I. Policy Purpose

This collection development policy is a statement of principles and guidelines used by the Hinkle Memorial Library in the selection, acquisition, evaluation, and maintenance of library materials.

This policy is a guide and exceptions should be made to admit valuable materials whenever adequately justified by the interests of the library and the college. Further, it is a policy statement, not a manual of procedures, which are properly left to the internal management of library staff.

II. General Statement

The primary objective of collection development activities at the Hinkle Memorial Library is to build and maintain a library collection that supports the Alfred State College undergraduate curriculum. The library directly supports teaching research and service by developing and organizing relevant collections, providing access to information resources regardless of location or format and instructing patrons in the effective use of information resources. This Collection Development policy is for the building and preservation of effective, high-quality collections, and for providing appropriate electronic access to information. Librarians of the Hinkle Memorial Library will select and manage materials in print and other media to meet current and long-term teaching, research and administrative needs of the Alfred State College community.

The main language of the collection is English. Foreign language material will be collected on a limited basis, and this mainly to support the foreign languages taught at the College. In general, the policy will be to not collect duplicate materials. Exceptions will include heavily used materials and gifts that are determined to be useful.
III. Selection Responsibility

Ultimate responsibility for the development and maintenance of library collections rests with the Director of the Library. The Director will assign selection responsibilities to librarians who serve as liaisons to academic departments. In addition, suggestions are strongly encouraged from faculty to support their current and planned courses. Student, staff, and community requests for the acquisition of materials are also welcomed and encouraged.

IV. Formats Collected

A. Monographs
Criteria used for selection of materials: (not in rank order)
Reputation of author/creator

- Significance of subject matter
- Accuracy of information and data
- Literary merit or artistic quality
- Importance to total collection
- Potential or known use to patrons
- Appearance in important bibliographies, lists and review media
- Authoritativeness of publisher or producer
- Readability and clarity
- Scarcity of material on subject
- Physical condition/technical quality
- Representation of various interests and viewpoints
- Availability of material elsewhere in the region
- Appropriateness of format to purpose
- Date of publication
- Price

B. Media

Media materials are evaluated using the same criteria as monographs with the additional requirement of preview before purchase.
Also taken into consideration are:
Suitability of format

- Quality of the production
- College's ability to provide the needed equipment

Media materials are fully cataloged as part of the library collection.
C. Electronic Resources

As more information becomes available through fee-based electronic services and the Internet, the library will strive to provide access to the materials that best match the needs of the students at Alfred State College. The library will continue to receive hard copy journals and reference sources, but it will augment these collections with electronic sources, many of which serve as indices to the hard copy or provide the full text of information online. As funds allow, decisions will be made to purchase electronic resources based on the gaps in the current resources provided, the amount of information included in the packages, and the ease of use. Electronic resources will be selected to match the programs offered at the college and the needs of the greater community. When making electronic purchases, librarians will consider the recommendations of the State University of New York (SUNY), but will also use their own research and experience.

D. Serials

Serials differ from monographs in that a serial subscription is an ongoing financial commitment. In addition, serials prices have historically increased at a rate that far exceeds such standard economic indicators as the Consumer Price Index and great care must be taken to ensure that the Library's ongoing commitment to serials does not consume a disproportionate share of the total acquisitions budget. Therefore, requests for new serial subscriptions must be considered very carefully. Generally, a new serial subscription will not be entered unless another subscription of similar expense can be canceled.

Back runs of serials are purchased only when deemed necessary or as the budget permits.

Some or all of the following criteria are used in evaluating titles for acquisition or cancellation:

- Strength of the existing collection in the title's subject area
- Support of present academic curriculum
- Present use of other serials in this subject area
- Projected future use
- Cost
- Reputation of journal and the publisher
- Inclusion in a reliable indexing source
- Number of recent interlibrary loan requests for this serial
V. Special Collections

A. Archives
The archives collection consists of gifts from the community and materials related to the history and administration of the college. At this time, funds are not expended to supplement the collection.

VI. Gifts
The Hinkle Memorial Library welcomes gifts of books, journals, and items in other formats, as well as gifts of money for the purchase of library materials. Gifts are generally expected to supplement existing collections in support of the College's programs and teaching, or to provide the Library with a core of materials of interest to the college community or to other library patrons. To be accepted, all gifts must fall within guidelines of the Library's collection development policies.

Before accepting any gift, Library staff will carefully review the material in order to determine its suitability for the Library's collections. If a gift is declined, staff will suggest potential alternative institutions or collections.

Once a gift has been accepted, it becomes the property of the Library. Items may be added to the collection or offered to other libraries through the Gifts & Exchange program, or otherwise disposed of. In general, duplicates or items in poor condition are not retained. Donors may not impose restrictions on use of their gifts.

Internal Revenue Service Regulations prohibit the Library from appraising gifts.

VII. Collection Evaluation/Deselection
Deselection, or the removal of materials from the collection, is an integral and ongoing aspect of collection management. Titles are recommended for removal only after adequate investigation of their potential continued value to the collection.

Candidates for withdrawal include:

- Superseded editions
- Materials which cannot be repaired, or for which the cost of preservation exceeds the usefulness of the information contained
- Older titles, in areas where currency of data is important
- Outdated formats

Monitoring and weeding the collection is the responsibility of the librarians.
**Appendix A. Copyright**

The Hinkle Memorial Library complies with all provisions of the U.S. Copyright Law (17 U.S.C.) and its amendments. The library supports the Fair Use section of the Copyright Law (17 U.S.C. §107) which permits and protects citizens' rights to reproduce and make use of copyrighted works for the purposes for teaching, scholarship, and research.

**Appendix B. Library Bill of Rights**

**LIBRARY BILL OF RIGHTS**

The Council of the American Library Association reaffirms its belief in the following basic policies which should govern the services of all libraries:

1. As a responsibility of library service, books and other library materials selected should be chosen for values of interest, information and enlightenment of all the people of the community. In no case should library materials be excluded because of the race or nationality or the social, political, or religious views of the authors.

2. Libraries should provide books and other materials presenting all points of view concerning the problems and issues of our times; no library materials should be proscribed or removed from libraries because of partisan or doctrinal disapproval.

3. Censorship should be challenged by libraries in the maintenance of their responsibility to provide public information and enlightenment.

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

5. The rights of an individual to the use of a library should not be denied or abridged because of his age, race, religion, national origins or social or political views.

6. As an institution of education for democratic living, the library should welcome the use of its meeting rooms for socially useful and cultural activities and discussion of current public questions. Such meeting places should be available on equal terms to all groups in the community regardless of the beliefs and affiliations of their members, provided that the meetings be open to the public.

Adopted June 18, 1948.

Amended February 2, 1961 and June 27, 1967 by the ALA Council.
Appendix C. Freedom to Read

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 books from sale, to censor textbooks, to label "controversial" books, 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 the use of books and as librarians and publishers responsible for disseminating them, wish to assert the public interest in the preservation of the freedom to read.

We are deeply concerned about these attempts at suppression. Most such attempts rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising his 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 to reject it. 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.

We are aware, of course, that books are not alone in being subjected to efforts at suppression. We are aware that these efforts are related to a larger pattern of pressures being brought against education, the press, films, radio, and television. 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 uneasy change and pervading fear. Especially when so many of our apprehensions are directed against an ideology, the expression of a dissident idea becomes a thing feared in itself, and we tend to move against it as against a hostile deed, with suppression.

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 stress.

Return to beginning
Now as always in our history, books are among our greatest instruments of freedom. They are almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. They are the natural medium for the new idea and the untired voice from which come the original contributions to social growth. They are essential to the extended discussion which 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 towards 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 which 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 which 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 contained in the books 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 books 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 determine the
acceptability of a book on the basis of the personal history or political affiliations of
the author.

A book should be judged as a book. 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 men
can flourish which 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 literature 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 taste differs,
and taste cannot be legislated; nor can machinery be devised which 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 book the
prejudgment of a label characterizing the book or author as subversive or dangerous.

The idea 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
each individual must be directed in making up his mind about the ideas he examines.
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 each individual is free to
determine for himself what he wishes 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, bookmen 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 expended on the trivial; it is
frustrated when the reader cannot obtain matter fit for his 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 their freedom and integrity, and the enlargement
of their service to society, requires of all bookmen 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 books. We do so because we believe that they
are good, 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 15, 1953; revised January 28, 1972, by the ALA Council.

**Appendix D. Freedom to View**

The Freedom to View

The freedom to view along with the freedom to speak, 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, we affirm
these principles:

1. It is in the public interest to provide the broadest possible access to films and
other audiovisual materials because they have proven to be among the most
effective means for the communication of ideas. Liberty of circulation is essential to
insure the constitutional guarantee of freedom of expression.
2. It is in the public interest to provide for our audiences, films 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.

3. It is our professional responsibility to resist the constraint of labeling or prejudging a film on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.

4. It is our professional responsibility to contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

Adopted February, 1979, by the Educational Film Library Association, and in June, 1979, by the ALA Council.