COLLECTION DEVELOPMENT POLICY

Chalmer Davee Library
The University of Wisconsin – River Falls
River Falls, WI  54022
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I. INTRODUCTION.

The library has served the River Falls campus community since 1875. Today, the Chalmer Davee Library directly serves the faculty, students, and staff of the University of Wisconsin-River Falls. More generally, the Library serves Western Wisconsin, the St. Croix Valley, and the State of Wisconsin.

The Select Mission of the University of Wisconsin-River Falls, is as follows:

A. The University provides an excellent environment for learning, emphasizing the importance of faculty-student interaction in classroom, laboratories, academic advising, and co-curricular activities.

B. The University offers liberal arts programs and degrees to meet regional needs in the arts, humanities, mathematics, natural and physical sciences, and social and behavioral sciences. The liberal arts also strengthen and broaden programs in the agricultural sciences, teacher education, and business administration.

C. The University offers professional programs and degrees in teacher education with special emphasis in early childhood, elementary, and secondary education.

D. The University offers programs and degrees in the agricultural sciences, agribusiness, and agricultural teacher education.

E. The University offers graduate programs in education, agriculture, and other areas clearly associated with its mission. Development of cooperative graduate instructional programs with appropriate institutions is encouraged.

F. The University expects scholarly activity, including research, scholarship, and creative endeavor, that supports its programs at the associate and baccalaureate level, its selected graduate programs, and its select mission.

G. The University continues to develop interinstitutional relationships in cooperative research, graduate training, and undergraduate programs within the state, region, and world. As a border institution, the University promotes interstate cooperation.

H. The University provides students opportunities to develop an appreciation of the richness and diversity of American culture and is committed to representing this diversity in its staff and student body.

I. The University offers students the opportunity to increase their global awareness and sensitivity to other cultures. It also has a continuing commitment to provide opportunities for students to live, study, and travel abroad and to increase the number and diversity of international students on campus.

J. The University provides public service by using its resources to address problems and concerns throughout the state and region. Special emphasis is placed on cooperative extension, and economic development outreach.

K. The University offers enrichment to the citizens of Western Wisconsin and the St. Croix River Valley by providing artistic, scientific, and other cultural events, programs, and exhibitions.

The primary mission of the Chalmer Davee Library is to acquire, organize, maintain, promote, and make accessible information, regardless of format, that supports the University's curricular and research needs and service activities.
II. COLLECTION DEVELOPMENT RESPONSIBILITY

The broad responsibility for Collection Development and library acquisitions belongs to the Collection Development Librarian under the supervision of the Library Director. The Collection Development Librarian consults with faculty members in developing a library collection that meets the institutional, instructional and research needs of the university. The Library must also consider available funding when approving acquisitions. The materials budget does not allow the library to obtain all requested items. We therefore work with academic departments and programs to set priorities in order to attain materials most essential to the core curriculum. While every faculty member is entitled to participate in the selection process, each academic department or program has a designated liaison who works with the library to facilitate the ordering of materials in that discipline.

Materials budget:
Base departmental allocations are formulated using the total number of UWRF FTE faculty in that field. Departments with graduate programs receive additional funds based on the number of graduate students in their area. A supplementary fund is set aside to address collection deficits. Small grants are given to departments and programs from this fund on a rotating basis. Budgets are allocated in the fall. The library then assigns a deadline by which departments must submit their orders. Departmental monies revert to the library’s general fund after that deadline.

Collection Assessments:
Academic departments and programs may request that the Collection Development Librarian review the collection in their discipline when they undergo an Audit or Review. However, the depth of the collection assessment is subject to the availability of contemporary recommended bibliographies in that subject area, or the ability to afford electronic collection assessment services.

Special Collections:
The Collection Development Librarian is also responsible for the Curriculum Materials Center.

Other library staff members oversee some special collections that are governed by separate collection development policies. These special collections include:

A. Area Research Center/University Archives
B. Government Documents
C. Reference
D. Reserve
E. COEGS Educational Technology Center
F. Special Departmental/Professional Collections that are housed outside the Library
G. Textbook Services
III. GENERAL SELECTION GUIDELINES

The library uses the following guidelines in the selection of library materials. These are not in priority order.

A. The importance of the subject matter to the collection, specifically with respect to the following areas:
   1. Direct curriculum support
   2. Faculty and curriculum development
   3. General curriculum and individual development but may not necessarily be course related
   4. Materials needed to provide a balanced collection but may not always be curriculum related.

B. Timeliness or permanence of the material.
C. Authoritativeness.
D. Accuracy of information.
E. The technical excellence, durability and readability of the format.
F. The author's reputation and significance as a writer.
G. Inclusion of the title in recognized bibliographies.
H. Price.
I. Availability of materials on the subject.
J. Critical reviews of the material.
K. Quality
L. Projected Use
M. Collection Balance

IV. SPECIFIC GUIDELINES.

A. Monographs.

The current collection consists predominantly of monographs requested by academic departments. Monographic formats that require special guidelines:

1. Theses.
   The library collects two copies of those theses written by UW-River Falls students to complete degree requirements. One copy is kept in the Circulating Collection, and one copy is placed in the Area Research Center and Archives.

2. Faculty Publications.
   The Library will attempt to acquire one copy of all monographs published by UW-River Falls faculty members. In general, faculty publications are placed in the Circulating collection. Second copies (received as gifts) are placed in the Area Research Center and Archives.

3. Foreign Language Material.
   Foreign language materials are acquired only to support the language curriculum or as standard foreign language publications acquired for reference purposes. English translations of foreign works are considered using the general selection guidelines.
The library appreciates gifts of books, audiovisual materials, and periodicals. The Library does not accept duplicate gift copies of materials owned. The library retains the right to refuse materials that do not meet the library's selection criteria or have processing costs that exceed their worth. The library maintains unconditional ownership of donations and makes the final decision as to their disposition. The library reserves the right to decide the conditions of display, location and means of access to the gift materials. Items not added to the collection are offered to other libraries, sold at library book sales, or are treated as weeded items. Donors may request that the library return materials the library does not utilize. Delivery of gifts is the responsibility of the donor.

If the donor wishes to use the gift as a tax deduction, he or she is responsible for obtaining an appraisal from an appropriate professional outside the Davee Library. The library provides the donor with a letter acknowledging gifts, but cannot legally estimate their value.

5. Textbooks.
Other than collecting K-12 textbooks for the Curriculum Materials Collection, the library does not collect textbooks. Current textbooks that directly support the curriculum are available through Textbook Services. Occasionally, a textbook may be acquired if it is deemed by the Collection Development Librarian, in consultation with faculty in the field, to be the best available source of information within a given discipline.

6. Rare Books.
Monographs are not acquired for their rarity alone. Those rare books that meet collection criteria are housed in the Archives.

When it is necessary to acquire a book that is out of print, the Acquisitions Department will contact out-of-print dealers. The search is stopped if these sources are unable to obtain the book.

8. Paperbound.
The library purchases Paperbound monographs when:
   1. The hardcover version is not available.
   2. The price of the hardcover edition is prohibitive.
   3. The title is frequently superseded.
   4. The title will have low use or little demand.
B. Curriculum Materials Collection (CMC)

The purpose of the Curriculum Materials Collection is to support the University’s Teacher Education Program. The CMC collection will be sufficient to ensure compliance with the Standards of the Wisconsin Department of Public Instruction. The College of Education and Graduate Studies, and the library, will make every effort to provide a balanced collection based on the needs of students enrolled in the teacher education program, using the guidelines in section III above. Accurate depiction of racial, ethnic and cultural groups and the absence of gender stereotyping are also considered.

The following collections make up the Curriculum Materials Collection:

- Children’s and young adult trade books which includes fiction, nonfiction, picture books, folk, and fairy tales, poetry and plays. This collection will include materials of high quality consistent with the recommendations of the standard reviewing tools, including award-winning books (Newbery, Caldecott, Coretta Scott King Awards, and others)

- Teaching activity materials

- K-12 Textbooks Collection
  This collection is made-up of gifts from publishers, faculty members, area schools, and alumni. Attempts will be made to offer titles from several publishers for each grade level in the major curricular areas, including language arts (English and world languages), social studies, science, mathematics, music, art, and health. Textbooks that are ten years old are withdrawn annually.

C. Serials.

A serial is a publication issued in successive parts, at regular or irregular intervals that are intended to continue indefinitely.

Serials are budgeted separately and are not a part of the monograph budget. In recent years, significant price increases for subscription publications have threatened to absorb an excessive portion of the Library Budget. We therefore limit periodical subscriptions to a certain proportion of the Library Materials Budget. Expenses are monitored and certain limits are established. The limit is adjusted each fiscal year to accommodate the recommendations of teaching faculty and others responsible for collection development. Interlibrary loan requests are examined in order to agree with national copyright laws. Criteria for setting limits are the demand for new periodicals and the assessment of current expenditures, including renewals and cancellations.

Suggestions for new periodicals from teaching faculty are selected together with Library Departmental Liaisons. Recommended additions are considered using the general selection criteria.

Serials holdings are reviewed annually. Faculty participation is solicited.

Serials records are reviewed regularly for claiming purposes.

Certain types of serials require specific guidelines. These are listed below:

1. Periodicals.
   Criteria for selecting new journal titles include the following:
   a. The journal should be indexed in a major professional index or abstracting service.
   b. The index or abstracting source should be subscribed to, or accessed electronically, by the Library.
   c. The journal must be basic to the curricular mission and needs of the university.
   d. The title will contribute to current collection balance in a subject area.
   e. The journal must show consistent use once it is placed in the collection.
   f. The frequency of interlibrary loan requests by U.W.-River Falls patrons.
   g. Funds are available to acquire the title.
   h. When there is well-documented need, the Library will attempt to acquire periodical backfiles.
i. Due to the limitations of the library’s budget when a database contains the full text of a journal and the title is not embargoed, it is our policy not to start new a print subscription. (9/05)

2. Newspapers.
   The library will acquire current newspapers to meet the teaching and general informational needs of the University community. In selecting new subscriptions, the relevance of the newspaper to specific courses, current coverage of major geographical areas, representation of diverse political and social viewpoints, and the general selection guidelines will be considered.

   The basic newspaper collection will include:
   a. The Wall Street Journal (indexed)
   b. The New York Times (indexed)
   c. The Christian Science Monitor
   d. A major Washington D.C. newspaper for national governmental news
   e. Wisconsin's official newspaper
   f. A major newspaper from Madison, WI for state governmental news
   g. A major regional newspaper from Northwestern Wisconsin for regional news
   h. Local papers from the region served by the Area Research Center for local news
3. Guidelines on Changing Periodicals from Print to Electronic Formats

The library uses the following guidelines when Changing Periodicals from Print to Electronic Formats. These are not in priority order.

a. **Stability.** How long has the title been in electronic format; is it updated regularly; is the server site reliable; is the vendor well known and trusted; has the pricing been stable?

b. **Cost of paper backfiles.** If the publication were discontinued in electronic format, would it be necessary to pick the backfiles up in paper, and if so, would the cost to do so be great?

c. **Number of redundancies.** How many separate sources are there for the electronic version; if only one, what will be done if that title is dropped or the vendor folds the program? If more than one source is available, how feasible are the other sources for backup for this title?

d. **Illustrations.** Is the publication profusely illustrated; are illustrations of great importance to the publication; does the electronic version contain all illustrations and are they of comparable quality to the print version; is the pdf or comparable format available for the publication?

e. **Length of articles.** Are the articles relatively long and therefore difficult for users to read online?

f. **Subject area.** Will the aesthetics and culture of the primary readers of the publication be best served by the print format?

g. **Browsing.** Do users frequently browse the print publication? Is the title read cover-to-cover for academic or recreational reasons?

h. **Indexing access.** Do users usually identify articles in this periodical through a periodical index that includes its full-text? If so, how often do they retrieve the print version rather than read/print the electronic version?

i. **Lower use.** If the publication is a low-use title, would an electronic subscription provide valuable shelf space for new or more highly used titles?

j. **Immediacy of availability.** Is the online version available earlier, at the same time, or significantly later than the print version; if it is later, would this be of importance to library users?

k. **Completeness.** Is the content of the print & electronic versions identical; if material is omitted from the electronic version, is this important to library users?

l. **Primary use.** Faculty/student differences in research methods. For example, do students usually identify articles in this periodical through a periodical index that includes the full-text? Do faculty members usually identify articles by browsing recent issues or by following up on citations found elsewhere?

m. **Off-campus access.** Is the title available for off-campus users? Would restricted use on campus still warrant the electronic subscription?

n. **Contractual stipulations.** The electronic version must have IP address recognition. Are the number of users limited? Is interlibrary loan allowed? Etc.

4. **Standing Orders.**
The Library maintains a strictly limited number of standing orders for regularly recurring editions of important monographic series and reference materials. Library Collection Department Liaisons make recommendations for such standing orders to the Collection Development Librarian for items housed in the Circulating Collection, or to the Reference Department for items housed in the Reference collection.
The addition of new subscriptions is contingent on available funding and requires final approval from the Library Director. Standing order subscriptions are re-evaluated annually. General Library funding subsidizes these subscriptions and they are not paid for from funds set aside for academic departments.

[For additional information – See the library’s Serials Policy]

D. Other Formats.

1. Computer Software.
The Library will acquire curriculum-specific software suggested by UWRF academic departments that fit the Library’s mission and general Collection Development Policy guidelines. Software purchased with Library funds will be placed in the Library’s circulating collection. Software purchases must be approved by the appropriate departmental liaison and will be purchased from the fund account set aside for that specific academic department. In addition, software must run on currently available UWRF computers.

The Library does not purchase software that will not be housed in the Library. The Library will not pay for preview charges. The Library will not purchase items such as word processing, spreadsheet, statistical and graphics software packages for the personal use of patrons or those that duplicate programs available in UWRF instructional technology centers.

2. Videorecordings.
The Library does not purchase audiovisual items that will not be housed in the Library. The Library will not pay for preview charges. Besides the general collection guidelines, special consideration will be given to the following factors before a purchase decision is made:
   a. Technical quality and format.
   b. Timeliness of the information.
   c. Level and quality of treatment.
   d. Aesthetic appeal.
   e. Anticipated use levels.
   f. Anticipated life expectancy of the item; both in content and physical life.
   g. Cost.
   h. Lease availability.

Maps and atlases are acquired using the General Selection Guidelines outlined in Section III above.

4. Microformats.
Microform is a generic term for any information storage medium containing images too small to read with the unaided eye. Some reasons for selecting materials on microform are:
   a. To save storage space.
   b. To reduce theft and mutilation.
   c. To provide research materials that would otherwise be unavailable.
   d. To increase availability of materials which otherwise might be in repair or at the bindery.
   e. To reduce long-range costs.

Types of materials suitable for selection in microform are:
   a. Materials available only in microform, e.g., back issues of newspapers, dissertations, out-of-print books, and journals.
   b. Materials that receive very heavy use in hard copy
   c. Subscriptions that provide more extensive coverage at less cost
   d. Materials that require massive storage space.
   e. Materials currently available in hard copy but are subject to theft and mutilation.
   f. Scholarly journals that may be used infrequently but have a high reference value.
   g. All new purchased backfiles. (Paper copies are frequently unavailable or expensive.)
   h. Duplicate copies of all news weeklies or heavily used titles.
i. Periodicals that present special problems in binding and handling, due to size or other format peculiarities.

j. Periodicals that lack special qualities of color, format, or printing.

k. Materials where high cost would prohibit purchase in paper form.

Standards:
Microfilm should be purchased in 35mm only. Microfiche should not be larger than 4 x 6 inches nor of a higher reduction rate than 48x, with the 24x the preferred reduction rate.

5. Music Scores.
Music scores are acquired as requested according to regular selection guidelines. They are cataloged and placed in the Circulating Collection. Scores that lack a binding are placed in folders.

6. Electronic or Internet Resources
Definitions: Electronic resources include such items as bibliographic indexes, abstracts, databases, data files, and full-text multimedia resources that are produced on computer disc or are accessed via the Internet.

Selection Criteria - All existing criteria for selecting print materials apply to the selection of electronic or Internet resources, as well as the following:

1. Retrieval software must be included with the package
2. The source should offer greater educational benefits than the comparable printed product.
3. Correct equipment must be available to make it publicly accessible.

Tiers of Access
When an electronic product is considered, it is assigned one of the following tiers of access:

a. Internet Accessible, High Demand--available on a campus-wide area network with the capability of allowing many simultaneous users
b. Internet Accessible, Mid-level Demand--available on a campus-wide area network with a limited number of simultaneous users
c. Internet Accessible, Low Demand--available on a campus-wide area network with restricted access
d. LAN Accessible --available on a LAN in library with a license for more than one or more simultaneous users

The following criteria determine the appropriate level of access for electronic resources:

a. Is the material accessible using existing technology currently available in the library? If not, are funds available to purchase adequate equipment?
b. Are the licensing costs affordable?
c. The degree of relevance to the University curriculum.

7. Other Media.
Other media formats not specifically mentioned above will be evaluated for purchase according to the General Selection Guidelines outlined in Section III above.

8. Materials for the disabled.
A magnifier for the visually handicapped is available in the Reference Department. Staff members also refer students to appropriate campus agencies, e.g. Disability Services in the UWRF Academic Success Center, or the Communicative Disorders Department for the campus TTY. Materials for persons with visual disabilities are also borrowed from the Wisconsin Library for the Blind. Requests for specific titles or materials are accepted. In accordance with the Americans with Disabilities Act, every effort will be made to attain these items. [For additional information on services, see the Disability Services Policy of the library.]

V. COLLECTION DEPTH
The library's collection may be separated into several distinct parts; the general circulating collection, the Reference collection, the Curriculum Materials Collection, the Area Research Center and Archives, Government Documents, Recordings, Serials, Textbooks, Reserve, and Electronic and Internet Resources. The basic collection will be made up of the following sources that pertain to the curriculum:

1. Required, non-textbook reading for courses.
2. Supplementary and ancillary reading for courses.
3. A basic reference collection.
4. A good-sized collection of current periodicals and their back files.
5. An adequate collection of media.
6. Curriculum materials for student teachers
7. Access to affordable Electronic and Internet Resources

The following categories have been used in deciding the appropriate level of collection development:

VI. SUBJECT GUIDELINES

CONSPECTUS LEVELS; CODES, LABELS AND DEFINITIONS

The following section includes the major classes of knowledge as detailed in the Library of Congress Classification System.

<table>
<thead>
<tr>
<th>Code</th>
<th>Label</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>OUT OF SCOPE</td>
<td>The library does not collect in this subject</td>
</tr>
<tr>
<td>1a</td>
<td>MINIMAL LEVEL/UNEVEN COVERAGE</td>
<td>Few selections are made, and there is unsystematic representation of subject.</td>
</tr>
<tr>
<td>1b</td>
<td>MINIMAL LEVEL/EVEN COVERAGE</td>
<td>Few selections are made, but basic authors, some core works, or a spectrum of ideological views are represented</td>
</tr>
<tr>
<td>2</td>
<td>BASIC INFORMATION LEVEL</td>
<td>A selective collection of materials that serves to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopedias, access to appropriate bibliographic databases, selected editions of important works, historical surveys, bibliographies, handbooks, and a few major periodicals. The collection is frequently and systematically reviewed for currency of information.</td>
</tr>
<tr>
<td>2a</td>
<td>BASIC INFORMATION LEVEL, INTRODUCTORY</td>
<td>The emphasis at this level is on providing resources that introduce and define a subject. A collection at this level includes basic reference tools and explanatory works, such as textbooks; historical descriptions of the subject's development; general works devoted to major topics and figures in the field; and selective major periodicals. <strong>The introductory level about a subject for students enrolled in introductory courses.</strong></td>
</tr>
<tr>
<td>2b</td>
<td>BASIC INFORMATION LEVEL, ADVANCED</td>
<td>At the advanced level, basic information about a subject is provided on a wider range of topics and with more depth. There is a broader selection of basic explanatory works, historical descriptions, reference tools, and periodicals that serve to introduce and define a subject. <strong>An advanced basic information level is sufficient to support students in basic courses as well as supporting the basic information needs of patrons in public and special libraries.</strong></td>
</tr>
<tr>
<td>3</td>
<td>STUDY OR INSTRUCTIONAL SUPPORT LEVEL</td>
<td>A collection that is adequate to impart and maintain knowledge about a subject in a systematic way but at a level of less than research intensity. The collection includes a wide range of basic works in appropriate formats, a significant number of classic retrospective materials, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, access to appropriate machine-readable data files, and the reference tools and fundamental bibliographical apparatus pertaining to the subject. <strong>At the study of instructional support level, a collection is adequate to support independent study and most learning needs of the clientele of public and special libraries, as well as undergraduate and some graduate instruction. The collection is systematically reviewed for currency of information and to assure that essential and significant information is retained.</strong></td>
</tr>
<tr>
<td>3a</td>
<td>STUDY OF INSTRUCTIONAL SUPPORT LEVEL, INTRODUCTORY</td>
<td>This subdivision of a level 3 collection provides resources adequate for imparting and maintaining knowledge about the basic or primary topics of a subject area. The collection includes a broad range of basic works in appropriate formats, classic retrospective materials, all key journals on primary topics, selected journals and seminal works on secondary topics, access to appropriate machine-readable data files, and the reference tools and fundamental bibliographical apparatus pertaining to the subject. <strong>This subdivision of level 3 supports undergraduate courses, including advanced undergraduate courses, as well as most independent study needs of the clientele of public and special libraries. It is not adequate to support master's degree programs.</strong></td>
</tr>
<tr>
<td>3b</td>
<td>STUDY OF INSTRUCTIONAL LEVEL, ADVANCED</td>
<td>The advanced subdivision of level 3 provides resources adequate for imparting and maintaining knowledge about the primary and secondary topics of a subject area. The collection includes a significant number of seminal works and journals on the primary and secondary topics in the field; a significant number of retrospective materials; a substantial collection of works by secondary figures; works that provide more in-depth discussions of research, techniques, and evaluation; access to appropriate machine-readable data files; and reference tools and fundamental bibliographic apparatus pertaining to the subject. <strong>This level supports all courses of undergraduate study and master's degree programs as well as the more advanced independent study needs of the patrons of public and special libraries.</strong></td>
</tr>
</tbody>
</table>
** RESEARCH LEVEL **
A collection that includes the major published source materials required for dissertation and independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It is intended to include all important reference works and a wide selection of specialized monographs in the field. Pertinent foreign language materials are included. Older material is usually retained for historical research and actively preserved. **A collection at this level supports doctoral and other original research.**

** COMPREHENSIVE LEVEL **
A collection in which the library endeavors, so far as it is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms), in all applicable languages, for a necessarily defined and limited field. **This level of collection intensity is one that maintains a "special collection"; the aim, if not the achievement, is exhaustiveness.** Older material is retained for historical research with active preservation efforts.

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** According to the above stated levels of collection development, the library will severely limit the purchase of materials solely for the research of individual faculty and staff members if this research cannot be adequately provided through level 3b. Although attempts will be made to provide on-the-premises research materials for as many faculty as possible it must be realized that it has become impossible for all but the most inclusive large libraries to support faculty research from their resources alone. Faculty and staff members who are engaged in scholarly research that falls outside the bounds of the university's mission and curriculum must use interlibrary loan services.

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** VI. SUBJECT GUIDELINES **

The following section includes the major classes and subclasses of knowledge as detailed in the Library of Congress Classification System. **Starred sections indicate subject areas that correspond to UWRF’s accredited programs.**

<table>
<thead>
<tr>
<th>Academic Departments/Programs</th>
<th>Library of Congress Classification</th>
<th>Collection Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting*</td>
<td>H, K</td>
<td>3a</td>
</tr>
<tr>
<td>Field</td>
<td>Code</td>
<td>Semester</td>
</tr>
<tr>
<td>-------------------------------------------</td>
<td>------</td>
<td>----------</td>
</tr>
<tr>
<td>Agricultural Economics</td>
<td>H, S</td>
<td>3b</td>
</tr>
<tr>
<td>Agricultural Education</td>
<td>L, S</td>
<td>3b</td>
</tr>
<tr>
<td>Agricultural Engineering Technology</td>
<td>S, T</td>
<td>3a</td>
</tr>
<tr>
<td>Agronomy</td>
<td>Q, S</td>
<td>3a</td>
</tr>
<tr>
<td>American Literature</td>
<td>P</td>
<td>3b</td>
</tr>
<tr>
<td>Animal Science</td>
<td>Q</td>
<td>3b</td>
</tr>
<tr>
<td>Art</td>
<td>N, T</td>
<td>3a</td>
</tr>
<tr>
<td>Biology</td>
<td>Q</td>
<td>3a</td>
</tr>
<tr>
<td>Biotechnology</td>
<td>Q, T</td>
<td>3a</td>
</tr>
<tr>
<td>Broad Area Agriculture</td>
<td>S</td>
<td>3</td>
</tr>
<tr>
<td>Business Administration*</td>
<td>H, K</td>
<td>3a</td>
</tr>
<tr>
<td>Chemistry*</td>
<td>Q, T</td>
<td>3a</td>
</tr>
<tr>
<td>Communications</td>
<td>P</td>
<td>3a</td>
</tr>
<tr>
<td>Communicative Disorders*</td>
<td>H, R</td>
<td>3b</td>
</tr>
<tr>
<td>Computer Systems</td>
<td>Q, T</td>
<td>3b</td>
</tr>
<tr>
<td>Counseling</td>
<td>H, R</td>
<td>3b</td>
</tr>
<tr>
<td>Dance</td>
<td>G</td>
<td>3a</td>
</tr>
<tr>
<td>Economics</td>
<td>H</td>
<td>3b</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>P</td>
<td>2a</td>
</tr>
<tr>
<td>English Literature</td>
<td>P</td>
<td>3b</td>
</tr>
<tr>
<td>Environmental Studies</td>
<td>Q</td>
<td>3a</td>
</tr>
<tr>
<td>Equestrian Science</td>
<td>Q</td>
<td>3a</td>
</tr>
<tr>
<td>Ethnic Studies</td>
<td>D, E-F</td>
<td>3a</td>
</tr>
<tr>
<td>Fine Arts</td>
<td>N</td>
<td>3a</td>
</tr>
<tr>
<td>Food Science*</td>
<td>Q</td>
<td>3b</td>
</tr>
<tr>
<td>French</td>
<td>P</td>
<td>3a</td>
</tr>
<tr>
<td>General Works</td>
<td>A</td>
<td>1b</td>
</tr>
<tr>
<td>Geography</td>
<td>D, G</td>
<td>3a</td>
</tr>
<tr>
<td>German</td>
<td>P</td>
<td>3a</td>
</tr>
<tr>
<td>Health</td>
<td>G, R</td>
<td>3a</td>
</tr>
<tr>
<td>History</td>
<td>C, D, E-F</td>
<td>3b</td>
</tr>
<tr>
<td>Subject</td>
<td>Call Numbers</td>
<td>Division</td>
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<td>----------------------------------------------</td>
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</tr>
<tr>
<td>Hmong Americans</td>
<td>E, H</td>
<td>3a</td>
</tr>
<tr>
<td>Horticulture</td>
<td>Q, S</td>
<td>3a</td>
</tr>
<tr>
<td>International Studies</td>
<td>D, H, J, U</td>
<td>2b</td>
</tr>
<tr>
<td>Journalism*</td>
<td>P</td>
<td>3a</td>
</tr>
<tr>
<td>Juvenile Literature</td>
<td>A-Z</td>
<td>3</td>
</tr>
<tr>
<td>Law</td>
<td>K</td>
<td>2b</td>
</tr>
<tr>
<td>Library Science</td>
<td>Z</td>
<td>3</td>
</tr>
<tr>
<td>Marketing</td>
<td>H,K</td>
<td>3</td>
</tr>
<tr>
<td>Management*</td>
<td>H,K</td>
<td>3b</td>
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<tr>
<td>Mathematics</td>
<td>Q, T</td>
<td>3b</td>
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<tr>
<td>Medicine</td>
<td>R</td>
<td>3</td>
</tr>
<tr>
<td>Military Science</td>
<td>U</td>
<td>1a</td>
</tr>
<tr>
<td>Modern Languages (other than French, German &amp; Spanish)</td>
<td>P</td>
<td>3</td>
</tr>
<tr>
<td>Music*</td>
<td>M</td>
<td>3a</td>
</tr>
<tr>
<td>Naval Science</td>
<td>V</td>
<td>1a</td>
</tr>
<tr>
<td>Philosophy</td>
<td>B</td>
<td>2b</td>
</tr>
<tr>
<td>Physical Education</td>
<td>G, R</td>
<td>3a</td>
</tr>
<tr>
<td>Physics</td>
<td>Q, T</td>
<td>3a</td>
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<tr>
<td>Plant &amp; Earth Science</td>
<td>Q, S</td>
<td>3a</td>
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<tr>
<td>Political Science</td>
<td>D, H, J, U</td>
<td>3a</td>
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<tr>
<td>Psychology</td>
<td>B, H</td>
<td>3a</td>
</tr>
<tr>
<td>Reading (Elementary Education)*</td>
<td>L</td>
<td>3b</td>
</tr>
<tr>
<td>Religion</td>
<td>B</td>
<td>2b</td>
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<tr>
<td>School Psychology</td>
<td>H, R</td>
<td>3b</td>
</tr>
<tr>
<td>Social Work*</td>
<td>H</td>
<td>3a</td>
</tr>
<tr>
<td>Sociology</td>
<td>H</td>
<td>3a</td>
</tr>
<tr>
<td>Spanish</td>
<td>P</td>
<td>3a</td>
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<tr>
<td>Speech</td>
<td>P</td>
<td>3a</td>
</tr>
<tr>
<td>Teacher Education*</td>
<td>L</td>
<td>3b</td>
</tr>
<tr>
<td>Theatre</td>
<td>P</td>
<td>3a</td>
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<tr>
<td>Weaving</td>
<td>N</td>
<td>3a</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>H</td>
<td>3a</td>
</tr>
</tbody>
</table>
VII. SELECTION OF VENDORS

The selection of jobbers, publishers, approval plans, vendors, etc., will be left to library personnel in compliance with any special Book Bid processes contracted by the University of Wisconsin System. Emphasis will be on speed, accuracy, special services, and discount.

VIII. COLLECTION MAINTENANCE.

A. Weeding.
Collection review is done on a rotating basis. Weeding is an integral part of the process. If the condition of an item suggests removal but the content cannot be replaced, consideration is given to rebinding and repair. Some materials may also be retained for their historic significance regardless of condition.

Criteria for removal from the collection will include the following factors:
1. Age.
2. Duplication (e.g. multiple copies are no longer needed)
3. Condition.
4. Use (past circulation record).
5. Authoritativeness
6. Titles of little curricular value.
7. Titles where information has been superseded or presented in newer, more comprehensive or more accessible formats.

Those materials removed may be offered to other Wisconsin academic libraries or for sale at a library book sale. The library will dispose of materials not sold at book sales.

B. Duplicates.
The library does not purchase duplicate copies of a title except in the following situations:
1. Reference titles that are needed for more than one location providing the first copy is in high use and its location represents a problem in terms of its access or its availability.
2. Multiple demand and heavy continuous use of individual titles as evidenced by circulation or mending statistics and verifiable patron requests.
3. The Library does not accept duplicate gift copies of materials owned (see Gifts Policy).

IX. INTERLIBRARY COOPERATION

The Library recognizes that the needs of its users may exceed the resources available to meet those demands. This discrepancy is particularly apparent in areas that do not correspond to the curricular offerings of UW-River Falls. In order to satisfy many of these special needs, the Library participates in cooperative arrangements with other libraries. Specialized research materials are requested through regular interlibrary loan channels.
X. COOPERATIVE COLLECTION DEVELOPMENT FOR DISTRIBUTIVE LEARNING

The University of Wisconsin System finds it most cost effective and better supports the Wisconsin Idea when all UW campuses participate in the state wide consortial purchase of shared electronic resources. The Council of University of Wisconsin Libraries is currently considering the attached “Proposed Guidelines for Shared Electronic Collections”. It will become an official part of our Collection Development Policy when it is adopted.

University of Wisconsin System Libraries
Proposed Guidelines for Shared Electronic Collections
Approved by CUWL in 1999

The purpose of this document is to assist the CUWL CDC (Council of University of Wisconsin Libraries Collection Development Committee) in developing a shared electronic collection for UW System libraries using central funding. This collection of electronic information resources is meant to help support the basic research needs and common curricula of UW campuses and to serve the needs of distributive learning. It is a collection that is used actively for undergraduate and graduate instruction across UW System and is a primary resource within a particular field of instruction or research. Selection of the resources is based on the rationale, principles and criteria listed below.

RATIONALE:
1. To provide students, faculty and staff with barrier-free and timely access to a truly great public university library collection and to a growing global network of electronic information resources as stated in the vision of 1997 UW-System Libraries Strategic Plan.
2. To enhance cost efficient access to electronic information resources required to support teaching, learning, and research in the UW System.
3. To provide additional leverage in system-wide contractual negotiations with vendors of shared resources.
4. To streamline the campus-level decision-making process for contractual renewal of shared resources.
5. To facilitate the development of Distance Learning programs by providing access to basic electronic information resources system-wide.
6. To increase the uniformity of interfaces used by UW System students and faculty.

STATEMENT OF PRINCIPLES:
1. To identify and provide certain basic, electronic titles to which all UW System libraries should have equitable and convenient access.
2. To provide ready access to information for students enrolled in distance learning courses offered by the UW System.
3. To facilitate the cost-effective acquisition and distribution of intellectual resources which lend themselves to shared access.
4. To include bibliographic, full-text (and/or image, numerical data etc.) resources.
5. To support innovative ideas.

SELECTION CRITERIA:
Primary Criterion:
It should meet general information needs as well as the specific needs of common programs at the study level (as defined in: American Library Association. Collection Development Committee. Guidelines for Collection Development. Chicago, ALA:1979).
In order to qualify for central funding, the selected title needs to have support from the majority of UW libraries, i.e., 8 votes. (Each UW System campus has one vote, and UW Colleges constitutes one vote).

Additional Criteria to consider:

- appropriate retrospective and/or current coverage
- spread of disciplinary coverage among selected titles
- duplication of content with other products
- basic and advanced search capabilities
- economies of scale reflected in price
- local and remote accessibility
- minimal support required of library staff
- compatibility with current telecommunications and campus technological infrastructure
- adequate documentation, training and bibliographic services provided by vendor
- stability of the product
- flexibility and responsiveness of the vendor
- high benefit but low cost threshold
- availability of usage statistics

DESELECTION:
Evaluation for deselection will be based on the level of use, major changes in the product or pricing, in addition to the same rationale, principles, and criteria as selection.

CUWL
1999

XI. REVIEW OF POLICY

Just as academic institutions, libraries, information sources and collections are continually changing, so too must this document. It will be completely reviewed every three years.

XII. APPENDICES

The University of Wisconsin-River Falls, Chalmer Davee Library supports the following documents as published by the American Library Association. These policies serve as guidelines in the general administration of the library collection and services.
APPENDIX A - LIBRARY BILL OF RIGHTS

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

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

APPENDIX B - DIVERSITY IN COLLECTION DEVELOPMENT; AN INTERPRETATION OF THE LIBRARY BILL OF RIGHTS

Throughout history, censors' aims have varied from generation to generation. Books and other materials have not been selected or have been removed from library collections for prejudicial language and ideas, political content, economic theory, social philosophy, religious beliefs, sexual expression, and other topics of a potentially controversial nature.

Some examples of censorship may include removing or not selecting materials because they are considered by some as racist or sexist; not purchasing conservative religious materials; not selecting materials about or by minorities because it is through these groups or interests are not represented in the community; or not providing information on or materials from nonmainstream political entities.

Librarians may seek to increase user awareness of materials on various social concerns by many means, including, but not limited to, issuing bibliographies and presenting exhibits and programs.

Librarians have a professional responsibility to be inclusive, not exclusive, in collection development and in the provision of interlibrary loan. Access to all materials legally obtainable should be assured to the user, and policies should not unjustly exclude materials even if they are offensive to the librarian or the user. Collection development should reflect the philosophy inherent in article 2 of the Library Bill of Rights: "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." A balanced collection reflects a diversity of materials in the languages in common use in the community which the library serves. Collection development and the selection of materials should be done according to professional standards and established selection and review procedures.

There are many complex facets to any issue, and variations of context in which issues may be expressed, discussed, or interpreted. Librarians have a professional responsibility to be fair, just, and equitable and to give all library users equal protection in guarding against violation of the library patron's right to read, view or listen to materials and resources protected by the First Amendment, no matter what the viewpoint of the author, creator, or selector. Librarians have an obligation to protect library collections from removal of materials based on personal bias or prejudice, and to select and support the access to materials on all subjects that meet, as closely as possible, the needs and interests of all persons in the community which the library serves. This includes materials that reflect political, economic, religious, social, minority, and sexual issues.

Intellectual freedom, the essence of equitable library services, provides for free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored. Toleration is meaningless without tolerance for what some may consider detestable. Librarians cannot justly permit their own preferences to limit their degree of tolerance in collection development, because freedom is indivisible.

APPENDIX C - STATEMENT ON LABELING; AN INTERPRETATION OF THE LIBERTY BILL OF RIGHTS

Labeling is the practice of describing or designating materials by affixing a prejudicial label to them and/or segregating them on a prejudicial system. The American Library Association opposes this as a means of predisposing people's attitudes towards library materials for the following reasons:

1. Labeling is an attempt to prejudice attitudes and as such, it is a censor's tool.

2. Some find it easy and even proper, according to their ethics, to establish criteria for judging publications as objectionable. However, injustice and ignorance rather than justice and enlightenment result from such practices, and the American Library Association opposes the establishment of such criteria.

3. Libraries do not advocate the ideas found in their collections. The presence of books and other resources in a library does not indicate endorsement of their contents by the library.

A variety of private organizations promulgate rating systems and/or review materials as a means of advising either their members or the general public concerning their opinions of the contents and suitability or appropriate age for use of certain books, films, recordings, or other materials. For the library to adopt or enforce any of these private systems, to attach such ratings to library materials, to include them in bibliographic records, library catalogs, or other finding aids, or otherwise to endorse them would violate the Library Bill of Rights.

While some attempts have been made to adopt these systems into law, the constitutionality of such measures is extremely questionable. If such legislation is passed which applies within a library's jurisdiction, the library should seek competent legal advice concerning its applicability to library operations.

Publishers, industry groups, and distributors sometimes add ratings to material or include them as part of their packaging. Librarians should not endorse such practices. However, removing or obliterating such ratings—if placed there by or with permission of the copyright holder—could constitute expurgation, which is also unacceptable.

The American Library Association opposes efforts which aim at closing any path to knowledge. This statement does not however, exclude the adoption of organizational schemes designed as directional aids or to facilitate access to materials.
APPENDIX D - CHALLENGED MATERIALS; AN INTERPRETATION OF THE LIBRARY BILL OF RIGHTS

The American Library Association declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined materials selection policy in written form which reflects the Library Bill of Rights, and which is approved by the appropriate governing authority.

Challenged materials which meet the materials selection policy of the library should not be removed under any legal or extralegal pressure. The Library Bill of Rights states in Article 1 that "Materials should not be excluded because of the origin, background, or views of those contributing to their creation," and in Article 2, that "Materials should not be proscribed or removed because of partisan or doctrinal disapproval." Freedom of expression is protected by the Constitution of the United States, but constitutionally protected expression is often separated from unprotected expression only by a dim and uncertain line. The Constitution requires a procedure designed to focus searchingly on challenged expression before it can be suppressed. An adversary hearing is a part of this procedure.

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

(Adopted June 25, 1971; Amended July 1, 1981; June 26, 1990 by the ALA Council.)
APPENDIX E - REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

The Chalmer Davee Library follows the principles of Intellectual Freedom endorsed by the American Library Association which are included in the appendices of the Collection Development Policy of the Library.

Library users may request that individual library holdings be reconsidered by filling out a "Statement of Concern About Library Resources" form which is kept in the Director's Office, the Collection Development Office, or at the Reference Desk. Filing this form with the Collection Development Librarian will initiate the following process:

I. Reconsideration Process
   A. The Collection Development Librarian alerts the Library Director.
   B. The Collection Development Librarian will appoint and serve as a member of a Review Committee which has a minimum of three members.
   C. The Collection Development Librarian will respond to the requestor in a timely manner as to the Committee's decision.

II. Appeal Process

If the requestor is dissatisfied with the Committee's decision, an appeal may be filed in the form of a letter to the Library Director. The Library Director will then appoint a new Review Committee with campus-wide representation. This committee would then respond to the appeal.
APPENDIX F - STATEMENT OF CONCERN ABOUT LIBRARY RESOURCES

The Library Director and the Director's Advisory Council have authorized use of this form. Please return completed form to the Collection Development Librarian.

Name________________________________________________________

Date_________________________ Phone____________________________

Address_______________________________________________________________________

City__________________________ State______________ Zip____________

1. Resource on which you are commenting:

___Book  ___Nonprint Resource  ___Other Library Resources

___Periodical  ___Content of Library Program

___Newspaper  ___Resources listed on Library Web Page

Title_______________________________________________________________________

Author/Producer____________________________________________________________

1. What brought this title to your attention?

1. Please comment on the resource as a whole as well as being specific on those matters which concern you. (Use other side if needed). Comment:

1. What resource(s) do you suggest to provide additional information on this topic?

(Adapted from a form published by the ALA Intellectual Freedom Committee, January 12, 1983)
INTRODUCTION

The world is in the midst of an electronic communications revolution. Based on its constitutional, ethical, and historical heritage, American librarianship is uniquely positioned to address the broad range of information issues being raised in this revolution. In particular, librarians address intellectual freedom from a strong ethical base and an abiding commitment to the preservation of the individual's rights.

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedom of speech and the corollary right to receive information. These rights extend to minors as well as adults. Libraries and librarians exist to facilitate the exercise of these rights by selecting, producing, providing access to, identifying, retrieving, organizing, providing instruction in the use of, and preserving recorded expression regardless of format or technology.

The American Library Association expresses these basic principles of librarianship in its CODE OF ETHICS and in the LIBRARY BILL OF RIGHTS and its Interpretations. These serve to guide librarians and library governing bodies in addressing issues of intellectual freedom that arise when the library provides access to electronic information, services, and networks.

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

Electronic information flows across boundaries and barriers despite attempts by individuals, governments, and private entities to channel or control it. Even so, many people, for reasons of technology, infrastructure, or socio-economic status, do not have access to electronic information.

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

THE RIGHTS OF USERS

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

User policies should be developed according to the policies and guidelines established by the American Library Association, including GUIDELINES FOR THE DEVELOPMENT AND IMPLEMENTATION OF POLICIES, REGULATIONS AND PROCEDURES AFFECTING ACCESS TO LIBRARY MATERIALS, SERVICES AND FACILITIES.

Users should not be restricted or denied access for expressing or receiving constitutionally protected speech. Users' access should not be changed without due process, including, but not limited to, formal notice and a means of appeal.

Although electronic systems may include distinct property rights and security concerns, such elements may not be employed as a subterfuge to deny users' access to information. Users have the right to be free of unreasonable limitations or conditions set by libraries, librarians, system administrators, vendors, network service providers, or others. Contracts, agreements, and licenses entered into by libraries on behalf of their users should not violate this right. Users also have a right to information, training and assistance necessary to operate the hardware and software provided by the library.
Users have both the right of confidentiality and the right of privacy. The library should uphold these rights by policy, procedure, and practice. Users should be advised, however, that because of security is technically difficult to achieve, electronic transactions and files could become public.

The rights of students who are minors shall in no way be abridged.

EQUITY OF ACCESS

Electronic information, services, and networks provided directly or indirectly by the library should be equally, readily and equitably accessible to all library users. American Library Association policies oppose the charging of user fees for the provision of information services by all libraries and information services that receive their major support from public funds (50.3; 53.1.14; 60.1; 61.1). It should be the goal of all libraries to develop policies concerning access to electronic resources in light of ECONOMIC BARRIERS TO INFORMATION ACCESS: AN INTERPRETATION OF THE LIBRARY BILL OF RIGHTS and GUIDELINES FOR THE DEVELOPMENT AND IMPLEMENTATION OF POLICIES, REGULATIONS AND PROCEDURES AFFECTING ACCESS TO LIBRARY MATERIALS, SERVICES AND FACILITIES.

INFORMATION RESOURCES AND ACCESS

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

Libraries and librarians should not deny or limit access to information available via electronic resources because of its allegedly controversial content or because of the librarian's personal beliefs or fear of confrontation. Information retrieved or utilized electronically should be considered constitutionally protected unless determined otherwise by a court with appropriate jurisdiction.

Libraries, acting within their mission and objectives, must support access to information on all subjects that serve the needs of interests of each user, regardless of the user's age or the content of the material. Libraries have an obligation to provide access to government information available in electronic format. Libraries and librarians should not deny access to information solely on the grounds that it is perceived to lack value.

In order to prevent the loss of information, and to preserve the cultural record, libraries may need to expand their selection or collection development policies to ensure preservation, in appropriate formats, of information obtained electronically.

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

(Adopted by the American Library Association Council, January 24, 1996)