patron, materials review committee, and the Board.
- VII. The Director shall report the nature and result of the challenge to the American Library Association Office for Intellectual Freedom.

Appendix E

Waverly Public Library **Statement of Concern about a Library Resource**

This form is to be completed and presented to the library director for discussion.

Date: _____

Name: _____

Address: _____

Phone: _____

Library resource on which you are commenting:

Title: _____

Author/Producer: _____

Format (example: book, video, sound recording): _____

1. What brought this resource to your attention?

2. Have you read/viewed the resource entirely? _____

3. Please comment on the resource as a whole, as well as specifically those matters that concern you. (Use the other side if needed.)

Thank you for completing this form. Please present it to the library director.

**Collection Development Policy
Waverly Public Library**

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- I. Mission Statement
- II. Purpose of Collection Development Policy
- III. Responsibility for Collection Development
- IV. Selection Criteria
- V. Comments and Criticism of the Collection
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Appendix B. The Freedom to Read Statement
Appendix C. The Freedom to View Statement
Appendix D. Procedure Followed to Express Concern
Appendix E. Statement of Concern about a Library Resource

I. MISSION STATEMENT

Waverly Public Library strives to be “Your window to information, recreation, and community.” The collection supports this mission by providing diverse and inspiring materials to patrons and ensuring that diversity and inspiration continues for all age levels.

II. PURPOSE OF COLLECTION DEVELOPMENT POLICY

This policy is a guide for library staff in their selection decisions and a source of information for the public about how materials are selected and the collection developed.

III. RESPONSIBILITY FOR COLLECTION DEVELOPMENT

The Library Board of Trustees regularly reviews and adopts the Collection Development Policy, which is the guideline for building the library's collection. The American Library Association's "Library Bill of Rights" (Appendix A), "Freedom to Read" (Appendix B), and "Freedom to View" (Appendix C) are part of the selection principles, except as amended, modified, or otherwise interpreted for local application elsewhere in this policy statement or by board action.

Community and individual participation in collection development is encouraged via a patron request online form or by directing a request to a librarian.

Selecting materials according to the Board's policy is the responsibility of the director. The director authorizes staff members qualified by training and experience to apply the policy to day-to-day decisions.

Questions about the policy or its execution should be referred to the director.

IV. SELECTION CRITERIA

Selection of library materials, whether purchased or donated, is based upon the informational, educational, and recreational needs of the community but is limited by factors such as materials budgets, space, agreements with other libraries, and content of existing collections. The collection, arranged by genre and format, is regularly checked to insure that it is inclusive.

Each potential acquisition must be considered in terms of its own excellence and the audience for whom it is intended. There is no single standard that can be applied in all acquisition decisions. Some materials may be

judged primarily in terms of artistic merit, scholarship, or value as human documents; others are selected to satisfy the recreational or informational needs of the community.

Expanding areas of knowledge, changing social values, technological advances, and cultural differences require flexibility, open-mindedness, and responsiveness in the evaluation and re-evaluation of all library materials. In order to build collections of merit, all acquisitions, whether purchased or donated, will be considered according to the following general and specific criteria listed below alphabetically:

A. General Criteria for the Evaluation of Library Materials—

Appearance in lists, such as New York Times Best Sellers, Goodreads Choice Awards, and Library Journal starred reviews.

Appropriateness and effectiveness of medium to content.

Attention of critics, reviews, and public.

Cooperative agreements with other libraries.

Importance as a document of the times.

Insight into human and social conditions.

Present and potential relevance to community needs.

Prizes, awards, or honors received.

Relation to existing collection and other material on subject.

Reputation and/or significance of author, producer, artist, etc.

Skill, competence, and purpose of author, producer, artist, etc.

Suitability of physical format for library use.

Suitability of subject and style for intended audience.

B. Specific Criteria for the Evaluation of Works of **Information and Opinion—**

Authority of author, producer, artist, etc.

Clarity, accuracy, and logic of presentation.

Comprehensiveness and depth of treatment.

Contribution of the work to balance the collection.

Objectivity and integrity.

Representation of challenging works, including extreme and/or minority points of view.

C. Specific Criteria for the Evaluation of Works of **Imagination—**

Artistic expression, presentation, and experimentation.

Effective characterization.

Representation of important movement, genre, trend, or national culture.

Sustained interest.

Vitality and originality.

D. Gifts. The library encourages gifts of materials or money to purchase them. Gift materials will be evaluated according to the criteria listed above to determine suitability for inclusion in the library's collection. See the Waverly Public Library Gifts Policy.

Donors will be informed that materials not selected for inclusion in the library's collection will be disposed of.

E. Unique to the collection—

Genealogy. The study of the lineage and history of families are purchased by the library. Long term loans are accepted in accordance with past practices.

Local and Family History. Iowa, Bremer County, and Waverly literary effort and history and local newspapers are collected and preserved in a variety of formats.

Waverly Historical Photographs Collection. Prints, negatives, plates, slides, **digital images**, and similar items are placed in the collection if their contents are germane to Waverly, its history and people.

Government Documents. Staff can provide assistance in accessing on-line documents, such as the Code of Iowa; county ordinances; Waverly Municipal Code; consultant studies of interest in the city and county; City council agendas, minutes, budgets, and annual reports; county budgets and annual reports; federal documents; and other government documents.

V. COMMENTS AND CRITICISM OF THE COLLECTION

Because of the rich diversity of human experience and opinion, it is inevitable that some materials in the library's collection will be objectionable to some people in the community. The library in a very real sense belongs to the whole community—to the minority as well as to the majority. Inclusion of material in the collection does not imply the library's endorsement of it or its contents. The Library recognizes that any given item may offend some patrons, but because the Library follows accepted principles of intellectual freedom, it will not remove specific titles solely because individuals or groups may find them objectionable. While persons may reject materials for themselves and for their child(ren), they may not exercise censorship to restrict access to the materials by others. The library staff and the library board welcome comments and criticisms of the collection as a whole or of individual items by following the procedure set forth in Appendix D. Challenged resources will be evaluated using the selection criteria (Section IV) and will remain in place during reconsideration.

VI. ACCESS

The library does not restrict access to library materials except for the express purpose of protecting material from mutilation and theft. Materials are shelved for the convenience of their general audience and according to shelf space. Children, young adults, and adults may use any items in the library collection.

Parents or guardians, not the library or its staff, are responsible for the materials accessed by children. Parents or guardians—and only parents or guardians—may restrict their children—and only their children—from access to Internet or other resources available at or through the library.

VII. WITHDRAWING MATERIALS

Weeding is an essential and accepted part of library collection development. Obsolescence, use, damage, and normal wear and tear make the withdrawal of materials a continuous process. The withdrawn materials are sold, traded, destroyed, or disposed of in any way the director and library board deem appropriate.

Adopted Nov. 26, 1985

Revised Feb. 26, 1991

Revised Nov. 28, 1995

Reviewed Dec. 18, 2001

Revised Feb. 25, 2002

Revised July 11, 2006

Revised September 14, 2010 SM-R

Reviewed with no changes 2-11-14 sm-r

Revised 12-8-15 sm-r

Reviewed with no changes 12-11-18 sm-r

Amended to include Article VII of Library Bill of Rights 11-12-19 sm-r

Amended, added procedure 2-10-22 sccm

Amended IV. E., Appendix D V. struck Human Equity & Diversity Commission 10-14-25 sccm

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 18, 1948, by the ALA Council; amended February 2, 1961; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996; Added Article VII to Library Bill of Rights January 29, 2019.

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.

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Address: _____

Phone: _____

Library resource on which you are commenting:

Title: _____

Author/Producer: _____

Format (example: book, video, sound recording): _____

1. What brought this resource to your attention?

2. Have you read/viewed the resource entirely? _____

3. Please comment on the resource as a whole, as well as specifically those matters that concern you. (Use the other side if needed.)

Thank you for completing this form. Please present it to the library director.