

**Hunt Library**  
**Collection Management Policy**  
**Revised July 2024**

Embry-Riddle Aeronautical University

# Hunt Library Collection Management Policy

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# **Hunt Library Collection Management Policy**

## **Mission**

The Hunt Library supports the Daytona Beach and Worldwide campuses of Embry-Riddle Aeronautical University. It provides access to materials, information resources, services, and facilities to students, faculty, and staff in support of the University's commitment to excellence in teaching, learning, and research. As an academic support unit, the Hunt Library maintains flexibility and is proactive in meeting the changing information needs of its community.

## **Purpose Statement**

The Hunt Library acquires, organizes, and makes accessible diverse materials in a variety of formats that support the teaching, learning, and research needs of the Embry-Riddle Aeronautical University community. This policy is a statement of the operating guidelines that the Hunt Library staff use in the acquisition, preservation, and dissemination of information resources.

## **Audience**

The primary audience for these guidelines is the Hunt Library staff and the university community of faculty, staff, students, and researchers.

## **Introduction**

Since 1925, Embry-Riddle Aeronautical University (ERAU) has been deeply involved in aviation education. Initially established as a flight school, it received accreditation from the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) in 1968 and attained university status in 1970. Meeting SACS criteria as a Level VI institution, ERAU also holds approvals from various specialized associations and entities, including the Accrediting Board for Engineering and Technology (ABET), the Association of Collegiate Business Schools and Programs (ACBSP), Aviation Accreditation Board International (AABI), International Fire Service Accreditation Congress (IFSAC), and the Federal Aviation Administration (FAA). ERAU's mission is to teach the science, practice, and business of aviation and aerospace.

ERAU is comprised of three campuses: Daytona Beach, Florida; Prescott, Arizona; and Worldwide, which offers courses both online and in classrooms at Centers throughout the world. The Hazy Library primarily serves the Prescott campus, while the Hunt Library provides resources and services to students, faculty, and staff at the Daytona Beach and Worldwide campuses.

In alignment with its mission, the Hunt Library concentrates its collection development activities to offer resources that facilitate exploration, research, and learning, and is responsive to the specialized academic degree programs as well as the broader general educational needs of the

Embry-Riddle community. Additionally, the library recognizes the importance of preserving and providing access to its unique and historical aviation and aerospace resources.

## **Funding and Budget Allocation**

Funds for the purchase of library resources are allocated yearly by the university budget office. The Electronic Resources Librarian, the Acquisitions Librarian, and the Associate Director for Collection Strategy and Technical Services administer the budget in collaboration with the Library Director, the Library Business Manager, and the Library Management Team. Utilizing a set of fund codes, the library allocates its materials budget by material type to monitor spending. This budget sustains the acquisition of materials across various formats.

## **Consortia agreements**

In order to carry out its mission to meet the teaching and research needs of the ERAU community, the Hunt Library collaborates with external organizations to cooperatively share the cost of resources. Current consortia arrangements include Lyrasis and the Independent Colleges and Universities of Florida (ICUF). On occasion, the Hunt Library also works with statewide organizations, including the Florida Virtual Campus (FLVC) and the Florida Electronic Library (FEL), as well as with Florida's multitype library cooperatives such as the Northeast Florida Library Information Network (NEFLIN).

## **Selection Guidelines**

### **Intellectual freedom and diversity commitment**

The Hunt Library endorses the principles set forth by the American Library Association in the Library Bill of Rights (see [Appendix A](#)) and the Freedom to Read Statement (see [Appendix B](#)).

The Hunt Library prioritizes information resources that represent a diverse spectrum of perspectives consistent with the values of the library and university. Materials are selected based on their merit, irrespective of their popularity, language, treatment of controversial issues, or the authors' gender, religion, identity, political beliefs, or nationality. Selections are influenced by updated curricula, designed to cater to a diverse student body, evolving research fields explored by a wide range of scholars, and insights derived from historically silenced, marginalized, and underserved communities.

The library is committed to fostering and advancing diverse, equitable, and inclusive resources and recognizes that this endeavor remains an ongoing process. We acknowledge the inherent value of diverse perspectives, voices, and experiences in enriching scholarly discourse and knowledge creation. Our collection policy embraces materials that reflect the breadth and depth of human diversity and experience. The library strives to provide access to a wide range of resources that support multiple viewpoints, challenge assumptions, and contribute to a

comprehensive understanding of the world. Through intentional selection and curation, we aim to create an inclusive environment where all members of our academic community feel represented, respected, and empowered to engage critically with diverse ideas and information.

The library is dedicated to integrating the values and guidelines for diverse collections provided by the [ALA Interpretation of the Bill of Rights](#) and [ACRL Standards for Diversity](#).

## **Copyright**

The Hunt Library adheres to all provisions of U.S. copyright law and guidelines.

## **Objectives**

The Hunt Library is committed to acquiring, preserving, and providing access to a variety of information resources essential to fulfill its mission within the library. The Collection Management Policy remains dynamic and adaptive to the changing teaching, learning, and research needs of the ERAU community.

## **Subject areas and collection arrangement**

The primary subject areas collected are those that support the curriculum and the instructional and research activities of ERAU. The Hunt Library adheres to the Resource Description and Access (RDA) cataloging standard and organizes the majority of materials by the Library of Congress Classification System.

## **Language**

English, the language of instruction at ERAU, is the primary language of the collection. In recognition of the ERAU student body's diversity, the Hunt Library acquires selected works in languages spoken by many students as the budget allows.

## **Selection responsibility**

The Electronic Resources Librarian, the Acquisitions Librarian, the Associate Director for Collection Strategy and Technical Services, and the Collection Management Team (CMT) actively participate and collaborate in the selection of materials for the collection. The CMT meets regularly to formally review requests to purchase materials. Additionally, the CMT optimizes library holdings regarding the curriculum, patron needs, library and university goals, materials availability, and budgetary resources. Input is received formally and informally from the entire university community. The faculty's subject expertise is tapped through designated librarians who serve as liaisons to the academic departments.

## General selection guidelines

Materials are evaluated under these general guidelines:

- Depth of current collection in the subject area,
- Lasting value of the content,
- Demand for and use by students, faculty, and staff,
- Suitability of format to content,
- Authoritativeness of the author/publisher,
- Price in relationship to the total budget,
- Ease of access (e.g., electronic resources available through the Internet), and
- Multiple materials. (As a general rule, the Hunt Library purchases single copies of most print items.)

All materials purchased with funds allocated to the library become the property of the library.

## Selection and evaluation tools

When making selection decisions, librarians consult subject-specific and standard library reviewing sources such as *Choice* and *Library Journal*. In addition, they use faculty expertise as a resource for selection and evaluation of the collection and encourage faculty to recommend items. Librarians also consider Interlibrary Loan requests, usage data, and student feedback.

## Selection levels

Graduate Program subject areas	Advanced Study Level
Undergraduate Program subject areas	Initial Study Level
General Education subject areas	Basic
All other academic subject areas	Basic
General Interest / Leisure	Minimal Level

## Collection codes

These codes were developed by the American Library Association.<sup>1</sup>

**Advanced study level.** A collection which is adequate to support the course work of advanced undergraduate and master's degree programs, or sustained independent study; that is, which is adequate to maintain knowledge of a subject required for limited or generalized purposes, of less than research intensity. It includes a wide range of basic monographs both current and retrospective, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, and the reference books and fundamental apparatus pertaining to the subject.

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<sup>1</sup> Anderson, J.S. (1996). *Guide to written collection policy statements* (2nd ed.). Chicago: American library Association.

**Initial study level.** A collection which is adequate to support undergraduate courses. It includes a judicious selection from currently published basic monographs (as are represented by Choice selections) supported by seminal retrospective monographs (as are represented by Books for College Libraries); a broad selection of works of secondary writers; a selection of the major review journals; and current editions of the most significant reference tools and bibliographies pertaining to the subject.

**Basic level.** A highly selective collection which serves to introduce and define the subject and to indicate the varieties of information available elsewhere. It includes major dictionaries and encyclopedias, selected editions of important works, historical surveys, important bibliographies, and a few major periodicals in the field.

**Minimal level.** A subject area in which a few selections are made beyond basic works.

## **Textbooks**

For the purposes of this policy, a textbook is defined as a book specifically designed to be used as the basis of a course of study. As a general policy, the Hunt Library does not purchase textbooks, as they are typically expensive, become quickly outdated, and acquisition of textbooks directly conflicts with the library's intention to develop a collection of lasting value.

## **Exceptions**

Exceptions can be made for textbooks that are considered classics in their fields, have attained a "definitive" status, or when such items are the sole or superior sources of information for a particular topic.

To further the Hunt Libraries' commitment to supporting student success, the library also provides a small selection of textbooks online in e-format and on reserve in the library in print format. Textbook acquisitions are made on a case-by-case and data-driven basis. The library considers purchasing e-textbooks when reasonably priced digital versions are accessible through acceptable access models.

The library is aware of the high costs of textbooks and proactively supports and encourages faculty adoption of low-cost or no-cost textbook alternatives and Open Educational Resources (OER).

## **Gifts**

The Hunt Library generally does not accept unsolicited gifts of information resources (see the [Hunt Library and University Archives Material Donation](#) Form). However, the library may consider items for inclusion in the collection if they:

- Are in excellent physical condition (i.e., book covers intact, quality paper stock, and absence of mold, mildew and dirt)
- Have been published within the last five years, or have historical value
- Support scholarship in at least one area relating to ERAU academic programs



- Have potential for receiving high use.

All gifts will be evaluated for inclusion in the library collections in accordance with all applicable sections of this Collection Management Policy, using the same standards applied to purchased materials. Gifts become the library's property and may be displayed, housed, or disposed of appropriately.

The Hunt Library does not provide appraisals of the value of gift materials. Donors will receive a letter of thanks from the library if a gift is accepted. When appropriate, special notes will be added to the item(s) record, indicating donor attached to the gift items. Desk or instructor's copies that are marked as such cannot be accepted as gifts.

The [University Archives](#) is open to donations of photos, artifacts, or memorabilia from alumni, current students, faculty or staff that document their time at Embry-Riddle. Contact the Archives Librarian or the Hunt Library Director for additional information.

Monetary donations may be made via the following University Philanthropy website: [Giving to Embry-Riddle](#).

## **Formats of Materials**

### **Electronic resources**

In order to maximize access to information for members of the ERAU community, the Hunt Library prioritizes obtaining new resources in electronic formats whenever feasible and appropriate. This reflects the ongoing trend among libraries to transition from physical collections to digital ones, and also meets the needs of ERAU's distance learners. The following guidelines serve as a basis for acquiring electronic materials, though exceptions may be considered when necessary:

Provisions for Interlibrary Loan and reproduction of materials for educational use are included in the license;

Access is available 24 hours, 7 days a week;

Access is available off-campus.

In most circumstances, the Hunt Library does not collect freely available and discoverable material for the cataloged collection.

### **Electronic databases**

Electronic database purchase and cancellation decisions are made in cooperation with the Collection Management Team and the Library Management Team.

### **Database Selection Criteria:**

- Funding availability & future costs

- Licensing; including definitions of authorized sites & provisions for fair use
- Technical considerations, such as authentication, hosting, and compatibility with the discovery layer
- Relevance to the collection & university curriculum
- Limited overlap with existing resources
- Content; with a preference for full-text and DRM free
- Intended audience
- Cost-benefit analysis
- Ease of use (search functionality)
- Accessibility; preference for ADA compliance / accessible design

### **Database Selection Process:**

Requests for new databases may originate through various channels, with the most common sources being direct requests from faculty or from librarians.

#### **Step 1 - Vetting:**

- Requests for new databases will be submitted to the Hunt Library Electronic Resources Librarian, who will notify the Collection Management Team.
- Each request must be vetted by the Collection Management Team before a trial is initiated. Vetting includes:
  - i. Analyzing existing databases to determine content uniqueness and/or overlap.
  - ii. Reviewing usage statistics for existing similar databases.
- This information will be shared with the requestor to determine if the request should proceed forward.

#### **Step 2 - Pre-Trial:**

- The Electronic Resources Librarian will gather preliminary information about the requested database: cost, technical specifications, and legal constraints.

#### **Step 3 - Trial:**

- The Electronic Resources Librarian will set up a database trial for databases meeting pre-trial requirements.
- All librarians will then evaluate this trial database.
- The Electronic Resources Librarian will collate all feedback for discussion with the Collection Management Team.
- The Associate Director for Collection Strategy & Technical Services will schedule a meeting to discuss the database trial with the Collection Management Team.

#### **Step 4 - Decisions:**

- A final decision will be shared with the requestor along with a timeline for implementation, if approved.
- New database purchases are decided upon once a year in April/May time frame unless there is an urgent/curriculum-driven need.
- New database subscriptions will typically begin in July, at the start of the fiscal year.

#### **Database Budget:**

- If funding is not available for the purchase of a new database and it is deemed important to our collection, a careful review of existing databases will occur to determine if an existing database can be cancelled to create funding for the new database.
- Members of the Collection Management Team will review usage statistics, costs, program support and the results of a comparison study, if available.
- Hunt Library and Hazy Library personnel will discuss all of the above, as needed, with the appropriate personnel on each campus: Deans, Faculty, Program Chairs, budget office.

#### **Books**

The Hunt Library purchases both electronic and print monographs. Electronic books are typically purchased in an unlimited or multiple-user format or with an extended access option for upgrading single-user licenses. Additionally, the Hunt Library purchases both current and archival collections of electronic books. Hardbound (cloth) books are preferred for print collections due to their durability. Although the majority of books are acquired in order to meet the curricular needs of the university community, the library also leases a small collection of popular fiction and non-fiction to support leisure reading.

#### **Serials/periodicals/newspapers**

The Hunt Library subscribes to a diverse range of serial publications, including scholarly journals, magazines, newspapers, newsletters, proceedings, abstracts, indexes, annuals, and monographic series. Most of the library's journal subscriptions are accessible electronically, although a small collection of scholarly and trade/popular journals remains available in print. Additionally, the library acquires electronic archival collections featuring essential journal titles.

The library remains committed to consistently acquiring subscriptions for serials already in its collection. However, the library conducts periodic assessments of their relevance to the ERAU mission, subscription costs, and usage patterns. When considering new titles, the selection process will prioritize factors such as cost-effectiveness, relevance to the subject area, reviews from available sources, and the availability of indexing within the library's access.

## **Microforms**

The Hunt Library acquires information resources on microfilm format only when it proves to be the most cost-effective option or the sole method available for acquisition.

## **Government documents/technical reports**

The Hunt Library is not designated as a federal or state government document depository but maintains a small collection of government documents and technical reports that support the ERAU mission.

## **Manuscripts/rare books/archival materials**

Acquisitions of manuscripts, rare books, and other historical materials for the Hunt Library's Special Collections are evaluated on a case-by-case basis by the Library Director, the Associate Director for Collection Strategy and Technical Services, and the Archives Librarian. The Special Collection of historical aviation materials consists primarily of donations and gifts.

## **Maps/atlasses**

The Hunt Library does not maintain a separate collection of maps, nor does it actively collect in this area, although a small number of maps are retained for reference purposes. A representative collection of general and specialized atlases is maintained.

## **Pamphlets/brochures/etc.**

The Hunt Library will purchase pamphlets, brochures, annual reports, reprints of articles, clippings, and other items that directly support the curriculum as needed. The library collects only those materials that comply with copyright laws.

## **Works of art/photographs/models/realia**

The Hunt Library does not actively acquire works of art, photographs, models, or realia. However, donated items may be evaluated for potential inclusion in the collection, according to the criteria outlined in the collection guidelines.

## **Films**

The Hunt Library acquires media to support the curriculum. The preferred format is DVD NTSC Region 1. The Hunt Library also provides the ERAU community with access to several streaming video collections. Due to copyright restrictions, the library cannot provide access to streaming content that is only made available to the individual consumer market.

## **Computer software/CD-ROMS**

The Hunt Library does not actively collect software.

## **Theses & dissertations**

The university requires all graduate students to submit an electronic version of their master's thesis or doctoral dissertation to the library. These submissions are intended for inclusion in Scholarly Commons, the university's institutional repository, and in ProQuest's Dissertations and Theses Global database.

## **Open Access (OA) & Open Educational Resources (OERs)**

The Hunt Library supports emerging publishing initiatives, such as Open Access and Open Educational Resources, that intend to make access to research more affordable and available. The library provides direct access to high quality, mission-specific open access resources such as databases, electronic journals, and electronic books. The library also supports the university's institutional repository, Scholarly Commons.

## **Evaluation of the Collection**

### **Deselection & withdrawal**

Withdrawal, also referred to as weeding, is the permanent removal of outdated, damaged, or redundant material from the collection. Deselection is the decision-making process for withdrawal. The primary responsibility for organizing weeding initiatives and deselecting materials lies with the Collection Management Team, though other library staff may provide advice or guidance.

The following types of materials are routinely removed from the collection:

- a. Damaged materials,
- b. Obsolete/superseded items, and
- c. Older editions that do not have historical value in our collection.

### **Replacement**

The Associate Director for Collection Strategy and Technical Services and Acquisitions Librarian review reported missing or lost items for possible replacement. Decisions on replacement consider factors such as cost, availability, anticipated use, existing holdings, and newer publications related to the subject. The Collection Management Team is consulted as necessary throughout this evaluation and process.

## **Preservation & conservation**

The Hunt Library strives to maintain and to preserve the physical condition of items through temperature regulation, humidity control, and pest control. Additional preservation measures, such as archival boxes or binding of materials, are implemented when required.

## **Appendix A**

### **Library Bill of Rights**

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

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

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

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

VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

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

## **Appendix B**

### **Freedom to Read Statement**

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation, and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions, and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.

The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We therefore affirm these propositions:



1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

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

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint, but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

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

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

*A Joint Statement by:*

[American Library Association](#)  
[Association of American Publishers](#)

*Subsequently endorsed by:*

[American Booksellers for Free Expression](#)  
[The Association of American University Presses](#)  
[The Children's Book Council](#)  
[Freedom to Read Foundation](#)  
[National Association of College Stores](#)  
[National Coalition Against Censorship](#)  
[National Council of Teachers of English](#)  
[The Thomas Jefferson Center for the Protection of Free Expression](#)