

## **606 TEXTBOOKS AND INSTRUCTIONAL MATERIALS**

### **I. PURPOSE**

The purpose of this policy is to provide direction for selection of textbooks and instructional materials.

### **II. GENERAL STATEMENT OF POLICY**

The school board recognizes that selection of textbooks and instructional materials is a vital component of the school district's curriculum. The school board also recognizes that it has the authority to make final decisions on selection of all textbooks and instructional materials.

### **III. RESPONSIBILITY OF SELECTION**

- A. While the school board retains its authority to make final decisions on the selection of textbooks and instructional materials, the school board recognizes the expertise of the professional staff and the vital need of such staff to be primarily involved in the recommendation of textbooks and instructional materials. Accordingly, the school board delegates to the superintendent the responsibility to direct the professional staff in formulating recommendations to the school board on textbooks and other instructional materials.
- B. In reviewing textbooks and instructional materials during the selection process, the professional staff shall select materials that:
  - 1. support the goals and objectives of the education programs;
  - 2. consider the needs, age, and maturity of students;
  - 3. foster respect and appreciation for cultural diversity and varied opinion;
  - 4. fit within the constraints of the school district budget;
  - 5. are in the English language. Another language may be used, pursuant to Minn. Stat. § 124D.61;
  - 6. permit grade-level instruction for students to read and study America's founding documents, including documents that contributed to the foundation or maintenance of America's representative form of limited government, the Bill of Rights, our free-market economic system, and patriotism; and
  - 7. do not censor or restrain instruction in American or Minnesota state history or heritage based on religious references in original source documents, writings, speeches, proclamations, or records.

- C. The superintendent shall be responsible for developing procedures and guidelines to establish an orderly process for the review and recommendation of textbooks and other instructional materials by the professional staff. Such procedures and guidelines shall provide opportunity for input and consideration of the views of students, parents, and other interested members of the school district community. This procedure shall be coordinated with the school district's curriculum development effort and may utilize advisory committees.

#### **IV. SELECTION OF TEXTBOOKS AND OTHER INSTRUCTIONAL MATERIALS**

- A. The superintendent shall be responsible for keeping the school board informed of progress on the part of staff and others involved in the textbook and other instructional materials review and selection process.
- B. The superintendent shall present a recommendation to the school board on the selection of textbooks and other instructional materials after completion of the review process as outlined in this policy.

#### **V. RECONSIDERATION OF TEXTBOOKS OR OTHER INSTRUCTIONAL MATERIALS**

- A. The school board recognizes differences of opinion on the part of some members of the school district community relating to certain areas of the instruction program. Interested persons may request an opportunity to review materials and submit a request for reconsideration of the use of certain textbooks or instructional materials.
- B. The superintendent shall be responsible for the development of guidelines and procedures to identify the steps to be followed to seek reconsideration of textbooks or other instructional materials.
- C. The superintendent shall present a procedure to the school board for review and approval regarding reconsideration of textbooks or other instructional materials. When approved by the school board, such procedure shall be an addendum to this policy.

**Legal References:** Minn. Stat. § 120A.22, Subd. 9 (Compulsory Instruction – Knowledge and Skills)  
Minn. Stat. § 120B.235 (American Heritage Education)  
Minn. Stat. § 123B.02, Subd. 2 (General Powers of Independent School Districts)  
Minn. Stat. § 123B.09, Subd. 8 (School Board Responsibilities)  
Minn. Stat. § 124D.59-124D.61 (Education for English Learners Act)  
Minn. Stat. § 127A.10 (State Officials and School Board Members to be Disinterested; Penalty)  
*Hazelwood Sch. Dist. v. Kuhlmeier*, 484 U.S. 260 (1988)  
*Pratt v. Independent Sch. Dist. No. 831*, 670 F.2d 771 (8<sup>th</sup> Cir. 1982)

***Cross References:*** MSBA/MASA Model Policy 603 (Curriculum Development)  
MSBA/MASA Model Policy 604 (Instructional Curriculum)

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# Appendix A

## SELECTION OF RESOURCES POLICY

### I. Statements of Policy and Definition

- A. District 518 supports the principles of intellectual freedom inherent in the First Amendment of the Constitution of the United States as expressed in official statements of professional associations. Copies of the following documents are appended and form a part of this policy: Library Bill of Rights (American Library Association), The Freedom to Read (American Library Association), The Intellectual Freedom (Association for Educational Communications and Technology), and Freedom to View (Educational Film Library Association).
- B. Each building administrator shall annually provide (in Building Handbook) a copy of the Policy and Procedure for Selection and Reevaluation of Resources to all employees in his/her building. The employees shall be reminded that the right to object to a resource is one granted by policies enacted by the Board of Education.
- C. For the purpose of this statement of policy, the term “resources” will refer to any person(s) or any material(s) (whether acquired or locally produced) with instructional content or function that is available or unavailable for formal or informal teaching/learning purposes. The term “unavailable” refers to a resource that has been denied inclusion. Resources include but are not limited to textbooks, other books, supplementary reading and informational materials, charts, resource people, agencies and organizations, dioramas, filmstrips, kits, machine readable data files, maps, microforms, models, motion pictures, periodicals, pictures, regalia, slides, sound recordings, transparencies, video recordings, telecommunication, the internet, computer software, plays, concerts, athletic events, and written and performed music.

### II. Objectives of Selection

- A. It is the responsibility of school personnel who select resources to provide resources that will support and enrich the curriculum, taking into consideration the varied interest, abilities, learning styles and maturity levels of student served.
- B. It is the responsibility of school personnel who select resources to provide resources that will stimulate growth in factual knowledge, critical analysis of differing sides of issues, literary appreciation, aesthetic values, and recognition of various societal values.
- C. It is the responsibility of school personnel who select resources to place principle above personal opinion and reason above prejudice in the selection of resources of the highest quality in order to assure a comprehensive collection of resources appropriate for the complete education of all students.

### III. Responsibility for Selection

- A. The Board of education of District 518 is legally responsible for all matters relating to the operation of the district. The Board of Education of District 518 delegates the responsibility for the selection of resources to the administrators and professional staff employed by the district, and declares that these selections shall have been made by the Board of Education of

District 518.

- B. The responsibility for the selection and purchase of resources rests with the professional staff.

#### **IV. Criteria for Selection (To be used as they apply)**

- A. Resources shall support and be consistent with the general educational goals of District 518 and the goals and objectives of individual schools and specific courses.
- B. Resources shall be chosen to support and enrich the individual school curriculum and to meet the personal needs of the students.
- C. Resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles and social development of students for whom the materials are selected.
- D. Resources shall provide a background of information which will motivate students to examine their own attitudes and behavior, to comprehend their duties, responsibilities, rights and privileges as participating citizens in our society, and to make intelligent judgments in their daily lives.
- E. Resources shall provide information on differing sides of issues so that users may develop the practice of critical analysis.
- F. Resources shall be selected for the atypical student as well as the average student.
- G. Resources shall be selected for their strengths rather than rejected for their weaknesses, and shall be judged as a whole.

#### **V. Procedure for Selection**

- A. In selecting resources, professional personnel shall evaluate the available resources and curriculum needs and shall consult reputable, professionally prepared aides for selection and other appropriate sources. The actual item shall be examined when deemed appropriate.
- B. Administrators, teachers, students and other school district personnel and community persons may make recommendations for purchase.
- C. Gift resources, leased and loaned items shall be judged by the criteria outlined in IV, page 2 and shall be accepted or rejected by those criteria.
- D. Selection is an ongoing process, which includes the removal of resources, which are no longer appropriate, and replacement of resources, which are lost or damaged.

# **Appendix B**

## **PROCEDURE FOR DEALING WITH AN OBJECTION TO A RESOURCE**

### **I. PROCEDURES REVIEW**

- A. Occasional objections to resources will be made despite the care and procedure followed in their selection. Therefore, school personnel should be prepared to uphold the freedom of access to information.
- B. Any resident or employee of the school district may object to the inclusion or exclusion of resources in the district's educational program on the basis of appropriateness.
- C. An objection is defined as a verbal or written statement of opposition to a resource, request that it be excluded, included or restricted.
- D. All residents and employees of the school district shall adhere to the Policy and Procedure for Selection and Reevaluation of Resources.
- E. The same criteria will be used in reevaluation of resources as in selection, outlined in II; objectives of Selection and the disposition of the resource will be based on the established criteria.

### **II. Step-By-Step Procedure When an Objection Occurs**

- 1. When a citizen objects to material, the person receiving the complaint should attempt to informally discuss and, if possible, resolve the issue with the objector.
- 2. If the complaint is not satisfied the objector(s) shall be directed to the building principal or his/her designee.
- 3. Within three (3) regular school days of receiving the objection, the principal or his/her designee shall contact the objector, provide him/her with a copy of these policies and procedures and arrange a meeting with him/her.
- 4. The principal or his/her designee shall explain to the objector the school's selection procedure, the selection criteria and the qualifications of those persons selecting the resources.
- 5. The principal or designee shall explain the selection rationale for the resource, its intended educational use, and any additional information regarding its use.
- 6. If the objector wishes the removal or restriction of the resource for anyone other than his/her child/ward, or the inclusion of an unavailable resource, the use of the "Request for Reevaluation of a Resource" form shall be explained and the objector invited to complete it in its entirety and return it to the principal or designee. If the objector fails to return the form, the objection shall be regarded as waived or withdrawn.

7. The objector shall complete a “Request for Reevaluation of a Resource” form for each resource to which he/she objects.
8. The building principal and other appropriate personnel (i.e. superintendent, faculty person involved, and media person) shall be informed.
9. Upon receipt of the completed and signed “Request for Reevaluation of a Resource” form, the principal or designee shall, within five (5) regular school days, refer it to the Building Committee for Reevaluation of the Resource.
  - A. Use of the questioned resource shall not be restricted during the reevaluation process.
  - B. The Building Committee for Reevaluation of Resources shall consist of: the principal; three (3) teacher’s familiar with the subject material; the building media person, and two (2) Community Representatives. The committee chairperson shall be determined by the committee.
  - C. The committee will:
    1. Be notified of the objection.
    2. Read, view, or listen to the questioned resource in its entirety.
    3. Meet to consider the questioned resource and make a decision within 14 regular school days of receipt of the completed and signed “Request for Reevaluation of a Resource” form.
    4. Follow all procedures outlined in the Guidelines for Reevaluation committee (page 6).
    5. The principal informs the objector of the decision.
10. If the objector is not satisfied with the building level decision, he/she may submit their objection to the District 518 Committee for Reevaluation of a Resource.

### **III. Committee for Reevaluation**

- A. The District 518 Committee for Reevaluation of Resources shall be made up yearly, prior to September 22, of seven (7) members from School District 518.
- B. Categories 1 through 7 listed below, shall each be two-year terms. The odd numbered categories shall be elected/selected in the fall of the odd numbered years; the even numbered categories shall be elected/selected in the fall of the even numbered years.
  1. One member elected/selected from the Board of Education.
  2. One building principal or assistant principal selected by the Superintendent.
  3. One elementary teacher elected/selected by the Education Minnesota, Worthington.

4. One secondary teacher elected/selected by the Education Minnesota, Worthington.
  5. One professional media person elected/selected by the K-12 media staff.
  6. One student from Worthington High School elected/selected by the high school student council.
  7. One District 518 resident appointed by the Superintendent.
- C. When a vacancy occurs on the committee, the principal; (page 5, III, D) shall meet with the individual(s) responsible for the category in which the vacancy has occurred and obtain a replacement to complete the term.
- D. At their organizational/in-service meeting, the seven (7) members shall elect a chair and a recording secretary.
- E. Should any reevaluation committee member be involved with a questioned resource, a temporary replacement from his/her category shall be appointed by the chair of the Committee for Reevaluation of Resources. Once a decision on the questioned resource has been made by the reevaluation committee, the member shall return as a participating member of the committee.

#### **IV. Guidelines for the Reevaluation Committee**

- A. Five (5) members of the Committee for Reevaluation of Resources shall constitute a quorum. A quorum is required at all meetings where a decision is to be made regarding a questioned resource.
- B. All committee members are voting members.
- C. The chair of the Committee for Reevaluation of Resources shall:
1. Notify committee members of the objection and set a meeting date.
  2. Distribute a copy of the completed "Request for Reevaluation of a Resource" form to each committee member.
  3. Distribute the appropriate Checklist for Reevaluation Committee to each committee member.
  4. Obtain and arrange for reading/view/listening to the questioned resource by the committee.
  5. Within twenty (20) regular school days of receiving the objection, hold a reevaluation committee meeting to discuss the questioned resource, hear testimony and reach a decision. If more time is necessary, the committee members want all others involved shall be notified in writing by the chair.
  6. Invite the objector, professional media person or teacher and administrator involved in



the committee meeting.

7. Invite appropriate persons to provide testimony during the meeting.

D. The Committee for Reevaluation of Resource shall:

1. Post the time and date of the open meeting.
2. Examine the questioned resource in its entirety.
3. Determine professional acceptance of the resource by reading critical reviews.
4. Weigh values and faults and form opinions on the resources as a whole rather than on passages or sections taken out of context.
5. Discuss the resource in the context of the educational program.
6. Hear testimony.
7. Make a decision by public vote.
8. Prepare a written report using the Report for the Reevaluation Committee form.

E. The Recording secretary shall:

1. Record attendance.
2. Take notes and complete the Report of the Reevaluation Committee form.
3. Obtain signatures from committee members on the Report of the reevaluation Committee form.
4. Be responsible for filing all required reports within five (5) regular school days.
5. Send copies of the completed Report of the Reevaluation Committee form to the objector, the building principal, the superintendent, and the professional media person or teacher involved.

## **V. Resolution**

- A. The written report, signed by all members of the committee who attended the meeting, accompanied by all materials used during the proceedings and a minority report, if one is made, shall be filed with the superintendent. This shall be the official record of the case.
- B. In the case of a tie vote, the objection shall be denied.
- C. The decision shall be binding for the individual school or as specified in the report by the reevaluation committee.
- D. The decision shall be communicated to all appropriate employees.

- E. A decision to sustain an objection shall not be interpreted as judgment of irresponsibility on the part of the professionals involved in the selection and/or use of the resource.
- F. The committee's decision may be appealed to the district 518 Board of Education.
- G. The reevaluation cycle for a given resource will not occur more than once every three (3) school years.

# Appendix C

Received by \_\_\_\_\_

Date Received \_\_\_\_\_

## **REQUEST FOR REEVALUATION OF A RESOURCE\***

Initiated by: \_\_\_\_\_ Date: \_\_\_\_\_

Address: \_\_\_\_\_ Telephone: \_\_\_\_\_

Representing:

Self \_\_\_\_\_ Organization or Group \_\_\_\_\_  
(name)

Resource questioned:

Title: \_\_\_\_\_

Author/Creator:

\_\_\_\_\_

Publisher/Producer: \_\_\_\_\_ Copyright Date: \_\_\_\_\_

Type of Resource:

\_\_\_\_\_

Location: (specify) \_\_\_\_\_  
(Prairie Elementary, Middle School, High School, Area Learning Center)

Please respond to the following questions. If sufficient space is not provided, please use additional paper.

1. Have you seen, read, or listened to this resource in its entirety? Yes \_\_\_\_\_ No \_\_\_\_\_

2. To what do you object? Please cite specific passages, pages, etc.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. Please comment on the resource as a whole.

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4. What do you believe is the theme or purpose of this resource?

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5. For what age group do you recommend this resource?

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6. What resource do you recommend that would provide additional information on the subject?

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7. Additional comments:

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\_\_\_\_\_  
(Signature)

\_\_\_\_\_  
(Date)

Please return this form to the building principal.

\*Completion of this form is at the request of the Board of Education of Independent School District 518.

# Appendix D

## CHECKLIST FOR REEVALUATION COMMITTEE: FICTION

Author

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Title

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### **A. Purpose:**

1. What is the purpose, theme or message of the resource? How well does the author/ producer/composer accomplish this purpose?

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2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for the user?

\_\_\_\_\_Yes    \_\_\_\_\_No

If no, for what age group do you recommend?

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3. Will the reading and/or viewing and/or listening to the resource result in more compassionate understanding of human beings?

\_\_\_\_\_Yes    \_\_\_\_\_No

4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups?

\_\_\_\_\_Yes    \_\_\_\_\_No

### **B. Content:**

1. Does a story about modern times give a realistic picture of life as it is now?

\_\_\_\_\_Yes    \_\_\_\_\_No

2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless?

\_\_\_\_\_Yes    \_\_\_\_\_No

3. When factual information is part of the story, is it presented accurately?

\_\_\_\_\_Yes \_\_\_\_\_No

4. Is prejudicial appeal readily identifiable by the potential reader/viewer/listener?

\_\_\_\_\_Yes \_\_\_\_\_No

5. Are concepts presented appropriate to the ability and maturity of the potential user?

\_\_\_\_\_Yes \_\_\_\_\_No

6. Do characters speak in a language true to the period and section of the country in which they live?

\_\_\_\_\_Yes \_\_\_\_\_No

7. Does the resource offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters?

\_\_\_\_\_Yes \_\_\_\_\_No

8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this resource inappropriate?

\_\_\_\_\_Yes \_\_\_\_\_No

9. If there is use of offensive language, is it appropriate to the purpose of the text?

\_\_\_\_\_Yes \_\_\_\_\_No

10. Is the resource free from derisive names and epithets that would offend minority groups?

\_\_\_\_\_Yes \_\_\_\_\_No

11. Is the resource written well?

\_\_\_\_\_Yes \_\_\_\_\_No

12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, religion, education, or philosophy in any adverse way?

\_\_\_\_\_Yes \_\_\_\_\_No

13. Does the resource make a significant contribution to the history of literature of ideas?

\_\_\_\_\_Yes \_\_\_\_\_No

14. Are the illustrations appropriate and in good taste?

\_\_\_\_\_Yes \_\_\_\_\_No

15. Are the illustrations realistic in relation to the story?

\_\_\_\_\_Yes    \_\_\_\_\_No

Additional Comments:

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# Appendix E

## CHECKLIST FOR REEVALUATION COMMITTEE: NONFICTION

Author \_\_\_\_\_

Title \_\_\_\_\_

### ***A. Purpose:***

1. What is the overall purpose of the resource?

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Is the purpose accomplished?

\_\_\_\_\_Yes \_\_\_\_\_No

### ***B. Authenticity:***

1. Is the author competent and qualified in the field?

\_\_\_\_\_Yes \_\_\_\_\_No

2. What is the reputation and significance of the author and publisher/producer in the field?

\_\_\_\_\_

3. Is the resource up-to-date?

\_\_\_\_\_Yes \_\_\_\_\_No

\_\_\_\_\_

4. Are information sources well documented?

\_\_\_\_\_Yes \_\_\_\_\_No

5. Are translations and retelling faithful to the original?



\_\_\_\_\_Yes \_\_\_\_\_No

**C. Appropriateness:**

1. Does the resource promote the educational goals and objectives of the curriculum?

\_\_\_\_\_Yes \_\_\_\_\_No

2. Is it appropriate to the level of instruction intended?

\_\_\_\_\_Yes \_\_\_\_\_No

3. Are the illustrations appropriate to the subject and age level?

\_\_\_\_\_Yes \_\_\_\_\_No

**D. Content:**

1. Is the content of this resource well presented by providing adequate scope, depth and continuity?

\_\_\_\_\_Yes \_\_\_\_\_No

2. Does this resource present information not otherwise available?

\_\_\_\_\_Yes \_\_\_\_\_No

**E. Reviews:**

1. Source of review \_\_\_\_\_

Favorably reviewed: \_\_\_\_\_

Unfavorably reviewed: \_\_\_\_\_

2. Does this title appear in one or more reputable selection aides?

\_\_\_\_\_Yes \_\_\_\_\_No

If answer is yes, please list titles of selection aides.

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Additional Comments:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Adapted from School Media Quarterly, Winter, 1977

# Appendix F

## REPORT OF REEVALUATION COMMITTEE

Author \_\_\_\_\_

Title \_\_\_\_\_

Type of Resource \_\_\_\_\_

This decision was made on the \_\_\_\_\_ day of \_\_\_\_\_, 20 \_\_\_\_\_

Minority report is attached.

FINDINGS OF  
FACT: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

DECISION: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The following committee members are in agreement with the above decision:

_____	_____
_____	_____
_____	_____
_____	_____

The following committee members are not in agreement with the above decision:

_____	_____
_____	_____
_____	_____
_____	_____

# Reference A

## LIBRARY BILL OF RIGHTS

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

1. Books and other library resources should be provided for the interest, information, and enlightenment of all the people of the community the library serves. Materials should not be excluded because of origin, background, or views of those contributing to their creation.
2. 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.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgement of free expression and free access to ideas.
5. A person's right to use the library should not be denied or abridged because of origin, age, background, or views.
6. 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 their beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948  
Amended February 2, 1961, June 27, 1967 and January 23, 1980,  
Inclusion of "age" reaffirmed January 23, 1996  
By the ALA Council

# Reference B

## 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 citizens devoted to reading and as librarians and publishers responsible for disseminating them, 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 which are unorthodox or unpopular with the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until his/her idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept which challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom to 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 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 determine what books 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 man 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 men/women can flourish which 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 inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern literature is shocking. But is not much of life 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 help 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 taste differs, and values cannot be legislated; nor can machinery be devised which will suit the demands of one group without limiting the freedom of others.

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

The idea of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for the citizen. It presupposes that each individual must be directed in

making up their mind 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 each individual is 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, book men 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 their 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 the propositions in the comfortable belief that what people read is unimportant; 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:* 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

# Reference C

## STATEMENT ON INTELLECTUAL FREEDOM

The First Amendment to the Constitution of the United States is a cornerstone of our liberty, supporting our rights and responsibilities regarding free speech both written and oral.

The Association for Educational Communications and Technology believes this same protection applies also to the use of sound and image in our society.

Therefore, we affirm that:

1. Freedom of inquiry and access to information-regardless of the format or viewpoints of the presentation-are fundamental to the development of our society. These rights must not be denied or abridged because of age, sex, race, religion, national origin, or social or political views.
2. Children have the right to freedom of inquiry and access to information; responsibility for abridgement of that right is solely between an individual child and the parent(s) of that child.
3. The need for information and the interests, growth, and enlightenment of the user should govern the selection and development of educational media, not the age, sex, race, nationality, politics, or religious doctrine of the author, producer, or publisher.
4. Attempts to restrict or deprive a learner's access to information representing a variety of viewpoints must be resisted as a threat to learning in a free and democratic society. Recognizing that within a pluralistic society efforts to censor may exist, such challenges should be met calmly with proper respect for the beliefs of the challengers. Further, since attempts to censor sound and image material frequently arise out of misunderstanding of the rationale for using these formats, we shall attempt to help both user and censor to recognize the purpose and dynamics of communications in modern times regardless of the format.



# Reference D

## FREEDOM TO VIEW

The FREEDOM TO VIEW, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest possible access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantee of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content..
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, and other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or film maker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

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

Endorsed January 10, 1990, by the ALA Council

American Film and Video Association  
Adopted 1979  
Updated and approved, 1989.