



Cumberland Public Library

Your Window to Information, Entertainment, Community

COLLECTION DEVELOPMENT POLICY

Library Mission Statement

The Cumberland Public Library is a window to information, education, and community.

Purpose of the Collection Development Policy

As approved by the Board of Trustees, this policy defines the philosophies and processes that shape the Cumberland Public Library collection and plans how the collection will be adaptive to community needs. In addition, this policy outlines how the library responds to reasonable challenges by community members while also protecting the collection from imbalanced or unreasonable challenges that do not serve the community at large. Finally, this policy is a roadmap towards the definitive objective of maintaining a vibrant, relevant, and inclusive collection that reflects the needs and interests of the community.

Philosophy and Scope of the Collection

The collection is an evolving entity that is meant to reflect the diverse needs, interests, and cultures of the community. As new materials are added, others are reviewed for their ongoing value and possibly removed from the collection. Professional staff regularly review new materials for potential selection while also assessing materials that could be withdrawn.

The collection includes the available materials in the library developed by the professional staff and also draws upon resources of the statewide network. Interlibrary loan is used to secure materials from other libraries whose specialized materials may supplement or support a specific need of a community member that is beyond collection's intended scope.

The collection includes materials in a variety of formats. Professional staff continuously review and revise the mix of formats acquired in response to the development of new media and to the demonstrated and anticipated needs of the community.

The collection aspires to serve the educational, recreational, and entertainment needs of the individual library user while also comprehensively reflecting and respecting the diversity of all community members.

The collection does not ordinarily include textbooks, except in subject areas where materials in another form are not conveniently available. Professional library staff do, however, attempt to identify and purchase informational materials to supplement the research needs of students in the community.

The collection also reflects a particular interest in local history and in works by local authors. Professional staff will, however, apply the same materials selection standards to local authors as they do to all other materials under consideration for selection.

The scope of the collection also includes online materials such as digital books, databases, and interactive learning resources. The online collection also seeks to represent the diverse viewpoints, interests, backgrounds, and informational needs of the community. This area of the collection also continuously evolves as new technologies develop, new resources become available, and others becoming less relevant or receive little usage.

Objectives of the Collection

The collection purposes to serve all community members regardless of race, ethnicity, age, sex, gender identity, sexuality, religion, disability, or country of origin. Professional staff strive to carefully select books, media, and other materials to aid the individual in the pursuit of education, information, recreation, research, and in the creative use of leisure time. In order to meet the collection objectives, materials must be regularly assessed for their usage, condition, relevance, and ongoing community interest. Materials that do not continuously meet the established criteria for the collection—and therefore do not work towards the collection objectives—may be withdrawn by professional staff.

Responsibility for Materials Selection

Ultimate responsibility for this policy lies with the Board of Trustees. The Board of Trustees delegates the selection of library materials and the development of the collection to the Library Director and such authorized members of the professional staff who are qualified by reason of education and training. Authorized members of the professional staff are the Library Director, Assistant Library Director, Adult Services Coordinator, Reference Services Coordinator, Teen Services Coordinator, and Children's Services Coordinator. All other staff positions also assist with the process of identifying and assessing materials being considered for selection or withdrawal.

Selection Process and Criteria for Selection

While considering materials for selection, professional staff regularly review reliable publications produced by the library and publishing fields. Professional staff also consult a wide variety of online resources depending on their collection subject matter and age range. Additional resources used to determine the popularity and quality of materials also include publisher catalogs, vendor catalogs, newsletters, social media, newspaper book reviews, and word-of-mouth among the professional community. In addition, competent reviewing media and basic lists of standard works—"core collections"—are consulted. Professional staff submit orders through various vendors and upon arrival materials are processed for circulation. The selection process is much the same for e-books and e-audiobooks.

Criteria for selection includes, but is not necessarily limited to, the following:

- High standard of quality in content, format, and binding
- Relevance to interests and needs of the community
- Relevance to the existing collection's strengths and weaknesses
- Current or historical significance of the author or subject

- Demonstrated interest or demand by library users or potential library users
- Current usefulness and/or potential permanent value
- Importance as a record of the times
- Date of publication, especially for frequently changing nonfiction topics (i.e. technology)
- Price, availability, and the library materials budget
- Reputation and qualifications of author, publisher, and/or producer of the materials with preference generally given to titles vetted and edited by credible industry members

The general selection process and criteria apply for all collection areas. The children's collection is carefully selected for children of all ages and backgrounds, with emphasis on books, periodicals, and media which stimulate imagination, provide information, and help develop children's literacy and life skills. While there may be some overlap in community need, it should be noted that the public library collection and the school library collections are separate entities. Materials for teens are selected to provide sound information and understanding of the world they live in and for recreational reading reflecting a diversity of subjects and experiences.

Inclusion of Local Authors in the Collection

For the purpose of collection management, local authors are those who reside in the state of Rhode Island. Materials presented for selection must meet criteria for inclusion as stated above. Materials will be treated with the same selection and retention guidelines. Selected materials become property of the library. The library also reserves the right to include or exclude any title from the collection for any reason. Materials donated to the library may be removed for any reason, at any time. Local works given to the library that are not selected for the collection will be donated.

Gifts for the Collection

Gifts of books and other materials will be considered for the collection with the understanding that they will be evaluated in accordance with the same selection criteria. Professional staff reserves the right to dispose of gifts (and donations) in any way that seems appropriate should they not be selected for the collection. If a gift is a monetary donation for the purchase of memorial books or other materials, the selection will be made by the professional staff in consultation with the donor. The name of the donor or the memorialized party will be entered on the book plate.

Content of Collection Materials

Without promoting particular beliefs or views, the collection provides a resource for various opinions which apply to important, complex, and controversial questions, including unpopular and unorthodox positions. This position is supported by the ALA Statement on the Freedom to Read (APPENDIX A). Language, situations, or subjects that may be offensive to some community members do not disqualify material which, in its entirety, is judged to be of value. Collections materials are not marked or identified to show approval or disapproval of the contents. It should also be noted that public libraries are also not responsible for publisher created marketing materials, such as jacket copy, plot summaries, or character descriptions.

Use of Collection Materials

Responsibility for the reading, listening and viewing habits of community members of all ages does not fall within the purview of libraries. Selection of collection materials is not restricted by the possibility that children and/or minors may obtain materials their parents or guardians consider inappropriate. This reflects the American Library Association's interpretation of the "Library Bill of Rights," (APPENDIX B) as further explained in the "Free Access to Libraries for Minors" statement and the "Access for Children and Young People to Videotapes and Other Non-print Formats" statement. (APPENDIX C). Professional staff may advise on the use of the collection (e.g. reading recommendations, research requests) but they do not define what is and is not appropriate for each individual member of the community.

Some collection materials may be considered rare, fragile, or of great scholarly interest. In that case, the use of these items is controlled to the extent required to preserve them from harm. This policy is in strict accordance and agreement with the American Library Association's statement on "Restricted Access to Library Materials." (APPENDIX D).

Recommendations and Requests

The collection foremost seeks to meet the interests and the needs of the community. Therefore, recommendations and requests from the community are always welcomed and given thoughtful consideration by professional staff. Recommended and requested materials are subject to the same selection criteria as all other materials.

Recommendations and requests can be submitted online using the "Suggestion Box" form on the library website: <https://cumberlandlibrary.org/suggestion-box>. Additionally, the Ocean State Libraries form may be used, and the information will be redirected to local professional staff: <https://oslri.org/recommend-to-library/>. Recommendations and requests can also be made at any service desk where they will be logged by staff and directed to a selector of the appropriate collection area. Finally, if a recommendation or request is denied, community members may submit a Request for Reconsideration: Objection to Exclusion form (APPENDIX E) which will be reviewed by the library director.

Requests for Reconsideration of Collection Materials

A Request for Reconsideration of Collection Materials form (APPENDIX F) may be submitted to professional staff by community members. The Library Director, along with the professional staff member responsible for the appropriate collection area, will review the request and alert the community member or organization of the decision. For full consideration of a request, the form must be filled out in full and include citations of the questionable content in the materials. Requests for Reconsideration that do not include a completed form will be denied. In addition, materials not fully viewed, read, or otherwise consumed by the requestor will not be considered for exclusion. Finally, requestors for reconsideration are expected to be Ocean State Libraries cardholders or, in the absence of a library card, Town of Cumberland residents.

Maintenance the Collection

To keep the collection in its most vibrant and relevant condition, professional staff will use their judgment in removing from the collection materials which are no longer useful, fall outside the

scope of the collection, or no longer meet the collection objectives. Criteria for “weeding”—removal from the library collection—include but are not limited to:

- Damage or poor condition
- No longer relevant to the needs and interest of the community
- Infrequent use and lack of demand from the community
- No longer accurate or proven to contain misinformation or disinformation

Revision of the Collection Development Policy

Like the collection itself, this document is an evolving entity that is subject to change any time. Revisions will be made and documented as circumstances arise, and could include developments in the professional field, the need to address gaps in community needs, or to clarify the goals and philosophy of the collection.

Approved Library Board of Trustees, February 27, 2023

APPENDIX A – ALA STATEMENT ON THE FREEDOM TO READ

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 books from sale, to censor textbooks, to label "controversial" books, 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 avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising his critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow-citizens.

We trust Americans to recognize propaganda, and to reject it. We do not believe they need the help of censors to assist them in this task. 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.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio and television. 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.

Such pressure toward conformity is perhaps natural to a time of uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against a hostile deed, with suppression.

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 stress.

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which 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 towards 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 men will stand firm on these constitutional guarantees of essential rights and will exercise the responsibility 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, which are unorthodox or unpopular with the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept, which 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 also why we believe it.

2. Publishers, librarians and booksellers do not need to endorse every idea or presentation contained in the books 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 books 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 man can read should be confined to what another thinks proper.

3. It is contrary to the public interest for publishers or librarians to determine the acceptability of a book on the basis of the personal history or political affiliations of the author.

A book should be judged as a book. 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 men can flourish which 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 literature 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 taste differs, and taste cannot be legislated; nor can machinery be devised which will suit the demands of one group without limiting the freedom of others.

5. It is not in the public interest to force a reader to accept with any book the prejudgment of a label characterizing the book or 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 the citizen. It presupposes that each individual must be directed in making up his mind about the ideas he examines. 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.

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 each individual is free to determine for **himself what he** wishes 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.

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, bookmen 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 expended on the trivial; it is frustrated when the reader cannot obtain matter fit for his 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 their freedom and integrity, and the enlargement of their service to society, requires of all bookmen the utmost of their faculties, and deserves of all citizens 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 books. We do so because we believe that they are good, 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; revised January 28, 1972, by the ALA Council.

Endorsed by the Rhode Island Library Association at the Spring Meeting, May 11, 1971.

Appendix B – LIBRARY BILL OF RIGHTS

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

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries, which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.

Amended February 2, 1961, June 27, 1967, and January 23, 1980

by the ALA Council.

Endorsed by the Rhode Island Library

Association at the Annual Conference,

November 17, 1981.

APPENDIX C – FREE ACCESS TO LIBRARIES FOR MINORS

An Interpretation of the LIBRARY BILL OF RIGHTS

Some library procedures and practices effectively deny minors access to certain services and materials available to adults. Such procedures and practices are not in accord with the LIBRARY BILL OF RIGHTS and are opposed by the American Library Association.

Restrictions take a variety of forms, including, among others, restricted reading rooms for adult use only, library cards limiting circulation of some materials to adults only, closed collections for adult use only, collections limited to teacher use, or restricted according to a student's grade level, and interlibrary loan service for adult use only.

Article 5 of the LIBRARY BILL OF RIGHTS states that, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." All limitations on minors' access to library materials and services violate that Article. The "right to use a library" includes use of, and access to, all library materials and services. Thus, practices which allow adults to use some services and materials, which are denied to minors abridge the use of libraries based on age.

Material selection decisions are often made and restrictions are often initiated under the assumption that certain materials may be "harmful" to minors, or in an effort to avoid controversy with parents. Libraries or library boards who would restrict the access of minors to materials and services because of actual or suspected parental objections should bear in mind that they do not serve in loco parentis. Varied levels of intellectual development among young people and differing family background and child-rearing philosophies are significant factors not accommodated by a uniform policy based upon age.

In today's world, children are exposed to adult life much earlier than in the past. They read materials and view a variety of media on the adult level at home and elsewhere. Current emphasis upon early childhood education has also increased opportunities for young people to learn and to have access to materials, and has decreased the validity of using chronological age as an index to the use of libraries. The period of time during which children are interested in reading materials specifically designed for them grows steadily shorter, and librarians must recognize and adjust to this change if they wish to serve young people effectively. Librarians have a responsibility to ensure that young people have access to a wide range of informational and recreational materials and services that reflects sufficient diversity to meet the young person's needs.

The American Library Association opposes libraries restricting access to library materials and services for minors and holds that it is the parents — and only parents -who may restrict their children — and only their children — from access to library materials and services. Parents who would rather their children did not have access to certain materials should so advise their children. The library and its staff are responsible for providing equal access to library materials and services for all library users.

The word "age" was incorporated into Article 5 of the LIBRARY BILL OF RIGHTS because young people are entitled to the same access to libraries and to the materials in libraries as are adults. Materials selection should not be diluted on that account.

Adopted June 30, 1972;

amended July 1, 1981,

by the ALA Council.

Endorsed by the Rhode Island

Library Association at its

Annual Conference,

November 6, 1979.

An Interpretation of the LIBRARY BILL OF RIGHTS

Restricting access of certain titles and classes of library materials is a practice common to many libraries in the United States. Collections of these materials are referred to by a variety of names such as "closed shelf", "locked case", or "restricted shelf".

Three reasons generally advanced to justify restricted access are:

1. It provides a refuge for materials that belong in the collection but which may be considered "objectionable" by some library patrons;
2. It provides a means for controlling distribution of materials to those who are allegedly not "prepared" for such materials, or who have been labeled less responsible, because of experience, education, or age;
3. It provides a means to protect certain materials from theft and mutilation.

Restricted access to library materials is frequently in opposition to the principles of intellectual freedom. While the limitation differs from direct censorship activities, such as removal of library materials or refusal to purchase certain publications, it nonetheless constitutes censorship, albeit in a subtle form. Restricted access often violates the spirit of the LIBRARY BILL OF RIGHTS in the following ways:

1. It violates that portion of article 2 which states that "no library materials should be proscribed ... because of partisan or doctrinal disapproval."

"Materials ... proscribed" as used in article 2 includes "suppressed" materials. Restricted access achieves de facto suppression of certain materials. Even when a title is listed in the catalog with a reference to its restricted status, a barrier is placed between the patron and the publication. Because a majority of materials placed in restricted collections deal with controversial, unusual, or "sensitive" subjects, asking a librarian or circulation clerk for them may be embarrassing for patrons desiring the materials. Because restricted collections are often composed of materials which some library patrons consider "objectionable", the potential user is predisposed to thinking of the materials as "objectionable", and may be reluctant to ask for them. Although the barrier between the materials and the patron is psychological, it is nonetheless a limitation on access to information.

2. It violates article 5, which states that, "A person's right to use a library should not be denied or abridged because of ... age. "

Limiting access of certain materials only to adults abridges the use of the library for

minors. Access to library materials is an integral part of the right to use a library. Such restrictions are generally instituted under the assumption that certain materials are "harmful" to minors, or in an effort to avoid controversy with adults who might think so.

Libraries and library boards who would restrict the availability of materials to minors because of actual or anticipated parental objection should bear in mind that they do not serve in loco parentis. The American Library Association holds that it is parents — and only parents — who may restrict their children — and only their children — from access to library materials and services. Parents who would rather their children not have access to certain materials should so advise their children.

When restricted access is implemented solely to protect materials from theft or mutilation, the practice may be legitimate. However, segregation of materials to protect them must be administered with extreme attention to the reason for restricting access. Too often only "controversial" materials are the subject of such segregation, indicating that factors other than theft and mutilation — including content — were the true considerations. When loss rates of items popular with young people are high, this cannot justify the labeling of all minors as irresponsible and the adoption of prejudiced restrictions on the right of minors to use library services and materials.

Selection policies, carefully developed to include principles of intellectual freedom and the Library Bill of Rights, should not be vitiated by administrative practices such as restricted access. Note: See also Free Access to Libraries for Minors, adopted June 30, 1972; amended July 1, 1981, by ALA Council.

A REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS OBJECTION TO EXCLUSION

The Trustees of the Cumberland Public Library have established a materials selection policy and a procedure for gathering input about particular items. Completion of this form is the first step in that procedure. If you wish to request reconsideration of a resource, please return the completed form to the library director. Requests will be reviewed at the next possible Trustee meeting. The Board of Trustees meets every fourth Monday of the month.

Date: _____

Name: _____

Address _____

City _____ State/Zip _____

Phone _____ Email _____

Do you represent yourself or an organization?

_____ Self _____ Name of Organization

ITEM FOR RECONSIDERATION

Title _____

Author/Producer _____

Format: ___ Book (e-book) ___ Movie ___ Magazine ___ Audio Recording ___ Game
___ Digital Resource ___ Newspaper ___ Other

Which department should own this item adult _____ young adult _____ or children's collection

1. What are your *specific* reasons for suggesting this material be included in the library?

2. What community needs would this satisfy?

3. Have you read/seen/listened to the entire work? If not, which parts have you?

4. Have you checked the reviews of this work? (Review sources include Library Journal, Publisher's Weekly, Kirkus, and many others)

5. Other Comments:

Signature: _____

REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

The Trustees of the Cumberland Public Library have established a materials selection policy and a procedure for gathering input about particular items. Completion of this form is the first step in that procedure. If you wish to request reconsideration of a resource, please return the completed form to the library director. Requests will be reviewed at the next possible Trustee meeting. The Board of Trustees meets every fourth Monday of the month.

Date: _____

Name: _____

Address _____

City _____ State/Zip _____

Phone _____ Email _____

Do you represent yourself or an organization?

_____ Self _____ Name of Organization

ITEM FOR RECONSIDERATION

Title _____

Author/Producer _____

Format: ____ Book (e-book) ____ Movie ____ Magazine ____ Audio Recording ____ Game
____ Digital Resource ____ Newspaper ____ Other

Which library department owns this item? ____ Children's ____ Young Adult ____ Adult

1. What brought this resource to your attention?

2. Have you checked the reviews of this work? (Review sources include Library Journal, Publisher's Weekly, Kirkus, and many others)

3. In order for an item to be reconsidered for exclusion, all requests must include citations of questionable content within the item. Items that have not been fully viewed/listened to/read will not be considered for exclusion. Feel free to add a separate sheet with this request form providing this information.

4. Why do you feel this work should be excluded from the collection? (Please note that you are asking for this work to be removed for ALL members of the community not just yourself or your family members.)

5. What would you like the library to do about this item?

- a. Send it back to the staff for official re-evaluation and possible move to a different department within the library
- b. Remove it from the collection
- c. Do not lend it to my child

6. Do you have a suggestion for a similar work to include in the collection that better meets your needs?

7. Other Comments:

Signature: _____

APPENDIX E - A REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS OBJECTION TO EXCLUSION

1. Type of material (books, magazine, newspaper, film, tape, CD-ROM, compact disc, etc.) _____

2. Author/Editor _____

Title _____

Publisher/Producer _____

3. Work should be in adult _____ young adult _____ or children's collection _____.

4. Request initiated by: Name _____

Address _____

State _____ Zip _____ Telephone No. _____

Do you represent an organization or group? _____

If yes, please identify.

5. What are your *specific* reasons for suggesting this material be included in the library?

6. What community needs would this material satisfy?

7. Have you read/seen/listened to the entire work? _____

If not, which parts? _____

8. Have you checked reviews of this work? _____

9. Other comments

Signature _____