

# Delaware Library Consortium Public Libraries Collection Development Policy

## Introduction

Members of the Delaware Library Consortium (DLC) are committed to providing the people of our community with library materials that meet their informational, educational, cultural, and recreational needs. In order to attain this end, the DLC has established policies and procedures for developing and maintaining the collections of its libraries.

Libraries in the Consortium participate in Collaborative Collection Development to increase the scope of resources available throughout the State. Cooperation among libraries delivers more information from a wider variety of sources than a single library can provide, permits better resource allocation, and leads to more intensive use of collections. Through Collaborative Collection Development, member libraries in the Delaware Library Catalog expect to:

- Coordinate purchase of expensive resources in all formats.
- Draw upon the resources of other member libraries.
- Expand member holdings in traditional and electronic formats
- Improve patron access to materials of special interest
- Minimize expensive duplication

The DLC includes public libraries, academic libraries, school libraries and special libraries. This policy applies to the public libraries in the Consortium. Academic, school and special libraries should be contacted directly about their individual policies.

## Public Libraries

Each member public library builds their own collection to serve its clientele and community, to support core local needs and to contribute to the aggregate collection. Access is free to all. Materials are selected according to content, regardless of the format. The selection and maintenance of materials is the responsibility of the governing structure of the individual library or their designees. The needs of the local community are the chief determinants in the content of the collection, with the size of the individual libraries an important factor in determining the scope of their collections. No attempt is made to be complete in terms of historical coverage. No effort is made to preserve or protect the last copy of any title in the collection. Reference collections will meet general community needs, not specialized research.

Collection development in DLC public libraries is based on the principles espoused in the American Library Association's *Library Bill of Rights*, *The Freedom to Read Statement*, *The Freedom to View Statement*, *Equity, Diversity, and Inclusion* and the *Diverse Collections* statements, and the *Code of Ethics*, which are included in this policy.

Responsibility for children's use of library materials rests with their parents, guardians or caregivers.

Suggestions from the public for purchase or retention are welcomed and are given serious consideration. The "Request for Purchase" form is available upon request. The library may remove some material as it becomes obsolete, damaged, worn, no longer useable, or as demand declines.

Interlibrary Loan services are available for requesting materials from libraries outside of the Delaware Library Catalog.

Patrons who object to titles in the collection may make a request for reconsideration to the library manager/director of the facility which owns the item. The library manager/director will first seek to resolve the complaint informally. Patrons are encouraged to complete the Request for Reconsideration form (available upon request and as Appendix A) and share it with the library manager to assist their discussion. Part of this process may involve sharing information with the concerned patron, such as reviews or holdings in other library systems. Consultation with the local library board may occur as part of the informal reconsideration process.

If the matter cannot be resolved informally, the library manager will provide the concerned patron with the Request for Reconsideration form and a copy of this policy. The library manager will provide a written response within thirty (30) business days of receipt of the completed complaint form. Consultation with the local library board may occur as part of the formal reconsideration review.

If not satisfied, the concerned patron may appeal the decision within thirty (30) business days following the libraries manager's direction to the next highest appropriate authority, which in most cases will be the Delaware Library Consortium Public Libraries Steering Committee. The Delaware Library Consortium Public Libraries Policy Steering Committee or the next highest appropriate authority will respond in a timely manner.

Appeals to the decision by the Delaware Library Consortium Public Libraries Policy Steering Committee or the next highest appropriate authority may be referred to the Council on Libraries for their advice before going to the State Librarian for the final decision.

Requests for reconsideration are reported to the appropriate organizations, including the American Library Association and the Delaware Library Association.

### **Library Bill of Rights** (<https://www.ala.org/advocacy/intfreedom/librarybill>)

The American Library Association affirms the principles for the interests, information, and enlightenment of the people of the community, and it guides the selection of materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

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

*Inclusion of "age" reaffirmed January 23, 1996.*

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

### **The Freedom to Read Statement (<https://www.ala.org/advocacy/intfreedom/freedomreadstatement>)**

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.*

*A Joint Statement by:*

*American Library Association  
Association of American Publishers*

*Subsequently endorsed by:*

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

**Freedom to View Statement** (<https://www.ala.org/advocacy/intfreedom/freedomviewstatement>)

The **FREEDOM TO VIEW**, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

*This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.*

*Endorsed January 10, 1990, by the ALA Council*

**Equity, Diversity, Inclusion: An Interpretation of the Library Bill of Rights**

(<https://www.ala.org/advocacy/intfreedom/librarybill/interpretations/EDI>)

The American Library Association affirms that equity, diversity, and inclusion are central to the promotion and practice of intellectual freedom. Libraries are essential to democracy and self-government, to personal development and social progress, and to every individual's inalienable right to life, liberty, and the pursuit of happiness. To that end, libraries and library workers should embrace equity, diversity, and inclusion in everything that they do.

"Equity" takes difference into account to ensure a fair process and, ultimately, a fair outcome. Equity recognizes that some groups were (and are) disadvantaged in accessing educational and employment opportunities and are, therefore, underrepresented or marginalized in many organizations and institutions. Equity, therefore, means increasing diversity by ameliorating conditions of disadvantaged groups.

"Diversity" can be defined as the sum of the ways that people are both alike and different. When we recognize, value, and embrace diversity, we are recognizing, valuing, and embracing the uniqueness of each individual.

"Inclusion" means an environment in which all individuals are treated fairly and respectfully; are valued for their distinctive skills, experiences, and perspectives; have equal access to resources and opportunities; and can contribute fully to the organization's success.

To ensure that every individual will feel truly welcomed and included, library staff and administrators should reflect the origins, age, background, and views of their community. Governing bodies should also reflect the community. Library spaces, programs, and collections should accommodate the needs of every user.

**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.**

Library collections, in a variety of material formats, should include a full range of viewpoints and experiences, serving the needs of all members of the community. Historically, diverse authors and viewpoints have not been equitably represented in the output of many mainstream publishers and other producers. It may require extra effort to locate, review, and acquire those materials.

Therefore, libraries should seek out alternative, small press, independent, and self-published content in a variety of formats. Libraries may benefit from cooperative arrangements and other partnerships to share in the work of locating and acquiring diverse materials. Interlibrary loan may complement but not substitute for the development of diverse local collections.

All materials, including databases and other electronic content, should be made accessible for people who use adaptive or assistive technology.

To provide equitable and inclusive access, libraries must work closely with diverse communities to understand their needs and aspirations, so that the library can respond appropriately with collections and services to meet those needs. All community members will feel truly welcomed and included when they see themselves reflected in collections that speak to their cultures and life experiences.

**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.**

Beyond merely avoiding the exclusion of materials representing unorthodox or unpopular ideas, libraries should proactively seek to include an abundance of resources and programming representing the greatest possible diversity of genres, ideas, and expressions. A full commitment to equity, diversity, and inclusion requires that library collections and programming reflect the broad range of viewpoints and cultures that exist in our world. Socially excluded, marginalized, and underrepresented people, not just the mainstream majority, should be able to see themselves reflected in the resources and programs that libraries offer.<sup>1</sup>

### **III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.**

By challenging censorship, libraries foster an inclusive environment where all voices have the opportunity to be heard. Inclusive materials, programs, and services may not be universally popular, but it is the library's responsibility to provide access to all points of view, not just prevailing opinions. Libraries should prepare themselves to deal with challenges by adopting appropriate policies and procedures. Libraries should respectfully consider community objections and complaints, but should not allow controversy alone to dictate policy.

Governing bodies, administrators, and library workers must discourage self-censorship. Fears and biases may suppress diverse voices in collections, programming, and all aspects of library services.<sup>2</sup> Libraries should counter censorship by practicing inclusion.

### **IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.**

American society has always encompassed people of diverse origin, age, background, and views. The constitutional principles of free expression and free access to ideas recognize and affirm this diversity. Any attempt to limit free expression or restrict access to ideas threatens the core American values of equity, diversity, and inclusion.

Libraries should establish and maintain strong ties to organizations that advocate for the rights of socially excluded, marginalized, and underrepresented people. Libraries should act in solidarity with all groups or individuals resisting attempts to abridge the rights 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.**

In the Library Bill of Rights and all of its Interpretations and supporting documents, the principle of inclusion is clear and unambiguous.

"Origin" encompasses all of the characteristics of individuals that are inherent in the circumstances of their birth.

"Age" encompasses all of the characteristics of individuals that are inherent in their levels of development and maturity.

"Background" encompasses all of the characteristics of individuals that are a result of their life experiences.

"Views" encompass all of the opinions and beliefs held and expressed by individuals.

Libraries should regularly review their policies with the goal of advancing equity of access to the library's collections and services. Identification requirements, overdue charges and fees, or deposits for service are examples of traditional approaches that may exclude some members of the community.<sup>3</sup>

**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.**

Libraries should not merely be neutral places for people to share information, but should actively encourage socially excluded, marginalized, and underrepresented people to fully participate in community debates and discussions.

Libraries should welcome diverse content in their exhibit spaces and diverse ideas, individuals, and groups in their meeting rooms, even if some members of the community may object or be offended.<sup>4</sup>

**Conclusion**

To uphold the Library Bill of Rights and serve the entire community, governing bodies, administrators, and library workers should embrace equity, diversity, and inclusion.

<sup>1</sup> “[Library-Initiated Programs and Displays as a Resource: An Interpretation of the \*Library Bill of Rights\*](#),” Adopted January 27, 1982, by the ALA Council; amended June 26, 1990; July 12, 2000; June 26, 2018 *under previous name* "Library-Initiated Programs as a Resource"; and June 24, 2019.

<sup>2</sup> “[Diverse Collections: An Interpretation of the \*Library Bill of Rights\*](#),” Adopted July 14, 1982, by the ALA Council; amended January 10, 1990; July 2, 2008; July 1, 2014 *under previous name* "Diversity in Collection Development"; and June 25, 2019.

<sup>3</sup> “[Economic Barriers to Information Access: An Interpretation to the \*Library Bill of Rights\*](#),” Adopted June 30, 1993 by the ALA Council and amended June 25, 2019.

<sup>4</sup> “[Meeting Rooms: An Interpretation of the \*Library Bill of Rights\*](#),” Adopted July 2, 1991, by the ALA Council; amended June 26, 2018; amended version rescinded August 16, 2018; amended January 29, 2019.

*Adopted June 27, 2017 by the ALA Council.*

**Diverse Collections: An Interpretation of the Library Bill of Rights**

(<https://www.ala.org/advocacy/intfreedom/librarybill/interpretations/diversecollections>)

Collection development should reflect the philosophy inherent in Article I of the *Library Bill of Rights*: “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.” A diverse collection should contain content by and about a wide array of people and cultures to authentically reflect a variety of ideas, information, stories, and experiences.

Library workers have an obligation to select, maintain, and support access to content on subjects by diverse authors and creators that meets—as closely as possible—the needs, interests, and abilities of all the people the library serves. This means acquiring materials to address popular demand and direct community input, as well as addressing collection gaps and unexpressed information needs. Library workers have a professional and ethical responsibility to be proactively inclusive in collection development and in the provision of interlibrary loan where offered.

A well-balanced collection does not require a one-to-one equivalence for each viewpoint but should strive for equity in content and ideas that takes both structural inequalities and the availability of timely, accurate materials into account. A diverse collection should contain a variety of works chosen pursuant to the library's selection policy and subject to periodic review.

Collection development, as well as cataloging and classification, should be done according to professional standards and established procedures. Developing a diverse collection requires:

- selecting content in multiple formats;
- considering resources from self-published, independent, small, and local producers;
- seeking content created by and representative of marginalized and underrepresented groups;
- evaluating how diverse collection resources are cataloged, labeled, and displayed;
- including content in all of the languages used in the community that the library serves, when possible; and
- providing resources in formats that meet the needs of users with disabilities.<sup>1</sup>

Best practices in collection development assert that materials should not be excluded from a collection solely because the content or its creator may be considered offensive or controversial. Refusing to select resources due to potential controversy is considered censorship, as is withdrawing resources for that reason. Libraries have a responsibility to defend against challenges that limit a collection's diversity of content. Challenges commonly cite content viewed as inappropriate, offensive, or controversial, which may include but is not limited to prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, scientific research, sexual content, and representation of diverse sexual orientations, expressions, and gender identities.

Intellectual freedom, the essence of equitable library services, provides for free access to varying expressions of ideas through which a question, cause, or movement may be explored. Library workers have a professional and ethical responsibility to be fair and just in defending the library user's right to read, view, or listen to content protected by the First Amendment, regardless of the creator's viewpoint or personal history. Library workers must not permit their personal biases, opinions, or preferences to unduly influence collection development decisions.<sup>2</sup>

<sup>1</sup> "[Services to People with Disabilities: An Interpretation of the \*Library Bill of Rights\*](#)," adopted January 28, 2009, by the ALA Council under the title "Services to Persons with Disabilities"; amended June 26, 2018.

<sup>2</sup>ALA *Code of Ethics*, Article VII, adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; and January 22, 2008.

*Adopted July 14, 1982, by the ALA Council; amended January 10, 1990; July 2, 2008; July 1, 2014 under previous name "Diversity in Collection Development"; and June 24, 2019.*

## **Code of Ethics of the American Library Association**

<https://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/proethics/codeofethics/Code%20of%20Ethics%20of%20the%20A%20merican%20Library%20Association.pdf>

As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

- I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
- II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
- III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
- IV. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
- V. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
- VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
- VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
- VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of coworkers, and by fostering the aspirations of potential members of the profession.

*Adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; and January 22, 2008.*

*The previous version of this file has long held the **incorrect amendment date of June 28, 1997**; the [Office for Intellectual Freedom](#) regrets and apologizes for the error.*

**Delaware Library Consortium Public Libraries Collection Development Policy** adopted by the Public Library Policy Steering Committee on July 1, 2021 and by the Council on Libraries on August 12, 2021.

Appendix A

Delaware Library Consortium Request for Reconsideration Form

Date \_\_\_\_\_ Branch \_\_\_\_\_

Item Information

Title Author/Artist \_\_\_\_\_

Publisher \_\_\_\_\_

Publication Date \_\_\_\_\_ Format \_\_\_\_\_

Patron Information

Name \_\_\_\_\_

Address \_\_\_\_\_

Email Address \_\_\_\_\_

Home Phone \_\_\_\_\_ Cell Phone \_\_\_\_\_

Are you representing yourself or an organization?  Self  Organization

If you are representing an organization, what is its name? \_\_\_\_\_

What are your objections to the work? Please be specific.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

What impact do you feel this material might have?

\_\_\_\_\_  
\_\_\_\_\_

Did you find anything worthwhile in it? If so, what was it?

\_\_\_\_\_  
\_\_\_\_\_

Are you aware of the critics' judgment of this material? Yes  No

Did you finish the entire work? If not, Yes  No

what parts did you finish?

\_\_\_\_\_

If you have further comments, please feel free to add additional pages.

Signature \_\_\_\_\_

## **Requests For Reconsideration Form (Verso)**

Patrons who object to titles in the collection may register their concern by filing a "Request for Reconsideration Form". This form is available upon request.

Requests for reconsideration of material shall be referred to the library manager/director of the facility which owns the item. The library manager/director will seek to resolve the complaint informally. Part of this process may involve sharing information with the concerned patron, such as reviews or holdings in other library systems. Consultation with the local library board may occur as part of the informal reconsideration process.

If the matter cannot be resolved informally, the library manager/director will provide the concerned patron with a Request for Reconsideration Form and a copy of the collection development policy. The library manager/director will provide a written response within thirty (30) business days of receipt of the completed complaint form. Consultation with the local library board may occur as part of the formal reconsideration review.

If not satisfied, the concerned patron may appeal the decision within thirty (30) business days following the libraries manager/director's direction to the next highest appropriate authority, which in most cases will be the Delaware Library Consortium Public Libraries Policy Steering Committee. The Delaware Libraries Consortium Public Libraries Policy Steering Committee or the next highest appropriate authority will respond in a timely manner.

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