

Collection Development Policy

It is a long established principle that, in a democracy, there must be a free interchange of ideas and information. This principle is recognized in both the Massachusetts and United States Constitutions. Public libraries are agents of the public and any action which overtly or covertly labels, restricts or removes materials from public access because of partisan or doctrinal disapproval is alien to the democratic system and to a public library's role as a source of information and education representing all views. The following procedures for collection development and materials selection have been established to reaffirm these principles:

1. Collection development and material selection is the responsibility of the professional Library staff.
2. Materials will be selected on the basis of reviews in accepted review media and on the professional judgment of the Library staff. Selection will be guided by the following goals:
 - a. to provide as wide a range of views on various issues as possible
 - b. to provide a well developed collection in all areas of human knowledge.
3. No material shall be removed, labeled or restricted because of partisan or doctrinal disapproval of content. The Library rejects attempts by one or more citizens to determine what is suitable for the general public. No challenged Library material shall be removed from the Library under any legal or extra-legal pressure, save an independent determination by a judicial officer in a court of competent jurisdiction and only after an adversary hearing, in accordance with well established principles of law.
4. It is the responsibility of each individual to determine for themselves what they consider appropriate material for themselves. Caregivers should assume that responsibility for their children.
5. The rights of an individual to the use of the Library should not be denied or abridged because of their age, race, religion, national origins or social or political views.

Adult Collection Development and Management Policies and Procedures

Policy: The Peabody Institute Library is a medium-sized public library. The Main Library is located in the busy downtown area. There are two Branch Libraries, one located in South Peabody and one located in West Peabody. Across all three locations, the Peabody Institute Library owns a collection of over 130,000 physical items, and circulates nearly the same amount- 130,000 items- annually, to a culturally and economically diverse population. Appendix A to this policy includes the 2020 US Census Bureau QuickFacts for Peabody, MA.

The Peabody Institute Library provides free library services for the residents of the City of Peabody and surrounding communities. These services are provided chiefly through the development and effective use of its collection of books and other materials, specifically selected to satisfy the informational, recreational, educational, and cultural needs of area residents. As a basis of this policy, the Board of Library Trustees endorses The Freedom to Read Statement of the American Library Association and the Association for American Publishers, and The Library Bill of Rights adopted by the American Library Association. These documents are located in the Appendices to this policy.

The purpose of the Collection Development and Management Policy is to guide the Library staff and to inform the public about the principles upon which the Library's collection is built and maintained. The intent is to provide a basis for building and managing the Library's information resources in a manner that is both cost effective and relevant to library users.

Collection Development and Management Procedures

Collection Selection:

1. **Responsibility:** Ultimate responsibility for materials selection policy lies with the Board of Library Trustees. The Board delegates to the Director of the Library the selection of library materials and the development of the collection. The Adult Services Librarians manage this selection and management process on a daily basis. The general public and non-professional staff members may recommend materials for consideration via the Library's Purchase Suggestion form that is available in-person and on the Library website, but are not guaranteed their request will be purchased for the Library's collection.

2. **Selection:** "Selection" refers to the decision that is made either to add a given item to the collection or to retain one already in the collection. Librarians consult several evaluation/review sources (e.g., professional book reviews, journals) as an aid in selection. Some of the resources used in the selection process including but not limited to are (in no particular order):

- i. *Library Journal*
- ii. *School Library Journal*
- iii. *Publisher's Weekly*
- iv. *Booklist*
- v. *Kirkus Reviews*
- vi. *New York Times Book Review*
- vii. *The Boston Globe*
- viii. *Criticas*
- ix. *Video Librarian*
- x. *The Public Library Catalog*
- xi. *The Fiction Catalog*
- xii. *Baker & Taylor Forecasts*
- xiii. *Ingram Advance*
- xiv. *Facets Online Newsletter* (multimedia)

- b. The following factors influence the selection process:

- i. *The community's interests and needs:* Recognizing that any community contains people with different backgrounds, sensibilities, personalities, interests, and needs, the Library must strive to provide materials that balance all elements. A conscious effort will be made to create an unbiased collection of a wide range of views on a variety of religious, political, and moral issues thereby promoting balance among the Library's collection.
- ii. *The merits of each item:* Nonfiction will be selected on the basis of its timeliness, accuracy, authoritativeness, clarity, importance to the collection, and relevance to the needs of the community. Fiction works will be considered on the basis of the quality of the writing, significance of the author, popular appeal, and likely longevity of theme relevance. Materials are selected on the basis of the content as a whole, rather than focusing on isolated passages, and without regard to the personal history

of the author. In no case is any book included or excluded merely because of the race, nationality, ethnicity, sexual orientation or the political or religious views of the author. In the case of controversial issues, variety, diversity, and balance of opinion are represented whenever available. Serious works, which present an honest aspect of life, will not be excluded because of frankness of expression.

- iii. Constraints: Duplication of titles is determined by popularity and importance of the book. The materials budget, the existing collection, the limits of shelf space, and the availability of the work elsewhere will be considered in the selection of materials. The Library seeks to draw upon the collection and resources of neighboring libraries, members of NOBLE, and the Massachusetts Library System to provide effective use of the budget, and to reduce unnecessary duplication of resources. Appendix B to this policy provides standards and guidelines for selection of items in all formats.

- 3. **Patron Requests for Reconsideration:** Patrons are able to voice their objections to any items in the collection. Appendix I to this policy contains the procedure for Requests for Reconsideration, as well as the Request for Reconsideration Form.
- 4. **Gifts and Donations:** Gifts and donations of materials accepted by the Library are subject to the same process as purchased materials. They are considered with the explicit understanding that such factors as duplication, merit, lack of community interest, processing costs, physical condition of the materials, or inadequate shelf space may prevent their addition to the collection or permanent retention on the shelves. Gifts and donations are accepted with the understanding that the Library may, at any time, discard them or offer them for sale through the Peabody Institute Library Foundation Book Sale.
 - a. Guidelines for gifts and donated materials that will be accepted for consideration are located in Appendix C to this policy. Those are guidelines only and the Donation Policy and Procedure must be complied with.

Collection Management:

- 1. **Goals:** The goals of Collection Management are to evaluate and preserve the materials where possible for users now and in the future; to replace materials of importance to the collection; and to weed out materials that are no longer of value to the area residents.

2. **Criteria for Collection Evaluation:** Circulating collections undergo periodic reassessment to determine their appropriateness and suitability to current needs, to make space for current materials, to make the collections more attractive, to facilitate the ease of use of the collections by patrons and staff, and to reduce the damage to books caused by overcrowding and space limitations. Librarians use circulation statistics in conjunction with the appropriate professional reference tools (e.g., *The Public Library Catalog* for nonfiction titles and *The Fiction Catalog* for fiction) to evaluate the importance of any given title to the collection. Items may be returned to the shelves, replaced with newer editions, or weeded from the collection.
 - a. Librarians are also concerned with ensuring a balance across the various media formats available in a circulating collection, in light of ever increasing and changing electronic resource formats. This is done, in part, by establishing links among various formats; and the need to maximize the availability of special resources by researching, establishing and maintaining collaborative programs and grant opportunities.
3. **Replacements:** Circulating collections frequently require replacement of missing or worn out copies. The replacement lists allow for coordinated ordering of "in print" titles. Since the Library is a recipient of gift books, the staff continuously evaluates donations as a source of replacement copies. Appendix B to this policy includes a list of criteria used in Replacements Selection.
4. **Weeding:** In order to maintain a relevant collection of resources, the collections management librarian continuously evaluates the collection and weeds items no longer relevant to patrons of the library. The weeding of outdated or superseded materials is as crucial to the maintenance of a useful and viable collection as is the selection process.
 - a. Frequency of circulation, community interests, and availability of newer and more valid materials are of prime consideration. Local history is an exception. Once popular fiction is no longer in demand it is discarded, as are nonfiction materials that are determined to be no longer accurate or current.
 - b. Titles that are discarded in the weeding process may be offered as appropriate to research libraries, other public libraries, or are disposed through Library book sales or recycling.
 - c. Appendix D to this policy provides standards and guidelines for weeding items in all formats.

As approved by the Board of Library Trustees the 23rd day of June, 2023.

Children's and Teen Collection Development and Management Policies and Procedures

Policy: The Peabody Institute Library's mission is to provide materials that serve the educational and recreational needs of the community. In keeping with this goal, the Peabody Institute Library's Children's & Teen Departments strive to meet the educational and recreational needs of Peabody's children, teens, and their parents.

The Library subscribes to the American Library Association's Bill of Rights (Adopted June 18, 1948 and amended February 2, 1961, June 27, 1967 and January 23, 1980 by the ALA Council.) The Library further subscribes to the document "Free Access to Libraries for Minors: an Interpretation of the Library Bill of Rights."

Article V of the Library Bill of Rights states, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." The "right to use a library includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer."

In acknowledgment of those rights, the Peabody Institute Library allows for open access to all Library materials to children and teens. Although Children's and Teen departments have been designated, this in no way implies that children's or teen's use of the Library is restricted to those areas. Children and teens are allowed access to all print and non-print materials in the Library and all technology available, except where access is denied to all library users.

The Library does not take on the role of parent and will not deny or abridge any individual's rights to free access. It is the parents' role and the parents' role alone to decide what materials are proper for their child. The Library will not remove materials from its collection based on what an individual feels is appropriate or inappropriate for others. However, the Library will make "Request for Reconsideration of Library Materials" forms available to patrons who have complaints about Library materials (See Appendix I) and will give consideration to all such requests.

At the Peabody Institute Library, children and teens are awarded the same confidentiality rights as adult patrons. The circulation records and inquiries of children and teens are awarded the same privacy status as those of adult users.

Procedures:

1. **Selection:** Children's Services refer to services provided for children from infancy through primary school. Materials purchased for the Children's Collection will be designed for children from birth through 5th Grade. In addition, the collection will include parenting materials to suit the needs of the community's parents. The Teen Collection is designed for tweens and teens in 6th through 12th Grade (middle and high school students).
 - a. The Children's Collection includes fiction, nonfiction, picture books, magazines, DVDs and videos, music CDs, parenting materials, and a small reference collection. The Teen collection includes fiction, nonfiction, magazines, and DVDs.
 - b. Children's and Teen Librarians are responsible for the selection and placement of all children's and teen materials. Any selections made by Children's and Teen Librarians are subject to review by the Senior Children's Librarian and Senior Teen Librarian. Standard selection tools are used to aid the Children's and Teen Librarians in selection of materials. In addition, patron requests, award winners and materials very popular with children and teens will be considered for purchase.
2. **Description:** The following categories describe the Children's and Teen Collection at the Peabody Institute Library and give further criteria in the selection of materials for each field.
 - a. *Fiction:* The Children's Fiction Collection is primarily comprised of chapter books written for children in Elementary School (through 5th Grade), and the Teen Fiction Collection is primarily comprised of books written for tweens and teens in Middle and High School (6th through 12th Grade). Fiction titles may be in traditional print, graphic novel, and/or manga formats. The books in this collection represent many genres including mystery, fantasy, horror, science fiction, historical fiction, realistic fiction, and award winners.
 - i. Fiction Collection selections will primarily be chosen from standard selection tools such as School Library Journal, Horn Book and Publishers Weekly. The fact that some titles are not reviewed in those reference tools will not disqualify them from purchase. In such instances, materials will be chosen for their apparent appeal to children, teens, and their parents.

Patron requests and suggestions will be gladly considered via the Library's Purchase Request form, available in person and on the Library website.

- ii. Some fiction titles, and most series titles, will be purchased in paperback. The paperback collection will include some titles also available in hardcover, and will also include books not available in hardcover. Series books will be purchased in paperback format when available.
- b. *Non-Fiction:* The Children's and Teen Collections includes a nonfiction section designed specifically to serve the needs of our young patrons. Non-fiction titles will address the educational and recreational needs of the community's children and teens. The Library will strive to offer a wide range of opposing viewpoints in all areas of controversial issues. Selections will generally be based on reviews in standard selection tools. Non-fiction titles may be in traditional print, graphic novel, and/or manga formats. Titles in the nonfiction collection will include, but may not be limited to the following subject areas (in no particular order):
 - i. Biography
 - ii. History
 - iii. Science
 - iv. Mathematics
 - v. Geography
 - vi. Sports
 - vii. Music
 - viii. Popular culture and Hobbies
 - ix. Religion
 - x. Literature and Fairy Tales
 - xi. Reference Resources
 - xii. Health
- c. *Picture Books.* The Children's Collection will include a wide variety of picture books for younger readers approximately ages birth to eight (8) years. These books will primarily be chosen through use of standard selection tools such as *Horn Book*, *School Library Journal*, and *Publishers Weekly*. The fact that some titles are not reviewed in those reference tools will not disqualify them from purchase. Customer requests will be gladly considered. Picture books will be purchased in hardcover whenever possible, and we will order multiple copies of award winners

and popular titles. The picture book collection will cover a variety of genres including, but not limited to (in no particular order):

- i. Alphabet books
 - ii. Board books
 - iii. Easy Readers
 - iv. Fairy Tales
 - v. Poetry
 - vi. Holiday
- d. *Magazines*: Magazines chosen for the Children's and Teen Collections will be selected for their appeal to the interests of children, teens, and their parents. Selection will be based primarily on patron suggestions and Children's and Teen Librarian's knowledge of customer needs and interests. All issues will be available for circulation and the Library will retain one year of back issues for each magazine.
- e. *Music CDs*: The Children's Collection will include CDs, which appeal to the recreational interests of children. Music selection will be based on reviews from standard selection tools and popularity of the artist of the CD. Customer suggestions will be gladly considered. The Teen Collection does not include CDs.
- f. *DVDs*: The Children's Collection will include DVDs of recreational and educational interest to children and their parents. DVDs will be selected using standard selection tools, patron requests, and the librarian's knowledge of items that have popular appeal to children's audiences. The Teen Collection does not include DVDs.
- i. The Library will focus primarily on popular feature titles, classics, educational, and TV series DVDs.
- g. *Parenting*: Parenting materials will be available in the Children's Collection to meet the needs of the patrons of the Library. This portion of the collection will be made up of both books and DVDs. Topics addressed by parenting materials may include, but will not be limited to:
- i. Pregnancy
 - ii. Adoption
 - iii. Child Development
 - iv. Potty Training
 - v. Puberty

- vi. Divorce
 - vii. Activities for parents and children
 - viii. Children with Disabilities
 - ix. Health and Nutrition
 - x. Education
- h. *Donations:* The Children's Department may accept donations. Gifts and donations of materials accepted by the Library are subject to the same process as purchased materials. They are considered with the explicit understanding that such factors as duplication, merit, lack of community interest, processing costs, physical condition of the materials, or inadequate shelf space may prevent their addition to the collection or permanent retention on the shelves. Gifts and donations are accepted with the understanding that the Library may, at any time, discard them or offer them for sale through the Peabody Institute Library Foundation Book Sale.
- i. Guidelines for gifts and donated materials that will be accepted for consideration are located in Appendix C to this policy. Those are guidelines only and the Donation Policy and Procedure must be complied with.

Appendices:

[Appendix A: 2020 US Census Bureau QuickFacts- Peabody, MA](#)

[Appendix B: Selection Guidelines and Standards](#)

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[Appendix I: Procedures for Requests for Reconsideration](#)

As approved by the Board of Library Trustees the 23rd day of June, 2023.

Appendix A: 2020 US Census Bureau QuickFacts- Peabody, MA

	Number	Percent
Population, Census, April 1, 2020	54,481	
Age and Sex		
Persons under 5 years	3,378	6.2%
Persons under 18 years	9,698	17.8%
Persons 65 years and over	12,476	22.9%
Female persons	28,439	52.2%
Male persons	26,042	47.8%
Race and Hispanic Origin		
White alone, percent	47,235	86.7%
Black or African American alone	1,852	3.4%
American Indian and Alaska Native alone	109	0.2%
Asian alone	708	1.3%
Native Hawaiian and Other Pacific Islander alone	0	0.0%
Two or More Races	2,996	5.5%
Hispanic or Latino	6,265	11.5%
White alone, not Hispanic or Latino	44,130	81.0%
Population Characteristics		
Veterans, 2017-2021	2,833	5.2%
Foreign born persons, 2017-2021	8,771	16.1%
Housing		
Housing units, July 1, 2022, (V2022)		
Owner-occupied housing unit rate, 2017-2021	35,740	65.6%
Median value of owner-occupied housing units, 2017-2021	\$441,100	
Median selected monthly owner costs -with a mortgage, 2017-2021	\$2,215	
Median selected monthly owner costs -without a mortgage, 2017-2021	\$736	

Median gross rent, 2017-2021	\$1,620	
Families & Living Arrangements		
Households, 2017-2021	22,808	
Persons per household, 2017-2021	2.35	
Living in same house 1 year ago, percent of persons age 1 year+, 2017-2021	48,107	88.3%
Language other than English spoken at home, percent of persons age 5 years+, 2017-2021	12,422	22.8%
Computer and Internet Use		
Households with a computer, percent, 2017-2021	49,142	90.2%
Households with a broadband Internet subscription, percent, 2017-2021	47,453	87.1%
Education		
High school graduate or higher, percent of persons age 25 years+, 2017-2021	49,632	91.1%
Bachelor's degree or higher, percent of persons age 25 years+, 2017-2021	19,014	34.9%
Health		
With a disability, under age 65 years, percent, 2017-2021	4,467	8.2%
Persons without health insurance, under age 65 years, percent	2,397	4.4%
Economy		
In civilian labor force, total, percent of population age 16 years+, 2017-2021	35,086	64.4%
In civilian labor force, female, percent of population age 16 years+, 2017-2021	32,907	60.4%
Total accommodation and food services sales, 2017 (\$1,000)(c)	190,377	
Total health care and social assistance receipts/revenue, 2017 (\$1,000)(c)	650,740	

Total transportation and warehousing receipts/revenue, 2017 (\$1,000)(c)	141,253	
Total retail sales, 2017 (\$1,000)(c)	1,357,695	
Total retail sales per capita, 2017(c)	\$25,624	
Transportation		
Mean travel time to work (minutes), workers age 16 years+, 2017-2021		2730.0%
Income & Poverty		
Median household income (in 2021 dollars), 2017-2021	\$83,570	
Per capita income in past 12 months (in 2021 dollars), 2017-2021	\$44,056	
Persons in poverty, percent	4,413	8.1%
Businesses		
All employer firms, 2017	1,405	
Men-owned employer firms, 2017	829	
Women-owned employer firms, 2017	154	
Minority-owned employer firms, 2017	112	
Nonminority-owned employer firms, 2017	1,047	
Nonveteran-owned employer firms, 2017	1,101	
Geography		
Population per square mile, 2020	3,355.60	
Land area in square miles, 2020	16.24	

Appendix B: Selection Guidelines and Standards

Goals of Collection Development: To support the Library's mission by identifying, evaluating, and acquiring circulating materials which support (in no particular order):

- The information needs and public research of the residents of the City of Peabody and the surrounding communities
- The recreational and educational needs of the City of Peabody
- To make materials accessible
- To build on existing collections
- To develop collections in response to technological advances, current events and information needs
- To make materials available in a variety of formats
- To make the best use of existing financial resources
- To make informed decisions in terms of format choices

Materials Selection/Evaluation Criteria

1. **Fiction Criteria:** Factors for selection include but are not limited to (in no particular order):
 - a. Genre
 - b. Expected demand
 - c. Community interests
 - d. Readability, or ability to sustain interest.
 - e. Plot development
 - f. Effective characterization
 - g. Authenticity of setting
 - h. Representation of important movements, genres, trends, or national cultures
 - i. Insight into human and social conditions
 - j. Artistic presentation and experimentation.
2. **Non-Fiction Criteria:** For nonfiction, criteria include, but are not limited to (in no particular order)
 - a. Accuracy
 - b. Currency
 - c. Indices and other reference tools
 - d. Availability of other titles in the field

- e. Reputation or qualifications of the author, artist or publisher
 - f. Appearance of the title or author in special lists and bibliographies
 - g. Timeliness or permanence of the work
 - h. Clarity, accuracy, logic of presentation and/or ease of use
 - i. Contribution to the field of knowledge
 - j. Relationship to the existing collection and to other titles and authors dealing with the same subject
 - k. Availability of the material in the system, in other libraries or in print
 - l. Present and potential relevance to community interests and needs
 - m. Reader demand
 - n. Value of resource in relation to its cost
 - o. Suitability of format for library use
 - p. Technical characteristics, i.e. quality of paper, typography, binding
 - q. Space considerations
 - r. Suitability of subject and style for intended audience
 - s. Level of difficulty
 - t. Comprehensiveness and depth of treatment
 - u. Attention of critics and reviewers
 - v. Quality of illustrations
 - w. Literary quality
 - x. Representation of opposing views
 - y. Professional judgment
3. **DVD Criteria:** The Library offers DVDs for recreational (feature films, TV and streaming series) and informational (i.e., educational series, documentaries, instructional) needs. The guidelines used in the selection of these items include, but are not limited to, literature tie-in (film based on novel or book); critical acclaim (major award-winning films); contemporary, general appeal; classic films; and value or importance to area residents (nonfiction items in art/history/educational/instructional areas).
4. **Paperbacks:** Mass market paperbacks, mostly but not exclusively fiction titles, are collected on a popular or recreational level to supplement the hardbound fiction and nonfiction collections, and to support Library programming. Paperback format may also be selected for titles in the permanent fiction and nonfiction collections when the hardbound format is not available or out of print.

5. **Large Print Books:** The Library offers fiction and nonfiction in large print formats on a popular or recreational level to supplement the hardbound fiction and nonfiction collections.
6. **Foreign Language Selection:** Foreign language titles in fiction and nonfiction are ordered on a limited basis to serve the larger ethnic populations of Peabody residents, primarily including Spanish, Portuguese and Greek
7. **Multimedia Selection:** The Library offers a small collection of multimedia items in fiction and nonfiction formats, intended to aid residents in areas such as college/career materials, GED and other test preparation, arts and crafts, and ESL and adult literacy.
8. **Replacements:** Special lists of needed replacements are compiled by staff on classic, reference, topical interest titles throughout the year. Replacement selection is based on the following criteria (in no particular order):
 - a. Is the item still in demand?
 - b. Is it considered basic or a classic work in its field?
 - c. Is the subject better covered in other works in the collection?
 - d. Is it a duplicate of materials in the collection, and is duplication still needed?
 - e. Is it a last copy of a work in the whole system?
 - f. Is there enough material on this subject in the collection?
 - g. Is the item in print at a reasonable cost?

Appendix C: Guidelines for Gifts and Donations

Donations of material can contribute to the Library's resources over time as they supplement and enhance existing collections that support the recreational and educational needs of staff and patrons. Hardcover trade titles, paperbacks, compact discs, and DVDs are the formats normally brought in by donation.

The Library accepts donations according to the following guidelines:

- All donations become the property of the Peabody Institute Library and are subject to its policies and procedures.
- Due to internal priorities, it is not possible to have individual donations cataloged and processed within defined periods of time.
- Donors who want an appraisal of their material for income tax purposes should make such arrangements prior to donation. The Library does not perform appraisals.
- Some categories of material cannot be used by the Library such as textbooks, Reader's Digest condensed books, and back issues periodicals. Potential donors are urged to contact the Library for more information.
- Materials in poor physical condition cannot be cost effectively added to the Library's collections.
- Materials that cannot be used by the Library will be forwarded to the Peabody Institute Library Foundation as donations for their book sale.

Appendix D: Weeding Policy and Procedure

Listed below, in no particular order, are the general standards and guidelines for weeding items in all formats:

1. To identify and withdraw incorrect or outdated materials. Patrons expect up-to-date information. Outdated medical, legal, travel, tax and educational information especially can cause serious problems for patrons.
2. To remove from the collection those materials that are no longer of use. Space constraints require regular weeding of unused items. If the collection is full of materials that are not being used, patrons cannot find the materials that they do want. Since the Library adds approximately 3500 items each year, the Library should weed somewhat less than that (taking into account attrition from other sources). Optimally, shelves should not be more than 3/4 full.
3. To remove worn or damaged materials. Attractive, clean materials are preferred by patrons and give the message that the Library is a modern, up-to-date source of information. A well-maintained collection sends the message that the Library expects patrons to treat materials with respect and return them in the good condition in which they were borrowed. Popular worn titles should be withdrawn and replaced with attractive newer editions.
4. To increase circulation. Paradoxically, decreasing the size of the collection often results in increasing circulation. Patrons often find it difficult to find useful materials when the collection is overcrowded with outdated, unattractive, irrelevant materials. Weeding makes the "good stuff" more accessible. Death from overcrowding is a common result of collections that are not properly and regularly weeded

Weeding policies for specific collections:

1. Fiction (in no particular order):
 - a. The book has not circulated in two years.
 - b. The book is in poor physical condition.
 - c. There are multiple copies of the book.
 - d. The book is not listed in the *Fiction Catalog*.
 - e. Excess multiple copies of books, which would otherwise be kept, should be discarded or moved to the "Reading Group" collection two years after acquisition;

the maximum number of copies to be retained in the Fiction Collection is two copies.

- f. Items to be discarded will be loaded onto book trucks and taken to Technical Services for deletion from the NOBLE database. Books in good physical condition should be kept for sale by Peabody Institute Library Foundation; those in poor condition should be discarded. The Library will follow City and State regulations with regard to deacquisition of Library materials as City property.
 - g. The last system copies of any item should not be discarded unless the Librarian so determines. The primary responsibility for weeding is that of the collection librarian.
2. *Nonfiction:*
 - a. Use the CREW guidelines (“Continuous Review, Evaluation, and Weeding”) to determine subject-specific time guidelines for dated or obsolete materials. Areas of greatest importance are titles in Technology, Career/Education, Local History and Interest, Medicine/Health, Business/Investments, Travel, and the Natural Sciences.
 - b. Books in poor physical condition.
 - c. Multiple copies.
 - d. The item is not listed in the *Public Library Catalog*.
 - e. Lesser important items in subject areas that are oversubscribed.
 3. *Paperbacks and Large Print Collections (secondary print collections):*
 - a. Poor physical condition
 - b. Multiple copies
 - c. Rarely used (poor circulation)
 4. *Multimedia materials (e.g., DVDs, Music CDs, audiobooks (audiocassettes or CD format) and other non-print materials:*
 - a. Worn out
 - b. Out of date
 - c. Rarely used (poor circulation)

Weeding Process

1. Identify items that are candidates for weeding:
 - a. Train staff to remove shabby, outdated materials for consideration by the Librarian.

- b. Train menders to set aside poor candidates for mending for consideration by the Librarian (replace if appropriate).
 - c. Train staff to use printouts of items not circulated in a certain amount of time (generally 3 years) to remove items for consideration by the Librarian. Where appropriate, staff will note if there are other copies of the book, or other books on the subject on the shelf.
 - d. Examine specific date- sensitive areas (business, investment, science, medicine, law, technology, etc. and weed those items whose information is not current.
 - e. Weed subject areas where currency is less urgent, less often, but still on a regular basis, based on computer generated usage statistics and condition.
 - f. Encourage all staff to be on the alert for dated and superfluous materials.
 - g. Expect staff to make suggestions for weeding and replacement on a continuing basis, for all areas of the collection, including print and other media formats.
- 2. Physically prepare items to be withdrawn
 - 3. Remove items from the database.
 - 4. Order new and replacement titles as necessary.

Appendix E: American Library Association (ALA)'s Library Bill of Rights

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

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.
- VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996.

Appendix F: ALA's The Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth.

It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought.

The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that 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 G: ALA's Evaluating Library Collections: An Interpretation of the Library Bill of Rights

Libraries continually develop their collections by adding and removing resources to maintain collections of current interest and usefulness to their communities. Libraries should adopt collection development and maintenance policies that include criteria for evaluating materials. Reasons for inclusion or removal of materials may include but are not limited to accuracy, currency, budgetary constraints, relevancy, content, usage, and community interest. The collection-development process is not to be used as a means to remove materials or deny access to resources on the grounds of personal bias or prejudice or because the materials may be viewed as controversial or objectionable. Doing so violates the principles of intellectual freedom and is in opposition to the *Library Bill of Rights*.

Some resources may contain views, opinions, and concepts that were popular or widely held at one time but are now considered outdated, offensive, or harmful. Content creators may also come to be considered offensive or controversial. These resources should be subject to evaluation in accordance with collection-development and collection-maintenance policies. The evaluation criteria and process may vary depending on the type of library. While weeding is essential to the collection-development process, the controversial nature of an item or its creator should not be the sole reason to remove any item from a library's collection. Rather than removing these resources, libraries should consider ways to educate users and create context for how those views, opinions, and concepts have changed over time.

Failure to select resources merely because they may be potentially controversial is censorship, as is withdrawing resources for the same reason. Library workers should consider the cataloging, classification, and display of resources to ensure that they are discoverable and readily available to the populations they are meant to serve.

The American Library Association opposes censorship from any source, including library workers, faculty, administration, trustees, and elected officials. Libraries have a profound responsibility to encourage and support intellectual freedom by making it possible for the user to choose freely from a variety of offerings.

Adopted February 2, 1973, by the ALA Council; amended July 1, 1981; June 2, 2008; and June 25, 2019.

Appendix H: ALA's Guidelines for the Development and Implementation of Policies, Regulations, and Procedures Affecting Access to Library Materials, Services, and Facilities

The American Library Association has adopted the Library Bill of Rights and interpretations of the Library Bill of Rights to provide library governing authorities, library workers, and library users with guidelines on how constitutional principles apply to U.S. libraries. Publicly supported libraries exist within the context of a body of law derived from the U.S. Constitution, defined by federal, state, local, and tribal law, and implemented by regulations, policies, and procedures established by their governing bodies and administrations.

These regulations, policies, and procedures establish the mission of the library; define its functions, services, and operations; and help ascertain the rights and responsibilities of the individuals served by the library. Publicly supported library service is based upon the First Amendment right of free expression. The publicly supported library is a government entity that provides free, equal, and equitable access to information for all people of the community it serves.

When this purpose is confirmed in policies and practices, the library is a designated limited public forum for access to information. When library policies or practices make meeting rooms, exhibit spaces, or bulletin boards available for public use, these spaces are designated as limited public forums for the exchange of information. Because the Library Bill of Rights “affirms that all libraries are forums for information and ideas,” libraries that are not publicly supported also are encouraged to observe these guidelines as they develop policies, regulations, and procedures.

Libraries adopt administrative policies and procedures to regulate the organization and use of library materials, services, and facilities. These policies and procedures may have the effect of restricting, denying, or creating barriers to access to the library as a public forum, including the library's resources, facilities, and services. Library policies and procedures that impinge upon First Amendment rights are subject to a higher standard of review than may be required in the policies of other public services and facilities.

Public libraries function as limited public forums for access to information. Article V of the Library Bill of Rights states: “A person's right to use a library should not be denied or abridged because of origin, age, background, or views.” Thus, policies, procedures, or regulations that

may result in denying, restricting, or creating physical or economic barriers to access to the library's public forum must be based on a compelling government interest.

However, publicly supported libraries' governing authorities may place reasonable and narrowly drawn restrictions on the time, place, or manner of access to library resources, services, or facilities, provided that such restrictions are content neutral and are not based upon arbitrary distinctions between individuals or classes of individuals. Some examples of such distinctions would be restricting access based on xvii citizenship or immigration status, restricting access for minors to resources routinely provided to adults, restricting access based on financial means or housing status, or restricting access based on partisan or doctrinal disapproval of the user's views or of the information the user seeks.

Libraries should develop ongoing training programs to foster understanding of the legal framework and principles underlying library policies. Training should also help library workers gain the skills and ability to respond to potentially difficult circumstances in a timely, direct, and open manner. This program should include training to help develop empathy and understanding of the barriers facing some library users.

All library policies, regulations, and procedures should be carefully examined to avoid denying or restricting access or creating barriers to access. All policies should:

1. Be developed and implemented within the legal framework that applies to the library (including the U.S. Constitution, especially the First Amendment, and those provisions addressing due process and equal and equitable treatment under the law as provided in the amendments to the U.S. Constitution and all other applicable federal, state, local, and tribal law);
2. Cite statutes or ordinances upon which the authority to make that policy is based, when appropriate;
3. Be developed and implemented within the framework of the Library Bill of Rights and its interpretations;
4. Be based upon the library's mission and objectives;
5. Avoid restrictions on the access to or use of library resources, services, or facilities unless those restrictions are necessary to achieve the library's mission and objectives;
6. Tailor prohibitions or restrictions narrowly, in the rare instances when they are required, so they are not more restrictive than necessary to serve their objectives;

7. Balance competing interests and avoid favoring the majority at the expense of individual rights;
8. Avoid arbitrary distinctions between individuals or classes of users and denying or abridging a person's right to use library resources, services, or facilities based upon arbitrary distinctions such as origin, age, background, or views¹ ;
9. Not target specific users or groups of users based upon an assumption or expectation that such users might engage in behavior that will materially interfere with the achievement of substantial library objectives;
10. Be clearly stated so that a reasonable person will have fair warning of what is expected;
11. Provide a means of appeal;
12. Be reviewed regularly by the library's governing authority and legal counsel;
13. Be communicated clearly and made available to all library users in an effective manner; and
14. Be enforced evenhandedly and not in a manner intended to benefit or disfavor any person or group in an arbitrary manner.

ALA's Intellectual Freedom Committee recommends that publicly supported libraries use the above guidelines, based on constitutional principles, to develop policies, regulations, and procedures. ¹ In the Library Bill of Rights and all its interpretations, it is intended that "origin" encompasses all the characteristics of individuals that are inherent in the circumstances of their birth; "age" encompasses all the characteristics of individuals that are inherent in their levels of development and maturity; "background" encompasses all the characteristics of individuals that are a result of their life experiences; and "views" encompasses all the opinions and beliefs held and expressed by individuals.

Adopted by the ALA Intellectual Freedom Committee June 28, 1994; revised January 19, 2005; March 29, 2014; and June 24, 2019

Appendix I: Procedures for Requests for Reconsideration

The Peabody Institute Library is willing to re-examine its position on any item in the library's collections. These procedures have been established to deal with objections to materials owned by the Library. No item shall be removed or restricted because of a complaint except in accordance with these procedures.

Any Peabody resident may file a Request for Reconsideration. If the Library has been previously presented with a Request for Reconsideration of a specific title and determines, according to policy, that the item will remain in the Library's collection, that item shall not be requested to be reconsidered again for 1 year from the date of the Library's final decision regarding said title.

1. Initial Complaint. Complainants who come in person, or submit complaints by telephone or by letter should be offered a copy of the REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS form (attached) on which their formal complaint may be submitted. To activate the reconsideration procedures, a complaint must be in writing on the approved forms. Anonymous telephone calls, rumors and voiced concerns are not sufficient to initiate action. Action occurs only when the REQUEST FOR RECONSIDERATION form is returned. Complainants should also be offered a copy of the Peabody Institute Library Collection Development & Maintenance Policy to review.
2. Preliminary Review. As soon as a complaint is filed, the objections should be reviewed by a committee of professional staff appointed by the Director. The item should be read, viewed or listened to in its entirety by the committee, the original reasons for purchase should be evaluated, and objections should be considered in terms of the Library's materials selection policy, the principles of the LIBRARY BILL OF RIGHTS, and the opinions of the various reviewing sources used in materials Selection.
3. Preliminary Response. The objections and the preliminary response should be forwarded to the Library Director, who should review the response and either add relevant comments or return the response to the committee for further clarification, following which the selector should make a written response to the complainant. It is critical that

the review process be as objective as possible. If the challenged item does not meet the Library's selection criteria, then the Library should be ready to acknowledge that the material is unsuitable and withdraw it from the collection. If, on the other hand, the material does meet the selection criteria and is deemed suitable for the collection, the Library should respond to the complainant clearly and precisely. The response should also inform the complainant how to pursue the matter further.

4. Alert the Trustees. Simultaneous with the preliminary review and the formulation of a preliminary response, the Library Director should routinely notify the Trustees that a formal complaint has been made.
5. First Appeal. If the complainant is not satisfied with the preliminary response, the Library Director is the person to whom an initial appeal is made. The complainant should be contacted promptly by the Director, the library's decision should be explained, and further discussions welcomed.
6. Second Appeal. If the complainant still feels that the problem has been dealt with inadequately, a final appeal to the Trustees of the Peabody Institute Library can be made. The appeal should be submitted in writing and will be placed on the agenda of the next regularly scheduled Trustees meeting, at which time the Board will conduct a challenge hearing to provide the forum for the complainant to air objections to the title in the collection and the recommendation of the Library Director. It should be announced at the beginning of the hearing that the Board will issue its decision at the following regularly scheduled meeting, and that the hearing is simply to hear all sides of the issue.

As approved by the Board of Library Trustees the 8th day of June, 2022.

Request for Reconsideration of Library Materials

Date: _____

Name: _____

Address: _____

Phone: _____ Email: _____

1. Resource on which you are commenting:

_____ Book

_____ Audiovisual Resource

_____ Magazine

_____ Other: _____

_____ Newspaper

Title of Material: _____

Author/illustrator: _____

Publisher: _____

Publication Date: _____

2. Location of Material:

_____ Main Library

_____ South Branch

_____ West Branch

What section of the Library is this item located in?

_____ Adult

_____ Teen

_____ Children

3. Why do you object to this material? Please be specific (i.e. pages, etc)

4. Did you read/view the entire item? If not, what parts have you read/viewed? Please be specific.

5. What do you think might be the result of reading, listening to, or viewing this material?

6. What do you think is the theme or purpose of this work?

7. Are you aware of the judgment of this material by professional critics?
What reviews have you seen?

8. How did you become aware of this material?

9. What would you like the library to do about this material?

10. Would you recommend this material to anyone? Why or why not?

11. Please suggest alternative material of equal literary quality that could provide similar information and convey as valuable a picture and perspective of the subject.

Please return this form to:

Cate Merlin, Library Director

Peabody Institute Library

82 Main Street, Peabody MA 01960

merlin@noblenet.org

The Library Director will respond to your request within 30 days.