

**Collection Development Policy
Columbia County Rural Library District**

Appendix A: Request for a Reconsideration of Materials

The Board of Trustees of the Columbia County Rural Library District has delegated the responsibility for selection and evaluation of library resources to the Library Director and has established reconsideration procedures to address concerns, from county residents, about these resources. Completion of this form is the first step in these procedures. If you wish to request review of a library resource complete this form and return it to the circulation desk at the Dayton Memorial Library or mail to: Columbia County Rural Library District, P. O. Box 74, Dayton, WA 99328.

Customer Name _____ Date _____

Address _____

City _____ State _____ Zip _____ Phone _____

Are you a resident of Columbia County? Yes _____ No _____

1. Resource on which you are commenting:

_____ Book	_____ Audio Book	_____ Playaways
_____ Videocassette	_____ Magazine	_____ Video Game
_____ DVD	_____ Newspaper	_____ Database
_____ Music CD/Audiocassette	_____ Computer Software	_____ Web site link
_____ Other		

Title _____

Author/Artist/Producer _____

2. What brought this resource to your attention? _____

3. Have you examined the entire resource? Yes _____ No _____

4. What concerns you about the resource (use other side if necessary)?

5. Are there resources you suggest to provide additional information and/or other viewpoints on this topic?

Signature: _____

Why Are These Books in My Library? What Your Librarian Wants You to Know

1. *How can you help children and teens make the best use of the library?*

- Encourage your children to think about the library as a place to get answers to questions, as well as to find interesting things to read for fun. By asking questions and learning to find their own answers, young people learn to think for themselves and analyze what they see and hear.
- Talk to your librarians. Your librarian will ask you and your child questions, then make suggestions based on your child's age, maturity level, knowledge and interest. When you can't go along, ask your children to talk with you about what they found at the library.
- Children are generally not attracted to materials that are too advanced for their reading or maturity levels. If you feel an item is too advanced or not appropriate for your child, use this as an opportunity to express your views and provide guidance. Discuss your family expectations regarding library use with your children.
- Sometimes young people seek information from libraries when they are embarrassed or uncomfortable about asking an adult. Factual information from the library can ease their fears and even keep them safe from harm. Remember that when a child is reading or viewing something, it doesn't mean they are participating in or approve of it. Children and teens are sometimes more comfortable learning about a topic from someone else's experience in a book or movie. If you have a concern, take the opportunity to discuss it.
- Be a role model for library use. Nothing teaches children better than seeing you use and enjoy the wide range of materials available, and talking about how make your own choices.

2. *Why can't adults tell the librarian what materials youth shouldn't have access to?*

Like adults, children and teens have the right to find the information they choose. Libraries have a responsibility to provide information for a wide variety of users. If you are a parent or guardian, you have the right and responsibility to make decisions about what materials are suitable for your own family. No one has the right to make rules restricting what other people use, or to make decisions for other families.

3. *How are libraries different from movie theaters or bookstores, which often have restrictions for children and teens?*

You have probably used movie guidelines such as G, PG and PG-13. These standards are developed by the Motion Picture Association of America (MPAA), a private institution. Other organizations also provide movie guidelines. You may be aware of recommendations from parenting resources or from your pediatrician. Librarians can help you find movies that fit your family. We may use information from a variety of sources, including MPAA, but we will find other information for you as needed. As public institutions, libraries cannot discriminate based on origin, age, background or views. Retail stores and theaters are businesses that may be required to — or can choose to — apply restrictions.

4. *How do librarians select their collections?*

Each library develops its own policies or criteria for collection development. Policies are approved by the library or school governing board, which is made up of community representatives. The majority of books and other

materials selected have been reviewed in professional magazines or journals. Purchases are also sometimes made based on requests by library users. In schools, librarians work closely with teachers and school administrators to provide collections that support and supplement the school's curriculum.

To serve entire communities, librarians seek materials on a broad range of subject matter that reflect diverse experiences. Librarians don't select materials based on their personal beliefs. They select materials in keeping with their libraries' policies and the Library Bill of Rights.

The [Library Bill of Rights](#) was adopted by the American Library Association in 1939 in response to the censorship taking place during World War II. This set of six articles defines the core values of librarianship.

5. How do librarians decide where the materials should be shelved?

Librarians divide the collection into sections, so that patrons can find what they need more easily. Nonfiction, reference, fiction, YA/teens, children, graphic novels, and movies are sections found in most public libraries. Some fiction books could fit in two categories (for example: a book for "tweens," i.e., older children or young teenagers). Librarians are familiar with their library's collection development policies, which, among other things, outline the needs and interests of the community, and give a framework for each section of the collection. Librarians usually rely on their own professional assessment of the book, along with professional reviews and a good knowledge of the community.

6. What about the internet?

The internet, a global, decentralized network of computers, provides a means to access information far beyond the library's own collections. The internet is also a new opportunity for children to expand their minds and experiences, and to develop skills necessary for the future. The quality of a child's experience directly relates to a parent's investment in that experience. If you take the time, you can make your child's internet activities positive, productive and educational.

No individual, company or government agency controls or monitors the internet in the U.S. While much of the information accessed can be valuable and enlightening, the user may also find materials that are unreliable, personally offensive or illegal under U.S. law. Therefore, parents are advised to supervise their children's internet sessions at the library. By taking responsibility for their children's online computer use, whether at the library or at home, parents can minimize any potential risks associated with online computer use.

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Appendix B: Library Bill of Rights – ALA Council

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.

Adopted June 18, 1948, by the ALA Council; amended February 2, 1961; amended June 28, 1967; amended January 23, 1980; inclusion of "age" reaffirmed January 24, 1996.

A history of the Library Bill of Rights is found in the latest edition of the [Intellectual Freedom Manual](#).

<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm>