

# Massachusetts Library Association Standards for Public Library Service to Children in Massachusetts



Final Revision 2006

**STANDARDS FOR PUBLIC LIBRARY SERVICES  
TO CHILDREN IN MASSACHUSETTS**

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## PREFACE

In 2002, the Youth Services Section (YSS) of the Massachusetts Library Association (MLA) formed a subcommittee to review and update the *Standards for Public Library Services to Children in Massachusetts*. This committee's charge was as follows:

- Review the existing standards.
- Review American Library Association's and other state associations' existing competency statements regarding children's access to and use of information media.
- Scan and summarize children's services needs of the Massachusetts Library community.
- Decide the extent and content of the revisions.
- Prepare draft documents for approval of the MLA YSS Board.
- Conduct periods of public comment and/or town meetings on the document.
- Suggest implementation strategies to the YSS Board.
- Keep the YSS Board up to date on the progress of the document.

*Standards for Public Library Services to Children in Massachusetts* is intended to guide the local library in its ongoing evaluation and development of children's services as a strong unit within its service and planning structure. It is meant to be used in conjunction with other planning documents, including: the Massachusetts Board of Library Commissioners (MBLC) regulations governing public libraries, the plans of service of the regional library systems, *Children and Libraries: Getting It Right* (2001), *Managing for Results: Effective Resource Allocation for Public Libraries* (2000), *The New Planning for Results: A Streamlined Approach* (2001), *Staffing for Results: A Guide to Working Smarter* (2002) and the *ALSC Competencies for Librarians Serving Children in Public Libraries*, revised edition 4/27/1999. Full implementation of these standards requires special planning and cooperation at the local, regional and state level. It is intended that *Standards for Public Library Services to Children in Massachusetts* be reviewed for needed revisions every five years.

The standards formulated here continue to follow the pattern of other library standards of recent years in being qualitative rather than quantitative. They describe the philosophy and principles underlying good library service to children and define essential characteristics of such service. (For information about past document revisions, please refer to the section entitled *The History of the Children's Standards in Massachusetts*.)

While a library director or members of the children's services staff may face obstacles such as an inadequate building or budgetary limitations, these are temporary constraints which should not impede the vision or progress towards achieving and maintaining the level of library service outlined in the standards.

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The committee would also like to thank Susan Nichols and Elaine Loehman from the Douglas School System Libraries and Doreen Metcalfe formerly of the Central Massachusetts Regional Library System (2001-2002) for their assistance in the initial stages of the document.

**MASSACHUSETTS LIBRARY ASSOCIATION  
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## USE OF THIS DOCUMENT

These standards have been developed for use by:

- youth service librarians
- library staff in all departments
- library directors
- library trustees
- school and town administrators
- local and regional youth services consultants
- Massachusetts Board of Library Commissioners
- Massachusetts Library Association
- library school faculty
- library architects and planners
- members of the community
- Friends of the Library

These standards should be used to:

- Provide a blueprint for optimum library service for children.
- Provide a tool to support requests for increased financial resources for children's services.
- Develop a long range plan for the children's services department which includes long and short term goals.
- Maintain an ongoing effort directed to library staff and members of the community which highlights the need for a strong children's services program.
- Lobby library planners for children's services space which prioritizes functionality before form.
- Advocate the strengthening of existing children's services and the creation of new services.
- Strengthen the professional education of children's service librarians and paraprofessional staff members working in the children's department.
- Develop an action plan at the state board level for financially supporting optimum children's services.
- Support inclusion of the children's services librarian on any committee or group whose decisions will impact the delivery of services to children.
- Maintain an ongoing effort directed to library staff and members of their community which highlights the importance and need for a strong children's services program.

## HISTORY OF THE CHILDREN'S STANDARDS IN MASSACHUSETTS

Chronicling the evolution of change within a core document is an important part of an organization's history. We hope this will remind all who use the *Standards for Public Library Services to Children in Massachusetts* that it is a living document. The Standards are regularly reviewed and revised to ensure that the content will always be a powerful tool to advocate for children's library service in our state.

In 1985, the Massachusetts Library Association (MLA) approved the formation of an Ad Hoc Committee to create a document which would serve as a guide for library service to children in Massachusetts. Committee members decided not to provide "output measures" within the standards document because they felt there was enough information already written on this topic. The committee chose the following definition of standards: "something that is established by authority, custom, or consent as a model or example to be followed." The committee completed its task and the MLA Executive board approved the document in December, 1987. The membership of MLA voted to adopt the *Standards for Public Library Services to Children in Massachusetts* at the May 1988 annual conference. Shortly thereafter, a committee of librarians petitioned the MLA Executive Board to initiate a children's section. The MLA Executive Committee approved this petition and the Children's Issues Section (CIS) was formed. One of the primary functions of CIS was to promote and maintain the standards document.

The timeline below, tracks significant events that have taken place since the *Standards for Public Library Services to Children in Massachusetts* was adopted by MLA in 1988.

- In 1989, a survey was conducted amongst librarians to evaluate the effectiveness of the standards document. Librarians reported that they used the children's standards document to establish children's librarian positions in their communities; advocate for children's access to all library materials, services and programs; and to guide their planning and research when improving, renovating, or constructing the children's area in a public library.
- In 1990, MLA/CIS featured an on-going column called "Standards Scan" in *The Bay State Librarian* to promote the standards document as the first place to look for ideas on strong children's services for the public library.

- In 1991, the Massachusetts Board of Library Commissioners (MBLC) made public library utilization of Standards for Public Library Services to Children in Massachusetts a key criterion to become eligible to receive LSCA Title I funding for children's services grant projects.
- During the 1994 calendar year, MLA/CIS formed a subcommittee to officially review and update the *Standards for Public Library Services to Children in Massachusetts*. The revision was completed and adopted by the membership of MLA in 1995. A print copy of the Standards was sent by MLA to every public library director in Massachusetts and to local colleges or universities that offer library science programs.
- In 2002, the Youth Services section of MLA formed a subcommittee to review and revise the *Standards for Public Library Services to Children in Massachusetts*.

## PHILOSOPHY OF SERVICE

In accordance with the principles expressed in the library Bill of Rights and Free Access to Libraries for Minors (Intellectual Freedom Manual, 6<sup>th</sup> edition, American Library Association, 2001), every child in Massachusetts is entitled to a free, readily accessible and specialized program of public library service. The essential goals of public library service to children are to introduce them to the love of reading and literature and to help them become capable, critical users of information and technology. Children must have access on an equal basis to all library services and materials provided to adults, including programs, reserves and interlibrary loan, access to the Internet, online databases and other developing electronic technologies. To ensure a high quality of service to children, every library director and children's services team must work together to:

- Establish a separate space for children's services.
- Employ at least one qualified librarian who is responsible for services to children.
- Provide a collection of diverse materials in various formats.
- Develop and provide information services for children.
- Plan and implement a variety of programs which excite children about literature, information, technology, and promote library use.
- Continually publicize the resources and services of the children's department.
- Cooperate with other community agencies serving children.
- Implement the Massachusetts Library Association Salary Schedule.
- Allocate sufficient funding to accomplish the above aims.

## SERVICES

By successfully balancing collection development, programming, readers' advisory and outreach the public library meets the reading and information needs of children and others in its service profile. The Children's Services Department serves children from infancy through age 12, parents and caregivers, adults working with children, and agencies/organizations serving children. Others who may need children's materials include: students of children's literature; writers; artists and craftspeople; adults developing language skills; and adults needing basic subject material.

- 1.0 The following PRINCIPLES shall govern the provision of library service to children.
  - 1.1 Services to children shall be based on a written policy outlining philosophy, goals, and objectives. This document is reviewed in consultation with the library director on an annual basis to determine its effectiveness in serving the needs and interests of children of all ages and those who deal with children in the community and to assure consistency with established library goals as stated in the library's long range plan.
  - 1.2 A full range of materials and services is offered at no charge. Access to materials is not limited because of a child's age or the type of material.
  - 1.3 As library users children must be treated courteously and with respect throughout the library, and every effort must be made to answer their requests.
  - 1.4 The Children's Services Department hours shall be no less than those of the Adult Services Department. The Children's Services Department shall be appropriately staffed to provide the full range of available service to children during all hours that the library is open.
  - 1.5 Continuing efforts shall be made to identify underserved and hard-to-reach children and to develop appropriate services in response to their needs. This includes children with special needs, children whose primary language is not English, children at risk, and children in alternate learning and care environments, including home-schooled children. In addition, the library must comply with all aspects of the Americans with Disabilities Act.
  - 1.6 As readers' advisors, children's services staff assist young people in making the transition to young adult or adult materials by introducing them to

materials outside the children's area and by helping them communicate with the adult services staff.

- 1.7 The child's right to privacy is supported in accordance with the principles expressed in the "Code of Ethics," American Library Association (June 28, 1995) and the Massachusetts General Laws Chapter 78 Section 7.

## 2.0 ELEMENTS of basic service provided by the Children's Services Department are:

- 2.1 An active plan in keeping with the library's mission that promotes the library's goals and objectives.
- 2.2 A current and user-appropriate collection of children's materials in a broad range of formats for both in library use and circulation. Attention must be paid to the constant evolution of technology. New technologies should be incorporated into children's library services whenever possible.
- 2.3 Reference and information services that make no distinction in importance between children's and adult's questions and include effective and current service practices such as training in the use of electronic resources.
- 2.4 Readers' advisory services that assist children and adults when selecting materials for reading, viewing, and listening.
- 2.5 A comprehensive programming plan that meets the developmentally appropriate needs of the community's children and the needs of adults working with children.
- 2.6 Access to materials and library services for children using methods available to adult library users. This includes requests for materials from all

library departments and delivery of material from other libraries.

- 2.7 Bibliographic access to children's materials through local and union catalogs as provided by regional, and/or other types of providers.
- 2.8 Administrative activities like surveys, statistics and program evaluations, that are regularly used to improve library services.

## STAFF

The distinct needs and characteristics of childhood make it essential that every library shall have at least one staff member to provide services to children. Each child in the Commonwealth is also entitled to the expertise of a professional children's librarian. Therefore, the goal of each library director shall be to employ a professional children's librarian who has earned a master's degree from an ALA accredited program with course work related to children's materials and service.

1.0 The following PRINCIPLES shall govern the staffing of children's services:

1.1. The children's librarian shall possess the following competencies:

- A broad knowledge of children's physical and intellectual development and its implication for library service.
- A genuine caring and respect for children.
- Knowledge and understanding of the library's mission, goals and objectives.
- Recognition of current issues and legislation affecting children in the community and society.
- Ability to work well and communicate constructively with both children and adults.
- Ability to plan, manage, and evaluate programs and services and to assess their effectiveness based on community needs.
- A broad knowledge and appreciation of children's literature, periodicals, audiovisual materials, websites and other electronic media, and other materials that constitute a current and relevant children's collection.
- Ability to select print and non-print materials and relate them to the needs of all children.
- Ability and desire to assume a leadership role in staff and program development.
- Ability and desire to serve as a strong advocate for children within the library and the community.
- Ability to plan, develop, initiate, and carry out developmentally appropriate children's programs and services on-site and off-site.

- 1.2 Paralibrarian staff members responsible for implementing children's services shall have some formal library and child-related training, which will be acquired through one or more of the following:
- A four-year college degree.
  - Successful completion of college level course work with emphasis on child development and children's literature.
  - Specialized training through continuing education such as regional workshops, association meetings, programs and seminars.
  - In addition, paralibrarian personnel shall be encouraged by the library administration and trustees to pursue a master's degree from an ALA accredited program.
- 1.3 The salary of the children's librarian must be commensurate with the formal qualifications mandated by the library and on a par with other staff who have similar levels of responsibility within the library. Appropriate time and recompense shall be provided for job related professional activities.
- 1.4 Staff support (professional, paralibrarian, clerical, page) is essential for attaining a high level of service and for achieving the children's librarian's core responsibilities:
- Support may be shared with other departments, but should be available to the children's department when programs are in progress and at other times that are mutually agreed upon by the children's librarian and the library director.
  - Library administration and trustees shall encourage staff to take part in specialized training through continuing education such as regional workshops, professional association meetings, programs and seminars.
- 1.5 Factors to be considered in staff allocation shall include:
- the percentage of the total population who are children
  - the percentage of total circulation consisting of children's materials
  - the need to expand children's services
  - the volume and diversity of programming
  - the size and complexity of the collection
  - the need to provide staff coverage during all hours of operation

- 1.6 There shall be position descriptions for all staff with responsibility for children's services, and it is desirable that each staff member develop an annual set of goals and objectives in consultation with her/his supervisor.
- 1.7 Regular performance evaluation of children's services staff shall be conducted and shall be based on position descriptions and on goals and objectives.
- 1.8 Any volunteers serving in the children's area shall be supervised by the children's librarian.
  - Volunteers should not replace but act as a complement to regular staff.
  - The use of volunteers in the children's department shall follow the guidelines determined by the library board of trustees.
- 1.9 Each Massachusetts Regional Library System (MRLS) shall provide a full-time consultant for children's services. This consultant shall provide advisory services to staff in local public libraries and provide continuing education programs. Every effort shall be made to support opportunities for regular meetings between local youth services staff and regional consultants.

2.0 The **RESPONSIBILITIES** of the professional children's librarian are to:

- 2.1 Serve as part of the library's management team to assure communication, coordination, and planning with library administration and other library staff.

- 2.2 Manage the operation of the children's area, including:
- Analyzing the costs of library services to children in order to assess the budgetary needs of the children's department,
  - Working with other library personnel to plan and implement the budget.
  - Writing job descriptions, interviewing and selecting staff in cooperation with the library administration.
  - Training, supervising, and developing staff through mentoring, coaching, and constructive evaluation.
  - Gathering and analyzing statistics to inform and promote the development of library services.
  - Assisting the library administration in the development of policies affecting children's services.
- 2.3 Develop short and long term goals and objectives for children's services as part of the overall library planning process. Plan and implement activities to achieve these goals and objectives.
- 2.4 Take the initiative, working with library administration, to seek supplementary funding to enhance library services. Sources may include:
- Grants from federal, state or local governments or private foundations.
  - Contributions from Friends of the Library, community organizations, or local businesses.
- 2.5 Implement the library collection development policy in matters of selecting, evaluating, maintaining, and weeding children's materials.
- 2.6 Provide reference, reader's advisory, and library orientation/instruction services.
- 2.7 Plan, implement, manage, and evaluate programs for children of all ages, parents, teachers, and caregivers.
- 2.8 Work with other library departments to promote, publicize and represent children's services and the library in the schools and to local community agencies.
- 2.9 Develop cooperative programs, services, and initiatives between the public library, schools, and other community agencies.

- 2.10 Advocate for children's services to governmental, educational, and community boards.
- 2.11 Pursue professional development through active participation in professional associations, attending continuing education, reading professional literature and keeping abreast of trends relating to children's needs and interests. This information will also be shared with the library administration to keep them informed of the latest developments.
- 2.12 In the absence of a professional children's librarian, these responsibilities shall be shared between the designated children's paraprofessional and the library director. They will seek additional expertise from the regional children's consultant as needed.

## COLLECTIONS

The purpose of the children's collection is to provide diverse, current and relevant materials that meet the informational, recreational, cultural and developmental needs of all children in the community. Inherent in this purpose, is the desire to encourage life-long learning, foster an appreciation of literature and the love of reading, and provide a source of accurate and up-to-date information.

- 1.0 The following PRINCIPLES shall govern the development of collections to serve children:
  - 1.1 A written collection development policy specific to children's materials must be in place, endorsed by the library's governing board. This policy should be consistent with the mission and policies of the library and the ALA Library Bill of Rights. This policy shall include:
    - a statement of purpose;
    - criteria for selection, evaluation and weeding ;
    - the Library Bill of Rights, Freedom to Read and Freedom to View (all policies of the American Library Association);
    - a statement governing donated materials;
    - guidelines for handling requests for reconsideration of library materials
  - 1.2 Collection development of children's materials shall be under the direction of the person responsible for children's services.
  - 1.3 Selection of materials shall be based on:
    - Consulting a wide variety of reviewing sources and includes material from large publishers and small presses.
    - Considering popular appeal as well as requests from children and adults who deal with children.
    - Accommodating the diversity of patrons by providing a collection of subject matter that is balanced in subject matter and in points of view.
  - 1.4 A continuous materials evaluation program for discarding and replacing materials that are worn, out of date, or no longer appealing to users must be in place. These materials must be discarded from the collection and/or evaluated for replacement. The children's librarian must be aware of the changing nature of each subject area.

- 1.5 An annual budget must be designated for materials and maintenance of the children's collection. A portion of the budget shall be allocated for replacement and duplicate copies. Factors to be considered in budget allocation shall include:
- the percentage of the total population who are children,
  - the percentage of the total circulation consisting of children's materials,
  - the need to expand children's services,
  - the comparative cost of children's materials and adult materials,
  - the necessity of replacing children's materials more frequently,
  - the need to include new formats and technologies.
- 1.6 The public library collection for children shall complement but not take the place of the school library in the community (*See The MLA and MSLMA Joint Statement on Collection Development*). In cases where the public library also serves as school libraries, arrangements must be made for reimbursement from the community budget.
- 1.7 To facilitate the use of the children's collection there must be:
- Full cataloguing and prompt processing of all print and non-print materials
  - Logical organization of materials according to accepted library standards
  - Display of materials in a way as to invite use by children and adults,
  - Directional signs and appropriate shelving,
  - Promotion of materials through a variety of methods such as booklists, book talks, library exhibits and programs.
- 1.8 Use of professional collections and continuing education workshops provided by the Massachusetts Regional Library System (MRLS) should be made available to the staff. In addition, MRLS may acquire materials in a variety of formats (print, audio, visual and online) which are not feasible for purchase by local libraries to use.

## 2.0 CHARACTERISTICS of Children's Department collection:

- 2.1 The children's department collection shall include a wide range of materials (print, audio and visual) which will take into consideration the developmental stages of children and the needs of adults who deal with children.
- 2.2 The collection must include a selection of current reference materials.
- 2.3 Each library collection must:
  - Include materials which represent the cultural and social diversity of a changing society and reflect the experience of contemporary children.
  - Provide access to materials in languages appropriate to meet the reading needs of all children in the community.
  - Provide materials in English about the culture of prominent ethnic groups in the community.
  - Provide a parenting collection which aids and supports parents/caregivers in better understanding the developmental needs of children.
- 2.4 Library programs shall serve special needs children, providing access to materials and equipment such as books in Braille, talking books, large print, telecommunication devices for the deaf (TTY), and low vision aids.
- 2.5 As new formats and technologies are developed, they should be considered for inclusion in the collection. Appropriate equipment for using audiovisual materials and electronic formats should be readily available and assessable to children throughout the library.

2.6 The children's librarian will select and evaluate electronic resources on an ongoing basis, using the guidelines in the library's collection development policy.

- A portion of the collection's budget should support electronic acquisitions. Additionally, the library's technology plan should also address the need to purchase and maintain the equipment, software, and infrastructure needed to support these items.
- Each children's department should have its own dedicated web page as part of the library's website. Information that might be included on the website to enhance and extend the programs and services for children are:
  - Department contact information
  - Programs and services
  - Links to electronic resources provided by the library, region or network
  - Listing of web resources to serve as a gateway to the Internet
  - Homework Page
  - Collection Promotion-booklists etc.
  - Interactive formats
  - Information on searching the Internet safely

2.7 Children's librarians should work with library administration in reviewing their Internet policy. Components of the policy should include:

- Acceptable uses of the Internet in the library,
- Children's access to technology,
- Selection criteria for inclusion of links on the library web page,
- Programs that help children and parents safely navigate and evaluate information found online,
- Information for parents on protecting children from inappropriate material,
- Consequences of violating the policy.

## PROGRAMS

Programming for children and those who work with children is an essential service that responds to the cultural, educational, recreational and informational needs of the community. As program administrators, youth services librarians develop comprehensive program plans to meet the developmentally appropriate needs of the community's youth. These programs serve as a catalyst to stimulate a child's investment in lifelong learning by promoting literature, literacy, and information, encouraging library use and highlighting the library as a vital community resource. Free programs shall be considered a basic part of library service to youth regardless of library size.

Types of programming may be varied and may include: storytimes for various ages, craft programs, programs for parents and other adults, films, special performances in puppetry, theatre, magic, music, dance, etc., storytelling, summer reading programs, book discussion groups, library orientation and tours, programs related to library skills, visits to schools, outreach programs, lectures, Internet programs and demonstrations.

- 1.0 The following PRINCIPLES shall govern the development of programs for children:
  - 1.1 Programs shall be planned on a regular basis for children of all ages, including those with special needs. Programs for adults such as parents, child care providers, teachers, and/or community workers who are involved with youth as well as programs for adults and children together may also be provided.
  - 1.2 The children's librarian will create a policy that outlines the philosophy, goals and objectives of the library's children's programs. It will be reviewed on an annual basis and revised as necessary.
  - 1.3 The librarian shall consider family and community needs, literacy benchmarks, and opinions and requests of children when planning programs.
  - 1.4 The librarian shall consider schedules, and resources as well as physical accessibility when planning the location, quantity, time, and variety of programs.

- 1.5 Programs shall include activities both within and outside the library, and should include activities co-sponsored with other community groups. Important ongoing activities are:
- Communication between the public library and schools, nursery schools, daycare centers ,family daycare providers, and homeschoolers to ensure all children may experience the benefits of public library services.
  - Communication, cooperation and interaction with a variety of community agencies to help provide for the education, enrichment and well-being of the children in the community.
- 1.6 Publicity must be integrated into a well-planned marketing approach to ensure program success.
- 1.7 Programs shall be evaluated to identify areas of success and the need for improvement and to gain support for future programming. Program evaluation methods may include statistics, surveys, benchmarks, focus groups, written anecdotes, asset-based outcomes, and audiovisual documentation.

## 2.0 ESSENTIAL CHARACTERISTICS OF PROGRAMS:

- 2.1 Organization and management of programs shall be under the direct supervision of the children's librarian. It is essential that paid library time be scheduled for the preparation, publicity, execution, and evaluation of programs. Volunteers with special skills may assist with programming. The librarian shall see that volunteers are adequately trained, prepared and supervised.
- 2.2 A specific budget should be allocated for children's programming which reflects community needs. The budget should be sufficient to plan, present, and publicize programs throughout the community.
- 2.3 Facilities shall be designed to accommodate the presentation of programs as well as the safety and special needs of participants. Programs must be located with consideration for the convenience of other library users. At times as a result of collaboration, programs may take place virtually and off-site.

2.4 Program marketing shall include promotional tools both within and outside the library. These tools will include but are not limited to displays, press releases, contests, radio, television, websites, newsletters, listservs, e-mail distribution and postcards.

2.5 All programs should be evaluated on an ongoing basis. Program evaluation assists the librarian in determining success in:

- Meeting the library's program goals
- Advocating for sufficient staff and funds
- Reaching the target audience and meeting community needs
- Relating current programming to future planning and budget preparations

2.6 The regional library systems shall regularly provide to local libraries continuing education programs, in-service training, program idea packages, publicity materials, and individual consultation regarding the principles and characteristics of programs.

2.7 Compilation and evaluation of statistics and feedback provide justification for program support, such as staffing, scheduling and budget requirements to library and community administrators, library trustees and the public. Feedback can be obtained by conducting surveys, evaluations and patron commentary.

Statistics should be kept regarding:

- number of programs
- types of programs
- program attendance
- preparation time per program
- cost
- staff required
- actual program time
- target audience and actual audience.

## FACILITIES

Each Massachusetts public library will have a specific area which is equipped to provide developmentally appropriate children's services. This area is open the same hours as the rest of the library and is accessible to appropriate program space. All areas of the library are designed to ensure children's ease of access and use. A well-planned and maintained children's area which is suitably staffed underscores the benefits of the children's library experience. Attending to the spatial needs of the children department supports the librarian's goals to deliver a full and evolving complement of children's services.

- 1.0 The following PRINCIPLES shall govern the provision of facilities to serve children:
  - 1.1 The appearance of the children's area shall be inviting and stimulate the use of a variety of resources.
  - 1.2 The children's area shall be an integral part of the whole library located in such a way that children have easy access to other library services and in compliance with guidelines set forth by the Americans with Disabilities Act.
  - 1.3 The librarian regularly evaluates the effectiveness of existing space and makes recommendations regarding layout and furnishings. When designing space, the guiding principle should always be form follows function. As activities, technologies, and children's needs change, the area shall be adapted accordingly.
  - 1.4 Visibility, ease of supervision and safety factors are prime considerations in designing the area. These guidelines shall be the minimum followed:
    - All electrical outlets shall be child proofed
    - Sturdy racks, shelving and storage units shall be designed and placed to avoid accidents
    - Well-maintained and safe entrances and exits must be provided
    - Stairways, balconies or railings shall be designed or modified to ensure safety
    - An unobstructed line of sight (in relation to the children's information desk) should be a goal throughout the facility

## 2.0 CHARACTERISTICS of facilities serving children:

- 2.1 The children's area shall be designed for ease of use by children of all ages.
- 2.2 The children's area must be accessible to all users, including those with special needs. Level floors without steps are desirable for ease of access, safety, and flexibility.
- 2.3 The physical layout of the area should be safe, flexible and conducive to a variety of users' activities:
  - Browsing
  - Reading
  - Quiet study
  - Group study
  - Individual or group instruction
  - Participating in programs
  - Convening meetings
  - Using audiovisual and electronic technologies
  - Using toys, games and realia
- 2.4 Shelving shall be designed:
  - To fit the size and dimension of a variety of materials
  - To be used easily by children
  - To be adjustable and moveable
  - To include racks, bins, and other storage equipment
- 2.5 Furnishings shall accommodate use by children of various sizes and needs, and adult-and-child pairs.
- 2.7 Designated space for strollers and coats is desirable in the children's area.

2.8 Other essential elements in the children's area include:

- carpeting
- good acoustics
- glare-free and shadow-free lighting
- sufficient electrical power sources
- sound proofing
- temperature controls
- clocks in public and staff areas
- staff telephone
- staff safety mechanism (i.e. panic button) to alert public safety officials

2.9 The circulation desk whether located in the children's area or shared with adult services shall be easy for children to use.

2.10 All program areas shall be:

- Generously supplied with outlets, light controls, flexible seating, telecommunication and audio-visual capabilities;
- Provided with good ventilation
- Accessible to a sink
- Accessible to a restroom

2.11 Restrooms shall be located for easy supervision. An ADA compliant restroom designed for children shall be provided. Restrooms should also provide room for an accompanying adult and a diaper changing area.

2.12 The children's area will have a strategically located, non-public, staff work and material storage area.

2.13 Bulletin boards, exhibit space and display accessories should be:

- Easily maintained,
- Dispersed throughout the area,
- Multi-purpose in nature
- Arranged with maximum visibility to children.

2.14 Signage shall be consistent with the library's overall signage plan:

- Signs shall be simple, concise, highly visible, current, easily maintained and professional in appearance.
- Signs shall be consistent in color, letter style and tone, easily comprehended by children, and ADA compliant.
- Symbols and languages in addition to English may be appropriate.
- Signs shall indicate service areas, parts of the collection, and library and safety regulations.

## CORE DOCUMENTS

- Library Bill of Rights
- Free Access to Libraries for Minors
- Freedom to Read Statement
- Confidentiality Law - MA General Laws Chapter 78 Section 7
- Statement on Labelling

In an effort to conserve our natural resources, the following documents are only available via the web. Please visit the MLA/YSS website at <http://www.masslib.org> and click on the Youth Services section link.

- Access for Children and Young People to Videotapes and Other Non-Print Formats
- Statement of Professional Ethics
- Internet Tool Kit (ALA)
- MLA Salary Recommendation (adopted April 15, 2005)
- School/Public Library Services to Children:  
A Common Purpose with Similarities and Differences
- Joint Statement on Collection Development in Schools and Public Libraries

# Library Bill of Rights

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

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
  
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
  
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
  
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
  
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
  
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

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

# FREE ACCESS TO LIBRARIES FOR MINORS<sup>1</sup>

## ***An Interpretation of the Library Bill of Rights***

Library policies and procedures that effectively deny minors equal and equitable 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, literacy skills, 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 that 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, educational level, literacy skills, or legal emancipation.

Libraries should not limit the selection and development of library resources simply because minors will have access to them. Institutional self-censorship diminishes the credibility of the library in the community, and restricts access for all library users.

Children and young adults unquestionably possess First Amendment rights, including the right to receive information in the library. Constitutionally protected speech cannot be suppressed solely to protect children or young adults from ideas or images a legislative body believes to be unsuitable for them.<sup>1</sup> Librarians and library governing bodies should not resort to age restrictions in an effort to avoid actual or anticipated objections, because only a court of law can determine whether material is not constitutionally protected.

The mission, goals, and objectives of libraries cannot authorize librarians or library governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents. As "Libraries: An American Value" states, "We affirm the responsibility and the right of all parents and guardians to guide their own children's use of the library and its resources and services." 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 who do not want their children to have access to certain library services, materials, or facilities should so advise their children. Librarians and library governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child.

Lack of access to information can be harmful to minors. Librarians and library governing bodies have a public and professional obligation to ensure that all members of the community they serve have free,

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<sup>1</sup> Adopted June 30, 1972; amended July 1, 1981; July 3, 1991, June 30, 2004, by the ALA Council. [ISBN 8389-7549-6]

equal, and equitable 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 library governing bodies must uphold this principle in order to provide adequate and effective service to minors.

<sup>1</sup>*See* Erznoznik v. City of Jacksonville, 422 U.S. 205 (1975)-"Speech that is neither obscene as to youths nor subject to some other legitimate proscription cannot be suppressed solely to protect the young from ideas or images that a legislative body thinks unsuitable [422 U.S. 205, 214] for them. In most circumstances, the values protected by the First Amendment are no less applicable when government seeks to control the flow of information to minors. *See* Tinker v. Des Moines School Dist., *supra*. *Cf.* West Virginia Bd. of Ed. v. Barnette, 319 U.S. 624 (1943)."

# 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 counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

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

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

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

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

thought requires, and to the accumulation of knowledge and ideas into organized collections.

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

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

We therefore affirm these propositions:

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

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

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

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their

own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

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

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

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

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

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

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

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

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

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

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

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

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers. Adopted June 25, 1953; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004, by the ALA Council and the AAP Freedom to Read Committee. A Joint Statement by the American Library Association and Association of American Publishers .

## **CONFIDENTIALITY LAW**

**Chapter 78, Section 7 of the Massachusetts General Laws,  
as amended by Chapter 180, Acts of 1988:**

**G.L.c. 78, § 7. Establishment by cities and towns; records.**

Section 7. A town may establish and maintain public libraries for its inhabitants under regulations prescribed by the city council or by the town, and may receive, hold and manage any gift, bequest or devise therefore. The city council of a city or the selectmen of a town may place in such library the books, reports and laws which may be received from the commonwealth.

That part of the records of a public library which reveals the identity and intellectual pursuits of a person using such library shall not be a public record as deemed by clause Twenty-six of section seven of chapter four. Library authorities may disclose or exchange information relating to library users for the purposes of interlibrary cooperation and coordination, including but not limited to, the purposes of facilitating the sharing of resources among library jurisdictions as authorized by clause (1) of section nineteen E or enforcing the provisions of sections ninety-nine and one hundred of chapter two hundred and sixty-six.

# STATEMENT ON LABELS AND RATINGS

## *An Interpretation of the Library Bill of Rights*

Labeling is the practice of describing or designating materials by affixing a prejudicial label and/or segregating them by a prejudicial system. The American Library Association opposes these means of predisposing people's attitudes toward library materials for the following reasons:

1. Labelling is an attempt to prejudice attitudes and as such, it is a censor's tool.
2. Some find it easy and even proper, according to their ethics, to establish criteria for judging publications as objectionable. However, injustice and ignorance rather than justice and enlightenment result from such practices, and the American Library Association opposes the establishment of such criteria.
3. Libraries do not advocate the ideas found in their collections. The presence of books and other resources in a library does not indicate endorsement of their contents by the library.

A variety of private organizations promulgate rating systems and/or review materials as a means of advising either their members or the general public concerning their opinions of the contents and suitability or appropriate age for use of certain books, films, recordings, or other materials. For the library to adopt or enforce any of these private systems, to attach such ratings to library materials, to include them in bibliographic records, library catalogs, or other finding aids, or otherwise to endorse them would violate the *Library Bill of Rights*.

While some attempts have been made to adopt these systems into law, the constitutionality of such measures is extremely questionable. If such legislation is passed which applies within a library's jurisdiction, the library should seek competent legal advice concerning its applicability to library operations.

Publishers, industry groups, and distributors sometimes add ratings to material or include them as part of their packaging. Librarians should not endorse such practices. However, removing or obliterating such ratings—if placed there by or with permission of the copyright holder—could constitute expurgation, which is also unacceptable.

The American Library Association opposes efforts which aim at closing any path to knowledge. This statement, however, does not exclude the adoption of organizational schemes designed as directional aids or to facilitate access to materials.

Adopted July 13, 1951. Amended June 25, 1971; July 1, 1981; June 26, 1990, by the ALA Council.  
[ISBN 8389-5226-7]



## PROFESSIONAL RESOURCES

- Program Planning Worksheet
- Library Associations
- Bibliography of Professional Resources

Please note that the information on Library Associations and Bibliography of Professional Resources will be available via the web. These two "living sections of the document" will be reviewed and updated by a committee of regional consultants and YSS section members twice a year. We hope to keep these sections full of current, cutting edge topics to bridge the void often seen in printed documents between revisions. Please visit the MLA/YSS website to view these updated sections at <http://www.masslib.org>, then click on the Youth Services section link.

# PROGRAM PLANNING WORKSHEET

LIBRARY: \_\_\_\_\_

LIBRARIAN: \_\_\_\_\_

PROGRAM TITLE: \_\_\_\_\_

BRIEF DESCRIPTION OF PROGRAM:

PURPOSE OF PROGRAM: \_\_\_\_\_

DATE: \_\_\_\_\_

DAY: \_\_\_\_\_

START TIME: \_\_\_\_\_

END TIME: \_\_\_\_\_

\_\_\_\_ Date checked on library calendar

\_\_\_\_ Date checked on school calendar

\_\_\_\_ Date checked on community calendar

LOCATION FOR PROGRAM:

Library meeting room

YA area

Other

TARGET AUDIENCE:

Children

YA

Adult

All

EXPECTED ATTENDANCE:

Children

YA

Adult

**BUDGET FOR PROGRAM PROPOSAL**

ESTIMATED COST:

Speaker's cost (fee, travel, meals, other)

Supplies and equipment (materials purchases, rentals, other)

Staff time (programmer hours x wage, PR department hours x wage)

Public relations (fliers, poster, bookmarks, press releases, mail outs, postage)

Other costs (display books, refreshments, follow-up mailings, police for traffic detail)

FUNDING SOURCE:

\_\_\_\_\_ Budget line- general revenue

\_\_\_\_\_ Grant funds

\_\_\_\_\_ Friends of the Library

\_\_\_\_\_ Corporate sponsorship

\_\_\_\_\_ Outside donations

\_\_\_\_\_ Other

PROGRAM APPROVED:

Preliminary planning should be approved at this point before proceeding any further.

- Approved by supervisor
- Approved by director
- Off desk planning time approved

EQUIPMENT NEEDED: (make arrangements to rent, if necessary)

**SPEAKER CONFIRMATION:**

- Contract sent
- Contract returned and executed
- Directions sent
- Follow-up call(s)

**ROOM SET-UP: (preliminary plan)**

- Discussed with Maintenance Staff

**REFRESHMENTS:**

#### PUBLICITY AND PROMOTION:

- All library staff informed
- Program information posted to library website
- Fliers distributed to schools, community groups, businesses and other libraries
- Media releases to local newspapers, school newspapers, radio, TV, Friends of the Library newsletter, etc
- Visits to schools planned and approved
- Book displays
- Email or direct mailings to children, schools and community organizations

#### FINAL PROGRAM CHECKLIST:

- Room set-up
- Equipment and supplies
- Refreshments
- Speaker's introduction
- Speaker's check
- Evaluation form and pencils
- Fliers for next program
- Room clean up
- Parking Lot details
- Other

#### PROGRAM EVALUATION:

This program information sheet was adapted from one provided by Patrick Jones during his workshop on Alternative Young Adult Programs. It is a great checklist of necessary but often forgotten elements in planning.

## LIBRARY ASSOCIATIONS

### Massachusetts Library Association (MLA)

P.O. Box 1445

Marstons Mills, MA 02648

Ph. (508) 428-5865

<http://www.masslib.org>

E mail: [malibraries@comcast.net](mailto:malibraries@comcast.net)

### Massachusetts School Library Association (MSLA)

PO Box 505

Bedford, MA 01730

781-275-0082

<http://www.mslma.org/>

### New England Library Association (NELA)

14 Pleasant Street

Gloucester, MA 01930

978-282-0787

<http://nelib.org/>

E mail: [office@nelib.org](mailto:office@nelib.org)

### American Library Association (ALA)

<http://www.ala.org>

### Association for Library Service to Children (ALSC)

50 E. Huron St.

Chicago, Illinois 60611

1-800-545-2433, ext. 2163

E mail: [alsc@ala.org](mailto:alsc@ala.org)

### American Association of School Librarians (AASL)

50 E. Huron St.

Chicago, Illinois 60611

1-800-545-2433 ext. 4382

E-mail: [aasl@ala.org](mailto:aasl@ala.org)

# Bibliography of Professional Resources

## Advocacy

PLA Issues and Advocacy

<http://www.pla.org/ala/pla/plaissues/issuesadvocacy.htm> September 2005.

ALA Online Advocacy Tools

<http://www.ala.org/ala/issues/toolsandpub/toolsandpub.htm> September 2005.

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## **Collection Development**

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Horning, Kathleen T. *From cover to cover: evaluating and reviewing children's books*. New York: HarperCollins, c1997.

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<http://www.dlapr.lib.az.us/cdt/map.htm> August 2005.

Klopper, Karen. "Weed It! For an Attractive and Useful Collection".  
[http://www.wmrls.org/services/colldev/weed\\_it.html](http://www.wmrls.org/services/colldev/weed_it.html) August 2005.

## **Periodicals for Collection Development:**

*School Library Journal*  
360 Park Avenue South  
New York, New York 10010  
Tel: 646-746-6759  
Fax: 646-746-6689  
E-mail: [slj@reedbusiness.com](mailto:slj@reedbusiness.com)

ISSN: 0362-8930

*The Horn Book, Inc.*  
56 Roland Street, Suite 200  
Boston MA 02129  
phone: 800-325-1170 or 617-628-0225  
fax: 617-628-0882  
e-mail: [info@hbook.com](mailto:info@hbook.com)

ISSN:0018-5078

**Periodicals for Collection Development:**

*Booklist*

P.O. Box 607

Mt. Morris, IL 61054-7564.

Phone: 888-350-0949

<http://www.ala.org/ala/booklist/booklist.htm>

ISSN: 1055-4742

*Book Links*

P.O. Box 615

Mt. Morris, IL 61054-7564

Phone: 888-350-0950

ISSN: 1055-4742

<http://www.ala.org/ala/productsandpublications/periodicals/booklinks/booklinks.htm>

*The Bulletin of the Center for Children's Books*

501 E. Daniel St.

MC-493

Champaign, Illinois 61820

Phone: (217) 244-0324

E-mail: [bccb@alexia.lis.uiuc.edu](mailto:bccb@alexia.lis.uiuc.edu)

ISSN: 0008-9036

SB&F (Science Books & Films)

1200 New York Avenue, NW

Washington, D.C. 20005

<http://SBFonline.com>

ISSN: 0098-342X

## ALA Online Resources for Internet Safety and Use

**Internet Tool Kit:** <http://www.ala.org/ala/oif/iftoolkits/litoolkit/librariesinternet.htm>.  
September 2005.

### **Internet Privacy and Safety Information for Parents:**

<http://www.ala.org/ala/alsc/alscresources/forlibrarians/internettech/internetprivacysafety.htm> . September 2005.

### **ALA Resources for Children and Families:**

<http://www.ala.org/ala/alsc/alscresources/forchildren/childrenfamilies.htm>.  
September 2005.

### **ALA Great Websites for Kids:**

<http://www.ala.org/gwstemplate.cfm?section=greatwebsites&template=/cfapps/gws/default.cfm>. September 2005.

**Keeping Children Safe in Cyberspace:** <http://www.karinrex.com/internetsafety.html>.  
September 2005.

**Child Safety on the Information Highway:** [http://www.safekids.com/child\\_safety.htm](http://www.safekids.com/child_safety.htm).  
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<http://www.ala.org/ala/oif/basics/Default2272.htm>. February 8, 2005.

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February 8, 2005.

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<http://www.ala.org/ala/oif/iftoolkits/toolkitsprivacy/Default4517.htm>.  
February 8, 2005.

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## **Programming**

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Braun, Linda W. *Introducing the Internet to Young Learners: Ready-To-Go Activities and Lesson Plans*. New York: Neal-Schuman Publishers, Inc., 2001.

Byrd, Susannah Mississippi. *iBienvenidos! iWelcome!: A Handy Resource Guide for Marketing Your Library to Latinos*. Chicago: American Library Association, 2005.

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