

**VU JASPER LIBRARY**  
**COLLECTION DEVELOPMENT POLICY**  
**VINCENNES UNIVERSITY**  
**JASPER, INDIANA**  
**REVISED FALL 2007**

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## **Introduction**

I wish to thank Joseph Helms, Michaela Ewald, Richard King and Bonnie Riggins for putting together the Collection Development Policy outlined in this document. This policy will provide valuable direction and guidance in making the best use of university resources allocated to Shake Library. It also puts in place numerous processes and policies needed for the library to function in a professional manner, consistent with national library standards and guidelines and with the mission and purpose of Vincennes University. The policy will be continually subject to review and revision, in light of experience with implementation and changing circumstances. My congratulations to those involved in putting together this outstanding document.

Robert Slayton  
Dean of Learning Resources

## **Acknowledgments**

The Collection Development Policy for Shake Library would not have been possible without the active participation of my professional colleagues, namely, Michaela Ewald, Richard King, Bonnie Riggins and Dean Robert Slayton. I also want to thank Travis Ennis, Library Reference Assistant and MLS graduate student enrolled in the School of Library and Information Science at Indiana University, Bloomington for his contribution to the document, especially in the area of electronic resources. I am indebted to my colleagues for their timely comments, suggestions, and proofreading which have strengthened this document. Without their full cooperation, encouragement, and support, this endeavor would have taken much longer to complete.

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**Revised Fall 2007**

**I. Purpose of the Collection Development Policy**

The purpose of the collection development policy of the VU Jasper Library is to state clearly the principles and guidelines used by librarian in selecting, acquiring, maintaining, and deselecting library materials. The collection development policy focuses on relating collection building to the goals, objectives and programs of the University and to the teaching, researching, and recreational needs of VU faculty, staff and students. In addition, it seeks to inform VU faculty, staff, students and the general public of this policy.

**II. Mission, Goals and Service Statements**

**A. VU Jasper Library Mission Statement**

The VU Jasper Library, offers a full range of traditional and electronic library services to the Vincennes University community and general public.

The library maintains intensive and direct contact with library users through daily circulation transactions, creates and organizes patron records, manages shelving of materials, handles reserve items, and provides Interlibrary Loan service. The library strives to provide the most reliable, current information in print and electronic formats.

The VU Jasper Library continually seeks to acquire and improve a collection that supports the University curriculum, research projects conducted by faculty and staff, and recreational needs of the VU community and general public. The library seeks to ensure that all users have access to these materials. In addition, the library has a strong educational mission to instruct users in theoretical and practical library research. This entails both formal classroom instruction and one-on-one teaching sessions as the individual requires.

**B. Profile of VU Community**

Vincennes University is a comprehensive state-supported community college with an open-admission philosophy that serves students and communities in a variety of locations. The main campus is located in Vincennes, Indiana and a second campus is located in Jasper, Indiana. Extension sites are located in Indianapolis at the airport and the Indiana School for the Deaf. VU also offers military education programs to serve men and women in uniform in the United States and overseas and a full array of distance education/degree completion course offerings.

### **C. Programs Offered**

The University offers coursework leading to certificate, associate degree, and baccalaureate degree programs. This requires offering instruction ranging from developmental coursework to courses designed for immediate job placement or college transfer. In all cases the University is committed to reaching out to serve students' needs through quality instructional programs, individual attention, educational delivery systems and student services that assure student success.

### **D. Subject Areas to Support Programs**

It is the primary responsibility of the VU Jasper Library to collect materials that are relevant to all subject areas taught at VU. To do this, the librarian reads current reviewing sources and maintains cooperative relationships with faculty to ensure library materials support coursework in a useful and timely manner.

### **E. Variety of Formats for Learning**

The VU Jasper Library maintains flexibility in adapting technologies to enhance teaching and learning. Although emphasis on such developments may alter with time, innovations such as multimedia, the Internet, satellite communication, electronic texts, and overall growth in importance of computerized services will be aggressively discovered and applied. Despite technological trends, VU Jasper Library's book collection will remain a significant cornerstone at Vincennes University.

## **III. Collection Development Policy**

### **A. Intellectual Freedom**

In accordance with standards adopted by the library profession throughout the United States, the VU Jasper Library affirms that freedom to read and view materials is essential to the well-being of a democratic society. Therefore, the library adheres to the *Library Bill of Rights*, written and adopted by the American Library Association, and the *Freedom to Read Statement*, written and adopted by the American Library Association and Association of American Publishers, and the *Freedom to View Statement* issued by the American Film and Video Association and endorsed by the American Library Association.

#### **1. Library Bill of Rights**

The Library Bill of Rights (not duplicated here, see Appendix A) adopted by the American Library Association is the foundation upon which library collection development is based. The main thrust of this statement is that "libraries should provide materials and information presenting all points of view" and that libraries should challenge censorship.

#### **2. Freedom to Read**

The *Freedom to Read Statement* (not duplicated here, see Appendix B) is a joint statement by the American Library Association and the Association of American

Publishers. It is a basic statement on free expression and censorship as they pertain to libraries. The statement has seven points used by libraries to provide materials that "make available the widest diversity of views and expressions" and to provide materials that "enrich the quality and diversity of thought and expression."

### **3. Freedom to View**

The *Freedom to View Statement* (not duplicated here, see Appendix C) adopted by the American Film and Video Association and endorsed by the American Library Association has five basic statements pertaining to free access to films, videos and other audiovisual materials.

### **4. Questioned Materials**

There may be an occasion when someone questions or challenges the suitability of an item found in the VU Jasper Library collection. A patron with a question about the suitability of an item will be referred to the librarian. All questions about the questionable item will be met appropriately by the librarian with reference to the guidelines contained within this policy. If a patron wishes to question formally VU Jasper Library's inclusion of an item, he/she will be directed to fill out the *Request for Reconsideration of Material* form (not duplicated here, see Appendix E) and submit it to the librarian. The request for reconsideration of any item will be discussed by the librarian and the Dean of Learning Resources. The patron will be notified regarding the decision whether to retain or remove the item. In the interim, the questioned material will remain in the collection.

### **B. Professional Library Standards**

The VU Jasper librarian utilizes the following national standards promulgated by the Association of College & Research Libraries (ACRL), a division of the American Library Association: *Standards for Libraries in Higher Education* (Approved by the ACRL Board of Directors, June 2004).

### **C. Statement on the Copyright Law**

The VU Jasper Library adheres to the provisions of the U.S. Copyright Law (17 U.S.C.) and related guidelines. Compliance with these standards are considered in requesting Interlibrary Loan and also in placing items on Reserve.

### **D. Interlibrary Loan**

Interlibrary Loan is a service offered to VU students, faculty, and staff in which materials not owned by the VU Jasper Library may be requested from other libraries. These activities may affect collection development. For example, if the library finds that a particular item is borrowed frequently, a purchase of that item may be needed. However, if requests are very seldom made for a particular subject, items for such may be better suited to be requested through interlibrary loan rather than purchased.

When requests for such materials are made at the VU Jasper Library the information is forwarded to the Interlibrary Loan Department at Shake Library in Vincennes. Shake Library is an active participant in the Online Computer Library Center (OCLC) services.

Most interlibrary loan requests are made through this service and processed by library staff. However, VU faculty, staff, and students may also use the WorldCat database of OCLC to directly search and select their own requests online. If a patron chooses to have the requested material delivered by interlibrary loan methods, the requests are forwarded electronically to local library staff to view and then processed as needed. Also, forms for both books and journal articles are available from the library's Web site for library users to fill in and electronically request items. Cooperative and reciprocal agreements are made with other OCLC libraries as much as possible so that most items are borrowed at no cost or at a very minimal cost.

Each fiscal year funds are allocated in the Shake Library budget for interlibrary loan and document delivery. Therefore, these services are provided free of charge to VU faculty, staff, and students.

### **E. Library Clientele**

The VU Jasper Library provides VU faculty, staff, students, and residents of Indiana with organized collections of print and non-print materials. These resources support the institutional and instructional requirements of the university, as well as the individual needs and interests of its students.

### **F. Materials Selection**

#### **1. Objectives**

The materials selection policy of the VU Jasper Library shall reflect the following:

- Provide print, electronic and non-print materials that will support and allow for the curriculum to be implemented.
- Provide materials for general education.
- Provide materials that will meet the varied interests and abilities of faculty, staff, and students.

#### **2. Responsibility for Selection of Materials**

The VU Jasper librarian has the professional responsibility for selection of materials and electronic resources and are responsible for the scope and content of the collections. Therefore, the responsibility for coordinating and recommending the selection and purchase of materials and electronic resources rests with the librarian.

#### **3. Recommendations**

In addition to the recommendations of the librarian, suggestions from faculty, staff, and students are encouraged and given serious consideration. All recommendations must be approved by the librarian before purchase and budget constraints may limit the number of items that can be purchased.

#### **4. Levels of Collection Development**

The following ranking system has been adopted by Shake Library librarians and also used by the VU Jasper librarian, to determine the depth and scope of the collection.

- Level 0 - Out of scope; no holdings in collection and nothing bought.
- Level 1 - Minimal level; only a few items in the library collection.

- Level 2 - Basic information level; highly selective collection that introduces and defines the subject and indicates varieties of information in it.
- Level 3 - Instructional support level; collection supports course work and sustained independent study. This level is further divided into initial and advanced study.
- Level 4 - Research level; collection contains materials requested by faculty/staff members to support faculty/staff research needs.
- Level 5 - Comprehensive level; collection is exhaustive in a few limited areas. The librarian selects materials based on levels 1, 2, 3, and 4.

## **5. Selection Criteria**

The major responsibility and priority of the VU Jasper Library collection is to support the instructional programs. Specific considerations in choosing individual items include the following:

- Accuracy
- Authoritativeness
- Objectivity
- Lasting value of content
- Author's, composer's, filmmaker's or artist's reputation
- Publisher's or producer's reputation
- Strength of present holdings in same or similar subject areas
- Degree of need for the material
- Cost
- Format
- Suitability to the community college or University's curriculum
- Relevancy to the cultural, educational, and recreational needs of faculty, staff, and students
- Appropriateness of a resource for inclusion among library services or whether it would be better placed in a different VU department or VU department's web services.

## **6. Selection Aids**

The VU Jasper Library librarian primarily selects materials for purchase on the basis of reading published reviews, scanning standard bibliographies, or previewing. Selection aids used include:

- Professional Review Publications
  - *American Libraries*
  - *Booklist*
  - *Choice*
  - *Library Journal*
  - *New York Times Book Review*
  - *Science Books and Films*
- Standard Bibliographies/Directories
  - *American Reference Books Annual*
  - *Books for College Libraries*

- *Books in Print*
- *Fiction Catalog*
- *Gale Directory of Publications and Broadcast Media*
- *Guide to Reference Books*
- *Magazines for Libraries*
- *The Reader's Adviser*
- *Ulrich's International Periodicals Directory*
- *Vocational and Technical Resources for Community College Libraries*
- Other sources
  - Pre-publication literature
  - Professional library discussion lists (*Libref-l*, etc.)
  - Publishers' catalogs
  - Reviews available online via the library's subscription databases
  - Vendors (Amazon and Barnes & Noble, etc.)

## **7. Materials and Formats Collected**

Type of materials and formats collected:

- Abstracts and Indexes
- Almanacs, Fact Books, Yearbooks, and Statistical Sources
- Atlases and Gazetteers
- Bibliographies
- Biographical Sources
- CD-ROMS
- Companions
- Compendiums
- Computer Software Programs
- Dictionaries (English language, foreign language, and subject)
- Digests and Summaries
- Directories
- Electronic Books
- Electronic Resources (purchased and subscription-based)
- Encyclopedias (General English language, general foreign language, and subject)
- Free Web-based Resources
- Guidebooks
- Handbooks
- Histories and Chronologies
- Legal Sources
- Magazines, Journals, and Newspapers
- Manuals
- Paperbacks
- Quotation Books
- Specifications and Standards
- Style Manuals
- Videotapes VHS and DVDs

Type of materials and formats generally **NOT** collected:

- Costumes
- Devotional Religious Books
- Dissertations
- Educational Games
- Filmstrips
- Motion Pictures (16mm)
- Museum Pieces
- Patents
- Pamphlets
- Private and Public Company Files
- Standardized Tests
- Videotapes (3/4")

### **8. Ownership of Materials**

All materials purchased with VU Jasper Library funds are considered part of the VU Jasper Library collection and will reside in, or emanate from (in the case of electronic resources), the library.

### **9. Multiple Copies**

Due to the need to acquire as many titles as possible with limited funds and because of limited space, the VU Jasper Library encourages the purchase of only one copy of an item. Where a special need can be demonstrated, additional copies may be purchased.

### **10. Collection Maintenance**

a. Location: Library materials paid for with VU Jasper Library funds must be housed in the VU Jasper Library. The librarian may designate any material to be for circulation, in-house use only, the Reference Collection, or, for special collections. The librarian designates classification and shelf location using the *Dewey Decimal Classification System* and other classification schemes.

b. Replacements of Missing and Damaged Materials: Any item lost, stolen or severely damaged will be considered for replacement. Damaged materials that cannot be repaired will be identified by the librarian who has responsibility for collection development in the subject area. Missing items will be identified by the librarian. Replacement decisions will be guided by:

- Whether the item is listed in standard bibliographies listed under #6 above
- Whether the item meets other collection guidelines included herein
- The frequency of use
- Whether the item appears on faculty recommended reading lists
- Availability of funds
- VU Jasper Library owns a duplicate copy
- Whether the item is readily available (still in print)

c. Preservation: Library materials are expensive to purchase, to process, and to house. Materials of lasting value should be treated with care. Guidelines for preservation include:

- Care and handling of library materials will be stressed to VU Jasper Library staff and to users.
- Temperature and humidity controls will be sought for library materials.
- Binding will be used to preserve periodicals, paperbacks and other materials of more lasting value.
- Book repair will be provided for materials damaged through intensive or rough use or accident.

d. Deselection: As materials are deemed no longer useful to the VU Jasper Library collection and to library patrons, they will be withdrawn from the collection and discarded at the discretion of the librarian. Deselection will be done methodically and on an on-going basis. The VU Jasper Library librarian will withdraw materials using acceptable professional procedures as outlined in the following:

- The Crew Manual by Joseph P. Segal
- Weeding Library Collections by Stanley Slote

In selecting materials as candidates for withdrawal, the VU Jasper Library librarian will use the following guidelines:

- Superseded editions will be routinely deselected from the collection.
- Duplicates should be deselected within five years of publication date except in areas where there is continued high demand or where the library holds rare copies.
- In the sciences and technical fields, all materials ten years old should be considered candidates for deselection. Only titles of biographical or historical significance will be retained.
- In the health and medical sciences, all materials five years old will be considered for deselection. Only titles of biographical or historical significance will be retained.

Other characteristics that identify an item as a candidate for deselection are:

- No circulation within the past ten years
- No listing in standard bibliographies listed in #6 above
- Age of material
- Space available
- Reputation of author
- Physical condition
- Availability of better or more current materials
- Primary source material
- Completeness of the holdings and collection level

## **11. Textbooks**

Generally, the VU Jasper Library librarian does not purchase textbooks used for University courses due to the following reasons:

- Budget constraints
- Space limitations

- Continual changes in textbook selection by faculty

### **12. Non-Print Materials**

Shake Library uses the same general guidelines outlined in sections 4, 5, 6, 7 and 8 of this policy for selecting non-print materials for the VU Jasper Library collection. For assistance in selecting non-print materials for the collection, the librarian will rely heavily on recommendations from the faculty. Generally speaking, non-print materials considered for inclusion in the library's collections consist of the following formats:

- Audio programs
- Sound recordings (music CDs)
- Videotapes/DVDs

### **13. Paperbacks**

Preference is for hardback copies of titles, but when the cost differential between a paperback copy and a hardback copy of the same title is twenty (\$20) dollars or more, generally, the paperback copy will be purchased. When a title is available in the paperback format only, the paperback copy will be purchased.

### **14. Gifts**

The VU Jasper Library welcomes gifts of books, periodicals, music CDs and other material. Gifts are added if they meet the requirements of the Collection Development Policy, and at the discretion of the librarian. (See Appendix F for Receipt of Gifts form). Donors of materials will be informed that it is not the policy of the VU Jasper Library to affix a value to donated items. However, for tax purposes, a receipt will be issued stating the types and quantities of materials donated.

Donors will be informed that by donating their items to the VU Jasper Library, they acknowledge that the VU Jasper Library is at liberty to use the donated items in a manner beneficial to the VU Jasper Library. This can include, but is not limited to:

- Adding it to the collection
- Discarding
- Sell at a public sale
- Trade with or donate to another library

### **15. Periodicals**

VU Jasper Library treats requests for periodical subscriptions differently than requests for books or media. Periodicals, which are also known as serials, journals, or magazines, require a substantial ongoing commitment in funding and space allocation. Due to increasing subscription rates and limited funds, acquisition of a periodical requires and receives substantially more consideration than the acquisition of a single book or videotape.

When evaluating requests, the VU Jasper Library gives primary consideration to the following criteria:

- Implementing new curriculum
- Support of the present academic curriculum
- Accreditation requirements

- Suitability to the community college curriculum
- Collection balance
- Recommendation from faculty/staff members or academic departments
- The price, especially the cost of the subscription in relation to its possible use
- The amount currently expended for subscriptions in a single subject area
- Number of titles currently carried in a single subject area
- Annual cost for renewing a title
- Annual cost for maintaining an archived collection in either bound, microform, or electronic formats
- Cost involved with providing adequate storage for the archived collection
- Usefulness to students
- Anticipated use by faculty, staff, or students
- Reputation of the periodical, including publisher, editors, and contributors

A periodical will be reviewed for cancellation based upon the following set of criteria:

- Fiscal considerations
- Change or discontinuance of program or curriculum it supports
- Recommendations of librarian, faculty members or academic departments
- Content of format changes in the title which make it inappropriate for inclusion in the collection
- Appearance of an alternative title that is available and preferable

### **16. Reference Collection**

The Reference Collection is designed and maintained to support the University's instructional programs and to meet the informational and research needs of the VU community. The Reference Collection is non-circulating and includes information sources of high demand that by their nature need to be available at all times.

### **17. Course Reserves**

The Reserve Collection is intended as a source for heavily used items and/or for items needing extra-security. Faculty and staff may request that their own personal copies and/or Shake Library-owned items be placed on Course Reserve for their classes or related University functions.

### **18. Children's Literature**

To support courses for students with majors in literature and education, the VU Jasper Library has established and maintains a very small, core collection of the best in children's literature. Time-honored classics are included along with the best reviewed and award winning titles of recent vintage. Titles are selected to cover ages ranging from pre-school through young adults.

### **19. Collection Evaluation**

The librarian continually evaluates the collections in order to ascertain information about the relative value of each item to the collection. Evaluation is necessary in helping the

librarian determine whether VU Jasper Library is building collections that are responsive to the needs of faculty, staff, and students.

**20. Persons with Disabilities**

Persons with disabilities have equal access to information and sources. The VU Jasper Library adheres to all university policies concerning persons with disabilities. These policies are based upon the *Americans with Disabilities Act* (ADA).

**21. Annual Review of Collection Development Policy**

This policy will be reviewed annually by the librarian at the conclusion of Spring Semester.

**22. Code of Ethics of the American Library Association**

The professional librarian of the VU Jasper Library endorses and adheres to the principles as outlined in the Code of Ethics of the American Library Association (not duplicated here, see Appendix D).

# APPENDICES

## Appendix A

### 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; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

Web site:

<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm>

## Appendix B

### The Freedom to Read Statement

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

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

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

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

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

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of

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

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

We therefore affirm these propositions:

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

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

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

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

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

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

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

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

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

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and

said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

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

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

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

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

Web site:

<http://www.ala.org/ala/oif/statementspols/ftstatement/freedomreadstatement.htm>

## Appendix C

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

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989. Endorsed January 10, 1990, by the ALA Council.

Web site:

<http://www.ala.org/ala/oif/statementspols/ftvstatement/freedomviewstatement.htm>

## **Appendix D**

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

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

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

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

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

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

Adopted June 28, 1995, by the ALA Council

Web site: <http://www.ala.org/ala/oif/statementspols/codeofethics/codeethics.htm>

## Appendix E

### Request for Reconsideration of Material

Author: \_\_\_\_\_

Title: \_\_\_\_\_

Publisher/Producer: \_\_\_\_\_

Date of publication/production: \_\_\_\_\_

Format: (e.g., book, cd, videocassette, etc.): \_\_\_\_\_

Request initiated by: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

Complainant represents:

Himself/Herself

Organization or group (please give name): \_\_\_\_\_

1. To what in the material do you object? (Please be specific; i.e. cite pages)
2. What do you feel might be the result of reading, hearing, or viewing this material?
3. Is there anything good about this material?
4. Did you read, hear, or view the entire material? What parts?
5. Are you aware of the judgment of this material by literary critics or persons with professional expertise in the subject area?
6. What do you believe is the theme of this material?
7. In its place, what material of equal literary or artistic quality would you recommend that would convey as valuable a picture and perspective of our civilization?
8. If this material is retained, what material would you recommend which presents a counterbalancing point of view?

Signature of complainant

\_\_\_\_\_

Date: \_\_\_\_\_

## Appendix F

### Gifts

The VU Jasper Library welcomes the donation of books and other materials to supplement its collections. Gifts are added if they meet the requirements of the Collection Development Policy, and at the discretion of librarians.

The library does not accept out-of-date materials unless they have historical significance. The library is not usually interested in periodicals or old textbooks. All gifts must be in usable physical condition. Materials that are water damaged, have mold, or are marked-up will not be considered for inclusion into the VU Jasper Library collections.

The Internal Revenue Service (IRS) regulations prevent the library from appraising the value of gifts to the library. Thus, it is the policy of the librarian of the VU Jasper Library not to affix a value to donated items for tax purposes.

Donors will be informed that by donating their items to the VU Jasper Library, they acknowledge that the librarian of the VU Jasper Library is at liberty to use the donated items in a manner beneficial to the VU Jasper Library. This can include, but is not limited to:

- Adding to the collection
- Discarding
- Sell at a public sale
- Exchange with or donate to another library
- Return to donor

### Receipt of Gifts

As the donor of materials to the VU Jasper Library, I have read the Gift Policy of the Library, and I hereby agree to the Policy's provisions.

\_\_\_\_\_  
Signature of Donor

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Librarian

\_\_\_\_\_  
Date