

Kent County Public Library –Selection Policy

I. Purpose

The selection policy of the Kent County Public Library is an information tool for County residents interested in knowing how materials are selected for the Library's collection and a general guide for library staff responsible for selection of materials. Libraries Build Community, Kent County Public Library's Strategic Plan contains the Mission Statement, Goals and Library roles which impact selection.

II. Kent County Public Library Vision

We build community by connecting people, ideas, and cultures in a free and open environment.

III. Mission Statement

We enable the people of our community to pursue life long learning through our responsive collections, electronic resources and innovative services. Our inviting public libraries are cornerstones of our communities where children and adults can experience personal enrichment and connect with one another.

IV. Goals

The data and feedback collected from our patrons and community indicated the need for the following service responses, as described in the American Library Association's *Planning for Results: A Public Library Transformation Process*, to be emphasized under our broad goals:

A. Current Topics and Titles - fulfilling community residents appetite for information about popular culture and social trends and their desire for satisfying recreational experiences.

B. Lifelong Learning - addressing the desire for self-directed personal growth and development opportunities.

C. Commons - addressing the need of people to meet and interact with others in their community.

D. Information Literacy - addressing the need for skills related to finding, evaluating, and using information effectively.

V. Authority for Selection

Ultimate responsibility for the selection of Library materials rests with the Library Director, who operates within the framework of policies determined by the Board of Library Trustees. Ongoing responsibility is shared with the Assistant, who monitors the selection process. Initial selection of materials may be delegated to Librarians who are qualified for this activity by reasons of education, training, and experience.

VI. Criteria for Selection

A. Primary Objective

The primary objective of selection is to acquire materials of both contemporary significance and permanent value. The Library provides a representative sampling of experimental and ephemeral materials that stimulate the imagination, increase potential for creativity, and, even though controversial, may extend the individual's capacity to understand the world. Within these objectives and with budget limitations in mind, selectors evaluate both the author's qualifications and the publisher's. They may elect not to purchase vanity press publications if the author's credentials are not apparent. The conscious expression of public demand is one of the ways library staff becomes aware of needs. Demand is always subject to professional review and must always be considered within the context of the Library's purpose, goals and objectives.

B. Selection Criteria:

Selection of materials in all areas of the Library collection is governed, in whole or in part, by the following criteria: (not listed in priority order)

1. Accuracy of information
2. Potential or known use by customers
3. Literary merit or artistic quality
4. Importance of author
5. Timeliness
6. Significance of subject matter
7. Authoritativeness of publisher or producer

8. Relationship to other material in the collection
9. Current and/or permanent value to the collection
10. Scarcity of material on the subject
11. Availability of material elsewhere in the area (County, State)
12. Price
13. Suitability of format size, paper, print, binding
14. Ease of use (in particular with regard to electronic resources)

C. Reviewing Tools

Because selectors cannot read, listen to, or view every item added to the collection, professionally recognized reviewing tools are used in the selection process. On a continuing basis, selectors may examine the following resources:

1. Booklist
2. Bulletin of the Center for Children's Books
3. Computers in Libraries
4. Individual publisher's Web sites
5. Library Journal
6. New York Times Book Review
7. Publisher's Weekly
8. School Library Journal
9. VOYA (Voices of Youth Advocates)
10. Washington Post Book World

Other sources may also be consulted.

VII. Special Considerations

A. Series

Books in series are evaluated as individual titles and are added to the collection if they meet the basic selection standards outlined in selection criteria of this supplement.

B. Textbooks

Textbooks are added when there is little or no material available in any other format.

C. Students

Each school is expected to meet its own curriculum needs; however, curriculum support is a strong consideration in selecting materials.

Selection of materials must be consistent with the strategies outlined in The Strategic Plan.

VII. Clientele Served

A. Adults

The Library endeavors to provide adults a full range of materials including books, periodicals, newspapers, pamphlets, maps, microforms, audio and videos, digital video discs, compact discs, and electronic databases. Selectors take into consideration all backgrounds, abilities, and levels of education identifiable within the adult community. Citizen demand is considered and material suggested by customers may be added to the collection, if it meets selection criteria.

B. Young Adults

Young adults (Grades 6-12) use materials from the young adult collection as well as the adult and children's collections. The Library chooses materials to interest this age group in reading for pleasure and to encourage them to become lifelong readers. The selection policy for young adults employs the same general criteria used for all other collections. Since these readers differ widely in ability and background, the materials selected will, of necessity, vary in content and reading difficulty.

C. Children

The Library selects print, non-print and electronic materials to provide a well-balanced collection for children from early childhood through Grade 5. Specific criteria for selection include suitability of content and vocabulary to the level of the reader, fair and accurate

treatment of the subject, and contribution of the material to the balance of the total children's collection. Additional materials are selected for qualities that make them valuable to children with special needs, talents, problems, or interests.

IX. Format of Material

A. Print Materials

1. Book Formats

a. Hardbound - In general, titles in hardcover are the mainstay of the Library's book collection and are purchased for long-term use.

b. Paper bound - Paper bound books are selected to supplement the cataloged hardbound collection. A title may be purchased in paper bound format if it is:

- (1) Available only as paper bound.
 - (2) In high demand and duplicate copies are needed to supplement hardbound copies.
 - (3) Out-of-print in hardbound and the title is considered to be of permanent value.
- Hardbound and paper bound formats are available in all collections.

2. Periodicals

Periodicals provide a current source for general reading, entertainment or research. Selection principles unique to periodicals include accessibility of content through indexes or electronic databases, online full text availability, and duplication.

The periodical collection covers a broad range of interests. Generally, titles have popular rather than specialized appeal. Currently owned titles are evaluated regularly on the basis of use, changing community needs, and budgetary constraints. The Library acquires new titles if they fill a particular information need, are requested frequently, or are well reviewed.

3. Maps And Atlases

The Library maintains a representative collection of maps and atlases that include current travel and road maps, and historical maps- with special emphasis given to Kent County. Important general and thematic atlases of the world, its continents, regions, and nations are also selected. In addition to print, geographic and geologic images are made accessible when appropriate.

a. Additional criteria used in selecting maps and atlases:

- (1) Need for coverage

- (2) Date published
- (3) Scale - preferably large or medium scale
- (4) Quality of color reproduction
- (5) Readability of types
- (6) Accuracy, comprehensiveness, and accessibility of indexes
- (7) Authenticity, comprehensiveness, and current of statistics
- (8) Hardware and software to support access and use

5. Newspapers

Newspapers provide current news coverage on local, national and international levels, satisfy information and recreational needs, and offer a unique source for local information. Newspapers selected for purchase include all established Kent County newspapers, major newspapers of the surrounding metropolitan areas (Baltimore and Washington), and other recognized national and international newspapers as budget allows

Newspapers representing special groups or associations and those dealing with a particular subject or interest may be purchased on a limited basis, depending on public demand and availability of funds.

B. Non-Print Materials

1. Audiovisual Materials

Audio-visual materials, including audio cassettes, videos, DVDs, CD-ROM, compact discs, and software for children are purchased for a wide range of interests and age levels. Selection is based on evaluations found in publications that include reviews of audio-visual materials. Community interest and budgetary limitations are also considered.

2. Electronic Resources

Electronic resources such as bibliographic and full text databases, directories, and encyclopedias are an important means by which information is provided to a wide range of library users. Selection of electronic resources is based on positive systematic evaluation, increased value to the existing collection, ability of the Library to provide support, and cost.

X. TYPE OF MATERIAL

C. Adults

1. Fiction

The adult fiction collection consists of novels and short stories in the English language,

including classical literature, popular best sellers, critically-acclaimed contemporary fiction and genre fiction. English translations of representative authors from other countries are included in this collection. Each title is considered on its own merit taking into consideration contemporary significance, literary quality, and permanent value as creative, experimental, or realistic writing.

a. All titles must contribute to the balance of the collection in regard to:

- (1) types and styles of literature,
- (2) subject treated, and
- (3) customer appeal.

No attempt is made to collect the complete works of an author or genre.

2. Nonfiction

The nonfiction collection provides information on a wide range of subjects and interests. General treatment of subject matter is preferred unless there is an identified community need for more specialized treatment in specific subject areas. Materials of historical importance to a subject field may also be selected. Subject concentrations may be built in response to community demand, but these concentrations will be monitored and changed to adapt to changing community interests and information needs. Emphasis is placed on balance within the collection and the inclusion of materials reflecting varying viewpoints and educational levels.

3. Reference Materials

The reference collection provides access to factual information within the entire range of human knowledge. Materials must be accurate and authoritative. No attempt is made to duplicate extensive research collections available in nearby academic and special libraries.

Special considerations for reference materials include:

- (1) scope and depth of coverage;
- (2) ease of use and special locating features; and
- (3) historical perspective as well as currency.

Emphasis also is placed on acquiring materials relating to Maryland and Kent County.

4. Large Print

Books in large print are purchased for customers with limited vision. Recent and popular

titles, as well as fiction and nonfiction classics, are selected from large print publishers. Talking books and Braille materials are not selected locally. Customers requesting these materials are referred to the Maryland State Library for the Blind and Physically Handicapped.

5. Local Authors

Works written or produced by local authors are acquired if these materials meet general selection criteria.

6. Materials For The Disabled

The Library provides complete access to people with disabilities. The full range of materials and services are available.

7. Audiovisual

The music collection includes recordings that are representative of all types of music. Each recording is considered for the collection on its own merit. No attempt is made to collect all the recordings of a composer or recording artist. The spoken recording collection includes a variety of fiction and nonfiction books-on-cassette and CD, both in abridged and unabridged formats. The adult video collection is comprised of feature films and instructional/educational videos and DVDs. The feature film collection includes movies that represent highly acclaimed and well-reviewed full-length films. The instructional/educational collection includes videos covering a broad variety of nonfiction topics, documentaries and PBS productions of plays.

D. Young Adults

The young adult collection includes materials whose themes, content, and format indicate that they would be of interest to young adults rather than to children or adults. The collection is composed of materials specifically written for young adults; however, materials produced for adults or children, which address concerns and interests of young adults, may be selected to provide for the wide variation in sophistication and reading ability of this age group. The collection provides a transition from children's literature to adult literature.

E. Children

The Library offers a full range of materials for children. These materials are chosen from standard selection tools.

1. Easy Books

Easy books meet the interests and needs of children from preschool through early elementary grades. These picture books and beginning-to-read books must contain text with literary quality and/or well-executed, imaginative illustrations.

2. Fiction

Fiction is provided for children of various reading levels through Grade 5. Well-written books of imaginative fiction and those which portray a period, an incident, or a way of life are selected despite the occasional use of a questionable word or illustration.

3. Nonfiction

Nonfiction is provided for children through Grade 5. Nonfiction must be accurate, informative, current, and is selected in as wide a range of reading levels and interests as possible.

4. Reference

The children's reference collection provides quick access to factual information in many areas of human knowledge. Material in this collection is intended both for children and adults interested in children's literature.

5. Audiovisual

The children's audiovisual collection consists of audio cassettes, compact discs, Digital Video Discs, videos and software. Music recordings include audio cassettes and compact discs. Spoken word recordings include audio cassettes, audiocassette/book combinations, compact discs, and compact disc/book combinations. They are purchased for children ages preschool through Grade 5. Emphasis is on entertainment with literary value, not curriculum support. Software cannot be borrowed. Software is selected for children ages preschool through elementary school. Emphasis is on software of an educational nature.

XI. INTERNET DISCLAIMER

A. Kent County Public Library's Internet access policy is consistent with its Mission and with its Materials Selection Policy.

B. The Library is not an Internet Service Provider (ISP) - that is the realm of the private sector. The Library is an Internet access provider, providing access to Internet-based resources consistent with its Mission in the print and non-print publishing world. Therefore, the Library supports access to information resources but not to interactive Internet services like Instant Messaging, IRC (Internet Relay Chat), Internet Telephony or Usenet.

C. While reasonable efforts are made to encourage access to sites consistent with the Library's purpose, the Library is not and cannot be responsible for what people may find when using Internet-based resources. As with print-based resources, the customer must ultimately control his/her own access to the information available. In particular, parents must supervise their children's access to the Internet.

D. The Library does not support access to sites that are inconsistent with our Materials Selection Policy.

E. Users may be asked to limit their time on equipment when others are waiting.

F. Users must be good information consumers, questioning the validity of the information they find because not all sites on the Internet provide accurate, complete or current information. Staff will assist the public in identifying the range of Internet-accessible resources to answer an information query.

XII. COOPERATION WITH OTHER AGENCIES

The Library recognizes the wealth of resources available through other libraries in the Baltimore-Washington area and does not needlessly duplicate materials. The Maryland Inter-Library Loan Organization makes available the resources of the State Department of Education, neighboring Municipal, County, and academic libraries to Kent County Library customers. Access to the Library holdings of Maryland libraries and many libraries throughout the United States is available through SAILOR[®].

XIII. GIFTS AND MEMORIALS

The Library accepts books and other materials with the understanding that they may not necessarily be added to the collection. The material is evaluated by the same selection standards employed for the purchase of new materials. If the material is not suitable because of condition, out-dated information, or other considerations, the Library reserves the right to discard, sell, or refer such material to another institution or to the Friends of the Kent County Library. The Library does not appraise gifts.

The Library accepts gifts of materials, or money for the purchase of materials, from individuals and organizations. Such gifts may be in memory of an individual, in which case a memorial gift plate is added. Library selection standards also apply in these cases.¹

XIV. COLLECTION MAINTENANCE

¹ This is a revision of the separate gifts policy that was date January 1986.

A. Deselection

Materials within the Library collection are continuously monitored. Items may be withdrawn if they contain outdated or inaccurate information, are superseded by a newer edition, are worn or badly marked, or are duplicates or seldom used materials. Space, replacement cost, and the quality and appearance of the collection are factors in this decision. The weeding process is an integral part of the ongoing collection maintenance activities to keep the collection useful and vibrant. Withdrawn material will be replaced as appropriate if possible. Important out-of-print materials will be replaced by reprints, if available. Remainders may also be sought. In all cases, maintaining a well-balanced collection is the goal.

B. Duplication

Multiple copies of titles are purchased or leased to meet heavy customer demand. Duplication is kept to a minimum, but is sufficient in number to insure that the Library is a dependable community resource.

XV. ACCESS TO INFORMATION

An informed public is possible only through free access to materials reflecting a variety of ideas and opinions.

The Public Library has the institutional responsibility to support and promote this freedom by selecting and providing materials that reflect various issues, including sides of questions that are controversial and may be unpopular with segments of the public. In fulfilling this responsibility, the Library does not promulgate or support specific beliefs or viewpoints. Likewise, the selection of materials for inclusion in the collection does not constitute endorsement of the viewpoints contained therein. In consonance with Resolution 1981-32² of the Maryland State Board of Education, and within the conceptual framework expressed in the Library Bill of Rights³, and the Freedom to Read⁴ and Freedom to View⁵ statements adopted by the American Library Association, Kent County Public Library affirms the public's right to free access to information. Censorship, in this context, is viewed as a purely individual matter. While anyone is free to reject for himself/herself books or other materials of which he/she does not approve, he/she cannot exercise this right of censorship to restrict the freedom of others.

² See Appendices

³ See Appendices

⁴ See Appendices

⁵ See Appendices

With respect to the use of Library materials by children, the Library places the responsibility for the selection choices of children with their parents or legal guardians.

XVI. RECONSIDERATION OF LIBRARY MATERIALS

The Library does not practice censorship. Customers may request that materials within the collection be re-evaluated. To do so, the Request for Reconsideration of Library Material⁶ must be completed and signed. This form is forwarded to the appropriate selector who reviews the material in light of the Library's Materials Selection Policy and guidelines for reconsideration of materials. Customers receive a written reply to these requests.

APPENDIX A

MARYLAND STATE BOARD OF EDUCATION RESOLUTION 1981-3A June 24, 1981

WHEREAS, The freedom to read is essential to our democracy; and

WHEREAS, Public libraries have a responsibility to make available to the public books and other material offering the widest diversity of knowledge and ideas, views and expressions, so that citizens may choose freely from among a broad range of conflicting ideas; and

WHEREAS, It is in the public interest for libraries to reaffirm this principle in policies and procedures for the selection of library materials and for dealing with complaints and requests for the removal of material by individuals or groups, therefore be it

RESOLVED, That the State Board of Education endorses the Freedom to Read

⁶ See Appendices

principle and requires boards of library trustees of each public library system to adopt policies that will affirm and guide the effective implementation of this principle, and be it further

RESOLVED, That the Board directs the Assistant State Superintendent for Libraries to provide assistance to libraries and to report the result to the Board by June, 1982.

APPENDIX B

LIBRARY BILL OF RIGHTS⁷

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

1. 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

⁷ Adopted June 18, 1948. Amended February 2, 1961, and January 23, 1980, inclusion of "age" reaffirmed January 23, 1996 by the ALA Council.

excluded because of the origin, background, or views of those contributing to their creation.

2. 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.

3. Libraries should challenge censorship in the fulfillment of their responsibility to provide Information and enlightenment.

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

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

6. 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.

APPENDIX C

THE FREEDOM TO READ⁸

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

⁸ Adopted June 25, 1953; revised January 28, 1972, January 16, 1991, July 12, 2000, by the ALA Council and the AAP Freedom to Read Committee.

access to reading materials, to censor content in school, 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 avoid the subversion of politics and the corruption of morals. We, as citizens 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 citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they need the help of censors to assist them in this task. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

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.

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 or unpopular with the majority.

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept 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 with any expression the prejudgment of a label characterizing it 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 the citizen. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large.

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

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

The freedom to read is of little consequence when 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 citizens the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of 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; revised January 28, 1972, January 16, 1991, July 12, 2000, by the ALA Council and the AAP Freedom to Read Committee.

A Joint Statement by:

American Library Association

Association of American Publishers

Subsequently Endorsed by:

American Association of University Professors

American Booksellers Foundation for Free Expression

American Society of Journalists and Authors

The American Society of Newspaper Editors

Anti-Defamation League of B'nai B'rith

Association of American University Presses

The Children's Book Council

The Electronic Frontier Foundation

Feminists for Free Expression

Freedom to Read Foundation

International Reading Association

The Media Institute

National Coalition Against Censorship

National PTA

Parents, Families and Friends of Lesbians and Gays

The Thomas Jefferson Center for the Protection of Free Expression

APPENDIX D

FREEDOM TO VIEW⁹

THE FREEDOM TO VIEW, along with the freedom to speak, to hear, and to read, is protected by the First Amendment of 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 possible 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 a film, video and other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or film maker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

ACKNOWLEDGMENTS

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.

*Approved by the Kent County Public Library Board of Trustees,
May 24th, 2004¹⁰*

⁹ Endorsed by the American Library Association's Intellectual Freedom Committee and the ALA Council in June, 1979 and January 10, 1990

¹⁰ Prior selection policies were published in June 1986 and revised in October 1988.

