

## **PROCEDURES FOR THE SELECTION/DESELECTION OF INSTRUCTIONAL MATERIALS**

### **Definition of Instructional Materials**

#### **Core curriculum materials:**

The basic set of instructional materials that serves as the foundation for a curricular area or course content (included are print and non-print materials such as textbooks, workbooks, trade books, multiple copy books, music, modular kits, practice masters, test materials, audio books, electronic databases, online resources, digitally downloaded materials, etc.).

#### **Supplementary materials:**

Any materials, used in their entirety and purchased with District funds, which go beyond core curriculum to extend student opportunities for mastery of learning outcomes or to enrich student learning experiences in a classroom setting (included are other trade books, software programs for the purpose of content learning or mastery, response to intervention instructional materials, educational games, video/DVDs, multiple copy books, audio books, electronic databases, online resources, digitally downloaded materials and other print and non-print materials).

#### **Teacher materials:**

Any instructional or assessment materials created or acquired by the teacher for the purpose of student learning. These resources do not need to be approved through a formal instructional materials selection process. If the teacher created or acquired materials will become the core or regular instructional curriculum for the course, the Director of Instruction must be consulted for approval prior to use with students.

#### **Library media materials:**

All materials self-selected by students or teachers and circulated from the school libraries for student and/or teacher use, including printed media such as books, pamphlets, periodicals, newspapers, etc., and non-print materials such as, audio tapes, video/DVDs, transparency materials, audio books, electronic databases, online resources, digitally downloaded materials, etc. (when used in the classroom for the purpose of group instruction, library media materials will be viewed as supplementary material).

### **General Criteria for Selection of Instructional Materials**

Instructional materials are selected on the basis of their relation to the previously defined educational goals and objectives of the District. They are selected for their strengths, rather than rejected for their weaknesses. They must reflect in an accurate and unbiased way the cultural diversity and pluralistic nature of an American and global society. Consideration will generally be given to factors such as artistic or literary excellence, technical and physical qualities, age and level appropriateness, accuracy, authenticity, cost, bias, prejudice, and intended use.

Acceptance of gifts is subject to the same criteria as the acquisition of other instructional materials. All applicable copyright laws and guidelines must also apply.

The Oconomowoc Area School District recognizes the legitimacy of intellectual freedom documents such as the *Access to Resources and Services in the School Library Media Program - An Interpretation of the Library Bill of Rights*, *Library Bill of Rights*, *Freedom to Read*, and *Religious Music in the Schools* position statements (Appendices A, B, C, D).

### **General Considerations for Selection of Digital Resources**

The criteria for selection of digital resources are essentially the same as for print materials. Digital resources such as online applications, digital programs, videos, audio books, electronic databases, online resources, and digitally downloaded materials provide greater access to information.

- Enhance the learning experience for students in an age-appropriate manner
- Align to expectations in our Network Use Agreement
- Be directly applicable to learning intentions or lesson goals
- Be for the purpose of education or have a research base to support effective learning
- Access to Internet Resources

Access to the Internet is a right and privilege granted to all students by the Oconomowoc Area School District. Through the annual notification process of the Oconomowoc Area School District, parents or guardians will receive the Network Use Agreement, which outlines behavior expectations, including the appropriate and safe use of the Internet

### **Selection and adoption of core instructional materials (i.e. textbooks):**

Textbook selection and adoption shall be included as part of the formal cycle for curriculum adoption, evaluation, and improvement in the District. The review and any recommendations to modify the subject-area textbook(s) that are approved for use in the District (or the analogous core instructional material that is used in lieu of a formal textbook) shall occur under the direction and supervision of the District's Director of Curriculum and Instruction.

The review and evaluation of textbooks (or analogous core instructional material) shall take into account any general selection criteria outlined in the Board policy and shall also adhere to the following:

- Textbooks will be evaluated relative to the District's established curriculum objectives for their coverage of essential content-based and skill-based goals and standards and for the instructional and assessment methodologies that have been adopted or that are encouraged by the authors/publishers.
- It is the legal responsibility of the District to provide instructional materials and resources that will enable students with special needs to obtain the educational opportunities and benefits in a manner that is as timely, effective, and integrated as it is for other District students. Accordingly, the District will check with appropriate sources (e.g., Wisconsin Accessible Media Productions or Bookshare) to determine whether the textbook is available (or can be made available) in alternative formats to meet the needs of students with disabilities and other students who may require special formats (e.g., English language learners).

The administrator(s) who makes a final recommendation to the Board for approval of a textbook shall ensure that the input of relevant staff has been solicited and given consideration. The administrative recommendation shall be supported by a written summary and evaluation of the textbook resource.

Upon adoption by the Board, the approved textbook(s) shall be included in designated District areas that are accessible to district staff (e.g., curriculum management system, list of adopted textbooks maintained by the Board clerk)

After textbooks are adopted by the Board, the administration will notify appropriate staff of the approval and arrange for the purchasing and implementation of the textbooks in the District's curriculum. The administration shall also determine the extent to which any staff training may be appropriate to support the proper implementation of the curriculum.

Textbooks (or the analogous core instructional material) will normally be reevaluated as part of the curriculum review cycle.

### **Selection of supplementary materials:**

It is generally the responsibility of the building level staff (ie principals, teachers, specialists) to determine the need for supplementary curriculum materials and resources for use in classrooms. Supplementary materials and resources are primarily used by the teacher to enhance instruction, or by particular students to meet specific needs.

All recommendations for the purchasing of supplementary instructional materials shall be submitted to the building principal and the appropriate curriculum coordinator (e.g. coordinator of elementary education, coordinator of secondary education, and coordinator of instructional technology) with a supporting rationale and for approval under established District purchasing procedures. Even when no purchase is required, all teachers are strongly encouraged to review their selection of supplementary instruction materials with the Building Principal and the appropriate curriculum coordinator prior to actual use as each teacher will ultimately be accountable for her/his decisions.

When selecting supplementary instructional materials and resource for use in the classroom, the classroom teacher shall keep in mind selection criteria outlined in Board policy and shall abide by the following procedures:

- Supplementary instructional materials and resources should only be selected to support, not supplant, textbooks and related core materials that have been adopted as a component of the District's standard curriculum.
- All instructional materials and resources must be used in accordance with current copyright and licensing agreements.
- The incorporation of relevant and brief media segments/clips within interactive learning activities that support particular academic standards, curricular goals, or learning objectives is encouraged, but the extended use of media resources for passive listening/viewing activities that occur during classroom instructional time is generally discouraged.
  - Staff members are expected to obtain the advance approval of the building principal prior to using any audio books, documentaries, films, etc. that were not previously evaluated and purchased by the District; and be prepared to justify the instructional value of their planned passive listening/viewing activities upon the request of the building principal.

- Any member of the District’s instructional staff must first consult with and obtain the prior approval from the District’s Coordinator of Continuous Improvement and Innovation:
  - prior to purchasing, using in the classroom, or directing students to access any computer media or **other digital resource that requires the District or any user to actively accept licensing terms, terms of service, subscription agreement, requires the creation of student accounts or logins, tracks individual student progress for assessment or other purposes, or requires the submission of identifying information about any individual student.**
  
- As with the selection of textbooks, the classroom teacher will consider the accessibility of the particular supplementary instructional material or resource for students with disabilities and other students who may require special formats and whether there are alternate materials or resources that can be used or accessed that will enable students with special needs to obtain the educational opportunities and benefits in a manner that is timely, effective, and integrated as it is of other District students.
  
- Staff intending to propose supplemental instructional resources or digital resources for the purpose of a “pilot” or initial implementation must have gained approval prior to **March 1<sup>st</sup>** for use the following school year.

## SUPPLEMENTARY INSTRUCTIONAL MATERIALS PREVIEW / EVALUATION

**Date**

**Requested:** \_\_\_\_\_ **School:** \_\_\_\_\_

**Submitted by:** \_\_\_\_\_ **Grade Level:** \_\_\_\_\_

**Name of Supplementary Resource:** \_\_\_\_\_

**Total Expenditure:** \$ \_\_\_\_\_ **Price Quote Attached:**  YES  NO

**All Supplemental Materials Requests need to be approved on or before March 1<sup>st</sup> for implementation the following school year.**

**Summary of product:** *Target content area, grade level, evidence/research available*

**Describe the content gap(s) found within the Core Instructional Material(s) or the identified specific student special need that is driving the need for this supplementary instructional material or resource.**

**Budget Implications:** *Detail the price per teacher license and all other costs associated with this request. Please attach a price quote from a company and applicable documentation to support the purchase.*

**Additional comments supporting your rationale for this supplementary resource:**

\*\*\*\*\*

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Recommended for District Approval:  YES  NO  UNDECIDED

***Please send to the appropriate Coordinator for District approval:***

Elementary Coordinator  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(All non-digital K-8 materials)*

Secondary Coordinator  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(All non-digital 9-12 materials)*

Continuous Improvement  
and Innovation  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_  
*(Digital resources K-12)*

Director of Curriculum &  
Instruction Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Selection of library media materials:**

The selection and purchase of library media materials are delegated to the professional library media personnel.

Library media specialists will incorporate the following practices in the selection and evaluation of materials for purchase:

1. Select materials based on established district goals and objectives of instructional materials selection.
2. Select materials in order to provide all pupils with a current, balanced collection of books, basic reference materials, texts, periodicals, and electronic resources which depict in an accurate and unbiased way the cultural diversity and pluralistic nature of an American and global society.
3. Consult reputable, professionally prepared selection aids for book and media reviews (e.g.: School Library Journal and the standard catalogs for senior high school, intermediate school, and elementary libraries).
4. Involve teachers and students in the selection process via subject suggestions and evaluation of print and non-print preview materials.
5. Review newspaper, periodical, and electronic subscriptions annually.
6. Examine materials at other libraries, exhibits, bookstores, distributors or sales displays.
7. Preview non-print materials.
8. Purchase a variety of titles and authors, avoiding duplication.
9. Consider the balance of the collection and the suitability of the material.
10. Avoid sales promotions from publishers/vendors which tend to relinquish the District's selection prerogatives.
11. Other relevant factors.

The final recommendation rests with the building principal and should be based upon the methods for selection.

### **Reconsideration of Textbooks and Other Classroom Instructional Materials or Resources**

Challenges regarding specific textbooks or other instructional materials or resources used in the classroom will be reviewed upon written request. Such requests will be referred to appropriate site administrator (s) in the building where the complaint is directed. Assigned site administrator(s) will review the item or resource in question and present a recommendation to the Director of Curriculum and Instruction. The Director of Curriculum and Instruction will make an initial determination of the challenge and will inform the person who challenged the material of the determination.

Should the complainant be dissatisfied with the Director of Instruction's initial determination, the complaint will go to a Materials Review Committee, consisting of at least three licensed staff members selected by the Director of Curriculum and Instruction.

- This committee will review the complaint and make a final recommendation with the Director of Curriculum and Instruction. The decision will be communicated to the complainant following the committee's review.
- The meetings of the Materials Review Committee will be conducted in compliance with applicable requirements of the Open Meetings Law, including ensuring appropriate public notice of the committee's meetings.

Should the complainant be dissatisfied with the administrative decision following the review conducted by the Materials Review Committee, the complaint will be referred to the District Administrator. District Administrator review and decision shall be final.

Unless and until the District representative who is charged under these procedures with reviewing and responding to challenges to textbooks or other instructional materials or resources used in the classroom determines that a challenge to an item or resource will be upheld in whole or in part, the material or resource in question generally will not be discontinued from being used in the classroom. However, the person challenging the use of the textbook or other instructional material or resource in the classroom may request the District to provide alternative instructional materials or resources for their child to use in the classroom in lieu of the challenged material. Such requests may be approved at the discretion of the site administrator(s) in consultation with the classroom teacher.

Duplicative or otherwise redundant requests to reconsider the same resource or to reconsider a different resource with substantially similar content for substantially similar reasons may be restricted. In the event that the District concludes that a reconsideration request is redundant to a previous request in which a relevant resource was thoroughly reviewed and evaluated, the District will inform the complainant that the District is choosing to rely on the previous evaluation and that the complainant may immediately seek a final review of the decision by the District Administrator.

### Instructional Materials Challenge Form

To prevent misunderstanding of your complaint, please fill in the following information.

**Request initiated by:**

Name: \_\_\_\_\_ Phone Number: \_\_\_\_\_

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

**Representing:**

Student's Name: \_\_\_\_\_

Organization's Name \_\_\_\_\_

Other: \_\_\_\_\_

**Type of Instructional or Library Media Material:**

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

Author/Publisher/Producer: \_\_\_\_\_  
\_\_\_\_\_

Library Media Center: \_\_\_\_\_

Class Name: \_\_\_\_\_

Other: \_\_\_\_\_

**What action would you like to see taken:**

- Send back to originating department/school for re-evaluation
- Substitute alternate material or media
- Deny the use of the material or media by my child
- Deny use of the material or media by all students

Due to limited space, please feel free to extend comments on the reverse side of this form.

1. Have you either read, heard, or seen the material or media in its entirety? If not, what part did you see, read or hear?

2. To what in the instructional or library material or media do you object? (Please be specific. For example, cite page or section.)

Exhibit 361.1-E(1)  
Instructional Materials Selection

3. What do you feel may result from the use of this material or media?

4. What do you believe is the theme of this material or media

5. For what age group would you recommend this material or media?

6. What do you find good about this material or media?

7. Are you aware of the judgments of this work by literary or other critics?

8. In view of the action you would like taken, do you have any suggestions about material or media that could be substituted that would convey as valuable a picture and perspective of the subject treated and would meet the educational needs of your child and/or other students

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Thank you for your time and concern. Please return this completed form to the Site Administrator who will notify you of the next step in the complaint process.

## **Selection And Use Of Video Media**

### **General controls**

The Coordinator of Continuous Improvement and Innovation is responsible for coordinating and monitoring all video or digital media purchases.

### **Video or digital media selection and acquisition procedures**

Media may be used only when appropriate to teach content and course standards. Media length and content shall be taken into consideration prior to viewing in order to predetermine if all or portions of the media should be viewed. Media-less than one class period in length from the following sources do not need to be approved by principals unless the rating would require principal and parent permission:

- Media taken from broadcast news/historical news
- Media from District adopted text/materials
- Media from District approved supplemental core resources
- Media from the school library collection

Purchasing procedures for videos that are not open source are similar to those for other items. Requisitions must be routed through the District's Coordinator of Continuous Improvement or site Library Media Specialist approved by the site administrator, and sent to the District Library Media Coordinator for purchasing using the appropriate object code for audiovisual material.

All use of video or digital media must be in accordance with current copyright laws.

### **School use of commercially produced video media**

Parents/guardians must receive one week's advance written notice when teachers plan to use commercial videos that are rated PG (or higher) with 4K-6students; PG-13 (or higher) with students in grades 7 and 8; or R with high school students. The district's Parent Permission Form must be used prior to student viewing of video media.

Parents/guardians may request, in lieu of viewing a video that their child is given a meaningful, related alternative activity associated with the same learning objective.

Unrated commercial video recordings may be used, but staff must review the video prior to showing to students and special care must be taken to ensure that such videos are appropriate for the age and maturity of the students who will view them (i.e. YouTube video, etc.).

Videos which have an NC-17 or X rating may not be shown to students at any time in the District.

The District recognizes that upon occasion unique circumstances may dictate that a waiver from the above guidelines be granted so that a video media can be shown to younger students. Approval must be granted by the site administrator and the Director of Curriculum and Instruction prior to the notification of parents/guardians.

*Step #1*

**Principal Permission for Media Viewing  
To be used for rated media at any OASD school and R ratings at OHS**

We are requesting your approval for your child to view the media \_\_\_\_\_  
\_\_\_\_\_, which is rated \_\_\_\_\_, in \_\_\_\_\_ class  
during the week of \_\_\_\_\_.

**Intended Curriculum Objectives:**

**Intended Follow-Up Student Discussion, Task, or Engagement as a Result of Viewing the Media:**

**Length of Class Time Spent Viewing the Media:**

**Reason for the Rating:**

Teachers Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Principal Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Step #2

**Parent Permission for Media Viewing**  
**To be used for rated media at any OASD school and R ratings at OHS**  
*(Teacher completes this form for parent permission.)*

We are requesting your approval for your child to view the media \_\_\_\_\_  
\_\_\_\_\_, which is rated \_\_\_\_\_, in \_\_\_\_\_ class  
during the week of \_\_\_\_\_.

**Intended Curriculum Objectives:**

**Intended Follow-Up Student Discussion, Task, or Engagement as a Result of Viewing the Media:**

**Length of Class Time Spent Viewing the Media:**

**Reason for the Rating:**

Teachers Signature: \_\_\_\_\_ Date: \_\_\_\_\_



Student Name: \_\_\_\_\_

I give my child permission to view the media.

YES     NO

Parent/Guardian Signature \_\_\_\_\_ Date: \_\_\_\_\_

**Access to Resources and Services in the School Library Media  
Program an Interpretation of the Library Bill of Rights**

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem-solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shapes the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

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

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

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

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

Major barriers between students and resources include but are not limited to: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permission from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

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

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

## **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 prescribed 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.

## 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 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.

Exhibit 361.1-E(1)  
Instructional Materials Selection

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, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

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](#)

**RELIGIOUS MUSIC IN THE SCHOOLS**

It is the position of the Wisconsin Music Educators Association that the study of religious music is a vital and appropriate part of the total music experience in both performing and listening. The omission of sacred music from the repertoire or study of music would present an incorrect and incomplete concept of the comprehensive nature of the art form.

WMEA 1 4797 Hayes