

Boston Public Schools
26 Court Street
Boston, MA 02108
School Library Media Selection Policy

I. Philosophy and Goals

The philosophy and goals of the Boston Public School Library Media Centers are founded on the system-wide goals and the core values of our schools. The purpose of the school library media program is to instruct students in acquiring knowledge and familiarity with a broad scope of information tools, and foster an appreciation of reading and literature that will enable them to become critical consumers of information and self-sufficient, life-long learners. Through the use of the library, students acquire and strengthen skills in locating, reading, analyzing, synthesizing, and communicating information. In the library media program, the learner interacts with others, masters knowledge as well as skills, and achieves greater self-motivation, discipline, and capacity for self-evaluation and independent learning.

Certified library media specialists in each school engage students in subject area curriculum activities which develop a variety of research strategies. Students learn to work both independently and cooperatively to become discriminating readers, viewers, and listeners. They are encouraged to explore a wide range of quality literature in all genres, and to develop an aesthetic appreciation of literature and literary genres.

The library media center serves as the information center of the school, creating a learning laboratory. It is the hub for integrated, interdisciplinary, interdepartmental, inter-grade, and school-wide learning activities. Resources and activities for learning represent a diversity of experiences, opinions, and social and cultural perspectives, and are appropriate to the full range of ability levels. The program is designed in direct relationship to the students' classroom experience. The *Boston Public Schools Grade Level benchmarks*, and the state curriculum frameworks, with the expectation of its full integration within the curriculum.

II. Responsibility for Selection

The Boston Public School Committee is legally responsible for the policies of the Boston Public Schools. The responsibility for the selection of instructional materials and resources is delegated to the professionally trained employees of the school system. Selection of materials involves many people: administrators, teachers, supervisors, instructional technology specialists, and school library media specialists. The responsibility for

coordinating the selection and purchase of materials for the school library media center rests with professionally trained and certified school library media personnel.

III. Materials Selection Policy

Materials are selected to serve the breadth of the curriculum, the needs and specific interests of students, and to address the wide scope of learning styles and multiple intelligences within a school. The school library media specialist strives to develop a comprehensive collection that supports the curriculum, provides a range of materials at all levels to meet the needs of all learners, and is available in a variety of formats with diversity of appeal, representing the presentation of many different points of view. The library media program adheres to the *Library Bill of Rights* and the *Students' Freedom to Read*.

IV. Criteria for Selection

A. General Resources

In general, learning resources shall be selected for their strengths, rather than rejected for their weaknesses. A combination of the following criteria are used as a guide in selection.

- contribution to the curriculum and the educational goals of the school;
- literary and artistic excellence;
- lasting importance or significance to a field of knowledge;
- relevance to the interests of students;
- favorable reviews found in standard selection sources;
- favorable recommendations based on preview and examination of materials by professional personnel, adults with special expertise, and students' suggestions;
- reputation and significance of the author, producer, and publisher;
- currency or timeliness of material;
- contribution to the breadth and diversity of representative viewpoints on controversial issues;
- contribution to multicultural and pluralistic awareness;
- high degree of potential user appeal;
- quality, durability, and variety of format;
- suitability of format and appearance for intended use;
- material is commensurate with cost and/or need.

B. Non-Print Resources

Non-print resources include, but are not limited to video tapes and DVDs, laser disks, online databases, sound recordings, CD-ROMS, computer software, graphic materials, maps/globes, microforms, learning kits, games, transparencies, and archival materials that support the established learning goals of the Boston Public Schools library media centers.

In selecting non-print resources, each item should be considered for its merit and value in the collection. Materials will be previewed whenever possible before a determination for

selection and purchase is made. Previously stated criteria for selection should be applied, with some additional considerations.

- availability and capability of existing and currently owned hardware to utilize the format;
- appropriateness of format;
- addresses instructional goals and supports curriculum taking into account learning styles, and the developmental abilities and adaptive technology needs of the students;
- ease of use and/or availability of training or customer support;
- sufficient documentation;
- licensing agreements;
- technical quality;
- accurate and reliable presentation of information.

C. Internet Resources

There are many Internet web sites available that provide significant information, and supplement the resources of the school library media centers. In selecting Internet sites it is important that the site be chosen for support of the goals of the educational community based on application of previously stated criteria. The following considerations should also be made:

- relevance to the curriculum and interests of the learning community;
- format accessible for the intended audience: the text is readable and graphics appropriate;
- ease of access;
- availability of equipment for viewing;
- sites developed by authoritative sources are preferred;
- accuracy and currency of information;
- favorable reviews when available;
- inclusion in recognized professional educational resources and collection development tools;
- extends the learning experience of the students or the instructional resources of the classroom teacher beyond available print and non-print resources in the school library media center.

D. Resource Selection Process

Requests and suggestions are sought from staff, parents, and other members of the school community. Library media specialists read current reviews from professional literature and other reviewing sources recognized for their expertise. The selection process also includes the replacement of lost and worn materials and the removal of materials no longer current, applicable to curriculum, or containing stereotypes and biases. The disposal of these

deselected materials shall be according to established guidelines. (Appendix D.) Gift materials, sponsored materials, and other donations, are evaluated by the same criteria as purchased materials.

V. Selection Resources

The following lists and tools may be consulted in the selection of materials, but selection and collection development resources are not limited or restricted to these listings.

1. Current reviewing media: sources of reviews for print and non-print materials:

- *Alan Review*
- *Appraisal*
- *BookList*
- *Booklinks*
- *Book Report*
- *Bulletin For the Center of Children's Books*
- *Children's Software Review*
- *Classroom Connect*
- *Computers in Libraries*
- *Horn Book*
- *Journal of Youth Services in Libraries*
- *Kirkus*
- *Kliatt*
- *Learning and Leading with Technology*
- *Library Journal*
- *Library Talk*
- *Media and Methods*
- *Multicultural Review*
- *Multimedia Schools*
- *Publisher's Weekly*
- *Riverbank Review*
- *School Library Journal*
- *Science Books and Films*
- *Teacher Librarian*
- *Technology and Learning*
- *VOYA*
- *Wilson Library Bulletin*

2. Subject specific professional periodicals including but not limited or restricted to:

- *Bookbag*
- *English Journal*
- *Instructor*

- *Language Arts*
- *Learning*
- *Mailbox*
- *Reading Teacher*
- *Science and Children*
- *Social Education*
- *Social Studies and the Young Learner*
- *Science Scope*
- *Science Teacher*
- *Teaching K-8*
- *Teaching Children Mathematics*
- *Teaching Tolerance*

3. Special bibliographies, prepared by educational organizations for particular subject matter areas may also be utilized for collection development, including but not restricted to:

- *School Library Journal: Best Books of the Year (Dec. issue SLJ)*
- *Booklist: Editor's Picks of the Year (Jan. 15 issue)*
- *NSTA: Outstanding Science Trade Books of the Year, (Mar. issue Science and Children)*
- *NCSS: Notable Social Studies Trade Books of the Year (May issue, Social Education)*
- *International Reading Association: Children's Choice; Teacher's Choice (Oct. issue, Reading Teacher)*
- *ALA: Notable Books for Children*
- *ALA: Notable Children's Films and Videos*
- *ALA: Notable Children's Computer Software*
- *ALA: Notable Children's Websites*
- *YALSA: Best Books for Young Adults*
- *YALSA: Quick Picks for Reluctant Readers*
- *YALSA: Outstanding Books for the College Bound*
- *ALA: Best Films and Videos for Young Adults*
- *Bulletin for the Center of Children's Books: Blue Ribbons*
- *American Association for the Advancement of Science: Best Children's Science; Best Science Books for Young Adults*
- *Technology and Learning: Best Software of the Year*
- *School Library Journal: Best Reference Books of the Year*
- *NCTE: Notable Children's Books in the Language Arts*
- *Science Books and Films: Editor's Choice*
- *Award Winners including Newbery, Caldecott, Coretta Scott King, Michael Printz, Pura Belpre, National Book Award, Mildred L. Batchelder Award, Boston Globe – Horn Book Awards and others*

4. Collection development tools, using the latest editions and supplements, including but not restricted to:

- Adventuring With Books: A booklist for PreK-Grade 6 (NCTE)
- A-Zoo: Subject Access to Children's Picture Books
- Best Books for Children: Preschool through Grade 6
- Best Books for Young Adult Readers Grades 7-12
- Best Videos for Children and Young Adults
- The Bookfinder
- Books in Print
- Books for You: An Annotated Booklist for Senior High
- Bowker's Complete Video Directory
- Children's Books in Print
- Children's Catalog
- Elementary School Library Collection
- From Biography to History: Best Books for Children's Entertainment and Education
- Middle and Junior High School Library Catalog
- Recommended Reference Books for Small and Medium Size Libraries and Media Centers
- Reference Books Young Readers
- Senior High School Library Catalog
- Subject Index to Books for Intermediate Grades
- Subject Index to Books for Primary Grades
- Your Reading: A Booklist for Junior High and Middle School.

VI. Intellectual Freedom

The primary objective of the Boston Public Schools library media centers is to implement, enrich, and support the educational program of the schools. In doing so, the library collection strives to provide a wide range of materials for all levels and areas of the curriculum, representing a diversity of appeal and different points of view.

To help both students and teachers develop a critical awareness of the problems and issues in our rapidly changing world, materials presenting all aspects of these problems and issues will be included, unpopular as well as popular, questionable as well as accepted, minority as well as majority opinions as developmentally appropriate.

The development of an individual's taste, judgment, critical thinking abilities, and life-long reading habits is to be encouraged. To that end, a considerable range of materials must be included in the library collection. Recreational reading, listening, and viewing contribute to this growth. Items for this purpose will be available along with those which are supportive of the curriculum.

This library materials selection policy is rooted in and supportive of the following documents:

- *The Constitution of the United States*, especially the *Bill of Rights*
- *The Students' Right to Read*, National Council of Teachers of English, 1982
- *The Freedom to Read*, American Library Association, 2000
- *The Freedom to View*, American Library Association, 1990
- Intellectual Freedom Documents of the American Library Association *Library Bill of Rights*, American Library Association, 1996
- School Library Bill of Rights, American Association of School Librarians

VII. Procedure for Handling Objections to Library Media Materials

Occasionally objections to materials may be made. The procedure concerning complaints is outlined below. Its purpose is to provide for a hearing to determine appropriate action within the context of the principles of freedom of information, the students' right to access of materials, and the professional responsibility and integrity of the school faculty. No materials shall be removed from the library before the process of review is completed.

1. All complaints to staff members or administrators shall be reported to the library media specialist, whether received by telephone, letter or in personal conversation.
2. Upon receiving the complaint, the library media specialist will notify the building principal and the Director of Center for Media Technology. The library media specialist shall contact the complainant to discuss and attempt to resolve the complaint informally by explaining the philosophy and goals of the Boston Public Schools, as well as the materials selection criteria and process.
3. If the complaint is not resolved informally, the complainant shall be supplied with a packet of materials consisting of:
 - a. A letter addressing the complainant's concerns and outlining the procedure for addressing the issue;
 - b. The Boston Public Schools: School Library Media Selection Policy;
 - c. Statement of Concern About Library Resources (Appendix B of the Boston Public Schools School Library Media Selection Policy)
4. The Statement of Concern About Library Resources shall be completed and returned before further consideration will be given to the complaint. If the Statement of Concern About Library Resources has not been received by the library media specialist within two weeks of the date indicated on the letter to the complainant, the complaint shall be considered closed.

5. If the Statement of Concern About Library Resources is completed and returned before or by the designated date, the following process will then be implemented:
 - a. While no questioned materials shall be removed from the school library media shelf pending the reconsideration process, access to questioned materials can be denied to the child (or children) of the parent(s) or guardian(s) making the complaint, if they so desire.
 - b. Upon receipt of a completed Statement of Concern About Library Resources form, the Director of Center for Media Technology will notify the Superintendent of Schools and the Assistant Superintendent of Curriculum and Instruction of the objection.
 - c. The Director of Center for Media Technology will chair and convene a Reconsideration Committee to review the complaint within two weeks of receipt of the completed form.
 - d. The Reconsideration Committee shall consist of:
 - One representative from the SSC of the involved school;
 - Two teachers—one at-large, and one from the involved school;
 - Assistant Superintendent for Curriculum and Instruction;
 - Director of Center for Media Technology;
 - Principal or Assistant Principal from the school involved in the complaint;
 - Library media specialist from the school involved in the complaint;
 - A library media specialist at large;
 - Should there be a conflict of interest, other representatives will be appointed by the Director.
6. The Reconsideration Committee shall include the following steps:
 - Read, view, or listen to the challenged material.
 - Check general acceptance of the material through the reading of critical reviews and consulting recommended lists and collection development tools.
 - Determine the extent to which the material adheres to the selection policy.
 - Weigh merits against faults to form opinions based on the material as a whole, and not on passages isolated from context.
7. The Reconsideration Committee shall meet to discuss the material and determine if it conforms to the principles of selection outlined in the Boston Public Schools: School Library Media Selection Policy, following the guidelines outlined in the Instructions to the Evaluation Committee (Appendix C). The Reconsideration Committee shall prepare a report on the challenged material containing their recommendations on the disposition of the matter. In answering the complainant, the Committee shall explain the selection philosophy, give the guidelines used for selection of the specific material under reconsideration, cite authorities used in reaching the decision, and make recommendations.

8. The Reconsideration Committee shall notify the complainant of their decision in writing, along with a formal written report and recommendation to the School Committee through the Superintendent of Schools, within two weeks of their meeting. A decision to sustain a challenge shall not be interpreted as a judgment of irresponsibility on the part of the professionals involved in the original selection and/or use of the material.

9. The School Committee shall review and adopt the findings of the Reconsideration Committee in the absence of clear and convincing proof that the Committee's findings were inappropriate or arbitrary. The School Committee's adoption of the Committee's findings shall be administratively final, binding, and conclusive.

APPENDICES

APPENDIX A

SAMPLE LETTER TO COMPLAINANT

Date: _____

Dear _____

We appreciate your concern over the use of _____

_____ at the _____

in the Boston Public Schools.

We have developed procedures for selecting materials, but realize that not everyone will agree with every selection made. To help you understand the selection process; we are sending a copy of the Boston Public Schools Library Media Selection Policy that includes our philosophy, goals, and right to read statements. It is our hope that upon review of our selection policy and criteria, you will view the objected material in a more favorable light.

Also enclosed are the established procedures for handling objections, and a Statement of Concern About Library Resources. If you are still concerned after having reviewed this material, please complete the Statement of Concern About Library Resources form and return it to the school library media specialist. You may be assured of prompt attention to your request.

The form must be returned within two weeks from the date of this letter, no later than _____. If I have not heard from you within the specified time period, I will assume you no longer wish to file a formal complaint.

Thank you for your interest in the Boston Public Schools.

Sincerely,

Library Media Specialist

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APPENDIX B

STATEMENT OF CONCERN ABOUT LIBRARY RESOURCES

Please return this form to the Library Media Specialist.

Date: _____

Name: _____ Telephone: _____

Address: _____ (street)

_____ (city) _____ (zip code)

Complainant represents:

_____ himself/herself

_____ organization (if yes, please name) _____

_____ other group (if yes, please identify) _____

Name of school owning challenged material: _____

Do you have a child in this school? _____ (no) _____ (yes) _____ (grade level)

Title of item under consideration: _____

Author/Producer: _____

Resource type: ___ Book ___ Magazine ___ Newspaper ___ Audiovisual ___ Other

If other, please specify: _____

1. What brought this resource to your attention? _____

2. Did you read, view or listen to the entire item? _____ (yes) _____ (no)

3. To what in the item do you object? Be specific, and cite pages, paragraphs, frames, etc.

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4. Do you have a comment on the item as a whole? What do you feel is the value and purpose of this item?

5. What resource(s) do you suggest to provide additional coverage on this topic?

6. For what age or grade level would you recommend this resource? _____

APPENDIX C

INSTRUCTIONS TO EVALUATING COMMITTEE

Bear in mind the principles of the freedom to learn and to read and base your decision on these broad principles rather than on defense of individual materials. Freedom of inquiry is an essential ingredient of education in a democracy and part of the Boston Public Schools philosophy.

Read thoroughly all material referred to you, including available reviews and the full text of the challenged material. The general acceptance of the material could be checked by consulting standard evaluation sources and local holding in other schools. Passages or parts should not be pulled out of context. The values and faults should be weighted against each other and opinions based on the material as a whole. The goal is to help the complainant recognize the intrinsic value of the item, as learning resources are initially selected for their strengths, rather than rejected for their weaknesses.

Your report, representing both majority and minority opinions, will be presented by the Director of Center for Media Technology via a letter to the complainant at the conclusion of your discussion of the questioned material. Further, it will be presented to the School Committee through the Superintendent of Schools at a regularly scheduled School Committee meeting for their final review and action.

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APPENDIX D

PROCESS FOR DESELECTING BOOKS

- Mark discard.
- Pull book pocket and card, remove from shelf list, and card catalog.
or
- Remove barcode and remove record from database.
- Keep a record of deselected books.

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APPENDIX E

READINGS

SCHOOL LIBRARY BILL OF RIGHTS

School libraries are concerned with generating understanding of American freedoms and with the preservation of these freedoms through the development of informed and responsible citizens. To this end the American Association of School Libraries reaffirms the Library Bill of Rights of the American Library Association and asserts that the responsibility of the school library is:

- To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and maturity levels of the pupils served.
- To provide materials that will stimulate growth in factual knowledge, literacy appreciation, aesthetic values, and ethical standards.
- To provide a background of information which will enable pupils to make intelligent judgment in their daily life.
- To provide materials on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical reading and thinking.
- To provide materials representative of the many religious, ethnic, and cultural groups and their contributions to our American heritage.
- To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive collection appropriate for the uses of the library.

THE FREEDOM TO READ

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 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 enterprises 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 pressure 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 comes 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.

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RE: THE FREEDOM TO READ

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.

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RE: THE FREEDOM TO READ

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

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RE: THE FREEDOM TO READ

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
Center for Democracy & Technology
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

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RE: THE FREEDOM TO READ

Parents, Families and Friends of Lesbians and Gays
People for the American Way
Student Press Law Center
The Thomas Jefferson Center for the Protection of Free Expression

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 original background, or views of those contribution 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 18, 1948.
Amended February 2, 1961, and January 23, 1980,
Inclusion of "age" reaffirmed January 23, 1996,
By the ALA Council.

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DIVERSITY IN COLLECTION DEVELOPMENT

An Interpretation of the LIBRARY BILL OF RIGHTS

Throughout history, the focus of censorship has fluctuated from generation to generation. Books and other materials have not been selected or have been removed from library collections for many reasons, among which are prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, sexual forms of expression, and other topics of a potentially controversial nature.

Some examples of censorship may include removing or not selecting materials because they are considered by some as racist or sexist; not purchasing conservative religious materials; not selecting

materials about or by minorities because it is thought these groups or interests are not represented in a community; or not providing information on or materials from non-mainstream political entities.

Librarians may seek to increase user awareness of materials on various social concerns by many means, including, but not limited to, issuing bibliographies and presenting exhibits and programs.

Librarians have a professional responsibility to be inclusive, not exclusive, in collection development and in the provision of interlibrary loan. Access to all materials legally obtainable should be assured to the user, and policies should not unjustly exclude materials even if they are offensive to the librarian or the user. Collection development should reflect the philosophy inherent in Article II of the Library Bill of Rights: "Libraries should provide materials and be proscribed or removed because of partisan or doctrinal disapproval." A balanced collection reflects a diversity of materials, not an equality of numbers. Collection development and the selection of materials should be done according to professional standards and established selection and review procedures.

There are many complex facets to any issue, and variation of context in which issues may be expressed, discussed, or interpreted. Librarians have a professional responsibility to be fair, just and equitable and to give all library users equal protection in guarding against violation of the library patron's right to read, view, or listen to materials and resources protected by the First Amendment, no matter what the viewpoint of the author, creator, or selector. Librarians have an obligation to protect library collections from removal of materials based on personal bias or prejudice, and to select and support the access to materials on all subjects that meet, as closely as possible, the needs and interests of all persons in the community which the library serves. This includes materials that reflect political, economic, religious, social, minority, and sexual issues.

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RE: DIVERSITY IN COLLECTION DEVELOPMENT

Intellectual freedom, the essence of equitable library services, provides for free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored. Toleration is meaningless without tolerance for what some may consider detestable. Librarians cannot justly permit their own preferences to limit their degree of tolerance in collection development, because freedom is indivisible.

Adopted in July 14, 1982; amended January 10, 1990, by the ALA Council.

(ISBN 8389-6552-0)

Evaluating Library Collections:

An Interpretation of the Library Bill of Rights

The continuous review of library materials is necessary as a means of maintaining an active library collection of current interest to users. In the process, materials may be added and physically deteriorated or obsolete materials may be replaced or removed in accordance with the collection maintenance policy of a given library and the needs of the community it serves. Continued evaluation is closely related to the goals and responsibilities of libraries and is a valuable tool of collection development. This procedure is not to be used as a convenient means to remove materials presumed to be controversial or disapproved of by segments of the community. Such

abuse of the evaluation function violates the principles of intellectual freedom and is in opposition to the Preamble and Articles 1 and 2 of the Library Bill of Rights, which state:

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.

The American Library Association opposes such “silent censorship” and strongly urges that libraries adopt guidelines setting forth the positive purposes and principles of evaluation of materials in library collections.

Adopted February 2, 1973; amended July 1, 1981, by the ALA Council.

(ISBN 8389-5406-5)

CHALLENGED MATERIALS

An Interpretation of the *LIBRARY BILL OF RIGHTS*

The American Library Association declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined materials selection policy in written form which reflects the Library Bill of Rights, and which is approved by the appropriate governing authority.

Challenged materials which meet the criteria for selection in the materials selection policy of the library should not be removed under any legal or extra-legal pressure. The Library Bill of Rights states in Article I that “Materials should not be excluded because of the origin background or views of those contributing to their creation,” and in Article II, that “Materials should not be proscribed or removed because of partisan or doctrinal disapproval.” Freedom of expression is protected by the Constitution of the United States, but constitutionally protected expression is often separated from unprotected expression only by a dim and uncertain line. The Constitution requires a procedure designed to focus searchingly on challenged expression before it can be suppressed. An adversary hearing is a part of this procedure.

Therefore, any attempt, be it legal or extra-legal, to regulate or suppress materials in libraries must be closely scrutinized to the end that protected expression is not abridged.

Adopted June 25, 1971; amended July 1, 1981; amended January 10, 1990, by the ALA Council.

(ISBN 8389-6083-0)

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ACCESS TO RESOURCES AND SERVICES
IN THE SCHOOL LIBRARY MEDIA PROGRAM
An Interpretation of the LIBRARY BILL OF RIGHTS

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a

school library media program, the principles of the *Library Bill of Rights* apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the development and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view on current as well as historical issues.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources which reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear or access via electronic means.

Major barriers between students and resources include but are not limited to: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permission from

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parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide for a timely and fair hearing and assure that procedures are applied equitably to all expressions of

concern. School library media professionals implement district policies and procedures in the school.

Adopted July 2, 1986; amended January 10, 1990; July 12, 2000, by the ALA Council.

(ISBN 8389-7053-2)

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 guarantees of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

Endorsed by the ALA Council January 10, 1990

Prepared by the NCTE Task Force on Guidelines for Dealing with Censorship of Nonprint Materials.

Introduction

Increasingly, nonprint media—including television, music video, videotape, film, radio, compact disk, and hypertext for personal computers—have become primary sources of information and recreation, as well as emotional and artistic experiences for Americans. Inasmuch as today's children come to school from homes and communities which provide them with wide exposure to nonprint media, it is crucial that English language arts teachers draw upon this background both to recognize the students' knowledge and to develop the students' critical thinking about nonprint media. Students must develop the knowledge, critical awareness, and technical skills to become participants in, creators of, thinkers about, and commenters on the nonprint media that are so pervasive an influence on their lives. This means that teachers often must use materials that, while potentially controversial, need to be examined so students can confront the stereotyping, propagandizing, and editorial gate keeping so prevalent in the media. Such study allows students to discover that nonprint media works are constructions of reality, have commercial, ideological, and value-laden messages, and employ aesthetic forms.

For decades, many English language arts teachers have included the study of nonprint media works in their classrooms, recognizing that

- It is possible to develop students' print literacy and appreciation of print literature by building on students' informally acquired and often sophisticated media literacy skills;
- nonprint media include artistic and informative works that merit study in their own right;
- students have a need and a right to understand and critically analyze the powerful nonprint media sources of their daily information and entertainment.

Despite the enormous cultural influence and artistic contributions of nonprint media, the classroom study of nonprint works is threatened by direct and indirect censorship.

Indirect censorship occurs when teachers limit their classroom studies almost exclusively to print materials. The power of the nonprint image, the speed with which the nonprint media communicate multiple messages, and the frankness with which contemporary nonprint materials present controversial issues and images, create a fear that these materials have greater potential for arousing controversy in the classroom and problems with censorship in the community.

Increasingly, direct censorship occurs when teachers who do attempt to include nonprint materials in their courses of study are told by their principals or school boards that they must abide by the

ratings developed by the Motion Picture Association of America and not show any film or videotape rated "R"—ratings which our courts have called irrelevant for instructional purposes.

Excellent film productions of book that have gained the attention of censorship groups are also targets of direct censorship efforts. Music video, probably the most prevalent source of entertainment for many students, is ruled off limits without regard to its potential use in the curriculum.

NCTE encourages the study of nonprint media works through its Media Assembly, Commission on Media Arts, and Guidelines for the Preparation of Teachers of English Language Arts. In the spirit of its longstanding position on intellectual freedom in the teaching of English language arts, this brochure offers the following principles, guidelines, and resources for teachers, parents, and school administrators.

Principals:

1. The students' "right to know" is not limited to print media. It includes the right to know through nonprint media and about nonprint media.
2. Students' freedom of speech includes freedom of expression through studying, discussing, and producing nonprint media.
3. Education at all levels must reflect the diversity and debate inherent in a democratic society. Well-schooled citizens are prepared to confront choice, to raise questions, to consider a spectrum of contingencies, and to develop skills and attitudes of critical analysis. This kind of education must begin early. All classrooms, therefore, need to include a variety of print and nonprint materials for students' discovery, information seeking, and decision making.
4. A primary function of the English classroom is the cultivation and celebration of the imagination. Like poetry, fiction, drama, and the essay, the media arts can inspire and enlarge students' ways of perceiving and being in the world.
5. In a global society, nonprint media can expand students' understanding of cultures beyond their own. Students must develop their abilities to analyze the ways the mainstream media shape their perceptions of other cultures, and encounter a variety of cultural products and perspectives.
6. Language is the means by which teachers and students construct, examine, and evaluate print and nonprint texts for practical, intellectual, and aesthetic purposes. Therefore, the English language arts classroom is an appropriate setting for the technical, aesthetic, and intellectual study of nonprint media.
7. Selection of nonprint materials for study in schools should be the province of teachers and librarians, and the selection should be based on sound educational criteria outlined in the school's mission statement and curriculum.

8. The rating system of the Motion Picture Association of America should not be used as the primary guide in selecting films or videotapes for instruction in schools. The MPAA ratings are made by the film industry expressly without regard for artistic or educational value.
9. Intellectual freedom and development require that students learn to dispute civilly. The teacher's role in discussion of nonprint materials is one of mediating between and among conflicting viewpoints and perceptions. Leading a class discussion of controversial topics or works does not imply endorsement or approval of views or values suggested by those works or expressed by students in discussion of those works.
10. Research on styles of learning supports the wide use of nonprint materials in the curriculum—including opportunities for analysis and production—especially for students who find visual or auditory works the primary means for learning and personal expression.
11. As with reading literature, the students' prior knowledge shapes their perceptions of a media text; each student thus "sees" a different work. There needs to be class time for expression and discussion of a range of response to the nonprint media work.
12. When possible, artistic nonprint works should be offered to students in the form and in the time frame in which they were intended by their creators.
13. The responsibility for media arts literacy does not rest with the individual teacher alone. If students are to be taught to participate intelligently with the nonprint media, the schools and communities must commit a significant share of their resources to this goal.

Guidelines for Dealing with Censorship of Nonprint Materials in the Schools

Based on the principles outlined above, schools wishing to foster intellectual freedom should help create an environment in which teachers are encouraged to teach critical analysis and aesthetic appreciation of nonprint media. They should:

1. Include media literacy as an objective in courses of study at all levels.
2. Create, publish, and consistently implement policies for selection of nonprint materials and dealing with censorship of nonprint materials similar to their policies for dealing with censorship of print materials.
3. Invite parents and community members to participate in intellectual freedom committees and study groups to support the selection by education professionals of appropriate nonprint materials for use in the school.
4. Endorse and implement the American Library Association Bill of Rights and its interpretations regarding children's access to nonprint materials, and the American Film and Video Association's Freedom to View Statement also endorsed by the ALA.

5. Provide information for teachers through in-service, ongoing networking groups, and library/media center resources for teaching nonprint materials in the curriculum. Specifically, the school should provide teachers with intellectual freedom guidelines, orientation to new electronic media, time to prepare electronic classroom presentations, ways to locate developmentally appropriate nonprint materials, critical reviews of nonprint works, articles and books on teaching nonprint materials, and interpretations of copyright law as it affects the use of nonprint materials, especially videotapes of televised broadcasts.
6. Encourage teachers to make full use of nonprint materials in accordance with copyright laws rather than assuming that the laws are excessively inhibiting.
7. Provide for flexible scheduling so that students may view a nonprint work of art in the time frame in which it was designed to be viewed and have time to respond to the work and discuss it with the guidance of the teacher.
8. Minimize the time and paperwork involved in ordering nonprint materials and the equipment required to present it.
9. Budget sufficiently for ready access to nonprint materials and related equipment.
10. Provide opportunities and facilities for teachers and students to view/listen to nonprint materials in their free periods.
11. Assist in negotiations with commercial interests to reduce fees for educational uses of nonprint media.

Responsibilities of Teachers in Dealing with Nonprint Materials

In order to prepare responsibly for teaching with and about nonprint media, and to deal proactively with censorship of nonprint materials, teachers should:

1. Be aware of the values of their immediate communities and cultures and know the nonprint media the students regularly watch and listen to at home.
2. Work with school media resource centers to select developmentally appropriate nonprint materials for the curriculum from a wide variety of outlets and viewpoints to encourage students' intellectual and aesthetic development.
3. Preview nonprint materials and prepare rationales for their use. Specify in curriculum guides and course syllabi provided to students and parents how nonprint media will be used for instructional purposes. Provide alternative nonprint works where academically feasible and relevant.

4. Include sufficient introductory preparation in classes dealing with material for which controversy might be expected, including careful explanation of the overriding educational purpose; schedule time for substantial follow-up activity for students to discuss and clarify their initial responses to a media work in relation to the curricular focus; and promote inquiry-based classroom strategies.
5. Help students to understand the interrelationship of nonprint and print materials, and to study the linguistic features of both.
6. Develop techniques of leading discussion and debate, and resolving conflict in the classroom.
7. Provide a cultural, historical, economic, and social context for nonprint media whenever possible.
8. Follow copyright law as it applies to nonprint media and current fair-use laws of broadcast programming for educational purposes.
9. Know how to engage students in producing nonprint materials and how to protect their rights to free expression within schools.
10. Know ways to assess and help students to assess the rhetorical features and artistic qualities of student and professional nonprint productions.
11. Know how to assess students' comprehension of and response to nonprint media through both traditional testing and newer portfolio methods.

RESOURCES

Print Resources

Adams, Dennis M., and Mary E. Hamm. (1989). *Media and Literacy: Learning in an Electronic Age. Issues, Ideas and Teaching Strategies*. Springfield, IL: Charles C. Thomas.

Booklist. Chicago: American Library Association, 1905-present. Biweekly review, including assessment of age appropriateness of new print and nonprint materials, including video and computer software.

School Library Journal. New Providence, NJ: Bowker, 1954-present. Monthly reviews of print and nonprint media.

ALA. (1992). *Intellectual Freedom Manual, 4th ed.* Chicago: ALA.

ALA. Rev. (1991). *Intellectual Freedom for Children: A Packet of Materials Compiled by the Association for Library Service to Children, a Division of the ALA.*

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Considine, David M., and Gail E. Haley. (1992). *Visual Messages: Integrating Imagery into Instruction.* Englewood, CO: Teacher Ideas Press.

Constanzo, William. (1992). *Reading the Movies: Twelve Great Films on Video and How to Teach Them.* Urbana, IL: NCTE.

Gardner, Howard. (1983). *Frames of Mind.* New York: Basic.

Greenfield, Patricia Marks. (1984). *Mind and Media.* Cambridge, MA: Harvard University Press

Jenkinson, Edward. (1986). *The Schoolbook Protest Movement: Forty Questions and Answers.* Bloomington, IN: Phi Delta Kappa.

Lloyd-Kolkin, Donna, and Kathleen R. Tyner. (1991). *Media & You: An Elementary Media Literacy Curriculum.* Englewood Cliffs, NJ: Educational Technology Publications.

National School Board Association. (1989). *Censorship: Managing the Controversy.* Alexandria, VA: NSBA

NCTE. (1982). *The Students' Right to Know.* Urbana, IL: NCTE.

Ochoa, Anna, ed. (1990). *Academic Freedom to Teach and to Learn.* Washington, DC: NEA.

People for the American Way. *Attacks on Freedom to Learn.* Annual Reports.

Postman, Neil. (1986). *Amusing Ourselves to Death: Public Discourse in the Age of Show Business.* New York: Viking Penguin.

Reichman, Henry. (1988). *Censorship and Selection.* Chicago: ALA; and Arlington, VA: American Association of School Administrators.

West, Mark I. (1987). *Trust Your Children: Voices against Censorship in Children's Literature.* New York: Neal-Schuman.

Nonprint Resources

Bill Moyers: The Public Mind. 4-part series. PBS Video, 1320 Braddock Place, Alexandria, VA 22314-1698. See "Consuming Images," "Leader Questions," and "Illusions of News."

Color Adjustment. Resolution Inc./California Newsreel, 149 Ninth Street #420, San Francisco, CA 94103. Deals with stereotyping of minorities, especially African Americans, by film and television producers.

Inside Story, hosted by Hodding Carter. 54-part series. PBS Video. Various titles in the series address censorship and media education.

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The Media May Be Hazardous to Your Health. Media Watch, P.O. Box 618, Santa Cruz, CA 95061. Images of women in advertising in both print and electronic media.

Note: See also a number of theatrical films focusing on issues in media journalism, e.g., Broadcast News, Network.

Organizations

A selected list of organizations that provide information about teaching nonprint materials and censorship follows. Each state's Department of Public Instruction's English Language Arts and School Library Media Offices can provide policy statements and other resources for teachers of media arts.

National Council of Teachers of English
1111 W. Kenyon Road, Urbana, IL
61801-1096 (217)328-3870.

The national headquarters provides immediate assistance to teachers in censorship cases and offers local consultants through its network of affiliates. The NCTE Assembly on Media Arts publishes the newsletter, *Media Matter*

People for the American Way
2000 M Street, NW Suite 400
Washington, DC 20036
(202)467-2388

Publishes an annual report, *Attacks on the Freedom to Learn*

Office for Intellectual Freedom
American Library Association
50 East Huron Street
Chicago, IL 60611

National Education Association
1201 16th Street, NW
Washington, DC 20036
(202)833-000

American Federation of Teachers
555 New Jersey Avenue, NW
Washington, DC 20001-2070
(202)879-4420

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Fairness & Accuracy in Reporting (FAIR)
130 West 25th Street
New York, NY 10001

Publishes *EXTRA*, a bimonthly collection of reviews and analysis of contemporary print and nonprint news reporting.

The National Alliance of Media Arts Centers
12121 Broadway, Suite 816
Oakland, CA 94612

Publishes *Main*, a monthly newsletter, which reports its efforts to further diversity and participation in all forms of media arts. Coordinates networking among the many media arts centers around the country.

Educational Video Center
60 East 13th Street
New York, NY 10003

Publishes a newsletter, *Video and Learning* and conducts summer workshops for teachers in video production. Offers for sale to school districts student-produced documentaries concerned with controversial urban problems.

Library Searching

Available at district centers, large systems, and universities are indexes of current articles and documents such as Readers' Guide to Periodical Literature, Infotrac, Education Index, ERIC (RIE and CIJE), and Humanities Index. Articles on nonprint materials can be accessed through subject headings and descriptors singly or in combination, for example: censorship, intellectual freedom, academic freedom, freedom of information, videotape recordings-intellectual freedom, films-censorship, and computer software reviews. Larger libraries will also likely have Media Review Digest: "the most comprehensive guide to reviews of educational nonprint media."

TASK FORCE ON GUIDELINES FOR DEALING WITH CENSORSHIP OF NONPRINT MATERIALS

CHAIR, Nancy McCracken (Kent State University, OH)
June Berkley (Ohio University)
Lawrence B. Fuller (Bloomsburg University, PA)
Geneva T. Van Horne (University of Montana, Missoula)
Mel Krutz (Central Community College, Platte Campus, Columbus, NE)
C. Anne Webb (Buerkle Junior High School, St Louis, MO)
Seymour Yesner (Brookline High School, MA)
Judith F. Krug (American Library Association, Chicago, IL)
Mary Sasse, NCTE Executive Committee Liaison (Weatherford High School, OK)
Charles Suhor, NCTE Staff Liaison

<http://www.ncte.org/positions/nonprint.html>