

**Lesley University Library  
Collection Development Policy  
Updated: October 9, 2009**

**Introduction: The Library within the University**

Lesley University prepares students for careers in the fields of education, the arts, and human services. These programs are supported by a solid curriculum in the liberal arts. The educational experience is both knowledge based and practical and encourages students to develop their power as individuals and in collaborative study working towards constructive change.

The University consists of four schools:

- The Art Institute of Boston which offers BFA and MFA degrees, diploma, and certificate in Design, Illustration, Fine Arts, Photography, and combined majors;
- The Graduate School of Arts and Social Sciences offering advanced degrees in Counseling and Psychology, Creative Arts in Learning, Expressive Therapies, Intercultural Relations, Independent Study Degree Program, Interdisciplinary Studies Program, M.F.A. Program in Creative Writing, Environmental Leadership Programs, and International and Collaborative Programs;
- Lesley College offering undergraduate degrees in Education, Human Services, the Environment, Creative and Liberal Arts, and Sciences;
- The School of Education offers programs in early childhood, elementary, middle school and special education, literacy and language arts, mathematics and science education, and technology in education.

The University has a varied student population that includes traditional students as well as adult learners, learning disabled students, and working professionals. Students attend classes on our Boston and Cambridge campuses as well as at many satellite campuses throughout the country and in the online environment.

Lesley University Library, in partnership with students and faculty, will create authoritative, information-rich environments that empower and inspire the Lesley Community for teaching and learning. A dynamic, student-centered library will provide opportunities to access and evaluate information and to effectively and ethically communicate learning through discussion, print, media and the arts.

The Lesley University Library supports students at all levels from undergraduate through doctoral work and with a range of learning styles and documented disabilities as well as faculty with curriculum and associated research needs. The Library does this by selecting, acquiring, organizing and providing access to and instructive services for use of appropriate materials. The Henry Knox Sherrill Library is a shared facility with the Episcopal Divinity School and houses the university's main scholarly collection with an emphasis on education, expressive arts therapies, psychology, and human services along with the Episcopal Divinity School's extensive collection on religion, church history and bible studies. Located within Sherrill Library is the Teaching Resource Center which accommodates the Test Collection and the Children's Literature Collection,. The Art Institute of Boston Library serves as the primary art collection of the Lesley University

Library. The collection supports undergraduate research in the fine arts, photography, graphic design, illustration, and the liberal arts. The collections also support an MFA program in visual studies. The theoretical and practical aspects of art therapy and art education are primarily served by the Sherrill Library.

This document defines and articulates the collection goals and policies of the Lesley University Library to ensure that the collections support the needs and interests of the Lesley community.

## **Scope of the Library's Collections**

### ***Formats***

The Library collects a broad spectrum of information resources in a variety of formats. These formats include printed and digital books and periodicals, sound recordings, audio-video recordings, maps, slides, instructional materials and various electronic resources. The primary criterion for selecting any item is its relevance for Lesley University's community. Where quality, access, technologies, and network capabilities meet the needs of Lesley populations, digital resources will be the preferred choice in collection development. The Library will continue to collect physical resources, including print books and journals, multimedia and curriculum materials, and art resources, where the physical experience of the medium is primary to learning or where digital rights are not available.

The Teaching Resources Collection consists primarily of K-12 instructional materials, including activity guides, textbooks, children's literature, media and other support materials which are intended for use in teaching and other professional placements as well as all equipment necessary to preview, present and circulate these materials. The Test Collection consists of educational and psychological assessment tools such as standardized tests.

The AIB Library's collection purview includes monographs, series, juvenile literature (as it pertains to book design and illustration), periodicals, newspapers, slides, audio visual and electronic material, and relevant software (including CD-ROMs). Exhibition catalogues will be collected for textual and pictorial content. Catalogue raisonnés and artist books will be collected on a selective basis. The AIB Library does not collect microfiche or microfilm. Individual reproductions and commercial art are excluded. Although software is collected, manuals for software are not. Textbooks are not collected unless they represent the standard information source for a topic.

### ***Guidelines for selection and organization of physical formats***

Printed books may be acquired either in hardbound or paperbound formats depending on anticipated usage levels and long term value for the collection. Duplicate copies are not ordered for the Library unless experience suggests that there is a need. In such cases, the Reserve Collection may offer an alternative to acquiring multiple copies for the circulating collection. Textbooks are not generally acquired by the Library.

Printed periodicals represent an ongoing budgetary commitment and should be evaluated for their long term worth. Where individual titles exist in multiple online databases that have demonstrated stability, currency and historic backruns, subscriptions to the printed title may be considered for cancellation. A small collection of

popular titles and local newspapers is maintained for casual browsing. New subscriptions to print journals should only be considered where they meet subject and collection standards, are indexed in a source available to Lesley University Library users, and are not at least equivalently available as online resources.

Audio visual materials are acquired by the Media Resources Specialist in a variety of designated formats based on content selection and technical accessibility. All materials must be previewed to verify that they are in working condition.

Microforms are no longer acquired by the Library. A small collection of microform materials currently exists. These materials are being retired from the collection as they are replaced by reliable online resources.

Materials in all physical formats are cataloged and made accessible through the Library's online catalog or MediaNet catalog.

### ***Guidelines for selection and organization of electronic formats***

Online access to scholarly materials will reach an audience of Lesley University users regardless of their physical location. These materials will also add to the breadth and depth of the collection while keeping within the physical constraints of the library building. Online resources take advantage of computer capabilities such as data mining, cross platform searching and multiple simultaneous use to add value beyond what parallel print materials can provide. However, these electronic resources must also be examined in terms of hardware and software technologies required for support, management of business terms, stability of service, and financial commitment.

The Lesley University Library currently subscribes to numerous electronic databases, reference sources and books. User access to electronic resources is evaluated and at least two access gateways are provided, such as the journals list, the OPAC, the database subject and alphabetical lists, or a subject specific research guide.

Individual electronic journals may be added to the collection where the Library has a current print subscription and the electronic version is freely available based on this subscription. Electronic journals which are available at the same or similar cost of the print subscription will be evaluated as replacements for the print subscription based on currency, completeness, perpetual access to previous years, publisher commitment to archival preservation and inclusion in a print or electronic index that is available to the Lesley University community. Journals with both print and electronic holdings will be cataloged in the OPAC. Individual electronic journals that represent new titles for the collection must meet these same standards and must fit within budget constraints. Recommended access points for journal titles are the journals list and appropriate research guides.

Electronic reference materials should be considered for inclusion in the Library's online collection particularly in fields where information changes frequently as opposed to fields where basic information is more static. Generally, selectors should try to avoid duplication of print resources except where electronic versions might substitute for an already-held print resource if they have advantages in accessibility, currency, or cost. Duplication may be acceptable when different formats better meet the needs of different

user groups. Recommended access points for electronic reference materials are the OPAC and appropriate research guides.

E-books represent a significant opportunity for the Library to continue to build its collection without using valuable physical space. In addition to basic selection guidelines, e-books should be judged on their accessibility to multiple simultaneous users and their searchability. Promotion of the availability and use of e-books to the Lesley University community is imperative. Recommended access points are the OPAC and the database subject list.

Freely available Internet resources will be included in the Library's collection if they meet appropriate criteria. They must meet basic collection guidelines in that they address a subject or subjects within the scope of the collection and are useful at the scholarly level; they must meet standards of authority and quality, and they must have demonstrated stability over time. Recommended access points are the database subject and alphabetical lists and appropriate research guides.

Databases and other large electronic resource collections will not be cataloged. However individual websites and selected titles within larger collections may be cataloged at the discretion of the appropriate Library Liaison.

### ***Language***

English language publications will be given the highest priority for acquisition, with publications in other languages collected only very selectively. Some exceptions exist. Items supporting the Foreign Language curriculum will be purchased in the language being taught, bilingual editions or in English translations as appropriate. Primary source material that supports the curriculum may be purchased in languages other than English. We acquire assistive technology materials such as Braille and American Sign Language in support of diverse learning styles. Limited materials such as dictionaries may be purchased to support non-native speakers in the Lesley University community.

### ***Geographic Scope***

Geographic coverage within the collection is primarily curriculum driven.

### ***Chronological Periods***

While there are no restrictions with respect to intellectual content, movements, or schools, the primary emphasis of the collection is contemporary. Recent publications which examine current developments, research findings and treatments of traditional educational theories and practice, including seminal works, are selected for representation and balance of the collection. Retrospective purchases for the reference and circulation collections, including historical treatments and primary sources, are made based on their merit and relevance to the curriculum.

### ***Gifts***

The Lesley University Library welcomes certain gifts of books and other appropriate materials and encourages inquiries from all prospective donors. Through donations, the Library often is able to acquire unique and valuable material.

Appropriate gifts enhance the collections of the Library. Outdated textbooks, popular books and magazines, and materials in poor condition are not appropriate for the collections.

The Library may ask to review material prior to acceptance and must reserve the right to refuse an offer of material that is already held in the collections or that does not meet collection needs. In order to facilitate the review, a list may be required.

Donations are accepted with the understanding that the materials become the property of the Library. The Library may use, keep, or dispose of items at their discretion. Donated materials are considered for any location within the University Library.

In order to ensure maximum accessibility of library resources, donors are asked not to request restrictions on housing, access, processing, or related matters.

Under federal tax regulations, the Library cannot give appraisals or estimates of value for donors. Valuation is the responsibility of the donor. Since tax laws change from time to time, donors are encouraged to consult the IRS or a knowledgeable tax expert about current requirements. All accepted gifts are acknowledged unless requested otherwise.

### ***Replacements***

The decision to replace lost or damaged materials is made by the appropriate Library Liaison who will use his/her best judgment about how and in what format to make the replacement. Determination is made based on whether a new or revised edition of the material exists, whether the lost or damaged material has been superseded by more appropriate material, and whether the circumstances warrant a more durable hardbound edition. In the case of material that has been lost by a patron, the appropriate Library Liaison will meet with the responsible party to explain how to replace the lost material.

## **Collection Development Responsibilities**

### ***Selection Process and Responsibility***

The Collection Management Librarian, in consultation with the Director of the Library, allocates the collection development budget to enable Library Liaisons to select materials that support the academic and community requirements of their assigned fields. Designated librarians attend Curriculum Committee meetings for the Graduate School of Arts and Social Sciences, the School of Education, the Art Institute of Boston and the Lesley College Program. Their role is to open the communication channels between the Librarians who act as Library Liaisons for assigned fields and faculty who teach and do research in these fields.

In this manner, Librarians and faculty share responsibility for developing the Library collection. By way of the curriculum committees and the Library Liaison program, Librarians coordinate their efforts to ensure that the Library collects materials appropriate to meet the needs of the Lesley University community as a whole and in each discipline. As the Library subject specialists, the Liaisons serve as materials selectors, create subject appropriate research guides, contribute to the definition and refinement of approval plans, assess collection strengths and weaknesses, and actively review their portions of the Library collection on a continuing basis to assure the quality and usefulness of the collection. Liaisons also write collection development policies for

their fields, provide advocacy for their disciplines in the Library, and monitor collection use.

Because general databases and electronic resource collections often cross disciplinary boundaries and entail large expenditures, centralized funding is available for these selections. All Library Liaisons participate in discussions of which databases and electronic resource collections the Library will eventually acquire.

### ***Levels of Collection Intensity***

The following definitions are applied to the collection intensity levels of individual subject areas based on commonly accepted guidelines for collection development:

1. **Basic Information Level:** The Library collection serves to introduce and define a subject or present general topical materials, to indicate the varieties of information available elsewhere, and to support general library and special needs users from introductory through the first two years of college instruction by selecting a limited number of monographs and reference works, representative general periodicals and access to a limited collection of owned or remotely-accessed electronic bibliographic tools, texts, data sets, journals, etc. The collection should be frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information and non-functioning online resource links should be withdrawn. Classic or standard retrospective materials may be retained.
2. **Study or Instructional Support Level:** The Library provides information about a subject in a systematic way, but at a level of less than research intensity, and supports the needs of general library users through college and beginning graduate instruction with an extensive collection of general monographs and reference works and selected specialized monographs and reference works, an extensive collection of general periodicals and a representative collection of specialized periodicals, limited collections of appropriate foreign language materials, extensive collections of the works of well-known authors and selections from the works of lesser-known authors, and access to an extensive collection of owned or remotely-accessed electronic resources, including bibliographic tools, texts, data sources, journals, etc. The collection should be systematically reviewed for currency of information and for assurance that essential and important information is retained, including significant numbers of classic retrospective materials. Outdated information and non-functioning online resource links should be withdrawn.
3. **Research Level:** The Collection contains the major published source materials required for doctoral study and independent research including a very extensive collection of general and specialized monographs and reference works, a very extensive collection of general and specialized periodicals, collections of appropriate foreign language materials and works of well-known authors as well as lesser-known authors, and access to a very extensive collection of owned or remotely accessed electronic resources, including bibliographic tools, texts, data sets, journals, etc. Older material is retained and systematically preserved to serve the needs of historical research. Outdated information and non-functioning online resource links should be withdrawn.

### ***Selection Criteria and Tools***

Within the general guidelines of this collection development policy and the more specific guidelines of individual subject profiles, individual materials are selected based on several criteria including the lasting value of content, relation to specific courses of instruction, the appropriate level of treatment, the strength of current holdings in the area, the authority of author, and cost. Library Liaisons should choose materials in all formats that will build a well-rounded collection which includes all viewpoints and opinions and which will meet the community's needs.

Professional and trade journals, subject bibliographies, publishers' catalogs and promotional materials, reviews from reputable sources, vendor supplied services, lists of recommended titles and course syllabi, and faculty request are primary sources of information about potential selections. In addition, Library Liaisons review inter-library loan requests and circulation statistics as indicators of community need in specific subject areas. The Library currently maintains a list of collection development resources that includes both general and subject specific tools, and while it is predominantly print focused, this list of resources also includes tools for locating Internet resources.

### ***Local Resources***

The Lesley University Library is a member of the Fenway Library Consortium, a cooperating group of fifteen libraries open to faculty, staff, and students of its member institutions. Materials may be borrowed from all libraries (except the Museum of Fine Arts) upon presentation of a valid identification card available from each institution.

### ***Guiding Principles***

The Library ascribes to and supports the American Library Association Library Bill of Rights (Appendix A) and its supporting statement, "Challenged Materials: An Interpretation of the Library Bill of Rights" (Appendix B) as well as the American Library Association and the Association of American Publishers joint Freedom to Read Statement and associated Freedom to View Statement (Appendix C) and abides by all provisions of the United States Copyright Law (17 U.S.C.).

## **Collection Maintenance and Assessment**

### ***Collection Evaluation***

The collection is evaluated on a regular basis using a variety of statistics such as the number of books, journals, and electronic information resources collected in each subject area, date of publication, circulation and access statistics, and comparisons with core bibliographies and with holdings at peer libraries. For electronic resources, statistics are gathered from individual vendors and are used as indicators of whether the content is appropriate and whether the format has been successfully introduced to the Lesley University community.

### ***Collection Refreshment***

Reviewing the Library's collection on a regular and continuing basis is an essential part of a Library's collection development and maintenance. Library Liaisons are encouraged to consider new individual titles as replacements for older and outdated materials and less useful formats when this is appropriate. When new editions or new formats are acquired, older editions should be retired from the collection. The purpose of this

ongoing work is to maintain a current, accurate and useful collection, make the best use of space, improve the physical appearance, appeal and browsability of the collection, check for materials that need repair or replacement, verify that links to electronic resources are working and that they continue to link to appropriate content, and get feedback on the collection's strengths and weaknesses.

The following criteria are generally used in guiding refreshment decisions:

1. Collection level: How vital is the item for coursework and research?
2. Intrinsic value: Is the item a seminal work in its field?
3. References: Is the item listed in standard indexes, guides, bibliographies, etc.?
4. Duplication in same format: Is demand sufficient for multiple copies of the item?
5. Duplication in another format: Is there an electronic version that meets or exceeds the physical format in content, cost and access categories?
6. Physical condition: Can a damaged item be repaired? Should it be replaced?
7. Research value: Are older materials still valuable for research interests?
8. Edition: Is the edition of an item held by the library superseded by a newer edition?
9. Completeness: Is the item part of a set or series of which the library does not have a complete run?
10. Uniqueness: Is the item held only by Lesley University?
11. Circulation: Has the item been checked out frequently or recently?
12. Content: Does the resource still deliver content that is appropriate for the collection?
13. Usage statistics: Do statistics for electronic resources show frequent or recent use?
14. Access: Is the link to the electronic resource still working?

### **Calendar of Collection Activities**

July: Library Liaisons receive budgets for the fiscal year;

July – April: ordering begins

August: Renew databases and periodicals

December: 50% of budget should be spent

March: Review databases and periodicals

April: Final materials orders

April – July: Physical collection refreshment, review and revision of web-based subject pages

## **Appendix A: American Library Association Library Bill of Rights**

### **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.

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Adopted June 18, 1948, by the ALA Council; amended February 2, 1961; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

## **Appendix B: Challenged Materials: An Interpretation of the Library Bill of Rights**

### **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 that reflects the ***Library Bill of Rights***, and that is approved by the appropriate governing authority.

Challenged materials that meet the criteria for selection in the materials selection policy of the library should not be removed under any legal or extra-legal pressure. The *Library Bill of Rights* states in Article I that “Materials should not be excluded because of the origin, background, or views of those contributing to their creation,” and in Article II, 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 it legal or extra-legal, to regulate or suppress materials in libraries must be closely scrutinized to the end that protected expression is not abridged.

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Adopted June 25, 1971, by the ALA Council; amended July 1, 1981; January 10, 1990.

## **Appendix C: Freedom to Read Statement**

### **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.

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

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

*A Joint Statement by:*

American Library Association  
Association of American Publishers

## **Freedom to View Statement**

### **Freedom to View Statement**

The **FREEDOM TO VIEW**, along with the freedom to speak, to hear, and to read, is protected by the **First Amendment to the Constitution of the United States**. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

**Endorsed January 10, 1990, by the ALA Council**