

COLLECTION DEVELOPMENT PLAN

LAKE FOREST LIBRARY

SEPTEMBER 1999

Revised MAY 2005

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COLLECTION DEVELOPMENT PLAN

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Introduction:

The Lake Forest Library Collection Development Plan was prepared by librarians from Administrative staff, Adult Services staff, Children s Services staff, Audio-visual department staff and Technical Services staff. Other staff were consulted and wrote the material for their collection areas.

The project was started a number of years ago when the Illinois State Library began a project for resource sharing. The staff used much of the material developed by the state Library for the initial outline of the Collection Development section. Collection development plans from other libraries were also reviewed.

It was the desire of the staff involved to include the Children's and Audio-visual collections, even though many plans that were reviewed included only adult collections.

While many staff were involved in the project, the final draft of the various collection development areas was organized and rewritten by Cindy Infantino, Special Projects Librarian.

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1. LAKE FOREST LIBRARY IN THE LAKE FOREST COMMUNITY

The Lake Forest Community

General:

The City of Lake Forest was incorporated as a City under a charter granted by the Illinois State Legislature in 1861 and amended in 1869. The City adopted the Council-Manager form of government in 1956.

The population of 20,059 (2000 census) in an area of 16.3 square miles, is well-educated and affluent. The community is residential, with low density. There are office parks on the west border. There are two shopping/business areas; Market Square, the older center of the community and a newer area of shops and businesses in the southwest area, called Settlers Square.

The City is located in Lake County, Illinois, on Lake Michigan, thirty miles north of downtown Chicago. There are many historic buildings, including estates and houses. There are three historic districts.

Schools:

The elementary school district #67 has three elementary schools, one middle school. The high school district #115 has two campuses, East and West.

There are six private schools; four elementary-junior high and two high schools. There is one college, Lake Forest College and one graduate business school, Lake Forest Graduate School of Management.

There is an active Association of Parents and Teachers group. There are 12 preschool/day care organizations.

Services:

Local government services include: a recreation center, a community center, a public safety department, a cemetery, a water department, zoning and planning boards, a parks department with a golf course, Forest Park Beach (on Lake Michigan), sixteen parks, a young adult organization (CROYA), cable television, a recycling center and Ragdale, an artist/writer foundation.

Other services include: Lake Forest Hospital, two commuter train stations, and private clubs for golf, tennis and swimming. There are over fifty organizations; these include fourteen churches; six garden clubs; an Historical Society; Open Lands, a Preservation Foundation; ten fundraising, ten cultural and ten service organizations; eight groups for women's interests; Scouts and Newcomers.

The Lake Forest Library

The Lake Forest Library is a public municipal library with an independent nine member board of trustees appointed by the mayor for a three-year term.

The Library, opened in 1899, and in its present building since 1931, is 32,878 square feet, has a staff of twenty-nine full time equivalents, is open sixty eight hours a week, has a Fiscal Year 2005 operating budget of 3 million dollars and a circulation of 400,000. The materials collection of 140,000 items includes a separate Children's Department on another level and the usual audio-visual, periodicals, and vertical files. The special collections include art and architecture, gardening, and local history. The current materials budget is \$360,000.

Automated services include: on-line card catalog, on-line and Internet reference services, circulation, cataloging, administrative services and public use computers.

The use of the library is unusually high, with over ninety percent of the population having a library card. The circulation per capita is 20, one of the highest in the area.

The key statistics of square feet, collection size, and space for users exceed the state recommendations and those of most neighboring libraries.

The Library is located in the historic central business district and is itself of historic value and quite beautiful. The library parking problems are a result of city parking problems.

The Library has strong and positive relationships with all the public and private schools in the community. The open access Donnelley-Lee Library, Lake Forest College, offers the community is unusual and allows Lake Forest Library to meet the demands of patrons more easily because of that access.

Projections For The Future:

The census (2000) shows an aging population and fewer children of school age, although the number of school age children is increasing. The community continues to experience some growth on the westside.

The changes in technology have altered the way the library delivers service. Changes in technology have changed the way the community uses the library. At this time, the community can access many of the information services of the library from home, office or school. The building, space and parking will be less important issues and the provision of information and access to the special collections of the Lake Forest Library will be more important as public libraries evolve in the 21st century.

Service to the community will still be the primary focus of the Library. The Library will continue to acquire, store, and provide access to and organization of information. The medium and the method will continue to change: paper formats continue to be replaced by electronic ones, and new hardware (wireless) offers access from anywhere.

The role of the librarian as educator, trainer, and information navigator will continue to be important as the community learns to use new information tools and learns to navigate the vast electronic information options available.

A Long Range Plan will help to guide the Lake Forest Library as it moves toward a new century and incorporates the population growth assumptions developed by the City of Lake Forest.

Revised 4/08

2. LAKE FOREST LIBRARY MISSION STATEMENT

The Lake Forest Library is a public library whose mission is to make accessible to all residents of the city, as economically and effectively as possible, books and other information resources and services for the community of Lake Forest. To fulfill this purpose, every reasonable effort will be made to furnish materials and services on a wide range of subjects.

Lake Forest Library will be a repository for the free expressions of individuals where residents of the community may examine, study, read and evaluate all sides of a variety of issues.

3. LAKE FOREST LIBRARY VISION AND VALUES

Vision statement: Lake Forest Library will become so essential to the cultural and educational life of the community that all residents will use its services and resources. Lake Forest Library is committed to service and sensitivity to community needs, to free access, to preservation of the physical facility and to maintenance of our highly trained staff.

May 11, 2004

4. LAKE FOREST LIBRARY SERVICE RESPONSES

The Lake Forest Library Board of Trustees has chosen the following as the Library's Service Responses:

1. **CURRENT TOPICS AND TITLES:** the Library helps to fulfill community residents' appetite for information about popular cultural and social trends and their desire for satisfying recreational experiences.
2. **GENERAL INFORMATION:** the Library helps meet the need for information and answers to questions on a broad array of topics related to work, school, and personal life.
3. **LIFELONG LEARNING:** the Library helps address the desire for selfdirected personal growth and development opportunities.
4. **LOCAL HISTORY:** the library addresses the desire of community residents to know and better understand community heritage.

April 13, 2004

5. STATEMENT OF PURPOSE

The purpose of this collection development plan is to codify the procedures of the selection and withdrawal processes in the Adult Services, Children's, and Audio-Visual departments. The plan includes the Library Board of Trustees selection policies and documents accepted and approved by the Board from the American Library Association.

The plan provides guidance to the librarians who manage areas of the collection. It also helps the public to understand the principles involved in the selection and deselection processes.

6. COLLECTION DEVELOPMENT PLAN

SELECTION AREA: Fiction

COLLECTION PRACTICE STATEMENT: Order fiction for which there is current demand, including book groups, while maintaining a core collection.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: General interest/initial study; in translations from other languages: Basic.
- 2) Duplication: Multiple copies as needed, including one duplicate for every four holds on new bestsellers and multiple copies for the Library book discussion group.
- 3) Selection sources: Standard; plus *Chicago Tribune Books*, current magazines and ads (especially large ads in the *New York Times*).
- 4) Retention: Standard; use *Fiction Catalog* as a guide if no circulation in 4-5 years. Discard multiple copies when no longer needed; replace worn classics.

SELECTION AREA: Science Fiction/Fantasy/Westerns

COLLECTION PRACTICE STATEMENT: Not widely read. Minimal purchase.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: Basic.
- 2) Duplication: as needed.
- 3) Selection sources: Same as fiction.
- 4) Retention: Same as fiction.

SELECTION AREA: Mysteries

COLLECTION PRACTICE STATEMENT: High demand; purchase wide variety and complete books in series.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: General interest.
- 2) Duplication: multiple copies as needed.
- 3) Selection sources: Same as fiction.
- 4) Retention: Same as fiction; replace worn "classics."

SELECTION AREA: 000s (computers, publishing, library science)

COLLECTION PRACTICE STATEMENT: Current Macintosh and PC computer/applications manuals for the "lay" public are ordered. Popular treatments of the broadcast and newspaper industry, especially memoirs, are included. Only library science titles of a practical and non-academic nature are purchased.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: Basic.
- 2) Duplication: multiple copies of popular computer series.
- 3) Selection sources: standard.
- 4) Retention: standard; some copies of older computer manuals are kept for the benefit of patrons who own older computers.

SELECTION AREA: 100s (Philosophy, occult, psychology)

COLLECTION PRACTICE STATEMENT: Foundation of works by classical philosophers. Current demand is met for self-help, "pop psychology," and dream books.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: Basic/general interest.
- 2) Duplication: standard.
- 3) Selection sources: standard plus TV and radio shows (e.g. Oprah).
- 4) Retention: standard; seek attractive editions and new translations of classics.

SELECTION AREA: 200s (religion, mythology)

COLLECTION PRACTICE STATEMENT: Aim for a balanced, well-represented selection of books about established and "emerging" spiritual paths. The comprehensive theological collection at Trinity International University serves as a local resource for in-depth research.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: Basic/general interest.
- 2) Duplication: usually not necessary.
- 3) Selection sources: standard; donations from sectarian groups frequently received.
- 4) Retention: standard.

SELECTION AREA: 300s (sociology, political science, law, education)

COLLECTION PRACTICE STATEMENT: The Lake Forest Library maintains a large collection of books in the social sciences. Emphasis is on books which meet the informational or self-help needs of the general reader. When purchasing books dealing with controversial issues, the Library seeks to represent all viewpoints in a fair and accurate manner.

General topics covered in this area include: sociology, anthropology, political science, law, public administration, military science, social problems, criminology, education, communication, transportation, commerce, customs, costume, etiquette, folklore, and environmental concerns.

The social sciences collection is basically a current collection. However, historical information is kept in several areas, including costume and railroading.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: General interest/initial study.
- 2) Duplication: generally single copies; multiple copies as needed.
- 3) Selection sources: standard plus "Opposing Viewpoints" series, specialized catalogs (Congressional Quarterly, Jane's, Nolo Press, Oceana)
- 4) Retention: standard; 5-10 years except for items of historical interest.

SELECTION AREA: 330s/650s (business, investment)

COLLECTION PRACTICE STATEMENT: The business and investment collection is a current collection.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: General interest/initial study.
- 2) Duplication: multiple copies as needed in the circulating collection.
- 3) Selection sources: standard.
- 4) Retention: standard.

SELECTION AREA: 400s (language)

COLLECTION PRACTICE STATEMENT: The Library maintains a modest collection of books on language and languages. The emphasis is on dictionaries, phrase books, usage manuals, etc., representing as many different languages as possible. Works on English as a second language are included, as are writings on the English language. Multimedia courses for language learners are included in the audio-visual collection.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: General interest/initial study. Reference sources for advanced students and travelers are included.
- 2) Duplication: multiple copies are seldom purchased.
- 3) Selection sources: standard plus patrons' purchase request and interlibrary loan information.
- 4) Retention: standard; weeding is practiced annually.

SELECTION AREA: 500s (natural sciences and mathematics)

COLLECTION PRACTICE STATEMENT: The Library maintains a collection of books in all areas of mathematics and natural sciences. The emphasis is on currency rather than historical aspects although books of significant historical value are retained indefinitely (e.g. Darwin's *Origin of the Species*). Books are purchased for use by the general reader and for supplementary reading by students at the high school and junior college level.

Some current textbooks are collected in each division of mathematics and science. Areas covered include: Astronomy, Chemistry, Physics, Earth Sciences, Paleontology, Evolution, Genetics, Ecology, Natural History, Microbiology, and Zoology.

Because there is a great deal of patron interest in ornithology, the Library maintains a sizable collection on birds and bird-watching in this region and in other areas of North America and the world. The Library acquires and retains materials dealing with Illinois plants, animals, and natural history.

Books on science fairs and experiments are collected more extensively by the juvenile department. Likewise, books on human anatomy, physiology, reproduction, and genetics are more often classified with the medical books.

The Library currently subscribes to a number of science periodicals including *Astronomy*, *Audubon*, *Discover*, *Illinois Audubon*, *National Geographic*, *National Wildlife*, *Science News*, *Scientific American*, and *Sierra*.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: General interest/initial study; some advanced interest/advanced study.
- 2) Duplication: generally single copies; multiple copies as needed (e.g. field guides, Illinois plants, animals, and natural history).
- 3) Selection sources: standard plus selected catalogs (Wiley, Facts on File) and scientific journals.
- 4) Retention: varies. Mathematics, 10 years; other items 5-10 years, except for definitive editions and items of local and/or historical interest that may be kept indefinitely. Replacement with newer editions as published.

SELECTION AREA: 580s/630s/710s (botany, gardening, landscaping)

COLLECTION PRACTICE STATEMENT: The city of Lake Forest has an active garden club and the citizens of Lake Forest take great pride in their gardens and home landscaping. Therefore, the Library maintains a collection of both current and historical interest in this area.

The Library purchases items pertaining to herb and vegetable gardening, flower gardening, home landscaping, lawn care, indoor gardening, flower preservation and arrangement, and pest control. Books on identification and culture of trees, shrubs, and wildflowers are included. Because the Library patrons tend to travel widely, the Library purchases books featuring notable gardens of the world.

The Library retains items written by experts in the field in a historical collection and maintains a collection of books devoted to individual flower species. The Library has a sizable collection on rose and orchid culture. Information on special gardens is collected (rock gardens, water gardens, fragrant gardens, bonsai, topiary) as well as material pertaining to garden structures (patios, decks, fences, fountains, greenhouses).

The Library currently subscribes to a number of specialized periodicals including *Horticulture*, *Organic Gardening*, *Garden Design*, *American Forests*, *Landscape Architecture*, *Chicago Home & Garden*, and *Fine Gardening*.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: General interest/initial study to advanced interest. The Library maintains a historical collection in this area. Under an agreement with Lake Forest College, rare and valuable volumes are located in the Rare Book Collection, Donnelly and Lee Library. Lake Forest Library ownership of these volumes and the location at the College are indicated in the on line bibliographic record.
- 2) Duplication: generally single copies; multiple copies as needed (e.g. landscape design).
- 3) Selection sources: standard plus publishers' catalogs (Timber Press, Storey/Garden Way); reviews in specialized periodicals (e.g. *Organic Gardening*, *Horticulture*).
- 4) Retention: generally 10 years. Discard books containing outdated information (e.g. pesticides after 5 years). Retain books of significant historical or local interest.

SELECTION AREA: 600s (applied science)

COLLECTION PRACTICE STATEMENT: Applied science covers a wide range of interests. Major subjects are technology, engineering and allied operations, home economics and family life, manufacturing, printing, and building and construction. Special attention is paid to childmanagement, home improvement and small home projects, and cookbooks. Cookbooks are a big expenditure in the 600s. American regional, special diet and international cookbooks are bought for the patrons' interests.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: General/initial study.
- 2) Duplication: only one copy most of the time; add additional copies if necessary.
- 3) Selection sources: standard.
- 4) Retention: heavily based on space and current interest.

SELECTION AREA: 610s (medicine)

COLLECTION PRACTICE STATEMENT: The Library maintains a large collection of books on individual health care, including diet, exercise, alternative medicines, and psychiatry, with a smaller collection on history of medicine, careers in medicine, biographies.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: General interest/initial study.
- 2) Duplication: multiple copies are seldom purchased.
- 3) Selection sources: standard plus patrons' requests and interlibrary loan information.
- 4) Retention: standard; materials related to fast-changing areas and technologies are kept a maximum of five years. Weeding is ongoing with a goal of discarding five percent of the collection each year.

SELECTION AREA: 700s (art, architecture, antiques, crafts, decorating)

COLLECTION PRACTICE STATEMENT: One of the Library's "special room collections." A core of books on established artists and architects forms the basis. Up-to-date acquisitions on interior design and handicrafts. Specialized purchases in the area of antiques, silver, and jewelry due to the affluence of the community. Less attention to photography.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: General/advanced interest; research level for Chicago area architects and fine collectibles.
- 2) Duplication: usually not necessary; cost prohibitive.
- 3) Selection sources: standard; in addition, Art Institute bulletins are used to be aware of upcoming exhibits.
- 4) Retention: little weeding of antiques; outdated decorating and craft books discarded; Chicago architecture kept indefinitely.

SELECTION AREA: 780s (music)

COLLECTION PRACTICE STATEMENT: Scores of popular musicals, libretti for works performed by Lyric Opera, basic instrumental instruction, biographies of major composers.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: Basic.
- 2) Duplication: none.
- 3) Selection sources: standard.
- 4) Retention: replace worn libretti.

SELECTION AREA: 790s (sports, recreation, performing arts)

COLLECTION PRACTICE STATEMENT: The recreational and performing arts collections cover a wide variety of areas. Special attention is paid to Chicago sports teams and current theatre productions. Sports that are peculiar to the Great Lakes region are included as well as local popular sports such as polo.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: General interest/initial study.
- 2) Duplication: for the most part, one copy is purchased with a second copy added as needed.
- 3) Selection sources: standard.
- 4) Retention: based on space and current interests.

SELECTION AREA: 800s (literature)

COLLECTION PRACTICE STATEMENT: The literature collection focuses mainly on American literature and criticism, with at least one explication/criticism for major poets, playwrights and novelists. Cliff's Notes are extremely popular among students. The collected works of major poets rather than small volumes are purchased. The Library also has some foreign literature as well: French, Spanish, German, Italian, and some Latin. Polish books are particularly popular.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: General interest/initial study.
- 2) Duplication: one copy is standard; second one as needed.
- 3) Selection sources: standard.
- 4) Retention: space and current interest.

SELECTION AREA: 900s (history, travel)

COLLECTION PRACTICE STATEMENT: General and specialized volumes for students and adults are purchased. Some irreplaceable books on Lake Forest are kept in the locked cases and do not circulate. The travel collection is a current collection.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: Basic.
- 2) Duplication: multiple copies as needed in the circulating collection.
- 3) Selection sources: standard.
- 4) Retention: some history classics are retained, such as the original and reprinted WPA guides to the states. Multiple copies of popular history are weeded as demand decreases. Travel books are generally kept two years.

SELECTION AREA: Biography

COLLECTION PRACTICE STATEMENT: The biography section is composed of regular biography, autobiography, and collected biography (920s). Biographies of artists, musicians, religious figures and sports figures are located in their own areas.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: General interest/initial study.
- 2) Duplication: multiple copies as needed in the circulating collection.
- 3) Selection sources: standard.
- 4) Retention: current interest and shelf space.

SELECTION AREA: Reference

COLLECTION PRACTICE STATEMENT: General and specialized volumes for students and adults are purchased.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: Basic (700s: General/advanced interest).
- 2) Duplication: None (except for some reference books that are also added to the circulating collection).
- 3) Selection sources: standard. Many works are on “standing order.”
- 4) Retention: “annual” guides (e.g. Best’s, Kovel’s) are replaced as new editions are published. Other reference materials are kept indefinitely. Print encyclopedia sets are being phased out with the exception of *World Book*.

SELECTION AREA: Local Interest Locked Case Collection

COLLECTION PRACTICE STATEMENT: The Library has identified knowledge and understanding of the community heritage as an important part of its mission. The Library will acquire items that enhance this knowledge in a special collection. These items will be preserved and displayed in several built-in glass cases which exemplify the historic character of the building. Limited space in these cases dictates restricting the collection to items which may include rare, fragile, out-of-print, or autographed books, pamphlets or periodicals pertaining to Lake Forest area history. Special consideration will be given to the subjects of Lake Forest memoirs, politics, arts, literature, gardens, architecture, landscape architecture, personalities and influence.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: Advanced Interest. Further research may be satisfied by referrals to the Lake Forest/Lake Bluff Historical Society, Lake Forest College, or other institutions or agencies.
- 2) Duplication: Circulating copies of some items in the Local History Collection may be available elsewhere in the Library.
- 3) Selection Sources: Standard, plus donations, purchase requests and out-of-print sources such as Alibris.com.
- 4) Retention: Permanent, as space allows. Withdrawn items should be made available to other relevant institutions, and searched in regional and national catalogs for last copy status.

SELECTION AREA: Electronic Information Resources

COLLECTION PRACTICE STATEMENT: Web-based databases and publications provide current material to supplement print collections. Full-text sources are preferred. “Remote” access is available for many online resources.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: General interest/initial study; products for students and investors are favored.
- 2) Duplication: N/A (however, network-wide and “remote” licenses are generally purchased in order to maximize access).
- 3) Selection sources: standard, plus *Computers in Libraries*. We participate in CCS group purchases when offered.
- 4) Retention: most online sources are updated daily or monthly.

SELECTION AREA: Audio-Visual

COLLECTION PRACTICE STATEMENT: Based on philosophy, economy, and technology. Past circulation statistics and patrons’ requests are considered.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: General Interest: classical, opera, pop, rock, jazz CDs; Basic: all other adult CD musical genres; Basic: juvenile CDs and DVD feature films; General Interest: adult and juvenile non-fiction DVDs, CD-ROMs, audio books, language CD-ROMs and CDs; Basic: video games.
- 2) Duplication: as needed.
- 3) Selection sources: standard plus Midwest Tapes, *Gramophone*, *AudioFile*, B&T’s *Alert* Lyric Opera planned productions.
- 4) Retention: standard; shelf space is an additional factor.

SELECTION AREA: Juvenile picture books and readers

COLLECTION PRACTICE STATEMENT: These two collections serve children from toddler age through second grade. The collections are also used as a resource for education students and children’s literature classes. Book lists developed by local schools are considered when purchasing. Unless a title is not available in hardcover, paperbacks are not purchased in these areas. There is a high demand for easy readers.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: General interest/initial study.
- 2) Duplication: Duplicates are often purchased for both collections.
- 3) Selection sources: standard plus *Horn Book*. Book lists provided by local schools are consulted.
- 4) Retention: Picture book titles may remain popular for many years. Classic books are replaced when worn. Readers are discarded when they become dated. At least one copy of all Caldecott titles should be retained. Discard multiple copies when no longer needed.

SELECTION AREA: Juvenile fiction

COLLECTION PRACTICE STATEMENT: This collection serves patrons from third to eighth grade. Classics as well as popular and local authors' works are included in this area. Special attention is paid to books named on school book lists, visiting authors and award-winning books. Multiple copies are purchased in both hardcover and in paperback for the Rebecca Caudill Young Reader's Book Award contest and the Visiting Author program.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: General interest/initial study.
- 2) Duplication: duplicates are bought as needed. Popular authors warrant two hardcover copies with additional copies purchased in paperback.
- 3) Selection sources: standard plus local school reading lists. *Horn Book* is a good journal for classics.
- 4) Retention: standard titles by local authors are retained regardless of their circulation.

SELECTION AREA: Juvenile non-fiction

COLLECTION PRACTICE STATEMENT: This collection is divided into three parts: Reference, easy non-fiction (up to grade 3) and non-fiction. Special attention is paid to the curriculum of local schools. Our demand for non-fiction is closely tied to the assignments given in the schools. Enrichment programs are also taken into account. Yearly feedback from school librarians is helpful to determine new areas of study that will need to be considered. An attempt is made to purchase heavily in the following well used sections: geography, sports, animals, science experiments, Native Americans, crafts, mythology and biography. We attempt to purchase in all other areas but not in depth.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: General interest/initial study.
- 2) Duplication: generally one copy is purchased. A duplicate copy for reference is purchased for books that are in high demand for school assignments.
- 3) Selection sources: standard.
- 4) Retention: encyclopedias in the reference collection are replaced after three years. Books about the United States and other countries are withdrawn after ten years. Books in the folk and fairy tale collection are kept for longer periods of time. Science and sports books are weeded regularly to keep current.

SELECTION AREA: Young Adult

COLLECTION PRACTICE STATEMENT: Both fiction and non-fiction titles are selected with 8th to 12th graders in mind. High school curriculum and fiction reading lists are consulted. The local youth organization, CROYA, is consulted and advised of current topics in the non-fiction areas. Paperback fiction is often purchased for young adults. Includes college related materials (formerly "Career Collection").

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: General interest/initial study.
- 2) Duplication: duplicate copies are rarely purchased because of space and budget concerns. Paperback copies of popular titles are added as needed.
- 3) Selection sources: standard. Special attention is paid to school reading lists.
- 4) Retention: standard.

SELECTION AREA: Juvenile Parent-Teacher Collection

COLLECTION PRACTICE STATEMENT: This collection is designed to provide parents and teachers with child development and enrichment information. This serves as a supplement to material contained in the adult collection. It is designed to provide access to adult material for teachers selecting material for their classes and parents visiting the Children's Library with their children. Books about children's literature, growth and development, and crafts and activities are purchased.

COLLECTION DEVELOPMENT PLAN STATEMENT:

- 1) Collection Development Level: Basic.
- 2) Duplication: Some titles are duplicates of the adult collection but are provided for parents who are unaware or unable to view the adult collection.
- 3) Selection sources: standard.
- 4) Retention: titles are replaced with new editions when they become available.

KEY:

Collection Development Levels: Basic, General Interest/Initial Study, Advanced Interest/Advanced Study, Research, Exhaustive (see A. below).

Selection Sources: "standard" sources are *Booklist*, *Kirkus Reviews*, *Library Journal*, *School Library Journal*, *Science Books & Films*, *Publishers Weekly*, *Book Alert*, *Forecast*, and the *New York Times*.

Weeding Criteria: Currency (outdated materials are discarded); availability of newer editions; physical condition of books; lack of circulation. Use the CREW Method: Expanded Guidelines for Collection Evaluation and Weeding.

Compiled 6-1-99 Revised 5-25-05

7. APPENDIXES

A. DEFINITIONS OF COLLECTION DEVELOPMENT LEVELS

Exhaustive A collection that attempts to include everything written or produced on a subject. This level supports a "special collection". The aim is to maintain exhaustiveness.

Research A collection which includes the major published sources required for independent research including all relevant reference sources and a wide selection of specialized titles, extensive collection of journals, major indexing and abstracting services in the field.

Advanced Interest/Advanced Study A collection which is adequate to support sustained advanced study at post high school or practitioner levels. Includes a wide range of basic titles, complete collections of important writers, selections of secondary writers, selection of journals, reference sources and bibliographies pertaining to the subject.

General Interest/Initial Study A collection which is adequate to support popular interest and initial study. Includes an extensive selection of currently published titles supported by selected, retrospective authoritative titles, a broad selection of works of the most significant writers; a selection of journals and the most significant reference sources.

Basic A highly selection collection which serves to introduce and define the subject and to indicate the varieties of information available elsewhere. It may include major dictionaries and encyclopedias, selected editions of important works, surveys, and some periodicals. In the area of fiction, this would include selected popular titles by contemporary authors and notable titles of major authors. Many of these works might be listed in such sources as Fiction Catalog, Public Library Catalog, and the Standard Catalog of High School Libraries.

B. BOARD POLICIES

- Materials Policies
- Materials Selection Policy
- Children
- Young Adults
- Gifts and Special Collections
- Rental Collection Policy
- Reserve Material Policy

MATERIALS POLICIES

Resources

There are various agencies that provide valuable services to libraries, offering cooperative arrangements, helping to strengthen the library's services to the community. The Lake Forest Library is a member of the North Suburban Library System and takes full advantage of the services made available through its membership, as well as recognizing its responsibility to assist this organization to ensure its continuing success.

The Lake Forest Library recognizes the continuing need for cooperation among libraries within and without the system and, while making use of those services offered by other institutions in order to supplement its own services, it recognizes the need to reciprocate when its services are requested by other responsible institutions, and further recognizes that it must not neglect important services or acquisitions on grounds of their easy accessibility from other institutions outside the community.

Public libraries and school libraries are part of a network of library facilities and should work together to provide coordinated and complete service for children and young people. Lake Forest Library encourages the development of adequate school library facilities and tries to provide a selection of literature and reference materials which will supplement rather than duplicate those offered by the schools.

MATERIALS SELECTION POLICY

The Board of Trustees of Lake Forest Library endorses the Library Bill of Rights, the Labeling Materials Statement and the Freedom to Read Statement of the American Library Association. Copies of each are attached as an appendix to this Materials Selection policy.

Both book and non-book materials will be selected for interest, information, and enlightenment for all members of the community. Attempt will be made to provide materials on controversial issues in an objective way. Consideration is given to the merit of each item, the needs of the community, and the library's existing collections, budgets, space, and services. Selectors will consider library resources in the area and shall not needlessly duplicate materials.

Materials selected should meet standards of factual accuracy, significance, and responsibility of the author's opinion. Each item considered for acquisition is judged individually according to its intrinsic merit, the subject treated, user interest, and the need for it in the organized collection. Standard library selection aids and other appropriate sources such as book reviewing journals and basic bibliographies are used. Selectors are qualified staff, with the final responsibility resting with the Administrative Librarian.

The Library recognizes that some materials are controversial and that any given item may offend some patrons. Without anticipating approval or disapproval, selections will be made solely on the merits of the work in relation to building the collection and to serving the interests of borrowers. In the event of a formal complaint, the complainant is invited to fill out a "Request for Reconsideration of Library Materials Form". Upon receipt, the Librarian will make a written response to it. The Library Board, at the request of the Administrative Librarian, will review written complaints concerning a specific title. Responsibility for the materials used by minors rests with their parents and legal guardians.

The Library takes into consideration requests from the Library's patrons, but does not necessarily add an item because of the pressure of popular demand. The best-seller status of a particular title is not necessarily a criterion for library purchase.

Selection of materials for discard shall be considered part of the selection and evaluation process. In order to maintain an up-to-date, useful collection, worn and obsolete materials (except for historical and reference purposes) are continuously weeded.

Curriculum materials are the responsibility of the school systems. The Lake Forest Library will supplement the school libraries, but will not assume the responsibilities that rightfully belong to the schools. The Children's Department provides a homework center that includes reference copies of Lake Forest school textbooks for grades 3-8.

CHILDREN

The Library's objective in selecting materials for children is to make available a collection that satisfies the informational, recreational, and cultural needs from pre-school age to the age of fourteen. Materials are included which meet the general demands of the majority of children, along with books whose special qualities make them valuable to children with special needs, talents, problems, or interests. Criteria for selection include literary and artistic worth, suitability of content and vocabulary to the age of the readers, and the contribution to the balance of the total collection. (Board policy approved February 23, 1981.)

YOUNG ADULTS

The Library realizes that young adults have special needs trying to adjust to the varied social, emotional and physical changes in themselves, their peers, and their world. Materials purchased for the Young Adult Collection are chosen to help them meet these needs, find self-realization, and understand the world at large.

GIFTS, SPECIAL COLLECTIONS, LAKE FOREST AUTHORS AND RAGDALE AUTHORS

Materials accepted as gifts should meet all requirements of the library's normal selection procedures. The donor should understand that the materials donated become the property of the library, and their ultimate disposition will reflect library needs as interpreted by the Administrative Librarian. Suitability, extent of duplication, physical condition, copyright dates, and costs of processing and housing are factors in making decisions about the disposition of gifts. Acceptance of any gift is conditioned by its active value to the library program that does not include the museum function.

Except for temporary exhibit purposes, the Library will not accept storage responsibility for historic documents or objects owned or controlled by groups or individuals, other than those already held in keeping before the effective date of this policy.

It is the policy of the Library not to accept special collections of books to be kept together as a separate physical entity. Gift collections may be accepted only with the understanding that they may be integrated into the general collection.

All materials received as gifts are to be suitably acknowledged but no evaluation of gifts for income tax purposes will be made by the Library. (Approved, February 19, 1955)

Lake Forest Library honors local authors as part of its mission to encourage lifelong learning. The Library actively seeks works written by current and former residents to add to the general collection. Items by Lake Forest authors will be identified with a bookplate and a searchable field in the online catalog.

Lake Forest Library values its proximity and cooperation to Ragdale Foundation. As part of its mission to encourage life-long learning, the Library actively seeks works written by Ragdale authors to add to the general collection. Items by Ragdale authors will be identified with a bookplate and a searchable field in the online catalog. (Approved April, 2008)

RENTAL COLLECTION POLICY

The Library shall maintain a small collection of popular titles. Fees shall be adjusted at the discretion of the Administrative Librarian, subject to the approval of the Board. (Approved July 18, 1983.)

C. REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

Title _____ Book _____ Periodical _____ Other _____

Author _____

Publisher _____

Request initiated by _____

Address _____

City _____ State _____ Zip _____ Telephone _____

Do you represent:

____ Yourself

____ An organization (name) _____

____ Other group (name) _____

1. To what in the work do you object? (Please be specific. Cite pages.)

2. Did you read the entire work? _____ What parts? _____

3. What do you feel might be the result of reading this work? _____

4. For what age group would you recommend this work? _____

5. What do you believe is the theme of this work? _____

6. Are you aware of judgments of this work by literary critics _____

7. What would you like your library/school to do about this work?

____ Do not assign/lend it to my child.

____ Return it to the staff selection committee/department for reevaluation.

____ Other. Explain _____

8. In its place what work would you recommend that would convey as valuable a picture and perspective of the subject treated?

Signature _____ Date _____

D. AMERICAN LIBRARY ASSOCIATION DOCUMENTS

Freedom to Read Statement
Labeling Library Materials
Library Bill of Rights

FREEDOM TO READ STATEMENT

The Freedom to Read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove books from sale, to censor textbooks, to label "controversial" books, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

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

We trust Americans to recognize propaganda, and to reject it. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressure being brought against education, the press, films, radio and television. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

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

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

Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means of making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new ideas and the untried voice from which come the original contributions to social growth. They are essential to the extended discussion which serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

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

The freedom to read is guaranteed by the Constitution. Those with faith in free men will stand firm on those 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 which are unorthodox or unpopular with the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until his idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighting 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 and librarians do not need to endorse every idea or presentation contained in the books they make available. It would conflict with the public interest for them to establish their own political, moral or aesthetic views as the sole standard for determining what books should be published or circulated.

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one man can read should be confined to what another thinks proper.

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

A book should be judged as a book. No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free men can flourish which draws up lists of writers, to whom it will not list, 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 inhibit the efforts of writers to achieve artistic expression.

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

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

The idea of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that individuals must be directed in making up their mind 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.

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.

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 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 expended on the trivial; it is frustrated when the reader cannot obtain matter fit for his purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of their freedom and integrity, and the enlargement of their service to society, requires of all publishers and librarians the utmost of their faculties, and deserves of all citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of books. We do so because we believe that they are good, possessed of enormous variety of usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953; revised January 28, 1972, January 16, 1991, by the ALA Council and the AAP Freedom to Read Committee.

A Joint Statement by: American Library Association and Association of American Publishers

LABELING LIBRARY MATERIALS

Statement on Labeling: an interpretation of the LIBRARY BILL OF RIGHTS

Labeling is the practice of describing or designating materials by affixing a prejudicial label and/or segregating them by a prejudicial system. The American Library Association opposes these means of predisposing people's attitudes toward library materials for the following reasons:

1. Labeling is an attempt to prejudice attitudes and as such, it is a censor's tool.
2. Some find it easy and even proper, according to their ethics, to establish criteria for judging publications as objectionable. However, injustice and ignorance rather than justice and enlightenment result from such practices, and the American Library Association opposes the establishment of such criteria.

3. Libraries do not advocate the ideas found in their collections. The presence of books and other resources in a library does not indicate endorsement of their contents by the library.

A variety of private organizations promulgate rating systems and/or review materials as a means of advising either their members or the general public concerning their opinions of the contents and suitability or appropriate age for use of certain books, films, recordings, or other materials. For the library to adopt or enforce any of these private rating systems, to attach such ratings to library materials, to include them in bibliographic records, library catalogs, or other finding aids, or otherwise to endorse them would violate the LIBRARY BILL OF RIGHTS.

While some attempts have been made to adopt these systems into law, the constitutionality of such measures is extremely questionable. If such legislation is passed which applies within a library's jurisdiction, the library should seek competent legal advice concerning its applicability to library operations.

Publishers, industry groups, and distributors sometimes add ratings to material or include them as part of their packaging. Librarians should not endorse such practices. However, removing or obliterating such ratings-if placed there by or with permission of the copyright holder-could constitute expurgation, which is also unacceptable.

The American Library Association opposes efforts which aim at closing any path to knowledge. This statement, however, does not exclude the adoption of organizational schemes designed as directional aids or to facilitate access to materials.

Adopted July 13, 1951. Amended June 25, 1971; July 1, 1981; June 26, 1990, by the ALA Council

LIBRARY BILL OF RIGHTS

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

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

Adopted June 18, 1948

Amended February 2, 1961, June 27, 1967, and January 23, 1990 by the ALA Council.