

Collection Development Policy
James J. Kelly Library
St. Gregory's University

(Revised December 2014)

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Introduction

The primary function of the James J. Kelly Library is to meet the information resource and service needs of the total University population as they relate to the curriculum of the University. Library resources and services support the mission of the University to promote the education of the whole person in the context of a Christian community in which students are encouraged to develop a love of learning and to live lives of balance, generosity and integrity.

James J. Kelly Library Mission Statement

The James J. Kelly Library is committed to the University's mission as a Christian community of learning by providing convenient and effective access to high quality library services, collections in a variety of formats, and information resources designed to meet the educational, professional, intellectual, and creative needs of the SGU community.

Brief Description of the Community Served

The faculty, staff, and students of St. Gregory's University and the monks of St. Gregory's Abbey are the primary community to be served. Members of the public will be served to the extent that this does not interfere with the primary mission of the library. The collection will be developed according to the research and education needs of the students, faculty, and staff and they will be served to the fullest degree possible through the use of instruction and reference help. Other patrons will be served to the extent that this does not interfere with service to the primary clientele.

Parameters of the Collection

Subject areas will be chosen to support the curriculum. Other materials, such as recreational materials, will be collected after curriculum needs

have been met. Formats purchased include print materials, digital and electronic resources, and, to the extent that these materials supply the needs of the curriculum, CD's, DVD's, computer software, etc. Hardware to make appropriate use of non-print materials will be provided by the library.

St. Gregory's Abbey Library holdings are displayed in the James J. Kelly Library online catalog. Abbey Library holdings comprise a closed collection, available for In-Library use for James J. Kelly Library patrons.

Needs to be Met

The collection is to be oriented toward educational purposes, at the general support level for the curriculum. Priority for the collection is the curricular support for the student population. Other appropriate purposes, such as recreation, may be represented at a minimum level. Most materials will be for circulation to the primary clientele except in special collections, e.g., reference materials, reserve materials, journals, rare books and documents held in the Treasure Room Collection or the Abbey Library collection.

Priorities of the Collection

Priority will be given to current educational materials in support of the curriculum at the basic and instructional support level. Recreational and other materials may be collected to the extent that they contribute to a well-educated, well-rounded person. An explanation of the collection levels is given below. The James J. Kelly Library collects materials on several levels.

Level one, the minimal level, is the level which attempts to build a highly selective collection in subject areas which, while they may not be represented in the curriculum, are appropriate in a library of an institution of higher education.

Level two is the basic level which supports lower level undergraduate study. It introduces and defines subjects offered at the 100 and 200 course levels, and is applicable to departments that do not offer a full major. It includes works by major authors, basic works in the subject, and reference works. Subject dictionaries and encyclopedias, general surveys, and handbooks are types of materials collected at level two.

Level three, the instructional/support level, is designed to meet the instructional needs for an under graduate major. It offers a wide range of general works, collections of works of more important writers, and provides support for specific courses at the 300 and 400 course levels. Standard works, anthologies, major critical works and commentaries, classic works, and up-to-date general materials are types of materials collected at level three.

Level four, thesis level, supports research for theses and dissertations. It covers major aspects of a discipline in greater depth and provides for instructional needs of students at this level. Types of materials collected at level four are professional-level current materials and retrospective materials in the field pertaining to degree programs.

Standards for the Library and the Collection

Standards for College Libraries, Standards for Faculty Status for College and University Librarians, and Guidelines for Extended Campus Library Services have been approved by the Association of College and Research Libraries. These standards provide a means of comparing individual facilities, staffs, and materials with recommended minimum and maximum levels of adequacy. Accreditation self-studies often ask for a general measure of the collection along with specific questions related to materials for the program being evaluated. These guidelines are also used for internal planning and evaluation. James J. Kelly Library policies are formulated with these standards in mind, including the collection development policy.

Considerations in Collection Development

Collection Evaluation and Maintenance

Systematic withdrawal of material no longer useful is essential in order to maintain a good library collection. Weeding criteria are generally the same as those used in selection. Physical condition, age of material, date of last loan, number of loans, number of copies in the collection, obsolescence of information, language of the material, existence and availability of indexes (particularly for periodicals and newspapers), coverage of the subject by other material in the collection, availability of the material from bibliographies, and other factors are relevant. Re-shelving counts, citations in student and faculty bibliographies, and other factors may also be of use in weeding and collection evaluation decisions.

Periodical usage is evaluated on a continuing basis. Storage of low use periodicals will be kept at a minimum. In most cases, these titles will be offered for sale or for duplicate exchange.

Material selected for weeding may be placed in the storage area for a period of time prior to actual withdrawal. If the item is requested by a patron during the storage period, it should be returned to the shelves. Worn or damaged materials which are still useful will be repaired or replaced if possible. As specific areas of the collection are evaluated by librarian subject specialists, evaluation/selection plans should be prepared and submitted to the director of the library for review. An evaluation/selection plan for a specific subject area should cover a number of points including:

- A description of the courses being offered in the subject area and the names of the teaching faculty
- The titles of bibliographic and selection aids to be used as well as any other collection evaluation aids to be used (citation counts, re-shelving counts, circulation counts, etc.)
- The proposed budget for selection
- Approach to faculty (memos, individual meetings, group meetings, etc.)
- Proposed handling of weeded materials, and a tentative time-line for the evaluation.

Lost or Damaged Items

Library materials which have been lost or damaged may be replaced if they are still available in the current book trade, and if they are considered appropriate for the collection (see Criteria for Selection). Substitutions of more current or relevant materials may be purchased.. Clientele responsible are charged for the lost or damaged item plus a processing fee.

Gifts

Gifts may be added to the collection when they support the curriculum or add needed strength to the collection. Gifts will be accepted only when offered unconditionally to the library unless an exception to this policy is specifically made by the director. Items added to the collection should be physically in good shape, i.e., no stains, mildew, missing pages, or writing in the item. The information should be current or classic. Gifts should generally meet the same criteria for selection as other new acquisitions. Magazines are not needed unless as replacements for missing issues in the collection or if a continuing gift is planned. The library does not evaluate gifts for tax purposes in accordance with IRS regulations. Donors should be informed that the library, if unable to use the gifts, will dispose of them in an appropriate manner. Small gifts may be accepted by the director, acquisitions librarian or subject specialist. Larger collections should be examined by the library director, acquisitions librarian, and/or appropriate subject specialists before acceptance.

Library Instruction

Group and individual instruction on the use of information resources is available upon request in the library. One-on-one reference counseling is available from professional librarians. Librarians also welcome departmental library instruction requests.

Circulation

Clientele of the library may check out material from the library for circulation. Number of items checked out at any given time and duration of

the loan length is determined by the library. Interlibrary loan is available by request for primary clientele of the library.

Intellectual Freedom

Since St. Gregory's University is an institution of higher education no censorship can be tolerated. Materials are purchased in support of specific coursework and censorship would make much of that coursework impossible. Complaints in writing may be registered by primary clientele using the [*Request for Reconsideration of Library Materials*](#) form. The final decision on whether any item is placed in the library is not based on complaints but on the value of the item in meeting the research and educational needs of the primary clientele. The library adheres to intellectual freedom standards as promulgated by the American Library Association and found in the appendices to these documents.

Selection of Materials

Responsibility for Selection

The faculty of the University has been given some responsibility for requesting selections in their fields. Professional librarians generally select a core collection of materials using the subject allocations assigned to them and supplement selections requested by the faculty. Appeal procedures have been established to address concerns about Library resources. The form *Reconsideration of Library Materials* is Appendix VII. To appeal a decision, the form should be filled out and sent to the Library Director who will refer it to the Library Committee for reconsideration.

Criteria for Selection of Materials

- a) Importance of the subject in relation to the curriculum
- b) Currency and accuracy of information
- c) Timeliness and importance of information
- d) Author's reputation and significance

- e) Availability of other material on the subject in the library, in other area libraries, and in print
- f) Inclusion of the title in standard bibliographies or indexes
- g) Recommendation in standard reviewing sources
- h) Price
- i) Length (prefer monographs 50 pages or more in length; monographs of less than 20 pages will not be added to the collection)
- j) Language
- k) Format, including legibility, binding, and type. Electronic may be preferred over print depending upon location and discipline of target learners.
- l) Scope and depth of subject coverage
- m) Ease of use
- n) Publisher (vanity presses are normally excluded)
- o) Duplication (single copies are normally collected unless there is an overriding need in the curriculum for duplicates of an item)
- p) Current vs. retrospective materials (Both current and retrospective materials are essential to the needs of a University library, however, current materials will generally receive a higher priority. Current materials are those in-print in their original editions. Retrospective materials are those out-of-print or available only as reprints either in full-size or microform editions.)
- q) Out-of-print materials (Efforts to obtain materials from the out-of-print market will be made if it is judged that the material is of enough importance to justify these efforts and costs. Probability of use and frequency of use by primary clientele are factors in the judgment of importance.)

Selection of Special Formats

- a) Paperbound vs. Hardbound Materials
 - i) Hardbound volumes are generally preferred for library use when both formats are available. However, if the material is judged to be of transitory usefulness and the cost of the paper volume is substantially less than the cost of the hardbound volume, the paper volume may be preferred. This is generally true if the paper volume is to be discarded through regular updating.
- b) Microform

- i. Microform is no longer purchased nor available from the Library with a few exceptions.
- c) Serials and Subscriptions
- i. The Standards for College Libraries state that in general it is good practice to consider owning any title that is needed more than five times a year. However, the Standards go on to state that it may not be necessary to subscribe to certain less frequently used titles if they are available at another library nearby, or if needed articles may be procured through a reliable delivery system or by electronic means. Serials which present substantial information related to the curriculum and which are accessible through major abstracting and indexing services will be preferred for selection and retention purposes.. Subscriptions are purchased only with budgets secure for the long-term. Grants, gifts, and other short-term monies may be used for purchase of various library materials but subscription funds must be guaranteed for the future, including the possibility of increases for inflation.

 - i. Due to the budgetary commitments entailed by subscriptions and standing orders, great care is needed in their selection. In order to have the widest possible coverage of periodical material, duplicate copies of subscriptions will generally not be purchased. As a general rule, the library will not purchase newsletter type material which may have a limited time span of usefulness.

 - ii. Librarians will evaluate each title for its timeliness. Some titles may be retained for a limited number of months or years and stored in the Periodical area. The library no longer binds back issues due to cost, and limited use by the community. If issues are available electronically they will not be preserved locally.
- d) Media
- i. Media items (CD's, DVD's, computer software, etc.) will be purchased when print materials do not meet the needs of the curriculum. Older formats such as VHS tapes and cassette tapes are no longer collected and may be weeded as they become unstable.

- ii. First priority for expenditures will be those items needed for students to successfully complete coursework at St. Gregory's University. The second priority will be those items recommended as an adjunct learning experience for a class taught at St. Gregory's University. In addition, from time to time the library will purchase other media in the general interests of the University, as funding allows.

- iii. The final decision on whether any item is placed in the library is based on the value of the item in meeting the research and education needs of the community. In all cases consideration should be given to the value of the item in supporting the mission of St. Gregory's University and the James J. Kelly Library.
 - i. **Audio Compact Disks:** Audio CDs will be purchased by the library including recorded books, classical, jazz, opera, and other musical genres as the budget allows. The library no longer collects musical recordings in other formats, such as LPs and audio cassette tapes. Older formats may be weeded as they become unusable.
 - ii. **Electronic Information Access:** Increasingly, materials which are not accessible in any other format are available electronically. These include electronic journals and books, online indexes, full text databases, and other information available through computer networks and other sources. Material in these formats is subject to the same scrutiny as other material added to the collection. Care should be taken in the collection of online full text material since in most cases the library is only purchasing access to the material and does not actually own it. The impact on the library's users must be considered if online access is terminated or diminished through contractual disputes or price increases. Purchase of electronic books may be desirable under the following circumstances: there is an expectation of demand for the title, the purchase/subscription price is reasonable compared to paper, and the online format is user-friendly. The library will strive to provide its clients with online access to electronic sources of information as well as training and materials to aid them in searching for information online.

Access to the library's resources by distant learners is a factor in the decision making process.

Collection Development Policy Review

The collection development policy will be reviewed annually by librarians in cooperation with other faculty and amended as needed.

Manuscripts and Rare Books

The Treasure Room Collection in the library consists of a variety of materials including rare items, first editions, signed items, items of local interest, and materials dealing with the history of the Catholic Church in Oklahoma, etc.

Leisure Reading

Fiction for recreational reading will be collected at a minimal level for those fiction items which do not directly support the curriculum.

Theses and Dissertations

Theses and dissertations are not collected at the time of this writing.

Reference Collection

Great care should be taken in selecting materials to be placed in the reference collection since space is limited and circulation of these materials is restricted. Materials which may be placed in the reference collection include, but are not limited to: general and special encyclopedias or handbooks, periodical indexes, general and special dictionaries, directories, atlases, almanacs, and literary explicators. Books which might be expected to be read in full or receive infrequent use should be placed in the circulating collection. All books received in the James J. Kelly Library are examined by librarians before cataloging and agreement by two or more librarians is necessary for placement of the item in reference.

Specific Subject Areas in the Collection

Please note that when specific items or titles are mentioned below, these are the minimum purchases that may be made. Other items should be purchased in addition to these if they meet collection development criteria and if the budget allows. These are Library of Congress classifications and may not correspond exactly to specific departments offering coursework at the University. The curriculum is constantly being updated and specific subjects mentioned are only indicative of the general direction of the curriculum, not as an exhaustive survey. Communication with teaching faculty on current and upcoming needs is essential.

A: General Works

Encyclopedias - At least one general encyclopedia should be available to the St. Gregory's community online and one in print (for as long as print is an option). Specific subject area encyclopedias are purchased as needed. Periodical Indexes - These will be provided in electronic format whenever possible. Dictionaries - An unabridged dictionary should be available and several good current dictionaries should be purchased for the reference collection, when notable new editions are published. Other necessary reference works should be purchased including general almanacs, handbooks, atlases, and more specific subject reference works, particularly those geared toward the curriculum. Statistics, almanacs and yearbooks should also be kept as current as possible but past years should be retained to verify trends. Older reference works may be considered for addition to the regular collection or withdrawn. This subject area should be developed reflecting the collection levels noted below.

B - BD: Philosophy

Older works can be valuable in this area so weeding should be selective. Philosophy by geographic area should be included, both Western and Eastern thought. Concentration should be given to areas of philosophy taught in the curriculum. These

include history of philosophy both ancient and modern, ethics, philosophy of knowledge, philosophy of religion, social philosophy, American philosophy, logic and other topics. In accordance with curriculum needs with regard to BC-logic, this topic area should be developed at level 2. With regard to remaining topics this subject area should be developed at collection level 3.

BF - BJ: Psychology

General psychology texts and some popular topics may be included such as intelligence, memory, and dreams. Concentration should be on the areas of psychology represented in the curriculum. Many classic works exist so weeding should be done knowledgeably; however, tattered and obsolete works may be withdrawn.

Curriculum needs in psychology include topics such as tests and measurements, abnormal psychology, theories of personality, physiological psychology, developmental psychology, social psychology, crime and deviance, and cultural diversity. This subject area should be developed at collection level 4, with an emphasis on (BF) Counseling Psychology.

BL - BX: Religion

Religious texts of the major religions should be included, e.g., the Bible and the Koran. These items generally do not date quickly or at all so weeding may be selective, concentrating on very worn or damaged items. Comparative handbooks, encyclopedias, concordances, commentaries, dictionaries, histories, interpretations, sermons, church histories, church administration, and biographies on religious leaders should be available. This is an area that should be well developed with particular concentration on Christianity and the Catholic religion in keeping with the mission of the University. The theology curriculum concentrates on theology from a Catholic perspective, Christian scriptures, the Christian community, marriage, justice,

moral issues, ethics, sacraments, rites and symbols as well as personal religious transformation and topics in Benedictine religious life. The topics BL-comparative religion-world and BL-Buddhism should be developed at collection level 2. Topics in BV-Pastoral Theology should be developed at collection level 4. All remaining topic areas should be developed at collection level 3.

C - G: History and Geography

Biographies should be selected including reference works such as biographical dictionaries and collective biographies. Biographies which support the curriculum, particularly in history, should be purchased. Historical material must be chosen carefully to represent a variety of viewpoints and should present history of all areas of the world. Current interpretations of historical events should be emphasized in the collection. Withdraw worn and unused items as necessary. Reference works should include a good gazetteer, a chronology of history, and several atlases (historical, national, and international). Atlases should be replaced every five years or when appropriate to show major geographical changes. Current guides on the local area, the state, the U.S., Mexico, and Canada, the national parks, the major European countries and Asia should be available at a minimum. Others may be purchased if the budget allows. Curriculum topics in history include the history of the U.S. in overview and specifically regarding the Civil War, Texas and the South, world history both ancient and modern, and history of Latin America, Mexico, Spain, Germany, Russia and medieval and contemporary Europe. This subject area should be developed at collection level 3.

H: Social Sciences

Works on economics, business, and sociology should generally be less than 10 years old for educational purposes but many older works still have value for research purposes. Withdraw outdated and obsolete works throughout the social sciences.

Generally, the social sciences should be developed at collection level 3. Business requires collection level 4.

HA: Statistics

Social Science and Business statistics should receive emphasis. This subject should be developed at collection level 4.

HB - HJ: Economics

Books on economic theory and the various schools of economic thought should be included as well as a broad range of material on labor issues, fiscal and monetary policy, investments and finance. Writings of classic and contemporary economists should be covered. The free enterprise system and other methods of economic production should be included. Emphasis should be on electronic journals, periodicals, and newspapers. This subject should be developed at collection level 4.

HD: Business

Finance, investment, risk management, systems analysis, operations research, management information systems, and business statistics are covered in the business curriculum as well as general business, business policy, production management, human resources management, and topics in international business. Marketing principles, sales management, customer relationship management, marketing research and other topics are also covered. Emphasis should be on electronic journals, periodicals, and newspapers. This subject should be developed at collection level 4.

HF: Accounting

General accounting, business law, fund accounting, auditing, personal and corporate income tax are covered in the curriculum. Many current items on tax law are available as

government documents. Do not select workbooks. Material older than 10 years should be examined for withdrawal. Select only very current material pertaining to the curriculum. This subject should be developed at collection level 4.

HM - HX: Sociology

Include specific items on women and on racial, ethnic and national groups. Marriage and family titles should be quite current, five years old or less. Titles older than 10 years should be considered for withdrawal except for classic works. Sociology of sex roles, religion, future societies, social issues, the family, and minority relations are typical curriculum topics. Cultural anthropology, interviewing techniques, social issues and change, group dynamics, propaganda and public opinion, urban sociology, demography, and gerontology are also covered. Peace and justice are major themes. This subject area should be developed at collection level 3. HQ dealing with death and dying requires collection level 4.

J: Political Science

Current and international viewpoints should be included to form a broad range of ideas. Types and forms of governments, suffrage, slavery and processes of government regulation should be covered by the collection. This subject area should be developed at collection level 3.

JX: International Relations

International relations stresses an interdisciplinary understanding of economics, history, and political science with a worldwide view. The curriculum promotes a broad knowledge of world events and international affairs. This subject area should be developed at collection level 2.

K: Law

Criminology and criminal justice draw on information from most of the social sciences. Covered topics in the curriculum include criminal investigation, legal aspects of law enforcement, criminal procedure and evidence, police-community relations, police administration, police role in crime and delinquency, world-wide public justice systems, and terrorism. Most titles older than 10 years should be considered for withdrawal except for classic works on the law. This subject area should be developed at collection level 3.

L: Education

General education, reading, educational psychology, educational administration (particularly of Catholic schools), and moral and religious education are emphasized. A basic collection of material on higher education should be included. Most items older than 10-15 years should be considered for weeding. Primary emphasis is on American public education, particularly in Oklahoma, including new trends and developments, teaching methods and curriculum development. The education program specifically covers topics such as child and adolescent development, philosophy of education, classroom management, and the teaching of language, mathematics, social studies, science and reading. Physical education is also covered including topics on teaching in the elementary and secondary schools, and the coaching of football, volleyball, soccer, softball, and track and field as well as sports officiating, first aid, prevention of athletic injuries and analysis of human movement. This subject area should be developed at collection level 3.

M: Music

Recorded music, librettos, and literature of music are included. Items do not date quickly and weeding may be very selective. A good music encyclopedia is essential. Music literature, ethnic influences in American music, form and analysis, harmony,

music history, arranging, conducting, with emphasis on liturgical/pastoral music, world music, jazz and Musical Theater. This area should be developed at collection level 2.

N: Fine Arts

Visual arts, architecture, sculpture, painting, drawing, and other arts are covered. Items do not date quickly and weeding may be very selective. These tend to be expensive but also to have a long shelf life. Purchase the theoretical and classic materials as opposed to crafts and "how-to" books. Art history and artist biographies should be included. A good art encyclopedia is a necessity. Current reference works on movies, TV, radio, theater, and dance should be included. The art curriculum includes courses on drawing, design, painting, sculpture, print-making, art history. This subject area should be developed at collection level 3.

P - PM: Language

Dictionaries for translating English into and from the foreign languages taught at St. Gregory's as well as all other major languages are essential. Some self-teaching and beginning texts should be included. Other items may be included as required for the curriculum. Weeding in this area may be very selective since these items do not date quickly, however, worn and tattered items should be withdrawn in favor of newer materials. French, Japanese, Latin, Spanish and Arabic are offered in the curriculum. This subject area should be developed at collection level 2.

PN: Drama

Introduction to the theater, voice and diction, acting, production, directing, rehearsal and performance, history of the theater, and creative drama for children are covered in the curriculum. Anthologies of plays for adults and children should be purchased

as well as biographies of actors, directors, and producers. Classic as well as current plays should be purchased. Current material on acting, producing, and directing is needed. This material may be withdrawn when outdated but classic plays, anthologies, histories, and biographies may be retained unless worn. This subject should be developed at collection level 3.

PN - PZ: Literature

Style manuals, quotation books, grammar and rhetoric handbooks, and general literature reference works such as Readers' Encyclopedia should be included. Purchase major authors and good anthologies by various type of literature as covered in the curriculum. Be in touch with the faculty for suggestions on what authors, titles, and subject areas they plan to teach in current and future semesters. These items should last, so weeding may be done selectively on badly worn items and classic works should be replaced if possible. Reference materials should include works of summary and literary criticism as well as works on authors' biographies. The curriculum concentrates on British, American, and Latin American literatures including Shakespeare, the British novel, the literature of American minority groups, and many other topics. Composition, creative writing, persuasive writing, and analysis of poetry, fiction and drama are also covered as well as technical writing, public speaking, oral interpretation, and persuasive speaking and debate. This subject area should be developed at collection level 3.

QA: Mathematics

Algebra, trigonometry, calculus, probability, statistics, differential equations, discrete mathematical structures, complex variables, linear algebra, boundary value problems, geometry and numerical analysis are offered in the curriculum. Programmed texts on mathematical problem solving and biographies of important mathematicians should be purchased.

Workbooks should not be selected. This subject area should be developed at collection level 3.

QA 76: Computer Science

Materials more than 10 years old should be considered for withdrawal. Selections should particularly include items covering software and hardware available for student use on campus. The collection should include guides to personal computers, mobile devices, and computing handbooks on software and hardware. A current dictionary and/or encyclopedia of computer science is necessary. This subject area should be developed at collection level 2.

QB - QC: Physics

Topics covered in the curriculum include mechanics, heat, acoustics, electricity, magnetism, optics, atomic physics, nuclear physics, thermodynamics, quantum mechanics and astronomy. Many classic works in physics exist which should be retained, however, currency of information is imperative. Materials older than 5-10 years should be examined for withdrawal particularly in the areas of atomic and nuclear physics. Purchase authoritative and general works as well as biographies of physicists and tables of physical values. Keep up with current topics. This subject area should be generally developed at collection level 2.

QD: Chemistry

General, organic, and analytical chemistry are covered in the curriculum as well as environmental chemistry. Works on laboratory methods and tables of chemical values should be selected as well as other items in support of the curriculum. This subject area should be developed at collection level 2.

QE: Earth Sciences

General and historical geology are covered in the curriculum as well as earth and energy resources. Materials purchased should be general, with concentration on local and Oklahoma geological features. Items older than 10-15 years should be considered for withdrawal with the exception of classic works in the field. This subject area should be developed at subject level 2.

QH - QR: Biology

Developmental biology, physiology, genetics, microbiology, immunology, and nutrition, are covered in the curriculum. Works older than 10-15 years should be considered for withdrawal with the exception of classic works. Some specialized dictionaries or encyclopedias are necessary as are anatomy and physiology guides with colored illustrations. This subject area should be developed at collection level 3.

R: Medicine

Topics in this area should support the pre-med and nursing programs and pursuit of a degree in Professional Counseling. Collection development in this area should include current medical dictionaries and encyclopedias, anatomy handbook, and standard drug handbook for reference work. Medical ethics materials should also be collected. Titles dealing with psychiatry, specialties of internal medicine, and nursing are especially relevant. This area should be developed at collection level 3.

The topics of kinesiology, sport and leisure administration, biomechanics and sport sociology also support health science and sports programs and should be developed at collection level 3.

RT: Nursing

Collection areas should include standard nursing reference works in addition to information on professional nursing, ethics, leadership, pharmacology, health assessment, critical care, mental health nursing, public health nursing, and evidence-based practice. Geriatric, adult, pediatric, maternal, infant, and family nursing care, as well as other nursing specialties are relevant. Priority should be given to items no older than five years in order to assure the most current information. This area should be developed at collection level 3.

S: Agriculture

This is a minimally collected area which does not directly support the curriculum; however, there is some overlap with biology as taught in the University, particularly in the area of nutrition. Dated, worn, and unused material may be weeded. This subject area should be developed at collection level 1.

T: Technology

Avoid very specific topics in favor of more general works to support the curriculum. Works older than 10 years should be considered for withdrawal. Remaining topics should be collected at level 1.

U: Military Science

Material should support classes in aerospace science. This subject area should be developed at collection level 1.

V: Naval Science

This is a minimally collected area which does not directly support the curriculum. Dated, worn, and unused material may be weeded. This subject area should be developed at collection level 1.

Z: Library Science and Information Resources

Include current materials needed for the library. Bibliographies for use in specific subject areas are acquired as needed for collection development. Specific materials needed for library work should be purchased, however, collection level 1 is the aim for general coverage of library science.

Treasure Room of the James J. Kelly Library

Rare Books and Manuscripts

Treasure Room (special collections) in The James J. Kelly Library consists of a variety of rare materials. The books in the collection range in dates from the 16th century to the present and in a variety of subjects mostly from the humanities and arts. The special collection supports the liberal arts scholarship of the University, the academic community, Catholics of Oklahoma, and beyond.

Programs Supported by the Collection

- 1) **Research:** Materials collected and made available shall further the research of all scholars exploring the history of Sacred Heart Abbey and College, St. Gregory's Abbey, St. Gregory's University and the surrounding region.
- 2) **Preservation:** Crucial to the ongoing operation of the Treasure Collection is the preservation of research materials. The goal is to store the collection in accordance to established archival techniques in a secure, climate-controlled environment. All collections are non-circulating, and may not be removed from the James J. Kelly Library.
- 3) **Exhibitions:** The Treasure Collection has potential for both traditional and web based exhibits. No formal process is in place at present. Possible exhibitions would be prepared by library staff, featuring rare books, archival materials, and manuscript collections.

- 4) **Outreach:** The Treasure Collection is not part of a formal outreach plan at present. However, there is potential to further the use and development of the collection through an ongoing series of exhibitions, publications, tours, and web based resources. Limited information about the collection is available in the SOULS online catalog.
- 5) **Acquisitions:** Material is acquired for the Treasure Collection through donation. Donation of materials is essential in supporting the mission of the institution, and the support of donors is consistently pursued.

Clientele Served by the Collection

The policy is to make materials available to researchers on equal terms, subject to appropriate care and handling by the researcher.

- 1) **Faculty/Staff:** St. Gregory's University faculty and staff, as well as visiting scholars, are welcome to use the Treasure Collection with proper identification.
- 2) **Students:** Resident and non-resident undergraduate students, as well as visiting students, are welcome to use the Treasure Collection with proper identification.
- 3) **Alumni:** Graduates of St. Gregory's University are welcome to use the Treasure Collection with proper identification.
- 4) **Public:** Members of the public are welcome to use the Treasure Collection with proper identification.

Strengths and Priorities of the Collection

- 1) *Present Identified Strengths:* Strengths of the collection spring from the strong roots of the University, the beginning of the Catholic Church in Oklahoma, and the founding of the mission at Sacred Heart which later became St. Gregory's University. Around 80% of the items fall into the humanities, with many of those dealing with religion and theology. About half of the books were part of the Sacred Heart Library collection, and were moved to this location around 1915.
- 2) *Present Collecting Priorities:* In addition to building upon its existing strengths, the Treasure Collection archivist seeks to develop collections

in the following subject areas: Historical information regarding the Catholic Church in Oklahoma, local history of Pottawatomie County; and native peoples of the local area, particularly the Potawatomi.

Subject Areas and Types of Materials Collected

The Treasure Collection archivist collects materials in the following **subject areas:**

- 1) Sacred Heart Abbey and College books.
- 2) Oklahoma history.
- 3) Oklahoma Catholic history.
- 4) Native American collection.
- 5) Fr. Gregory Gerrer, O.S.B. collection on art.
- 6) Abbot Robert Dodson, O.S.B. collection of Spanish literature.
- 7) John Wilkes Booth collection.
- 8) Bishop Stephen Leven collection.

Statement on Collecting Policy

- 1) Deed of Gift: In special cases the Treasure Collection Archivist will not accept materials without a deed of gift. (This is to cover the advent of an extremely valuable gift/donation.)
- 2) Closed Collections and Collections on Loan: The Treasure Collection will not accept collections of materials that are closed to public access in perpetuity. In addition, the Treasure Collection will not accept collections on temporary or permanent loan.
- 3) Public Exhibitions: The Treasure Collection archivist reserves the right to include unrestricted materials in exhibition displays and publications in accordance with accepted archival procedures and practices.
- 4) Exhibition Loans: Materials may be loaned to other libraries and museums. Written approval by the University Archivist will be granted upon the satisfactory demonstration of proper insurance coverage, transportation, and environmental monitoring

Statement on De-selection Policy

Duplicates and materials that do not reflect the subject areas and/or types of materials collected for the Treasure Collection may be withdrawn

according to established guidelines, and offered to more appropriate institutions.

Appendices

- I. Library Bill of Rights
- II. Intellectual Freedom Statement: An interpretation of the Library Bill of Rights
- III. The Freedom to Read
- IV. Freedom to View Statement
- V. American Library Association Code of Ethics
- VI. Catholic Library Association Statement of Position
- VII. Reconsideration of Library Materials

I. 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.

II. Intellectual Freedom Statement: An Interpretation of the Library Bill of Rights

The heritage of free men is ours. In the Bill of Rights to the United States Constitution, the founders of our nation proclaimed certain fundamental freedoms to be essential to our form of government. Primary among these is the freedom of expression, specifically the right to publish diverse opinions and the right to unrestricted access to those opinions. As citizens committed to the full and free use of all communications media and as professional persons responsible for making the content of those media accessible to all without prejudice, we, the undersigned, wish to assert the public interest in the preservation of freedom of expression. Through continuing judicial interpretations of the First Amendment to the United States Constitution, freedom of expression has been guaranteed. Every American who aspires to the success of our experiment in democracy -- who has faith in the political and social integrity of free men -- must stand firm on those Constitutional guarantees of essential rights. Such Americans can be expected to fulfill the responsibilities implicit in those rights. We, therefore, affirm these propositions:

1. We will make available to everyone who needs or desires them the widest possible diversity of views and modes of expression, including those which are strange, unorthodox or unpopular.

Creative thought is, by its nature, new. New ideas are always different and, to some people, distressing and even threatening. The creator of every new idea is likely to be regarded as unconventional, occasionally heretical, until his idea is first examined, then refined, then tested in its political, social or moral applications. The characteristic ability of our governmental system to adapt to necessary change is vastly strengthened by the option of the people to choose freely from among conflicting opinions. To stifle nonconformist ideas at their inception would be to end the democratic process. Only through continuous weighing and selection from among opposing views can free individuals obtain the strength needed for

intelligent, constructive decisions and actions. In short, we need to understand not only what we believe, but why we believe as we do.

2. We need not endorse every idea contained in the materials we produce and make available.

We serve the educational process by disseminating the knowledge and wisdom required for the growth of the mind and the expansion of learning. For us to employ our own political, moral, or esthetic views as standards for determining what materials are published or circulated conflicts with the public interest. We cannot foster true education by imposing on others the structure and content of our own opinions. We must preserve and enhance the people's right to a broader range of ideas than those held by any librarian or publisher or church or government. We hold that it is wrong to limit any person to those ideas and that information another believes to be true, good, and proper.

3. We regard as irrelevant to the acceptance and distribution of any creative work the personal history or political affiliations of the author or others responsible for it or its publication. A work of art must be judged solely on its own merits. Creativity cannot flourish if its appraisal and acceptance by the community is influenced by the political views or private lives of the artists or the creators. A society that allows blacklists to be compiled and used to silence writers and artists cannot exist as a free society.

4. With every available legal means, we will challenge laws or governmental action restricting or prohibiting the publication of certain materials or limiting free access to such materials. Our society has no place for legislative efforts to coerce the taste of its members, to restrict adults to reading matter deemed suitable only for children, or to inhibit the efforts of creative persons in their attempts to achieve artistic perfection. When we prevent serious artists from dealing with truth as they see it, we stifle creative endeavor at its source. Those who direct and control the intellectual development of our children-- parents, teachers, religious leaders, scientists, philosophers, statesman--must assume the responsibility for preparing young people to cope with life as it is and to face the diversity of experience to which they will be exposed as they mature. This is an affirmative responsibility that cannot be discharged easily, certainly not with the added burden of curtailing one's access to art, literature, and opinion. Tastes differ. Taste, like morality, cannot be controlled by government, for governmental action, devised to suit the demands of one group, thereby limits the freedom of all others.

5. We oppose labeling any work of literature or art, or any persons responsible for its creation, as subversive, dangerous, or otherwise undesirable. Labeling attempts to predispose users of the various media of communication, and to ultimately close off a path to knowledge. Labeling rests on the assumption that persons exist who have a special wisdom, and who, therefore, can be permitted to determine what will have good and bad effects on other people. But freedom of expression rests on the premise of ideas vying in the open marketplace for acceptance, change, or rejection by individuals. Free men choose this path.

6. We as guardians of intellectual freedom oppose and will resist every encroachment upon that freedom by individuals or groups, private or official. It is inevitable in the give and take of the democratic process that the political, moral and esthetic preferences of a person or group will conflict occasionally with those of others. A fundamental premise of our free society is that each citizen is privileged to decide those opinions to which he will adhere or which he will recommend to the members of a privately organized group or association. But no private group may usurp the law and impose its own political or moral concepts upon the general public. Freedom cannot be accorded only to selected groups for it is then transmuted into privilege and unwarranted license.

7. Both as citizens and professionals, we will strive by all legitimate means open to us to be relieved of the threat of personal, economic, and legal reprisals resulting from our support and defense of the principles of intellectual freedom. Those who refuse to compromise their ideals in support of intellectual freedom have often suffered dismissals from employment, forced resignations, boycotts of products and establishments, and other invidious forms of punishment. We perceive the admirable, often lonely, refusal to succumb to threats of punitive action as the highest form of true professionalism: dedication to the cause of intellectual freedom and the preservation of vital human and civil liberties. In our various capacities, we will actively resist incursions against the full exercise of our professional responsibility for creating and maintaining an intellectual environment which fosters unrestrained creative endeavor and true freedom of choice and access for all members of the community. We state these propositions with conviction, not as easy generalizations. We advance a noble claim for the value of ideas, freely expressed, as embodied in books and other kinds of communications. We do this in our belief that a free intellectual climate fosters creative endeavors capable of enormous variety, beauty, and usefulness and thus worthy of support and preservation. We recognize that application of these propositions may encourage the dissemination of ideas and forms of expression that will be frightening or abhorrent to some. We believe that what people read, view, and hear is a critically important issue. We recognize, too, that ideas can be dangerous. It may be, however, that they are effectually dangerous only when opposing ideas are suppressed. Freedom, in its many facets, is a precarious course. We espouse it heartily.

Adopted by the ALA Council, June 25, 1971. Endorsed by the Freedom to Read Foundation, Board of Trustees, June 18, 1971.

III. THE FREEDOM TO READ

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label “controversial” views, to distribute lists of “objectionable” books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to avoid the subversion of politics and the corruption of morals. We, as citizens devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read. Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be “protected” against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression. These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference. Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture.

We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend.

We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read.

We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings. The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:

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

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

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

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

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.* No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.* To some, much of modern expression is shocking. But is not

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

5. It is not in the public interest to force a reader to accept with any expression the prejudgment of a label characterizing it or its author as subversive or dangerous. The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large. It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive.

7. It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one. The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all citizens the fullest of their support. We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that

what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

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

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

*A Joint Statement by: American Library Association
Association of American Publishers*

Subsequently Endorsed by:

American Association of University Professors

American Booksellers Foundation for Free Expression

American Society of Journalists and Authors

The American Society of Newspaper Editors

Anti-Defamation League of B'nai B'rith

Association of American University Presses

Center for Democracy & Technology

The Children's Book Council

The Electronic Frontier Foundation

Feminists for Free Expression

Freedom to Read Foundation

International Reading Association

The Media Institute

National Coalition Against Censorship

National PTA

Parents, Families and Friends of Lesbians and Gays

People for the American Way

Student Press Law Center

The Thomas Jefferson Center for the Protection of Free Expression

IV. 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:

- a) 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.
- b) To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
- c) 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.
- d) 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.
- e) 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

V. American Library Association Code of Ethics

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

VI. Catholic Library Association Unofficial Statement of Endorsement

The Catholic Library Association endorses the LIBRARY BILL OF RIGHTS and THE FREEDOM TO READ. CLA does not have any additional statements which add to or offer additional interpretation of any of the ALA statements.

Catholic Library Association

October 2004

VII. Request for Reconsideration of Library Materials

The responsibility for selection and evaluation of library resources rests with the Library Director. Reconsideration procedures have been established to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration, either of items currently in the library or requests for purchase please return the completed form to the Library Director, James J. Kelly Library, St. Gregory's University, 1900 W. MacArthur St., Shawnee, Ok. 74804.

The Request for Reconsideration will be referred to the Library Committee for review and further action.

Name _____

Address _____

Phone _____ Date _____

1. Do you represent self? ____ Organization? ____

Resource on which you are commenting:

____ Book ____ Media ____ Magazine/Journal ____ Newspaper

____ Display ____ Electronic information/network (please specify) _____

Other _____

Title _____

Author/Producer _____

2. Action desired ____ Purchase ____ Removal ____ Other (Explain) _____

3. Have you examined the entire resource? _____

4. What concerns you about the resource? (use other side or additional pages if necessary) _____

5. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

VIII. DEED OF GIFT

Transfer of Ownership

I (we), (donor name and donor spouse name)

_____ of (address) _____

email address _____

Telephone numbers (home) _____ (cell) _____

Hereby irrevocably donate and convey to St. Gregory’s University on behalf of the James J. Kelly Library, all rights, title, and interest that I (we) possess in the materials described on Exhibit A to this Deed of Gift, except as noted in this Deed of Gift.

By signing this Deed, I (we) understand and agree that the location, retention, cataloging, preservation, and disposition of the Donated Materials by the University will be conducted in its discretion, in accordance with Library policy and with applicable law. Common discretionary uses by the University include, but are not limited to, exhibition, display, digitization for preservation and access purposes, and making works available for research and scholarship. I (we) acknowledge that the Library may dispose of any Donated Materials not selected for permanent retention. Retained Donated Materials shall be made accessible for research, subject to the terms and conditions, if any, stated below:

Current copyright ownership and control

To the best of my knowledge, (please select only one of the following statements):

_____ I control **all** copyrights in the Donated Materials (i.e., all works were created by me, or I acquired the copyrights in all Donated Materials.

_____ I control **some** of the copyrights in the Donated Materials (i.e., some of the Donated Materials were created by me, or I acquired the copyrights in some of the Donated Materials, but the Donated Materials also contain works for which other individuals or organizations control the copyrights.)

_____ I control **none** of the copyright(s) in the Donated Materials.

Transfer of copyright ownership:

_____ I irrevocably assign to the University any and all copyrights I control in the Donated Materials.

_____ I retain full ownership of any and all copyrights I currently control in the Donated Materials, but I grant the University any and all copyrights I CONTROL IN THE Donated Materials.

_____ I do not transfer or intend to transfer copyright ownership to the University.

Regardless of my above choice as to transfer of copyright ownership, I acknowledge that some of the discretionary uses incidental to the Donated Materials' inclusion in the collections of the University (including, but not limited to, exhibition, display, research access) may implicate copyrights. To the extent that such activities are not already permitted under statutory copyright exceptions such as fair use, I grant the University an irrevocable non-exclusive royalty-free worldwide perpetual license for all reasonable discretionary uses.

Signature of Donor:

I (we) represent and warrant that I am (we are) the sole owner(s) of the materials described above; that I (we) have the full right, power, and authority to give the materials to the University' and that the information I (we) have provided is accurate. The terms of this Deed of Gift shall apply to all the Donated Materials described on Exhibit A and on any subsequently delivered Exhibit notwithstanding that some materials may be delivered before or after the Deed of Gift.

Signed: (Donor)

_____ Date _____

Signed: (Donor)

_____ Date _____

Acceptance by University:

The James J. Kelly Library hereby accepts this gift on behalf of the University with appreciation and agrees to the conditions stated in this Deed of Gift.

Signature _____

Name _____

Title _____

Date _____

*This form is licensed under the Creative Commons Zero and is Courtesy of the Association of Research Libraries, and adapted from a form developed at the University of Minnesota Libraries.

EXHIBIT A

Description of Donated Materials