



Collection Development Policy

**Library Board of Trustees Policy 401
Adopted September 26, 2012**

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MONTEREY PUBLIC LIBRARY

Collection Development Policy

I. Introduction

The Monterey Public Library's Collection Development Policy outlines the basic criteria for selection and retention of materials and digital resources in the Library collection. Its purposes are to define the current policies that guide staff in selection and other collection development assignments, and to provide Library customers and the public with an understanding of how the Library collection is developed and managed.

Community and customer needs and interests as well as preferred formats and technologies for reading, listening and viewing can change rapidly. The Library Director and designated staff are responsible for updating collection development priorities and resource allocations within the framework of this policy to meet current needs.

A. Library mission and vision statements

The Monterey Public Library is a welcoming community, cultural and learning center for people of all ages. Our collections and services inspire, delight and educate, preserve Monterey's memory and link the community with the knowledge and cultures of the world. Our staff members encourage discovery, share the joy of reading and protect the right to know.

The Library's Vision Statement is: The Monterey Public Library preserves Monterey's memory and ensures a literate, engaged community for the 21st century.

B. Community and user groups defined

The City of Monterey is located on the central California coast. It is a Charter City of approximately 28,000 residents, with a large daily population of visitors. It is the economic center of the Monterey Peninsula.

Monterey Public Library is a department of the City of Monterey. Acquisitions reflect the needs and interests of City residents of all ages. Collection development decisions also respond to residents of nearby communities who come to Monterey for work, study, business, and pleasure. The Library participates in the Universal Borrowing provisions of the California Library Services Act, offering free library cards to California residents. Materials and information about Monterey and the region are acquired for tourists and other visitors, and all Library customers' requests and interests are considered in selection decisions.

The Library is a resource for City government and other local agencies. The collection also serves the general information needs of students, faculty and staff of area schools, including public and private elementary and secondary schools, Monterey Peninsula College, Monterey Institute of International Studies, the Defense Language Institute, the Naval Postgraduate School, and California State University Monterey Bay.

According to the United States Census 2010, 5.1% of the City population were under age 5 (1,423), 5.6% were ages 5-11 (1,554), 4.6% were ages 12-17 (1,289), 69.2% were ages 18-64 (19,247), and 15.5% were age 65 and older (4,297).

2010 Census data on education and language in Monterey is not yet available. 91.6% of adults were educated at a high school level or higher in 2000. 75% of people in Monterey spoke English as a primary language. 8.6% spoke Spanish as a primary language. Other languages spoken by more than 1% of the population included Italian, Japanese, German, Chinese, Russian, French and Arabic. 91% of the people whose primary language was not English also spoke English "very well".

C. Community needs and services defined

The primary objectives of the Monterey Public Library collection are to respond to the requests, appeal to the interests, and meet the needs of the diverse Library community and customers. Additional collection development priorities include providing and promoting:

- Current information about community, regional, state, national and world affairs.
- Information and ideas representing a wide range of viewpoints on topics of community interest.
- Inspiration, insight and delight from reading, listening, and viewing.
- Understanding of diverse social issues and cultural heritages.
- Assistance for individual, family, and community development.
- Support for language and cultural literacy.
- Resources for informal self-education and lifelong learning.
- Supplementary resources for assignments and research from grade school through undergraduate education.
- Assistance in improving job and career skills.
- Access to world history, culture, and literature.
- Preservation of community memory in local historic resources.

II. Description of the collection

As of June 2012, the Library's physical collection consisted of approximately 108,000 titles and 121,000 items. About 30% of Library books and audiovisual materials are in the Youth Services Collection. With the exception of reference materials, current periodicals, and the Local History Collection, customers may check out most materials. Digital collections available through the Northern California Digital Library included approximately 4,400 ebook titles (9,300 items) and 3,900 digital audiobooks titles (7,500 items).

A. Chronological coverage

The median publication dates of most areas of the collection range from 1997 to 2007 in 2012. In certain subject areas, such as literature and art, the age of the work is not critical and the Library holds titles in an extensive chronological range. In other areas, such as medicine and technology and many popular collections, publication date is a critically important criterion and the median publication date of the works is much more recent. The Library also maintains a historical record of Monterey and the Monterey Peninsula.

B. Formats

The collection consists primarily of hardcover and paperback books, magazines and newspapers in print, digital, and microfilm formats, DVDs, audio compact discs (CDs), pre-loaded digital audio players (Playaways), and online digital resources including ebooks, digital audiobooks, and subscription databases. Magnetic media (audio and videocassettes) is no longer acquired for the circulating collection. A limited number of videocassettes will be retained in the Youth Services collection as long as usage warrants. Additional formats may be acquired for the Local History Collection as specified in section XI.D.1.b.iv.

The Library Director may approve addition of new formats to the collection for evaluation based on customer requests or anticipated community interest without revision of this policy. If usage justifies continuation of these trial collections, a policy revision will be submitted for approval within one year. The Library Director may approve elimination of formats which have been superseded by new technology based on limited and declining usage.

Based on community demand, budget limitations, technical considerations, and/or availability the Library does not acquire phonograph albums, software (except when included with other material in a read-only format), audiocassettes, videocassettes, or art prints for circulation.

Multimedia works that combine materials in more than one format are popular. Attached materials such as audio CDs, CD-ROMs, and DVDs enhance the value and appeal of many books. Multiformat titles may be acquired after the selector has determined where the materials will be located based on this policy and consulted Technical Services staff if necessary about any special processing requirements. Attached materials cannot take the place of a separate format collection. When there is growing customer demand for an attached format that is not otherwise acquired, this format will be considered for addition as a separate collection. Storytime, Skills and Travel Kits may combine the above formats with maps, toys, flannel board materials, puppets, journals or other non-standard formats.

C. Multiple copies

The Library purchases multiple copies to reduce the amount of time customers must wait for popular titles. Added copies are purchased as promptly as possible to anticipate customer demand. Because of cost, customer expectations, and collection priorities, multiple copies of non-print titles are purchased only in cases of high community interest.

Selectors consider purchasing one or more added copies when the number of holds on each copy currently in the collection exceeds a designated number. This number may be revised annually based on available funds. Selectors will choose to purchase added copies when demand is expected to persist or increase based on the type of material, time since publication, demand for similar titles and/or the author's previous works, planned publication of sequels, media publicity, etc.

Multiple copies may also be acquired:

- To anticipate demand resulting from community events and activities such as author visits, local promotion, seasonal celebrations, and media tie-ins
- To support Library programs.
- To provide convenient customer access in more than one area. For example, the same title may be purchased for both teen and adult collections or for the Local History Collection, Monterey collection, and general circulating collection.
- To anticipate long-term demand for local-interest titles which may have limited print availability.

The Library welcomes gifts of titles which remain in high demand.

D. Series

The Library often purchases representative titles in many series of related works, rather than every title in a limited number of series, particularly in smaller and more selective collections such as graphic novels, audiobooks, and DVDs.

E. Languages

The Library collection consists primarily of works in the English language. The City of Monterey is a center for international and language education, however, so language collections are a priority. The Library collects language instruction books and audiovisual materials, as well as dictionaries, phrase books, and bilingual works in requested languages. Limited collections of fiction, nonfiction, and audiovisual works for adults and children in the languages most read in the community and requested by Library customers are maintained. A small number of non-English titles for visitors is included in the Monterey Collection, and the Library subscribes to a few popular magazines in non-English languages.

F. Local authors

Works by Monterey or Monterey area authors and other creators are selected based on the criteria in this policy. Because of space limitations and collection development priorities, works are not added to the collection solely because they are created by local residents, and the Library cannot serve as a repository for the works of any local creator. Works by local authors may be included in the Local History Collection based on section XI.D.1.b.viii. below.

G. Funding considerations

The City of Monterey General Fund supports the Library's core collection and ongoing acquisition activities. Currently, about 4.2% of the Library General Fund budget is devoted to collection development. Adjusting for inflation, the General Fund Collection Development budget was reduced 60% between 2001 and 2011 because of City revenue and budget reductions, necessitating a collection that is more carefully selected and targeted on the specific needs and interests of the Monterey community.

The Library gratefully accepts donations for purchase of Library materials and digital resources, including memorial and honorary donations. Library supporters' generous donations are increasingly important to supplement declining General Fund support for Library acquisitions. Donations designated for collection development are deposited in and expended from the Library Trust Fund. For additional information about donations to the library, refer to **Policy 190: Gifts, Donations, Sponsorships, and Fundraising**.

The selection criteria, collection development levels, and descriptions of specific collections and formats in this policy broadly govern allocation of collection development funds to specific areas. However, the collection development budget is reviewed and revised each year in response to changes in community needs and interests, usage, costs, and technology.

III. Responsibility for Collection Development

Article 7 of the Monterey City Charter gives the Library Board of Trustees responsibility for selecting materials for the Library collection. This responsibility is delegated to the Library Director, acting within the framework of this and other policies established by the Board. The selection of materials and digital resources to be added to the collection, those to be withdrawn, and ongoing management of the collection, is delegated by the Director to designated professional staff.

IV. Selection Criteria and Procedures

In addition to the criteria established elsewhere in this policy, community interest, demand, and popularity as indicated by circulation of similar resources, customer requests, user and community surveys, and other measures are always considered in making selection decisions.

The following factors may also be taken into account when considering whether any title should be added to the collection:

- The creator's reputation and other works.
- Reliability and reputation of the publisher or other source.
- Accuracy of contents.
- Literary style and readability; musical and/or visual style and appeal.
- Originality.
- The inclusion of special features, such as illustrations, indexes, bibliographies, maps or diagrams, attached audiovisual or digital materials.
- Appropriateness of the format and presentation for the information provided and the intended users.
- Similar content in the Library collection.
- Diversity of viewpoints, genres, styles and approaches.

Available shelving space also limits the size of the physical collection as a whole. Space may be reallocated among specific collections based on current usage and priorities.

Resources consulted in selection include professional and popular reviews, indexes and bibliographies, trade catalogs, publishers' advertisements, and customer recommendations.

V. Gifts

The Library accepts gifts in many formats. Those gifts which fall within the scope of this Collection Development Policy may be added to the collection. The Library does not accept gifts of single issues of magazines and newspapers, or magnetic media (audio and video cassettes) unless the material falls within the scope of the Local History Collection (XI.D.1).

In addition to the criteria stated elsewhere in this policy, the supplies, equipment and staff time required for processing, preservation, and management of the materials will be considered when evaluating potential gifts of individual items and collections.

The Library usually accepts only unconditional gifts. Donations are not automatically added to the collection, there is no guarantee that donated items will be shelved together or retained permanently, and gifts which are not selected for the collection are sold by the Library or the Friends of the Library to benefit Library services. Exceptions and other special arrangements may be made by agreement of the donor and the Library Director or designated staff. At times donations must, regretfully, be declined.

Donors of materials for the Library collection may complete a gift form, which serves as their receipt for income tax purposes. The Library does not provide an estimate of the value of materials donated. By special arrangement, the Library may assist donors of Local History Collection materials in obtaining an independent financial appraisal. For additional information about gifts and donations to the library, refer to **Policy 190: Gifts, Donations, Sponsorships, and Fundraising**.

VI. Recommendations for purchase

The Library responds to customer and community needs and interests, and welcomes suggestions of specific titles to be purchased and areas of the collection to be enhanced. The criteria defined in this policy are applied to any recommendations for purchase. Customers may request that the items they suggest be held for them on arrival if they are acquired. Customers who recommended titles that are not selected are notified by designated staff.

VII. Collection maintenance

The collection undergoes ongoing review and weeding to keep all areas attractive and accessible to Library users, to maintain accuracy, relevance and timeliness, to ensure compliance with the Collection Development Policy, and to remain within space limitations.

Materials are removed from the collection when:

- They are no longer within the scope of the Collection Development Policy.
- They have zero or low circulation or use within an appropriate time period for the collection under review.
- They contain obsolete information, theories or concepts that are not useful for historic reference.
- There are duplicate copies, unless multiple copies are justified by customer demand.
- Newer editions are acquired, unless older editions contain valuable information not found in later editions.
- They are in poor physical condition, unless they cannot be replaced and are considered essential to the collection.

Materials which are weeded from the collection are disposed of in one of the following ways:

- For reference items that still have value to other libraries, by circulating a list of discarded titles so that other libraries may request them.
- For items that may have monetary value, by selling them directly or through the Friends of the Monterey Public Library to benefit Library collections and services.
- For items that are not of interest to other libraries and do not have resale value, by donating them to an appropriate nonprofit organization approved by the Library Director.
- For items that are not of interest to other libraries, do not have resale value, and are not of interest to any appropriate nonprofit organization, by recycling or discarding them.
- For special items or collections which have significant monetary value, by selling them by sealed bid, through book dealers, or through consignment houses.

Resources in areas such as law and medicine are reviewed frequently and removed if they contain outdated or incorrect information. Removed materials in these areas are recycled or discarded rather than donated or sold.

If an item is determined to be a classic and needed to meet collection development goals, the item will be retained or replaced. A classic is defined as a work of enduring significance, interest and appeal. Classics are identified based on the standards of their own cultural tradition and genre and on the long-term needs of the Library community. Selectors determine which titles should be considered classics and remain in the collection despite their age, physical condition or limited circulation. In evaluating a title, the selector will:

- Check the title's status as a classic using standard publications and selection tools.

- Consider collection development goals. While some areas of the collection are developed to the research level and include most classic materials, other areas are maintained at a basic level and may only include a few classics.

Rebinding, repair or replacement is considered for those materials in poor physical condition which are unsuitable for withdrawal. Criteria for rebinding, repair or replacement are:

- Customer or community demand for a particular title or subject.
- Lack of availability of more current or accurate sources.
- Lack of duplication of the particular title or subject in other materials in the collection.
- Ability of staff or vendors to complete needed repairs.

VIII. Challenges and censorship

The Monterey Public Library supports the right to know and values full and equal access to the facility, its collections and services, and information in all formats: print, digital, audio and visual. We value the Library as a public space for the open communication of ideas and information. The Library subscribes in principle to the American Library Association Library Bill of Rights, Freedom to Read Statement and all approved amendments and interpretations. These include but are not limited to the Free Access to Libraries for Minors and Freedom to View Statements. Copies of these documents are appended to this policy. The Library celebrates everyone's intellectual freedom and applies no restriction on the right to read, listen or view.

The Library acquires a wide variety of and digital resources to meet the needs of the community's diverse population and to provide a balanced representation of information, ideas and viewpoints. Titles are not excluded because of an author's race, nationality, sex, sexual orientation, or political, philosophical, social or religious views.

The Library provides resources for all ages. Individuals in our community have a wide variety of beliefs about what kind of material and information is appropriate for themselves and their families. Only parents and guardians have the authority and responsibility to restrict their children's, reading, listening, and viewing.

It is expected that every Library customer and community member will disagree with some of the information and ideas contained in the Library's collection. Sometimes, however, an individual has a serious question about the selection of a title in the collection. In that case, the individual may choose to discuss this title with a librarian and/or submit a **Request for Reconsideration of Library Materials**. A copy of this form is included as Appendix B of this policy. When a Request for Reconsideration is submitted, designated professional staff make a recommendation to the Library Director, who determines whether or not the item will be retained, removed, or relocated, and responds in writing within 60 days after the request is received. All selectors are informed of the final disposition of challenged materials. The Library Director's decision may be appealed to the Library Board of Trustees. Under Article 7 of the Monterey City Charter, the Library Board of Trustees is the final authority for collection development decisions.

For questions concerning Library access to digital resources which are not included in the Library collection, refer to **Policy #170: Computer and Internet Access and Use**.

IX. Limits on the collection

The Library generally does not purchase certain types of materials because of space and storage limitations, because some materials do not withstand the degree of use

experienced in a busy public library, and/or because of collection development priorities based on the Library's mission. Although rare exceptions may occur, materials not acquired include:

- **Text books.** The Library's collection is intended to meet the general interests and needs of the community. This includes supporting the curriculum of educational institutions with assignment-related resources in all formats, but not providing basic curriculum materials.
- **Books that invite the reader to write in them, punch out illustrations or diagrams, etc.** These include coloring books, workbooks, puzzle books, exam books, etc. Exceptions are made when the information is not available in any other format, such as books to help individuals study for educational and employment tests.
- **Books with spiral and other fragile bindings.** The cost to purchase, catalog and process these items does not warrant their short shelf life unless they are considered essential to the Library collection and are not available in more durable editions.
- **Books with unusual formats, toys, props or other attachments.** Difficulties in storage and inventory maintenance generally preclude the purchase of these items. However, items in unusual formats may be acquired for multiformat collections, such as the Travel, Storytime, and Skills Kits. Books with attached materials in formats such as audio CD, CD-ROM, and DVD may be selected based on section II.B. above.

X. Collection development levels¹

The Library has developed the following standards for measuring the depth and breadth of established collection areas.

Out of scope

The Library does not collect in this area.

Basic level

An area in which few selections are made beyond very basic works. A collection at this level should be frequently and systematically reviewed for currency of information.

General interest level

A collection of up-to-date general resources that serve to introduce and define a subject, format, or genre and to indicate the varieties of information available elsewhere. A general interest collection can support routine public inquiries, but is not sufficiently intensive to support independent study or wide-ranging and specialized recreational reading, listening, or viewing. In subjects where currency is important, resources are selected to meet demand and obsolete titles are withdrawn. A representative selection is retained.

Advanced interest level

¹ Adapted from guidelines developed by the American Library Association. "Guidelines for the formulation of collection development policies." *Library Resources and Technical Services*, 21:42-3, Winter, 1977, and *Guide for Written Collection Policy Statements*. 2nd ed. Joanne S. Anderson, ed., Chicago and London: American Library Association, 1996.

A collection of the most popular or influential resources in a broad area, which supports a wide range of recreational reading, listening, or viewing, meets general information needs, and sustains independent study. It includes many of the works of the more popular or influential authors and selections from the works of other authors. Material of lasting value is retained.

Research level

A collection that includes the major resources in a subject, format, or genre and is able to support independent study and research. It includes primary historical documents as appropriate, and resources containing research reports, new findings, analyses, and interpretations, experimental results, and other information useful to researchers. Older material is usually retained for historical research.

Comprehensive level

A collection in which a library endeavors, so far as is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms) for a specific defined field. This level of collecting intensity maintains a "special collection"; the aim, if not the achievement, is exhaustiveness. Older material is retained for historical research with active preservation efforts.

XI. Specific collections and formats

The following narrative statements describe each collection area and include the collection development level goal.

A. MATERIALS FOR ADULTS

1. Print

a. Adult Fiction

[Advanced interest level]

The Library's collection of fiction for adults includes classic literature, best sellers and genre fiction. Works originally written in English and English translations of representative or popular works in other languages are included. Works by new authors may be selected on the basis of favorable reviews and anticipated community interest. Since the primary purpose of this collection is to satisfy the heavy demand from recreational readers, selection is primarily limited to newly published titles and multiple copies are purchased when warranted by demand. A core collection of classic literature is maintained, and every effort is made to find hardcover replacement copies of these titles as needed.

b. Adult Non-fiction

000 - Generalities

[General interest level]

The major focus of the material in this subject area is on computers and communications. In order to meet the demand for information pertaining to new computer hardware, software, systems, and services, the most popular material in this area is selected. However, since some customers still use older hardware and software, requested material relating to these subjects is retained. Priority is given to materials which help general users understand, select, set up, and use computer technology. A limited number of materials on computer languages and software development are also selected. Books including software in read-only formats may be acquired. Books on library science and related fields are limited to major works and titles selected specifically to support the management and

operations of the Monterey Public Library. Material on journalism and book collecting is acquired to meet general interest inquiries.

100 - Philosophy

[General interest level]

The area of the collection pertaining to philosophy consists of work by and about major philosophers and philosophical traditions, and new philosophical works of general interest. The area of the collection pertaining to psychology includes works on the history of psychology, works by and about classic psychologists, and popular works which help people understand and solve psychological problems. Current, popular, self-help titles are a high priority. Classic works are retained although new editions or improved translations may be purchased to replace earlier editions. Astrology, metaphysics and the occult are popular topics and general interest material is purchased in these areas.

200 - Religion

[General interest level]

Histories, devotional literature, classic works, sacred texts, and commentaries on all major religions are included in this collection, along with significant or requested titles on new religious movements and ideas. Material of lasting value is retained or replaced with new editions. Titles are selected to represent a wide variety of religious topics and beliefs.

300 - Social sciences

[General interest level]

The multifaceted social science collection generally consists of material written for the non-professional. Popular titles reflecting diverse viewpoints on current social, political and public policy issues are included. Books on law, economics, finance, investments and taxes are selected to meet a wide range of information needs. Currency is important in these areas and outdated material is regularly replaced with new titles on these subjects. Books on education, colleges, scholarships, vocations and related testing also require current information. Multiple copies of study guides for civil service and educational tests are purchased to meet demand, and replaced with new editions as they are published. Other social sciences topics are generally covered by popular works, and new material is selected to meet general interest inquiries. Materials relating to the local area may be selected for the Civic Information Center and/or the Local History Collection.

400 - Language

[General interest level]

This section includes material on linguistics, the history and development of languages, the English language, its history, structure, and acquisition, and instructional materials primarily for English speakers. Books for learning English and other languages are selected for the Language Instruction Collection (XI.A.3.)

500 - Pure sciences

[General interest level]

This collection consists of a range of information on all the sciences. Field guides on local flora and fauna are included. Selection is generally limited to popular material and, since currency is important, outdated material is consistently replaced with current titles.

600 - Technology

[General interest level]

This area of the collection covers a wide range of topics including popular how-to information in many fields. Medical titles make up a significant segment of this collection and currency in this area is essential. Outdated material is replaced

with new titles on a continual basis. Popular material is preferred, but professional material may be selected when popular titles do not meet customer needs. Books on diet, nutrition, and exercise, sewing, parenting, and home improvement are selected based on community interest in these popular topics. A variety of cookbooks are selected to include popular titles as well as basic recipes and techniques. Business titles provide current information on career planning, job searching, accounting, small business, and management.

700 - The arts

[General interest level]

This collection includes material on both popular and fine arts as well as books on sports, games and handicrafts. Visual and performing arts are a significant community interest and a priority area of the collection. Material on recognized arts and artists from a wide variety of traditions is retained while in good condition, since currency is not an issue and most of the art books in the collection are not superseded by new editions. Selection of material on new artists and works is based on customer requests and community interest. The selection and quality of reproductions of visual artworks are important selection criteria. Material on artistic techniques and methods is updated based on anticipated demand. Material in other areas of this collection is selected on both an introductory and an advanced level. Collections of popular and traditional music are generally selected to meet the needs of nonprofessional musicians and listeners. Books on collectibles include identification and price guides.

800 - Literature

[General interest level]

This collection consists of practical works on writing style and writers' publishing information as well as poetry, short stories and plays. Classic literature is an important facet of this collection and every effort is made to find hardcover replacement copies of these titles as needed. The emphasis is on American and British literature, but classic and contemporary authors from other nations are also represented. This collection also includes criticism of major authors and works to support school assignments. Materials on literary criticism are selected to complement information available in the reference and digital resources collections.

900 - Travel, biography and history

[General interest level]

The travel, biography and history collection includes titles of historical and contemporary interest and works by both scholarly and popular authors. The travel section of this collection is heavily used and travel guides in this area must remain current. Travel material on popular countries and a limited number of titles devoted to specific cities or regions in these countries are included. A limited number of Travel Bags, multiformat selections of materials on a specific travel destination, are also included as funds permit. Travelogues and similar materials are selected on a limited basis for this collection. Biographies are an important part of this collection for recreational and educational reading. Material on historical personalities and current celebrities are selected. The history collection emphasizes areas and periods of community interest in both U.S. and world history, as well as research topics assigned in local schools. Basic works on other areas and periods are also selected. General works on the history of the local area are included. Popular works on the local area may be selected for the Monterey Collection. Specialized and scholarly titles on the local area are selected for the Local History Collection.

c. Adult Large Print

In order to provide library materials for visually impaired clients, the Library maintains a large print book collection which duplicates, for the most part, material already in the Library in standard type. Books that are oversized are generally not selected.

i. Fiction **[General interest level]**

The large print fiction collection consists mainly of popular and genre fiction, including mystery, romance, adventure, and some science fiction and western titles. Selection is generally limited to titles newly published in large print format and only those titles with lasting value are retained.

ii. Non-fiction **[Basic level]**

The emphasis of the large print non-fiction collection is on biographies, travel memoirs, self-help books, medical books, humor and assorted other popular works and selection of new material is normally limited to these areas. Only those titles with lasting value are retained.

d. Adult Language Collection **[Basic level]**

Works of fiction and nonfiction in designated languages most commonly read in the community or requested by Library customers are included. A few popular magazines are included. Audiovisual materials may be acquired to meet identified community needs. Foreign films with English subtitles or English-language films with captions or voice-overs in other languages are usually not acquired for this collection. Selection criteria for English-language selection areas are considered for non-English materials, with an emphasis on the requests and interests of local readers of each language, including students. Both materials originally written in each language and translations of popular English-language titles are included. New material is added to the collection to replace material which is outdated or no longer used. Bilingual materials may be selected for this or other collections to meet the needs of English and non-English-language readers with coordination between the assigned selectors. If staff resources and available selection tools do not permit evaluation of individual titles, groups of appropriate titles selected by qualified vendors may be acquired.

e. Adult Graphic Novels **[General interest level]**

Graphic novels are book-length collections of sequential art containing a single story or a set of interrelated stories. Collections of comic strips are included. Other illustrated books, as well as non-illustrated books featuring superheroes or cartoon characters, are not included.

The Adult Graphic Novel collection consists primarily of fiction designed to meet the recreational reading needs of adults. Main characters are generally adults or older teens and adult themes are included. The collection may also include non-fiction and classics in the graphic novel format and illustrated works about graphic novels. Selections are based on professional reviews, customer requests, and the popularity of styles, authors, characters, and series. With limited funds, however, representative titles from many different series are acquired rather than every title in a limited number of series.

f. Adult Reference **[Basic level]**

The print adult reference collection includes practical, popular and general resources. The purpose of this collection is to provide current and historical

information on subjects of interest to customers. Reference titles are selected to provide specific information to customers and to staff members answering customer questions. Materials meeting students' homework and general information needs at the high school level and above are included. Material is selected on the basis of accuracy, clarity, organization, and ease of use by staff and customers. In the areas where currency is an important consideration, such as business, and medicine, new material is selected to replace outdated information or standing orders are maintained. Print reference materials are used in the Library only except as authorized by **Policy 122: Special Loans**. Information which is more accessible, accurate, cost-effective, or up-to-date in digital sources may be excluded from the print collection (see section XI.D.4 below).

g. Adult Periodicals

i. Magazines **[General interest level]**

The magazine collection includes popular and local interest titles selected to provide current information and recreational reading. Scholarly and professional journals are selected only for the Local History Collection or if there is a clear demand for advanced material in the subject area. A few popular non-English titles are included in the Adult Language Collection. Most magazines are displayed for a limited time for browsing and checkout. Magazines with reference value are acquired through digital reference sources whenever possible. A few print magazines with continuing reference value which are unavailable in digital form may eventually be restricted to Library use and retained in paper format as long as they are useful to the community.

ii. Newspapers **[Basic level]**

The newspaper collection includes a small number of local and national newspapers selected to provide up-to-date information on current events and contemporary topics. Newspapers which are available only by postal delivery are not selected when currency is a priority. Newspapers with reference value are acquired through digital reference sources whenever possible. Existing microfilm collections for newspapers of long-term reference value to the community are maintained. Microfilm copies of primary local newspaper(s) are acquired and maintained unless permanent digital access can be ensured.

h. Adult Ephemera

i. Paperbacks **[Basic level]**

A collection of paperback books is maintained for those who want to read popular titles in mass-market format. This collection consists mainly of genre and general fiction. Some items in this collection may duplicate holdings in the general collection but no attempt is made to replace specific titles once they have been discarded.

2. Non-print

a. Adult Audio

i. Spoken word **[General interest level]**

This collection includes both audiobooks and other spoken word recordings. The majority of titles are fiction. Although some popular and more promptly released abridged material is selected, unabridged audiobooks are preferred. Materials for learning languages, including English as a Second Language (ESL) are located in the Language Instruction Collection (XI.A.3.)

Other informational, instructional and entertainment material is included when the auditory experience enhances appreciation or understanding of the content. Titles are purchased in CD or pre-loaded digital audio player (Playaway) formats. Library editions may be preferred over retail editions based on processing requirements and/or durability.

ii. Music [Basic level]

The music section includes a wide range of musical styles on CD. Community interest, customer requests, reviews, and awards are considered in selection. Musical styles, artists, and titles popular with teens are a part of the collection. A small selection of music for ceremonies such as weddings is maintained. CD singles and MP3 CDs are generally not acquired.

b. Adult Video

The collection consists of a mix of educational and entertainment programs. Non-English language films with subtitles are preferred to titles with dubbed dialog, and original black and white films are preferred to colorized releases. The collection is intended for home use and not for curriculum support. Titles are purchased in DVD format. Videocassettes are no longer included in the collection. Blu-ray and 3D materials are not selected unless included in the standard DVD purchase.

i. Entertainment [General interest level]

Feature films, television series, and other entertainment programs which are of particular interest to the community are included in the collection. Films and productions which are considered to be of lasting value, or to be the best of their genre, or which receive awards for excellence are preferred. Reviews and customer demand are considered in selection.

ii. Educational [General interest level]

The educational video collection consists of material designed to meet the general informational, educational, and recreational needs of the community. Special emphasis is placed on subjects that can best be conveyed visually, rather than by the printed word. Materials for learning languages, including English as a Second Language (ESL) are located in the Language Instruction Collection (XI.A.3.)

3. Adult Language Instruction [General interest level]

The Language Instruction Collection is a multi-format circulating collection of resources designed to teach languages to adults. Materials are interfiled by language, rather than by media. Audio and audiovisual formats are recognized as the most effective media for language instruction. Audio and audiovisual materials that introduce a language and provide basic and intermediate language instruction are selected. Comprehensive programs that serve as curriculum support are

generally not included. A strong core collection of dictionaries, grammar texts, and textbooks is maintained. Bilingual phrasebooks and other resources for specific needs are included. English as a Second Language (ESL) instruction is an important part of this collection, and ESL materials are selected at the beginning and advanced levels. English language reference materials and instruction for English speakers are not included. Instructional materials in American Sign Language and Signed English are included; works on other forms of manual and nonverbal communication are not included. "Readers" including literature with comprehension questions are selected for the language collection rather than the language instruction collection. Languages are added based on community needs and interests.

4. Family Collection

[General interest level]

The Family Collection is a limited collection of popular multiformat circulating parenting resources designed for parents of infants through preschoolers. Parenting topics include nutrition, sleep, educational activities, health and discipline. The collection includes materials in other languages and DVDs to meet the needs of ESL parents. Currency is important and new titles are selected to replace discarded materials. Materials are displayed in the youth area and are retained only while they are attractive and in good condition.

B. MATERIALS FOR YOUTH

1. Print

a. Youth Fiction

[General interest level]

The youth fiction collection is generally designed to meet the recreational reading needs of the elementary school child. This collection includes material for a wide span of reading interests and abilities. Material is usually selected on the basis of reviews. In addition to community interest and customer demand, selection criteria may include such elements as style, characterization, believability of plot, and literary merit. In addition, an effort is made to include all books that have won appropriate major literary awards. With limited funds, representative titles from many different series are acquired rather than a large number of titles in just a few series. Selection is typically limited to the author's original work. Abridged or adapted material is included only when there is a high level of community interest in a particular title, the book has additional educational or artistic merit, or the edition has received positive reviews.

b. Youth Non-fiction

[General interest level]

The youth non-fiction collection consists of material to meet the informational, educational and recreational reading needs of preschool, primary and middle school children. Material is selected to complement rather than support school curriculum and to provide information on subjects of particular interest to school age children. In some areas such as science, technology and geography, the currency of the information is important and new material is regularly selected to reflect changes in these areas. Selection of new material is made on the basis of accuracy, reputation of the author and the general quality of the information. Material presented in a high-interest format is generally preferred. Material on parenting and educational psychology is not included in this collection. Academic books about children's literature and authors are usually not included; however,

practical books about the use of children's literature in the classroom, library, or home will be acquired.

c. Picture books **[General interest level]**

The picture book collection consists of titles for all ages in which illustrations are an essential part of the presentation. While many are designed for preschoolers, some are more appropriate for older children. Board books (books with sturdy cardboard pages) are also included for infants and toddlers. The artistic quality of the illustrations, the text of the book and the manner in which the two complement each other are all factors taken into consideration when selecting material for this collection. The construction of the material is an added factor in the selection of picture books. Those with pop-up or pull-tab features or flimsy bindings are generally not selected for circulation because they do not withstand normal library use.

d. Beginning readers **[General interest level]**

The beginning reader collection is intended to address the reading development needs of new readers. The material included in this collection has simple sentence structure, repetitive language, and a controlled vocabulary. It includes material appropriate for those reading at a preprimer level to a 2.5 reading level. New material is selected on the basis of quality and readability and reflects the interests of first and second graders. It also provides a format appealing to that age group.

e. Youth Language Collection **[Basic level]**

Fiction, nonfiction, picture books, and nonprint materials entirely or primarily in designated languages most commonly read in the community and requested by Library customers are included. Other languages may be added to satisfy customer interest in their countries and speakers. Selection criteria for English language selection areas are considered for non-English language materials, with an emphasis on the requests and interests of local readers of each language, including adult students. Popular magazines may also be included. Both material originally written in each language and translations of popular English-language works are selected. New material is added to the collection to replace material which is outdated or no longer used. Bilingual materials are preferred.

f. Youth Graphic Novels **[Basic level]**

Graphic novels are book-length collections of sequential art containing a single story or a set of interrelated stories. Collections of comic strips are included. Other illustrated books, as well as non-illustrated books featuring superheroes or cartoon characters, are not included.

The Youth Graphic Novel collection consists primarily of fiction designed to meet the recreational reading needs of youth. Main characters are generally children, animals, or similar characters from popular animation. Art must be clear with easy-to-follow placement, and writing must be appropriate for elementary school-aged children. The collection may also include non-fiction and classics in the graphic novel format and illustrated works about graphic novels. Selections are based on professional reviews, customer requests, and the popularity of styles, authors, characters, and series. With limited funds, however, representative titles from many different series are acquired rather than a large number of titles in just a few series.

- g. Youth Reference** **[Basic level]**

The youth reference collection consists of books selected to support the basic reference needs of children through high school. This includes material designed to answer homework questions as well as special interest questions. The collection also includes material used to provide information to interested adults on children's and young adult literature as well as reference sources useful for readers advisory service. Material is selected on the basis of accuracy, clarity, organization, and ease of use by staff and customers. In the areas where currency is an important consideration, new material is selected regularly to replace outdated information or standing orders are maintained. Information which is more accessible, accurate, cost-effective, or up-to-date in digital sources may be excluded from the print collection (see section XI.D.4 below).
 - h. Youth magazines** **[Basic level]**

The youth magazine collection is a browsing collection, consisting of a sample of periodicals of interest to children of all ages. Special interest magazines are usually not considered unless there is no information on the subject in the book collection. Popular non-English titles may be included in the Youth Language Collection. Magazines in this collection are displayed for a limited time for browsing and checkout.
 - i. Youth Ephemera**

 - i. Paperbacks** **[General interest level]**

The youth paperback collection primarily consists of fiction by popular authors. Customer demand is an important consideration in the selection of material for this collection, and titles in high demand are usually included. While books in popular series are included in this collection, with limited funds, titles from many different series are acquired rather than a large number of titles in just a few series.
 - ii. Pamphlets** **[Basic level]**

The Youth Services information vertical file contains a collection of magazine articles and pamphlets providing needed information not found in digital sources or other library resources. It is designed to supplement the book collection with hard-to-find information. Material is generally not purchased for this file.
- 2. Non-print**
- a. Youth Audio**

 - i. Spoken word** **[Basic level]**

The youth spoken word collection consists of a limited number of audio books. Material that encourages independent reading or an appreciation for literature is preferred for this collection. The quality of the recording and the quality of the literature are both important factors in the selection of spoken word materials. Library editions are preferred over retail editions. Titles are purchased in CD or pre-loaded digital audio player (Playaway) format. Audiobooks may be selected based on anticipated use, demand, availability and cost.

- ii. **Music** **[General interest level]**
The youth music collection includes the best new CDs for young people and their families. "Top 40" music which is popular with both children and adults is not included in this collection.

- b. **Youth Video** **[General interest level]**
The collection consists of a mix of educational and entertainment programs in DVD and/or VHS format. The collection is intended for home use and not for curriculum support. Cost is considered when evaluating materials for this collection and individual titles over \$100 are usually not acquired. Performance rights are a positive factor in selection decisions but are not purchased separately. Titles are purchased in DVD format. Blu-ray and 3D materials are not selected unless included in the standard DVD purchase. VHS videocassettes are no longer purchased and may be eliminated based on usage.

- i. **Entertainment**
The primary focus of this collection is on films which have adapted children's literature for the screen in award-winning fashion. The quality of the production and of the literature are both important selection criteria. Award-winning films and films of particular interest to the community which are not related to children's literature are also included.

- ii. **Educational**
The educational DVD/video collection consists of material designed to meet children's general information, educational, and leisure interest needs. Special emphasis is placed on subjects that can best be conveyed visually, rather than by the printed word.

- c. **Storytime and Library Skills Kits**
These multi-format bags focus on a theme and are designed for educators to use with children. Both collections were initiated with grant funding, and funds to expand them are limited. They include multiple books, DVD's, CD's, and user's guides. In addition, they may include puppets, toys, flannel board pieces, and activity sheets.

C. MATERIALS FOR TEENS

The teen collection provides materials which specifically relate to the current interests and personal growth of middle and high school aged adolescents, as well as other young adults.

1. Print materials

- a. **Teen fiction** **[General interest level]**
The teen fiction collection is designed to meet the recreational reading needs of young adults. Most material selected for this collection is written especially for young adults, based on subject matter and reading level. Teen fiction is increasingly popular among adults as well. Crossover titles that appeal to adults and/or children - in addition to a strong young adult

appeal - may also be selected. Selection criteria include popularity, style, characterization, and literary merit.

c. Teen non-fiction **[Basic level]**

The teen non-fiction collection primarily includes material written specifically for young adults. Crossover titles that appeal to adults and/or children - in addition to a strong young adult appeal - may also be selected. The collection is designed to address topics of specific interest to young adults, rather than to meet a comprehensive range of information needs. Materials written primarily for adults about young adults, as well as materials that meet general information needs are acquired for the adult non-fiction collection.

c. Teen paperbacks **[Basic level]**

A small collection of paperback books is maintained for young adults who want to read titles in mass-market format. This collection mainly consists of general and genre fiction as well as classic works and non-fiction titles. Customer demand is an important consideration in the selection of material for this collection and titles in high demand are usually included.

d. Teen language **[Basic level]**

A small number of fiction and nonfiction titles is purchased for the teen collection in Spanish.

e. Teen Graphic Novels **[General interest level]**

Graphic novels are book-length collections of sequential art containing a single story or a set of interrelated stories. Collections of comic strips are included. Other illustrated books, as well as non-illustrated books featuring superheroes or cartoon characters, are not included.

The Teen Graphic Novel collection consists primarily of fiction designed to meet the recreational reading needs of young adults. Main characters are generally teenagers or young adults and the subject matter is of specific interest to young adults. The collection may also include non-fiction and classics in the graphic novel format and illustrated works about graphic novels. Selection criteria may include professional reviews, customer requests, the needs of low-literacy and reluctant readers, and the popularity of styles, authors, characters, and series. With limited funds, however, representative titles from many different series are acquired rather than a large number of titles in just a few series.

f. Teen periodicals **[Basic level]**

A limited number of magazine titles are selected for young adults. Only popular magazines that reflect the specific interests of teens are included.

g. Teen Reference **[Out of scope]**

The teen collection does not include reference materials; however, titles in the adult and youth collections are selected to include the needs of young adults and may be promoted in the teen area.

2. Non-print materials

a. Teen Audio

i. Spoken word

[Basic level]

A small number of audio books is included in the teen collection. Only materials that are of specific interest to teens are selected. Titles that appear on required reading lists or appeal to reluctant readers are selected. Most titles are purchased in CD format. Library editions are preferred over retail editions. Pre-loaded digital audiobooks (Playaways) are also acquired.

ii. Music

[Out of scope]

The teen collection does not include music CDs; however, titles in the adult collection which have a direct appeal to teens may be promoted in the teen area.

b. Teen Video

The collection consists of educational and entertainment programs in DVD format. The collection is intended for home use and not for curriculum support.

i. Entertainment

[Basic level]

Feature films, television programs, and other entertainment programs which are deemed to be of specific interest to young adults are included in this collection. A limited number of DVDs are selected.

Awards, reviews, lasting value, and popularity are considered in selection.

ii. Educational

[Basic level]

A limited number of DVDs are selected that specifically reflect young adult interests and experiences.

D. SPECIAL COLLECTIONS

1. Local History Collection

[Research level]

a. Statement of Purpose

The Local History Collection is a significant resource on Monterey area and early California history. The Local History Collection preserves and provides public access to materials that document the social, cultural, political and economic heritage of the Monterey area, and the significant role that the Monterey area played in California history.

b. Collection Priorities, Limits, and Levels

- i. **Primary and Secondary Sources** - Primary source material documenting the history of the Monterey area is given the highest priority. Secondary sources that supplement, provide background to, or enhance the chronological and geographic coverage of the Local History Collection are also acquired according to the specific limits and priorities below.
- ii. **Chronological and Geographic Limits** - Selection is based on the following chronological and geographic limits and priorities. Current holdings which fall outside of these limits will be retained only if they support the purpose of the Local History Collection and assist users in understanding material which is within these limits.

The **Monterey area** includes coastal areas from Moss Landing to Big Sur as well as Salinas, Carmel Valley, and adjacent areas. The **Monterey Peninsula** includes Carmel, Pebble Beach, Pacific Grove, Monterey, Del Rey Oaks, Sand City, Seaside, and adjacent unincorporated areas.

Monterey and California, before 1850. Materials on Esselen, Rumsien, and Salinan Native Americans are included with an emphasis on the Monterey area. Because Monterey played a pivotal role in the history of California up to 1850, materials on the Spanish, Mexican, and Early American periods of California history are selected. Materials on local history, archaeological sites, and Native American societies outside of the Monterey area are not collected.

Monterey County, before 1875. Materials on Monterey County as a whole, including the present San Benito County, are collected for the period when Monterey was the County Seat.

City of Monterey, 1850-present. Materials documenting or describing the history of the City of Monterey during all periods are collected as extensively as possible. Although storage space and staff resources do not permit exhaustive documentation, management, preservation, and retention are based on the Comprehensive collection level whenever possible.

Monterey area, 1850-present. Primary materials and research sources are collected with an emphasis on the Monterey Peninsula.

California, 1850-present. [Out of scope] Materials on the history of California after 1849 are not collected unless they include significant specific content on the Monterey area or document events and individuals with a significant specific impact on the Monterey area.

- iii. **Subject Areas** - The Local History Collection includes materials in all subject areas within the stated chronological and geographic limits, with particular emphasis on the social, cultural, political, economic, literary and military history of the City of Monterey and the Monterey area.
- iv. **Formats** - The Local History Collection is an integrated collection that acquires documentary material in most formats, including but not limited to monographs, manuscripts, textual records, correspondence, narratives, bound volumes, periodicals, maps, drawings, plans, microforms, photographs, sound recordings, films, videocassettes, DVDs, pamphlets,

prints, and selected memorabilia and ephemera. Equipment is provided to permit public access to all possible formats.

Three-dimensional objects, including artifacts, sculpture, and textiles are not collected. Donated or available three-dimensional materials may be referred to the Museum and Cultural Arts Division.

- v. **Clipping and Pamphlet Files** - The Clipping File consists of clipped or photocopied articles from the *Monterey Herald* and other regional newspapers, reports, histories and periodicals. The *Monterey Herald* file was closed at the end of 1994. (The Library maintains an online index of local news articles published in the *Herald* between January 1, 1995 and June 30, 2003. The *Herald's* Web archive currently indexes articles beginning in 2002.) Significant pamphlets, reports, and articles from other periodicals continue to be collected.
- vi. **Languages** - The collection consists primarily of works in the English language. Significant materials in Spanish from the Spanish and Mexican periods of early California history are also collected. Materials in other languages are collected only if they include significant unique and specific content on the Monterey area.
- vii. **Fiction, other imaginative literature, and biographies. Materials written or produced for children** - Works of fiction, poetry, drama, biography, and children's materials may be collected if they are of significant historical value within the scope of the Local History Collection as defined by this policy. A work may be of significant historical value if it provides unique and accurate historical information, it documents an important perspective on the Monterey area or early California, its publication had a significant historical impact, or it is of notable literary or artistic value.
- viii. **Local Authors** - Works of Monterey Peninsula authors may be collected in the Local History Collection based on the other sections of this policy or if one of or more of the following conditions are met:
- The author is or was a full time resident of the Monterey Peninsula.
 - The work pertains to the Monterey area.
 - The work has enduring value.
 - The work is not more appropriate elsewhere in the collection.
- Works by local authors in the Local History Collection will be identified with a note in the catalog record.
- ix. **Library and Municipal Records** - Library and municipal records will not be transferred to or accepted by the Local History Collection until Library or City officials have determined that such records are inactive. Records accepted by the Local History Collection must be of significant historical value within the scope of the Local History Collection as defined by this policy.
- x. **Local and Regional Government Publications** - Documents published by local and regional government agencies may be retained in the Local History Collection if they are of historical significance for the City of Monterey. Because of the volume of documents published and space limitations, documents which relate primarily to other jurisdictions and documents which are available in other publicly accessible collections in the local area are

generally not included. Draft documents are generally not retained when final versions are available.

- xi. **Partial Collections** - No partial archival collection will be accepted if significant portions of the collection have already been deposited in another facility, and partition of the collection would adversely affect its integrity or research value.

c. Special Policies affecting the Local History Collection

- i. **Gifts** - The Local History Collection will not accept donations of materials without legal transfer, deed of gift agreement, or other official acknowledgment. Gifts are acquired based on the criteria established in section IV of this policy. The Local History Collection will not accept collections that are closed to public access in perpetuity.
- ii. **Collection Maintenance** - The Library reserves the right to dispose of any materials within the Local History Collection, subject to the terms of acquisition, the scope of the Local History Collection as defined by this policy, and section VI of this policy. The Library will attempt to locate an appropriate repository for historically significant materials which are determined to be outside the scope of the Local History Collection. Items with monetary value may be sold as specified in section VI.
- iii. **Loans and Deposits** - Materials loaned to or deposited with the Local History Collection will be accepted only when they are within the scope of the Local History Collection as defined by this policy and all conditions of the loan or deposit are stipulated in writing and approved by the Library Director.
- iv. **Rights** - The copyright law of the United States (Title 17, United States Code) governs reproduction and other uses of copyrighted material. It is the customer's responsibility to secure legally required permissions for the use of Local History Collection materials from the holders of any copyrights or literary rights. Users are liable for any copyright infringement. Reasonable efforts will be made to secure or identify the holders of rights to materials acquired for the Local History Collection. Staff will assist customers wishing to use Local History Collection materials by providing any available information.

d. Cooperative Agreements affecting the Local History Collection

The Local History Collection will seek to establish cooperative programs with other area historical organizations in collection development, access, and public information. Resource sharing with other libraries and historical collections will include exchange of information about collections and collection administration. Staff will investigate the potential for creating a shared digital catalog of local historical resources. Consideration should be given to the development of a cooperative documentation strategy for the Monterey area.

2. Monterey Collection

[General interest level]

A limited collection of popular materials about the City of Monterey and the Monterey area is maintained to provide useful information to visitors and highlight aspects of

local history, natural history, culture, events, and activities for community residents. The collection may include materials in all circulating formats, titles for adults, children, and families, and titles in popular languages in addition to English. Multiple copies of travel guides and other high-demand titles are included. Except for historical materials, currency is important and new titles are selected to replace discarded materials. Materials are displayed prominently in the Library and are retained only while they are attractive and in good condition.

3. Civic Information Center

[General interest level]

It is the responsibility of the public library to provide the resources required for informed citizenship. The Civic Information Center collection includes materials and digital resources to encourage and assist community participation in democratic decision-making.

Environmental impact reports (EIRs) on projects and concerns of interest to the community, draft planning documents, and other publications produced by local, regional, state and federal government agencies for public review are acquired and cataloged as they become available. Current agendas, agenda packets, and minutes of the Monterey City Council, City of Monterey Boards and Commissions, selected Monterey County and regional bodies, and City of Monterey neighborhood associations may be included. Oversize plans, maps, exhibits, and other documents or displays for public review may be included based on available space and community interest. Civic Information Center materials which are no longer needed for public review may be discarded or transferred to the Local History Collection based on section XI.D.1.b.x. above.

Web links to digital versions of public review documents will be included in catalog records whenever possible. If public review documents are available only on CD or other digital storage media, digital files may be hosted on Library Web servers with access provided through linked catalog records.

DVD recordings of Monterey City Council meetings are maintained for circulation while demand warrants and space permits. Duplicate noncirculating DVDs are retained in the Local History Collection. Official audio and/or video recordings of other public meetings may be provided based on community interest. Private recordings of public meetings may be selected based on the following criteria:

- There is significant community interest in the issue or event.
- The meeting was sponsored by a government agency or nonpartisan nonprofit organization to present diverse viewpoints.
- The content includes a balanced presentation of viewpoints.
- The recording is complete, unedited, and produced in a manner which does not favor particular speakers or viewpoints.
- The format and technical quality of the recording are acceptable.
- Nothing has been added to the recording or packaging to present a particular perspective on the issues discussed.
- The packaging and accompanying information presents a complete, accurate description of the contents.

Private audio or video recordings will usually be briefly cataloged and retained only while the content is of current community interest. Deselected recordings may be considered for the Local History Collection

The Civic Information Center may also house voter registration forms, ballot pamphlets, and related materials for free distribution. Civic Information Center Web pages include links to nonpartisan Internet government and public policy resources. The Library Director may establish policies and procedures for the selection of materials for free distribution and Web links. *Materials for free distribution and linked Web pages are not part of the Library collection and their selection is not governed by this policy.*

4. Digital Resources

A digital resource is considered part of the Library collection if it is acquired using funds from the Collection Development budget and/or it is included in the Library catalog. The collection may include Web-based databases and other reference sources, ebooks, digital audiobooks, serials, and other text, audio, visual, or multimedia digital resources. Collections of electronic documents, such as full-text or image magazine and newspaper databases or groups of ebooks provided by a single vendor, may be included without selection of individual titles.

Except for unique local collections, resources which must be maintained on local servers or storage media are not acquired unless similar information is not available through the Internet at an acceptable cost, and community needs or customer demand justifies the necessary expenditures for hardware, software, and support.

Library Web pages include links to free Internet resources and services selected to meet community information needs and to supplement the Library collection. Some library catalog records for books and other materials include links to supplementary descriptive or related information. The Library Director may establish policies and procedures for selection of these linked Web resources. *These Web resources are not part of the Library collection and their selection is not governed by this policy.*

The following criteria are considered in evaluating digital resources:

- Community needs and customer requests.
- Standards in this policy for selection of similar or equivalent materials in other formats.
- User-friendly interface.
- Appropriateness of the format and design for the content.
- Links to related resources.
- Compatibility with Library and/or customer hardware and software.
- Compatibility with Library network, security, and remote authentication requirements.
- Consistent accessibility using a stable Internet address provided by a reliable organization.
- Availability to customers outside the library.
- Vendor reputation and past performance.
- Training and documentation.
- Customization options.
- Staff time required for installation, upgrades, maintenance, and customer assistance.
- Pricing options.
- Legal or technical access and usage restrictions.
- Availability of usage statistics.

a. Digital reference sources.

[General interest level]

Subscription databases and other digital reference sources may provide more complete or current information than print alternatives, enhanced search, linking, and user customization options, remote access, and more efficient use of Library space or funds. These resources should meet the selection criteria in the Adult and Youth Reference section of this policy, and should include flexible, intuitive search capabilities and frequent updates when timeliness is important. Digital resources for youth should offer topics of special interest to children and/or teens, information useful in answering homework questions, and an attractive, easy-to-read display. Digital indexes without full-text or image documents are not purchased unless indexed titles are found in the Library collection and there is significant, long-term demand for the contents of these titles.

b. Ebooks and digital audiobooks **[General interest level]**

The popularity of ebooks and digital audiobooks is growing rapidly. However, publisher and distributor requirements currently limit the availability of ebooks for library circulation and the usability of the ebooks that are available. The Library will look for opportunities to partner with libraries, vendors, and other organizations to provide ebook collections that meet a wide variety of community needs and interests based on customer demand and the selection criteria and priorities in other sections of this policy, in formats and on devices that customers prefer, and that offer user-friendly discovery, check-out, and reading

Ebooks selected for the collection are included in the Library catalog when catalog records or staff time for original cataloging are available. In order to make ebooks as easy as possible for Library customers to locate and use, access may be provided through the Library catalog, Library web pages, vendor or partner web pages and/or .public domain collections on the web. The Library may circulate ebook readers in order to introduce the technology to interested customers and make ebooks available to all customers based on **Policy 175: Loan of Laptop Computers and Other Devices**. *Include if approved before publication.*

Due to rapid developments in this area, Library staff is constantly monitoring changes in demand, technology, licensing, and acquisition options to provide the best possible ebook collections and services. Therefore, the Library Director may approve changes in these collections and services based on customer requests and/or anticipated community interest without revision of this policy.

c. Other digital resources

Web resources, serials, and other documents in standard digital formats may be acquired or accessed based on customer demand and the selection criteria and priorities in other sections of this policy. Resources selected for the collection are included in the Library catalog.

Appendix A: Coordination of Collection Development

The Youth Services Manager and the Reference and Readers Services Manager are responsible for overall coordination of the collection development program. .

The Youth Services Manager has overall responsibility for the Youth collections and oversees the collection development activities of Youth Services staff, while the Reference and Readers Services Manager has overall responsibility for the Teen and Adult collections and oversees the collection development activities of Reference staff. They jointly propose and approve changes in collection development procedures, selection assignments, budget allocations, and proposed policy revisions.

All collection development decisions are subject to review and revision by the Library Director.

Staff members with selection assignments meet regularly as a committee, and members also work in subcommittees and as individuals on specific, collection-related issues. The Reference and Readers Services Manager and the Youth Services Manager communicate with selectors to support and oversee collection development assignments. These assignments include:

As a committee:

- Drafting and regularly reviewing, revising and updating the Collection Development Policy.
- Recommending changes in collection development procedures and resources.
- Reviewing the annual collection development budget and recommending areas of the collection for special emphasis.
- Advising on and responding to intellectual freedom challenges and questions about censorship.
- Recommending goals, objectives and policies relating to the Library collection.

As sub-committees:

- Reviewing and responding to Requests for Reconsideration of Library Materials.
- Developing and implementing strategies for collection development.

As individuals:

- Reporting issues and potential issues relating to intellectual freedom, censorship and collection development to the full committee and/or the Collection Development Coordinators.
- Performing selection and retrospective collection development.
- Performing collection review and weeding.
- Performing analysis of certain areas of the collection as required.

Appendix B: Request for Reconsideration of Library Material



Request for Reconsideration of Library Material

Requested by: _____ **Date:** _____

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Phone: (Days) _____ (Evenings) _____

Whom do you represent?

self only

organization

Name of organization: _____

Address: _____

Phone number: _____

Description of material to be reconsidered:

Author/artist: _____

Title: _____

Publisher: _____ Date: _____

Format: book audio digital
 magazine/newspaper video other _____

1. To what in this material do you object? Please be specific.

2. Did you read/listen to/view the entire work? If not, which parts did you read/listen to/view?

3. What is the general theme of this work?

4. What do you feel might be the result of reading/listening to/viewing this work?

5. What are the positive aspects of this work?

6. What originally attracted you to this material?

7. What would you suggest the Library do with this material?

Thank you for your interest in the Monterey Public Library, and for taking the time to provide the Library with this information. You will be contacted as soon as possible.

Appendix C: Library Bill of Rights

Library Bill of Rights

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

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

Adopted June 18, 1948 by the ALA Council;
Amended February 2, 1961, and January 23, 1980;
inclusion of "age" reaffirmed January 23, 1996.

<http://www.ala.org/advocacy/intfreedom/librarybill>. Accessed 5/26/2012.

Appendix D: Free Access to Libraries for Minors

FREE ACCESS TO LIBRARIES FOR MINORS

An Interpretation of the LIBRARY BILL OF RIGHTS

Library policies and procedures that effectively deny minors equal and equitable access to all library resources and services available to other users violate the Library Bill of Rights. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.

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. Every restriction on access to, and use of, library resources, based solely on the chronological age, educational level, literacy skills, or legal emancipation of users violates Article V.

Libraries are charged with the mission of providing services and developing resources to meet the diverse information needs and interests of the communities they serve. Services, materials, and facilities that fulfill the needs and interests of library users at different stages in their personal development are a necessary part of library resources. The needs and interests of each library user, and resources appropriate to meet those needs and interests, must be determined on an individual basis. Librarians cannot predict what resources will best fulfill the needs and interests of any individual user based on a single criterion such as chronological age, educational level, literacy skills, or legal emancipation. Equitable access to all library resources and services shall not be abridged through restrictive scheduling or use policies.

Libraries should not limit the selection and development of library resources simply because minors will have access to them. Institutional self-censorship diminishes the credibility of the library in the community, and restricts access for all library users.

Children and young adults unquestionably possess First Amendment rights, including the right to receive information through the library in print, nonprint, or digital format. Constitutionally protected speech cannot be suppressed solely to protect children or young adults from ideas or images a legislative body believes to be unsuitable for them.¹ Librarians and library governing bodies should not resort to age restrictions in an effort to avoid actual or anticipated objections, because only a court of law can determine whether material is not constitutionally protected.

The mission, goals, and objectives of libraries cannot authorize librarians or library governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents and guardians. As *Libraries: An American Value* states, "We affirm the responsibility and the right of all parents and guardians to guide their own children's use of the library and its resources and services." Librarians and library governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child. Librarians and governing bodies should maintain that only parents and guardians have the right and the responsibility to determine their children's—and only their children's—access to library resources. Parents and guardians who do not want their children to have access to specific library services, materials, or facilities should so advise their children.

Lack of access to information can be harmful to minors. Librarians and library governing bodies

have a public and professional obligation to ensure that all members of the community they serve have free, equal, and equitable access to the entire range of library resources regardless of content, approach, format, or amount of detail. This principle of library service applies equally to all users, minors as well as adults. Librarians and library governing bodies must uphold this principle in order to provide adequate and effective service to minors.

See also Access to Resources and Services in the School Library Media Program and Access to Children and Young Adults to Nonprint Materials.

1 See *Erznoznik v. City of Jacksonville*, 422 U.S. 205 (1975) "Speech that is neither obscene as to youths nor subject to some other legitimate proscription cannot be suppressed solely to protect the young from ideas or images that a legislative body thinks unsuitable for them. In most circumstances, the values protected by the First Amendment are no less applicable when government seeks to control the flow of information to minors." See also *Tinker v. Des Moines School Dist.*, 393 U.S.503 (1969); *West Virginia Bd. of Ed. v. Barnette*, 319 U.S. 624 (1943); *AAMA v. Kendrick*,. 244 F.3d 572 (7th Cir. 2001).

Adopted June 30, 1972, by the ALA Council; amended July 1, 1981; July 3, 1991; June 30, 2004; and July 2, 2008.

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<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/freeaccesslibraries>. Accessed 5/26/2012.

Appendix E: Freedom to Read

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove 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 Foundation for Free Expression
The Association of American University Presses, Inc.
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

<http://www.ala.org/offices/oif/statementspols/ftstatement/freedomreadstatement>. Accessed 5/26/2012.

Appendix F: Freedom to View

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 guarantees 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 by the ALA Council January 10, 1990

<http://www.ala.org/offices/oif/statementspols/ftvstatement/freedomviewstatement>. Accessed 5/26/12.