



Library Bibliographic Instruction (BI) REQUEST FORM

Faulty Name: _____ Phone _____

Requested date and time of tour: _____

Class (i.e. ENG015): _____

BI-OPTIONS (Place a checkmark next to the options you would like us to tell your class about)

- How to look for books
- How to use the library databases and access them remotely
- How to use the Reader's Guide to Periodical Literature
- Two-part worksheet (books and databases)
- Three-part worksheet (books, Reader's Guide, databases)
- Blackboard access
- On-campus student e-mail access
- If available, would you like additional time to be with your students in the library classroom? (Instructor must stay in classroom and not leave any student alone in room). How much additional time will you need? _____ (Example, 30 additional minutes.)
- Specialized tour (i.e., Nursing, etc.) _____
- My students already have an assignment on _____ which I would like you to focus on.
- Other _____

PAMPHLETS (Place a checkmark in the box in front of the pamphlet title)

- | | |
|--|--|
| <input type="checkbox"/> APA Citation Format | <input type="checkbox"/> How to Write an Essay |
| <input type="checkbox"/> Art History Resources | <input type="checkbox"/> MLA Citation Format |
| <input type="checkbox"/> Banned Books | <input type="checkbox"/> Seek Out Your Books |
| <input type="checkbox"/> Essentials of College English | <input type="checkbox"/> Sources for Statistical Data |
| <input type="checkbox"/> Evaluating Internet Information | <input type="checkbox"/> Suggested Topics for Research |
| <input type="checkbox"/> Finding Books in the Library | <input type="checkbox"/> Weights and Measures |
| <input type="checkbox"/> How to Locate Book Reviews... | <input type="checkbox"/> What's a Scholarly Journal? |
| <input type="checkbox"/> How to Prepare an Outline | <input type="checkbox"/> What Happened on the Day You Where Born |
| <input type="checkbox"/> How to Write a Book Report | |

A LIBRARIAN WILL CONFIRM YOUR REQUEST

Librarian signature and date

Updated 3/31/09

COLLECTION DEVELOPMENT POLICY

San Bernardino Valley College Library

Rev. Ed. 2006,
2001, 1998, 1993, 1991

I. MISSION STATEMENT

In conjunction with the statement of mission of our parent institution, San Bernardino Valley College, which accepts as its educational responsibility the fostering of learning and personal growth for the people of the community we serve, the Library sees as its primary goal the support of the academic programs of San Bernardino Valley College. Through its professional and paraprofessional staff, the Library shall provide a wide range of learning resources at varying levels of difficulty, with diversity of appeal and the presentation of different points of view, to meet the needs of students and instructors.

Collection development is required by the accreditation standards of the Accrediting Commission of California Junior and Community Colleges (ACCJC), a branch of the Western Association for Schools and Colleges (WASC) Accreditation Commission. It is the means by which the Library provides an organized collection of print and non-print resources that will meet institutional, curricular research, and instructional requirements, as well as supporting the development of the lifelong habit of reading. This also insures that the cultural and personal enrichment needs of the college community are met.

Collection development is achieved by librarians, administrators, faculty, staff, and students working together to select library materials which best fulfill the above-stated needs.

II. ACQUISITION GUIDELINES

The Library's overarching acquisition guidelines are based on the following tenets from the American Library Association's *Library Bill of Rights*:

- Books and other library resources should be 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.
- 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.
- Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

III. FACULTY PARTICIPATION AND RESPONSIBILITY

As the primary function of the Library is to serve instruction, the Library encourages faculty to participate actively in support of the Library. The effort of the faculty will be channeled in three ways: by individual faculty members making requests; by representatives from the various campus departments acting as liaisons with the Library; and by faculty representation in the Library/Learning Resources Committee, as explained below:

A. INDIVIDUAL FACULTY MEMBERS

The Library encourages faculty members to make Library use an integral part of instruction, as students without a sound background in basic library skills will never achieve the goal of lifelong learning. Library use goes beyond placing materials on Reserve for the students to read; it includes orientation tours, assignments which include using other-than-Reserve materials, and instructor awareness and dissemination of knowledge of the materials held in the Library which are pertinent to the discipline.

The Library acknowledges that the Librarians' most valuable assistants in the selection of materials are members of the teaching faculty. Input is encouraged with the understanding that all recommendations will be reviewed for adherence to this collection development policy, and that budget constraints may limit the number of items that can be purchased.

Request forms will be distributed to all departmental/library liaisons, and are also available at the Library Reference Desk. Further, requests may be made online through the automated catalog. Completed forms should be returned to the liaisons for submission to the Library. A faculty member's request for an expenditure of \$100 or more or for any one book, or for purchase of any new periodical must be accompanied by a detailed justification.

B. DEPARTMENTAL/LIBRARY LIAISONS

Departmental/Library Liaisons will participate in collection development in the following ways:

1. Liaisons will review the collection appropriate to the discipline and will make recommendations to the Library staff for acquiring or discarding materials.
2. Liaisons will review professional literature with a mind toward making recommendations to the Library for acquisitions.
3. Liaisons will collect recommendations from peers in the discipline and send these to the Library as suggestions for purchase.
4. Liaisons will either work alone or will solicit the help of fellow faculty members to review weeded materials and to advise on the discards, following notification by the Library that a subject area has been weeded. (The faculty members will have ten days to survey the books before they are withdrawn.)

C. LEARNING RESOURCES COMMITTEE

The campus Library/Learning Resources Committee has the following responsibilities:

1. To keep the faculty and administration aware of the support the Library needs in order to serve instruction;
2. To advise on policy involving collection development in cooperation with the Dean of Learning Resources;
3. To advise on the adoption of new technologies and the planning of new or remodeled facilities; and

4. To consider ways to encourage greater use of the Library by faculty and students, both as an integral part of instruction as well as a vehicle for cultural and personal enrichment.

IV. ACQUISITIONS GUIDELINES

The Library adheres to the following criteria in accepting materials to include in its collection:

A. SELECTION

Librarians use the professional literature and other appropriate sources to identify and requisition resources in support of current and anticipated patron needs. The literature and sources allow Librarians to systematically determine the quality, value, and usefulness of those items selected for the collections.

B. RESPONSIBILITY

Librarians have the task of determining what materials will meet patron needs, and are responsible for the scope and content of the collections. Therefore, the responsibility for coordinating and recommending the selection and purchase of the Library/Learning Resources materials rests with the Librarians.

C. RECOMMENDATIONS

As well as taking recommendations from the faculty, consideration will also be given to suggestions for purchasing originating with administration, staff, students, and members of the college community. If it is determined that the materials are appropriate for the collection, and if the budget allows, the materials will be recommended for purchase.

D. COLLECTION DEPTH

Because of the need to make every dollar count, and a finite amount of space in the bookstacks, the Library will give priority to a purchase according to the work's relevance to the purposes of the College.

The community college library, supporting both academic and vocational programs, needs to define, in each subject field or area of study, the degree of comprehensiveness needed in the collection to support the instructional programs of the college.

The SBVC Library supports Levels 0,1,2 and 3 of a 5-tiered ranking system to guide Librarians in their consideration of the depth and scope of the Library's collection. The five levels are:

Level 0: Out of scope; no holdings in the collection and nothing purchased.

Level 1: Minimal level; only a few items in the Library's collection.

Level 2: Basic information level; highly selective collection that introduces and defines the subject and indicates varieties of information on it.

Level 3: Research level; the library's collection contains materials necessary for dissertations and independent, in-depth research.

Level 4: Comprehensive level; collection is exhaustive in a few, limited areas.

The desirable level of collecting for each subject area will be established during the collection evaluation process.

E. GENERAL CRITERIA

The San Bernardino Valley College Library uses the following criteria in selecting materials for the collection:

1. Materials shall support and be consistent with the mission and goals of the college.
2. Materials shall support the curriculum and the cultural enrichment interests of the college community.
3. High priority will be given to maintaining a strong Reference collection in support of the curriculum and for general information.
4. A strong periodical collection will be maintained, as the budget permits, in recognition of the need for current information in the instructional areas.
5. Priority will be given to replacing high demand items missing from the collection, as determined through inventory processes, requests for Reserve materials, and overdue materials reports.
6. Materials shall meet high standards of quality in factual content and presentation.
7. Materials shall be appropriate for the subject area and for the emotional development, ability level(s), and social development of the students for whom the materials are selected.
8. Materials chosen on controversial issues will represent various views to meet specific curriculum objectives or to preserve a balanced collection.
9. The Library will meet the demand for purely recreational materials through gifts, to the degree possible. Purchases in this area will be made only as funds permit.
10. In general, out-of-print titles and condensed books will not be purchased for the general circulating collection, nor will college-adopted textbooks. Purchases of textbooks for the Reserve collection are made with limited monies provided through the campus-sponsored Textbook Bank only. Donated textbooks may be added to the collection if they are in excellent condition and less than three years old. This criterion does not exclude other monographs selected by instructors for classroom assignments.

F. CRITERIA SPECIFIC TO BOOKS

The following specific criteria will be applied to the selection of individual titles in all subject areas:

1. Anticipated use (i.e., usefulness of the work to students, rather than to an individual or instructor)
2. Accuracy
3. Authority or author
4. Comprehensiveness and depth of treatment
5. Objectivity and integrity

6. Clarity and logic of presentation
7. Literary merit
8. Level of treatment
9. Scope
10. Timelessness and/or currency
11. Binding (i.e., hardcover will be preferred over paperbound, except in areas where high theft or mutilation has been experienced, or when the material is of temporary interest)
12. Cost

G. CRITERIA SPECIFIC TO SERIALS

Because of limited library funds, selection of serials must be done carefully. If a new serial is ordered, the intention is to retain it as a permanent part of the collection in as complete a run as is appropriate for the material. In addition to the general criteria for library acquisitions, serials will be chosen with the following specific requirements in mind:

1. General Serials Criteria

- a. The Library will purchase popular or general magazines when they support the varied research needs of the students, when faculty accept them as references, where they are indexed in the *EBSCO Academic Search Premier* or in one or more of the other reference databases provided in the Library; in the *Readers' Guide to Periodical Literature* or other approved indexes, and/or when they are repeatedly requested.
- b. The Library will purchase periodicals of an academic nature, such as those journals indexed in the *EBSCO Academic Search Premier* or in one or more of the print journal indexes or reference databases provided in the Library, if they have subject relevance to the college's curriculum and/or meet the needs of the students and their assigned college coursework.
- c. The Library may purchase periodicals that do not support a specific element of the curriculum if they contribute to the general education of students by presenting an informed discussion of public affairs, economic, social, or political events, scientific or technical knowledge, literature, criticism, or the arts.
- d. The Library will, on occasion, and as funds permit, purchase periodicals that serve entertainment purposes only in order to offer sources of personal enrichment or recreation to our college community.

2. Serials Formats

The Library will prefer bound format over microform (i.e., microfilm or microfiche) for as long as space and funding make it possible to do so. The upkeep of microform readers and printers should be considered in evaluating the relative costs of bound vs. microform serial purchases.

In general, hard copy should be chosen when:

- a. Materials will be used by a number of readers
- b. Materials include charts and/or illustrations in color and on quality paper
- c. Microform reproductions are of poor quality.

In general, microforms should be chosen when:

- a. Materials are unobtainable in hard copy because of cost
- b. Materials cover journals which are less frequently used
- c. Materials in hard copy are printed in tabloid or other oversized format
- d. Materials serve to fill-in gaps in coverage.

3. Standing Orders for Serials

Whenever feasible, the Library will establish standing orders for serials in order to receive them on a continuing basis. Standing orders for serials will be reviewed annually to determine their continued relevance to the college.

H. Additional Criteria for Media

The same policies and objectives that apply to books apply to audiovisual materials, with considerations listed below used as criteria where appropriate:

- a. Technical quality of picture, sound, color, continuity, etc.
- b. Cost effectiveness of one medium over another, or over printed word
- c. Materials that support the current curriculum
- d. Weakness of the print collection in a particular subject area
- e. Variables such as: the number of instructors using the material, number of anticipated showings per semester or academic year, or number of students viewing materials
- f. The rental price versus the purchase price.

All films, videocassettes, CD-ROMs, and DVDs purchased for the Library's Audiovisual department collection will be housed in said department. These items are not circulated to students or to community users. Visual items may be viewed by students or community users (by appointment only) in the one of the Library's small viewing rooms as determined by Audiovisual department staff members.

If an instructor wishes to have any audiovisual material purchased, the request should first be submitted to that instructor's division dean. If the division is unable to make the purchase, the request should be submitted to the Audiovisual department, preferably in writing, with complete purchasing information including title, author/producer, date of creation, product vendor or publisher, price, format (video, CD, DVD), and a brief description of the item. The request should be made as far in advance of expected need as possible. If time or budget considerations make it impossible to order an item during the current academic/fiscal year, it will be considered for purchase at the beginning of the

next. Preference will be given to the purchase of items that can be shared by several instructors and/or departments.

Films, videocassettes, CDs, DVDs, and sound/slide materials are not purchased without an initial preview. The Audiovisual department will order any materials for preview upon request, but does not look favorably upon sources that charge a fee for previewing.

I. Additional Criteria for Computer Software

The following additional requirements will be added to the selection of computer software for the Library Computer Laboratory:

1. Instructor or Librarian recommendation, based on classroom applications, personal use, or favorable journal review
2. Educational value of content
3. Anticipated usage
4. Compatibility with existing campus hardware
5. Cost.

V. RESERVE MATERIALS

The Library will review Reserve materials twice annually. Faculty holding materials on Reserve will be notified at the end of Fall and Spring semesters as to whether they want to retain, add, or delete materials from the Reserve collection. The removal of unused materials is of critical importance as the amount of space for Reserves is at a premium.

The Library encourages departments to donate free "Desk Copies" of current texts for placement on Reserve for use by students who might otherwise not have access to these items.

VI. COLLECTION EVALUATION AND DESELECTION

Collection evaluation is an ongoing process required by Accreditation Standards. It is performed by the Librarians in order to ascertain the relative value of each item to the collection. Evaluation is also necessary to determine whether the college's vision, mission, and goals are being achieved in building a collection that is responsive to the needs of students, faculty, and staff.

Deselection, also known as weeding, is the process of withdrawing from the collection materials of all formats which are obsolete, unnecessary duplicates, rarely used, or irreparably worn or damaged. Regular deselection is an integral part of collection development and maintenance; it insures the validity, continued purpose, and quality of the Library's resources.

A. Responsibility

The Librarians have the main responsibility for weeding. Teaching faculty may be invited to provide input; however, the Librarians have final approval for the retention or removal of any Library/Learning Resources material.

B. General Criteria for Weeding/Deselection

An item will be considered to be a candidate for weeding if it meets one or more of the general criteria stated below:

1. The item is worn, torn, mutilated, or badly marked. If heavily used, the item will be earmarked for replacement or repair, if possible.
2. The item is a duplicate title where neither copy has received extensive use.
3. The item is a superseded edition.
4. The item contains outdated or inaccurate factual content.
5. The item no longer supports the curriculum as taught.
6. The item has not circulated in three to 5 years, and is not a classic in its field.
7. The item is a periodical that is not indexed.
8. The item is a government document in an uncollected area.

VII. GIFTS

The Library solicits and encourages gifts of useful materials, and/or the money with which to purchase them. The Library is not responsible for the monetary appraisal of such gifts.

Those who wish to donate materials to the Library are given a copy of the Library's *Policy on Gifts to the Library* form to complete (Appendix B). Once completed and signed, Librarians will evaluate materials offered as gifts by the same criteria as materials which are purchased. They retain the right to examine gift materials before deciding on acceptance. It is the prerogative of the Librarians to accept or reject any gift. Once an item has been donated to the Library, the donor no longer has a say in what is done with it. The Library retains the right to dispose of gift materials, including books, magazines, or audiovisual items, in any accepted, appropriate manner, including donations to other libraries and sale of the items to generate funds to purchase new ones.

VIII. CHALLENGED MATERIALS

On occasion, a patron may question or challenge the suitability of an item or items found in the Library's collection. The following procedure for handling such complaints will be followed on such occasions:

1. When a person complains about any material in the Library's collection, the patron should be referred to a Librarian, who will try to resolve the complaint informally at the point of contact (usually the Reference Desk).
2. The Librarian will listen to the patron's objections in a calm, courteous, reasonable manner, seeking to defuse the situation without committing the Library to any specific course of action. The Librarian will refer the patron to this policy, pointing out the tenets in Part I taken from the American Library Association's *Library Bill of Rights* and also, as needed, its *Freedom To Read* statement (appendix A).
3. If the patron insists on pursuing the complaint, the Librarian will provide the complainant with a copy of the Library's *Request for Reconsideration of Library Material* form (Appendix

C). The patron should be instructed to: a) review the material(s) in question in *its/their entirety* before filling out the form; and b) fill out the form completely before returning it to the Librarian.

4. The formal request for reconsideration will then be referred to the Learning Resources Committee, which will first study this collection development policy, then consider the situation, and finally make their recommendation for action to the Dean of Learning Resources. The final decision and action is the sole responsibility of the Dean and/or the Dean's designee(s).
5. The Dean of Learning Resources or the Dean's designee(s) will then respond to the request for reconsideration by letter, first explaining the procedure and justification for it, then notifying the complainant of the decision.
6. A copy of the above-mentioned letter will also be distributed to the members of the Learning Resources Committee.

IX. POLICY REVIEW

This collection development policy will be reviewed at least every 5 years so as to keep it current and valid.

APPENDIX A

*A Policy Statement From
The American Library Association:*

THE 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 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 less able to deal with stress.

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 untried voice from which comes 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 reserve 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 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 of 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 people 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 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 not 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 expended on the trivial; it is frustrated 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 their freedom and integrity, and the enlargement of their service to society, 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 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.

--Adopted June 25, 1953. Revised January 28, 1972, and January 16, 1991, by the ALA Council.

APPENDIX B

The S.B.V.C. Library's Policy On GIFTS TO THE LIBRARY

Policy on Gifts to the SBVC Library

San Bernardino Valley College Library
701 South Mt. Vernon Avenue
San Bernardino, CA 92410
(909)384-4448

The San Bernardino Valley College Library welcomes donations of books, magazines, and other materials. All donated items will be carefully evaluated as to their consistency with the Library's collection development plan. If, after thoughtful review, the material does not complement the selection criteria or the mission of the Library and its parent institution, San Bernardino Valley College, the Library reserves the right to deal with the gift in an appropriate manner. Materials unlikely to be added to the collection include those which duplicate materials already owned by the Library, are irrelevant to the educational program of the college, or are excessively redundant or damaged. Typically, a gift that is not added to the Library's collection may be donated to another library or sold to generate funds to select appropriate new materials for areas of need in the Library's collection.

DONOR ACKNOWLEDGEMENT

I hereby give, transfer, and deliver all of my rights, title, and interest in and to the property described below to the San Bernardino Valley College Library as an unrestricted gift.

Signature of Donor

Date

Thank you for your gift to the San Bernardino Valley College Library!

Received of: _____
Print Donor Name

_____ *hardcover books*

_____ *paperback books*

_____ *magazines/journals*

_____ *other (CDs, cassettes, maps, charts, videos, etc.)*

Received by: _____
Staff name Date

APPENDIX C

Request for Reconsideration of Library Material

Request for Reconsideration of Library Material

REQUESTOR INFORMATION:

Your Name: _____

Residence address: _____

Phone number: _____ Alternate: _____

Requestor represents: self
 organization (please name): _____

MATERIAL INFORMATION:

Item is a: book picture magazine/journal film/video/DVD other

Author: _____

Title: _____

Publisher/Producer: _____

Date of Publication/Production/Copyright: _____

1. Have you read/viewed the entire material? yes no

If you answered "no," what parts DID you read/view? _____

2. Specifically, to what do you object? (Be very specific—cite pages, instances, etc., please.)

(If you need more space, please attach another sheet of paper to this one.)

3. What do you feel might be the result of reading/viewing this matter?

4. Did you find anything worthwhile about this material? If so, what?

5. Are you aware of the reviews of this material by authorities in the subject area? yes no

6. What do you believe is the theme of this material?

7. What do you suggest the Library do about this material?

8. If we were to replace this material, what comparable title would you recommend in its place that would convey as valuable a picture and perspective of the subject?

9. If this material is retained, what item would you recommend that would present a counterbalancing viewpoint?

Signature of requestor

Date

Received by

Date