

**GIOVALE LIBRARY  
WESTMINSTER COLLEGE  
COLLECTION DEVELOPMENT POLICY  
December 2003**

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## **I. Introduction**

The purpose of this policy is to provide guidelines for the development, use, maintenance, evaluation, and weeding of the library collections.

## **II. Mission Statement**

The mission of the Giovale Library is to meet the research and information needs of the students, faculty and staff at Westminster College in a timely manner. The library is committed to providing high-quality information resources that support the college curriculum and represent diverse points of view in a variety of formats.

In partnership with the faculty, the library seeks to create a community of information literate, life-long learners by helping them identify, use and critically evaluate information sources.

The library strives to facilitate individual and collaborative learning by providing a welcoming environment where all library staff members are dedicated to service and responsive to individual needs.

## **III. Collection Development Priorities**

In striving to fulfill the library mission and properly serve its varied community, the following priorities will direct overall collection development:

1. The first priority is to select materials that support existing college programs and curricula. The expansion and refinement of weak subject collections will be emphasized.
2. The second priority is to obtain general works and information of universal importance to enhance and perfect a liberal understanding of human civilization.
3. The third priority is to select materials supporting the research of faculty, especially as these materials pertain to teaching. Included here are materials that will assist administrative and support personnel as well.
4. The fourth priority is the formation of collections in anticipation of future curriculum needs and in supplying patrons with recreational reading and information.

## **IV. Responsibility for Collection Development**

It is the responsibility of the professional library staff to monitor the overall quality and balance of the library's collections and to select and purchase basic materials in any subject area. While the library staff has the ultimate responsibility of collection development, faculty, staff, and students of the college are invited to contribute by recommending materials for purchase. An outstanding library collection can only be built if all constituencies actively participate in the selection process. Every effort is made to accommodate requests that are within the scope of the library's collection development policy. Selections are especially encouraged from faculty to support their current and future courses. It is expected that faculty will make the librarians aware of materials most useful for course requirements or student research needs. A librarian will be

assigned to each academic department within the college to act as a liaison and to facilitate the building of the subject collection.

## **V. Selection Criteria**

The Giovale Library collects a representative selection of materials on all subjects represented in the college curriculum. Selection of materials will be based upon the recommendations of faculty members and requests from staff and students. Subject bibliographies, recommended book lists for college libraries, and reviews from professional library journals will also be used. In keeping with the college's core value of "Respect for diverse people and perspectives," selected materials will necessarily address both sides of controversial issues such as politics, religion, and morals. Decisions to accept or reject materials for inclusion in the library will rest principally on the following criteria:

1. Accuracy
2. Relevancy to collection and mission of the library
3. Reviews by library professionals and subject specialists
4. Authoritativeness
5. Inclusion in major bibliographies and indexes
6. Reputation of the author and publisher
7. Intended audience
8. Literary merit
9. Currency of data
10. Geographic coverage
11. Language.

The Giovale Library will avoid selection of the following:

1. Rare books more commonly found in graduate or special research libraries
2. Textbooks used in classes taught at Westminster College and textbooks in general, unless the textbook provides the best overview of the subject
3. Duplicate copies, except as justified by expected use and availability of funds. The exception to this would be intentional duplication of certain archival items, as outlined in the Archives/Special Collections section.
4. Workbooks are generally not purchased, unless they are specifically requested by a faculty member

The Giovale Library supports the anti-censorship stance of the American Library Association and endorses the ALA Library Bill of Rights and the Freedom to Read statement. (Appendix A1 and A2)

## **VI. Specific Formats and Collections**

### ***A. Serials Collection***

The serials collection contains all library materials that are published serially, on a predetermined, ongoing basis under a single title. This includes print, microform and electronic formats. To be included in this collection frequency of publication should be at

least biannual. Annuals and series published on an irregular basis are included in the reference or general collections, unless they are indexed or abstracted in standard periodical indexing and abstracting services.

Serials that are available online in full-text will always be acquired electronically rather than in hard copy, unless there is an overriding reason for hard copy. Such reasons could include: an embargo on the electronic version that limits access to current issues, needs of specific disciplines (nursing, biology, etc.), or a desire for maintaining a current awareness browsing collection of popular titles. The format of serials will be a collective decision made between the Serials Librarian, the Library Director, and the faculty members involved.

The Serials collection will be reviewed annually prior to the renewal of serial subscriptions. Decisions to accept or reject materials for inclusion in the library's serial collection will rest principally on the following criteria:

1. It is indexed in current library indexes. (Criteria for hard copy serials)
2. It is specifically REQUIRED by current curricula for student research, papers, readings, or reports.
3. It directly supports college curriculum. (Consideration is given to the number of students and graduates in the major and minor supported by the material)
4. It is recommended for academic libraries in *Magazines for Libraries*.
5. It is cost effective in that the cost is not excessive in relation to use.
6. It is of special local interest. For example, *Salt Lake: Magazine of the Mountainwest*.

## **B. Electronic Databases**

### **General Considerations**

The Giovale Library has access to numerous electronic databases. Most of these databases are purchased by the Utah Academic Library Consortium (UALC). The UALC Collection Development Committee, consisting of librarians from all UALC institutions, meets annually to review the database use statistics, including cost per use. This committee then makes recommendations to renew a specific database or to reallocate the money to a different resource.

The Giovale Library will also purchase additional electronic databases to support the curriculum. The following criteria will be used in this selection:

1. Basic research needs of students, faculty, and staff.
2. The cost of the resource must be sustainable for the foreseeable future.
3. The resource must be reasonably priced considering factors such as its comprehensiveness, its anticipated/actual level of use, number of simultaneous users, or the amount of full text in the resource.
4. The resource should support remote users of the library without requiring individual logins and passwords.
5. If the same or similar content is available in print format, the electronic product must offer at least the same (preferably added) value. Other things being equal, electronic format wins if it provides
  - more extensive content
  - more frequent updates
  - more flexibility in searching

- greater access for users, or
  - greater functionality, such as the ability to invoke links to local/related resources.
6. The content of the electronic resource must support the college's curriculum.
  7. The provider of the resource must be stable and reliable.
  8. The resource must be user-friendly and should not require significant staff training.
  9. The information provided by the resource should be to a large extent unique, i.e. not duplicated in other resources.
  10. Every effort will be made to first acquire a new database on a trial basis, before a final purchase is made.

### **Database Renewals**

Two additional criteria are considered when deciding on database renewals:

1. Do usage statistics indicate enough use to justify the renewal?
2. Have other products emerged in the subject area that are of better quality/value?
3. Has the product been superseded or is it now duplicated in other products?

### **Number of Simultaneous Users**

The number of users in a multi-user license is determined by anticipated use and available funding. If sufficient user demand is demonstrated, additional licenses may be acquired.

## ***C. Newspapers***

The library will subscribe to representative local and national newspapers. Subscriptions to national newspapers, for example the *New York Times*, will be limited to Sunday mail editions (i.e. will arrive 3-4 days later). The exception is the *Wall Street Journal*, which will be received on a daily basis.

The library will retain newspapers in printed format for a limited time. The specific retention period is attached to the bibliographic record in the online catalog.

## ***D. Microfiche***

- A. Serials on microfiche are acquired as follows:
  - a. As back issues for currently received serials that are not available electronically
  - b. To fill in gaps of years in recent acquisitions.
  - c. As the only format of a subscription, because of infrequent use.
- B. Microfiche is also used for
  - a. ERIC documents that are not available electronically
  - b. ERIC Tests Collection.

## ***E. Media Collection***

The Giovale Library collects and maintains instructional media (non-book) materials to support the undergraduate and graduate academic programs. The selection criteria governing print collections will guide selection of media materials as well. The majority of the items collected will relate directly to the current curriculum. Some items not tied to

specific courses may be collected if they contribute to the understanding of the general culture.

The following media formats will be collected:

- DVDs. This is the preferred format
- Videocassettes, 1/2" VHS format (only when item is not available in DVD).
- Compact discs
- Still picture sets
- Charts and posters
- Educational games and manipulatives
- Models, three-dimensional
- Maps and globes
- Kits

The following media formats **will not** be collected unless a specific material is not available in one of the formats listed above or the material is relevant to the history of Westminster College:

- Films, 8mm, 16mm
- Videocassettes, 1/2" Beta format or 3.4" U-matic
- Video tapes, open reel
- Filmstrips
- Slides, 35 mm and Sound slide sets
- Phonograph records, 33 1/3, 78rpm, 45 rpm, or 16rpm
- Audio tapes, open reel
- Items not compatible with equipment available in the library or on campus

The media collection is developed on a selective rather than a comprehensive level. The goal is to create a well-rounded collection of quality items which will experience a high level of use. All items purchased with library funds will be considered a part of the collection and will be cataloged and housed in the Giovale Library. Most media items circulate and can be checked out for one week by faculty and 3 days by students and staff. Media items are not generally loaned through Interlibrary Loan.

Faculty, staff, and students may recommend media items. The following criteria should be used in selecting media items:

1. Suitability of the media format (see above).
2. Suitability to program and course curriculum
3. Quality of the item (date of publication, accuracy, lack of bias, subject coverage, and technical qualities such as a sound, color, photography, etc.)
4. Cost, budget, and potential value to the collection.

#### **Copyright requirements**

The Giovale Library will add to the collection only those media items which comply with the Copyright Act of 1976 and the Kastanmeier Guidelines for off-the-air recording. No item will be included unless it is properly licensed for distribution.

## ***F. Electronic Books***

Electronic books are purchased as part of ongoing collections, such as ebrary, or on a title by title basis, such as netLibrary individual titles (for addition to the UALC collection). Part of the standard acquisition process is to check whether a requested title is already accessible through an existing electronic book collection. If it is already accessible, we will not duplicate in paper copy, unless there is an overriding reason to do so. Such overriding reasons could be special color illustrations, a need for portability (e.g. a botanical field manual), or availability of the latest edition only in paper. If a requested book is not already available electronically, we will check to see if it is possible to purchase it in that format.

Requests for computer and technology books are checked against titles available for access in the Safari Tech Books Online catalog. Since Safari Tech Books may be traded out for later editions or newer technological information, this is the preferred format for this subject area.

Other subject areas are researched for electronic availability in netLibrary's TitleSelect catalog. netLibrary electronic books are generally list price plus an access service fee of 55% of list price, and there is no trade out option like that available for Safari Tech Books. Therefore, some cost/benefit factors are considered before committing to the electronic format. Books that will likely go out of date quickly or are already in a second or later edition will not be purchased electronically in netLibrary. Other overriding factors, such as anticipated cost per use, faculty preference, and those already mentioned above, will also be considered when determining electronic or paper.

It is the policy of the Giovale Library to include all electronic books in the online catalog, with the same type of access points, i.e. author, title, subject, as print books. In addition, a hyperlink in the catalog record points the user to the web location of the book.

## ***G. Computer Software and CD-ROMs***

The library does not purchase software for use on multiple workstations or for inclusion on the campus network. Requests of this type are forwarded on to the Westminster College IT Department. If requested by faculty, the library will purchase a particular program, if the subject matter falls under the collection development policy. After verifying compatibility with current campus technology and any licensing restrictions, the software will generally be installed on a specified research computer. CD-ROMs that accompany books are considered part of the book and are shelved with it.

## ***H. Government Documents (Federal and State)***

The Giovale Library is not a repository for U.S. Government Documents or State of Utah Government Documents. If individual copies of said documents are acquired they will be cataloged and added to the general collection. Since so many government documents are "born digital," i.e. never published in paper, we will include records for requested electronic documents in the online catalog, with the same type of access points and hyperlinks as described for electronic books.

## ***I. Maps***

The map collection houses National Geographic supplemental maps and other maps deemed to graphically enhance curricular needs. Maps are included in the online catalog.

## ***J. Curriculum Collection / Juvenile Collection***

In order to serve the needs of teaching methodology classes and our student teachers, the Giovale Library is a depository for the Utah State Office of Education Recommended Instructional Materials System. Publishers send us textbooks and other instructional materials under consideration for state adoption. Education Department Faculty review these materials and choose what is to be added to the Giovale Library Curriculum Collection. They also decide what should be discarded to make room for newer materials. Unwanted or discarded materials are offered to local disadvantaged schools, Indian reservations, or other community services that can make use of them. Publisher sets in the curriculum collection are included in the online catalog, with a simplified level of cataloging.

The Giovale Library does not collect juvenile literature except for items in the Curriculum Collection that are received via the State of Utah Adoptive Curriculum plan. The School of Education and the library made a joint decision to not set up a formal juvenile literature collection. The public libraries in the Salt Lake area all have rich juvenile literature collections.

To fulfill requests for a small browsing collection of classroom enrichment reading materials, a limited number of juvenile literature type items are shelved together in the Curriculum Collection under the call number of LB 1572.9. Not considered part of any particular publisher's instructional set, these items have full author and title access and many have Spanish language versions.

## ***K. Reference Collection***

The reference collection consists of non-circulating books and other materials generally consulted in response to a data query requiring a specific piece of data or information. Upon request, reference books may be checked out for 2 hours.

Selection of the reference collection is basically governed by the same guidelines created for the main collection. The Reference/Instruction Librarian will have primary responsibility for keeping the reference collection up-to-date, with input from other librarians and faculty. Updated general information and ready reference sources are an important part of maintaining quality service. A core of basic ready reference titles will be assured through standing orders with a reputable jobber.

Types of sources to be included in the reference collection are encyclopedias, dictionaries, ready-reference sources, directories, biographic sources, geographic sources, indexes, and abstracts not available electronically.

Standard reference sources may be purchased electronically when available. It should be noted, however, that the same cost/benefit and overriding factors as mentioned in the

Electronic Books section are also applicable when deciding which format is best for reference books.

### ***L. Career Resource Center Collection***

Materials housed in the Career Resource Center (CRC) Library are selected and procured by the CRC staff to help them in serve the campus. They are then cataloged in Horizon and physically processed by the Giovale Library Technical Services staff. The Giovale Library will notify the CRC if they happen to duplicate an item already held electronically, but the CRC will decide which format best serves their need.

The Giovale Library will have a basic, but complementary career collection. A few key reference works may be duplicated, so that there is access during the hours that the CRC Library is closed.

### ***M. Archives / Special Collection***

The Archives/Special Collection area contains library materials that require special care and protection. These materials are to be found in many formats: books, theses, periodicals, newspapers, microfilms, scrap books, sound recordings, videos, slides, maps, manuscripts, and memorabilia. Most of the collection pertains to the history of Westminster College, and the history of the Presbyterian Church in Utah and southern Idaho. The library only adds materials to fit the focus of the original collections.

One copy of master's degree theses and projects are added to the Archives/Special Collection. Copies of books or audio-visual items authored or edited by Westminster College faculty members are also added to this collection. In both cases, another copy is also added to the circulating collection.

Materials in Archives/Special Collection do not circulate and must be used in the library.

## **VII. Procedure for Ordering New Library Resources**

All purchase requests are to be submitted to the appropriate librarian. Books, multimedia, and journal requests should be sent to the Technical Services/Serials Librarian; database requests should be sent to the Systems Librarian. The request may be in the form of a marked publisher's catalog, e-mail, written note, or order form. The request should contain the following information:

- Author(s)
- Title
- Publisher/producer and date or publication/production
- If easily available, ISBN number for books and ISSN number for journals
- Price

## **VIII. Gift Policy**

The library welcomes gifts of books, periodicals and other library information materials, equipment, money or endowment funds. Donors must sign a release form whenever they give a gift to the library. (See Appendix B) All gifts become the property of Westminster College and the library reserves the right to use them according to its needs. Gifts will be subject to the same criteria as materials suggested for purchase. Items not selected for the collection may be sold, discarded or donated to other institutions. The Director of the Library will provide information regarding the donation to the Institutional Development Department, who will provide acknowledgement of all gifts received. Each donated item added to the collection will be labeled with a gift plate bearing the donor's name. The library will not provide the donor with an evaluation of the monetary value of the gift for tax purposes. The IRS tax code will not allow the library to establish a monetary value since they are party to the gift.

## **IX. Weeding**

Criteria used for withdrawing materials from the collection are the same as those which guide new acquisitions. The following criteria will also be used in weeding the existing collection.

1. Materials outdated by rapid changes in the subject field such as geography, medicine, law, technology, computer science, and biology.
2. Materials otherwise dated, incorrect or poorly written.
3. Materials which no longer support school curriculum.
4. Materials that have been superseded by newer editions.
5. Materials which are in poor physical condition.

No materials will be withdrawn from the collection solely on the basis of the ethnic or national origin of the author; or because of the author's political, religious, or moral views.

## **X. Complaints about Materials Selected**

### ***A. Steps for filing a complaint***

1. Ask a librarian for a Patron's Request for Reconsideration of Materials Form. (See Appendix C).
2. Complete the entire form.
3. Return the form to the Director of the Library.

### ***B. The process for review of a complaint***

1. All complaints will be acknowledged in writing by the Director of the Library
2. After careful review, the Faculty Library Committee will make a decision.
3. In a formal letter, the chair of the Faculty Library Committee will communicate the committee's decision to the individual who initiated the review of the materials and to the Director of the Library.

## XI. Levels of Collection Intensity

The library collection is subdivided into twenty-seven sub-groups identified by their specific subject interests and the corresponding general Library of Congress classification number. A collecting level is assigned to each sub-group according to the college programs that the sub-group supports. The collecting level is determined by the degrees, majors, emphasis and minors a given sub-group supports within the college program, and the depth and comprehensiveness of the information required by the curriculum in that area. The LC classification designation, collecting level, the degrees and majors supported and whether a minor is supported for each sub-group is given in the Library of Congress Classification Profile.

The collecting levels are:

- 0 - Out of scope.** The library does not collect in this area.
- 1 - Minimal Level.** A subject area where few selections are made beyond very basic works.
- 2 - Basic Information.** A selective collection that serves to introduce and define a subject. This level will answer basic student inquiries in this subject and support the information needs of the non-student patron in the community.
- 3 - Study and Instructional Support Level.** A collection that is adequate to impart and maintain knowledge about a subject in a systematic way. It is adequate to support the needs of an undergraduate program and baccalaureate degree in the subject.
- 4 - Research Level.** A collection that imparts and maintains knowledge about the primary and secondary topics of the subject area. This collection will support a Masters Degree program as well as advanced independent study.

## XII. Library of Congress Classification Profile

LC Call#	Coll Level	LC Classification	Program(s) supported	Degrees, minor, cert, license
A-AZ	2	General Works	Multi/interdisciplinary Studies	
B-BD	3	Philosophy, Logic, Speculative Philosophy	Philosophy	BA/BS, m
BF	3	Psychology	Psychology	BA/BS, m
BH-BX	2	Aesthetics, Ethics, Religions, Judaism, Eastern Religions, Christianity	Social Sciences	
C-CT	3	Auxiliary Sciences of History	Social Sciences	
D-DX	3	History: General & Old World	Social Sciences, History	BA/BS, m
E-F	3	History: American, U.S. Local and Americans Outside the U.S.	Social Sciences, History	BA/BS, m
G-GV	3	Geography, Anthropology, Recreation	Social Sciences, Geography, Anthropology	m
HA-HD	4	Statistics, Economics, Industry, Labor, Land Use	Statistics, Economics, and Industry	MBA, BA/BS, m
HE-HF	4	Commerce, Communication, Transportation	Accounting, Marketing	MBA, BA/BS, m
HG-HJ	4	Finance	Business Administration, Management, Finance	MBA, BA/BS, m
HM-HX	3	Sociology, Social History, Family, Marriage, Women, Socialism, and other Social Sciences	Social Sciences, Sociology, Child Development, Criminal Justice	BA/BS, m
J	3	Political Science	Political Studies	BA/BS, m
K	2	Law		

<b>LC Call#</b>	<b>Coll Level</b>	<b>LC Classification</b>	<b>Program(s) supported</b>	<b>Degrees, minor, cert, license</b>
L	4	Education	Education (General)	M.Ed., BA/BS, m, c
M	2	Music	Performance, Music Education	m
N	3	Fine Arts	Art, Graphic Arts	BA/BS, m
P-PA	2	Philology, Linguistics, Classical Literature		
PB-PH	2	Modern European Literature		
PJ-PM	2	Language and Literature of Asia, Africa, Oceania, etc.		
PN, PS, PZ	3	Communication, English and American Literature	Communications, Creative Writing, English, Journalism, Literature, Theater, Fiction & Juvenile Belles Letters	MPC, BA/BS, m
PQ	2	Romance Literature	French, Spanish	m
Q-QA	3	Mathematics, Science (General)	Mathematics, General Science	BA/BS, m
QB-QE	3	Physical Sciences, Chemistry	Chemistry, Physics, Geology	BA/BS, m
QH-QR	3	Life Science	Biology, Botany, Zoology	BA/BS, m
R	4	Medicine	Nursing	MSN, BA/BS, c
S	2	Agriculture	Agriculture	
T	3	Technology (General)	Technology, Nutrition, Photography	BA/BS, m
U-V	0	Military and Naval Science	Military Science	
Z	2	Bibliography and Library Science		

The Giovale Library thanks the Gerald R. Sherratt Library, Southern Utah University, for allowing us to adapt portions of their collection development policy for this document.

## Appendix A1 : ALA 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.

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

## Appendix A2 : ALA 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 avoid the subversion of politics and the corruption of morals. We, as citizens 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 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 misinformation, and to make their own decisions about what they read and believe. 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.

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.

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 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 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 with any expression the prejudgment of a label characterizing it 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 the citizen. 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.*

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 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 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 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.

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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, July 12, 2000, by the ALA Council and the AAP Freedom to Read Committee.

A Joint Statement by:

**American Library Association and  
Association of American Publishers**

Subsequently Endorsed by:

- American Association of University Professors
- American Booksellers Foundation for Free Expression
- American Society of Journalists and Authors
- American Society of Newspaper Editors
- Anti-Defamation League of B'nai B'rith
- Association of American University Presses
- Center for Democracy & Technology
- The Children's Book Council
- The Electronic Frontier Foundation
- Feminists for Free Expression
- Freedom to Read Foundation
- International Reading Association
- The Media Institute
- National Coalition Against Censorship
- National PTA
- Parents, Families and Friends of Lesbians and Gays
- PEN American Center
- People for the American Way
- Student Press Law Center
- The Thomas Jefferson Center for the Protection of Free Expression

## Appendix B : Donor Letter

[Date]

[Name]

[Address]

Dear Mr. Donor:

On behalf of Westminster College, I thank you for your gift of [books and other materials] to the Giovale Library. We are honored to be the beneficiary of your generosity. We will make the best use possible of your gift to the College. In order to ensure proper documentation of your gift, please review this letter and, if the contents are accurate, please sign and return this letter to me. I have enclosed a copy of the letter for you to keep for your records.

We would describe your gift as follows:

It is our understanding that you are the sole owner of this gift and that you have unrestricted authority to make this gift to the College. It is also our understanding that in making this gift to the College, you are giving the College all your right, title, interest, and possession in the gift, including the assignment and transfer of all trademarks, copyrights, or other similar rights you may own in connection with this gift.

I thank you again for your gift and assure you that we at Westminster treasure your goodwill and kindness towards the College.

Sincerely yours,

[Name]

Director of the Giovale Library

I have read and reviewed this letter and it accurately states the terms under which I make this gift, herein described, to Westminster College. I further agree that Westminster College may use any or all of this gift at any time and in any way it deems most beneficial to the College.

[Name of Donor]

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

Signature:

Compiled by Kelly Hill, General Council  
6/1/2001

## Appendix C : Patron's Request for Reconsideration of Materials

Author \_\_\_\_\_

Publisher \_\_\_\_\_

Title \_\_\_\_\_

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

Address \_\_\_\_\_

Complainant represents \_\_\_ him/herself \_\_\_ group or organization

Name of organization : \_\_\_\_\_

1. To what in this material do you object? (please be specific, cite page numbers as needed)

\_\_\_\_\_

2. What do you feel are negative results that might result from reading or seeing this material?

\_\_\_\_\_

3. Did you read or view all the material?

\_\_\_\_\_

4. Is there anything worthwhile in this material?

\_\_\_\_\_

5. Are you aware of the judgment of this material by knowledgeable critics?

\_\_\_\_\_

6. What do you believe to be the theme or purpose of this material?

\_\_\_\_\_

7. What recommendation would you like to make to the college in regards to this material?

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8. What material would you recommend of equal or better quality which would convey as valuable a picture and perspective of the treated subject matter to replace the title in question?

Title \_\_\_\_\_

Author \_\_\_\_\_

Publisher \_\_\_\_\_

Publication date \_\_\_\_\_

\_\_\_\_\_  
(Signature of complainant)