

Guidelines for Youth Services in Pennsylvania's Public Libraries

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Bureau of Library Development

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Vision Statement

Pennsylvania youth and families will discover
a sense of joy and wonder by
exploring the world through quality library experiences.

Mission Statement

Pennsylvania libraries will provide dynamic and creative
approaches to serving youth, families, and communities in
a welcoming and accepting atmosphere.

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Introduction

What is the purpose of this document?

In general, it provides a description of library staff capable of providing excellent library services to youth from birth through age 18. This document can be a tool for both the staff providing service and the administrators supervising the service.

Pennsylvania has many small public libraries in which the youth librarian has not had any formal library training. In fact, the youth librarian may also be the administrator. A new hire may be unaware of the many facets of excellent library service to youth. The guidelines below should make youth librarians aware of the many dimensions of library service to youth.

It is intended that youth librarians and their administrators review these guidelines together as a tool for planning. The format of the guidelines was designed for the two of them to agree on whether or not each element has been accomplished (“Yes” or “No”) and if “No” whether or not it should be a goal, and planned, what is the month and year it should be accomplished. Together, the youth librarian and administrator should make joint decisions about the current status of each guideline for their library and consider its priority for their library, developing goals from the guidelines and picking one or two to work on each year. Each library should customize the process to its own situation. Guidelines which may be realistic for one library may not be realistic for another.

For youth librarians

Youth librarians are very busy people, caught up in the day-to-day provision of service. The purpose of this document is to give them a structure to step back and reflect on their overall performance as youth librarians and ask, “Have I done everything possible to provide excellent youth services?”

It is not realistic to expect every youth librarian to do everything in this document. In most libraries, time, funds, and energy wouldn’t permit it. But even the decision *not* to do something should be conscious and for good reason.

For library administrators

Library administrators are also very busy people with many demands on their attention. A chief concern of administrators is that the services of their library are the best that the library can provide. This document will assist them in evaluating and advocating for youth services in their libraries. It will also call to their attention areas of the potential service of which they may have been unaware.

It is the role of the administrator to fit the youth services goals into the strategic plan for the entire library and to provide the resources for the youth librarian to meet the agreed on goals.

Are you new to youth services?

If you are in your first position as a youth librarian, it may seem overwhelming. What is expected of you? What works? What doesn't work? What do others in similar positions do?

You should know that you are not alone. There are both individuals and groups who are willing to help you. Contact the youth librarians in libraries near you. In some professions and businesses, people are unwilling to share their trade secrets. This is not true of librarians. There is not a competition between librarians; instead we are a community. Ask questions. Observe programs. Talk about resources available to you.

Library systems and library districts often have youth services specialists who are valuable resources for you. The system and/or the district may also have a professional collection with titles for you which vary from the theoretical to the practical.

The Office of Commonwealth Libraries, the Pennsylvania Library Association, and the American Library Association all have sections or divisions specializing in youth services. They present conferences and meetings on topics of interest to you.

Attendance at meetings and conferences will provide you with a wealth of information. In addition to the topics covered in the formal programs, networking with other youth librarians in attendance may be even more valuable.

How was this document developed?

Youth services librarians from districts and systems in Pennsylvania meet annually to discuss mutual concerns and engage in activities which will advance library services for youth. They decided that guidelines were necessary to describe excellent library youth services for Pennsylvania. They engaged in brainstorming on its content. The Guidelines Subcommittee of the Youth Services Advisory Committee was charged with producing a document. The committee engaged a consultant to write a draft, using the ideas developed during the brainstorming. The draft was reviewed by librarians statewide. The Guidelines Subcommittee also looked at other states' models, including Kansas, South Carolina, New York, and New Jersey.

This is not a static document, the committee suggested to the Office of Commonwealth Libraries that a review committee be formed to look at it every two to three years. Your written comments may be sent to Susan Pannebaker.

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The Guidelines

Management

The management team of the library makes decisions which affect the provision of library service to youth. It is critical that the youth services librarian have a voice in those decisions. Management also involves articulating those policies into actual practice through supervision of staff.

	Current Yes	Current No	If "No" Planned (mo./yr.)	If "No" Not Planned
Is a part of the management team of the library, representing and advocating for youth services.				
Understands the mission, role and activities of each part of the library.				
Informs library management of the vital role of and best practices for youth and family services.				
Recommends policies for youth services, including: <ul style="list-style-type: none"> • Circulation • Registration • Collection development • Customer behavior • Electronic use • Reporting suspected abuse 				
Established long- and short-term goals and objectives for the youth services department within the framework of the library's strategic plan.				
As a part of the library's planning process, analyzes the community, how its needs may have changed, and how the library should respond to those needs.				
With the library director, develops a budget for staffing, collections, programming, and professional development for youth services.				
Implements and monitors the youth services budget.				
Identifies outside sources of funding. Writes or assists in writing effective grant applications.				
Evaluates youth services including maintaining monthly and annual statistics.				
Develops job descriptions and hires, trains, and mentors staff and volunteers.				
Delegates responsibilities appropriately and supervises staff constructively.				
Demonstrates problem-solving, decision making, and mediation techniques.				
Regularly reviews youth services goals and objectives,				

	Current Yes	Current No	If "No" Planned (mo./yr.)	If "No" Not Planned
considering the needs and interests of all ages.				

Professional Development and Professionalism

Certain areas of professional knowledge are integral to effective performance as a youth services librarian. They include library science, youth development, and technologies. None of these are static. Therefore, professional development continues throughout the career of a youth services librarian.

	Current Yes	Current No	If "No" Planned (mo./yr.)	If "No" Not Planned
Keeps current with trends, issues, and research in librarianship, youth development, emerging technologies, education, and allied fields through <ul style="list-style-type: none"> • Reading professional journals and books • Visiting other libraries • Attending continuing education opportunities such as system and district meetings, workshops, library conferences, and undergraduate and graduate level courses including online opportunities. 				
Demonstrates understanding and respect for diverse cultural and ethnic values.				
Is familiar with PDE standards (such as the Early Learning Standards for ages 3-5 and the Academic Standards for K-12) especially as they relate to public libraries.				
Communicates with area school librarians on issues of common interest.				
Networks with youth services librarians.				
Belongs to and actively participates in professional library and other youth related organizations.				
Reads professional literature in print and electronic format.				
Acknowledges the history of youth librarianship and its place in the context of librarianship as a whole.				
Seeks a mentor.				
When experienced, becomes a mentor.				
Provides in-service training for the library's staff in youth library service issues.				
Participates in professional development activities throughout one's career.				
Observes youth programs in other libraries.				

Collection Development

The collection may not be all there is to library service, but it is the heart of it. The youth services librarian selects, develops, evaluates, maintains, organizes, and promotes the collection.

	Current Yes	Current No	If "No" Planned (mo./yr.)	If "No" Not Planned
Within the library's collection development policy, develops a youth collection development policy which fulfills the mission and goals of the library and reflects the needs of the community, reviewing and updating it annually.				
Demonstrates the knowledge of literature for youth in all genres and formats (including electronic) and keeps abreast of trends.				
Analyzes the past use of the collection as an aid to judge future selections.				
Makes use of professional review sources when selecting materials.				
Maintains a regular weeding schedule.				
Communicates with Technical Services on cataloging needs for youth collections.				
Selects vendors for library materials which are the most advantageous for the library in the areas of discounts, fill rates, speed and customer service.				
Promotes the collection through a variety of ways including displays, book talks, reader advisory, lists of read-alikes, bibliographies, and electronically.				
Develops a budget to spend available funds in relation to the customers' use of the collection.				
Monitors the collection for needed replacements for lost, missing, and damaged materials.				

Programming

Programming provides many functions in a library. Programs themselves provide information, one of the functions of a library. Library programming, both in-house and outreach, make the public more aware of what the library has to offer. Library programs should promote the use of the collection and publicity about programs creates awareness in the community about the library.

	Current Yes	Current No	If "No" Planned (mo./yr.)	If "No" Not Planned
Designs, promotes, executes, and evaluates library programs for youth and their families and caregivers: babies, toddlers, preschoolers, school age, teens, families, and intergenerational audiences. Gives particular attention for underserved and diverse populations, such as youth with special needs.				
Assesses the library's community for the programming needs of youth, especially in relation to programs provided elsewhere. Remains aware of shifting demographics.				
Presents a variety of programs such as: <ul style="list-style-type: none"> • Storytelling • Book talks • Story time • Summer reading • Book discussions • Puppet programs • Art • Cultural • Pop culture • Every Child Read to Read • Family Place • Subject areas • Programs not traditionally perceived as library programs 				
Is aware of school district schedules and provides programming during school vacations.				
Provides outreach programs appropriate to community needs and library goals and objectives including both programs in the community and invitations for groups to come to the library.				
Participates in statewide programs, including the Summer Reading Program and the One Book, Every Young Child program.				
Speaks to adults (especially parents and caregivers) and high				

	Current Yes	Current No	If "No" Planned (mo./yr.)	If "No" Not Planned
school and college students about the importance of youth reading and being read to.				
Promotes the library's collection in conjunction with programming initiatives. Assembles displays coordinated with programs.				
Develops learning extension activities to continue the learning experience beyond the library.				
Creates bibliographies related to programs.				
Maintains a list of performers. Actively searches out new performers.				
Maintains a how-to collection on youth programming including both print and web materials.				
Maintains a directory of schools, child care, community organizations for youth, and appropriate contacts.				

Communications, Marketing, and Advocacy

Having an excellent collection and services is not enough. The community must know about them. And once the public comes to the library, skilled communications are necessary to assist them in using the library. Publicity is the method of disseminating information. Newsletters, flyers, brochures, radio, television, regional and community publication, websites, and newspapers are examples of useful publicity mechanisms. In addition, internal public relations keep staff informed and helps to establish good working relationships among departments.

	Current Yes	Current No	If "No" Planned (mo./yr.)	If "No" Not Planned
Likes youth and is approachable.				
Speaks effectively to youth and adults one-on-one and in groups, applying active listening skills.				
Communicates respectfully and empathetically with all populations.				
Advocates for young customers with the entire library staff, educating the staff in appropriate behavior with youth.				
Articulates the youth and family services activities of the library and the impact of those services effectively to the community at large, elected officials, and community leaders.				
Communicates the importance of library activities in youth development so that library administrators, library staff, and members of the larger community understand the basis for library services for youth.				
Elicits opinions about youth library services from diverse groups.				
Participates in and partners with community organizations, and presents them with information about the library's youth services.				
Develops a marketing plan for youth services in conjunction with the library's plan, including strategies to market the library activities to non-users as well as users.				
Informs library staff about the activities of youth services.				
Conducts productive formal and informal reference interviews.				

Facility Development

The youth area in a public library is characterized by multiple users and varied uses: from toddlers to story time areas, from scholars to recreational readers, from browsers to workstation users. Often small groups of home-schoolers, family members, or students work collectively in these areas.

	Current Yes	Current No	If "No" Planned (mo./yr.)	If "No" Not Planned
Advocates for appropriate space for youth and families in proportion to the size of the library.				
Evaluates current space for appropriate use.				
When the library is to be renovated, expanded or moved to new space, participates as an integral part of the planning, advocating for spaces that are flexible with areas for programming and readers of all ages.				
Plans for the youth services area to be compliant with the Americans with Disabilities Act.				
Provides for a wide range of interactive learning based on youth development. Examples would be: <ul style="list-style-type: none"> • A music table • An art center • A train table • A puzzle table • A play house • A writing center with a table, pens, pencils, and crayons 				
Creates and maintains a safe, inviting, and welcoming area.				
Installs bold and appropriate signage that clearly identifies the youth services area and provides navigation aids.				
Includes furniture and shelving appropriate for all ages.				
Develops policies for safety and security such as: <ul style="list-style-type: none"> • Emergencies • Missing or lost children • Unattended children 				

Technology Services

The library provides an opportunity for youth to learn about technology and to use it to find answers to their questions. It provides access to the electronic resources in the collection. Because technologies are constantly developing, the youth services librarian has the challenge of continuously learning about its changing implications for library service.

	Current Yes	Current No	If "No" Planned (mo./yr.)	If "No" Not Planned
Incorporates current and emerging technology in the provision of library service to youth.				
Learns about and uses current technology.				
Participates in the development and maintenance of an electronic use policy for the library which includes a section on services for youth.				
Instructs youth in the use of the library's technologies, including the POWER Library.				
Understands CIPA requirements, the library's filtering policies and practices. Can explain the pros and cons of the library's filter and its effectiveness.				
Has an influence in the content of the library's web site which includes a presence for youth.				
Provides Internet safety instruction.				
Searches out and implements age appropriate technologies.				
Includes materials about new technologies in youth collections.				

Appendices

Americans with Disabilities Act

Both to meet the federal requirements and to provide good customer services, the children's library should comply with the Americans with Disabilities Act provisions.

Web sites:

The Federal Government's official website

www.ada.gov/

U.S. Equal Employment Opportunity Commission

www.eeoc.gov/facts/fs-ada.html

Job Accommodation Network

www.jan.wvu.edu/links/adalinks.htm

American Library Association

Library Services for People with Disabilities Policy

www.ala.org/ala/ascla/asclaissues/libraryservices.cfm

Americans with Disabilities Act Accessibility Guidelines (ADAAG) Checklist for Buildings and Facilities

www.access-board.gov/asaag/checklist/a16.html

Library Bill of Rights

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; June 28, 1967, and January 23, 1980,

Inclusion of "age" reaffirmed January 23, 1996,

By the ALA Council.

The Freedom to Read

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label “controversial” views, to distribute lists of “objectionable” books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to 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 judgement, 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 towards 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 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 make the end of the democratic process. Furthermore, only through the constant activity of weighting 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 writer 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 AAP Freedom to Read Committee.

A Joint Statement by: American Library Association/Association of American Publishers

Subsequently endorsed by:

American Booksellers Foundation for Free Expression

The Association of American University Presses, Inc.

The Children's Book Council

Freedom to Read Foundation

National Association of College Stores

National Coalition Against Censorship

National Council of Teachers of English

The Thomas Jefferson Center for the Protection of Free Expression

Free Access to Libraries for Minors

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.¹ 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 the 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. Libraries 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, 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.

¹ 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 things 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)."

Model Job Descriptions for Youth Librarians

There are sample job descriptions at the Commonwealth Libraries website:
<http://www.statelibrary.state.pa.us/libraries/cwp/view.asp?a=15&Q=40603>

Interview Questions

The following is taken directly from a PUBLIB electronic posting. It provides suggestions for interview questions. Select those appropriate for the position for which you are hiring.

Date: Thu, 14 Feb 2008 11:29:37 -0500
From: "Susan Pieper" susanhillpieper@gmail.com
Subject: [Publib] Interview Questions for Youth Services

During the interview, sometimes the answers given led to other questions, but these are the ones I start with:

Why did you apply for this position?

What are your strengths and weaknesses?

List three of your most important/proudest accomplishments.

What motivates you? ALSO have you used these motivations with others?

How are you qualified for this job? OR What qualifications do you have that make you think you will be a success at this job?

What supervisory experience have you had?

How would you characterize your supervisory style?

The person in this position needs to be innovative, creative, and proactive. Can you describe some things you have done to demonstrate these qualities?

What have you read lately, and what are you reading now?

What are some things you would like to avoid in a job? Why?

Share some of your experiences working with youth of different ages.

What do you think are some of the challenges facing youth today?

Customers frequently create a great deal of pressure. And, there can be many things that distract the staff – phone ringing, patrons demanding attention, a child crying. How do you handle multiple tasks and stresses?

Confidentiality and intellectual freedom are strong ethical tenants of our profession. How would you feel if a child asked for information regarding a sensitive subject such as sexuality, abuse, homosexuality, etc.?

Do you have any questions for us?

--

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ALA-APA Councilor (2007-2010)
ARSL Board Member ex-officio
(Association for Rural and Small Libraries)

Ask the candidate to demonstrate an abbreviated story reading/telling session and/or do a quick book talk. While it makes most nervous, the skill is an important one, and real life “performances” sometimes do take place under stressful circumstances.

Contents of a Collection Development Plan

Directory of Collection Development Policies on the Web
http://www.acqweb.org/cd_policy.html

Morton Grove Public Library (IL)
<http://www.webrary.org/inside/colldevjuvpb.html>

Templates for Storytimes

Lapsit or infant storytime

These programs usually last for 20-25 minutes. You may want to bring a collection of board books/toys to put out for parent/child sharing after the program. Be sure to leave time afterward for parents to chat. Always move to the ending song/rhyme if group is no longer with you; don't continue just to get everything in.

- Opening Song
- Welcome/Introductory Comments
- Action Rhyme
- Action Rhyme/Song
- Book
- Bouncing Song
- Nursery Rhyme
- Book
- Action Rhyme
- Book (if time permits)
- Closing Song/Rhyme

Toddler or Two-Year-Old Storytimes

These programs may last anywhere from 20-30 minutes depending on the mood of the group. Repetition of songs and action rhymes from previous storytimes is better than introducing all new ones. Always begin with the longest book and end with the shortest. Provide a collection of books and toys for children and parents to interact with after the formal program.

- Welcome/Introductory Comments
- Opening Song
- Rhyme
- Quieting Rhyme
- Book
- Rhyme/Song
- Nursery Rhymes
- Book
- Flannelboard Activity
- Book
- Closing Song/Rhyme

Pre-School Storytimes

These programs are usually for 3-5 year-olds. Repetition of songs and action rhymes from previous storytimes is better than introducing all new ones.

- Welcome/Introductory Comments
- Opening Song
- Rhyme with flannelboard or other props
- Quieting Rhyme
- Book

Rhyme/Song
Book
Rhyme with Actions
Book
Closing Song

Sources of Demographic Information

Pennsylvania Data Center

http://pasdc.hbg.psu.edu/pasdc/PA_Stats/census_data/census_2000/population/municipal/DP1/DP1_munip_choose.html

Pennsylvania Data Center's Municipal data profiles. Click on your county, and then on a municipality.

Types of Community Organizations

Child Care Information Service
Community Engagement Teams
Intermediate unit
Mothers of Twins
Mothers of Multiples
La Leche League

Professional Organizations

National

International Reading Association
American Library Association
 Association for Library Services to Children (Division)
 Young Adults Services Association (Division)
National Association for the Education of Young Children

State

Pennsylvania Library Association
Pennsylvania School Librarians Association
Keystone State Reading Association
Pennsylvania Child Care Association
Pennsylvania Association for the Education of Young Children

Local

Pennsylvania Library Association Chapter
Local Council of Keystone State Reading Association
Local Affiliate of National Association for the Education of Young Children

Bibliography

Childrens

Children and Libraries: Getting It Right, by Virginia A. Walter. ALA 2001. ISBN-13:978-0-8389-0795-5; ISBN-10: 0-8389-0795-4

Children's Books A Practical Guide to Selection, by Phyllis J. Van Orden and Sunny Strong. Neal-Schuman Publishers, 2007. ISBN: 9781555705848

Crash Course in Children's Services, by Penny Peck. Libraries Unlimited, 2006. ISBN13: 9781591583523; ISBN10: 1591583527

Dynamic Youth Services through Outcome-Based Planning and Evaluation, by Eliza T. Dresang, Melissa Grose, Leslie Edmonds Hold. ALA 2006. ISBN-13: 978-0-8389-0918-8; ISBN-10: 0-8389-0918-3

Early Literacy Storytimes @ Your Library, by Saroj Nadkarni Ghoting and Pamela Martin-Diaz. ALA, 2005. ISBN-13: 978-0-8389-0899-0; ISBN-10 0-8389-0899-3

Fundamentals of Children's Services, by Michael Sullivan. ALA 2005. ISBN-13: 978-0-8389-0907-2; ISBN-10: 0-8389-0907-8

Running Summer Library Reading Programs, by Carole D. Fiore. Neal-Schuman Publishers, 1998. ISBN-1-55570-321-7

Young Adults

Bare Bones Young Adults Services, by Renee J. Vaillancourt. ALA 1999. ISBN-13: 978-0-8389-3497-5; ISBN-10: 0-8389-3497-8

Connecting Young Adults and Libraries A How-To-Do-It Manual for Librarians, by Patrick Jones, Michele Gorman, and Tricia Suellentrop. Neal-Schuman Publishers, 2004. ISBN: 9781555705084

A Core Collection for Young Adults, by Patrick Jones, Patricia Taylor, and Kirsten Edwards. Neal-Schuman Publishers, 2003. ISBN: 9781555704582

Crash Course in Teen Services, by Donna P. Miller. Libraries Unlimited, 2007. ISBN13: 9781591585657; ISBN10: 1591585651

Excellence in Library Services to Young Adults, 4th Ed. The Nations Top Programs, by Renee Vaillancourt McGrath, ed. ALA 2004. ISBN-13: 978-0-8389-8280-8; ISBN-10: 0-8389-8280-8

New Directions for Library Service to Young Adults, by Patrick Jones. ALA 2002. ISBN-13: 978-0-8389-0827-3; ISBN-10: 0-8389-0827-6

Sizzling Summer Reading Programs for Young Adults, 2nd Ed., by Katharine L. Kan. ALA 2006. ISBN-13: 978-0-8389-3563-7; ISBN-10: 0-8389-3563-X

Professional Journals

For Keeping Up-to-Date on the Profession

- *American Libraries
- *Book Links
- *Children and Libraries (CAL)
- *Hornbook
- *Library Journal
- *School Library Journal (SLJ)
- *Young Adult Library Services (YALS)
- Voice of Youth Advocates

For Reviews

- *Booklist
- Bulletin for the Center of Children's Books
- *Children and Libraries (CAL) (Professional Material)
- *Hornbook
- Kirkus
- *Library Journal
- *School Library Journal (SLJ)
- *Young Adult Library Services (YALS) (Professional Materials)
- Voice of Youth Advocates

*available in POWER Library

Electronic Resources

Listservs

PAYOUTH, PAPUBLIB are Pennsylvania library listservs which are of interest to youth services librarians. Your District Consultant can tell you the current method to subscribe.

PUBYAC

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

A discussion group that focuses on practical library services to children and young adults in public libraries.

LM-NET

http://ericir.syr.edu/lm_net/

A resource for school librarians that has a lot of information applicable to youth services staff in public libraries.

CCBC-Net

<http://www.soemadison.wisc.edu/ccbc/listserv.htm> - (Cooperative Children's Book Center) – Net coordinator, Ginny Moore Kruse, and School of Education, University of Wisconsin-Madison sponsor the listserv. It is open to anyone interested in children's literature.

Child Lit

<http://www.rci.rutgers.edu/~mjoseph/childlit/about.html>

Child Lit is an listserv maintained by Rutgers University. It has a very clearly written explanation of how listservs work, which is worthwhile reading even if you choose not to join Child Lit. The listserv is extremely large and frequented not only by librarians and academics, but publishers and writers also subscribe.

Websites

Collaborative Summer Reading Program

www.cslpreads.org

Office of Commonwealth Libraries

www.statelibrary.state.pa.us

Pennsylvania Department of Education

www.pde.state.pa.us

To find standards, enter "Early Learning Standards" and "Academic Standards" in the search box.

Family Place Libraries

www.familyplacelibraries.org

Get Ready to Read

<http://www.getreadytoread.org>

National Association for the Education of Young Children

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

Pennsylvania Library Association

www.palibraries.org

Reading Is Fundamental

<http://www.rif.org>

Reading Rockets

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

The Search Institute

www.search-institute.org/assets/

The Developmental Assets needed to raise strong resilient children from preschool through teens.

Web Junction

www.webjunction.org

Zero to Three

www.zerotothree.org