

**EUGENE SMITH LIBRARY
COLLECTION DEVELOPMENT POLICIES
JUNE 2003**

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Introduction

This collection development policy is a statement of the principles and guidelines used by the J. Eugene Smith Library in the selection, acquisition, evaluation, and maintenance of Library materials. Its purpose is to provide consistency for developing the Library's collections and in communicating the Library's policies to the campus faculty, staff, students, and community users. This plan applies to the Library's general collections, Special Collections, Archives, Connecticut Studies, Caribbean Collection, Government Documents (U.S. Federal, State of Connecticut, and Canadian Government), and the Curriculum Center. As programs and other information needs of the University change, the collection development policy will be updated to meet those needs.

Local Environment

The J. Eugene Smith Library is located on the campus of Eastern Connecticut State University (ECSU) in Willimantic, Connecticut. Founded in 1889, the Willimantic State Normal School evolved from a two-year institution to the four-year university that it is today. Primarily an undergraduate institution, ECSU offers a wide range of undergraduate majors along with selected graduate programs. ECSU is organized into three schools: the School of Arts and Sciences, the School of Education and Professional Studies, and the School of Continuing Education. In addition, ECSU offers graduate programs in Organizational Management, Accounting, Education, and Educational Technology (online). With an enrollment of approximately 5,000 full-time and part-time students, ECSU offers thirty-five bachelors, four masters, and four Teacher Certification Programs.

Library Collections

The J. Eugene Smith Library collections include almost 400,000 volumes, access to over 42,000 journals (print and/or electronic), and over 120 database subscriptions. Included in the Library's general collection are approximately 3,000 unique Latin American titles. In addition, The Center for Connecticut Studies and its collections are located in the Library. Other collections include U.S. Federal Documents, State of Connecticut Documents, Special Collections, Manuscripts and Archives, and in 2002, the Library was awarded selective depository status by the Canadian Government to house print and online Canadian Documents. The Curriculum Center Library holds a collection of Library materials typically found in a Pre K-12 school library and a professional collection to assist future teachers. The J. Eugene Smith Library participates in several cooperative partnerships to enhance its collections.

Purposes and Goals of Collection Development

Library Mission Statement

"The J. Eugene Smith Library supports and enriches the university's teaching, learning, research, and outreach objectives by providing services and resources that foster intellectual curiosity and integrity, promote critical inquiry, and encourage awareness of the world beyond the campus. We provide a welcoming and comfortable space for quiet study or collaborative efforts, and a professional staff to offer assistance and expertise." (from <http://www.easternct.edu/smithlibrary/about/mission-vision.htm>, 5/12/10).

The acquisition and maintenance of the Library's materials collection is a primary function of the Library's mission. Collection development is the process of building and maintaining the Library's collections in various formats. The collection development process includes the formulation of policies and procedures, budget allocation, needs assessment, selection, collection maintenance and evaluation, and resource sharing. These processes are coordinated and monitored by the Library faculty and director.

The primary goal of collection development is to build collections that support the academic programs offered at ECSU. In addition, the J. Eugene Smith Library recognizes its responsibility to respond to the research needs of the faculty. No library can acquire sufficient materials to entirely satisfy the research needs of every library user; therefore, the Library supplements its holdings by providing additional access services, such as interlibrary loan, document delivery, and cooperative library agreements.

Responsibility for Library Collection Development

The Library faculty and director are responsible for the development and maintenance of the Library's collections. Nevertheless, the process of recommending materials for the Library is a cooperative effort involving classroom faculty and Library faculty members. Ultimate responsibility, however, rests with the Library Director. The Librarians meet once a week to discuss collection development issues, i.e., purchases, weeding, access, cataloging, and other related issues. One faculty Librarian is appointed as a Liaison to one or more academic departments or programs. Each Liaison is responsible for developing the Library collections within their assigned subject area(s). Each academic department or program appoints or elects a faculty member who serves as the Library Builder to work with the appropriate Library Liaison. The Library Builder coordinates collection-building activities within his or her department and assists in selecting appropriate Library materials. The Liaison/Builder program ensures that teaching faculty has the opportunity to provide their expertise in selecting titles for acquisition and to assist the Library faculty in keeping abreast of curriculum needs and changes. Library Builders should notify their Liaisons of curriculum needs, new courses, or other changes that affect the integrity of the collections.

All requests for Library materials are reviewed for their adherence to the selection criteria and must be approved by the assigned Liaison and by the Acquisitions or Serials Librarian, as

appropriate. The Acquisitions Librarian will keep Liaisons/Builders apprised of their budget allocations and expenditures on a regular schedule. Student and staff requests for acquisition of materials are encouraged and will be reviewed under the same standards as requests from other sources.

The Acquisitions Department acquires books and other materials by purchase, gift, or exchange and controls orders for such materials in relation to the availability of Library funding. Approval and standing order plans are used whenever it is more efficient and/or cost effective than firm ordering. Accounting and bookkeeping functions for materials other than serials and databases are the province of the Acquisitions Department.

Library Materials Funds Allocation

The Library's fiscal year begins July 1 and ends June 30. The Acquisitions Librarian notifies each Library Liaison and Academic Builder of his or her department's materials budget, when this information becomes available. The collections budget line includes four areas: books, periodicals, audiovisual, and electronic resources. Book funds are used for the acquisition of print materials including monographs, reference materials, microforms, realia, kits, monographic serial publications, and nonserial microforms. Periodical purchases cover recurring publications purchased on subscription or standing order and the costs of binding or reformatting. Audiovisual materials include any non-obsolete formats. Electronic resources cover online databases, indexes, and selected electronic subscriptions.

Selection Policies

Standards

The J. Eugene Library supports the statements on collection development contained within the *Standards for College Libraries* adopted by the American Library Association's Association of College and Research Libraries. It is important that the Library maintain these standards because many accrediting agencies rely on these standards to evaluate Library collections.

Intellectual Freedom and Censorship

The J. Eugene Smith Library recognizes that free expression of ideas and free access to information are fundamental to the educational process and are guaranteed by the *First Amendment of the Bill of Rights to the United States Constitution*. Accordingly, the Library selects materials that represent a wide variety of viewpoints. The J. Eugene Smith Library endorses the *Library Bill of Rights; Freedom to Read; Freedom to View; Access to Electronic Information, Services and Networks; Challenged Materials; Statement on Labeling, Code of Ethics* and *ACRL's Principles of Intellectual Freedom*.¹ The Library will not add or withdraw

¹ See appropriate documents appended.

materials at the request of an individual or group who questions the appropriateness of the intellectual content of an item, outside the established criteria for selection.

General Criteria for Selection and Deselection of All Materials

In general the following criteria will be applied to all materials selected and deselected from the collections of the J. Eugene Smith Library.

- Subject matter;
- Currency;
- Relevance to the curriculum and appropriateness to the user;
- Timeliness and lasting value of material;
- Reputation of the author, issuing body, and/or publisher;
- Presentation (style and clarity);
- Aesthetic considerations: 1) literary, artistic, or social value; 2) appeal to the imagination, senses, or intellect;
- Special features: 1) detailed, logical, accurate index; 2) bibliography; 3) footnotes, references and other citations; 4) pictorial representations;
- Physical and technical quality: 1) paper, typography, and design; 2) physical size; 3) binding; 4) durability;
- Suitability of content to form;
- Strength of present holdings in the same or similar subject;
- Demand, frequency of interlibrary-loan requests for material on the same or similar subject;
- Price/relative cost of material in relation to the budget and other available material;
- Published reviews.

Policies for Selection of Specific Types of Materials

Printed Materials

Books (Hardcover/Paperback)

Both hardcover and paperback books will be considered for purchase. When a book is available in both paperback and hardcover, the choice will be based on expected use, lasting value of content, and cost differential. Generally the Library will purchase only single copies unless copies already held by the Library are heavily used.

Books with computer disks or CD-ROMs

The Library selects books with accompanying computer material under the same evaluation criteria for other materials. Books will be cataloged as usual. Accompanying electronic materials will be cataloged separately and shelved at the Circulation Desk.

Textbooks and Laboratory Manuals

The Library does not generally purchase textbooks, laboratory manuals, or materials that are on required reading lists for courses. Textbooks and required readings, which are considered to be "classics" in their field, may be selected.

Popular and recreational materials

The Library does not routinely select popular or recreational materials except as they pertain to the curriculum. A limited number of popular titles are purchased for the Leisure Reading collection using non-collections funds and gift materials suited to the Leisure Reading collection may be added as space allows. Exceptions are made on a limited basis for popular titles by Connecticut authors, or at the discretion of the Library faculty and director.

Foreign-Language Materials

Given the undergraduate nature of the student body, the Library primarily collects English language materials. Foreign language dictionaries, literature, and language materials are selected to support the curriculum as needed.

Theses

Theses are housed in the University Archives and are handled in the Archives/Special Collections Policy. Guidelines for library binding of theses are appended to this document.

Print Reference Works

Authoritative, up-to-date reference materials are kept in a non-circulating collection. The reference collections support the research needs of ECSU undergraduates, graduates, faculty and staff, and assists Reference staff in providing reference services to users. They contain encyclopedias, dictionaries, bibliographies, atlases, directories, indexes and abstracts, handbooks, statistical resources, biographical resources and similar materials. Librarians select items for the reference collections, although recommendations are welcome from ECSU faculty, staff and students. The reference collections support the academic programs at ECSU; however, reference resources in other subject areas may be acquired to provide access to those other areas, or to provide an introductory overview to disciplines not included in the ECSU curriculum. Printed reference materials do not circulate.

Microforms

The Library will acquire microforms--microfiche and microfilm, as necessary to preserve materials, to acquire back volumes of serials not readily available in paper, and to save space. In addition, the Library will acquire a limited number of research collections based on availability of funds, anticipated usage, and availability.

Maps

The Library primarily selects maps through the U.S. Government Publications depository program. The Library collects topographical, political, demographic, raised relief maps, etc., with particular attention given to maps of Connecticut and the New England region.

Kits, games and realia

Kits are multi-format materials. The Library collects kits, games, and realia materials in support of the curriculum.

Out-of-print materials

The majority of selections should be current publications; in general, use drops with age while acquisition costs increase with out-of-print and reprinted materials. Nevertheless, the Library will attempt to purchase these materials. The requester should understand that these materials usually cost more than in-print, current materials, and may take longer to obtain.

Pamphlets and Broadsides

Pamphlets and broadsides are acquired on a selective basis in support of the curriculum and upon specific request of an instructor.

Musical Scores

Musical scores are acquired selectively as needed in support of the curriculum.

Reserve Materials

The Reserve Collection consists of a temporary collection of materials that are purchased, copied, or gathered from existing holdings, to provide limited loan periods and maximum access to clientele to support the direct needs of course instruction. The number of photocopies of articles, pages from books, and other material provided by the Libraries for the Reserve Collection shall not exceed the copy limits as specified by current copyright law.

Audiovisual Materials

The Library selects non-obsolete audiovisual materials based on the needs of the users and which adhere to the same general selection criteria as other materials. In addition, selection of audiovisual materials will consider the following criteria: material format, playback equipment, cost and library service capabilities, etc.

Print Journals

Periodicals, journals, and newspapers (i.e., "serials") are acquired via subscription. Serial selection requires a continuing commitment to the cost of the title, including maintenance, binding, format, and storage space. Whenever a print serial is ordered, consideration is given to whether the title should be permanently retained and, if so, in what format.

Each year, the Serials Librarian will provide a list of titles by academic department, title, format, and price to each Library Builder and Liaison. A title may be added if a title of comparable value can be dropped. However, a title that is included in a stable online journal package, such as Project Muse, is not eligible to be "swapped" for a new title. Due to the escalating cost of serial

subscriptions, requests for new serial subscriptions must be carefully reviewed before they are purchased for the collection. Serials conducts ongoing evaluation of the usage of current print subscriptions.

Since it is often becoming more cost-efficient to purchase electronic access or document delivery services for serials instead of acquisition through print subscription, this delivery method will be chosen when fiscally prudent. In addition, interlibrary loan is regularly provided in a timely manner to meet student, faculty, and staff needs. Factors to be considered in the acquisition of serials are:

- Support of academic programs
- Suitability for intended audience
- Cost, including rate of price increases, cost of storage, and/or access costs
- Full-text availability via electronic access
- Professional reputation
- Collection balance
- Usage or projected usage
- Indexing and abstracting in sources accessible to library users
- Demand for title in interlibrary loan or document delivery requests
- Accessibility within resource sharing groups, consortia, and/or through document delivery
- The following criteria will guide the recommendation to bind back issues or purchase microform. The Serials Librarian will make this determination: If a microfilm subscription is expensive, and space permits, the back run should be bound.
- If the microfilm subscription is not available, the back run should be bound.
- If the print or illustrations are too small to reproduce from microfilm, or if the color is important, the back run should be bound.

Electronic Resources

Electronic resources are online resources that require computer access. Many of the Library's electronic resources are serial subscriptions such as indexes, abstracts, full text journals, and encyclopedias that are available via the web. In addition to the established criteria for all materials, an electronic resource will be reviewed for the following criteria:

- Ongoing subscription costs
- System requirements
- Interface and ease of use
- Currency
- Licensing agreements
- Vendor support
- Availability of reliable usage statistics
- Archiving capabilities
- Percentage of full text included electronically
- Potential use

- Quality of figures and visual images
- Reliability of access
- Availability of IP authentication
- Availability of free trial

Electronic monographs are considered when they provide the most current and/or cost-effective format, or to support distance education courses and programs. Cooperative lease/purchase of electronic books via Lyrasis and other cooperatives are pursued as a cost-effective method of providing access to book collections. Duplication is considered for electronic books provided by such cooperative lease/purchase. In addition to general selection criteria and electronic resources selection criteria, consideration is given to the availability of an archival copy of electronic texts purchased in perpetuity.

Gifts

The Smith Library encourages donations of material in all formats provided that the donated resources remain consistent with the policies and mission set forth in the collection development plan. Although donated material is appreciated, it must be clearly understood that donated items will be carefully reviewed for their overall contribution to the Library's mission. If a gift is not suited for the collection, the Acquisitions Librarian or the Head of Technical Services will assist the prospective donor by discussing other alternatives for the material. All accepted gifts will be acknowledged. All donations become the property of the Library free of restrictions. Our book donation form is available at the following URL:

http://www.easternct.edu/smithlibrary/documents/policies/gift_form.pdf

The Smith Library cannot legally provide appraisals or estimates on the value of donated items. If, after careful review, the material does not meet the selection criteria for collection development or the mission of the Library, unneeded gifts will be disposed of in accordance with the Library's surplus program (e.g. donations to other libraries, given away, resold, or discarded.) In the case of gifts that are added to the collections, the material will be processed and treated as any item acquired through purchase. Potential donors should contact the Acquisitions Librarian concerning all donations and to make arrangements.

The Library WILL accept:

- Materials that fit in with selection criteria;
- Paperback books printed on acid free paper;
- Recent textbooks published within the past five years;
- Local or state historical matter;
- Special Collection material;

The Library WILL NOT accept

- Mass market paperbacks;

- Older textbooks (published 6 or more years ago);
- Books that have significant highlighting, underlining or margin notations;
- Moldy, mildewed, infested or damaged materials;
- Foreign language materials (except works that would support the curriculum);
- Obsolete nonprint formats.

Selection and Evaluation

Selection Aids

In evaluating materials for the collections, faculty librarians and teaching faculty rely on a variety of aids for choosing quality materials. Library faculty will consult subject-specific and standard library reviewing sources to assist in the decision making process. These selection aids include, but are not limited to library journals, newspaper reviews, professional association reviews, publishers' catalogs, subject specific bibliographies, standard lists, literature guides, advance notices, and selection aids provided by approval plans.

Location of Materials

Information resources purchased with Library funds or gifts to the Library are the property of the J. Eugene Smith Library and become part of the Library collections. The Library faculty determines location of these resources within the collections. Distribution of electronic resources is determined by the license agreements.

The Library faculty and director are responsible for assessing the collections' strengths and weaknesses. They will employ standard collection analysis tools.

Collection Management

Collection management covers the range of activities - bibliographic control, binding, preservation, transfer, weeding, and collection evaluation - that determine how materials will be organized, used, and protected.

Collection evaluation is an ongoing management process. It may also become a special project, occasioned by such institutional events as accreditation reports, new degree programs, or new faculty members and interests. Evaluation of strengths and weakness in a collection are undertaken to verify effectiveness of collection development policies or to identify areas for retrospective development.

Weeding of materials is an essential and on-going aspect of collection development in a university library. It is just as important as acquiring materials and should be done according to the same principles and policies that determine selection. Items in poor physical condition discourage use and detract from the general appearance of the collections. Outdated and inaccurate materials

obstruct use and frustrate users. The reference collection is continually monitored for outdated materials, particularly as new editions arrive. Individual sections of the other collections are periodically reviewed. Teaching faculty members are encouraged to assist in the determination of outdated or inaccurate materials in their areas of expertise. The goal is to maintain well-balanced, useful, relevant collections to support the needs of the users.

Deselection of Materials

Deselecting is the responsibility of the Library faculty who maintain the collections in their assigned Liaison subject areas. Once materials are targeted for withdrawal by Library faculty, it is the responsibility of Technical Services or Serials, as appropriate, to physically withdraw the items from the collections. Disposition of withdrawn items must adhere to state guidelines and regulations. Selected items may be offered to other libraries to benefit their collections. The majority of items will be sent to a third party re-seller with any proceeds benefitting the Smith Library. In general, the following guidelines apply:

- Duplicate materials which are not used or do not circulate, excluding rare or unique materials should be deselected.
- Poor content. Materials that contain obsolete or incorrect information and are not of historical value.
- Outdated and shabby materials. Content may qualify some materials for replacement or repair.
- Materials sent to the repair/binding department that are beyond repair or rebinding, and for which the cost of preservation exceeds the usefulness of the information may be deselected.
- Materials in fields such as health sciences, technology, and business where currency is considered to be highly important should be reviewed and deselected so that inaccurate and outdated information is eliminated. Older materials should be retained only when the historical perspective is a consideration.
- Materials that have not circulated or been consulted within ten years may be considered for deselection, if their long term value is not high, or if space is a consideration. Warehousing unused books is not within the mission of the Library and is a waste of university funds. Classic works or works which may be considered to have long term value should be retained despite apparent usage statistics or lack of space.
- Titles should be retained if they appear in standard bibliographies or on standard lists such as *Resources for College Libraries*.
- Titles may be retained if an author has a reputation for being an authority on the topic.
- Coverage of the subject by other printed or electronic materials in the collection may be considered for deselection.

Preservation of materials

The Library strives to extend the longevity of the collections and maintain an acceptable level of collection usability by proper care and handling of books and other library materials. Library Liaisons and the Head of Technical Services determine the proper level of treatment by

evaluating use, uniqueness, and long-term value of individual items. Decisions regarding repair, bindery, reformatting, and/or replacement are made by the Head of Technical Services.

Endangered materials are identified by Library users, Circulation staff, Library Liaisons, and the Head of Technical Services on a regular basis. In-house repairs are carried out when economical, using recommended conservation materials. The Library's commercial bindery follows standards of the Library Binding Institute. A contract with the commercial binder is reviewed periodically for cost-effectiveness and application of binding standards.

Specific Collections

Unique collections—Curriculum Center, Archives/Special Collections/ Connecticut Studies, and Government Documents are included as appendices.

Resource Sharing

The Library participates in several resource sharing programs. As a member of CONSULS, OCLC, Lyrasis, CLA, and ECL the Library shares its resources with other libraries through interlibrary loan and reciprocal borrowing arrangements.

CURRICULUM CENTER COLLECTION DEVELOPMENT POLICY

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I. MISSION STATEMENT:

The mission of the Curriculum Center is to provide excellent quality service and materials to our patrons. The main function of the Curriculum Center is to make available for review and analysis an array of high quality instructional materials and services such as Reference and User Education Instruction. The needs of our patrons are addressed in our collection as we strive to collect a variety of pre-K-12 teaching and learning materials that will be beneficial to teachers in training, faculty, and the community. It is our goal to reach out and create an awareness of the importance of utilizing such materials by offering programming that delivers learning opportunities for all.

II. PURPOSE OF THE COLLECTION AND OBJECTIVES:

- To provide pre-K-12 materials that meets the needs of the students and faculty in the Department of Education by securing the latest collection and development techniques.
- To work towards providing a balanced collection in all subjects while looking at the usage patterns to determine which areas need more concentration and development.

- To be aware of the resources available at other CSU's thus maximizing the CC's collection and to avoid duplication of resources.
- To practice ongoing collection management strategies by weeding the collection yearly to determine which titles need to be replaced and which titles should be updated with a newer version.
- To carefully examine gifts to the Curriculum Center before accepting them to see if they have a valid place and purpose.
- To work closely with the Education Faculty to determine ordering needs.

III. RESPONSIBILITY FOR THE SELECTION OF LIBRARY MATERIALS

- A. The Curriculum Center Librarian will assume responsibility for using current collection development methods and tools to assure the building and maintenance of a comprehensive pre-K-12 collection as well as the (LC) Professional General Education Books. In doing so the Curriculum Center librarian will solicit recommendations from faculty, staff, students, and community users.
- B. Responsibility for coordinating the collection, making the library builders aware of the gaps, as well as the strengths of the collection by offering bibliographical assistance, is the sole responsibility of the CC librarian.
- C. The CC Librarian (Library Liaison) has the responsibility for coordinating collection development activities. The CC Librarian together with the Library Builders (Appointed Education Faculty will work collaboratively to decide how to best build the pre-K-12 collection as well as the (LC) Professional General Education Books. Because of budget responsibilities the final decision to purchase library materials rests with the CC Librarian (Library Liaison).
- D. Examination: Where possible the item being considered for acquisition will be examined firsthand. Consultation of Selection Sources: Critical reviews and evaluations will be sought and used to support a collection decision. Professional Journals such as Booklinks, Booklist,

Horn Book, New York Times Review of Children's Books, School Library Journal, Books in Print, will be consulted to aid in the selection of the materials purchased for the Curriculum Center.

IV. GUIDELINES FOR THE SELECTION OF LIBRARY MATERIALS

A. General Criteria:

1. The potential use of materials should be considered on both a current and long-term basis.
2. Materials that are potentially useful in several subjects and grades have priority over materials for which a low or specialized use is expected.
3. Materials selected should have received favorable reviews in the professional literature of a given subject field, and/or a standard review source, and/or a recommendation from a Department of Education faculty member.
4. Lower quality instructional materials will be very selectively acquired so as to provide examples of what not to select or incorporate into a teaching strategy.

B. Specific Criteria:

1. **Cost:** The price of the material should be reasonable and discounts should be solicited whenever available.
2. **Curriculum Correlation:** The material should be useful in meeting curricular objectives and should not be slanted towards any one area or age level.
3. **Technical Quality:** For all media, the relevant technical characteristic such as printing, production, manufacturing, construction, format, and presentation should be good quality.
4. **Collection Weakness:** Consideration is given to how the material fills the needs of the patrons in an area of the collection evaluated as weak.
5. **Authority:** Consideration of the reputation and significance of the author/illustrator/composer/editor; reputation of the publisher/producer/manufacture; subject competence and qualifications of the author(s).
6. **Academic level:** The content should be at the level appropriate for the intended learners. Media that fit this criterion are to be selected in light of their ability to provide for student differences in grade and ability level, interests, achievement and background.

7. Educational soundness and timeliness: The material should be timely in relation to current trends in education. The date of publication and permanence of the item should be considered. The CC will always seek out the newest edition.
8. Organization: Facts and concepts should be organized in a clear fashion.
9. Ease of use: The material should generally be easy to use as opposed to necessitating specialized training, personnel and space requirements.
10. Learning/teaching styles: The materials should represent a variety of learning/teaching styles.
11. Accuracy of information: Facts should be distinguishable from opinions and must be accurately presented.
12. Literary values: Literary materials should foster appreciation of literature and aesthetic values.
13. Creativity: The material should encourage self-instruction and provide a stimulus to creativity.
14. Multi-ethnic/cultural/Languages: The material should reflect our society of multiple ethnic, racial, religious, social, and gender characteristics. It should represent a variety of economic and geographical orientations, as well as problems, aspirations, attitudes, and ideals in our society. The primary language in the collection is English, but materials of a bilingual/multicultural environment are also included in the collection.
15. Controversy: Material should be evaluated as to how it deals with controversial issues and whether there is evidence of bias. Materials that provide opposing sides of controversial issues may help develop the user's critical reading, listening, viewing and thinking skills.
16. Multimedia: Materials should be selected because they are similar to what a teacher could use or find in an elementary/secondary classroom. It should be educational by nature and not reflect the fads.
17. Efficacy: Materials should be selected because of the content and value of the work as a whole, and its success in achieving the intended results.

V. TYPES OF MATERIALS PURCHASED FOR THE CURRICULUM CENTER

1. Textbooks: Textbooks in all subjects, grades Pre K-12 will be solicited from distributors and school districts as a first means of collection before being purchased.

2. *Curriculum Guides*: Pre K-12 guides will be solicited from distributors and school districts as a first means of collection before being purchased.
3. *Juvenile Literature*: Books appropriate for preschool age children through young adult are located in the collection. Caldecott, Newbery, and other award winning books are also collected as well as Easy Readers, Picture Books with and without words, folk literature, mythology, modern fantasy, poetry, realistic fiction, historical fiction, and big books.
4. *Banned/Challenged Collection*: This reference/circulating collection is made up of Children's/YA literature that has been challenged or banned.
5. *Professional Literature*: A core collection which supports other materials in the Curriculum Center may be collected and located in the CC, or may be part of the library's general education collection. Examples include: idea and activity books, sources about children's and young adult literature, selected teaching methods books, and books which teach students how to write behavioral objectives and prepare lesson plans.
6. *Professional General Education Books*: Books about educational research, theory, or history are located in the library's general education collection on the third floor of the library.
7. *Reference Collection*: The Curriculum Center has a collection of children's literature indexes, biographical information about authors and illustrators of children's literature as well as encyclopedias, dictionaries, and other types of pre K-12 reference materials.
8. *Children's Videos (VHS)* A small collection of entertainment/Disney type videos are purchased Children's videos are cataloged using the Dewey Classification.
9. *Professional Videos: Professional Education Videos (VHS)* These videos are acquired for the purposes of helping teachers in training, plan lessons, and promote professional growth. These videos are classified using the Library of Congress Classification.
10. *Books on Tape*: A small collection of these tapes will be acquired for the purposes of supporting the literature collection and as a means of reaching the varying types of learning modalities.
11. *Posters*: Which focus on an educational theme, such as Native Americans, Women, etc. Dated materials will not be collected.
12. *CDs/ Educational Software*: for the CC Computer Lab is purchased and cataloged for "CC Computer Lab Use" and does not circulate. A representative collection of computer software used in preschool through twelfth grade educational settings, and in teacher education programs may be purchased as part of the CC collection. Titles may include:

computer assisted instruction software for drill and practice, mini authoring programs which enable teachers to create their own drill and practice programs, utility programs such as desk top publishing programs to create newsletters, keep grade books and emerging instructional technologies that impact upon educational practices.

13. **Manipulative/Kit Room Materials:** a representative sample of manipulative materials including games, kits, puppets and devices, which support specific courses taught in the Department of Education, are collected.
14. **Vertical File:** Pamphlet materials for instructional purposes to be used by teachers in preparing lesson plans, preparing classroom materials, or for professional growth. These materials will not be cataloged. A small collection of catalogs from education publishers and distributors will also be collected.
15. **Poor Instructional Materials:** Will also be collected if budget and space allow as they are useful as examples of what not to select or incorporated in a teaching strategy.

VI. ACQUISITIONS AND HOW MATERIALS GET ORDERED

The Curriculum Center receives two main budgets from the University. One budget is for the purchase of Curriculum Center materials; the other budget is for the purchase of Professional General Education Books located on the third floor of the library.

A Library Liaison (CC Librarian) is assigned to the Department of Education. Each Department or College assigns a Library Builder(s) to work with the Library Liaison (CC Librarian). It is the responsibility of the Library Liaison to work with the Library Builders to build the collection, and to notify Library Builders of new resources, policies, and services available to students, faculty, and the community. (SEE Main ECSU Library Collection Development Plan)

The Library Builder(s), Education faculty will meet with the library liaison, CC librarian throughout the semester to help determine the ordering needs of the Center, as well as the ordering needs of the Professional General Education Books (located on the third floor).

Ordering Guidelines:

1. Department orders must be submitted through the Library Builder(s).
2. Library Builder(s) will submit the requests to the Library Liaison for approval.
3. The Library Liaison will submit approved requests to the Acquisitions Department.

The Library Liaison is responsible for monitoring the budgets to assure all monies are spent by the established deadlines. The Library Liaison is responsible for notifying Education Builders of gaps in the collection.

VII. EVALUATION OF THE COLLECTION

In accordance with the standards approved by the Association of College Libraries (ACRL) and Association for Educational Communications and Technology (AECT) obsolete, worn-out and inappropriate materials should be removed based on the policies established by the Curriculum Center. It is recommended by ACRL and AECT that three to five percent of the collection be replaced annually. Titles withdrawn from the Curriculum Center through systematic weeding will be discarded in accordance to the Collection Development Policy in place.

In order to maintain an essential, current collection to meet the needs of ECSU students, faculty, and community users, an item is considered for discard when it is:

- Obsolete or outdated (Curriculum Materials)
- Gives incorrect information
- Poorly written
- Worn beyond use
- When there is obvious binding deterioration
- Yellowing, due to poor quality of paper
- Missing Pages
- No longer circulating and/or used for reference purposes
- No longer needed for existing curricula
- Not appropriate to collection because of monetary value due to its rareness or historical nature

A. Collection Evaluation and Responsibility to Weed the Collection?

1. All collections in the CC will be evaluated on an ongoing basis. This evaluation will be done with the participation of the Education Builders. Decisions to add to the collection will be based on the results of the evaluation and these results will be taken into account when ordering new materials
2. Collection development policies will be evaluated on a yearly basis and updated or changed as needed.
3. Weeding is a task that should be integrated into other collection development procedures and conducted on a regular basis. Department of education library builders should be asked for input in the weeding of the collection. The final decision to weed a particular item rests with the Curriculum Center librarian.

B. Items that Will Be Considered for Weeding:

1. Children's Literature Books
2. Textbooks that are more than 15 years old.

3. Curriculum Guides that deal with Technology, Medical, or Health Care that are more than 6 years old.
4. Social Science Topical material after 15 years
5. Encyclopedias and other reference materials (Newest edition should replace older edition)

The Curriculum Center Librarian will decide which books are weeded from the Curriculum Center Collection. When an item is discarded the same item may be replaced with another copy of the same title or another work on the same subject.

C. How Weeded Items are Processed

When items are weeded from CC collection and are not relocated to a special collection area within the Curriculum Center The Curriculum Center Librarian will give these items to Technical Services. Items that are deselected/weeded from the collection may be reclassified as LC and located in other parts of the library collection.

Items that are identified by CC Librarian as not suited for the collection, but of special use to the CC or Education Department will be taken from the general collection and reclassified to a special collection in the CC. The CC Librarian will identify these items and give instructions concerning classification to Technical Services/Cataloging Head.

D. Replacement of Materials

1. Consideration will be given to replacing items lost from the collection, as identified by inventory.
2. Items in poor physical condition may also warrant replacement.

VIII. GUIDELINES FOR GIFTS/DONATIONS TO THE CURRICULUM CENTER

1. Only gifts that meet selection criteria of the Curriculum Center Collection Development Policy will be accepted. These gifts are accepted with the understanding that the library may make whatever use of the material it feels appropriate. Items not needed in the collection may be sold in the library book sales or given to the Education Department if they serve the teaching needs of the Education Program.
2. Materials will not be accepted when a donor requires that they be kept together and not integrated into the whole library collection.
3. When contacted by a potential donor the CC librarian may request a list of materials to be donated prior to the materials being brought to the library. The CC librarian will then assess the list of materials and then notify the donor as to the titles of which are appropriate to the collection. The CC also has the option of disposing gift materials that are later found to be inappropriate for our collection.

4. Materials with multiple components such as encyclopedias will only be accepted in their complete form.
5. Curriculum Subject Guides that are 10 plus years old will not be accepted
6. Older materials will be accepted if they support the education program in such areas as research into the development and evolution of curriculum materials. Or if they are deemed to be the best in a particular field during a particular time period.
7. Any gift valued above \$5,000 must be authorized for acceptance by the CSU Board of Trustees.

ANNOTATED BIBLIOGRAPHY

Anderson, B.G., Nordstrom, V. (1993). Curriculum Materials Center Collection Development Policy, Second Edition. Retrieved November 28, 2001, from Michigan State University, Web site:
<http://www.lib.msu.edu/corby/ebss/cmcpolicy.htm>

Collection Development Policies, Retrieved February 15, 2002 from Collection Development Training (CDT) for Arizona Public Libraries, Web site:
<http://www.dlapr.lib.az.us/cdt/index.htm>

Policies for Archives/Special Collections

A. Archives Collection Policy

The policy of the ECSU Archives is to appraise, collect, preserve, organize and describe, and make available records, printed material, photographs, memorabilia, and other historically valuable materials relating to the history of Eastern Connecticut State University from 1889 to the present.

Archival material supports administration, faculty, student, and public needs for information on the growth and development of ECSU; its buildings and campus, curriculum, student life, and alumni.

The following list illustrates some of the kinds of material desired:

- University records of permanent administrative, legal, fiscal, and historical value.
- Student and Other Campus Organizations: copies of student publications, such as the *Campus Lantern*, as well as minutes or minute books, account books, and correspondence of all student organizations.
- Copies of Class publications such as yearbooks, commencement programs and speeches.
- Honors essays and Masters theses.
- Course syllabi, college catalogs, and student handbooks.
- Photographs of students, faculty, staff, the campus and its buildings; photographs of student life and activities, reunion activities. Also, individually compiled student albums.
- Correspondence: letters exchanged between students and family provide insight into student and campus life at a particular moment in time; alumni correspondence, etc.

B. ECSU Authors Collection

The Eastern Connecticut State University (ECSU) Authors Collection contains books and bound items published by ECSU faculty, staff and students. The ECSU Authors Collection follows the list of guidelines below.

1. The collection consists of books, bound items, video tape, audio tape and CDROM. Journal articles and theses (not cataloged in CONSULS) by ECSU authors, will have the complete citation added to a database. Journal and theses citations will be held in this database which will offer information about off-site ECSU publications. When the author submits a journal article or a thesis to the library, the article/publication will be displayed in the ECSU Authors display case (highlighting the ECSU Author); however the journal article or thesis will not be added to the ECSU Authors Collection. The addition of the journal article or thesis to the library collection will be at the discretion of the Serials Librarian.
2. The collection consists of three shelving locations:
ECSU Authors Special Collections [location= essp]

ECSU Stacks [in appropriate format location]

ECSU Author Display Case [location = esspd]

3. Purchase and acquisition of the items will be in priority order:

First Copy Purchased / Received will be shelved in Special Collections or the Exhibit Case on a rotating basis determined by the Special Collections Library.

Second Copy Purchased / Received will be placed in the library stacks and allowed to circulate.

4. Each shelving location will be processed in the following manner:

ECSU Author Special Collections and the ECSU Author Display Case:

Cataloged in CONSULS and identified with an identistrip (no labels /stickers are placed on this copy) ECSU Stacks

Cataloged in CONSULS, and identified with standard labels and bar codes strips for stacks items, paying attention to any special format needs.

5. Items will be added to the collection in two ways:

- Library staff will be informed of a new title and at least one copy (preferably two) of the title will be purchased for the library collection, and its three locations.
- Faculty member will submit at least one copy (preferably two) to the library and the submissions will be cataloged according to the priority order set in number three above.

6. Items displayed in the exhibit cases will be either displayed on book racks facing forward or will be placed side by side with their spine in view for patrons to browse.

At the point in time when the exhibit case on the second floor starts to become full, the archives and cataloging groups should get together to plan the transfer of older titles to an alternate location. For example, transfer copies to the stacks as additional circulating copies.

C. Special Collections Collection Policy

The policy of the ECSU Special Collections is to collect, preserve, organize and make available, rare books within cohesive subject collections that support the academic courses of study at ECSU. The Special Collections will collect in the following subject areas; poetry, writing, literature, world history, biology, and business. The following additional guidelines should be met when considering books for addition and/or transfer to the Special Collections unit.

- Books printed before 1850.
- Books with colored plates printed before 1875.
- Books that contain manuscript material (loose or pasted in) such as letters, autographs of well known persons.
- Limited editions of 150 copies or less, as stated in book.
- 19th Century publishers stamped bindings which display exceptional artistic or unusual printing characteristics.

- Books of unusual format, such as books with loose plates unsuitable for binding, including books with numerous tipped in plates.

Government Documents Collection Development Policy

The government documents collections support the research and informational needs of ECSU undergraduates, graduates, faculty and staff, as well as users from the community at large. The collections are comprised of United States Federal documents, Connecticut State documents, and Canadian documents. They contain many types of materials, including annual reports; bibliographies and lists of publications; bills, laws, codes, and regulations; budget and financial reports; Congressional hearings, reports, and documents; directories; handbooks; indexes; maps; official policy materials; planning documents; publications relating to Connecticut or the region; special studies or reports; standards; and statistical compilations or summaries. Documents are collected in a variety of formats, including print, microfiche, CD-ROM, and online access through the Internet.

The government documents librarian has primary responsibility for the selection of government document items. However, recommendations are welcome from ECSU library and teaching faculty, staff, and students. The documents collections support the academic programs at ECSU. Additional material in subject areas or disciplines not included in the ECSU curriculum may be selected to provide an introductory overview or initial access to those other areas, or to address the informational requirements of the community beyond the university. Most government documents circulate.

United States Federal Documents

Smith Library receives U.S. Government publications by participating in the Federal Depository Library Program (FDLP). The library was granted selective depository status in 1994. This designation allows the library to select items from a list of documents available for distribution through the FDLP. These selections serve two purposes: first, to support the mission of the library; and second, to meet the government information needs of the constituents of the Second U.S. Congressional District, in accordance with requirements defined in the Instructions to Depository Libraries, Guidelines for the Depository Library Program, and the Federal Depository Library Manual. To fulfill these goals, the library collects all publications required by the Federal Depository Library Program as specified in the Guidelines for the Depository Library Program, as well as most, if not all, item numbers in the "Suggested Core Collection" for medium-sized academic libraries as listed in the Federal Depository Library Manual. In addition, the library selects items issued by a broad spectrum of agencies from all branches of the federal government, especially focusing on the Office of the President, the Congress, and the Departments of Commerce, Education, Energy, Health and Human Services, Interior, Labor, Justice, and State.

Connecticut State Documents

Smith Library receives Connecticut State documents as a participating library within the State of Connecticut depository program. The library was granted selective depository status by the Connecticut State Library. This designation allows the library to select items from a list of documents available for distribution through the state depository program. The library also collects a core group of state documents by receiving all items from the Gifts and Exchange List. In addition, the library works cooperatively with the State Documents Librarian to obtain important historical documents which enhance the retrospective aspect of the collection.

Canadian Documents

The initial Canadian Documents collection consisted of a group of items which were published by various Canadian Government agencies and which were donated to the Smith Library. The Smith Library became a repository for Canadian government publications in late summer 2002 by virtue of an agreement with the Canadian Consulate in New York City. The Consulate retained its status as a depository within the Canadian Depository Library Program, but Smith Library now receives the publications formerly sent to the Consulate, in both paper and online formats.

Library Bill of Rights

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

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

Adopted June 18, 1948.

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

The Freedom to Read Statement

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

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

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

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

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

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and

librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

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

We therefore affirm these propositions:

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

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

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

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

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

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

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

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to

which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

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

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

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

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

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

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

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

important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

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

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

Freedom to View Statement

The **FREEDOM TO VIEW**, along with the freedom to speak, to hear, and to read, is protected by the **First Amendment to the Constitution of the United States**. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantees of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

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

Endorsed by the ALA Council January 10, 1990

Access to Electronic Information, Services, and Networks

An Interpretation of the LIBRARY BILL OF RIGHTS

Introduction

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedom of speech and the corollary right to receive information.¹ Libraries and librarians protect and promote these rights by selecting, producing, providing access to, identifying, retrieving, organizing, providing instruction in the use of, and preserving recorded expression regardless of the format or technology.

The American Library Association expresses these basic principles of librarianship in its Code of Ethics and in the Library Bill of Rights and its Interpretations. These serve to guide librarians and library governing bodies in addressing issues of intellectual freedom that arise when the library provides access to electronic information, services, and networks.

Libraries empower users by providing access to the broadest range of information. Electronic resources, including information available via the Internet, allow libraries to fulfill this responsibility better than ever before.

Issues arising from digital generation, distribution, and retrieval of information need to be approached and regularly reviewed from a context of constitutional principles and ALA policies so that fundamental and traditional tenets of librarianship are not swept away.

Electronic information flows across boundaries and barriers despite attempts by individuals, governments, and private entities to channel or control it. Even so, many people lack access or capability to use electronic information effectively.

In making decisions about how to offer access to electronic information, each library should consider its mission, goals, objectives, cooperative agreements, and the needs of the entire community it serves.

The Rights of Users

All library system and network policies, procedures, or regulations relating to electronic information and services should be scrutinized for potential violation of user rights.

User policies should be developed according to the policies and guidelines established by the American Library Association, including [Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities](#).

Users' access should not be restricted or denied for expressing or receiving constitutionally protected speech. If access is restricted or denied for behavioral or other reasons, users should be provided due process, including, but not limited to, formal notice and a means of appeal.

Information retrieved or utilized electronically is constitutionally protected unless determined otherwise by a court of law with appropriate jurisdiction. These rights extend to minors as well as adults ([Free Access to Libraries for Minors](#); [Access to Resources and Services in the School Library Media Program](#); [Access for Children and Young Adults to Nonprint Materials](#)).²

Libraries should use technology to enhance, not deny, access to information. Users have the right to be free of unreasonable limitations or conditions set by libraries, librarians, system administrators, vendors, network service providers, or others. Contracts, agreements, and licenses entered into by libraries on behalf of their users should not violate this right. Libraries should provide library users the training and assistance necessary to find, evaluate, and use information effectively.

Users have both the right of confidentiality and the right of privacy. The library should uphold these rights by policy, procedure, and practice in accordance with [Privacy: An Interpretation of the Library Bill of Rights](#).

Equity of Access

The Internet provides expanding opportunities for everyone to participate in the information society, but too many individuals face serious barriers to access. Libraries play a critical role in bridging information access gaps for these individuals. Libraries also ensure that the public can find content of interest and learn the necessary skills to use information successfully.

Electronic information, services, and networks provided directly or indirectly by the library should be equally, readily and equitably accessible to all library users. American Library Association policies oppose the charging of user fees for the provision of information services by libraries that receive their major support from public funds ([50.3 Free Access to Information](#); [53.1.14 Economic Barriers to Information Access](#); [60.1.1 Minority Concerns Policy Objectives](#); [61.1 Library Services for the Poor Policy Objectives](#)). All libraries should develop policies concerning access to electronic information that are consistent with ALA's policy statements, including [Economic Barriers to Information Access: An Interpretation of the Library Bill of Rights](#), [Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities](#), and [Resolution on Access to the Use of Libraries and Information by Individuals with Physical or Mental Impairment](#).

Information Resources and Access

Providing connections to global information, services, and networks is not the same as selecting and purchasing materials for a library collection. Determining the accuracy or authenticity of electronic information may present special problems. Some information accessed electronically may not meet a library's selection or collection development policy. It is, therefore, left to each user to determine what is appropriate. [Parents and legal guardians who are concerned about their children's use of electronic resources should provide guidance to their own children](#).

Libraries, acting within their mission and objectives, must support access to information on all subjects that serve the needs or interests of each user, regardless of the user's age or the content of the material. In order to preserve the cultural record and to prevent the loss of information, libraries may need to expand their selection or collection development policies to ensure preservation, in appropriate formats, of information obtained electronically. Libraries have an obligation to provide access to government information available in electronic format.

Libraries and librarians should not deny or limit access to electronic information because of its allegedly controversial content or because of the librarian's personal beliefs or fear of confrontation. Furthermore, libraries and librarians should not deny access to electronic information solely on the grounds that it is perceived to lack value.

Publicly funded libraries have a legal obligation to provide access to constitutionally protected information. Federal, state, county, municipal, local, or library governing bodies sometimes require the use of Internet filters or other technological measures that block access to constitutionally protected information, contrary to the [Library Bill of Rights](#) (ALA Policy Manual, [53.1.17, Resolution on the Use of Filtering Software in Libraries](#)). If a library uses a technological measure that blocks access to information, it should be set at the least restrictive level in order to minimize the blocking of constitutionally protected speech. Adults retain the right to access all constitutionally protected information and to ask for the technological measure to be disabled in a timely manner. Minors also retain the right to access constitutionally protected information and, at the minimum, have the right to ask the library or librarian to provide access to erroneously blocked information in a timely manner. Libraries and librarians have an obligation to inform users of these rights and to provide the means to exercise these rights.³

Electronic resources provide unprecedented opportunities to expand the scope of information available to users. Libraries and librarians should provide access to information presenting all points of view. The provision of access does not imply sponsorship or endorsement. These principles pertain to electronic resources no less than they do to the more traditional sources of information in libraries ([Diversity in Collection Development](#)).

¹[Martin v. Struthers](#), 319 U.S. 141 (1943); [Lamont v. Postmaster General](#), 381 U.S. 301 (1965); Susan Nevelow Mart, [The Right to Receive Information](#) (PDF), 95 Law Library Journal 2 (2003).

²[Tinker v. Des Moines Independent Community School District](#), 393 U.S. 503 (1969); [Board of Education, Island Trees Union Free School District No. 26 v. Pico](#), 457 U.S. 853, (1982); [American Amusement Machine Association v. Teri Kendrick](#), 244 F.3d 954 (7th Cir. 2001); cert.denied, 534 U.S. 994 (2001)

³"If some libraries do not have the capacity to unblock specific Web sites or to disable the filter or if it is shown that an adult user's election to view constitutionally protected Internet material is burdened in some other substantial way, that would be the subject for an as-applied challenge, not the facial challenge made in this case." [United States, et al. v. American Library Association](#) (PDF), 539 U.S. 194 (2003) (Justice Kennedy, concurring).

See Also: [Questions and Answers on Access to Electronic Information, Services and Networks: an Interpretation of the Library Bill of Rights](#).

Adopted January 24, 1996, by the ALA Council; amended January 19, 2005.

Challenged Materials: An Interpretation of the *Library Bill of Rights*

Libraries: An American Value states, "We protect the rights of individuals to express their opinions about library resources and services." The American Library Association declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined written policy for collection development that includes a procedure for review of challenged materials. Selection of online resources, including Web sites, should also be governed by this collection development policy and be subject to the same procedures for review of challenged materials. This policy reflects the *Library Bill of Rights* and is approved by the appropriate governing authority.

Challenged materials should remain in the collection during the review process. The *Library Bill of Rights* states in Article I that "Materials should not be excluded because of the origin, background, or views of those contributing to their creation," and in Article II, that "Materials should not be proscribed or removed because of partisan or doctrinal disapproval." Freedom of expression is protected by the Constitution of the United States, but constitutionally protected expression is often separated from unprotected expression only by a dim and uncertain line. The Supreme Court has held that the Constitution requires a procedure designed to examine critically all challenged expression before it can be suppressed.¹ A hearing is a part of this procedure. Materials that meet the criteria for selection and inclusion within the collection should not be removed.

Therefore, any attempt, be it legal or extra-legal,* to regulate or suppress materials in libraries must be closely scrutinized to the end that protected expression is not abridged.

Adopted June 25, 1971; amended July 1, 1981; amended January 10, 1990;
January 28, 2009, by the ALA Council.

* "Extra-legal" refers to actions that are not regulated or sanctioned by law. These can include attempts to remove or suppress materials by library staff and library board members that circumvent the library's collection development policy, or actions taken by elected officials or library board members outside the established legal process for making legislative or board decisions. "Legal process" includes challenges to library materials initiated and conducted pursuant to the library's collection development policy, actions taken by legislative bodies or library boards during official sessions or meetings, or litigation undertaken in courts of law with jurisdiction over the library and the library's governing body.

¹ *Bantam Books, Inc. v. Sullivan*, 372 U.S. 58 (1963)

LABELS AND RATING SYSTEMS

An Interpretation of the LIBRARY BILL OF RIGHTS

Libraries do not advocate the ideas found in their collections or in resources accessible through the library. The presence of books and other resources in a library does not indicate endorsement of their contents by the library. Likewise, the ability for library users to access electronic information using library computers does not indicate endorsement or approval of that information by the library.

Labels

Labels on library materials may be viewpoint-neutral directional aids that save the time of users, or they may be attempts to prejudice or discourage users or restrict their access to materials. When labeling is an attempt to prejudice attitudes, it is a censor's tool. The American Library Association opposes labeling as a means of predisposing people's attitudes toward library materials.

Prejudicial labels are designed to restrict access, based on a value judgment that the content, language or themes of the material, or the background or views of the creator(s) of the material, render it inappropriate or offensive for all or certain groups of users. The prejudicial label is used to warn, discourage or prohibit users or certain groups of users from accessing the material. Such labels may be used to remove materials from open shelves to restricted locations where access depends on staff intervention.

Viewpoint-neutral directional aids facilitate access by making it easier for users to locate materials. The materials are housed on open shelves and are equally accessible to all users, who may choose to consult or ignore the directional aids at their own discretion.

Directional aids can have the effect of prejudicial labels when their implementation becomes proscriptive rather than descriptive. When directional aids are used to forbid access or to suggest moral or doctrinal endorsement, the effect is the same as prejudicial labeling.

Rating Systems

A variety of organizations promulgate rating systems as a means of advising either their members or the general public concerning their opinions of the contents and suitability or appropriate age for use of certain books, films, recordings, Web sites, or other materials. The adoption, enforcement, or endorsement of any of these rating systems by the library violates the [Library Bill of Rights](#). Adopting such systems into law may be unconstitutional. If such legislation is passed, the library should seek legal advice regarding the law's applicability to library operations.

Publishers, industry groups, and distributors sometimes add ratings to material or include them as part of their packaging. Librarians should not endorse such practices. However, removing or destroying such ratings—if placed there by, or with permission of, the copyright holder—could constitute expurgation (see [Expurgation of Library Materials: An Interpretation of the Library Bill of Rights](#)).

Some find it easy and even proper, according to their ethics, to establish criteria for judging materials as objectionable. However, injustice and ignorance, rather than justice and enlightenment, result from such practices. The American Library Association opposes any efforts that result in closing any path to knowledge.

Adopted July 13, 1951, by the ALA Council; amended June 25, 1971; July 1, 1981; June 26, 1990; January 19, 2005.

Code of Ethics of the American Library Association

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

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

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

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

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

Adopted by the ALA Council June 28, 1995

Intellectual Freedom Principles for Academic Libraries

A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of a college or university community. The purpose of this statement is to outline how and where intellectual freedom principles fit into an academic library setting, thereby raising consciousness of the intellectual freedom context within which academic librarians work. The following principles should be reflected in all relevant library policy documents.

1. The general principles set forth in the *Library Bill of Rights* form an indispensable framework for building collections, services, and policies that serve the entire academic community.
2. The privacy of library users is and must be inviolable. Policies should be in place that maintain confidentiality of library borrowing records and of other information relating to personal use of library information and services.
3. The development of library collections in support of an institution's instruction and research programs should transcend the personal values of the selector. In the interests of research and learning, it is essential that collections contain materials representing a variety of perspectives on subjects that may be considered controversial.
4. Preservation and replacement efforts should ensure that balance in library materials is maintained and that controversial materials are not removed from the collections through theft, loss, mutilation, or normal wear and tear. There should be alertness to efforts by special interest groups to bias a collection through systematic theft or mutilation.
5. Licensing agreements should be consistent with the *Library Bill of Rights*, and should maximize access.
6. Open and unfiltered access to the Internet should be conveniently available to the academic community in a college or university library. Content filtering devices and content-based restrictions are a contradiction of the academic library mission to further research and learning through exposure to the broadest possible range of ideas and information. Such restrictions are a fundamental violation of intellectual freedom in academic libraries.
7. Freedom of information and of creative expression should be reflected in library exhibits and in all relevant library policy documents.
8. Library meeting rooms, research carrels, exhibit spaces, and other facilities should be available to the academic community regardless of research being pursued or subject being discussed. Any restrictions made necessary because of limited availability of space should be based on need, as reflected in library policy, rather than on content of research or discussion.
9. Whenever possible, library services should be available without charge in order to encourage inquiry. Where charges are necessary, a free or low-cost alternative (e.g., downloading to disc rather than printing) should be available when possible.
10. A service philosophy should be promoted that affords equal access to information for all in the academic community with no discrimination on the basis of race, values, gender, sexual

orientation, cultural or ethnic background, physical or learning disability, economic status, religious beliefs, or views.

11. A procedure ensuring due process should be in place to deal with requests by those within and outside the academic community for removal or addition of library resources, exhibits, or services.
12. It is recommended that this statement of principle be endorsed by appropriate institutional governing bodies, including the faculty senate or similar instrument of faculty governance.

Approved by ACRL Board of Directors: June 29, 1999
Adopted July 12, 2000, by the ALA Council.

MASTER'S THESIS GUIDELINES FOR LIBRARY BINDING

The J. Eugene Smith Library collects copies of master's theses completed by Eastern Connecticut State University graduate students. The library collects two copies, binds them, and catalogs them for inclusion in our collection. One copy is cataloged for the Archives and does not circulate. The second copy is cataloged for the circulating collection. The library assumes the cost of two copies bound for the collection. We do not bind personal copies. The library sends theses to Bridgeport Bindery; we do not do any in house binding of theses.

1. Students are required to provide their department with two complete copies of the thesis to be included in the library. Departments (not students) deliver both copies of the approved thesis to the Head of Technical Services for binding.
2. Library copies of theses are dark blue hardbound with white letters.
3. Make sure each thesis is complete. Theses will be bound exactly as they are received by the library.
4. The title page must include the following: student's name; thesis title; the degree to be granted and date of completion; and all required signatures.
5. Use acid-free, high-quality archival paper, and do not punch holes in the margin
6. Only white paper, 8.5" by 11" will be accepted.
7. A 1- $\frac{1}{2}$ inch left margin is required for binding.
8. Submit one copy (original archival copy) with the original signatures of all thesis committee faculty members.
9. A copy of any accompanying audio-visual material (CDs, CD-ROMs, DVDs, VHS tapes, audiocassettes, or similar materials) must be handed in with each of the 2 theses copies. AV materials will be cataloged by the library as supplements and will be stored at the circulation desk.
10. Photographs or other illustrations that require mounting should be archivally mounted with dry-mount tissue to the same type of paper as used for the text.