

COLLECTION DEVELOPMENT POLICY

PURPOSE OF THE POLICY

The purpose of the Beaman Memorial Public Library (Beaman Library or the Library) Collection Development Policy is to provide staff with a guideline for day-to-day acquisition and withdrawal decisions, resource allocation, and long-range planning of collection needs in accordance with the Library's mission. It is a tool for communication with library users about such decisions and a framework for responding to community needs and interests.

MISSION STATEMENT

The Beaman Memorial Public Library enriches the community by connecting people and information via access to resources, programming, and services in the heart of West Boylston.

RESPONSIBILITY

The Board of Library Trustees has overall responsibility for collection development. Such responsibility is delegated to the Library Director, who in turn delegates responsibility for development of specific sections of the collection to appropriate staff members.

PRINCIPLES

The Board of Library Trustees upholds the principles of intellectual freedom as stated in the American Library Association's *Library Bill of Rights* (Appendix A), *Freedom to Read* (Appendix B) and *Freedom to View* statements (Appendix C). The Library is dedicated to free and open access for all.

The Library is dedicated to protecting an individual's right to decide for themselves which materials to use. The Library will not restrict what is to be removed from the collection based upon a desire to protect potential users from the contents of the material. Parents or guardians have the right to guide the reading, viewing, and listening of their children but must give the same right to other parents and guardians.

The inclusion of any item in the Library's collection does not constitute an endorsement by the Library or the Town of the item's contents.

COMMUNITY DESCRIPTION

West Boylston is located in Worcester County, bordered by Worcester and Shrewsbury on the south, Holden on the west, Sterling on the north, and Boylston and the Wachusett Reservoir on the east. West Boylston is about 7 miles north of Worcester, 18 miles south of Fitchburg, 41 miles west of Boston, and 185 miles from New York City.

The Town is 13.85 square miles in area with a land area of 12.90 square miles. As of the 2020 Census the population is 7,877, with a density of 608 per square mile. In the 2020 Census, the median age for West Boylston (45.7) was once again higher than the state median (39.6), as it has been for the last four censuses.

The Town has an independent public school system with one school building housing Pre-K to Grade 5 and a second housing Grades 6 to 12. For the 2020-2021 academic year, enrollment in West Boylston's public schools for grades K-12 is 862. The district participates in the State's School Choice program. Numerous colleges and universities are located nearby.

THE CONCEPT OF COOPERATIVE COLLECTION DEVELOPMENT

Central and Western Massachusetts Resource Sharing (CW MARS) is a multi-type automated library consortium that facilitates efficient resource sharing and rapid access to information for users of its member libraries. CW MARS has over 156 member libraries with 183 branch locations, including public, academic, special, and school libraries, which circulate more than seven million items annually.

This consortium offers a shared online computer system and combined collections of more than eight million items. In 2022, the Beaman Memorial Public Library borrowed 5,985 items and 7,216 local items were lent to other libraries through interlibrary loan (ILL), a daily delivery service provided by the Massachusetts Library System (MLS) and funded by the Massachusetts Board of Library Commissioners (MBLC). MLS also provides links to other library consortia and networks to obtain materials not found in the CW MARS database.

The purpose of cooperative collection development is to assist Beaman Library in responding to patron demands for materials that lie outside of the current collection. However, ILL is not a substitute for the development of adequate collections based on the needs of Beaman Library patrons. When areas in the collection do not adequately meet regular patron demand, purchases will be made to meet those demands rather than repeatedly relying on ILL.

ACCESS

All who enter the Library may access all materials, without fees, and may select or reject for themselves or their child(ren) any item in the collection. Individual or group objection to a particular item or type of material in the collection will not preclude its use by others. Access to information may be available by mail, telephone or other electronic means.

Patrons wishing to access online resources or borrow circulating materials from the Beaman Library collection must register for a Beaman Library patron card according to the guidelines of the Registration Policy. A patron card from Beaman Library or another CW MARS member library can be used to borrow materials from the circulating collection.

REQUEST FOR RECONSIDERATION OF LIBRARY RESOURCES

Beaman Library provides free, open access to a diverse selection of materials reflecting differing viewpoints, ideas, opinions, and information, including those that may be considered controversial. Therefore, Beaman Library will not deselect materials in an effort to protect others.

Patrons must decide for themselves whether or not they will access particular materials. Parents and guardians have the right to do the same for their children but must give the same right to other parents and guardians.

However, there may be an occasion when a patron would like to issue an objection to a particular item or resource that is included in the Library's collection. Patrons have the right to express their concerns and have that objection given serious consideration. If a patron would like to issue an objection regarding a particular item, the objection will be handled in accordance with the Request for Reconsideration of Library Materials Policy.

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GIFTS

Gifts are accepted with the understanding that items may or may not be added to the collection. Gift materials are subject to the same selection standards as materials purchased by the Library. Items not added to the Library collection may be donated to the Friends of the Beaman Library for later sale, recycled or thrown out. Donated materials will not be placed on special shelves, or separated from other similar materials already in the collection. Donated materials may display a bookplate to recognize the donation.

GENERAL COLLECTION PRIORITIES

The Beaman Library serves people of all ages with a wide range of information needs and interests by curating a collection that provides access to a wide range of ideas, opinions, and information. Emphasis is placed upon individual service and responsiveness to patron requests.

Collection decisions are based first on the information needs and requests of the community. Attention is next focused on the format to be considered, including the cost and available space for storage and display of selected format. Priority is given to materials in English versus non-English and those that are unabridged versus abridged. The Library does not ordinarily purchase textbooks, except in those subject areas where materials in another form are not available.

The Library purchases and leases duplicate in-demand materials. Leasing is the preferred option. If continual demand is anticipated or the material cannot be leased, the Library will purchase an additional copy, often in the form of trade or mass-market paperback. Duplicate materials are procured for materials that circulate for a two week loan period and have 5 holds, or for materials that circulate for a three week loan period and have 3 holds. Duplicate copies will also be purchased in support of Summer Reading lists established by West Boylston schools.

Materials purchased for the collection are paid for with funds provided through the annual operating budget from the Town, interest from specific Trust funds, and monetary donations from private groups or individuals. Such monetary donations are placed in a separate account and are expended in a manner consistent with this Collection Development Policy. The Library makes every effort to purchase items in the subject areas or formats specified by the donor; however, due to availability, the Library cannot guarantee that particular titles will be purchased. Materials purchased with donated funds will be identified by means of a bookplate naming the donor.

The Library purchases electronic resources for both the Library's collection and the shared electronic resources within the CW MARS catalog. Additionally the CW MARS consortium and the MBLC manages group purchasing of materials and databases for member libraries. Those resources purchased for the shared collection do not fall under this Collection Development Policy.

SELECTION PROCESS

When selecting materials for the collection, the staff chooses titles based on reviews that consider the author's competency and reputation, overall excellence of the material (artistic, literary, etc.), superiority in treatment of controversial issues, ability to stimulate further intellectual and social development, appropriateness to the level of the user, the appeal of a book for a specific audience, and potential usefulness

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to the Library's collection. Other criteria may include clarity, performance quality, popularity, relevance to the community, relation to existing collections, price, and availability.

Collection development and maintenance tools include, but are not limited to:

- Suggestions from Library patrons
- Reviews in professional, association, and library journals or periodicals that specialize in a particular subject
- Publishers' catalogs and other vendor lists
- Direct viewing of materials (sales visits, workshops)
- Standard bibliographies
- Individual expertise of staff and/or community members
- Coverage in local bookstores or media outlets

CHILDREN'S MATERIALS

CHILDREN'S FICTION includes board books, picture books, hardcovers, paperbacks, graphic novels, manga, electronic and audio format. Children's fiction is purchased to build a diverse collection that introduces young readers to the world of books and literacy while developing and expanding their reading skills and enjoyment of the printed page. The Library acquires a wide variety of genres in response to children's reading interests and school needs.

CHILDREN'S NONFICTION materials consist of hardcover, paperback, graphic novels, and audio format books. Relevant, timely, and appealing items are selected to meet the informational needs and interest of young readers.

CHILDREN'S REFERENCE materials are selected to support children's informational and school assignment needs. This collection includes children's encyclopedias, almanacs, and e-content. Some of these items do not circulate or may be held on "special reserve" to support specific class assignments.

PARENTING SHELF includes materials selected to provide information for parents and caregivers dealing with issues pertinent to children from birth to middle school. This circulating collection is housed in the Children's Room. This collection is only a portion of the total number of items on the subject of parenting; other titles can be found in adult nonfiction.

CHILDREN'S AUDIOVISUAL MATERIALS include video games, music CDs, and DVDs chosen to supplement the print collection and appeal to a broad audience.

CHILDREN'S PERIODICALS include a selection of titles intended to serve the popular reading interests of children. In addition, magazine subscriptions are purchased for adults looking for information on parenting topics as well as on family activities to share with their children.

CHILDREN'S ELECTRONIC RESOURCES are available online and intended to provide children with fun learning activities. Ongoing acquisitions are provided through donations and support of the Friends, municipal funding as well as various state entities. Resources provided by outside entities do not fall under this Collection Development Policy.

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YOUNG ADULT MATERIALS

YOUNG ADULT FICTION materials consist of hardcover, paperback, graphic novels, manga, and electronic and audio format books. Items are chosen to build a diverse collection and to meet popular demand. These materials vary greatly in content and reading levels.

YOUNG ADULT NONFICTION materials consist of hardcover, paperback, graphic novels, and electronic and audio format books. Some items are shelved in the Teen Space while others are shelved with the adult nonfiction materials, providing a bridge to the adult collection. Relevant, timely, and appealing items are selected to meet the informational needs and interest of young adult readers.

YOUNG ADULT PERIODICALS include a limited selection of titles intended to serve the popular reading interests of young adults. These periodicals are shelved with the adult periodicals and are intended to circulate.

YOUNG ADULT AUDIOVISUAL MATERIALS including video games, music CDs, and DVDs are chosen to supplement the print collection and appeal to a broad audience. These items are shelved within the adult collection.

YOUNG ADULT ELECTRONIC RESOURCES are provided to enhance young adults' online activities. Databases may be accessed through the Library's website and may be supplemented by various state entities. Resources provided by outside entities do not fall under this Collection Development Policy.

ADULT COLLECTION

ADULT FICTION materials consist of hardcover, paperback, graphic novels, manga, and electronic and audio format books. Items are selected in order to meet popular demand while at the same time curating an interesting and diverse collection that will stand the test of time.

ADULT NONFICTION materials consist of hardcover, paperback, graphic novels, and electronic and audio format books to meet the reading interests and informational needs of the community. Titles are chosen for their relevance, timeliness, and appeal.

ADULT REFERENCE materials are selected in both print and electronic format to meet the general informational needs of library patrons and include local reports, a variety of forms, and notices for public viewing. Reference materials must be used within the Library. A small portion of reference materials are set aside in separate "ready reference" areas. Professional reference materials for librarians are collected in office areas, primarily for staff use, but may also be used by patrons upon request.

ELECTRONIC RESOURCES are maintained to support reference services and are supplemented by various state entities. Resources provided by outside entities do not fall under this Collection Development Policy.

ADULT PERIODICALS are selected for their general interest and popular appeal. Technical, scholarly, industry-based, or other subject specific journals are not collected. Donations of current periodical subscriptions conforming to the overall guidelines set forth in this policy are accepted.

NEWSPAPERS a small collection of local/regional newspapers are purchased for use within the Library. Back issues are held for one month, as space allows. The Item, the local newspaper, is considered integral to the permanent local history collection and is maintained indefinitely.

ADULT AUDIOVISUAL materials consist of video games, music CDs, and DVDs. These items are intended to supplement the print collection and appeal to a broad audience.

DIGITAL PHOTOGRAPHS from the Historical Collection are available online through participation with Boston Public Library and the Digital Commonwealth site. Images include a complete collection of photographs taken during the building of the Wachusett Reservoir. Staff selects images to submit for digitization and produces the metadata necessary to give access to the information about the image. Additional groups of photographs may be selected as funds become available.

ADULT LARGE PRINT materials include popular titles in both fiction and nonfiction, magazines, and an abridged weekly newspaper.

DESELECTION

Removing items from the Library collection is as much a routine as the acquisition of new materials. The goal is to maintain an accurate and up-to-date collection. Materials that are inaccurate, outdated, unused, or in poor condition detract from the usefulness and aesthetic appeal of the collection. These materials take up shelf space that could be occupied by needed and requested materials.

Deselection is a designated responsibility of the Children's Librarian, the Young Adult Librarian, and the Assistant Director; however, every member of the staff may participate in this process.

Materials are removed from the collection using standard library guidelines such as the CREW Manual and MUSTIE guidelines. Items that are weeded from the collection include ones that are: misleading or factually inaccurate; damaged, soiled or worn; outdated or superseded by a new edition or newer title on the same subject; trivial or having no discernable literary or scientific merit; irrelevant to the current needs and interests of the community or containing information that may be obtained more readily elsewhere. Staff also employs professional guidelines and collection development tools such as reports generated using the Online Public Access Catalog.

Discarded items may be offered to other libraries or placed in the Friends of the Beaman Library book sale. Damaged or outdated items will be recycled or thrown out.

WEST BOYLSTON ROOM HISTORICAL COLLECTION

The Library collects, organizes, and properly stores information about West Boylston from its earliest settlement in 1808 to the present day. The Library maintains this valuable collection of local history, genealogical information, and various artifacts securely in the West Boylston Room. Materials so housed are intended to be a small but focused collection of information on West Boylston history, social life, work and industry, religion and churches, schools, and more. Emphasis is on printed materials including books, pamphlets, newspaper articles, school yearbooks, photographs of a reasonable (storable) size, preferably unframed maps, especially pre-1900 maps of the town, town reports, unpublished materials, historical records, and genealogies and family histories of early West Boylston families.

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- Documents and photographs recording the history of the Wachusett Reservoir construction and its impact on the Town during the period between 1895 to 1905.
- Books from the collections of David and Lydia Maria Childs are housed in this collection and periodically attract professional researchers. He and his wife became joint editor of the National Anti-Slavery Standard. Lydia Maria Childs was a popular novelist, journalist, outspoken abolitionist, and activist for both women's and Native American rights.
- A complete collection of the Old Farmer's Almanac (1793 to present) originally published in West Boylston by Robert B. Thomas, the community's first Town Clerk.
- Local newspaper archives.
- Library history and archives as well as period histories and records from the Civil War.
- Vital Records (up to 1850) of many Massachusetts communities to aid in genealogical research.

The decision to add any item or material to the historical collection is the prerogative of the Director as is the decision to exclude or remove certain items. The Library's ability to properly organize, store and care for items are major factors in deciding whether or not to retain certain materials.

Materials for the historical collection are acquired through purchase following standard procedures from publishers, museums, historical societies, etc., or as gifts or donations. The Beaman Library welcomes such gifts, as this is often the only way to acquire local manuscripts, maps, and other historic documents. The Director may decide that a donation is best used in the circulating collection or, in some cases, channeled to a more appropriate institution. The Director will help a potential donor find the best repository for any gift that cannot be accommodated within the Library's collections.

In order to maintain a concentrated collection, donations under consideration should be within the scope of the collection as outlined above, should be in useful and storable format, and given without any restrictions as to permanency, limitations on access by the public, or in any other way. Should the donor have a particular reason for wishing to place limitations on a proposed gift, the Director will assess the situation and work to find adequate solutions or compromises. Neither the Director nor any staff member is qualified to give evaluations for tax purposes on any donation. A third party evaluation is required for substantial gifts.

The safety of the collection is paramount. Due to the value of many of the documents, and because many could not be replaced if lost or damaged, items do not circulate. Access to this collection is limited and will be provided by appointment only. The Director reserves the right to restrict use of any document or part of the collection to an appropriate level of research or researcher.

There are strict limits on photocopying and patrons must check with the Director before doing so. In-depth questions requiring staff research for information that may be contained within these materials are often deferred until such time as adequate staff resources are available.

Appendix A

Library Bill of Rights

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

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.

VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996.

Although the Articles of the *Library Bill of Rights* are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as [Interpretations of the Library Bill of Rights](#).

Appendix B

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.

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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*

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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.

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](#)

Subsequently endorsed by:

[American Booksellers for Free Expression](#)

[The Association of American University Presses](#)

[The Children's Book Council](#)

[Freedom to Read Foundation](#)

[National Association of College Stores](#)

[National Coalition Against Censorship](#)

[National Council of Teachers of English](#)

The Thomas Jefferson Center for the Protection of Free Expression

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Appendix C

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

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