



COLLECTION MANAGEMENT POLICY

PURPOSE

The purpose of the policy is to serve all the citizens of the Municipality of Anchorage through the continuing management of the collection maintained in accordance with the Library's mission: Connecting people to education, information, and community. Knowledge of our community is essential in making decisions about the Library's collection and reflecting the unique characteristics within the Municipality.

The Library recognizes American democracy depends on an informed and engaged citizenry which can only be realized when a full range of ideas is accessible to people as embodied in the First Amendment of the United States Constitution which protects the free expression of ideas.

The Library's collection is protected by the First Amendment and Article 1, Section 5 of the Constitution of the State of Alaska, and is a marketplace of ideas that reflects the racial, ethnic, and cultural diversity of the community.

Selection Responsibility

Ultimate authority for materials selection rests with the Library Director. The Collection Management Services Coordinator recommends policy and implements procedures for the development and management of the Library's collections. Collection management includes assessment of community needs; establishment of policy and budget to support those needs; the selection, acquisition, and promotion of materials; and evaluation of the collection and its effectiveness.

A team of librarians, under the direction of the Collection Management Services Coordinator, assists with collection management. Selectors use professional judgment and expertise based on an understanding of user needs and knowledge of authors and publishers or producers. All Library staff work collaboratively with each other and customers to support collection development and management. Library staff actively work to diversify the collection to include all experiences and points of view.

This policy does not replace the judgment of individual librarians, and only provides guidelines to assist them in choosing from the vast array of available materials.

Selection Criteria

There is no single standard which can be applied in all acquisition decisions. Some materials are judged in terms of artistic merit, scholarship, or value. Others are selected to satisfy the recreational or informational needs of the community. Materials are judged on overall effect rather than specific illustrations, words, passages, or scenes which may be considered offensive by some.

Librarians select materials identified from sources including professional and commercial reviews, listservs and web sites, book lists and bibliographies, local culture and events, and public and staff recommendations.

All acquisitions are evaluated using a standard library review source and against the criteria listed below. An item need not meet all the criteria to be selected.

- A. General Criteria for the Evaluation of Library Materials:
 - Appropriateness and effectiveness of format to content
 - Attention of critics, reviewers, media, and public
 - Authority of author or creator
 - Availability and price
 - Contemporary significance or permanent value
 - Contribution to the diversity of coverage on controversial subjects
 - Popularity and local demand
 - Present and potential relevance to community needs
 - Prizes, awards, or honors received
 - Representation of cultural diversity
 - Reputation and/or significance of the author, illustrator, editor, publisher, or producer
 - Skills, competence, and purpose of author, producer, performer, etc.
 - Suitability of subject and style for intended audience

- B. Specific Criteria for the Evaluation of Works of Information and Opinion:
 - Authority of author
 - Clarity, accuracy, and logic of presentation
 - Comprehensiveness and depth of treatment
 - Contribution to subject balance of the entire collection and relationship to existing collection
 - Integration of challenging works, including extreme and/or minority points of view
 - Objectivity and integrity

- C. Specific Criteria for the Evaluation of Works of Imagination:
 - Artistic expression, presentation, and experimentation
 - Illustration of genre, trend, or culture
 - Sustained interest
 - Vitality and originality

Self-Published Materials

The Library may purchase self-published materials based upon the criteria mentioned above and including regard for quality of editing and production.

Suggest a Purchase

The Library welcomes suggestions from the community for possible purchase of materials. All suggestions are given serious consideration. Suggestions are considered by the same criteria as all other materials purchased for the Library.

World Languages

The Library collects recreational and informational materials in languages other than English for adults and youth to meet the needs of a diverse population. Materials in a variety of languages are collected based on community demographics and availability of materials.

Digital Resources

Digital resources, including eBooks, eAudiobooks, streaming media, and databases are subject to the same general selection criteria as other materials. The Library does not control the content of subscription services.

Special Items

Staff creates, collects, and compiles special items such as packets and kits to fit community goals and educational outcomes.

Intellectual Freedom

The Library Director and Library staff recognize the responsibility of the Library to provide materials representing the diverse needs, interests, backgrounds, cultures, and social values of the community. Librarians are inclusive in collection management and in the provision of interlibrary loan.

The presence of an item in the Library does not indicate an endorsement of its content by the Library. Library materials are not marked or identified to show approval or disapproval of the contents, and access is not restricted beyond what is required to protect materials from theft or damage.

The standards stated in this policy apply equally to the materials for children. The Library believes that individuals may reject for themselves and their children—*and only for their children*—materials which they find unsuitable. Caregivers who wish to limit or restrict the use of the Library by their children should personally oversee their selections.

The principles expressed in the following documents are basic to this policy and are incorporated herein. (See the Appendix for the full text of these statements):

The American Library Association's
Library Bill of Rights
Intellectual Freedom statement
Access to Digital Resources and Services interpretation

The American Library Association's and the Association of American Publishers'
Freedom to Read statement

The American Film and Video Association's *Freedom to View* statement

Reconsideration of Library Materials

Individuals objecting to specific materials in the collection may initiate a request for reconsideration by filling out a Request for Reconsideration form available at all locations and on the Library web site. The Collection Management Services Coordinator will review the request and assign one or more librarians to read, view, or listen to the item being challenged. The item will be reevaluated using the selection criteria, the Library's mission statement, and the documents included in Appendix A. Items challenged within the previous three calendar years are not eligible for reconsideration. A request for reconsideration will only be considered from an individual who is a resident of the Municipality of Anchorage or is otherwise eligible to hold an Anchorage Public Library card.

A written reply indicating the Library's position and any action taken will be sent to the individual making the complaint within 15 business days dependent on the Library's ability to obtain adequate copies of the materials for all members of the reconsideration committee.

A written appeal of the staff decision may be presented to the Library Director within 15 business days. The Library Director has 15 business days to provide a written decision. A written appeal of the Library Director's decision may be made to the Municipal Attorney within 15 business days. The written decision of the Municipal Attorney will be final.

Donations

Financial donations to benefit the collection are encouraged and are made directly to the Library or through the Anchorage Library Foundation or the Anchorage Friends of the Library.

The Library accepts donations of materials in like-new condition. Donations of books or media are accepted with the understanding that they will not necessarily be added to the collection. The material is judged by the same criteria as those applied to the purchase of new materials. The Library reserves the right to dispose of donated material through sales at Library fundraising events or discarding.

The Library does not accept the following materials: video cassettes (VHS), audio cassettes, compact discs, magazine subscriptions, issues of magazines, textbooks, law books, encyclopedias, or condensed editions. Print materials without an ISBN (International Standard Book Number) will not be added to the collection.

The Collection Management Services Coordinator is responsible for the acceptance of all donations to be added to the collection. Any condition or restriction on donated material must be agreed to and stated in writing by the Collection Management Services Coordinator in advance of the Library's receipt of the donation.

Appraisal of value is the responsibility of the donor. A gift receipt providing for a description of the material donated and date of the donation is provided when requested.

Discarding

The Library's collection is regularly reviewed by selector librarians and materials deemed no longer of value are removed from the collection. Factors considered include physical condition, frequency of use, obsolescence, number of copies in the system, research value, adequacy of coverage in the subject area, and availability of similar material.

SPECIAL COLLECTIONS

Anchorage Public Library has two special collections—the Alaska Collection and the Loussac Caregivers' Collection. Both collections are housed at the Z.J. Loussac Library.

Alaska Collection

The collection encourages the appreciation and enjoyment of Alaska's history, culture, development, institutions, and natural resources, and is relevant to the study and understanding of the state, including reference and research support. The materials in the collection encompass the Municipality of Anchorage, the state of Alaska, adjacent areas of the Arctic, and native and indigenous populations throughout. The collection includes most commercially published works on Alaska written for adults in the English language, Municipality of Anchorage public documents and publications, locally published works that contribute to the mission of the collection, and materials in Alaska Native languages. Items collected include books, government documents, newspapers, periodicals, media, maps, microform, and electronic resources. There are some genealogy resources and rare historical materials included in the collection; however, this part of the collection is not actively added to as other nearby institutions cover this subject more comprehensively.

Loussac Caregivers' Collection

The collection is intended for adults who work with children in any capacity. Early childhood education (with an emphasis on literacy) and elementary education (with an emphasis on science and math and continued literacy instruction) are considered core resources for the collection. Also included as part of the core are materials on brain development in infants and toddlers, and activities books aimed at families or group care settings. Materials about homeschooling, including how-to guides, philosophies, and educational activity guides, are prominent. The

collection also includes materials about parenting, children's literature, youth services librarianship, and providing services to children in a public library setting. There is a small selection of periodicals related to the subjects in this collection.

Approved by: Virginia C. McClure, Library Director

Adopted: November 22, 2023

APPENDIX

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.

ACCESS TO DIGITAL RESOURCES AND SERVICES:

AN INTERPRETATION OF THE LIBRARY BILL OF RIGHTS

The fundamental mission of libraries is to provide access to information, regardless of content or format, to everyone. Digital resources and services, or resources and services made primarily available online or on digital devices, are integral to libraries' mission in the twenty-first century. Libraries are important points of access to many digital resources and services, including, but not limited to, computers, the Internet, and digital resources and tools. In order to provide access to digital resources and services while upholding the Library Bill of Rights, libraries must consider intellectual freedom principles and issues of equity to ensure that access to information is enhanced, not restricted, by digital technology.

Libraries should regularly review issues arising from digital creation, distribution, retrieval, and archiving of information. Any review of these issues should consider users' First Amendment rights, rights to privacy, and the core values of librarianship as expressed in the Library Bill of Rights and the Code of Ethics of the American Library Association. Many people lack access or the capability to use or create digital resources effectively. There is a need for places where people can access, use, or create information without impediment. It is the responsibility of libraries to provide access to digital resources and services and to mitigate all barriers, whether they are economic, educational, or political. The provision of access does not imply sponsorship or endorsement by the library. Libraries should resist all attempts by individuals, governments, and private entities to censor or limit access to digital resources or services.

In making decisions about how to offer access to digital resources, services, tools, physical equipment, and networks, each library should consider intellectual freedom principles and issues of equity in the context of its mission, goals, objectives, cooperative agreements, and the needs of the entire community it serves.

The Rights of Users

All library policies, procedures, or regulations relating to digital resources and services should be scrutinized for potential violations of user rights. User policies should be developed according to the policies and guidelines established by the American Library Association.¹

Users' access to digital resources and services should not be restricted or denied for expressing, receiving, creating, or participating in constitutionally protected speech. If access is restricted or denied for behavioral or other reasons, users should be provided due process, including, but not limited to, formal notice and a means of appeal.

Information retrieved, utilized, or created digitally is constitutionally protected unless determined otherwise by a court of competent jurisdiction. These rights extend to minors as well as adults.² Libraries should use technology to enhance, not deny, digital access. Users have the right to be free of unreasonable limitations or conditions set by libraries, librarians, system administrators, vendors, network service providers, or others. Contracts, agreements, and licenses entered into by libraries on behalf of their users should not violate this right. Libraries should provide library users the training and assistance necessary to find, evaluate, use, and create information effectively.

All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use.³ The library should uphold these rights by policy, procedure, and practice in accordance with Article VII of the Library Bill of Rights. The library should regularly maintain its systems and networks in order to protect users' rights to privacy and confidentiality. As libraries increasingly provide access to digital resources through third-party vendors, libraries have a responsibility to hold vendors accountable for protecting patrons' privacy.

Equity of Access

The digital environment provides expanding opportunities for everyone to participate in the information society, but individuals may face serious barriers to access. These barriers, often referred to as the digital divide, may include a lack of infrastructure for Internet connectivity, lack of tools (hardware or software), and lack of skills, knowledge, or means necessary to access digital resources.⁴ Libraries should be cognizant of the digital divide and work to minimize it as they provide access to digital resources for their communities.

Digital resources, services, training, and networks provided directly or indirectly by the library should be readily and equitably accessible to all library users. American Library Association policies oppose the charging of user fees for the provision of information services by libraries that receive support from public funds.⁵ Libraries should develop policies concerning access to digital resources. These policies should be consistent with ALA's policies and

guidelines. When new digital resources are provided to library users, libraries have an obligation to provide equitable training opportunities to library users and workers in using those new resources. Training should also address privacy and security issues that accompany the use of digital resources and services.

Information Resources and Access

Libraries, acting within their mission and objectives, should support access to information on all subjects that serve the needs or interests of each user, regardless of the user's age or the content of the material. In order to preserve the cultural record and to prevent the loss of information, libraries may need to expand their selection or collection-development policies to ensure preservation, in appropriate formats, of information obtained digitally. Libraries have an obligation to provide access to government information available in digital format.

Providing connections to global information, services, and networks is not the same as selecting and purchasing materials for a library collection. Some information accessed digitally may not meet a library's selection or collection-development policy. It is, therefore, left to each user to determine what is appropriate. Libraries and library workers should not deny or limit access to digital resources because of their allegedly controversial content or because of a library worker's personal beliefs or fear of confrontation. Furthermore, libraries and library workers should not deny access to digital resources solely on the grounds that they are perceived to lack value. Parents and legal guardians who are concerned about their children's use of digital resources should provide guidance to their own children.

Publicly funded libraries have a legal obligation to provide access to constitutionally protected information. Federal, state, county, municipal, local, or library governing bodies sometimes require the use of Internet filters or other technological measures that block access to constitutionally protected information, contrary to the Library Bill of Rights.⁶ If a library uses a technological measure that blocks access to information, it should be set at the least restrictive level in order to minimize the blocking of constitutionally protected speech.

Adults retain the right to access all constitutionally protected information and to ask for the technological measure to be disabled in a timely and confidential manner. Minors also retain the right to access constitutionally protected information and, at a minimum, have the right to ask the library or librarian to provide access to erroneously blocked information in a timely and confidential manner. In order to ensure user privacy and confidentiality, records of these requests should not contain personally identifiable information. Libraries and librarians have an obligation to inform users of these rights and to provide the means to exercise these rights.⁷

Digital resources and services allow libraries to significantly expand the scope of information available to users. Like all resources and services provided by the library, provision of access to digital resources and services should follow the principles outlined in the Library Bill of Rights to ensure equitable access regardless of content or platform.

1. "Guidelines for Library Policies," approved June 28, 1994 by the ALA Intellectual Freedom Committee; revised January 19, 2005; March 29, 2014 under previous name "Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities"; June 24, 2019.
2. *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969); *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853, (1982); *American Amusement Machine Association v. Teri Kendrick*, 244 F.3d 954 (7th Cir. 2001); cert.denied, 534 U.S. 994 (2001).
3. "Privacy: An Interpretation of the Library Bill of Rights," adopted June 19, 2002, by the ALA Council; amended on July 1, 2014; June 24, 2019.

4. Martin Hilbert, "The End Justifies the Definition: The Manifold Outlooks on the Digital Divide and Their Practical Usefulness for Policy-Making," *Telecommunications Policy* 35, no. 8 (2011): 715-736. <https://doi.org/10.1016/j.telpol.2011.06.012>
5. "Economic Barriers to Information Access: An Interpretation of the Library Bill of Rights," adopted June 30, 1993, by the ALA Council and amended June 25, 2019.
6. "Internet Filtering: An Interpretation of the Library Bill of Rights," adopted June 30, 2015, by the ALA Council.
7. "If some libraries do not have the capacity to unblock specific Web sites or to disable the filter or if it is shown that an adult user's election to view constitutionally protected Internet material is burdened in some other substantial way, that would be the subject for an as-applied challenge, not the facial challenge made in this case." *United States, et al. v. American Library Association*, 539 U.S. 194 (2003) (Justice Kennedy, concurring).

Adopted January 24, 1996 by the ALA Council; amended January 19, 2005; July 15, 2009 under previous name "Access to Digital Information, Services, and Networks"; and June 25, 2019.

References to cited policies have been updated on November 6, 2018.

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 Foundation for Free Expression
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

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.