



Library Operations and Services

Collection Development and Management

Approved by Board of Trustees: March 21, 2023

Effective Date: March 21, 2023

Revisions: March 18, 2025

Purpose:

The Hudson Area Public Library's Collection Development and Management Policy provides a framework to support the library's mission, vision and core values with regard to the materials available to the public.

Mission

The Hudson Area Public Library connects people to information, services, culture, lifelong learning and each other.

Vision

The Hudson Area Public Library fosters the spirit of exploration, the joy of learning, and the pursuit of knowledge for all.

Core Value # 2

Freedom: the library provides open and free access to everyone, defends intellectual freedom, and rejects censorship.

Collection Development and Management

Collection development and management includes the planning, selection, acquiring, cataloging, and weeding of the library's collections. Library materials in the collection include, but are not limited to, the following: books, periodicals, reference works, newspapers, microfilm, DVDs, music CDs, large-print materials, audio books, atlases, software, electronic content and nontraditional items (Library of Things).

Objectives

The Hudson Area Public Library seeks to maximize the collection budget to provide a variety of materials, in multiple formats, that represent the wide range of ages, backgrounds, experiences, viewpoints, values, and interests in the local community. The library's collections reflect the broad range of viewpoints and cultures that exist in our world.

- The collection supports individuals seeking education, information, research, recreation, entertainment and cultural awareness.
- The collection includes diverse and inclusive materials that represent the broad range of human experiences throughout the world, including those from underrepresented communities.
- The collection includes an abundance of resources representing the greatest possible diversity of genres, ideas, and expressions.
- The collection does not exclude materials because of the origin, background, or views of those contributing to their creation.
- The collection does not exclude materials that some patrons might find objectionable, controversial, or unpopular.
- The collection is freely accessible to all library users, including minors. o Responsibility for children's use of library materials lies with their parents or guardians. Library workers do not assume nor impose their judgment on the decisions of parents/guardians.

Responsibility for Selection

Library staff members work collaboratively to acquire materials based on this policy. Final responsibility for materials selection rests with the Library Director who reports to and operates within the framework of policies developed by the library's Board of Trustees.

Selection Principles

Library staff members have a professional and ethical responsibility to defend the library user's right to read, view, or listen to content protected by the First Amendment, regardless of the creator's viewpoint or personal history.

Library staff must not permit their personal biases, opinions, or preferences to unduly influence collection development decisions.

The library does not knowingly discriminate in its materials selection.

The purchase of items is not an endorsement of their content.

Selection Criteria

Items need not meet all of the following criteria. Some materials may be judged primarily on artistic merit, for example, while others are considered because of value or their ability to satisfy the recreational needs of the community. Items having widespread demand may or may not meet the standards in this policy. However, demand is a valid factor in selection, and it shall be considered an important factor in cases where there is a persistent local demand. If there is considerable topical interest in the subject and public desire to read and judge the book firsthand, a title may be included which is not considered accurate according to expert opinion.

Selection considerations include:

- Public demand, interest, or need, including patron requests
- Suitability of subject and style for the intended audience
- Available resources and budget considerations
- Space limitations
- Relation to existing items in the collection
- Relation to existing items available in the MORE and WISCAT systems
- Evaluation and coverage from notable industry publications and resources
- Ease of use
- Equipment requirements
- Additional format considerations
- Technical support and training considerations

Content considerations include:

- Authoritative sources
- Author's reputation, significance, and competence

- Comprehensiveness, clarity, and objectivity
- Cultural, literary, artistic, and historical importance
- Relevance and timeliness
- Representation of trends, movements, and genres
- Originality, artistic presentation, and technical quality
- Authenticity of characterizations, historical events and social settings

Weeding/Withdrawal of Materials

The withdrawal of materials, also called weeding, is necessary to maintain a vital and up-to-date collection. Weeding or withdrawal of the collection is an ongoing process directly related to collection development. Materials that are worn, damaged, outdated, duplicated, no longer accurate, or no longer used may be removed from the collection.

Minors: Materials Selection and Collection Access

Materials housed in the children's department are chosen for children from infancy to early adolescence. However, since reading levels and interests vary considerably, some over-lapping of titles between the adult, young adult, and children's collections will occur. Users of all ages are free to use either collection.

Basic to this philosophy is the children's right of free access to the library's entire collection. Children of the same age vary considerably in maturity and reading ability. Parents/guardians have different values and beliefs about the appropriateness of materials for their children. Responsibility for children's use of library materials lies with their parents or guardians. Library workers do not assume nor impose their judgment on the decisions of parents/guardians.

Supplemental Considerations

The Hudson Area Public Library endorses the Library Bill of Rights, Free Access to Libraries for Minors, the Freedom to View statements, and the Freedom to Read Statement of the American Library Association, all of which are included at the end of this policy and are intended to be a part of this policy statement.

Patron Objections

Library patrons who object to a particular item in the collection are encouraged to discuss their objection with the director as a first step. Patrons may submit a Request for Reconsideration of Library

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Material form, which is available at the library. The complainant's request shall be reviewed by the library director and a second staff person in relation to the library's mission and selection criteria. The director will make every attempt to reply to all requests for reconsideration within thirty (30) days of receiving a fully completed reconsideration form. Per Wisconsin Statutes 19.32, submitted reconsideration forms are public records.

Guidelines regarding the reconsideration process:

- The item in question will not be removed from the shelf during the reconsideration process.
- If the complainant has checked out the item in question, the review process will not begin until the item has been returned to the library.
- Due to staffing limitations, the library restricts an individual's request for reconsideration to one item at a time. After a decision has been issued, the individual can submit another request for a different item.
- Requests for reconsideration of a particular item will not be considered more than once in a two-year period. The period begins on the date the director's decision was issued.
- The director must inform the board of official requests for reconsideration, and the outcome, in the director's report.

Notes about the Collection

Textbooks

Providing textbooks and curriculum material is generally held to be the responsibility of the schools, regardless of whether the setting is a private school, public school or home school. Materials will not be purchased for the sole purpose of supporting a curriculum. Textbooks will be considered for the collection when they supply the best or only information on a specific topic.

Local history resources

The library has a History Room with St. Croix County and Hudson historical materials, including microfilm of the local newspaper.

Genealogy

Anyone with a MORE member library card has free access to the library's genealogy resources, as well as materials available at the library. Users wishing to research individual families are referred to the Area Research Center at the UW-River Falls or the State Historical Society. Another resource for genealogical research is the St. Croix County Historical Society.

Materials: forms and formats

The library must be responsive to the increased need for non-print materials. Materials in these formats and other new formats must be evaluated in terms of the library's budget, space and in their usefulness in meeting the needs of the users.

Readers with vision limitations

For individuals who are limited by eyesight, the library maintains a collection of large print books, as well as audio books available on CD and electronic formats. The user may order additional materials from the Wisconsin Talking Book and Braille Library.

Interlibrary Loan

The library is a member of the MORE consortium, which consists of all libraries in the IFLS system. Libraries in this consortium share a common integrated library catalog. Patrons may place holds on items owned by other libraries in the consortium and those items will be delivered to the library as they become available. Because of limited budget, space, and age of the item requested, the library is not able to purchase all materials that are requested. Therefore, the state union catalog called "WISCAT" is used to obtain materials that are beyond the scope of the Hudson Area Public Library and MORE libraries.

Supplemental Statements Endorsed by this Policy

Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read. Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

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

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

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

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every America 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

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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.

Freedom to View Statement

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.

Library Bill of Rights

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

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

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

Inclusion of "age" reaffirmed January 23, 1996.

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

Access to Library Resources and Services for Minors: An Interpretation of the Library Bill of Rights

The American Library Association supports equal and equitable access to all library resources and services by users of all ages. Library policies and procedures that effectively deny minors equal and equitable access to all library resources and services available to other users is in violation of the American Library Association's 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, apparent maturity, educational level, literacy skills, emancipatory or other legal status of users violates Article V. This includes minors who do not have a parent or guardian available to sign a library card application or permission slip. Unaccompanied youth experiencing homelessness should be able to obtain a library card regardless of library policies related to chronological age.

School and public libraries are charged with the mission of providing services and resources to meet the diverse interests and informational needs 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 providing library services and should be determined on an individual basis. Equitable access to all library resources and services should not be abridged based on chronological age, apparent maturity, educational level, literacy skills, legal status, or through restrictive scheduling and use policies.

Libraries should not limit the selection and development of library resources simply because minors will have access to them. A library's failure to acquire materials on the grounds that minors may be able to access those materials 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, sound, images, data, social media, online applications, games, technologies, programming, and other formats.¹ 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.² Libraries and their 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 or not content is constitutionally protected.

Article VII of the *Library Bill of Rights* states, “All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use.” This includes students and minors, who have a right to be free from any unreasonable intrusion into or surveillance of their lawful library use.

The mission, goals, and objectives of libraries cannot authorize libraries and their 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.”⁴ Libraries and their governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child. Libraries and their governing bodies shall ensure 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 own children. Libraries and library governing bodies should not use rating systems to inhibit a minor’s access to materials.⁵

Libraries and their governing bodies have a legal and professional obligation to ensure that all members of the communities they serve have free and equitable access to a diverse range of library resources and services that is inclusive, regardless of content, approach, or format. This principle of library service applies equally to all users, minors as well as adults. Lack of access to information can be harmful to minors. Libraries and their governing bodies must uphold this principle in order to provide adequate and effective service to minors.

¹ *Brown v. Entertainment Merchant’s Association, et al.* 564 U.S. 08-1448 (2011).

² *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).

³ “[Privacy: An Interpretation of the Library Bill of Rights](#),” adopted June 19, 2002, by the ALA Council; amended July 1, 2014; and June 24, 2019.

⁴ “[Libraries: An American Value](#),” adopted on February 3, 1999, by ALA Council.

5 “[Rating Systems: An Interpretation of the *Library Bill of Rights*](#),” adopted on June 30, 2015, by ALA Council; amended June 25, 2019.

Adopted June 30, 1972, by the ALA Council; amended July 1, 1981; July 3, 1991; June 30, 2004; July 2, 2008 *under previous name* "Free Access to Libraries for Minors"; July 1, 2014; and June 25, 2019.