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Kristi Whitehead

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**SELECTION, CENSORSHIP,  
AND S.D.A. COLLEGE  
LIBRARY POLICIES**

**Kristi Whitehead**

**Honors Project  
ENGL 495**

## SELECTION, CENSORSHIP, AND S.D.A. COLLEGE LIBRARY POLICIES

Seventh-day Adventist college librarians face many different issues. As in any other profession, problems and concerns have to be dealt with. Among these, one that has a long historical standing within and without the Adventist church is the issue of censorship. This issue has long been debated and has escalated ever since the printing press was invented (Foerstel xi).

Although censorship has been an important issue in Western history, and although at one point it may have played a significant role in Adventist library policies and procedures, it may not be the issue today for Adventist librarians that it once was. This paper will demonstrate that though the issue of censorship remains alive in the Adventist church, it is close to a non-issue in Adventist college libraries.

The history of censorship in Western civilization reveals some of the main issues with which Adventist librarians have to deal. The word *censorship* itself connotes negative images of "grim, sour-faced prudes who picket newsstands and theaters; the Watch and Ward Society and its 'banned in Boston' triumphs; the Society for the Suppression of Vice; and the public burning of books in Nazi Germany" (Menendez 14). As Herbert Foerstel points out in his book *Banned in the U.S.A.*, throughout most of human history, there have been those in positions of authority who have used censorship to suppress expression. "Once speech could be printed, it became a commodity, to be controlled and manipulated on the basis of religion, politics, or profit" (xi).

Censorship exists for different reasons and for different purposes, each of which can have an effect on Adventist librarians. One basis for censorship is politics. Even before the printing press existed the censoring of ideas existed on the basis of politics and the good of the state. Foerstel uses Plato as an example, quoting him as saying that the poet shouldn't write anything against that which is lawful and just, and that before showing a composition to anyone, it must pass the censors' approval (Foerstel xi). Even

the Bible says, "Tell it not in Gath, publish it not in the streets of Askelon; lest the daughters of the Philistines rejoice, lest the daughters of the uncircumcised triumph" (II Samuel 1:20). In more recent times, governments have been known to restrict certain materials from the public. Adventist librarians might have to deal with political censorship if the government banned certain materials in this manner.

Religion is also a basis for censorship which affects Adventist librarians. Early in the history of the Protestant church, Pope Leo X condemned Martin Luther's Ninety Five Theses in 1517, which lead to censorship by both Catholics and Protestants of materials they thought were "dangerous or subversive" (Foerstel xi). The Catholic church did not want people even reading the Bible, and those who did, such as the Waldenses, were persecuted. More directly, Adventist librarians have to consider Adventist church fundamental beliefs when choosing materials. For example, they might have to be careful of purchases that might promote the theory of evolution, since the Adventist church believes in creation.

Censorship has also been used on the basis of moral, but not necessarily religious, issues. Especially in the later part of the nineteenth century, writers, editors, publishers and librarians "felt obliged to examine every book for crude language or unduly explicit or realistic portrayals of life" (Foerstel xii). Because the Adventist church promotes high moral standards, Adventist librarians have to consider this issue many times when selecting library materials.

No matter what the motive for censorship, in our democratic society there are two main arguments--one for censorship and the other against censorship--that Adventist librarians must concern themselves with. Those in favor of censoring materials feel that there should be parameters to guide the use of materials. Arnold Burrton, in his article "Censorship: is it the real issue?" says that inquiry is good if it is done within agreed-upon guidelines that have been carefully thought out and that this would "contribute both to constituency harmony and intellectual growth" (9). Albert Menendez, in his article



"Morality and the media: questions with no easy answers," agrees that for orderly intellectual growth, it is necessary to be careful in selecting materials (14). The focus of this view is the protection of the public from materials that could be harmful.

Of course, not everyone likes the idea of censorship. Those against censorship argue that intellectual freedom and freedom of expression are most important. Judith Parr, in her article "Give Me the Liberty to Know" says that truth is learned not when it is forced but when it succeeds against error (8). Parr also refers to John Milton, who in *Areopagitica* protests the idea of censorship, believing in intellectual freedom for everyone (8). Foerstel mentions a *New York Times* article stating that those who depict the evils of this world do not necessarily commit them. It also says that if those gifted with imagination are punished, they will stop sharing their talents. If writers are afraid to write anything bold or original, intellectualism will suffer (xvi). Adventist librarians must keep both of these perspectives in mind when selecting materials. They must at times censor materials that might harm their constituency yet still allow materials into the library that will challenge readers' thinking.

Though these traditional historical and contemporary views on censorship that were mentioned influence Adventist librarians in deciding censorship issues, two other sets of issues affect them more directly. One is the views of censorship in educational settings. The other is the views of the Adventist church on the moral dimension of reading and the role of censorship in this, much of which has come from the writings of Ellen White.

Issues concerning censorship in an educational setting affect Adventist college librarians directly since they work in an educational environment. Censorship is certainly a legitimate issue for educational settings. We live in a democratic society and pride ourselves that the constitution guarantees us the rights of freedom of speech and expression for everyone, even students. In *Tinker v. Des Moines Independent Community*

*School District*, the view was expressed that students are not a special group of citizens that the State can dictate only the views it wants to (Reichman 1).

However, Henry Reichman, in his book *Censorship and Selection, issues and answers for school* also quotes the Minnesota Civil Liberties Union when it says that it is good for people to be concerned about what is being taught, and that these concerns are not detrimental in and of themselves (Reichman 76). The criteria for selection of materials is indeed an important issue that should achieve consensus among all those involved (Burton 9).

For example, one concern that often comes up in censorship issues is that of profanity. Some question why a school should have a book containing swear words when use of them at school is unacceptable. Reichman maintains that students rarely, if ever, learn bad classroom language from literature, that contemporary students can recognize the difference between fiction and reality, and that students can distinguish between discussion about and the use of language (39).

Other concerns include materials advocating ideas contrary to religious views, and the treatment of sexuality (Foerstel xviii). Those against censorship argue that the fact that we study something doesn't condone it, and that just because an unwanted attitude is portrayed in a book doesn't mean the school sanctions it (Reichman 21). For example, even if a student cult is formed because of reading Hitler's *Mein Kampf*, censorship would solve nothing. It is the job of the faculty and staff to point out the weakness in such materials (26).

These concerns and views may be valid, especially for the lower levels of education. But what about the college level? This question is especially important to Adventist college librarians. Does the same still apply to higher education? Judge Rehnquist distinguished between the rights of secondary school students as opposed to college students, maintaining that at the secondary level, students don't have the necessary intellectual skills to interpret all the ideas they would encounter (Foerstel 83).

Judge William Brennan also declared in a case involving college faculty that "our nation is deeply committed to safeguarding academic freedom, which is of transcendent value to all of us and not merely to the teachers concerned. That freedom is therefore a special concern of the First Amendment" (qtd in Foerstel 70).

There are those who are concerned about the amount of censorship in college libraries. Until recently, there has been little information available on censorship problems that college librarians need to be aware of. Ronald Bukoff, in his article "Censorship and the American College Library," is the first to "investigate systematically cases of censorship involving a representative sampling of college and university libraries" (395). Bukoff mentions the two other studies done on the subject—Herring, De Cossa, and Schrader's study of censorship in Canadian prairie province academic libraries in the early 1980s, and Hippenhammer's study of Christian colleges in the U.S. and Canada in 1993. He says that the studies were concerned with intellectual freedom at the college level. He maintains that the results of his study show a "steady and constant rate of censorship in college libraries of the United States" (395).

Specifically, Bukoff finds that private colleges have the highest percent of censorship cases (24 percent) out of all the colleges that responded. Within that group, the religious colleges, which represented "many types of western Christian theology, conservative to liberal," recorded a much higher amount of censorship than the non-denominational schools (398). Bukoff discovered that "the more conservative the theological foundation for the school, the greater likelihood for censorship in the library" although not by much (399). This would suggest that Adventist college librarians would be quite involved in censorship, at least that is what we would expect from these results.

In the censorship cases studied in this research, the greatest concerns were of sexual themes, then political, violent, racist, religious, animal rights, and offensive (non-sexual) issues (400), issues which Adventist college librarians must also deal with.

One of the libraries Bukoff mentions, in dealing with a censorship case in which books on homosexuality were thrown in trash cans throughout the library, set up a display that said, "Someone would like to prevent you from reading these books" and printed an article in the school newspaper (400). When a problem like this comes up, what is the best way to handle it? Bukoff declares that "librarians need to arm themselves fully with carefully prepared policies, reconsideration forms, and the backing of administrators. Forewarned is forearmed" (407).

Each library should have a policy on file that addresses censorship issues directly, Reichman says, especially concerning the acquisition of potentially controversial material. He states that the policy should have "a statement on academic freedom and the importance of diversity, pluralism, and tolerance in a democratic society" and that it should endorse the American Library Association (ALA) Library Bill of Rights (69; see also Appendix 8). The selection statement "should be positive, a viable, working document that relates to concrete, everyday practices and problems" (63). Policies should have the same basic components. They should provide a plan for strengthening breadth and depth of library collections, they should "provide adequate detail to give clear guidance to individual staff members" and they should "be general enough to offer flexibility necessary for creative and imaginative educational decision making" (64). Specifically, policies should contain a philosophy and objectives for selection, a statement delegating responsibility, a statement of specific selection criteria, a step-by-step procedure outline, a section addressing controversial works, and a statement of procedure for challenged materials (64, 65; see also Appendix 1). Once a policy is completed, it should not be considered finished. It should be kept up-to-date (73).

The issue of challenge procedures is a very important part of the library policy. Reichman says that nothing should be taken off the shelves of the library until it has had a formal hearing in accordance with the reconsideration policy. He also says that no single person should have the authority to remove materials. The person making the

complaint should fill out a form for challenging materials. It is up to the complainant to prove that the book should be removed and not up to the committee to prove that the book should stay (71). Reichman gives some good advice in handling complaints. He says, Don't panic, keep the staff informed, maintain neutrality, and evaluate efforts (79). In dealing with direct complaints, Bukoff found from his study that most complaints were handled verbally, with no other action taken (405), so most cases don't seem to be major problems for the library. This information suggests that it is very important to have good censorship policies in every education-related library, including Adventist college libraries.

Of particular importance to censorship policies of Adventist college libraries are the counsels of Ellen White and the Adventist church's interpretation of her writings. Since the Adventist church believes that Ellen White was a God-chosen prophet, her writings are taken very seriously by many Adventists. Adventist librarians have been, and continue to be, affected by her counsel.

Mrs. White has a lot to say on what kind of materials are beneficial to us and what kinds aren't. She says in one place that in preparation to serve God and others, many feel it is necessary to acquire as much historical and theological knowledge as possible, but that this knowledge actually tends to be more of a hindrance than an aid, and that the Bible gives more wisdom than can be found in other works (*Counsels to Parents, Teachers, and Students* 379). She gets specific when she mentions that certain books are not to be recommended reading material--*Uncle Tom's Cabin*, *Robinson Crusoe*, and *Aesop's Fables*. She says the readers of these books lose their spirituality, that it is one of the principal causes of the "weak, uncertain spirituality of our youth" (*Manuscript Releases* 6; 280-281), and that reading such books destroys the desire to read the Bible (257).

From the examples mentioned, it seems that Mrs. White didn't have much good to say about fiction in general. *Guide to the Teaching of Literature in Seventh-day*

*Adventist schools* examines Ellen White's works and comes to the conclusion that she used the term *fiction* to refer to works that could be characterized by the following:

1. It is addictive
2. It may be sentimental, or sensational, erotic, profane, or trashy
3. It is escapist, causing the reader to revert to a dream world and to be less able to cope with the problems of everyday life
4. It unfits the mind for serious study, and devotional life
5. It is time consuming and valueless (7).

It goes on to say that although she objected to some literature, she recognized that non-factual literature did have certain value. She compiled a list of readings for Sabbath and included *Pilgrim's Progress* as well as other stories that taught good lessons (7). Ellen White also warns against glorifying authors because every truth comes from God, not man (8). The guidelines end with a quote from *Counsels to Parents and Teachers* page 403, which tells us to teach only essential, high quality things (12). Since Adventists hold this counsel in high regard, Adventist college librarians must deal with people expecting them to keep these standards in mind when choosing library materials.

L. W. Cobb, in his book *Give Attendance to Reading. Guidelines in the Field of Books and Reading, Studies Based on the Writings of Ellen G. White*, attempts to set guidelines for reading materials according to Ellen White's writings. He believed that the counsel given in the Spirit of Prophecy distinguished between the good and the bad, and that Ellen White was urgent about it because she knew of the danger bad reading could be to youth (7). Cobb summarizes White's counsel in these words: "Beware of questionable reading, which Satan uses mightily to allure, corrupt and destroy" (8).

Waller, however, disagrees with Cobb on certain points of Cobb's book. He says that Cobb is wrong in his claim that all of the *Sabbath Readings* are purely factual (3). He does not believe that all fiction is bad, and he does not think that Ellen White did either. In his study, he discovered that she had preserved some morally sound fictitious



stories from various magazines and had doubtless skimmed many others. He claims she was establishing the principle of using discrimination in dealing with fiction (22) He maintains that she "will appear inconsistent only if we have prejudged her meaning and remain unwilling to relinquish our pre-judgments in the face of facts" (4).

However, Waller still maintains that Ellen White's position was very conservative (4). He says, "If we must err at all in these matters, I'd rather we erred on the side of caution" (25). Mr. Bill Schomburg, reference librarian, agrees when he says that when there is doubt, don't use the questionable material. He feels that the danger of fiction is that without the proper Christian guidance, one could "get caught in a trap of reading literature that leads to moral decay."

Both Gibbs and Schomburg agree that Ellen White tried to lay out principles for choosing moral literature, and that instead of looking at the negative statements, we should look at the positive principles. Many of the negative statements need to be put into context. We have a tendency to pull direct quotes from her writings and use them negatively. For example, Schomburg uses the time she wrote admonishing the *Signs of the Times* for publishing an article on Shakespeare along with a picture of his birthplace. Many take that letter as a counsel not to read Shakespeare, when in fact she was protesting the glorification of the author and also the fact that the article had no place in a religious magazine whose purpose was to evangelize. This is representative of interpretations Adventist college librarians have to consider in selecting materials for the library.

With Ellen White's counsel in mind, the General Conference of Seventh-day Adventists has made a statement concerning the church's stand on the literature taught at our schools (*Guide to the Teaching of Literature in Seventh-day Adventist Schools*). Since Adventist college librarians work under this denomination and play a great role in the teaching process, these views affect library material selection. The overall philosophy of the church is that the literature taught should build character, should help

in developing the whole man, should support the fundamental belief in God as the Creator, should be carefully evaluated against the counsel of E.G. White, and should be taught so that its artistic qualities are revealed to the students (3, 4).

The general guidelines for selecting literature are stated as follows:

1. It should be a serious art
2. It should avoid sensationalism and maudlin sentimentality
3. It should not be characterized by profanity, or crude and offensive language
4. It should avoid elements appearing to make evil desirable or goodness trivial
5. It should avoid simplified, excitingly suspenseful, or plot-dominated stories that encourage hasty and superficial reading
6. It should be adapted to the maturity level of the group or individual (6).

Also mentioned in these guidelines are caution in choosing biographies and suggestions for choosing literature that is relevant to the particular needs of the students (8-10). It is also suggested that teachers make optional readings available for those students who may interpret the Spirit of Prophecy differently (10). The final guideline deals with multi-ethnic groups, and basically states that teachers should choose materials that reflect the diversity of our society and be multi-ethnically inclusive (12). Therefore, it would appear that Adventist college librarians must concern themselves with acquiring materials that meet these standards.

Understanding these issues of censorship is one thing. Applying them to specific situations in a library is another. This is why library policy statements are so important. A general recommendation of library policies was discussed earlier, and the importance of each library having one was emphasized. They reflect each library's stand on many of the issues already discussed, and by doing this, they help prevent and/or solve problems as they occur. They help guide librarians in making acquisition and censorship decisions.



S.D.A. library censorship policies and their implementation reveal the current state of affairs regarding censorship in SDA college libraries (see Appendixes 2-7). Most of the library policies stress that a Christian school's library should reflect Christian views. All except one (McKee Library) has at least one statement about Christianity and/or Adventism being reflected in library materials. None of the policies state anything more specific in their policies. The majority of the policies, however, in their guidelines for choosing materials, focus on things like cost, reputation of author, lack or excess of material already in library, etc.

This lack of specific guidelines could possibly result from the fact that censorship has not been much of a problem (if it were a problem, one might assume that the policies would have more specific guidelines). The librarians at each of the different colleges report minimal censorship problems, which we will now look at briefly.

When surveyed, three Adventist college librarians (Carol Gaskell at Walla Walla College, Robert Cooper at Southwestern Adventist College, and Marissa Smith at Loma Linda University) reported no censorship problems at all. This seems to contradict the findings mentioned earlier that reported higher records of censorship in religious institutions.

One Adventist college librarian, Margaret von Hake at Columbia Union College, reported having only one censorship incident in the thirty years she has been at the library. It concerned Ronald Number's *Prophetess of Health*—there was a question of whether to purchase it or not. The library ended up buying it, and also acquired material relating to it from the E.G. White Estate.

The most incidents were reported by Harvey Brenneise at Andrews University. He mentions one incident involving a video tape that a community user objected to—the library ended up keeping the film. The second incident involved a book, but when the policy of the library was explained and the reasoning for it, the complaint was

withdrawn. As one can see, censorship issues in Adventist college libraries are few and far between.

Why then, does it seem that censorship is no longer a significant issue? Certainly there is some censorship going on, such as the careful consideration of materials that goes on at Southern College. According to Loranne Grace, one of the librarians at Southern, at times the librarians will get input about certain materials from the academic department they relate to. For example, a book requested by the History Department was returned to the publisher because of its degradation of women. When it first arrived, one of the librarians looked it over, had some questions about it, and sent it to the History Department for them to look at. The department decided it wasn't what they had thought it would be, and it was returned to the publisher. At other times, the librarians themselves will order books that sound good, but upon inspection are not what they want. For example, a book on photography was returned because of the nude photos it contained. Grace says that in the past such books have had the pictures torn out by students. Still, even this is not significant activity.

Is the church no longer concerned with moral issues? Are denominational schools exempt from public scrutiny? If the answer is no, then are S.D.A. librarians afraid to report accurately about the censorship that does go on because of a mood of tolerance sweeping the church? Perhaps. Perhaps no one in today's more liberal environment wants to seem like a watch dog. Or perhaps less censorship in Adventist college libraries is a result of important changes that are occurring in the Adventist church. It could be that this issue has gone the way of many others such as the issues of jewelry, eating out on Sabbath, and going to movies.

We can't be certain why in Adventist college libraries censorship is close to a non-issue while in society in general it remains a significant issue. For example, there has been controversy over Mark Twain's *Huckleberry Finn*. It is "the most exalted single work of American literature," yet there are some who raise objections because of the

negative racial effect they believe it may have. Though the message of the book is anti-racist, many African Americans have found certain language referring to blacks offensive (Carey-Webb 22-24). This is just one censorship example that has not been an issue in Adventist college libraries. All we can really know about Adventist college libraries is that, although censorship issues and literature selection have been important to the Adventist Church in general and to English teachers in Adventist schools in particular, Adventist college libraries currently seem exempt from the church's focus on these issues. Only time will make clear why.

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# APPENDIX 1

Library Policy Outline



### The Completed Policy

*One possible table of contents, however, might look like this:*

#### Part 1: Selection of Materials

- I. Statement of Policy
- II. Selection Objectives
- III. Responsibility for Selection
  - A. Delegation of Responsibility to Professional Staff
  - B. Responsibility for Library/Media Center Selection
  - C. Responsibility for Textbook Selection
  - D. Responsibility for Selection of Supplementary Classroom Materials
- IV. Selection Criteria
  - A. General Criteria
  - B. Specific Criteria: Library Materials
  - C. Specific Criteria: Classroom Materials
- V. Policy on Controversial Materials
  - A. General Statement
  - B. *Library Bill of Rights*

#### Part 2: Selection Procedures

- I. Procedures for Policy Implementation
  - A. Selection Aids
  - B. Recommendation Procedures
  - C. Gifts
  - D. Special Concerns
- II. Evaluation and Review of Existing Materials
- III. Procedures for Dealing With Challenges
  - A. Request for Informal Review
  - B. Request for Formal Review
  - C. The Reconsideration Committee
  - D. Resolution and Appeal

### A Working Document

Once adopted, the materials selection policy should not simply be filed away and forgotten. It must be kept up-to-date and used. All professional staff members should be given a copy of the policy, and workshops should be held to explain its principles and operation.

A good policy can also be an effective organizing tool in defending the district against censorship. The process by which the policy is formulated should provide an opportunity for administrators and staff





# APPENDIX 2

James White Library Policy Statement  
(Andrews University)



All books are taken off reserve at the end of the term unless specific arrangements are made otherwise. Books that are needed on reserve for three or more consecutive terms may, by arrangement with the circulation librarian, be kept on a "permanent reserve" basis.

### **University Library Council**

2:510:7

The University Library Council is a University standing committee appointed by the president from the faculties of each school of the University and the student body. The council is chaired by the associate vice president for academic administration with the library director serving as secretary. This council shall have as its primary responsibility the exchange of information between the faculty, students, administration and library staff concerning the use and development of the library.

The council shall represent to the director the views of the faculty and students for the improvement of the library and development of its collection and policies in harmony with the University curricula. The council shall also represent the viewpoints of the director and the library staff to the faculty, students and administration on the same matters. In order to gain wide campus input, the meetings of this council shall ordinarily be open to all interested persons and shall be publicly announced prior to the meeting. Guests do not have voting privileges.

In advising the director and the professional library staff which constitute the director's council, the council may address such issues as:

1. The development of library research resources.
2. The acquisition and arrangement of unique materials.
3. The utilization of library facilities.
4. The formulation of policies for the selection and/or deselection of materials.
5. The general program of services rendered by the library to the University.
6. The formulation of recommendations to the president and vice president for academic administration for library material and equipment funds needed to effectively carry on the work of the library.
7. The allocation of budgeted material funds among the various departments and disciplines.

### **Materials Selection Policy**

2:510:8

The responsibility for the development of the collections of the James White Library rests upon the library director and the professional librarians, with the assistance of the faculty and students. The development of the collection will be guided by the policies listed below, and will be implemented by the collection development librarian. All faculty members are encouraged to make recommendations. These will be considered in the

light of the selection policies and with the goal of achieving an appropriate and balanced collection in each field of knowledge.

A university library must support the various curricula of its component colleges and schools. As various degrees require differing levels of understanding a particular subject, the library shall develop collections at appropriate levels of comprehensiveness. The following definitions are used in this collection development policy:

1. A *supplementary reference collection* is a collection in a subject area which by definition falls outside the scope of the library, yet within which readers may need minimum service to aid their immediate understanding or use of materials properly within the scope of the library. It may consist of dictionaries, encyclopedias, handbooks, texts, or a combination of these.
2. A *reference collection* is a collection which is adequate to determine the current knowledge of a subject in broad outline. It consists of dictionaries, encyclopedias, handbooks, yearbooks, a selection of monographs in the latest or best editions, and the basic journals.
3. A *research collection* is a collection adequate for the needs of graduate practitioners of the subject and includes the major portion of materials required for independent research. The primary criterion for selection is that the information contained in the work be currently valid. It includes dictionaries and encyclopedias, and the most important handbooks, books, periodicals, and other publications in the commonly used languages and in the latest or best edition, as well as comprehensive bibliographies and indexing and abstracting services. Material primarily of historical value is normally excluded, and may be represented by resources illustrating the most important landmarks in the history of a subject.
4. A *comprehensive collection* is a research collection having all of the material in the previous category, plus a wider selection of books and periodicals having value for current research and the most important works for historical research in the subject, in all languages except the Oriental, though not necessarily in more than one edition.
5. An *exhaustive collection* is a collection which endeavors to include everything written on the subject, in all editions and translations and in all languages of all time, but not necessarily in variant issues of the same edition.

The library collection of a Seventh-day Adventist university must reflect its Christian aims and purposes. Thus, source materials and their varied interpretations which illuminate the past, and contemporary materials representing various points of view on current issues which clarify the present, must be included in its library collection. In harmony with these goals, the following guidelines shall be followed in the selection of materials for the James White Library:

1. The library shall acquire materials to support undergraduate, graduate and professional programs appropriate to each level of instruction and each course and curriculum offered by the university. The library's collection shall be built to serve its primary constituency of students, faculty and staff of Andrews University, and this material shall be freely accessible to them. Separate housing may be given to protect rare, deteriorating or valuable items.
2. A reference collection (see definition of terms above) will be provided for programs offered only on the undergraduate level, a research collection will be provided for programs whose highest degree is on the master's level, and a comprehensive collection will be provided for those programs that offer a doctoral degree. A supplementary collection will be provided for areas which are not covered by the above, but are necessary and useful for a university library collection.
3. The library shall acquire an exhaustive collection in the area of Adventiana, including books, pamphlets, periodicals, theses, diaries, reports, charts, maps, audiovisual materials, pictures, artifacts and other similar items.
4. The library shall collect materials dealing with local history (Berrien County) and the state of Michigan.
5. The library shall provide a collection of juvenile books necessary to support education and literature courses as well as provide leisure reading for the children of patrons. The library is a depository of Seventh-day Adventist publishing houses and will regularly receive juvenile and children's books as part of that program.
6. The library shall provide materials of general interest, including books, periodicals and newspapers, for recreation and information without regard to the support of any particular courses or curricula. Use of such materials can lead to two of the hallmarks of the cultured and educated person—an integration of areas of knowledge into a logical system, and an open-mindedness free of bigotry and narrowness.
7. It is not the policy of the library to expend large amounts of money for rare materials. The library, however, may under certain circumstances purchase such materials if their use and presence will justify their cost.
8. The library shall not limit its acquisitions to printed materials only, but shall include materials regardless of form, along with the equipment necessary for their use.
9. The library is pleased to accept gift books and collections, with the stipulation that it will either house or dispose of materials after an evaluation of them has been made using the materials selection policy and the library's gift and appraisals policy.
10. The James White Library affirms the freedom endowed in man by the Creator "to think and to do" (*Education, p.17*). In selecting materials which will aid in the study and pursuit of truth, the library is guided by this and other Christian principles. The library also subscribes to the Library Bill of Rights which provides for a variety of viewpoints required for the pursuit of truth and understanding.

11. Library patrons are responsible for guiding their children's use of James White Library materials. The library does not act *in loco parentis* (in the place of the parent).

### **Collection Development Procedures**

**2:510:9**

1. Most library book funds are allocated to subject areas and expended with due regard to the recommendations of the instructional departments. Teachers conducting classes or engaged in research should regularly make recommendations to their department chairs regarding the purchase of books for the library. Department chairs will send these orders to the collection development librarian.
2. The collection development librarian shall study with the departments the strengths and weaknesses of the library holdings in a particular subject field and assist the departments in the preparation of want lists.
3. The collection development librarian shall prepare and maintain, with the aid of the departments, active lists of desiderata, and shall advertise and otherwise search for these items.
4. The collection development librarian shall keep up with current publications, as recommended by appropriate professional book reviewing media, and shall order such materials.
5. Books in a particular subject area will ordinarily be purchased from funds allocated to that subject.
6. Librarians responsible for specialized collections in the library are responsible for the collection development of their areas, which include these library departments: Reference, Periodicals, Seminary, Heritage, Teaching Materials Center, Music Materials Center, and Architectural Resource Center. Faculty members who wish to make recommendations for acquisitions in these areas should contact the head of the appropriate library department.
7. Because periodical subscriptions require an ongoing commitment of funds over time, requests for additional subscriptions are thoroughly evaluated. The periodical librarian processes recommendations for additional journal subscriptions annually in May.
8. The library director, working with the collection development librarian, the library department heads, and the academic department chairs, shall maintain a balance in the purchase of library materials and shall keep within the budget.

REQUEST FOR LIBRARY MATERIAL REVIEW

Author \_\_\_\_\_  Book  Periodical  Other

Title \_\_\_\_\_ 9

Publishers \_\_\_\_\_

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

Andrews I.D. Number \_\_\_\_\_  Student  Faculty  Staff

Address \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Phone: \_\_\_\_\_

Do you represent:

Yourself

An organization (name) \_\_\_\_\_

Other group (name) \_\_\_\_\_

1. To what in the work do you object? (Please be specific; cite pages).  
\_\_\_\_\_

2. Did you read the entire work? \_\_\_\_\_ What parts? \_\_\_\_\_

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

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

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

6. Are you aware of judgments of this work by literary critics? \_\_\_\_\_  
\_\_\_\_\_

7. What would you like the library to do about this work?

Do not assign or lend it to my child.

Return it to the materials review committee for re-evaluation.

Other. Explain \_\_\_\_\_

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

Signature \_\_\_\_\_ Date \_\_\_\_\_







ANDREWS  
UNIVERSITY

Dear

I would like to inform you on behalf of the Collection Development and Evaluation Committee that the book:

Author:

Title:

Publisher:

Year:

which you suggested should be reviewed has been acted upon. The committee has decided to

discard it

keep it

for the following reasons:

Sincerely,

Jess Oliver, Chairperson  
Collection Development and  
Evaluation Committee



# APPENDIX 3

Canadian Union College's Library Policy Statement



CANADIAN UNION COLLEGE LIBRARY  
COLLECTION DEVELOPMENT POLICY

A. MISSION STATEMENT

1. Within the context of a Seventh-day Adventist college of higher education, the mission of Canadian Union College library is to provide bibliographic resources and services which:
  - 1.1 Support the academic program.
  - 1.2 Encourage students to develop a Christian world-view and commitment.
  - 1.3 Enhance development of personal information skills.
2. The library seeks to provide learning resource materials and services to its campus clientele, specifically:
  - 2.1 College students and faculty.
  - 2.2 Parkview Adventist Academy students and faculty.
  - 2.3 Students enrolled in graduate programs offered on the campus.
3. In fulfilling its mission, the library operates with these assumptions:
  - 3.1 The library is central and integral to the academic program at CUC.
  - 3.2 Students are encouraged and assisted to discover, evaluate and utilize information resources that are relevant both to class topics and their general interests.
  - 3.3 Access to a diversity of viewpoints and perspectives is foundational to Seventh-day Adventist educational philosophy and goals.
  - 3.4 Resource self-sufficiency is not a realistic goal of an academic library. Remote database access, networking, and resource sharing with other libraries are necessary components of library development and services.
  - 3.5 The library serves primarily an undergraduate campus and does not provide materials exclusively for faculty research.
4. Canadian Union College library subscribes to the concept of intellectual freedom, as stated in a 1989 statement prepared by the General Conference of Seventh-day Adventists, which reads in part as follows:

Roots of the Christian university are found in a principle that has long undergirded the development of all higher education--the belief that the

best education is attained when intellectual growth occurs within an environment in which Biblically based concepts are central to the aims of education. ... For the church college or university, academic freedom has an additional significance. It is more important than it is in the secular institution, not less, for it is essential to the well-being of the church itself.

#### B. COLLECTION DEVELOPMENT GOALS

1. To provide in-depth resources in support of campus academic programs.
2. To provide at least minimal resources in most fields of knowledge.
3. To acquire materials which support or reflect a Christian world-view.
4. To provide materials which foster personal development and positive moral and spiritual values.
5. To collect and preserve both published and manuscript materials relating to the history of the Seventh-day Adventist Church in Canada.

#### C. GENERAL COLLECTION MANAGEMENT POLICIES

1. Responsibility for this Collection Development Policy rests with the Library and Audio-Visual Committee which approves the policy and any amendments to it.
2. Management of collection development is the responsibility of the librarians who administer this policy.
3. Responsibility for library materials selection within this policy is shared between the librarians and the faculty.
4. The library's collections are not intended to support faculty research or to reflect special interests which are not related to the teaching program of the institution.

#### D. OVERVIEW OF THE COLLECTION

1. The library's collections reflect the development of the institution from a small secondary school in 1909 to a junior college in 1919, a four-year program in theology in 1947, and to regular college status in 1979. Since 1980 collection building has been in support of new four-year programs in education, biology, music, business education, and behavioral science. Because of the institution's unique status as the only Seventh-day Adventist college in Canada, special emphasis is placed on the acquisition and preservation of materials relating to the church in Canada. The establishment in 1989 of a marriage/family therapy graduate program on the campus as an extension of Loma Linda University has led to the building of a library collection in this subject area.

2. The library's collections are centralized in one building, with the exception of a small collection of computer software housed in the Education Department where it is used in connection with a computer lab for education students. A collection of music scores and recordings in the Music Department is not under the library's jurisdiction.
3. The library contains several identifiable collections:
  - 3.1 Main book collection
  - 3.2 Reference collection
  - 3.3 Audio-visual collection
  - 3.4 Curriculum resources (elementary and secondary)
  - 3.5 Periodicals
  - 3.6 Browsing (recreational reading)
  - 3.7 Adventist heritage materials
  - 3.8 Special collection of rare materials

#### E. GENERAL SELECTION CRITERIA

1. Suitability of physical form for library use.
2. Suitability of subject and style for intended audience.
3. Relevance to the needs and interests of users.
4. Appropriateness of the medium to the content.
5. Relationship to the existing collection and other material on the subject.
6. Reputation and significance of the author.
7. Skill, competence and purpose of the author.
8. Recommendation by critical reviewers.
9. Cost of the item.
10. Compatibility with Christian values and objectives.

#### F. DE-SELECTION CRITERIA

1. Extent to which materials meet the collection level requirements in a particular subject area.
2. Currency of content.
3. Style of writing and presentation.



4. Replacement by more recent editions of the same text.
5. Physical condition.
6. Duplicate copies.

#### G. POLICIES GOVERNING FORMAT OF MATERIALS

1. Books. The library's emphasis on book acquisition recognizes the primacy of this format in most fields of knowledge.
2. Periodicals. Selection and de-selection criteria:
  - 2.1 Relevance to courses taught/programs offered.
  - 2.2 Access through an index which is available within the library.
  - 2.3 Frequency of index citations.
  - 2.4 Relationship to other current subscriptions in the subject area.
  - 2.5 Availability on CD-ROM or microfiche.
  - 2.6 Subscription price.
  - 2.7 Frequency of use.
  - 2.8 Timeliness/permanence of the subject matter.
3. Periodicals. Criteria to determine retention format:
  - 3.1 Paper bound issues are retained as is.
  - 3.2 Stapled magazines are retained on microfiche or sent for binding according to the following criteria:
    - 3.2.1 Availability of microfiche.
    - 3.2.2 Frequency of issue.
    - 3.2.3 Cost.
4. Newspapers. The library seeks to subscribe to at least one representative newspaper at each of these levels: local, regional, provincial, national, international. Newspapers are not retained permanently.

5. Textbooks. The library acquires a limited number of representative textbooks in subject areas taught by the college.
6. Paperbacks. In subject areas where college classes are small, or anticipated use is minimal, the library prefers purchase of paperback rather than hard bound books.
7. Microforms. The library prefers microfiche to any other micro-format.
8. Maps. The library collects sheet maps, but not wall maps.
9. Pamphlets. The library does not maintain a pamphlet collection as such. Pamphlets which are considered of more than ephemeral value are included in the book collection.
10. Posters. A collection of posters is maintained within the Logan Curriculum Centre.
11. Audio-visual materials. The library actively collects most forms of audio-visual material, and houses them in a separate collection. Videocassettes in VHS format constitute the most popular format in the collection.
12. Videodiscs. The library collects videodiscs that may be used by students or teachers to enhance the learning process in a subject area. In general, the library does not collect videodiscs for use in the classroom to support a specific barcoded textbook.
13. Computer software. The library maintains a collection of educational software for Apple computers. The collection is housed in the Education Department.
14. Children's materials. The primary function of the Logan Curriculum Centre is to acquire and organize instructional materials for student teaching and teaching preparation. A collection of elementary and secondary materials is maintained. These categories of materials are selected:
  - 14.1 Curriculum guides, textbooks, and resource guides approved by Alberta Education.
  - 14.2 Curriculum guides approved by other Canadian provinces.
  - 14.3 Curriculum guides and reading, Bible, science, and health textbooks approved by S.D.A. education agencies.
  - 14.4 Audio-visual resources for classroom use.
  - 14.5 Reference material for children.
  - 14.6 A selection of representative literature for children in all subject areas.
  - 14.7 Publishers' catalogues.

## H. SPECIAL COLLECTIONS

1. Seventh-day Adventist heritage collection. This collection includes, but is not restricted to, the following:
  - 1.1 Materials in all formats, published and unpublished, relating to the Seventh-day Adventist Church in Canada.
  - 1.2 Materials dealing with Seventh-day Adventist history.
  - 1.3 All SDA books and periodicals published prior to 1916.
  - 1.4 Materials published by non-official church publishers and groups.
2. Rare books. The library does not normally purchase materials in this category. Some gift materials may qualify for this collection.

## I. ACQUISITIONS POLICIES

1. Multiple copies. The library does not normally purchase or retain more than one copy of a title. There are a few exceptions:
  - 1.1 Books by Ellen White are frequently kept in multiple copies.
  - 1.2 Seventh-day Adventist publications are sometimes kept in duplicate. Early printings may be kept in the S.D.A. Heritage Collection.
  - 1.3 Materials considered to be high use, or potentially high use.
  - 1.4 Books for the reserve collection may be acquired in duplicate if the class enrolment exceeds 25. A third copy may be acquired if class enrolment exceeds 50.
2. Standing orders. The library maintains standing orders for selected reference works such as yearbooks, almanacs, directories, etc.
3. Approval/preview plans. The library does not normally operate with approval plans. A.V. material or expensive publications may sometimes be ordered on a preview basis.
4. Gifts. The library does not normally accept gifts which come with conditions such as retention guarantees or special housing requests. Donated materials that meet the library's selection criteria and collection level guidelines are retained; those that do not are normally auctioned.
5. Journal transfers. The library accepts back issues of journals obtained through faculty memberships in professional organizations in accordance with the journal transfer policy of each organization. The library does not reimburse individual

faculty for the actual cost of the journal subscriptions.

6. Expensive purchases. Any request to purchase an item or set costing more than \$200 requires the approval of the department chairperson.

#### J. COLLECTION EVALUATION

Utilizing WLN Collection Assessment software, several subject areas of the collection were evaluated during 1992-93. This evaluation process is ongoing, and results will continue to guide in future collection development.

#### K. ALLOCATION OF LIBRARY MATERIALS BUDGET

Allocation of budget resources is made by the librarians in consultation with the division deans, and is approved by the Library and Audio-Visual Committee. Factors used in allocating budget resources include the following:

1. Number of credits taught.
2. Dependence on bibliographic resources.
3. Number of FTE teaching faculty.
4. Percent of total dollars published.
5. Collection evaluation recommendations, both internal and external.

#### L. CHALLENGE PROCEDURE

Objections to library policy or to specific items in the library shall be examined in the following manner:

1. The objection should be made in writing, addressed to the chair of the Library and Audio-Visual Committee.
2. The written submission should include the following information:
  - 2.1 Specific identification of the challenged item or policy.
  - 2.2 Reason for the objection, including identification of specific controversial elements. Page numbers or other specific data should be cited.
  - 2.3 Name and address of the person making the submission.
3. The committee will consider the objection, and communicate its answer or decision to the person who filed the objection.



# APPENDIX 4

Weis Library Policy Statement  
(Columbia Union College)



## LIBRARY BOOK SELECTION POLICY

In order that our library may continue the quality of its collection, the Library Committee recommends that the following broad principles be observed in book selection:

- First: An awareness of the basic bibliographies giving timelessness to any subject field.
- Second: A balanced knowledge of the current books in a field; books which could be "chosen to arouse the intellectual curiosity of students."
- Third: That more consideration be given to the merits of a book than the mere reading of the publisher's announcement.
- Fourth: That highly technical books or society reports be purchased in the English language. Where no English translation exists, the library may refer such requests to the Library Committee for consideration.
- Fifth: Examination copies sent to an instructor by a publisher with a bill enclosed or copies requested by an instructor for examination purposes may NOT be turned over to the library as purchases.





# APPENDIX 5

McKee Library Policy Statement  
(Southern College of Seventh-day Adventists)



**Southern College of Seventh-day Adventists  
McKee Library**

**Policy Statement  
July 29, 1986**

Purpose of the Library

The McKee Library exists for the purpose of providing collections, services and facilities fully adequate to support the instructional and research programs of the college and to stimulate a continuing interest on the part of the student in reading and self-education.

Objectives of the Library

The library has as its primary objective the provision of materials and services to implement the programs of instruction and research. In addition to this basic objective, the library has the following further goals:

1. To provide instruction in the use of the library.
2. To furnish access to materials for alumni of the college.
3. To furnish access to materials for the community upon request when such needs cannot be met elsewhere and when such services do not interfere, in the opinion of the librarians, with service to the students and faculty of the college.
4. To provide services for other groups having legitimate requests for use of the library.
5. To furnish materials for the students' personal reading.
6. To cooperate with other libraries in the promotion of excellent library service.

Relation of the Library to the Governing Body

The Library Director is selected by the Board of Trustees upon recommendation by the Vice-President of Academic Administration, and, as a department head, is directly responsible to the Vice-President of Academic Administration.

In order to insure the most efficient library administration, there should be open lines of communication through the Vice-President of Academic Administration between the Library Director and the Board of Trustees so that the Board is informed of the library's activities and needs, as well as major policy changes within the library.

Relation of the Library to the Administration

It is imperative that the library be kept informed of administrative and educational policies so that it may play its appropriate part in the execution of such policies.

## Personnel

The library should have sufficient staff to meet the service demands made upon it, with supportive staff adequate to free the librarians from non-professional tasks.

### Personnel Status

1. It is recommended that the professional staff have full faculty status with all attendant privileges, benefits and responsibilities, including comparative salaries, tenure, hours, vacations, committee assignments, etc.

2. The non-professional clerical staff should have similar status accorded other clerical and non-professional workers employed by the college and should enjoy similar benefits, with those in positions requiring special skills holding the same status, privileges and responsibilities held by other non-professionals in similarly specialized positions in the college.

### Library Committee

A Library Committee should be appointed by the Faculty Senate to act as an advisory body to the library. It should consist of the Library Director (as ex officio), and from 8 to 10 faculty members serving a two-year tenure on a rotating basis, its principal function to be to represent the interests of the faculty with the library and vice versa.

### Major Duties of the Library Director

The Library Director shall be responsible for the following:

1. The organization and administration of the main and extension campus libraries, including the selection of materials and the integration of the library program with instruction and research.
2. Recommendation for appointments, promotions and dismissals.
3. Preparation of the library budget.
4. Expenditure of funds set aside by the college for the library.
5. Preparation of the annual report.
6. Supervision of the library and staff.
7. Study of library needs regarding possible future growth and expansion.
8. Formulation and administration of policies and regulations insuring the greatest service to students and faculty.
9. Participation in the formulation of educational policies of the college.
10. Participation as a member of certain faculty committees.
11. Participation in various professional organizations.

### Library Resources and Departmental Libraries

The resources of the library shall include books, periodicals, and other print and non-print informational materials obtained by the library for college purposes and will be under the control of the library regardless of the location of the material.

Because separate departmental collections tend to be less efficient and more expensive, the library does not look with favor on collections consisting of library-type materials housed in separate departments.

#### Hours

The library will be open sufficient hours to adequately service the faculty and students.

#### Circulation

Length of loans will be such as to meet the needs of the students and to provide for constant use of library materials.

Generally, journals will not circulate, but should be used in the library. Photo-copying machines will be available to provide personal copies of articles commensurate with copyright law.

#### Reserves

Active reserve shelves will be provided at the request of the faculty and a system followed which will make materials accessible to all students.

## SELECTION POLICY

The purpose of the McKee Library materials selection policy is to guide the library faculty and to inform the constituents about the principles upon which selections are made.

A policy cannot replace the judgment of professionals, but stating goals and indicating boundaries will assist them in choosing from a vast array of materials available.

The library sets as its main goal in materials selection the acquisition of resources to meet the educational, research and recreational needs of the students and faculty of Southern College.

### Definitions

The word "materials" or "resources" have the widest possible meaning: it may include all types of print and non-print items.

"Selection" refers to the decision that must be made either to add a given item to the collection or to retain one already in the collection. It does not refer to guidance in assisting a library user.

### Responsibility for Materials Selection

Responsibility for selection is shared by the academic departments and the library faculty. Academic departments are given a library materials allocation each year to be used in building their subject areas. The library faculty retain an allocation to maintain current reference tools, general interest items, and to augment subject areas.

The purpose for this sharing is to emphasize a coordinated library faculty/teaching faculty effort to select the best of the current title output and to strengthen the collection by filling in known gaps.

### Objectives

1. The primary objective of selection shall be to collect materials of contemporary significance and of permanent value.
2. The library shall always be guided by a sense of both the present and future in adding materials which will enrich the collections and maintain an overall balance.
3. The library also recognizes an immediate duty to make available materials for enlightenment and recreation even though such materials may not have enduring interest or value.
4. The library shall also provide a representative sampling of ephemeral materials.

### Duties of the Library Faculty

All library faculty selecting library materials will be expected to keep the objectives in mind and apply their knowledge and experience in making decisions within the constraints of the current budget.

## Criteria of Selection

No item in the library collection can be accepted or rejected solely on the basis of any one given guide or standard; however, certain basic principles can be applied as guidelines. Generally, inclusion of items should be based on the following criteria:

1. Degree and accomplishment of purpose.
2. Authority and competency of the author, composer, filmmaker, etc.
3. Comprehensiveness in breadth and scope.
4. Sincerity and objectivity.
5. Clarity and accuracy of presentation.
6. Appropriateness to the interests and/or skills of the intended users.
7. Relation to the existing collection.
8. Relative importance in comparison with other materials on the same subject.
9. Importance as a record of the times for present and future use.

## Use of Library Materials

Because many materials can be controversial and any given item may offend some library user, selections cannot be made on the basis of anticipated approval or disapproval, but only on the merits of the work in relation to the mission of the college, building the collection, and serving the needs of the McKee Library primary user.

In this setting, the library subscribes in principle to the statements of policy on library philosophy as expressed in the American Library Association "Library Bill of Rights", as well as the Policy on Confidentiality of Library Records, copies of which are appended to and made an integral part of this policy.

## Gifts

The library accepts gifts of materials, but reserves the right to evaluate them in accordance with the criteria applied to purchased materials. The library will accept materials only with the understanding that the disposition of those materials will be at the discretion of the Library Director. A receipt is available to donors wishing to have one; however, the library cannot assign value for gifts received.

## Maintaining the Collection

The library faculty is expected to use good judgment in removing from the collection whatever no longer serves a need, and to refurbish, by rebinding or other means, materials which might suffer deterioration if not so cared for.

## Revision of Policy

This policy will be revised as times and circumstances require.





# LIBRARY BILL OF RIGHTS

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

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. Libraries which make exhibit 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, June 27, 1967, and January 23, 1980, by the ALA Council.



## Selection Policies for Specialized Collections

### Periodicals

**Purpose:** To provide materials for the students and faculty in support of the curriculum, as well as certain research and recreational materials.

**Use:** Because the Periodicals Collection is primarily research oriented and titles are not obtained in multiple copies, these materials are to be used only in the library, except under special circumstances when permission to check out an issue may be granted by a librarian or supervisor in charge.

### Heritage Collection

**Purpose:**

1. To provide the faculty and students with materials by and about Seventh-day Adventists in support of the curriculum.
2. To provide selective SDA periodicals considered to be most useful to the clientele.
3. To provide selective materials of historical or research value by and about Seventh-day Adventists.
4. To provide selective recreational materials by and about Seventh-day Adventists.

**New Materials:**

1. The library will acquire all E.G. White publications.
2. Other materials will be acquired on a selective basis.
3. All acquisitions of SDA materials will be made through the Acquisitions Department.

**Number of Copies:**

The library will retain one copy of material unless demand necessitates additional copies.

### Juvenile Collection

**Purpose:** The Juvenile Collection is maintained for the benefit of those students enrolled in the Library Science courses, Library Materials for Children and Library Materials for Young Adults and Adults. Books are selected to support these classes and include important authors, including contemporary ones, and examples of the trends in children's and young adult literature. In view of this, the collection should not be considered as a selection tool for Seventh-day Adventist school libraries, nor should it be open to the general public for use.

Use: Materials from this collection are to be circulated only by special permission.

### Vault Policy

Purpose: Materials meeting one of the following criteria should be designated for the vault for the purpose of protection and preservation:

1. Items of a unique character no longer available in print, especially those having historical significance for the Seventh-day Adventist Church.
2. Rare items, having either financial or historical value.
3. Items treating the history of the Chattanooga area, and certain items no longer in print treating other areas of Tennessee.

Number of copies:

The number of copies to be kept is one, except in cases of extremely rare materials.

Incomplete sets will be kept.

Use:

1. Vault materials are to be used only in the presence and under the observation of a library staff member.
2. Request for use of material should be submitted 24 hours prior to its actual use on an application form supplied by the library.
3. Use of the vault is generally limited to registered Southern College students and faculty, and denominationally employed professionals doing credible research.
4. Because of the fragile condition of some of the items, copies are to be made only with the permission of a librarian.

### Thomas Memorial Lincoln/Civil War Collection

Purpose: To provide a research collection in the area of the Civil War and the Lincoln era, as well as artifacts and relics relating to the period.

Use:

1. The collection will be open only during special hours as posted, or by prior arrangement with a librarian.
2. All materials will be obtained for the patron by and used under the observation of a library staff member.

# APPENDIX 6

Chan Shun Centennial Library Policy Statement  
(Southwestern Adventist College)



## TECHNICAL PROCESSES DEPARTMENT

### I. Acquisitions Section

#### A. Books are added to the library by:

1. Requests from faculty, staff, patrons, and librarians.
2. Gifts.

#### B. Requests come to the library by:

1. Choice cards,
2. Blurbs,
3. Verbal recommendations, etc.

#### C. Chan Shun Centennial Library selection policy and guidelines:

1. In keeping with the philosophy of Southwestern Adventist College, the library recognizes its responsibility to serve as an integral part of the total instructional program. It endeavors to serve the academic community by stimulating the cultural development of students and faculty, by motivating students to acquire a life-long interest in good reading, and by keeping the faculty abreast of the progress of scholarship. The library further acknowledges its obligation to remove all artificial barriers between readers and books.
2. General library objectives are as follows:
  - a. The library accepts as its basic objectives the provision and servicing of expertly selected books and other materials which aid the individual in the pursuit of education, information, and in the creative use of leisure time.
  - b. The library is primarily an educational resource. It is to the academic courses what laboratories and shops are to science and vocational courses, and it complements all classroom activity as an integral part of the total curriculum. It offers resource and enrichment material for the students and faculty. Its materials are selected on the basis of the maturity and ability levels of all users.
  - c. The library attempts to foster reading as a habit through pleasurable exposure to printed materials during the formative years. Thus, it provides



additional materials to attract students to reading as a source of pleasure and recreation over and above needed subject content.

- d. The college library has certain reference responsibilities to its school and community clientele. Although not truly a "scholarly" library, it tends more to that goal than do usual small college libraries of similar or larger size. Its shelves contain in most fields of endeavor classics which are a part of our civilization. It possesses reference tools in greater number and of more scholarly significance than what its neighboring libraries usually can afford. Although needed and used by its college personnel, they are also a regional resource. Both faculty and library staff have the responsibility of determining the library's purpose and content and maintaining its functions as an educational facility.
  
- e. No single library stands alone in its philosophy, its content, or its practice. Only applications and emphases differ, and the best thinking of the profession has applicability at the individual level. Therefore, as its guide in fulfilling these objectives, the college establishes the following criteria for selecting library materials:
  - (1) Author's reputation and significance
  - (2) Importance of the subject matter to the collection
  - (3) Scarcity of material on the subject
  - (4) Timeliness or permanence of the book
  - (5) Appearance of the title in special bibliographies or indexes
  - (6) Authoritativeness
  - (7) Reputation and standing of the publisher
  - (8) Price
  - (9) Necessary for one or more courses in the curriculum
  - (10) Resource material for courses currently taught or anticipated
  - (11) Applicability of its subject content to the undergraduate or graduate level (where offered)

- (12) Validity of its contents
- (13) Literary merit
- (14) Compatibility of format to the service expected for the price
- (15) Appearance on one or more of the generally approved lists or reviewing media
- (16) Currentness making the presently owned edition obsolete
- (17) Dual or multi-purpose coverage for faculty, courses, or departments
- (18) Uniqueness or best translation available
- (19) Contribution to "general education" at the undergraduate level, even though not directly contributory to any specific course
- (20) Completion of a collection (music, art, literature, Texas history, etc.) even though not specifically requested by an instructor.

It should be noted that material may be considered appropriate to a particular subject if the material meets one or more of the above stated criteria.

f. In addition, because of our Adventist philosophy, literature must also meet the following criteria for inclusion:

- (1) Be serious art. Lead to significant insight into the nature of man in society and be compatible with Seventh-day Adventist values.
- (2) Avoid sensationalism (the exploitation of sex or violence) and maudlin sentimentality (the exploitation of softer feelings to the detriment of a sane and level view of life).
- (3) Not be characterized by profanity or other crude and offensive language.
- (4) Avoid elements that give the appearance of making evil desirable or goodness appear trivial.
- (5) Avoid simplified, exciting, suspenseful or plot-dominated stories that encourage hasty, superficial reading.

3. Selection of materials is a primary duty of the librarian. Such materials, selection aids and tools as Library Journal, Choice, Saturday Review, Wilson Library Bulletin, American Libraries, and publishers' catalogs and materials lists are consulted. The library solicits college faculty and administration requests for books and non-book materials. The responsibility for selection of materials rests upon the library director who operates within the framework of the rules and regulations established by the college and within the guidelines of the Seventh-day Adventist Church.
4. Guiding principles: In striving to meet its objectives within the limits of its resources, the library should follow these general directives:
  - a. Books:
    - (1) To meet the needs of students with differing levels of ability, the library shall acquire materials for students ranging in difficulty from those for high school juniors to those for college seniors. Students should be supplied with appropriate materials to supplement their textbooks.
    - (2) In the acquisition of new titles, the major emphasis should be on current publications whose works promise to fulfill future as well as current needs. Both in-print and out-of-print materials should be purchased as required.
    - (3) Multiple copies of titles may be purchased, as required, at the discretion of the library director.
    - (4) Materials in foreign languages which can be used for either teaching or supplementing language courses offered at the college are desirable purchases for the library. However, materials for non-language courses which are published in languages other than English, with the exception of dictionaries, encyclopedias, and other reference tools, shall be bought only in those instances when there is evidence of their immediate usefulness to students and faculty.
    - (5) When there is a choice, hardbound books should be selected over paperbacks because of their greater durability in the library.
  - b. Periodicals and newspapers:

- (1) Broken and incomplete sets of periodicals have little value for research; therefore, the library director may require that a particular title be in existence a minimum of one year before it is purchased by the library. Exceptions will be made whenever warranted.
- (2) Selection of magazine titles may depend on whether or not they are indexed in at least one of the general or special periodical indexes.
- (3) Newspapers should be purchased to give local, metropolitan, national, and international news coverage. Their retention will depend on availability or storage and/or microforms.

c. Microforms:

- (1) Microforms may be purchased by the library, remembering that most of the material must be read in the library, and, therefore, the selection should include primarily those titles which need not be read in their entirety to be of value.
- (2) The selection of microforms should, in general, be limited to books now out-of-print and likely to remain out-of-print, or those titles too costly to purchase in their original forms.
- (3) Titles should not be purchased on microform if their primary value is in the maps, illustrations, or other visual material.
- (4) Some periodical title backfiles are purchased in microform because of a severe space problem.

d. Films, filmstrips, slides, and videotapes:

- (1) The library will assist in the selection of films for departmental purchase, but will seldom purchase films with library funds.
- (2) The high cost of films and their relatively limited use makes rental far more satisfactory for a college of this size.
- (3) Filmstrips and videotapes will be purchased by the library, but selection will depend to a great extent on their prolonged usefulness, as is often true with art, religion, and biology filmstrips. Financial affairs and current events, for example, will be purchased sparingly.

- (4) Slides will be purchased whenever the representation cannot be viewed equally well by using an opaque or overhead projector.

e. Miscellany:

- (1) Although much ephemeral material reaches the library without expenditure of library funds, the librarian should purchase any of these written and visual forms necessary to strengthen the Vertical File and pamphlet collections. Often the only source of certain kinds of information is in this pamphlet or pictorial form.
- (2) The library is not a depository library for government publications; therefore, selections must be made and orders placed for each government publication desired.
- (3) Some recreational materials should be provided because of the residential nature of the college and the lack of adequate public libraries in Johnson County.
- (4) The archives of the library should consist of some publications and official records of the college: catalogs, reports, periodicals, yearbooks, brochures, minutes of the faculty meetings, etc., and materials about the college.
- (5) Gifts of either library materials or money to purchase them will be accepted provided they fit into the above policies and provided there are no restrictions attached. The library must be free to dispose of any materials which are not needed. When considered desirable, the library may (at its discretion) maintain a gift collection as a separate entity.
- (6) Weeding, the removal of obsolete materials for purposes of discarding, should be considered an integral part of the total organized effort to study and develop the collection. Excess duplicate copies of seldom used titles and badly damaged copies should be withdrawn from the collection. Similarly, items should be weeded if they contain outdated or inaccurate information. Weeding should be done with the counsel of departmental representatives when deemed necessary.

5. Periodic review: Since Southwestern Adventist College is a

dynamic institution, the library's acquisitions policy statement must be responsive to change. It is necessary that this statement be reviewed periodically by the library director and his staff working with the Library Committee and be revised accordingly.

6. Persons participating in book selection:

a. Librarians

- (1) Suggest specific titles applicable to specific courses
- (2) Suggest specific titles applicable to the administration or to special studies being undertaken
- (3) Accept responsibility for selection and purchase of noncirculating reference collection, except in highly specialized fields, based on felt need through daily contact with reference problems
- (4) Select and purchase, with or without specific faculty consultation, additional titles in areas of specialization, especially from clearance lists (university presses, remainder and review-copy dealers, etc.)
- (5) Assist in preparation of lists for use in courses added to the curriculum.
- (6) Round out areas of repeated demand in all courses if neglected by instructors (term paper topics, book reports, specific artists, composers, authors, and historical figures, etc.).

b. Instructors

- (1) Request specific titles needed as reference material for their courses, both for students' use and as faculty resource material
- (2) Suggest titles for "general education" of students as distinct from required reading for specific course work.

c. Administrators

- (1) Request specific titles in their fields.
- (2) Suggest specific titles for general student use.

(3) Suggest titles of general interest valuable to a senior college collection.

d. Students

(1) Suggest areas and subjects of special personal and general interest,

(2) Suggest specific titles of new books in an area of competency (music, drama, Texas history, etc.).

7. Definitions:

a. Library materials: books, periodicals, sound recordings, films, slides, filmstrips, videocassettes, microforms, etc.

b. Microforms: microfilms, microfiche, microcards, microprints, and ultrafiche.

D. Forms and files used in the Acquisitions Department:

1. Multiple Order Forms, hereinafter called MO's.

a. White copy--clipped inside book; cataloger's work slip for classifying books; used to type recent accessions' list; then filed in Requestor file by call number.

b. Pink copy--sent to vendor with an order, if necessary, or discarded.

c. Yellow copy--filed in Accessions Record file.

MULTIPLE ORDER FORM  
(MO)

Pink	Yellow	White
REORDER FORM # 14-0200 <input type="checkbox"/>	REORDER FORM # 14-0200 <input type="checkbox"/>	REORDER FORM # 14-0200 <input type="checkbox"/>

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# APPENDIX 7

Peterson Memorial Library Policy Statement  
(Walla Walla College)





**COLLECTION DEVELOPMENT POLICY  
WALLA WALLA COLLEGE  
PETERSON MEMORIAL LIBRARY  
4th DRAFT 2-27-95**

**I. INTRODUCTION**

**A. Mission Statement for Peterson Memorial Library**

The mission of Peterson Memorial Library is to provide reference and instructional services, bibliographic and physical access to information, and adequate facilities necessary to meet the informational and scholarly needs of the Walla Walla College community, including its satellite campuses a learning environment that responds to the traditional values of the College and to the technological realities of the modern age. The Library exists to foster the pursuit of knowledge, intellectual and ethical integrity, excellence in teaching and learning, respect for inquiry and diverse points of view, and dedication to service. The Library collects texts, images, and multimedia, and provides connections to global information networks, which enhance the curriculum and assist research. As a locus where information is gathered, organized, and prepared for redistribution, the Library provides members of the College community a place for interaction, consultation, study, instruction, and reflection. Its staff are dedicated to serving the information needs of students and faculty located on the main campus, at satellite campuses, and remotely.

Library service is an essential component in enabling the college to fulfill its goal of providing conditions that encourage physical, social, intellectual, and spiritual development of students and faculty. The library staff augments the educational mission of the College in meeting this goal by:

- creating and providing the tools that enable access to universal knowledge (tools of scholarship)
- teaching library research skills and the critical evaluation and synthesis of information
- developing, organizing, and maintaining a collection of resources supporting the curriculum of the college, intellectual freedom, and cultural exploration
- offering the College expertise on changing patterns in the creation, organization, and distribution of knowledge.
- cooperating with other area libraries in providing information resources to the Walla Walla valley and Pacific Northwest.

**B. Library Goals**

The primary purpose of every library of higher education is to offer its services in such a way that the objective of the parent institution can be realized.

With this in mind, the goals of the Walla Walla College Library are to:

1. Take an active part in the college program as it strives to meet the needs of students, faculty and staff in their academic and research programs as well as providing materials for their leisure and general reading needs.
2. Work in cooperation with other libraries in borrowing and lending materials for use on interlibrary loan.
3. Work with faculty in selecting and using all types of library materials which contribute to their teaching programs.
4. Participate with teachers and administrators in programs for continuing professional and cultural growth of the college staff.
5. Provide an atmosphere where student and faculty alike will feel free to seek help of library staff in obtaining information either from our own collection or from other sources.

## II. GENERAL COLLECTION DEVELOPMENT POLICY

Responsibility for the development of the collections of Peterson Memorial Library is jointly shared by librarians and faculty of the various academic departments.

The collection can be custom-designed for Walla Walla College's distinctive needs only if all contributors understand the broader picture, not just the courses they teach. The partnership in collection development between Librarians and faculty on a small college campus is vital. Librarians are in a unique position to know what patrons are asking for in conjunction with their class assignments and research projects. Their needs do not always correspond exactly to the curriculum. Faculty bring to the selection process the in depth subject expertise needed to build a quality collection.

To help define the larger picture, the following Collection Development Policy has been designed. Input has been gathered from librarians, Library Committee members, and academic departments.

**This Collection Development Policy establishes minimum selection standards and criteria for each area in which the Library acquires material, both in terms of format and usage. These standards are to be followed by all college personnel responsible for selecting library materials. This policy will also serve to inform others, such as students, administrators, college staff, and community members, of the standards used in selecting library materials. A common understanding of selection criteria will allow both librarians and faculty to work toward achieving a well balanced collection.**

Because periodical subscriptions require an on-going commitment of funds over time, a separate collection development policy covers their acquisition and termination. This policy has already been endorsed by the Library Committee.

## A. Primary Policy Goals

The library collection of a Seventh-day Adventist college must reflect its Christian aims and purposes. Thus, source materials and their varied interpretations which illuminate the past, and contemporary materials representing various points of view on current issues which clarify the present, must be included in its library collection.

In harmony with this philosophy, the *primary goal* of Peterson, with regard to the development and maintenance of the collection, is to **acquire and make available those information resources to support undergraduate, graduate and professional programs appropriate to each level of instruction and each course and curriculum offered by the college. Collection levels will be established for each discipline, based on the curriculum of the college.**

## B. Secondary Policy Goals

Additional goals are to acquire and make available:

- **library materials for general information in subject areas not included in the curriculum of the college**
- **a core collection of *Adventiana***
- **and preserve all important materials related to the history and development of Walla Walla College**
- **recreational reading materials for students**
- **materials of local interest, on local (Pacific Northwest) history, or produced by local presses**

## C. General Guidelines

It will seldom be financially possible to fully meet the above goals. Therefore, materials will be purchased or obtained based on the following **general criteria and/or procedures:**

- **the library director, working with the technical services librarian, reference librarian, and the academic department chairs, shall maintain a balance in the purchase of library materials and keep within the budget.**
- **consideration will be given to the completeness of current holdings and collection level in each area (see section J and Appendix I)**
- **each purchase will be considered in view of the library as a system**
- **selection of additional materials in subject areas of strong student interest or of a contemporary nature within a given discipline should also be considered**

- **use patterns (circulation and ILL statistics, etc.) should be studied to determine areas of great demand or areas in which the collection is weak.**
- **library personnel will engage in resource sharing, including interlibrary loan, cooperative collection development, and document delivery, with local and regional libraries**
- **when scarce resources limit acquisitions, current publications of lasting and scholarly value will be given priority over older and out-of-print materials**
- **publications in the English language will be given priority over non-English publications, except for the acquisition of materials for the Modern Languages Department**
- **when materials are available in both paper and hard back, priority will be given to paper**
- **the relative importance of all formats of materials for each department or library will be considered but priority will be given to purchases of monograph materials over non-print; only 10% of an academic department's annual book budget may be spent on non-print resources;**
- **duplicate copies, except for Adventiana, will be purchased only on justification of heavy and continued use**
- **standing orders from selected publishers or for series or sets will be considered when appropriate**
- **textbooks used in classes taught on the College Place campus will not normally be added to the collection either by purchase or as a gift acquisition.**
- **graduate students and faculty needing in-depth materials for specific theses or dissertations will be encouraged to utilize interlibrary loan services instead of requesting Peterson to acquire them**
- **strengths and weaknesses of local library collections will be considered in the selection of areas for intensive collection development at Peterson**
- **books in a particular subject area will ordinarily be purchased from funds allocated to that subject**
- **priority will be given to works receiving a positive review or evaluation in one or more of the accepted reviewing media and/or citations of the material in specialized bibliographies or indexes.**
- **author is reputable and has credibility in the subject field**
- **the publisher is reputable**

- if the price is over \$100 and the monograph is owned by an area library, a determination must be made of the desirability of acquiring the resource
- the material is of student interest or covers contemporary issues
- materials are necessary for interlibrary loan verification, selection or other support function
- the work is authored by a Walla Walla College faculty member, administrator, staff, etc.
- the book completes a set or series already held by the library
- the work is a new edition with revised information not merely a reprint
- for illustrated volumes, either reputation of illustrator or quality of reproduction will be considered

#### D. Library Bill of Rights

Peterson Memorial Library affirms the freedom endowed in man by the Creator "to think and to do" (*Education*, 17). In selecting materials which will aid in the study and pursuit of truth, faculty and librarians are guided by the principles expressed in the *Library Bill of Rights* (Appendix 1).

#### E. Liaison Program

Three of Peterson's five librarians have liaison responsibilities with seven to eight academic departments, each. They direct appropriate collection development information to faculty and screen book requests for adherence to the collection development policy and procedures.

#### F. Budget allocations

The Director of Libraries and Library Committee separately request an amount for that year's academic book budget through Academic Dean's Office. In most cases, the two will have agreed upon a figure both requests will name. The Academic Dean is then responsible for deciding upon and approving the actual amount. The Dean notifies the Library Director as soon as this amount is established. It may be less than, more than, or equal to the official request. Upon notification of the actual academic book budget, Librarians allocate the budget among the various academic departments (currently 25), schools, professional, and library entities. **Library Committee provides advice to librarians and endorses the departmental allocations** (as per *Governance Handbook* provisions).

Criteria used in making the allocations include, but are not limited to, the following: total funds available, student credit hours, *Pacific Northwest Collection Assessment* (see section



J) collection levels, type of program, number of FTE students or majors, average price of books in the subject area, the number of books actually published in the field, library materials essential for the instructional needs of each department, number of faculty in each area, number and level of courses taught (graduate and undergraduate), new courses offered, and deficiencies in the existing collection (see Appendix I).

**Academic book budget allocations typically occur at the mid-point of the fiscal year: January-February. One third of the budget should be spent by May, the second third by September, and the final third by January.**

**To ensure a balanced collection, librarians retain the right to spend up to 10% of each department's book budget. When some funds are spent each year, the collection is also, to a certain extent, kept up-to-date.** The librarians retain the right to return for reconsideration any requests which do not meet the criteria set forth in this Collection Development Policy. **Departmental book funds unexpended by the end of the January following allocation, can be spent in their entirety, by librarians.** Such funds will be used to purchase materials in subject areas for which they were originally intended.

Department chairs have the option to request that departmental book funds be accumulated for specific projects. Requests should be made, in writing, to the Director of Libraries.

**Actual funds reserved for use by the academic departments are not transferred from the library budget to the budgets of individual departments.** They are merely reserved by the library for the purchase of materials requested by the academic departments and remain, at all times, a part of the library's budget.

**Materials purchased with funds allocated to the library become library property, available for the use of the entire campus community.** It is inappropriate to use library funds to acquire materials for the exclusive use of any group or individual. Personal office collections should be bought with the funds of the person using them.

#### **G. Transfers from Operating Budget**

Additional budget allocations are assigned to reference, serials, microforms, abstracts/indexes, CD-ROM products, Library Tools, and binding. They are provided for out of the operating budget and received at the beginning of the fiscal year. Therefore, they do not impact the academic book budget.

#### **H. Gift and Grant Funds**

All materials purchased with gift or grant funds will also be subject to the standards and criteria outlined in this collection development policy. They will become library property, and housed in the appropriate library.

## I. Responsibilities for Selection

**Department chairs are responsible for taking an active role in recommending the purchase of library materials and approving all faculty requests from their department.** Departmental faculty should be encouraged to participate in the selection process since they also have a responsibility for selecting and recommending library materials. **Items requested for purchase by faculty within a department must be approved by the department chair.** Approval may be indicated by the chair's signature or initials on the book order card. The department chair may delegate to a faculty member within their department, responsibility for coordinating library materials purchases.

**Librarians encourage departments to look at their collection areas holistically rather than divide their book budget up into small pieces for individual faculty to expend. A stronger, more balanced collection can be built using the former rather than the latter method of collection development.** Each purchase requested by faculty should be made within the framework of this document.

In addition to monitoring faculty requests to ensure a balanced collection, **librarians are specifically responsible for developing the reference collection and selecting materials not covered by an academic department.**

## J. Collection Levels

A collection depth is assigned to each subject area of Peterson's collection. It reflects the reference and research demands made upon its resources by students and faculty. **Collection levels and acquisition commitments are assigned using indicators defined by the *Pacific Northwest Collection Assessment Manual*.** (See Appendix I for current collection levels).

Collection resources at Peterson collectively rank at the Intermediate Instructional Support (undergraduate) Level (3b). However, because WWC is a comprehensive college with strong professional and graduate programs, collection depth in Peterson will be maintained at the levels described below.

**UNDERGRADUATE PROGRAMS:** Subject areas in which undergraduate programs are offered will be developed and maintained at the **Intermediate Study or Instructional Support Level (3b)**. "The intermediate subdivision of a level three collection provides resources adequate for imparting and maintaining knowledge about the primary and secondary topics of a subject area. The collection includes a broad range of basic works in appropriate formats, classic retrospective materials, seminal works on secondary topics, access to appropriate machine-readable data files, appropriate reference tools, and the fundamental bibliographic apparatus pertaining to the subject. This subdivision of level 3 supports undergraduate courses, including advanced undergraduate and independent study needs. It is not adequate to support master's degree programs."



**GRADUATE PROGRAMS:** Subject areas in which graduate programs are offered will be developed and maintained at the **Advanced Study or Instructional Support Level (3c)**. "The advanced subdivision of level 3 provides resources adequate for imparting and maintaining knowledge about the primary and secondary topics of a subject area. The collection includes a significant number of seminal works; a significant number of retrospective materials, a substantial collection of works by secondary figures; works that provide more in-depth discussions of research, techniques, and evaluation; access to appropriate machine-readable data files; reference tools; and the fundamental bibliographic apparatus pertaining to the subject. This level supports all courses of undergraduate study and master's degree programs."

**CURRICULUM SUPPORT AREAS:** Subject areas in which no undergraduate or graduate programs are offered but which support general research done by students or cover general knowledge and current affairs will be collected at the **Study or Instructional Support Level (3)**. "A collection that is adequate to impart and maintain knowledge about a subject in a systematic way but at a level of less than research intensity. The collection includes a wide range of basic works in appropriate formats, a significant number of classic retrospective materials, complete collections of the works of more important writers, selections from the works of secondary writers, access to appropriate machine-readable data files, appropriate reference tools, and the fundamental bibliographical apparatus pertaining to the subject."

**OTHER:** subject areas not included above will be assigned a collection level appropriate to their place in the curriculum and mission of the college and library. Normally, subject fields in which courses are not offered will be maintained at a minimum level.

Collection assessment will be done at least every 10 years. If an integrated, on-line library system is installed before 2,002, assessment will be done on a yearly basis.

#### **L. Gift Materials**

The library will accept donations of books and other publications as well as gifts of money designated for the purchase of library materials, in accordance with the following criteria:

- **publications will be reviewed by the same standards as applied to new materials**
- **gift materials must be of such a nature that they can be integrated into the collection and not require special facilities, control, or staffing unless the gift includes an endowment to provide for those needs.**
- **normally, the library will not accept additional copies of materials already in the collection. However, such materials may be used to replace worn or missing items.**
- **the value of the gift should be weighed against space limitations and the cost of processing the materials**

- the library has a right to retain or dispose of any gift materials at the discretion of the librarians. Donors should be made aware of this and items 1-4.
- normally materials may not be brought in for promotional or similar purposes, by organizations or individuals not part of the college, for the purpose of leaving them in the building for others to read.
- librarians will not appraise gift materials. They will provide a bibliography of gift titles upon request of the donor.
- the library will abide by the regulations concerning gifts as outlined by the Committee on Manuscripts Collections of the Association of College and Research Libraries. 1973 (is there an update?). [See appendix 8 in Academic Library Policies].

#### M. Replacements

Resources that are missing, lost, or withdrawn because of wear will not automatically be replaced. The merit of the book, serial, compact disc, or audio-visual must be considered by the librarian before replacement copies are authorized. Demand for the resource, its value to the collection, and whether or not it has been superseded by a new edition or newer material should be considered as criteria in requesting replacements.

The library will not normally try to replace or purchase out-of-print materials. However, if such materials are given to the library or are deemed important to the collection, they will be accepted. Lost or stolen titles which are standards in their fields, and are currently in print, can be considered for replacement.

#### N. Compact Disc (CD) products for network use

Because of the equipment and site licensing costs involved, CD products must meet the following criteria to be eligible for addition to the CD-ROM network. Materials:

- must have a broad application to the college curriculum
- single items must not be/have been purchased with book budget funds
- CD products purchased by subscription must come from budgets (library or departmental) that can sustain the cost from year-to-year
- must have software that can be networked easily
- must have no or at least a low site licensing cost
- hard ware to operate product must be compatible with equipment currently owned
- if additional hardware (cd drives, file servers, ports, etc.) are needed, must be included in initial purchase price

### **O. Commercially Sponsored Materials**

Privately or commercially sponsored books, pamphlets, and audio-visual materials will be acceptable for the Library if they fulfill the following criteria:

- materials supplement or enrich the collection
- materials meet the same standards for selection as applied to purchases
- amount of corporate advertising is kept to a minimum and is tastefully presented.

### **P. Rare Materials**

It is not the policy of the library to expend large amounts of money for rare materials. The library, however, may under certain circumstances purchase such materials if their use and presence will justify the cost.

### **Q. Children's use of collection**

Students, faculty, staff, and community users are responsible for guiding their children's use of Peterson Memorial Library materials. The library does not act *in loco parentis* (the place of the parent).

## APPENDIX I

## Collection Assessment

During 1991 a collection assessment was completed in conjunction with the college's re-accreditation self-study. At that time, collection holdings supporting undergraduate and graduate programs were compared to Books for College Libraries 3rd ed., using the Pacific Northwest Assessment method. Peterson ranked at the Intermediate Instructional Support (3b) Level at that time for most undergraduate and graduate programs. The following table reflects the collections strengths and weaknesses.

## COLLECTION ASSESSMENT

Collection Level	Number of Disciplines	DISCIPLINE AREAS	PERCENTAGE
0	2	Germanic & Scandinavian lang./Slavic lang. & lit.	3.8% out of collection area
1b	2	Other Asian & Oceanic lang. & lit./ African lang. & lit.	
2a	3	Modern European languages: general works/romance languages./Japanese & Chinese	9.6% at or under 2a
2b	0	None	
3a	17	Fine arts/West Germanic lang./French lit./Gen. Am. hist./HPER/economics/political science/US politics/International law/astronomy/botany/bacteriology microbiology/medicine/ agriculture	33% at 3a
3b	23	Gen. works/philosophy/music/gen.lang. & lit./classical lang.. & lit./gen & comparative lit./Spanish lit./English lit./American lit./aux. sci. hist./ gen. hist./European hist./soc. sci. stats/sociology/political theory of the state/constitutional hist./education/gen. sci./math/physics/natural hist. & bio/zoology/human anatomy/physiology	44% at 3b 53% at 3b and above
3c	3	religion/psychology	9.6% at or over 3c
4	2	English language/U.S. history	

## **Definitions**

### **Audio-visual materials**

Non-book materials such as phonograph records, audio-tapes, slides, transparencies, films, filmstrips, videorecordings, compact discs, etc. which require apparatus to render them usable.

### **Book**

A book is a single or multi-volume, dealing systematically and in detail with one subject or class of subjects. This definition includes monographic series (series of monographs with a collective title, often issued by a university or society) and reference sources such as encyclopedias, almanacs, and biographical sources.

Books are selected for the Library's collection primarily to serve the curricular and research needs of the college community.

### **Periodical**

A publication with a distinctive title which appears at stated or regular intervals, without prior decision as to when the last issue should appear. Includes magazines, journals, and newspapers.

### **Serial**

Any publication issued in successive parts, appearing at intervals, usually regular ones, and intended to be continued indefinitely. The term includes periodicals, newspapers, annuals, numbered monographic series and the proceedings, transactions and memoirs of societies.

### **Series**

Volumes usually related to each other in subject matter, issued successively and generally by the same publisher, in a uniform style, and usually bearing a collective "series title."

### **Standing Orders/Continuations**

An order to supply each succeeding issue of a an annual or serials publication, or subsequent volumes of a work published in a number of volumes issued intermittently.

approved by Library Committee:  
 approved by Faculty Senate  
 approved by Faculty-in-Session:  
 approved by Board of Trustees:

**PETERSON MEMORIAL LIBRARY  
PERIODICALS COLLECTION DEVELOPMENT POLICY**

## **INTRODUCTION**

This document describes general policy and guidelines regarding the periodicals collections (General, Historical, and SDA) of Peterson Memorial Library, Walla Walla College. The general collection development policy details the library's mission and goals.

### **Scope of the Collection**

For the purpose of distinguishing between periodicals and books, we define periodicals as serial publications that:

- are intended to continue indefinitely
- whose contents are produced by at least two persons
- appear in parts identified either by date and/or numbering of primary (volume) and/or secondary (number) order
- bear a common, running title on all parts
- appear more frequently than annually

They include, but are not limited to, journals, magazines, newspapers, indexing/abstracting services, and newsletters.

### **Purpose of the Collection**

Periodicals and other continuations represent a long-term commitment. They are costly to acquire, process, house, and maintain physically.

The purpose of the periodicals collection both in paper and other mediums is primarily to support the curriculum of the College in providing current and historic information for research and general reading. The main thrust of support is to provide on-site access to a core collection of titles designed to support student research. Faculty research and interests requiring periodical titles of an esoteric, ephemeral, or extremely technical nature reside outside the collection development policy. Subscription funds and shelf space cannot be guaranteed to meet these needs. Materials of this nature will be obtained primarily through interlibrary loan.

## **COLLECTION DEVELOPMENT POLICY GUIDELINES**

1. The core collection of periodicals is the group of journals that is identified as needed to be maintained to support the level of degree work offered by the College in a specific curricular area (usually an academic department). The periodical librarian, with the assistance of academic departments and/or schools, will develop and evaluate these core lists.
2. Additional periodicals and newspapers of general interest will be provided without regard to the support of any particular courses or curricula.
3. The process of evaluation of **journal** titles will include input from faculty members. However, final decisions as to adding, retaining, or dropping titles are the responsibility and province of the library. The Periodical Librarian may consult the Library Director, other professional librarians, or the Library Committee as necessary or desirable.



4. The Director of Libraries will appoint a Periodical Evaluation Committee to assist in the evaluation of journal titles. The committee will be chaired by the Periodical Librarian. Other members will include at least one other faculty librarian, the Director of Libraries, and two faculty members from the Library Committee. Guests may be invited on an ad hoc basis to help the committee with special groups of periodicals.
5. The text of journals will ordinarily be in English except for titles which are purchased for the Foreign Language Curriculum. Exceptions will be made for disciplines where major periodical titles are published in other languages, and for graduate programs that are offered at this College.
6. As a rule, the library does not purchase more than one paper subscription of any title. Needless duplication of periodicals within the library system and across campus is not an effective use of scarce money or space. When periodicals are housed in campus offices and are available to students, the library will not guarantee duplicating these titles (particularly ephemeral or extremely specialized materials).
7. Library personnel will not routinely or actively ask faculty or staff to subscribe to periodicals to take advantage of lower individual subscription rates. Neither will the library's budget be used to purchase personal association memberships for faculty in order to take advantage of lower subscription rates. Rationale: This practice is unethical and illegal.
8. In order to save on shelf space in the periodicals stacks area, we are subscribing to a number of titles in microform. Some are duplicates of many of the most used and bulky titles. Others are additional titles we would not have if we had to provide shelf space for them. Paper issues of the duplicate titles will be kept for five years and then discarded, except for a few titles that are discarded as soon as the microform arrives because of awkward storage problems.
9. Periodical subscription costs are not allocated to departments as are funds for books. Department book allocations may not be used for the purchase of periodical subscriptions. (Exceptions may be made in the case of back runs of periodical titles).
10. The purpose of newsletter publications is primarily to provide current information. As these publications are seldom indexed, are difficult to store, and generally possess little value once their currency is exhausted, the library will acquire and retain such materials on a limited basis.
11. Newspapers are selected to provide local, regional, national, and international coverage, on the basis of both their geographic location as well as the documented quality of their journalism. Hometown and other papers of limited readership cannot be provided by the library. Newspapers will be kept for 3 months except for the Wall Street Journal which is kept one year. The New York Times is kept on microfilm indefinitely.
12. Major factors governing selection and retention of periodical subscriptions will include: usage, indexing in print and computerized sources available to library patrons, relation to the College curriculum in subject matter and appropriate academic level, cost, and language.

13. The collection is reviewed on a regular basis. Periodical titles not meeting the present and projected needs of the College will be subject to cancellation. Retention of back runs of canceled titles will be determined by the Weeding Policy. Academic departments will be consulted in connection with the review process.

approved by Library Committee:  
approved by Faculty Senate:





## CHALLENGE OF SERVICE OR MATERIALS POLICY

In accordance with the American Library Association's INTELLECTUAL FREEDOM STATEMENT, the library supports the readers's right to choose. An effort is made to represent various sides of controversy by selecting books that honestly represent the issues.

The Peterson Memorial Library recognizes that many materials are controversial and that any given item may offend some patrons. Selection of materials will not be made on the basis of anticipated approval or disapproval, but solely on the basis of the principles stated in this selection policy.

Attacks or criticisms on the library's services or collections, controversial or otherwise, should be met with courtesy and understanding. The procedures to be followed are:

1. **REMAIN CALM.** Don't confuse noise with substance. Treat complainant with dignity, courtesy, and good humor.
2. **LISTEN** and attempt to gain an understanding of the facts presented.
3. The staff member receiving a complaint regarding instructional materials shall try to resolve the issue informally. The material shall remain in use.
  - a. The staff member initially receiving complaint shall explain to the complainant the college's selection procedure, criteria, and qualifications of those persons selecting the materials.
  - b. The staff member initially receiving complaint shall explain to the best of her/his ability the particular place the objected materials occupy in the educational program, its intended or educational usefulness, and additional information regarding its use, or refer the complaining party to someone who can identify and explain the use of the material.
4. If informal route does not serve, have the patron fill out a **REQUEST FOR RECONSIDERATION OF MATERIALS**.

This form asks the complainant to state his objections in logical, unemotional terms, thereby allowing the librarian to evaluate the merits of their objections. The patron will also feel that they are being properly heard and that their objections will be considered.

The Reconsideration Request form shall be signed by the complainant and filed with the Director.

5. The staff member will explain the operation of the reconsideration process.
6. Within five business days of the filing of the form the Director shall file the material in question with the Library Committee for reevaluation. The committee shall recommend disposition.
7. Access to challenged materials shall not be restricted during the reconsideration time period.

8. The complainant shall be kept informed by the secretary concerning the status of their complaint throughout the process.
9. At the second or a subsequent meeting, as desired, the Library Committee shall make its decision in either open or closed session. the Committee's final decision will be:
  - a. To take no removal action
  - b. to remove all or parts of the challenged material from the total college environment, or
  - c. to limit the educational use of the challenged material.

Sole criterion for the final decision is the appropriateness of the material for its intended educational use. The vote on the decision shall be by secret ballot. The written decision and its justification shall be forwarded to the Director for appropriate action and to the complainant.

10. Request to reconsider materials which have previously been before the Committee must receive approval of a majority of the Committee members before the materials will again be reconsidered.
11. If the complainant is not satisfied with the decision, he/she may appeal, in writing, to the Senate through the Senate Chair. (See # 12 of the Senate Bylaws.)

approved by Library Committee

## REQUEST FOR RECONSIDERATION OF MATERIALS

ITEM DESCRIPTION (fill in all applicable information)

Author:

Title:

Publisher or Producer:

Type of material (book, filmstrip, motion picture, etc.):

REQUEST INITIATED BY:

Telephone:

Address:

City

State

Zip

Person making the request represents:

- a. her/himself \_\_\_\_\_
- b. group or organization \_\_\_\_\_

Name of group or organization:

Address of group or organization:

1. How did you learn of this book?
  
2. Did you review the entire item? If not, what sections did you review? (Please be specific.)
  
3. To what in the item do you object? (Please be specific; cite pages, or frames, etc.)

4. In your opinion what harmful effects upon students might result from use of this item?
5. Do you perceive any instructional value in the use of this item?
6. Have you read any professional reviews of the book? If so, please list the names of critics and source of reviews.
7. Should the opinion of any additional experts in the field be considered? If yes, please list suggestions:
8. What do you believe are the main ideas of the book?
9. What do you think was the author's purpose in writing this book?
10. In view of the author's purpose would you say they have succeeded or failed?
11. What book with a similar purpose and that you consider to be of equal or superior quality for the purpose intended would you recommend in place of this book?

12. What would you like your library/college to do about this work?

\_\_\_\_\_ do not assign/lend it to my child

\_\_\_\_\_ return it to the selection committee for reevaluation

\_\_\_\_\_ present it to the library committee for reevaluation

\_\_\_\_\_ other. Explain:

13. Do you wish to make an oral presentation to the review committee? If so, please be ready to indicate the approximate length of time your presentation will require.

DATE:

SIGNATURE:

approved by Library Committee:

approved by Faculty Senate:

approved by Faculty:



# APPENDIX 8

American Library Association Statements





## Intellectual Freedom

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The ALA maintains a vigorous program to defend libraries' rights to shelve and circulate materials representing all points of view to all people regardless of race, religion, age, national origin or social and political views. A "Library Bill of Rights" was first adopted by ALA in 1939; the present ALA policy statement, dating from 1948, serves as a librarian's interpretation of the First Amendment to the Constitution. The Office for Intellectual Freedom coordinates ALA programs in the area of intellectual freedom and publishes a newsletter monitoring incidents related to First Amendment rights. The OIF also distributes numerous Intellectual Freedom Statements (Interpretations of the Library Bill of Rights and Guidelines for library policies).

The Office for Intellectual Freedom works closely with the Freedom to Read Foundation, ALA's sister organization dedicated to litigating court cases affecting the right of libraries and librarians to collect and make available any material that can be legally acquired.



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(X. ALA Intellectual Freedom Statements)

LIBRARY BILL OF RIGHTS

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

1. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

2. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

6. Libraries which make exhibit 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, by the ALA Council.

Information provider:

Unit: American Library Association (ALA)  
Email: Edward.Valauskaus@ala.org  
Posted: 1994-04-15

## (X. ALA Intellectual Freedom Statements)

GUIDELINES FOR THE DEVELOPMENT AND IMPLEMENTATION OF  
POLICIES, REGULATIONS AND PROCEDURES AFFECTING ACCESS  
TO LIBRARY MATERIALS, SERVICES AND FACILITIES

## INTRODUCTION

Publicly supported libraries exist within the context of a body of law derived from the United States Constitution and appropriate state constitutions, defined by statute, and implemented by regulations, policies and procedures established by their governing bodies and administrations. These regulations, policies and procedures establish the mission of the library, define its functions, services and operations and ascertain the rights and responsibilities of the clientele served by the library.

Publicly supported library service is based upon the First Amendment right of free expression. The publicly supported library provides free and equal access to information for all people of the community it serves. Thus, publicly supported libraries are governmental agencies designated as limited public forums for access to information. Libraries that make meeting rooms, exhibit spaces and/or bulletin boards available for public use are also designated as limited public forums for the exchange of information.

Many libraries adopt administrative policies and procedures regulating the organization and use of library materials, services and facilities. These policies and procedures affect access and may have the effect of restricting, denying or creating barriers to access to the library as a public forum, including the library's resources, facilities and services. Library policies and procedures that impinge upon First Amendment rights are subject to a higher standard of review than may be required in the policies of other public services and facilities.

Policies, procedures or regulations that may result in denying, restricting or creating physical or economic barriers to access to the library's public forum must be based on a compelling government interest. However, library governing authorities may place reasonable and narrowly drawn restrictions on the time, place or manner of access to library resources, services or facilities, provided that such restrictions are not based upon arbitrary distinctions between individuals or classes of individuals.

The American Library Association has adopted the LIBRARY BILL OF RIGHTS and Interpretations of the LIBRARY BILL OF RIGHTS to provide library governing authorities, librarians and other library staff and library users with guidelines on how constitutional principles apply to libraries in the United States of America.

The American Library Association's Intellectual Freedom Committee recommends that publicly supported libraries use the following guidelines, based on constitutional principles, to develop policies, regulations and procedures.

## GUIDELINES

All library policies, regulations and procedures should be carefully examined to determine if they may result in denying, restricting or creating barriers to access. If they may result in such restrictions, they:

1. should be developed and implemented within the legal framework that applies to the library. This includes: the United States Constitution, including the First and Fourteenth Amendments,

due process and equal treatment under the law; the applicable state constitution; federal and state civil rights legislation; all other applicable federal, state and local legislation; and applicable case law;

2. should cite statutes or ordinances upon which the authority to make that policy is based, when appropriate;
3. should be developed and implemented within the framework of the Library Bill of Rights and its Interpretations;
4. should be based upon the library's mission and objectives;
5. should only impose restrictions on the access to, or use of library resources, services or facilities when those restrictions are necessary to achieve the library's mission and objectives;
6. should narrowly tailor prohibitions or restrictions, in the rare instances when they are required, so they are not more restrictive than needed to serve their objectives;
7. should attempt to balance competing interests and avoid favoring the majority at the expense of individual rights, or allowing individual users' rights to interfere materially with the majority's rights to free and equal access to library resources, services and facilities;
8. should avoid arbitrary distinctions between individuals or classes of users, and should not have the effect of denying or abridging a person's right to use library resources, services or facilities based upon arbitrary distinctions such as origin, age, background or views;

In the LIBRARY BILL OF RIGHTS and all of its Interpretations, it is intended that: "origin" encompasses all the characteristics of individuals that are inherent in the circumstances of their birth; "age" encompasses all the characteristics of individuals that are inherent in their levels of development and maturity; "background" encompasses all the characteristics of individuals that are a result of their life experiences; and "views" encompasses all the opinions and beliefs held and expressed by individuals;

9. should not target specific users or groups of users based upon an assumption or expectation that such users might engage in behavior that will materially interfere with the achievement of substantial library objectives;
10. must be clearly stated so that a reasonably intelligent person will have fair warning of what is expected;
11. must provide a means of appeal;
12. must be reviewed regularly by the library's governing authority and by its legal counsel.
13. must be communicated clearly and made available in an effective manner to all library users;
14. must be enforced evenhandedly, and not in a manner intended to benefit or disfavor any person or group in an arbitrary or capricious manner;

Libraries should develop an ongoing staff

training program designed to foster the understanding of the legal framework and principles underlying library policies and to assist staff in gaining the skill and ability to respond to potentially difficult circumstances in a timely, direct and open manner. This program should include training to develop empathy and understanding of the social and economic problems of some library users;

15. should, if reasonably possible, provide adequate alternative means of access to information for those whose behavior results in the denial or restriction of access to any library resource, service or facility.

Adopted by the ALA Intellectual Freedom Committee  
June 28, 1994

Information provider:

Unit: American Library Association  
Email: Edward.Valauskas@ala.org  
Posted: 28 Jul 1994



# Freedom to Read Foundation

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## PURPOSE

The First Amendment to the United States Constitution guarantees all individuals the right to express their ideas without governmental interference, and to read and listen to the ideas of others. The Freedom to Read Foundation was established to promote and defend this right; to foster libraries and institutions wherein every individual's First Amendment freedoms are fulfilled; and to support the right of libraries to include in their collections and make available any work which they may legally acquire.

The organization of the Foundation in 1969 was the American Library Association's response to the interest of its members in having adequate means to support and defend librarians whose positions are jeopardized because of their resistance to abridgments of the First Amendment; and to set legal precedent for the freedom to read on behalf of all the people.

## FOUNDATION ACTIVITIES

The Freedom to Read Foundation was incorporated in December of 1969. Its charter lists four purposes:

- Promoting and protecting the freedom of speech and of the press;
- Protecting the public's right of access to information and materials stored in the nation's libraries;
- Safeguarding libraries' right to disseminate all materials contained in their collections; and
- Supporting libraries and librarians in their defense of First Amendment rights by supplying them with legal counsel or the means to secure it.

The Foundation's work has been divided into two primary activities:

- The allocation and disbursement of grants to individuals and groups primarily for the purpose of aiding them in litigation;
- Direct participation in litigation dealing with freedom of speech and of the press.

The Foundation is devoted to the principle that the solution to offensive speech is more speech, and the suppression of speech on the grounds that it gives offense to some infringes on the rights of all to a free, open and robust marketplace of ideas.

## SUPPORT AND ASSISTANCE

Through the provision of financial and legal assistance to libraries and librarians, the Foundation attempts to eliminate the difficult choice between practical expediency and principle in the selection and distribution of library materials. Persons committed to defending the freedom to read should be given an assurance that their commitment will not result in legal convictions, financial loss or personal damage.

Through fighting repressive legislation, the Foundation benefits all members of the library profession. Laws such as obscenity statutes can be significantly dangerous to individuals and institutions, for they may permit, and even encourage, prosecution of non-commercial interests which have neither the incentive nor the resources to defend the propriety of individual works.

Librarians should not be vulnerable to prosecution for disseminating works which the First Amendment



entitles their patrons to receive. The denial of the basic rights of library patrons through censorship is not consistent with the philosophical basis of the library profession. The choice between censorship and criminal punishment is inimical to the concept of intellectual freedom, and a derogation of the responsibilities of librarians. The Foundation will challenge the constitutionality of those laws which can inhibit librarians from including in their collections and disseminating to the public any work which has not previously been declared illegal.

The Board of Trustees invites you to join the membership of the Foundation in one of the following categories:

- Benefactors: \$1,000.00 or more
- Patrons: \$500.00 or more
- Sponsors: \$100.00 or more
- Contributing Members: \$50.00 or more
- Regular Members: \$35.00 or more

Membership dues may be sent to the Freedom to Read Foundation, 50 East Huron Street, Chicago, Illinois 60611. Please make your check payable to the Freedom to Read Foundation. All contributions are tax deductible.

All members are entitled to vote in elections of trustees and to receive the quarterly Freedom to Read Foundation *News*.

#### YOU CAN FIND OUT MORE ABOUT:

- the STATISTICS of the Freedom to Read Foundation, available through Benefice, a company providing information on non-profit organizations.
- the CURRENT ACTIVITIES of the Freedom to Read Foundation.
- the 1995-1996 Freedom to Read Foundation BOARD OF TRUSTEES.
- the FIRST AMENDMENT through the Casper (WY) Tribune's "First Amendment Cyber Tribune."



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