

Appendix 3: Important Documents

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Guidelines for Quality Service

Part 1: Organizational Core

Fundamental Element	Why It Needs to Be Present	Basic	Proficient
<p>1. VISION The youth services program reflects the vision, mission, and goals of the library of which it is a part.</p>	<p>Children and young adults are entitled to a wide range of resources and services so that they may become informed decision-makers and life-long learners.</p>	<p>The youth services program operates under the vision, mission and goals set by the library as a whole.</p>	<p>The youth services program operates under the vision, mission and goals set by the library as a whole, but has its own corollary vision, mission, and goals to meet the needs of youth as readers, information users, and as a community members.</p>
<p>2. POLICIES & PROCEDURES The youth services program is managed by policies consistent with the mission and goals of the library as a whole and uses procedures that reflect the unique needs of the client group.</p>	<p>Children and young adults deserve to be treated with the same respect and equity as the other library clientele.</p>	<p>The youth services program operates under the umbrella of the policies and procedures set for the library as a whole.</p>	<p>While operating under the umbrella policies of the library as a whole, the youth services program develops procedures to meet the unique needs of its clientele.</p>
<p>3. PLANNING & ASSESSMENT The youth services program shows evidence of ongoing planning, goal setting, prioritizing and assessment.</p>	<p>The program's impact on children and young adults depends on consistent planning, goal setting, prioritizing and assessment to meet the needs of the clientele.</p>	<p>The program offered to the children shows evidence of consistent and ongoing planning. The librarian shares goals, and priorities with the library administrator.</p>	<p>The program offered to the children is the result of consistent, on-going collaborative efforts of the librarian(s) and other staff members, including the library administrator, who establish long range goals and plans based on a local needs assessment and input from the clientele (both children and adult). Assessment is done in both formal and informal ways. Results are used to revise goals and plans.</p>
<p>4. BUDGET The youth services program is supported by sufficient local funding to ensure continuous improvement.</p>	<p>Children and young adults need access to qualified library staff, up-to-date materials, resources, and technologies.</p>	<p>Sufficient funds are provided to keep the collection and technology current, appealing, and appropriate to the needs of the clientele.</p>	<p>The budget of the youth services program is developed using output measures, needs analysis and an understanding of the quantitative and qualitative environment in which the program operates. Supplemental revenue is sought through grants and collaborative partnerships to enhance the basic program.</p>
<p>5. PROFESSIONAL GROWTH The youth services program offers opportunities for staff members to attend workshops, seminars and conferences, and regularly read relevant professional journals, books and online sources, to enhance knowledge and skills for serving young people.</p>	<p>Children and young adults expect and deserve the expertise of library staff who are aware of current trends, issues, and resources, so that they may receive the most current and relevant resources and services pertaining to their needs.</p>	<p>The youth services program benefits from the enhanced expertise of the librarian who attends workshops, and seminars offered by the regional library system, or locally by a professional association and who keeps professionally current through reading and/or examining the literature of the field.</p>	<p>The youth services program benefits from the enhanced expertise of the librarian who keeps professionally current by reading the literature of the field, drawing on the research, and who is an active participant in local, state and/or national professional organizations taking a leadership role in any of these.</p>

Part 2: Linking Collection to Clients

Fundamental Element	Why It Needs to Be Present	Basic	Proficient
<p>1. KNOWLEDGE OF CLIENT GROUP The youth services program reflects an understanding of the theories of child and adolescent development, the state of society and the needs of an ethnically diverse community.</p>	<p>Children and young adults, regardless of developmental level, age, ethnic background, socio-economic status, or intellectual or physical abilities deserve appropriate materials and services.</p>	<p>There is evidence that the youth service program meets the unique needs of youth with age and developmentally appropriate services and materials. Programs are planned and implemented with the audience in mind.</p>	<p>There is evidence that the youth services program meets the needs of children and youth of all ages and developmental levels and various learning styles. The program responds to the needs of children from all socio-economic levels and ethnic groups, and various intellectual and physical abilities.</p>
<p>2. COLLECTION DEVELOPMENT The youth services program provides intellectual and physical access to a wide range of resources and in a variety of formats.</p>	<p>Children and young adults need access to resources that are developmentally appropriate, diverse, current and relevant that contributes to their need for information and ideas, regardless of socio-economic status, intellectual or physical abilities.</p>	<p>A written collection development policy/plan ensures that youth of all ages have access to a wide variety of materials that meets their needs.</p>	<p>A written collection development policy/plan ensures youth of all ages have access to a wide variety of materials that meet their needs. There is evidence that the collection is developed proactively to reflect current trends in new formats and publishing. The collection is evaluated and weeded and the policy/plan is reviewed on a regular basis.</p>
<p>3. REFERENCE & RESEARCH SKILLS The youth services program connects users with the resources and provides guidance in their use.</p>	<p>Children and young adults need guidance in selecting, evaluating, and using resources so that they can be effective users of ideas and information.</p>	<p>There is a core collection of reference sources for children and youth who need information for homework assignments and personal information needs. These materials are appropriate to various age and learning levels. There is evidence that the information needs of young people receive the same level of respect and service as all other library clients. Some guidance in using reference resources is provided.</p>	<p>Children and young adults have access to more than just a core collection of reference sources. There is evidence that the staff knows reference interview skills appropriate for youth. They are familiar with the collection and can assist youth in accessing, evaluating, and using the resources and information regardless of format. The staff ensures that if resources are not available in the library the client is guided to further assistance. In addition, the staff communicates with schools, may provide pathfinders for frequently occurring assignments, or may provide a homework center and/or homework help links from the library's website.</p>
<p>4. READERS' ADVISORY The youth services program offers opportunities for children and young adults to discover literature in any format that meets their interests and needs.</p>	<p>Children and young adults read for pleasure to satisfy their personal interests, and to enhance their reading skills and appreciation of literature.</p>	<p>There is evidence that children and youth of all ages are guided to materials appropriate to their age and developmental level. One-on-one readers' advisory interviews are conducted and lists of recommended reading are available to guide reader choices. Some readers' advisory bibliographic resources are available for use.</p>	<p>In addition to conducting one-on-one readers' advisory interviews, opportunities are available for youth to hear book talks by public library staff either in the library or in the school. Book discussion groups are part of the library's programming. There is evidence that library staff receives on-going training in readers' advisory techniques. The youth section of the library's Web page provides links to information on authors and ideas for reading choices.</p>

Part 3: Communication

Fundamental Element	Why It Needs to Be Present	Basic	Proficient
<p>1. INTERACTION The youth services program demonstrates that the clientele are respected and their individual needs are understood and responded to clearly.</p>	<p>Children, young adults, parents, caregivers and teachers need to be understood and responded to in age and developmentally appropriate ways.</p>	<p>There is evidence that the activities of the youth services program are communicated to library administration and staff, and to the community on a timely and regular basis. Conversations with clients show respect and an understanding of their developmental needs.</p>	<p>There is evidence that the activities of the youth services program are communicated to library administration and staff, and to the community on a timely and regular basis. Conversations with clients show respect and an understanding of their developmental needs. In addition, there is evidence that the staff are trained in reference and readers' advisory interviewing skills appropriate for working with youth.</p>
<p>2. MARKETING The youth services program has a marketing plan that is consistent with the library's marketing plan and includes procedures and activities for public relations.</p>	<p>The clientele of the youth services program expect to be provided with information about library services, resources and activities that are available to them which meet their interests and needs.</p>	<p>The youth services program is marketed as a part of the whole library marketing plan for keeping the community informed about library services through newsletter, flyers, newspapers announcements, etc.</p>	<p>There is a marketing plan for youth services consistent with the library's marketing plan. It is based on community input, and targets various audiences, and special services such as homeschool families, preschoolers, etc. and it effectively uses the library's website.</p>
<p>3. ADVOCACY The youth services program advocates for children and young adults by communicating their needs and interests to library Board and staff, community youth agencies and to the community at large.</p>	<p>Children and young adults need to feel they are respected, that their interests and needs are listened to and understood, and they need the assurance that librarians serving them will support them.</p>	<p>There is evidence that library administrators and trustees are kept informed of the needs of the children and youth in the community.</p>	<p>There is evidence that library administrators and trustees are kept informed of the needs of the children and youth in the community. In addition, the youth services librarian serves as a liaison to community agencies serving youth and promotes their needs to the citizens and local, state, and/or national officials.</p>
<p>4. OUTREACH The youth services program collaborates with parents, individuals, and other agencies such as schools and community groups.</p>	<p>Children and young adults benefit from the support and assistance of a variety of sources in the community to enhance their learning and growth to maturity.</p>	<p>There is evidence that library service is extended beyond the walls of the library to clients in other settings.</p>	<p>Library service is extended beyond the walls of the library through partnerships and collaborative projects with community agencies, organizations, and schools to enhance services to the clients and to reach the unserved, and underserved.</p>

Part 4: Programming

Fundamental Element	Why It Needs to Be Present	Basic	Proficient
<p>1. PROGRAMS The youth services program includes programming for children, young adults and their parents or caregivers using a variety of internal and/or professional resources.</p>	<p>Children, young adults, parents, and caregivers need exposure to a wide variety of activities to enrich their reading and learning experiences and promote the public library as a family oriented community agency.</p>	<p>The library offers programs and activities such as storytelling, booktalking, and puppet programs which support and enhance the reading and learning experiences of the children.</p>	<p>The library offers programs and activities such as storytimes, booktalking, book discussions and puppet programs which support and enhance reading and learning experiences and are developmentally appropriate and/or family oriented. In addition, the information needs of the children are met through activities such as science fair open houses, classes on using computers, and other programs.</p>
<p>2. READING PROMOTION The youth services program promotes an appreciation of books, videos, film, electronic resources and other creative expressions as sources of enjoyment.</p>	<p>Children and young adults need exposure to activities that enhance reading skills and an appreciation of literature in a variety of formats and which expose them to the beauty of language and oral traditions in a shared setting.</p>	<p>The library offers an extensive summer reading program so that children can maintain their reading levels during the summer break. Occasional programs are held during the school year which highlight books, genres, videos, or other creative forms of expression.</p>	<p>In addition to a summer reading program, in collaboration with the school library, the Rebecca Caudill books are made available and recommended, the library participates in programs such as Battle of the Books, and supports other reading programs. Effective merchandising techniques are used to promote the use and enjoyment of all forms of creative expression.</p>

Part 5: Young Adult Services

Fundamental Element	Why It Needs to Be Present	Basic	Proficient
<p>1. INTERACTION The unique developmental needs of teens (11-17) must be addressed in the youth services program.</p>	<p>While the fundamental elements which must be in all youth services programs apply to programs serving teens, young adults need non-judgmental listeners, advocates and supporters in their quest for maturity.</p>	<p>There is evidence that teens are respected, treated in non-judgmental ways, listened to and that their unique needs and interests are understood.</p>	<p>In addition to respect, understanding and non-judgmental treatment teens are provided a space in the library with a special collection. Activities and programs are planned with teen input.</p>

LINKING FUNDAMENTAL ELEMENTS TO COMPETENCIES

Part 1. Organizational Core

Fundamental Element	ALSC Competencies	YALSA Competencies
1. Vision	VI. 3; VII. 1,2	I. 1
2. Policies & Procedures	VI. 3,8; VII. 6	IV. B3
3. Planning & Assessment	I. 3; II. 1,2,4,5,6,7; III. 3; V. 1	1. 2; III. 1; IV. A1, A5, B1; VII. 5
4. Budget	II. 3,8; III. 3	IV. A4, B4
5. Professional Growth	VII. 1-10	I. 3,4, IV. B2

Part 2. Linking Collection to Clients

1. Knowledge of Client Group	I. 1-8;	I. 6; II. 1,2,3
Collection Development	IV. A1, A2, A3, B1-5	II. 2,3; V. 1-7
3. Reference & Research Skills	III. 2,6; IV. A3, C1-8	I. 5; VI. 4; VII. 2,3,4
4. Readers' Advisory	III. 2; IV. B4, C1,2,7,8; VII. 4	V. 4; VII. 1

Part 3. Communication

1. Interaction	I. 1,2,6,7; III. 1,2,3,4	I. 6,7; III. 1,2
2. Marketing	IV. C8; V. 1; VI. 7	IV. A2; VI. 3,5
3. Advocacy	VI. 1,3,6,8,9	I. 5,6,7; IV. B5
4. Outreach	IV. C6; V. 3, 4; VI. 4,5,6	III. 1A, 1B; IV. A3

Part 4. Programming

1. Programs	V. 1,4,5	II. 2,3; VII. 5,6
2. Reading Promotion	IV. A1, C1, C2, C3, C8; V. 2,4; VI. 1,5,6	II. 2,3; V. 3,4; VII. 1,4

Part 5. Young Adult Services

1. Interaction		I. 7; II. 1-3; III. 2; IV. B5; VII. 6
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ALSC Competencies

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The following is a revised version based on membership input and ALSC Board and Executive Committee review. The original final revision was submitted to the ALSC Executive Committee by the Education Committee in August, 1997. It was approved by the ALSC Board at Annual Conference 1999.

[Copies of the Competencies are available from the ALSC office at a cost of \$3. Volume discounts are available.]

COMPETENCIES FOR LIBRARIANS SERVING CHILDREN IN PUBLIC LIBRARIES, REVISED EDITION

Association For Library Service to Children, a division of the American Library Association

Effective library service for children entails a broad range of experience and professional skills. The librarian serving children is first of all fully knowledgeable in the theories, practices and emerging trends of librarianship but must also have specialized knowledge of the particular needs of child library users.

In developing both the original and this revised document, the committees preparing the *Competencies* looked at numerous sets of standards for children's services from state agencies, professional associations and individual libraries and systems. These competencies are broadly categorized into the following areas: knowledge of the client group; administrative and managerial skills; communications skills; materials and collection development; programming skills; advocacy, public relations and networking; and professionalism and professional development.

Although the *Competencies* seek to define the role of the librarian serving children, they will apply in varying degrees according to the professional responsibilities of each individual job situation. The assignment of responsibilities for planning, managing and delivering library services to children will vary in relation to the size and staffing pattern of the local public library. It is recognized that not all children's librarians in all positions will be involved in all of these activities, nor will they need all of these skills. Some libraries will have only one librarian responsible for providing all service to children, others will have more than one professional children's librarian sharing those responsibilities. In larger libraries with multiple outlets, there may be a coordinator or manager of children's services who oversees the planning, training, design and delivery of service by a number of building level service providers. Because the variety of situations and responsibilities differ so widely, these *Competencies* seek to be all-inclusive rather than to categorize minimum levels of activities and skills needed to serve children in the public library.

The philosophical underpinning for children's services in all public libraries is that children are entitled to full access to the full range of library materials and services available to any other library customer. Other documents that affirm this service philosophy include the American Library Association's (ALA) Library Bill of Rights, the Freedom to Read and Freedom to View statements of ALA.

It is the policy of this organization that a master's degree from a library/information program from an ALA accredited graduate school is the appropriate professional degree for the librarian serving children in the public library.

The following *Competencies* make it clear that the children's librarian must do more than simply provide age-appropriate service. Children's librarians must also be advocates for their clientele both within the library and in the larger society, and they must also demonstrate the full range of professional and managerial skills demanded of any other librarians.

Each edition of the *Competencies* has been arranged in a systematic manner beginning with knowledge of the community and client group. This gives a solid foundation for planning and managing. Communication is always a vital skill to articulate goals and objectives. Collection development provides the resources for services and programs. Finally, the future of service to children depends on advocacy and professional development. As society changes, so does the public library, and so must the public librarian.

Professional growth and development is a career-long process.

It is recommended that libraries developing their own competencies or standards for service to children use this document in conjunction with relevant state standards or guidelines.

I. Knowledge of Client Group

1. Understands theories of infant, child, and adolescent learning and development and their implications for library service.
2. Recognizes the effects of societal developments on the needs of children.
3. Assesses the community regularly and systematically to identify community needs, tastes, and resources.
4. Identifies clients with special needs as a basis for designing and implementing services, following American Disabilities Act (ADA) and state and local regulations where appropriate.
5. Recognizes the needs of an ethnically diverse community.
6. Understands and responds to the needs of parents, care givers, and other adults who use the resources of the children's department.
7. Creates an environment in the children's area, which provides for enjoyable and convenient use of library resources.
8. Maintains regular communication with other agencies, institutions, and organizations serving children in the community.

II. Administrative and Management Skills

1. Participates in all aspects of the library's planning process to represent and support children's services.
2. Sets long- and short-range goals, objectives, and priorities.
3. Analyzes the costs of library services to children in order to develop, justify, administer/manage, and evaluate a budget.
4. Writes job descriptions and interviews, trains, encourages continuing education, and evaluates staff who work with children, consulting with other library administrations as indicated in library personnel policy.
5. Demonstrates problem-solving, decision making, and mediation techniques.
6. Delegates responsibility appropriately and supervises staff constructively.
7. Documents and evaluates services.
8. Identifies outside sources of funding and writes effective grant applications.

III. Communication Skills

1. Defines and communicates the needs of children so that administrators, other library staff, and members of the larger community understand the basis for children's services.
2. Demonstrates interpersonal skills in meeting with children, parents, staff, and community.
3. Adjusts to the varying demands of writing planning documents, procedures, guidelines, press releases, memoranda, reports, grant applications, annotations, and reviews in all formats, including print and electronic.
4. Speaks effectively when addressing individuals, as well as small and large groups.
5. Applies active listening skills.
6. Conducts productive formal and informal reference interviews.
7. Communicates constructively with "problem patrons."

IV. Materials and Collection Development

A. Knowledge of Materials

1. Demonstrates a knowledge and appreciation of children's literature, periodicals, audiovisual materials, Websites and other electronic media, and other materials that constitute a diverse, current, and relevant children's collection.
2. Keeps abreast of new materials and those for retrospective purchase by consulting a wide variety of reviewing sources and publishers' catalogs, including those of small presses; by attending professional meetings; and by reading, viewing, and listening.
3. Is aware of adult reference materials and other library resources, which may serve the needs of children and their caregivers.

B. Ability to Select Appropriate Materials and Develop a Children's Collection

1. Evaluates and recommends collection development, selection and weeding policies for children's materials consistent with the mission and policies of the parent library and the ALA Library Bill of Rights, and applies these policies in acquiring and weeding materials for or management of the children's collection.
2. Acquires materials that reflect the ethnic diversity of the community, as well as the need of children to become familiar with other ethnic groups and cultures.
3. Understands and applies criteria for evaluating the content and artistic merit of children's materials in all genres and formats.
4. Keeps abreast of current issues in children's materials collections and formulates a professional philosophy with regard to these issues.
5. Demonstrates a knowledge of technical services, cataloging and indexing procedures, and practices relating to children's materials.

C. Ability to Provide Customers with Appropriate Materials and Information

1. Connects children to the wealth of library resources, enabling them to use libraries effectively.
2. Matches children and their families with materials appropriate to their interest and abilities.
3. Provides help where needed, respects children's right to browse, and answers questions regardless of their nature or purpose.
4. Assists and instructs children in information gathering and research skills as appropriate.
5. Understands and applies search strategies to give children full and equitable access to information from the widest possible range of sources, such as children's and adult reference works, indexes, catalogs, electronic resources, information and referral files, and interlibrary loan networks.
6. Compiles and maintains information about community resources so that children and adults working with children can be referred to appropriate sources of assistance.
7. Works with library technical services to guarantee that the children's collection is organized and accessed for the easiest possible use.
8. Creates bibliographies, booktalks, displays, electronic documents, and other special tools to increase access to library resources and motivate their use.

V. Programming Skills

1. Designs, promotes, executes, and evaluates programs for children of all ages, based on their developmental needs and interests and the goals of the library.
2. Presents a variety of programs or brings in skilled resource people to present these programs, including storytelling, booktalking, book discussions, puppet programs, and other appropriate activities.
3. Provides outreach programs commensurate with community needs and library goals and objectives.
4. Establishes programs and services for parents, individuals and agencies providing child-care, and other professionals in the community who work with children.

VI. Advocacy, Public Relations, and Networking Skills

1. Promotes an awareness of and support for meeting children's library and information needs through all media.
2. Considers the opinions and requests of children in the development and evaluation of library services.
3. Ensures that children have full access to library materials, resources, and services as prescribed by the Library Bill of Rights.
4. Acts as liaison with other agencies in the community serving children, including other libraries and library systems.
5. Develops cooperative programs between the public library, schools, and other community agencies.
6. Extends library services to children and groups of children presently unserved.
7. Utilizes effective public relations techniques and media to publicize library activities.
8. Develops policies and procedures applying to children's services based on federal, state, and local law where appropriate.
9. Understands library governance and the political process and lobbies on behalf of children's services.

VII. Professionalism and Professional Development

1. Acknowledges the legacy of children's librarianship, its place in the context of librarianship as a whole, and past contributions to the profession.
2. Keeps abreast of current trends and emerging technologies, issues, and research in librarianship, child development, education, and allied fields.
3. Practices self-evaluation.
4. Conveys a nonjudgmental attitude toward patrons and their requests.
5. Demonstrates an understanding of and respect for diversity in cultural and ethnic values.
6. Knows and practices the American Library Association's Code of Ethics.
7. Preserves confidentiality in interchanges with patrons.
8. Works with library educators to meet needs of library school students and promote professional association scholarships.
9. Participates in professional organizations to strengthen skills, interact with fellow professionals, and contribute to the profession.
10. Understands that professional development and continuing education are activities to be pursued throughout one's career.

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YALSA

Professional Development Center

Young Adults Deserve the Best

Competencies for Librarians Serving Youth

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According to a recent Department of Education report, public high school enrollment is expected to increase by 13% between 1997 and 2007. This increase will have a great impact on all types of libraries that serve young adults, ages 12 through 18. The need for more librarians to serve young adults is obvious. It makes no difference if they are generalists or specialists, or the type of library where they work. All will feel the impact of the greater numbers in this client group in the years to come.

The young Adult Library Services Association (YALSA), a division of the American Library Association (ALA), has developed a set of competencies for librarians serving young adults. Individuals who demonstrate the knowledge and skills required by the competencies will be able to provide quality service to teenagers during this next crucial decade.

Although these competencies were originally developed in 1981 to guide library educators who were involved in training librarians at the pre-service level, they have been found to be useful in a variety of other ways. Directors and trainers use them as a basis for staff development opportunities. They can also be used by school administrators and human resources directors to create evaluation instruments, determine staffing needs, and develop job descriptions.

The audiences for the competencies:

- Library Educators
- Graduate Students
- Young Adult Specialists
- School Library Media Specialists
- Generalists in Public Libraries
- School Administrators
- Library Directors
- State and Regional Library Directors
- Human Resources Directors

Area I — Leadership and Professionalism

The librarian will be able to:

1. Develop and demonstrate leadership skills in articulating a program of excellence for young adults.
2. Exhibit planning and evaluating skills in the development of a comprehensive program for young adults.
3. Develop and demonstrate a commitment to professionalism.
 - a. Adhere to the American Library Association Code of Ethics.
 - b. Demonstrate a non-judgmental attitude toward young adults.
 - c. Preserve confidentiality in interactions with young adults.

4. Plan for personal and professional growth and career development through active participation in professional associations and continuing education.
5. Develop and demonstrate a strong commitment to the right of young adults to have physical and intellectual access to information that is consistent with the American Library Association's Library Bill of Rights.
6. Demonstrate an understanding of and a respect for diversity in cultural and ethnic values.
7. Encourage young adults to become lifelong library users by helping them to discover what libraries have to offer and how to use libraries.

Area II — Knowledge of Client Group

The librarian will be able to:

1. Apply factual and interpretative information on adolescent psychology, growth and development, sociology, and popular culture in planning for materials, services and programs for young adults.
2. Apply knowledge of the reading process and of types of reading problems in the development of collections and programs for young adults.
3. Identify the special needs of discrete groups of young adults and design and implement programs and build collections appropriate to their needs.

Area III — Communication

The librarian will be able to:

1. Demonstrate effective interpersonal relations with young adults, administrators, other professionals who work with young adults, and the community at large by:
 - a. Using principles of group dynamics and group process.
 - b. Establishing regular channels of communication (both written and oral) with each group.
2. Apply principles of effective communication which reinforces positive behaviors in young adults.

Area IV — Administration

A. PLANNING

The librarian will be able to:

1. Develop a strategic plan for library service to young adults.
 - a. Formulate goals, objectives, and methods of evaluation for a young adult program based on determined needs.
 - b. Design and conduct a community analysis and needs assessment.
 - c. Apply research findings for the development and improvement of the young adult program.
 - d. Design, conduct, and evaluate local action research for program improvement.
2. Design, implement, and evaluate an ongoing public relations and report program directed toward young adults, administrators, boards, staff, other agencies serving young adults, and the community at large.
3. Identify and cooperate with other information agencies in networking arrangements to expand access to information for young adults.
4. Develop, justify, administer, and evaluate a budget for the young adult program.
5. Develop physical facilities which contribute to the achievement of young adult program goals.

B. MANAGING

The librarian will be able to:

1. Supervise and evaluate other staff members who work with young adults.
2. Design, implement and evaluate an ongoing program of professional development.

3. Develop policies and procedures for the efficient operation of all technical functions, including acquisition, processing, circulation, collection maintenance, equipment supervision, and scheduling of young adult programs.
4. Identify external sources of funding and other support and apply for those suitable for the young adult program.
5. Monitor legislation and judicial decisions pertinent to young adults, especially those that affect youth rights, and disseminate this information.

Area V — Knowledge of Materials

The librarian will be able to:

1. Formulate collection development and selection policies for young adult materials, consistent with the parent institutions' policies.
2. Using a broad range of selection sources, develop a collection of materials for young adults that includes all appropriate formats.
3. Demonstrate a knowledge and appreciation of literature for young adults.
4. Identify current reading, viewing, and listening interests of young adults and incorporate these findings into collection development and programs.
5. Design and locally produce materials in a variety of formats to expand the collections.
6. Incorporate new and improved technology (e.g., computers and software, digitized information, video, the Internet and the World Wide Web) into young adult collections and programs.
7. Maintain awareness of ongoing technological advances and a minimum level of expertise with electronic resources.

Area VI — Access to Information

The librarian will be able to:

1. Organize collections to guarantee easy and equitable access to information for young adults.
2. Use current standard methods of cataloging and classification, as well as incorporate the newest means of electronic access to information.
3. Create an environment which attracts and invites young adults to use the collection.
4. Develop special tools which provide access to information not readily available, (e.g., community resources, special collections, and links to appropriate and useful websites).
5. Create and disseminate promotional materials that will ease access to collections and motivate their use.

Area VII — Services

The librarian will be able to:

1. Utilize a variety of techniques (e.g., booktalking, discussion groups) to encourage use of materials.
2. Provide a variety of information services (e.g., career information, homework help, web sites) to meet the diverse needs of young adults.
3. Instruct young adults in the basic information gathering and research skills. These should include the skills necessary to use and evaluate electronic information sources, and to insure current and future information literacy.
4. Encourage young adults in the use of all types of materials for their personal growth and enjoyment.
5. Design, implement, and evaluate specific programs and activities (both in the library and in the community) for young adults, based on their needs and interests.
6. Involve young adults in planning and implementing services and programs for their age group.

Approved by the Young Adult Library Services Association Board of Directors, June, 1981. Revised January, 1998.

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Library Bill of Rights

Library Bill of Rights and Its Interpretations

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 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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Free Access to Libraries for Minors:

An Interpretation of the *Library Bill of Rights*

Library policies and procedures which effectively deny minors equal access to all library resources available to other users violate the *Library Bill of Rights*. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.

Article V of the *Library Bill of Rights* states, “A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.” The “right to use a library” includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, educational level, or legal emancipation of users violates Article V.

Libraries are charged with the mission of developing resources to meet the diverse information needs and interests of the communities they serve. Services, materials, and facilities which fulfill the needs and interests of library users at different stages in their personal development are a necessary part of library resources. The needs and interests of each library user, and resources appropriate to meet those needs and interests, must be determined on an individual basis. Librarians cannot predict what resources will best fulfill the needs and interests of any individual user based on a single criterion such as chronological age, level of education, or legal emancipation.

The selection and development of library resources should not be diluted because of minors having the same access to library resources as adult users. Institutional self-censorship diminishes the credibility of the library in the community, and restricts access for all library users.

Librarians and governing bodies should not resort to age restrictions on access to library resources in an effort to avoid actual or anticipated objections from parents or anyone else. The mission, goals, and objectives of libraries do not authorize librarians or governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents or legal guardians. Librarians and governing bodies should maintain that parents—and only parents—have the right and the responsibility to restrict the access of their children—and only their children—to library resources. Parents or legal guardians who do not want their children to have access to certain library services, materials or facilities, should so advise their children. Librarians and governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child. Librarians and governing bodies have a public and professional obligation to provide equal access to all library resources for all library users.

Librarians have a professional commitment to ensure that all members of the community they serve have free and equal access to the entire range of library resources regardless of content, approach, format, or amount of detail. This principle of library service applies equally to all users, minors as well as adults. Librarians and governing bodies must uphold this principle in order to provide adequate and effective service to minors.

Adopted June 30, 1972; amended July 1, 1981; July 3, 1991, by the ALA Council.
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Access for Children and Young People to Videotapes and Other Nonprint Formats:

An Interpretation of the *Library Bill of Rights*

Library collections of videotapes, motion pictures, and other nonprint formats raise a number of intellectual freedom issues, especially regarding minors.

The interests of young people, like those of adults, are not limited by subject, theme, or level of sophistication. Librarians have a responsibility to ensure young people have access to materials and services that reflect diversity sufficient to meet their needs.

To guide librarians and others in resolving these issues, the American Library Association provides the following guidelines.

Article V of the *Library Bill of Rights* says, “A person’s right to use a library should not be denied or abridged because of origin, age, background, or views.”

ALA’s *Free Access to Libraries for Minors: An Interpretation of the Library Bill of Rights* states:

The “right to use a library” includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, educational level, or legal emancipation of users violates Article V.

...[P]arents—and only parents—have the right and the responsibility to restrict the access of their children—and only their children—to library resources. Parents or legal guardians who do not want their children to have access to certain library services, materials or facilities, should so advise their children. Librarians and governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child. Librarians and governing bodies have a public and professional obligation to provide equal access to all library resources for all library users.

Policies which set minimum age limits for access to videotapes and/or other audiovisual materials and equipment, with or without parental permission, abridge library use for minors. Further, age limits based on the cost of the materials are unacceptable. Unless directly and specifically prohibited by law from circulating certain motion pictures and video productions to minors, librarians should apply the same standards to circulation of these materials as are applied to books and other materials.

Recognizing that libraries cannot act *in loco parentis*, ALA acknowledges and supports the exercise by parents of their responsibility to guide their own children’s reading and viewing. Published reviews of films and videotapes and/or reference works which provide information about the content, subject matter, and recommended audiences can be made available in conjunction with nonprint collections to assist parents in guiding their children without implicating the library in censorship. This material may include information provided by video producers and distributors, promotional material on videotape packaging, and Motion Picture Association of America (MPAA) ratings *if they are included on the tape or in the packaging by the original publisher* and/or if they appear in review sources or reference works included in the library’s collection. Marking out or removing ratings information from videotape packages constitutes expurgation or censorship.

MPAA and other rating services are private advisory codes and have no legal standing*. For the library to add such ratings to the materials if they are not already there, to post a list of such ratings with a collection, or to attempt to enforce such ratings through circulation policies or other procedures constitutes labeling, “an attempt to prejudice attitudes” about the material, and is unacceptable. The application of locally generated ratings schemes intended to provide content warnings to library users is also inconsistent with the *Library Bill of Rights*.

*For information on case law, please contact the ALA Office for Intellectual Freedom.

See also: *Statement on Labeling and Expurgation of Library Materials*, Interpretations of the *Library Bill of Rights*.

Adopted June 28, 1989, by the ALA Council; the quotation from Free Access to Libraries for Minors was changed after Council adopted the July 3, 1991, revision of that Interpretation. [ISBN 8389-7351-5]

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Access to Electronic Information, Services, and Networks:

An Interpretation of the *Library Bill of Rights*

Introduction

The world is in the midst of an electronic communications revolution. Based on its constitutional, ethical, and historical heritage, American librarianship is uniquely positioned to address the broad range of information issues being raised in this revolution. In particular, librarians address intellectual freedom from a strong ethical base and an abiding commitment to the preservation of the individual's rights.

Freedom of expression is an inalienable human right and the foundation for self-government. Freedom of expression encompasses the freedom of speech and the corollary right to receive information. These rights extend to minors as well as adults. Libraries and librarians exist to facilitate the exercise of these rights by selecting, producing, providing access to, identifying, retrieving, organizing, providing instruction in the use of, and preserving recorded expression regardless of the format or technology.

The American Library Association expresses these basic principles of librarianship in its **Code of Ethics** and in the *Library Bill of Rights* and its Interpretations. These serve to guide librarians and library governing bodies in addressing issues of intellectual freedom that arise when the library provides access to electronic information, services, and networks.

Issues arising from the still-developing technology of computer-mediated information generation, distribution, and retrieval need to be approached and regularly reviewed from a context of constitutional principles and ALA policies so that fundamental and traditional tenets of librarianship are not swept away.

Electronic information flows across boundaries and barriers despite attempts by individuals, governments, and private entities to channel or control it. Even so, many people, for reasons of technology, infrastructure, or socio-economic status do not have access to electronic information.

In making decisions about how to offer access to electronic information, each library should consider its mission, goals, objectives, cooperative agreements, and the needs of the entire community it serves.

The Rights of Users

All library system and network policies, procedures or regulations relating to electronic resources and services should be scrutinized for potential violation of user rights.

User policies should be developed according to the policies and guidelines established by the American Library Association, including *Guidelines for the Development and Implementation of Policies, Regulations, and Procedures Affecting Access to Library Materials, Services and Facilities*.

Users should not be restricted or denied access for expressing or receiving constitutionally protected speech. Users' access should not be changed without due process, including, but not limited to, formal notice and a means of appeal.

Although electronic systems may include distinct property rights and security concerns, such elements may not be employed as a subterfuge to deny users' access to information. Users have the right to be free of unreasonable limitations or conditions set by libraries, librarians, system administrators, vendors, network service providers, or others. Contracts, agreements, and licenses entered into by libraries on behalf of their users should not violate this right. Users also have a right to information, training and assistance necessary to operate the hardware and software provided by the library.

Users have both the right of confidentiality and the right of privacy. The library should uphold these rights by policy, procedure, and practice. Users should be advised, however, that because security is technically difficult to achieve, electronic transactions and files could become public.

The rights of users who are minors shall in no way be abridged.¹

Equity of Access

Electronic information, services, and networks provided directly or indirectly by the library should be equally, readily and equitably accessible to all library users. American Library Association policies oppose the charging of user fees for the provision of information services by all libraries and information services that receive their major support from public funds (50.3; 53.1.14; 60.1; 61.1). It should be the goal of all libraries to develop policies concerning access to electronic resources in light of *Economic Barriers to Information Access: an Interpretation of the Library Bill of Rights and Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities*.

Information Resources and Access

Providing connections to global information, services, and networks is not the same as selecting and purchasing material for a library collection. Determining the accuracy or authenticity of electronic information may present special problems. Some information accessed electronically may not meet a library's selection or collection development policy. It is, therefore, left to each user to determine what is appropriate. Parents and legal guardians who are concerned about their children's use of electronic resources should provide guidance to their own children.

Libraries and librarians should not deny or limit access to information available via electronic resources because of its allegedly controversial content or because of the librarian's personal beliefs or fear of confrontation. Information retrieved or utilized electronically should be considered constitutionally protected unless determined otherwise by a court with appropriate jurisdiction.

Libraries, acting within their mission and objectives, must support access to information on all subjects that serve the needs or interests of each user, regardless of the user's age or the content of the material. Libraries have an obligation to provide access to government information available in electronic format. Libraries and librarians should not deny access to information solely on the grounds that it is perceived to lack value.

In order to prevent the loss of information, and to preserve the cultural record, libraries may need to expand their selection or collection development policies to ensure preservation, in appropriate formats, of information obtained electronically.

Electronic resources provide unprecedented opportunities to expand the scope of information available to users. Libraries and librarians should provide access to information presenting all points of view. The provision of access does not imply sponsorship or endorsement. These principles pertain to electronic resources no less than they do to the more traditional sources of information in libraries.²

Adopted by the ALA Council, January 24, 1996
[ISBN: 8389-7830-4]

¹See: *Free Access to Libraries for Minors: An Interpretation of the Library Bill of Rights*; *Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights*; and *Access for Children and Young People to Videotapes and Other Nonprint Formats: An Interpretation of the Library Bill of Rights*.

²See: *Diversity in Collection Development: an Interpretation of the Library Bill of Rights*.

See Also: *Questions and Answers on Access to Electronic Information, Services and Networks: an Interpretation of the Library Bill of Rights*.

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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.

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The Freedom to Read Statement

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

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary citizen, by exercising critical judgment, will accept the good and reject the bad. The censors, public and private, assume that they should determine what is good and what is bad for their fellow citizens.

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

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

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

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

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

We therefore affirm these propositions:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A Joint Statement by:

American Library Association and Association of American Publishers

Subsequently Endorsed by:

- **American Association of University Professors**
- **American Booksellers Foundation for Free Expression**
- **American Society of Journalists and Authors**
- **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**
- **Parents, Families and Friends of Lesbians and Gays**
- **PEN American Center**
- **People for the American Way**
- **Student Press Law Center**
- **The Thomas Jefferson Center for the Protection of Free Expression**

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