

Patrick Power Library Collection Policy

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1. SAINT MARY'S UNIVERSITY

Since its founding in 1802, Saint Mary's has evolved into a modern metropolitan university with over 8,500 full and part-time students. Saint Mary's offers a full range of study in the arts, social sciences, sciences and commerce. Although primarily an undergraduate university in the past, Saint Mary's now offers fifteen Masters and three PhD programs. Research activity has increased significantly and continues to grow at a rapid pace.

2. PATRICK POWER LIBRARY

"The mission of Saint Mary's University is to offer undergraduate, graduate, and continuing education programs; to engage in research and disseminate its results; and to serve the community from the local to the international level."

(<http://www.smu.ca/ug/>)

The Patrick Power Library supports Saint Mary's University in its mission by developing and providing a dynamic range of collections, services, and resources in support of the curricular and research needs of the Saint Mary's University learning community. The Library operates in the spirit of free and open intellectual inquiry and adheres to the tenets of the Canadian Library Association Statement on Intellectual Freedom, the American Library Association Library Bill of Rights and Freedom to Read Statement. (See Appendix A)

3. PARTICIPATION IN LIBRARY CONSORTIA

The Patrick Power Library benefits from active participation in regional and national library consortia for resource sharing, specifically:

- [Novanet](#) - a consortium of 10 post secondary institutions in Nova Scotia which share a library computer system to manage the acquisition, circulation, and cataloguing of their collections.
- [Council of Atlantic University Libraries \(CAUL\)](#) - Composed of librarians from the [Association of Atlantic Universities \(AAU\)](#). Its purpose is to enhance university education, research, and scholarly communication in the region.

- [Canadian Research Knowledge Network \(CRKN\)](#) - A partnership of Canadian universities, dedicated to expanding digital content for the academic research enterprise in Canada.
- [Atlantic Scholarly Information Network – Document Delivery Group \(ASIN-DDG\)](#) – A shared document delivery/interlibrary loan system for resource sharing within the region.

By participating in consortia, the Patrick Power Library works with other libraries to leverage purchasing power by aggregating spending and strengthening negotiating potential. The savings that accrue through these activities enable the Library to expand access to additional new resources.

4. PURPOSE OF THE COLLECTION DEVELOPMENT POLICY

The purpose of this policy statement is to document the basic principles and guidelines used by the Patrick Power Library to select, evaluate, acquire, and maintain library materials. The policy will serve to provide library staff, faculty, students, administrators, and others with information about the Library and its collections. The policy will also ensure that the Library's current collecting goals are in keeping with the instructional and research goals of the University. In particular, these principles and guidelines identify the Saint Mary's University community, the Library's collections, the forms of resources to be collected, and responsibility for collection development.

The collection development policy reflects that the Library is constrained from accumulating all materials in all subject areas by limitations in funds, space, and staffing. In the face of these constraints, the Library strives to maximize its effectiveness by establishing goals and priorities and accompanying policies and procedures to implement them.

5. THE COLLECTION

The Library's growing collection includes over 400,000 printed books and serials, and many rare books, microforms, audio/visual materials and Canadian government documents. The Library's electronic collection provides access to information in a growing array of resources, including e-books, e-serials and other electronic data sources.

The Library collects materials in a number of interdisciplinary areas, such as Atlantic Canadian Studies, Asian Studies, Business and Management, Forensic Sciences, International Development, Irish Studies, and Women and Gender Studies.

6. PURPOSE OF THE COLLECTION

The Library collects materials to support learning, teaching, and research at Saint Mary's University. The primary goal of collection development, therefore, is to build a dynamic collection of readily accessible print and non-print materials that support the undergraduate and graduate curriculum and research needs of faculty and students. To this end, the Library is committed to selecting, acquiring, organizing, preserving and evaluating a collection that is appropriate to the information needs of the Saint Mary's University community.

7. LIBRARY COLLECTIONS

7.1 GENERAL AND SERIAL COLLECTIONS

The General and Serial Collections consist of books and serials available for loan. These materials are located on the 2nd and 3rd floors of the Library. In addition to these print resources, many books and serials are also accessible electronically via the [Library website](#).

7.2 REFERENCE COLLECTION

Dictionaries, multi-volume encyclopedias, gazetteers and subject indexes are examples of the specialized resources found in the Reference Collection. Besides print, many reference items are accessible electronically via the [Library website](#). The Reference Collection is located on the first floor of the Library and encompasses over 5000 volumes. Reference materials are available for in-library use only.

7.3 GOVERNMENT DOCUMENTS COLLECTION

The Library selectively acquires Canadian federal, provincial, and municipal government documents. Monographs published by Canadian government departments are added to the General Library collection, shelved on the 2nd and 3rd floors. Serial publications are located in the Government Documents Collection on the first floor near the Reference Collection. These items are shelved under a separate call number system that indicates the issuing government

body. Many government documents are published in electronic format and are accessible electronically via the [Library website](#).

The Library receives most government documents through programs such as the Data Liberation Initiative (DLI) and the Depository Services Program (DSP). Any resources purchased outside of these collection agreements are subject to the same criteria as other materials.

7.4 RESERVE READING COLLECTION

The Reserve Reading Collection makes available, on short-term loan, single copies of library-owned books and faculty-supplied course textbooks for general student use. Class assignments, exercises, solutions, lecture notes, test answers, and copies of articles or book chapters are provided through the University's course readings online tools, and are not accepted for the Reserve Reading Collection. Books placed on reserve are available at the Circulation Desk located on the first floor of the Library.

7.5 ARCHIVES AND SPECIAL COLLECTIONS

The Saint Mary's University Archives is the official memory of the University and keeper of its records. The collection includes manuscript materials, printed materials, photographs, and artifacts.

For more details, please see the Archives Collections Policy:
<http://www.smu.ca/administration/archives/collections.html#policy8>.

7.6 OFF-SITE STORAGE

Selected materials are moved to off-site storage to accommodate new acquisitions. These materials are available for loan and may be requested from Access Services.

8. RESPONSIBILITY FOR COLLECTION MANAGEMENT

8.1 SELECTION

The University Librarian, Library Collection Liaisons and the Collection Development Librarian are responsible for the administration of Library purchasing guidelines and analysis of the collection. Each academic department or program participates in the collection process by

appointing a faculty member to act as its Library Representative. Collection Liaisons within the Library work with Faculty Library Representatives to place orders for their departments.

8.2 COMMUNITY RECOMMENDATIONS

The Library welcomes recommendations for new materials from Saint Mary's students, faculty, staff, and members of the public. If these requests meet the Library's collection guidelines, they may be acquired. The Library gives priority to requests submitted by members of the University Community.

8.3 BUDGET

The Library Acquisitions budget is assigned by the University each year, and the funds are distributed among academic departments and programs in accordance with a formula approved by the Senate Library Committee. The Collection Development Librarian has responsibility for calculating the budget allocation formula, in consultation with the University Librarian and the Manager of Acquisition Services. This formula considers several factors, including:

- The Library acquisitions budget assigned by the University.
- The number of courses offered by each academic department or program.
- The number of course registrations in each academic department or program.
- The average costs of books and serials.

8.3.1 DEPARTMENTAL PURCHASES

Serial, standing order subscriptions, and monographs are purchased with the funds allocated to each academic department

9. LANGUAGES

The primary language of the Library's collection is English. Non-English collections are developed, however, to directly support the University's instruction programs in Classical and Modern Languages and in Irish. Acquisition of materials in other languages will be considered when there is a need to support teaching and research at the University, or to provide reading materials for faculty and students fluent in a language.

10. FORMATS

10.1 MONOGRAPHS

The Library acquires monographic and reference material at academic, research and professional levels. Relevance to the curriculum, quality, anticipated demand, format, and price are factors in the selection of all items.

Books may be selected from vendor-supplied order slips or from a variety of other sources, such as reviews, bibliographies, publisher catalogues and publication notices.

10.1.1 PAPERBACK VERSUS CLOTH

When both hardcover and paperback editions of a book are available, paperback is preferred.

10.1.2 TEXTBOOKS

Textbooks, publishers' complimentary copies, and related instructional aids are not normally collected.

10.1.3 MULTIPLE COPIES

The Library does not normally purchase multiple copies of books.

10.1.4 OUT OF PRINT BOOKS

Out-of-print books will be acquired when they meet current collection guidelines, and are readily available in good condition at a price that can be accommodated within the budget.

10.1.5 ELECTRONIC BOOKS

Packages of electronic books are acquired as part of consortia agreements. The University Librarian will consider recommendations to purchase individual electronic books when requested by academic departments.

Electronic books are preferred for:

- Reference books and other texts not normally read cover-to-cover.

- Books with added utility in electronic format.
- Materials frequently updated or revised.
- Books useable in electronic form that support distance programs.

10.1.6 SUPPLEMENTARY ELECTRONIC RESOURCES

Where a monograph acquired for the collection comes with supplementary electronic material (e.g. CD ROMs), the monograph and the supplementary electronic material are catalogued together and placed in the collection.

Where a monograph comes with access to off-campus electronic material (e.g. supplementary exercises on the publisher's web site), the Library normally does not provide access to such sites. Where a monographic supplement is received with an electronic resource requiring installation of software, the responsibility for installing the software rests with the Library user.

10.1.7 SAINT MARY'S AUTHORS

The Library normally collects books authored by Saint Mary's faculty members.

10.2 SERIALS AND STANDING ORDERS

The Library acquires serial and standing order subscriptions to support academic programs. Factors in the selection of serials and standing orders include relevance to the curriculum, faculty demand, and cost. It is recommended that no more than 75% of a department's budget be committed to serial and standing order subscriptions to allow for monograph purchases.

Keep the following points in mind when considering new subscriptions:

- Relevance of the serial to the academic program.
- Availability of the serial at another local library.
- Access to electronic full-text of the serial.

10.2.1 NEW SERIAL AND STANDING ORDER SUBSCRIPTIONS

When new serial and standing order subscriptions are requested, ongoing funds must be identified to support them. If more than 75% of allocated funds are committed to serials and standing orders, a department may need to cancel one or more existing subscriptions of equal

or greater dollar value to allow for monograph purchases. Requests for new subscriptions should be received no later than May to acquire all issues in the current year. The University Librarian has final approval of all requests for new serial subscriptions.

The preferred format for new subscriptions is electronic (ownership rather than leased access where possible), with print as second choice. Although not normally acquired, backfiles may be purchased in the same order of preference as above. If neither electronic nor print is available at a reasonable cost, the Library will consider acquiring microform.

10.2.2 REVIEW OF SERIAL AND STANDING ORDER SUBSCRIPTIONS

Departments are encouraged to review their serial and standing order subscriptions annually. The Library's Collection Liaisons can provide support for this process.

Requests for subscription cancellations must be received by August 31 to release funds in the current budget year. The University Librarian has final approval of all requests for subscription cancellations.

Keep the following points in mind when considering subscription cancellations:

- Relevance of the serial to the academic program.
- Availability of the serial at another local library.
- Access to electronic full-text of the serial.

10.2.3 ELECTRONIC SERIALS

The Library recognizes the benefits of electronic serials with respect to allowing access outside the Library and beyond the campus, and permitting simultaneous use by multiple readers. For these reasons, and to allocate its resources effectively, the preferred format for new subscriptions is electronic (ownership rather than leased access).

10.2.4 OTHER DIGITAL RESOURCES

The Library actively collects other digital resources that fit within current subject collection policies. These include indexing and abstracting databases, bibliographic data, aggregated third-party databases of electronic serials, GIS and other map data, statistical databases, etc.

10.3 FILMS, VIDEOS, DVDS

The Library may acquire film resources in support of university teaching. DVD is the preferred format, unless otherwise specified by the requester.

The University holds license agreements with [Audio Ciné Films, Inc.](#) and [Criterion Pictures](#), which grant to Saint Mary's University the right to conduct public, non-theatrical, non-commercial screenings of the VHS/DVD feature length films and programs exclusively represented in Canada by these companies.

10.4 SOUND RECORDINGS

Audiobooks are not normally collected, but may be considered in support of language learning programs at the University, and may include materials for the development of English skills in students for whom English is an additional language.

The Library collects audio books for the Ferguson Library, for use by persons with visual challenges or print difficulties.

10.5 MAPS

The Library does not normally collect maps, other than those contained in atlases and other bound volumes.

11. REPLACEMENT COPIES

Access Services monitors the condition of books and identifies missing items on a regular basis. These materials are considered for replacement, and may be referred to Collection Liaisons or to the Collection Development Librarian for a decision. The decision to replace an item is based on past use, relevance to current collecting goals, and price. Funds are allocated in the acquisition budget each year for replacement of monographic items.

Acquisition Services monitors lost and missing serial issues on a regular basis. The decision to replace an item is based on past use, relevance to current collecting goals, binding criteria, availability, and price. Funds are allocated in the acquisition budget each year for replacement of serial items.

12. GIFTS

Gifts of books and other materials that contribute to the growth and development of the Library's collections are given careful consideration. For more details, please see the Library's policy and guidelines on gifts: <http://www.smu.ca/administration/library/faculty.html>.

Book donations, or enquiries about donating materials, should be directed to the University Administration Office.

13. DE-SELECTION (WEEDING)

The Library acknowledges the historic value of many older resources and retains items purchased for the collection due to their potential research value. The Library, however, discards superseded editions, duplicate copies, and items worn from use. De-selection projects may also be initiated in areas where space constraints make weeding a necessity. Past use and relevance to the curriculum are the major criteria for de-selection. The Collection Development Librarian has responsibility for oversight of de-selection.

Where materials are received on standing order (e.g. annual compilations of statistics, yearbooks, directories), a retention decision will be made when the material is first catalogued. The retention decision will be reviewed periodically.

14. CHALLENGED MATERIALS

On occasion, a library patron may object to material in the collection and request that it be withdrawn. The University Librarian will address patron concerns or challenges about items in the collection. Contact information is available on the [Library website](#).

The Patrick Power Library supports the [Canadian Library Association Statement on Intellectual Freedom](#) (appendix A). While all challenges to library material are seriously reviewed, the Library's goal in such cases is to uphold the principles of intellectual and academic freedom. These goals are acknowledged as the foundation of collection management at the Library, and contribute to an environment of openness, inquiry and innovation at the University.

APPENDIX A

[CANADIAN LIBRARY ASSOCIATION STATEMENT ON INTELLECTUAL FREEDOM](#)

All persons in Canada have the fundamental right, as embodied in the nation's Bill of Rights and the Canadian Charter of Rights and Freedoms, to have access to all expressions of knowledge, creativity and intellectual activity, and to express their thoughts publicly. This right to intellectual freedom, under the law, is essential to the health and development of Canadian society.

Libraries have a basic responsibility for the development and maintenance of intellectual freedom.

It is the responsibility of libraries to guarantee and facilitate access to all expressions of knowledge and intellectual activity, including those which some elements of society may consider to be unconventional, unpopular or unacceptable. To this end, libraries shall acquire and make available the widest variety of materials.

It is the responsibility of libraries to guarantee the right of free expression by making available all the library's public facilities and services to all individuals and groups who need them.

Libraries should resist all efforts to limit the exercise of these responsibilities while recognizing the right of criticism by individuals and groups.

Both employees and employers in libraries have a duty, in addition to their institutional responsibilities, to uphold these principles.

AMERICAN LIBRARY ASSOCIATION LIBRARY BILL OF RIGHTS

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

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

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

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

THE FREEDOM TO READ STATEMENT

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

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

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

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

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of

expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

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

We therefore affirm these propositions:

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

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

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

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

church. It is wrong that what one can read should be confined to what another thinks proper.

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

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

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

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

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

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

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

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to

the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

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

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

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