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Bentley University Library Collection Management Policy

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Bentley University Library Collection Management Policy

The mission of the Bentley Library is to support and enrich the university's academic research and educational curriculum goals by serving as a gateway to information, providing access to quality resources, and improving institutional outcomes through the teaching of information literacy. The library endeavors to ensure access to a continually expanding depth and breadth of knowledge and information through the integration of print and electronic resources, collection development, resource sharing, and student and faculty support.

I. INTRODUCTION

The purpose of the Collection Management Policy is to provide a planning document to organize and guide the process of acquiring and providing access to print and electronic information resources and to manage their growth, maintenance, preservation, withdrawal and cancellation. It will be reviewed and revised periodically, as needed.

The library's information resources are purchased or licensed in order to support and strengthen learning and teaching, support faculty research, and as funding permits, provide for the recreational and extracurricular reading and viewing needs of staff, faculty, and students. The Bentley University community made up of faculty, undergraduate and graduate students, and staff serves as the library's primary user group.

The Bentley curriculum offers undergraduate degrees in Accountancy, Actuarial Science, Computer Information Systems, Corporate Finance and Accounting, Creative Industries, Economics-Finance, Finance, Global Studies, Health Studies, History, Information Design and Corporate Communications, Information Systems Audit and Control, Liberal Arts, Management, Managerial Economics, Marketing, Mathematical Science, Media and Culture, Philosophy, Professional Sales, Public Policy, Spanish Studies, and Sustainability Science.

The McCallum Graduate School of Business grants both a Master of Business Administration and a Master of Science degree. The graduate program supports an MBA with concentrations in Accountancy, Business Analytics, Economics of Financial Markets, Finance, Information Systems and Technology, Law and Taxation, Management, and Marketing.

The Graduate School offers MS degrees in Accountancy, Finance, Financial Planning, Human Factors in Information Design, Information Technology, Marketing Analytics, and Taxation.

The PhD program offers doctoral studies in Accountancy and Business.

II. FUNDING CONSIDERATIONS

The Library has been funded with appropriations allocated first by format (e.g. book, periodicals, serials, electronic resources, media etc.) and then by academic discipline (e.g. accounting, economics, English, history, management, etc.) with designated librarians responsible for each of the academic discipline areas.

Budget allocations are designated to accommodate all areas of the curriculum as equitably as possible, taking into consideration library strengths and weaknesses, usage statistics, and the size and nature of the curricular programs. Priority is given to specific subject areas as the need arises, such as the addition of new courses, accreditation requirements or the initiation of graduate school programs. Library resources are also purchased from the gift and endowed funds which are developed through donations. Library resources may also be

purchased with funding from outside sources or grants awarded to the academic departments and centers within the University.

III. COLLECTING PRINCIPLES AND GUIDELINES

Bentley Library's collection management policy is guided by the basic principles of the American Library Association's Library Bill of Rights and The Freedom to Read Statement (see Appendix).

Coverage:

The Bentley Library develops its collections and plans information access strategies according to policies based on a continuing analysis of the University's evolving academic programs, faculty research interests, and user needs. In light of these policies, the Bentley Library acquires or provides access to a wide variety of resources in various formats from books to streaming video, supporting inquiry in all areas of knowledge.

Non-print formats:

All formats that are determined able to be preserved and accessible in the future are considered for purchase and/or license. General non-print format materials include electronic reference databases, electronic journals, electronic and downloadable books. Special non-print format collections include videos, DVDs, CDs, audio and visual resources, including microform and digital images.

Duplicates:

Duplicate copies are purchased only in cases where it is justified, such as core materials or exceptionally heavy use. In most cases it is preferable to purchase multiple titles on the same topic rather than multiple copies of a single work. Duplication may occur in multiple formats, such as both print and electronic access to books and journals.

Textbooks:

The Library generally does not purchase textbooks for the collection. Textbooks are sometimes selected if recommended by faculty as exceptional resources. Other exceptions are those that have earned a reputation as classics in their fields, or which are the only or best sources of information on a particular topic, or for a particular user group.

Foreign Language:

Materials will be collected to support the culture and literature courses taught by the Modern Languages Department faculty in Chinese, French, Italian, Japanese and Spanish. When possible, English side-by-side translation will be collected for standard and classic works.

Gifts:

Gifts have made significant contributions to the excellence of the Bentley Library and have helped build its outstanding collections. Donor support carries on that tradition of giving and ensures that the University Library will continue to foster quality scholarship and lifelong learning.

Conditions, Use and Acknowledgement

1. Upon receipt, gifts become the property of the Bentley Library and are accepted only if they are offered without condition. The Library reserves the right to determine retention, location, cataloging treatment and other considerations relating to the use and disposition of gifts.
2. Gifts – monographs, periodicals, media resources, and archival materials – are received and examined by librarians in the Reference and Technical Services Departments. Selection of gift materials for the Library's collections follows the same standards and criteria as used for new materials. An additional consideration is the condition of the gift materials.
3. Gift materials selected for inclusion are integrated into the Library's collections. Materials not selected for addition to our collections may be donated to other institutions, sold, recycled, discarded or otherwise disposed.
4. Large donations of materials are assessed in terms of appropriateness for the Library collections before the decision is made to accept them. We endeavor to accept only those materials that will enrich our collections and support the academic curriculum.
5. Acknowledgment of gifts is provided by the Library Director, including a statement of the number of items received. We recommend that our donors prepare a detailed inventory and include a copy with their donations.

Federal law as stated in the Internal Revenue Code (IRC title 26 section 170, paragraph 1704.41), prohibits appraisal of gifts by the Library. (U.S. Code Collection from Cornell University Law School - *Qualified appraisal and other documentation for certain contributions* - http://www4.law.cornell.edu/uscode/uscode26/usc_sec_26_00000170---000-.html)

IV. COLLECTION MAINTENANCE

Replacement/Preservation of Materials

1. Books declared missing are periodically reviewed. Titles that are still available and suited for the Library's collections are replaced. Titles that are still important, but no longer available may be added to an out-of-print want list. Titles no longer considered useful are not replaced and the records are withdrawn from the catalog.
2. Worn books are reviewed for replacement as needed. The decision to replace, repair, bind or discard an item is based on its condition, availability and utility.

De-selection of Materials

1. De-selection of materials, both print and electronic, is necessary in order to maintain a viable collection which reflects changes in the curriculum, focuses on current information, and considers space utilization. Standard or classic works will be retained in all fields of study.
2. Faculty recommendations may be solicited in the de-selection of materials.

V. CENSORSHIP AND INTELLECTUAL FREEDOM

Intellectual freedom is fostered within the library by collecting materials that present the widest range of viewpoints possible. Selection of materials does not imply endorsement of their content; however, the quality of all works must meet the standards as set forth in this document.

The Library fully subscribes to the American Library Association's *Library Bill of Rights* and the joint statement entitled *The Freedom to Read Statement* issued by the American Library Association and the Association of American Publishers.

Printed versions of both documents are appended to this policy.

VI. INFORMATION RESOURCES PROFILES

Circulating Book Collections

The Circulating Book Collections include printed books that provide information for research and study in all subject areas of the curriculum and general fields of knowledge. Standard review sources include Choice, Kirkus, Resources for College Libraries, and Publisher's Weekly. The Reader's Advisor, Books in Print with Reviews, and other academic publishers are also used as selection tools. In addition, subject bibliographies, brochures, academic and library-related listservs, vendor notifications, university press catalogs, and faculty, staff, and student recommendations provide the selectors with additional choices to review. Selection criteria include subject relevance to one or more areas of the curriculum, reputation of the author, reputation of the publisher, accuracy of contents, literary style and readability, originality of the work, price, currency and timeliness of the information, academic level, and inclusion of indexes, bibliographies and illustrations.

Newly acquired books are announced on the library's website, blog and other online social media. The Bestseller Collection is a leased collection of books and audio books that appear on the New York Times bestseller lists for fiction, non-fiction, and other bestsellers' lists. Books from this collection may eventually be purchased and added to the Circulating Book Collection when appropriate or returned to the vendor on a rotating basis.

The Circulating Book Collections also include electronic books from a variety of e-book vendors as warranted by collection needs. All electronic books are searchable through the library catalog, but may also be accessed from Databases A-Z on the library home page.

Faculty Publications Collection

This collection contains print monographs written, edited, and/or contributed to by Bentley faculty. Works published within a 10-year rolling period (defined as 10 years prior to and inclusive of the current year) are included. Individual journal issues and/or individual volumes of monographic series are not included; these are shelved with other titles in the serial run.

Subject selectors solicit and/or receive purchase suggestions from Bentley faculty. At the end of each spring semester, a librarian also reviews and purchases titles on the Valente Center Annual New Book Party list of newly published faculty works. Other standard sources as listed in the Circulating Book Collections section of this document may also be used.

Selectors review titles in their collection areas once per year and de-select titles that are no longer within the rolling time period. These titles may include older work by current faculty and/or works by faculty who have retired or left the University. Selectors may choose to move titles to the stacks or withdraw them from the circulating collection.

Reference Collection

The primary goal of the reference collection is to provide access to information that supports the academic curriculum. Both print and computer-based formats are supported in collecting reference resources in all subject areas of the curriculum and in general fields of knowledge. Whenever feasible, reference resources are purchased in electronic format to ensure greater access to the user population. Criteria for selection include currency, physical and intellectual quality, scope, depth, level of information, subject matter, arrangement and accessibility, price and reputation of the author and publisher. The Reference Collection includes annual subscriptions to general and discipline-specific web-based databases. Criteria for selection of web-based resources include ease of use, including enhanced searching capabilities; cost; authority; accuracy; frequency of updating; anticipated demand by library users; quality of support; remote access capability; and licensing fees and usage restriction.

Periodical Collection

The Periodical Collection consists of a broad range of titles designed to service the most current information needs of the curriculum. Titles which are retained for research purposes may be kept in paper copy or bound. Other titles are discarded after a designated period of time. Selection criteria include style, format, editorial content, subscription price and accessibility through indexes, abstracts and bibliographies. Cabell's, Choice, Magazines for Library, Ulrich's International Periodicals Directory and Web of Science are some of the tools used to evaluate a title. Access to journals is also available via electronic resources.

Newspaper Collection

The Newspaper Collection includes a few large metropolitan dailies, as well as some local titles, national business dailies and other titles relevant to academic life. Newspapers are kept on a short term basis, except those that are indexed and retained on microform for research purposes. Selection criteria for newspapers are the same as those for periodicals. Access to national and international newspapers is also available via electronic resources.

Microform Collection

The Microform Collection consists of both microfiche and microfilm. The microfilm collection consists of mostly periodicals and newspapers retained for research purposes. Conversion of paper holdings to microfilm is considered when permanent retention is desirable. However, the graphical limitations of this medium and the additional cost of conversion are taken into consideration for each title.

Film Collection

The Film Collection consists of visual materials, primarily in DVD and streaming video formats that support and meet the instructional and recreational needs of the students, faculty and staff. Selection criteria include needs of the community, faculty requests, audience level, current holdings, content accuracy, currency and impartiality, image and sound quality, potential uses, access and cost. Selection resources include Choice, Educational Reviews of Media Online (ERMO), Library Journal, Video Librarian, and other professional reviewing sources.

Archives and Special Collections (See Appendix I)

The Archives and Special Collections are a closed-stack collection housed together in locked stacks on the lower level of the Library or in an off-site storage facility. The Archives serve as the repository for university histories, administrative materials of significance, committee files, records of student organizations, photographs, yearbooks, institutional publications, and official copies of Bentley theses. The Special Collections include rare books and other materials requiring special treatment to enhance their preservation.

VII. COLLECTION DEVELOPMENT RESPONSIBILITIES

The professional librarians are responsible for insuring continuity and equity in the collection management process, discussing expensive and/or unusual requests, assisting with collection assessment and periodically reviewing collection policies. The librarians also discuss new technologies and products to better serve the information needs of the University. All formats are considered, including monographs, serials, electronic resources, visual resources and non-print media. Faculty members involved in planning new programs or preparing for program reviews or accreditations will be invited to submit requests for materials.

The Reference librarians are responsible for the development of the electronic resource collections, including online indexes, databases, books and websites. Library liaisons submit requests in the disciplines to which they are assigned. Online sources are reviewed by the Reference librarians, Electronic Resources Librarian, and Manager of Reference Services. Final selection and approval of all orders is the responsibility of the Manager of Reference Services in conjunction with the Library Director.

VIII. STANDARDS AND CRITERIA

1. Standard works, as defined in [Resources for College Libraries](#) and discipline-specific bibliographic resources, are collected for all academic programs offered by the curriculum.
2. New materials are selected based on relevance to one or more areas of the curriculum. The academic level of the collection is primarily at the undergraduate level, but graduate level materials will be selected in the specific disciplines where graduate programs are offered. Professional level materials will also be purchased in subjects where it is required. Selection criteria include reputation of the author, reputation of the publisher, accuracy of contents, literary style and readability, originality of the work, price, currency and timeliness of the information, and inclusion of indexes, bibliographies and illustrations. Additional criteria for selection of electronic resources include ease of use, including enhanced searching capabilities; frequency of updating; anticipated demand by library users; quality of support; remote access capability; and licensing fees and usage restriction.
3. Accreditation requirements for the university as a whole and for individual programs are considered critical guidelines in the development of the Library's collections.
4. The library abides by the [U. S. Copyright Law](#) at all times. Items produced in violation of this law will not be added to the collection. *(A very good primer on Copyright can be found at [Copyright Crash Course](#) at the University of Texas System.)* See also [Bentley Library's Copyright Information Guide](#).
5. Higher education textbooks are only acquired in cases where they are considered standard works in their field or required by an accrediting agency.
6. Foreign language materials are primarily collected to support the teaching of Modern Languages courses and augment the Global Studies program resources. Foreign language materials may also be purchased in the field of business and as part of the general reference collection.

IX. ELECTRONIC RESOURCES

Electronic Resources include, databases, online journals, indexing and abstracting services, reference sources, and full-text books, downloadable books and downloadable audio books. Electronic Resources selected for the library collections adhere to the selection criteria outlined in our collection development policies, meet the research needs of a members of the Bentley University community, and enrich the Bentley Library's collections by improving access to information included in traditional formats or by providing information not available in those sources.

Access

The Bentley Library provides the broadest access to Electronic Resources as provided for by vendor agreement and the limitations presented by funding. Whenever possible access will be provided via I.P. authentication and remote access will be made available via Bentley University credentials.

Accuracy and completeness

The e-resource should reflect the identical or increased content as compared with the print equivalent.

Currency

E-resources with print equivalents should not lag behind their print counterparts

Duplication

Duplication of e-resources with equivalent analog formats may be considered if the electronic publication is not archived and retention is expected; if there is a gap in coverage during the embargo period; if the cost of duplication is minimal, and multiple formats best meet the needs of different users in terms of access and convenience.

Scope and Format

Electronic Resources covered by this policy include electronically produced and accessed indexes and abstracts, e-journals, e-books (individual titles and collections), reference works (encyclopedias, dictionaries, directories, handbooks, indexes), newspapers and subject specific news services, subject bibliographies, and full-text documents such as works not published in book form. Electronic Resources will include both purchased resources and free resources.

Subjects

Many Electronic Resources are selected for their coverage of specific subjects; others are interdisciplinary. Electronic Resources should support the curriculum and research needs of our users. Other Electronic Resources are selected to support campus organizations and to enrich the lives of Bentley University's students, faculty, and staff.

Value for money

The e-resource should provide sufficient added value over the print equivalent or other analog formats (e.g., increased functionality, increased accessibility).

Criteria for Selection

- Academic Need – including but not limited to:
 - Research aims and goals of faculty and PhD students
 - Other electronic resources do not supply the same or similar content
 - Cost of a database weighed against the number of students and faculty who will be using it

- How long the information is needed; is information available through interlibrary loan to satisfy need
- Technical Feasibility - including, but not limited to:
 - Availability, (e.g., remote access, on-campus access only)
 - Authentication, (e.g., IP [Internet Protocol] filtering or login password)
 - Storage and maintenance, (e.g., cloud hosting v. local hosting)
 - Platform as a Service (PaaS) and Software as a Service (SaaS), (e.g., SpringShare, Innovative Interfaces)
- Usability - including but not limited to:
 - Search and retrieval functionality, (e.g., truncation, browsing, search history, transliteration)
 - Exporting and downloading, (e.g., printing, e-mail, downloading to a machine, downloading to handheld personal device)
 - Sorting and ranking abilities for database results
- Vendor support – including but not limited to:
 - User training and support
 - Trials and product demonstrations
 - Technical support and system notification process
 - Statistical reporting
 - Customization, (e.g., branding)
 - Provision of bibliographic data, (e.g., MARC records)
 - Data security and archiving policies
- Supply – including but not limited to:
 - Purchase model, (e.g., purchase, subscribe, patron-driven acquisition)
 - Pricing models, (e.g., selective v. big deal)
 - Access options, (i.e. single or limited # of users, multiple users)
 - Archiving and post termination rights
 - Maintenance fees
 - Cancellation rights
- Licensing – including but not limited to:
 - Model/Standard/Perpetual license
 - Liability for unauthorized use
 - Definition of authorized user
 - Definition of authorized sites
 - U.S. Copyright Fair Use provision
 - Terms of termination
 - Terms of refunds
 - Period of agreement
 - Compliance with the governing laws of the library’s legal jurisdiction (city, state, country)

Electronic Resources Guidelines based on:

Johnson, S., Evensen O. G., Gelfand, J., Lammers, G., Sipe, L., Zilper, N. *Key Issues for e-Resource Collection*

Development: A Guide for Libraries. IFLA Acquisition & Collection Development Section, 2012.

<https://www.ifla.org/files/assets/acquisition-collection-development/publications/Electronic-resource-guide.pdf>

APPENDIX I

Donating Records to the Bentley Archives

The Bentley University Archives serves as a repository for Bentley history and documents the activities of departments, offices, students, faculty, staff, and alumni. Individuals, offices, and departments are encouraged to donate significant records that are no longer in active use so that they may become part of the University Archives' permanent collection.

The Archives operates separately from Records Management, which may be responsible for retention of legal, financial, and other administrative records. Below are some examples of materials that *are* and *are not* collected by the Archives.

<u>Accepted by the Archives</u>	<u>Not accepted by the Archives</u>
<ul style="list-style-type: none">• Important correspondence and/or personal files• Publications originating from office/department• Event records including flyers, programs, advertisements• Memorabilia, audio/video, and photographs related to office/department• Press releases and reports• Agendas and minutes of meetings• Operational documentation (constitutions, by-laws, instructions, policies, syllabi)• Project files (proposals, grants, reports, correspondence, etc.)• Final budgets, annual reports, and results of any official review• Organizational charts, staff directories, schedules, and rosters	<ul style="list-style-type: none">• Payroll information• Hiring information (job descriptions may be retained, but not resumes, applications, etc.)• Financial information (excluding final annual budget)• Extensive event planning documentation• Routine, non-informational correspondence or internal files• External publications (excluding reports commissioned for the office/department)• Research files (excluding bibliographies or heavily annotated/significant research)• Draft versions and/or duplicate copies of any of the accepted document types• At this time, electronic materials can only be accepted on a case-by-case basis.

ORGANIZING YOUR RECORDS FOR DONATION

The archivist will consult with you to learn about the organizational structure of your records to determine how material should be arranged. A simple chronological arrangement of files is always welcome, within which series may be established to aid in future reference.

Donations should typically take place on a yearly basis. Between donations, it may be helpful to establish a drawer, carton, or other separate space to save materials that are to be donated. You can place files in this space as they become inactive, and then perform another survey of inactive records just prior to your donation. Do not send records that are still in active use. The archivist can help you to determine when records are inactive.

When setting aside records for donation remember that in almost all cases, the Archives will only require one copy of a document. Please sort through files for donation to remove duplicates and incomplete copies. If possible, remove items from binders, binder clips, and paper clips, as they may cause long-term damage to documents. If you have questions or concerns about non-paper items such as photographs or multimedia, contact the archivist for storage consultation.

WHAT HAPPENS TO YOUR RECORDS AFTER DONATION

After donation, an accession record will be created by the Archives to outline the amount and type of material donated, as well as any established decisions on retention and document privacy.

If this is an initial donation, material will be organized into series and a finding aid will be created to outline the content and time period of the collection, its physical location, access and/or technology restrictions, and administrative history. If this is part of a regular, ongoing donation, new accessions will be added to the existing finding aid.

Material including photographs, audio, video, and memorabilia may be separated from the donation to ensure proper preservation. These items will be assigned item numbers and will be linked to your donation through the accession record.

Once material has been organized and described, and any security and access concerns have been dealt with, material will be made available to researchers. Material from your donation will not leave the Archives, and all efforts will be made to ensure long-term preservation.

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 that 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.

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.

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 Association - ABFFE
The Association of American University Presses, Inc.
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