



COUNTY OF MARATHON
WAUSAU, WISCONSIN

OFFICIAL NOTICE AND AGENDA

A meeting of the Marathon County Public Library Board of Trustees,
Monday, November 28, 2022, at 12:00 noon
Library Headquarters, Wausau Community Room.

Persons wishing to attend the meeting by computer or phone may log or call into the meeting beginning five (5) minutes prior to the start time indicated above using the following website <https://meet.goto.com/789687477> or number [1 877 309 2073](tel:18773092073).
Access Code for dialing in: 789-687-477.

When you enter the conference, PLEASE PUT YOUR COMPUTER AND PHONE ON MUTE!

AGENDA

1. (12:00 p.m.) Call to Order
2. Acknowledgement of Visitors
3. (10 minutes) Public Comments *(Anyone addressing the Library Board is asked to do so in a respectful, professional, and courteous manner. The "Public Comments" portion of this meeting is offered as an opportunity for concerned citizens of Marathon County to be heard. The Board, however, is under no obligation to provide this forum. As such, any misuse could result in the removal of these privileges. Any person who wishes to address the Library Board during the "Public Comment" portion of meetings may only provide comment pertaining to an item on the agenda. He or she must sign in or e-mail their name, address, and the topic they wish to present to the Library Personnel Specialist no later than five minutes before the start of the meeting library-administration@mcpl.us.)*
4. (10 minutes) Legal Definitions and Statute Explanations Pertaining to Library Books – For Discussion and Informational Purposes Only.
5. (15 minutes) Book Challenge Appeal for *Making a Baby* by Rachel Greener – For Discussion and Possible Action
6. (15 minutes) Book Challenge Appeal for *You be You! The Kids Guide to Gender, Sexuality and Family* by Jonathan Branfman – For Discussion and Possible Action
7. (20 minutes) Review of Collection Development Policy – For Discussion and Possible Action
8. Announcements
9. Request for Future Agenda Items
10. Next Meeting Dates
 - Monday 12/19/2022
 - Monday 01/23/2023
 - Monday 02/20/2023
 - Monday 03/20/2023
11. Adjournment

Signed: 
Library Director or Designee

*All times are approximate and subject to change

*Any person planning to attend this meeting who need special accommodations in order to participate should call the Library Administration Office at 715-261-7213 or e-mail library-administration@mcpl.us one business day before the meeting

EMAILED TO: Wausau Daily Herald, City Pages, and
EMAILED TO: Other Media Groups
EMIALED BY: H. Wilde
EMAILED DATE: November 22, 2022
EMAILED TIME: 11:05 a.m.

NOTICE POSTED AT COURTHOUSE

BY: _____
DATE: _____
TIME: _____

Freedom of Expression and Inquiry

22

Free access to ideas and freedom of expression are bedrock principles of this country. These principles must be upheld for democracy to survive and thrive. Public libraries are institutions dedicated to the ideal of freedom of expression and inquiry. The public library is the provider of access for *all* citizens to the full range of ideas, including controversial or unpopular ideas.

If we all knew for sure what the right answers were for important questions, there would be no controversies and no need to foster freedoms of inquiry and expression. But, because we cannot know for sure, our survival and progress as a culture and as a species require that we actively promote wide-ranging inquiry and the freest possible expression of ideas so that we may correct errors and continue to progress toward better answers. This requires that your library, within the limits imposed by budget, time, and space, seeks to represent the widest range of materials and to provide unrestricted access to electronic resources—so that inquiry is encouraged and creativity stimulated.

In Wisconsin, as in most states, citizen boards govern public libraries. Citizen governance partially isolates the operation of the library from political pressure—an important concern especially in the development of your library’s collection and policies. Citizen control is designed to help your library support the ideals of freedom of expression and inquiry—free from partisan and political pressure.

The federal and state Constitutions support the ideals of freedom of expression and inquiry, as do the Wisconsin statutes. The very beginning of [Chapter 43](#) (Wisconsin’s library law) says: “The legislature recognizes: (a) The importance of free access to knowledge, information and diversity of ideas by all residents of this state; (b) The critical role played by public, school, special and academic libraries in providing that access; (c) The major educational, cultural and economic asset that is represented in the collective knowledge and information resources of the state’s libraries; (d) The importance of public libraries to the democratic process.”

Collection Development Policy

Every public library should have a collection development policy that supports the ideals of freedom of expression and inquiry. A sound collection development policy assures the continuous growth of a collection appropriate to your library’s defined mission and goals, while recognizing the cultural diversity and pluralistic nature of your community. It is recommended that, at a minimum, the policy cover the following points:

- purpose and scope of collection (separately defined for the adult and children’s sections)
- types of materials to be purchased

In This Trustee Essential

- How the public library promotes freedom of expression and inquiry
- Library board-approved policies that help protect intellectual freedom

- staff responsibility for selection; use of professional selection tools
- basis and method of withdrawing and disposing of materials
- acceptance of gift materials (usually with the understanding that the same selection standards will be applied to gift materials as to those purchased and that staff will have discretion in judging what gift materials will actually be added to the collection)
- affirmations of intellectual freedom, such as an endorsement of the Library Bill of Rights at: www.ala.org/advocacy/intfreedom/librarybill and the Freedom to Read Statement issued jointly by the American Library Association and Association of American Publishers available at: www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement

See *Trustee Essential #10: Developing Essential Library Policies* for guidelines on the process to follow when developing library policies. The collection development policy should include a procedure to follow if materials in the library collection are challenged. (See *Trustee Essential #23: Dealing with Challenges to Library Materials and Policies.*)

Internet Access Policy

The Internet brings a wealth of information to even the smallest library. It is recommended that every library develop an Internet “acceptable use policy.” The following questions may help your library in developing an “acceptable use policy.”

- Can children use the Internet independently, or do they need parental supervision or permission?
- Will the library adopt a code of conduct that must be signed by a parent and child before the child accesses the Internet?
- Will the library adopt a clear Internet use policy?
- Will users have to sign up to use Internet terminals?
- Will there be time limits on the use of Internet terminals?
- How does the library staff handle being a “go to” place to help troubleshoot devices?
- Will the results of users’ research be visible to other users or will the library install privacy screens or other means to restrict public viewing?
- What does the library do when a user is discovered using an Internet terminal for illegal or improper purposes?
- How does the library handle user and staff complaints about others gaining access to illegal or objectionable sites?
- How will the library handle false accusations about illegal or improper use?

- How will the library handle access to functions such as social media sites, peer-to-peer file sharing sites and email?
- How do the library and its governing board transmit concerns about Internet access to its funding authority?
- How will the library seek legal review of its Internet policy, both from its own legal counsel and from other legal experts?

Sample Internet use policies are available from the Wisconsin Public Library Policy Resources Page at <http://dpi.wi.gov/pld/boards-directors/policy-resources>.

Internet Filtering

Library boards should be aware that certain Internet filtering policies have been found by federal courts to violate First Amendment guarantees. On the other hand, Congress passed the Children's Internet Protection Act (or CIPA) requiring library filtering in order to qualify for certain uses of federal aid (such as E-rate funding). That law has been challenged on First Amendment grounds. Libraries need to stay informed as cases are decided and as possible new legislation develops. See below for resources to help you stay informed about these issues.

Meeting Room, Exhibit, and Display Policies

Public library meeting room and display policies should also support the ideals of freedom of expression and inquiry. In fact, federal courts have ruled that certain public library meeting room and display policies are contrary to the First Amendment.

In an April 2000 case, a federal court ruled that a Wisconsin library violated an individual's First Amendment rights when it refused him permission to use the public library's meeting room for a program about creationism. The library's policy prohibited use of the meeting room for religious services, religious instruction, and partisan political meetings.

The Federal District judge ruled that the library's policies and practices permitting the use of the meeting room for various groups had created a "designated public forum." In a designated public forum, content-based restrictions on speech are permissible only if they are the least restrictive means to a compelling government interest. The judge ruled that the city failed to show a compelling government interest in excluding the plaintiff from use of the meeting room.

"It may be that the exclusion of partisan political meetings and religious services or instruction is based on the library's desire to avoid controversy," the judge said. "However, the avoidance of controversy is not a valid ground for restricting speech in a public forum."

Reasonable regulations on time, place, and manner of speech are permissible in a designated public forum. For example, the judge implied that the library's prohibition on the use of the meeting room for regular meetings of clubs and other organizations was probably a constitutional regulation because it was intended to

make the room available to a wide variety of organizations. The judge also suggested that the policy excluding use of the meeting room for “commercial sales or presentations promoting specific companies or products” was also constitutionally acceptable.

Library exhibit and display policies must conform to the same basic constitutional principles that apply to meeting room policies. Libraries may wish to review their meeting room, exhibit, and display policies for conformance with constitutional requirements. Sample meeting room and exhibit and display policies are available from the Wisconsin Public Library Policy Resources page at <http://dpi.wi.gov/pld/boards-directors/policy-resources>.

Staff Development and Public Information

One of the keys to staff and community support for the principles of intellectual freedom is continuing education and public information on this topic. The better informed all parties are regarding the importance of freedom of expression and inquiry, and related library policies and practices, the less likely it is that your library will be required to defend the library’s collection or policies.

Discussion Questions

1. How does your library support the democratic ideal of a well-informed citizenry?
2. Does citizen (library board) control of the library help your library support the ideals of freedom of expression and inquiry? How else does citizen board control benefit your library?
3. Can the use of library Internet filters be consistent with the ideals of freedom of expression and inquiry, and the First Amendment? Why or why not?

Sources of Additional Information

- *Intellectual Freedom Manual*, latest edition, published by the Office for Intellectual Freedom, American Library Association
- Wisconsin Public Library Policy Resources page at <http://dpi.wi.gov/pld/boards-directors/policy-resources>
- Your library system staff (See [Trustee Tool B: Library System Map and Contact Information](#).)
- Division for Libraries and Technology staff (See [Trustee Tool C: Division for Libraries and Technology Contact Information](#).)

Trustee Essentials: A Handbook for Wisconsin Public Library Trustees was prepared by the DLT with the assistance of the Trustee Handbook Revision Task Force.

© 2002, 2012, 2015, 2016 Wisconsin Department of Public Instruction. Duplication and distribution for not-for-profit purposes are permitted with this copyright notice. This publication is also available online at <http://dpi.wi.gov/pld/boards-directors/trustee-essentials-handbook>

Dealing with Challenges to Materials and Policies

23

One of the most difficult tasks you may face as a public library trustee is that of dealing with an objection to materials in the library's collection, or an objection to library policies.⁵ This is why it is essential for every library to have a written policy in place that specifies how complaints will be handled, including a procedure to be used by concerned citizens.

The Challenge Policy

The policy should be written so that it calls for at least the initial steps of the process to be handled by staff; and in many, if not most, instances the issue can be resolved at that level. However, there may be times when the library board becomes involved more directly. Again, what is most important is for the board to have a policy and a corresponding procedure for dealing with either circumstance.

Regardless of the level of board involvement, it is important for you as a trustee to be committed to the principles of freedom of expression and inquiry that are fundamental to the role of public libraries. The entire community benefits collectively when democratic institutions uphold the right of access to information. Public libraries are for everyone and for every inquiry, and as such must include materials with varying points of view and a wide range of subjects. However, throughout history there have always been those who seek to limit what others may read, see, or listen to, and when this occurs in a public library setting it must be addressed thoughtfully and carefully by those ultimately responsible for all library operations, i.e., the library board.

When you became a library trustee, you may already have had considerable knowledge about intellectual freedom and censorship. However, many trustees need to learn more about these issues so that if an objection is raised they will be prepared. There are many resources; one of the most complete is the *Intellectual Freedom Manual* published by the Office for Intellectual Freedom of the American Library Association. The manual is updated frequently, and your library should have a copy of the latest edition. Other resources are listed at the end of this *Trustee Essential*. (See also [Trustee Essential #22: Freedom of Expression and Inquiry](#).)

In This Trustee Essential

- The need to have a written policy to deal with challenges
- Your responsibility as a trustee in a challenge

⁵ While this *Trustee Essential* focuses primarily on complaints or challenges to materials, a similar procedure can be used for objections to library policies such as those governing use of meeting rooms, the Internet, etc.

The Trustee Role in Dealing with Challenges

So what is your role when a complaint against a specific book, music CD, DVD, or policy is made? In many communities (especially smaller ones) you may receive the complaint personally through a phone call or a face-to-face conversation rather than as an item of business at the next board meeting. If this happens, you will be better able to respond appropriately if there is a policy and procedure already in place.

An important first step is to communicate with the library director about the complaint, since you and your fellow trustees have, no doubt, delegated to the director the responsibility for selecting materials. This means that you should not express your own personal views to an individual citizen, but should instead refer the complaint to the director promptly. Inform the citizen that there is a policy for handling objections, and explain that you are not individually responsible for deciding what will be done. Make sure the objector understands there is a process, and that he/she has the right to use that process. See the attached *Sample Complaint/Concern Form*, which includes a sample policy for dealing with complaints.

In other instances, the complaint may be made directly to the library director, either orally or in writing. In both cases, the objection may become a formal challenge if it cannot be resolved through informal dialog. You and your fellow trustees should be informed by the director that a challenge has been received and kept informed of the steps in its resolution. Or the trustees may receive a challenge as a formal item of business, and the process will start from that point.

If a formal challenge has been received, it may become known to the general public, sometimes generating debate in the media and among other public officials. This can create great stress for library trustees, for you may be contacted for your opinion by members of the public or by the media, or even by members of the municipal board which confirmed your appointment. Again, it is your responsibility not to engage in public debate as an individual. Your library's policy for dealing with challenges should specify that all deliberations involving trustees will be made at open board meetings; it should also specify that there is an official spokesperson (often the library director, sometimes the board president) through whom all information will be given out, especially to the media.

Public Hearings

Most challenges are resolved before they become issues of public debate. Depending on your challenge policy, occasionally the library board may decide to hold a public hearing at which testimony is taken. This process must be carefully and thoroughly crafted to allow both sides of the issue to be heard, and to prevent (as much as possible) undue sensationalism. (The *Intellectual Freedom Manual* has an excellent section on planning a public hearing.) While the steps of this process need not be spelled out in your library's policy, there should be a statement that refers to the process.

If a hearing is held, it is important for trustees to listen as carefully as possible and not to participate in the debate. They should also defer any decision on the challenge until a later meeting. This meeting should be scheduled fairly soon after the hearing but allow enough time for trustees to consider the issues that have been raised in a less emotional atmosphere.

Regardless of how the challenge ultimately arrives before the trustees, it is probable that you will eventually make your views known through a vote that will decide the outcome. This is the time to make a public statement giving the reasons for your vote. Such a statement is not obligatory, but it gives trustees a forum to reiterate the principles of intellectual freedom, and why you do (or do not) support them in this instance. Once the board has decided the outcome, there is usually no further recourse for action by the challenger except a court case.

A formal challenge can be an opportunity for growth for all parties: the challenger, the library director and staff, and perhaps most of all for trustees. Having a policy in place that describes the process to be followed and the responsibilities of the various participants in a challenge will make it much easier for you and your fellow board members to deal with attempts at censorship.

Discussion Questions

1. Why is it important for a library to have a policy for dealing with challenges to library materials and policies?
2. Does your library have an adequate policy and procedure for handling challenges? Are there any ways your policy and procedure could be improved?

Sources of Additional Information

- Attached [Sample Complaint/Concern Form](#)
- Intellectual Freedom Manual, latest edition, published by the Office for Intellectual Freedom, American Library Association
- Your library system staff (See [Trustee Tool B: Library System Map and Contact Information.](#))
- Children's Cooperative Book Center Intellectual Freedom Information Services, University of Wisconsin-Madison (for challenged children's materials) at <http://ccbc.education.wisc.edu/freedom/ifservices.asp>
- Division for Libraries and Technology staff (See [Trustee Tool C: Division for Libraries and Technology Contact Information.](#))

Trustee Essentials: A Handbook for Wisconsin Public Library Trustees was prepared by the DLT with the assistance of the Trustee Handbook Revision Task Force.

© 2002, 2012, 2015, 2016 Wisconsin Department of Public Instruction. Duplication and distribution for not-for-profit purposes are permitted with this copyright notice. This publication is also available online at <http://dpi.wi.gov/pld/boards-directors/trustee-essentials-handbook>

Sample Complaint / Concern Form *

Your complaint or concern is about (please check):

- Book
- Audio item
- Video item
- Internet website
- Library policy
- Other, please explain:

Please indicate (if relevant):

Title:

Author/Producer/URL:

What is your concern about this material, resource, or policy? (Please tell us all you can to help us understand your concerns.)

Please print your name and address:

Signature: _____

[On the back of the form, include the board-approved policy for dealing with written complaints about materials. See the next page for an example.]

* Sometimes called a material reconsideration or challenge policy.

Sample Board Policy for Handling Material Complaints / Concerns

The library director (or staff responsible for selecting materials in this area) will:

1. Examine the material, reviews, and other information about this title or similar titles.
2. Decide whether the item should be kept, moved to another section of the library, or withdrawn.*
3. Write the person who filed the complaint with a decision and explanation within ____ days of receiving the complaint.

If the person who filed the complaint is not satisfied with the decision, he/she can appeal to the library board. Upon receiving an appeal, the board will:

1. Set up a committee with board members, library staff, and/or community members to examine the material.
2. Consider the committee's recommendation to the board.
3. Hold a public hearing if deemed desirable by the board.
4. Make a final decision on the material.*

*The U.S. Supreme Court has ruled that officials may not legally remove materials from a library collection "simply because they dislike the ideas contained in those books and seek by their removal to prescribe what shall be orthodox in politics, nationalism, religion or other matters of opinion."

Trustee Essentials: A Handbook for Wisconsin Public Library Trustees was prepared by the DLT with the assistance of the Trustee Handbook Revision Task Force.

© 2002, 2012, 2015, 2016 Wisconsin Department of Public Instruction. Duplication and distribution for not-for-profit purposes are permitted with this copyright notice. This publication is also available online at <http://dpi.wi.gov/pld/boards-directors/trustee-essentials-handbook>

ITEM NUMBER: 13.06
CHAPTER 13: Collection
Development
CODE: Policy
COMPUTER ID: CD-6

Title:	Complaint Policy for Materials Collection
Effective Date:	11-24-86
Authorized By:	Library Board of Trustees/Library Director
Date of Last Revision:	7-2015

Any patron who meets the below criteria may file a complaint concerning individual titles or materials held by the library.

In order to request that a material be reconsidered, a patron must:

- Be a resident of Marathon County. As Marathon County resident taxes pay for the materials held by the library, only residents may request that a material be reconsidered.
- Have read, viewed, seen, or heard the material in its entirety.
- Have reviewed the Marathon County Public Library Collection Development Policy and the Library Bill of Rights.
- Complete and official Marathon County Public Library "Request for Reconsideration of Library Materials" form. Only completed forms will be reviewed by the library. The library does not respond to anonymous phone calls, rumors, or voiced concerns according to the reconsideration process.

Individual titles may only be reviewed once every five years, unless substantial content changes have been made. In the event that a patron requests reconsideration of a material reviewed more recently, the patron shall be informed in writing of the decision of the committee that considered the material last, including the rationale of that committee.

If the material has not been reconsidered in the last five years, it shall be reviewed according to the Complaint Procedure for Materials Collection set by the Library Director following the policy below.

Complaints will be considered by the committee appointed by the Library Director. The committee recommendations will be sent to the Director, who will make the decision regarding the material. The Library Director will notify the patron and the Library Board of the decision.

Material under reconsideration will remain accessible in the library until a determination has been made.

ITEM NUMBER: 13.07 a-c
CHAPTER 13: Collection
Development
CODE: Procedure
COMPUTER ID: CD-7

Title: Complaint Procedure for Materials Collection
Effective Date: 11-24-86
Authorized By: Library Director
Date of Last Revision: 4/1/2008

At the request of any customer, library staff should provide a "Request for Reconsideration of Library Materials Form". When the completed form is received, it should be sent to the Library Director. The following steps will then take place:

- a) The Library Director will immediately appoint a committee consisting of the coordinator (who shall serve as chair) for the selection committee responsible for the collection in question, and up to three other staff members. A note will be sent to the customer indicating that the request for reconsideration is in progress.
- b) The chair of the committee should locate as many copies of the book as possible. The chair should also locate professional reviews of the questioned material. Copies of the book, the reviews, and the complaint should be distributed to the Reconsideration Committee as soon as possible.
- c) The Reconsideration Committee should meet within one week of the receipt of the materials.
- d) The chair shall put the reactions of the committee into written form within two weeks of the meeting. A rough draft should be examined by the committee members for additions, corrections, or changes.
- e) The chair shall submit the formal report to the Library Director within five days of approval by the committee.
- f) The Library Director will make a decision regarding the challenged material based on the information and recommendations from the committee.
- g) The Library Director will notify the customer of the decision, and send the customer appropriate library statements and policies.
- h) The Administration Office will keep a file of requests for reconsideration and of their dispositions.

ITEM NUMBER: 13.07 b

Appeal Process:

- a) If the customer is not satisfied with the response from the Director and Reconsideration Committee, the customer may request that a review of the Request for Reconsideration be done by a review committee.
- b) The review committee consists of two Library Board members, two selection coordinators, and one staff person chosen on a rotating basis.
- c) The committee will submit in writing to the Library Director their recommendation regarding the material.
- d) The Library Director will place the complaint on the next Library Board agenda.
- e) The Library Board will review the complaint and decide whether to retain or remove the item. The decision of the Board will be final.
- f) The Library Director will notify the customer of the decision.
- g) The Administration Office will maintain a file of requests for reconsideration and of the decisions made by the committee.

ITEM NUMBER: 13.07c

REQUEST FOR RECONSIDERATION OF LIBRARY MATERIALS

The Marathon County Public Library welcomes the opinions of its customers concerning the suitability of items in its collection of library materials. This request will be referred to the Library Director who will appoint a committee to review the item. The committee's report will be reviewed and acted on by the Library Director who will report the results to the library customer.

The material I question is:

Title: _____

Author/Producer: _____

Book? _____ If no what? _____

Name of person making the request: _____

Address: _____

City: _____ State: _____ Zip: _____ Phone: _____

Facility where item was checked out: _____

1. What do you believe is the theme or purpose of the material? _____

2. Is your objection to this material based upon personal exposure to it, upon reports you have heard, or both?

3. Have you read, seen, heard the material in its entirety? _____

4. What do you find objectionable? (Be specific, cite pages) _____

5. Does the material have any merit or value? _____

6. Are you aware of the judgment regarding the book or material by literary or educational reviewers? _____

7. What action would you recommend be taken regarding the use of this material? _____

8. What material would you recommend on the same subject? _____

Signature: _____ Date: _____

Staff member receiving request: _____ Date: _____

ITEM NUMBER: 4.03
CHAPTER 4: Library Statements
CODE: Policy
COMPUTER ID: LS-3

Title: Challenged Materials, An Interpretation of the Library Bill of Rights.
Effective Date: 9-22-86
Authorized by: Library Board of Trustees
Date of Last Revision: 07/2011

The American Library Association declares as a matter of firm principle that it is the responsibility of every library to have a clearly defined materials selection policy in written form which reflects the LIBRARY BILL OF RIGHTS, and which is approved by the appropriate governing authority.

Challenged materials which meet the materials selection policy of the library should not be removed under any legal or extra-legal pressure. The LIBRARY BILL OF RIGHTS states in Article 1 that "Materials should not be excluded because of the origin, background, or views of those contributing to their creation," and in Article II, that "Materials should not be proscribed or removed because of partisan or doctrinal disapproval". Freedom of expression is protected by the Constitution of the United States, but constitutionally protected expression is often separated from unprotected expression only by a dim and uncertain line. The Constitution requires a procedure designed to focus searchingly on challenged expression before it can be suppressed. An adversary hearing is a part of this procedure.

Therefore, any attempt, be it legal or extra-legal, to regulate or suppress materials in libraries must be closely scrutinized to the end that protected expression is not abridged.

Adopted June 25, 1971; amended July 1, 1981;
amended January 10, 1990, by the ALA Council.

ITEM NUMBER: 4.05 a-b
CHAPTER 4: Library
Statements
CODE: Policy
COMPUTER ID: LS-5

Title:	Collection Development, An Interpretation of the Library Bill of Rights.
Effective Date:	11-24-86
Authorized By:	Library Board of Trustees
Date of Last Review:	7-2013

Throughout history, the focus of censorship has fluctuated from generation to generation. Books and other materials have not been selected or have been removed from library collections for many reasons, among which are prejudicial language and ideas, political content, economic theory, social philosophies, religious beliefs, sexual forms of expression, and other topics of a potentially controversial nature.

Some examples of censorship may include removing or not selecting materials because they are considered by some as racist or sexist; not purchasing conservative religious materials; not selecting materials about or by minorities because it is thought these groups or interests are not represented in a community; or not providing information on or materials from non-mainstream political entities.

Librarians may seek to increase user awareness of materials on various social concerns by many means, including, but not limited to, issuing bibliographies and presenting exhibits and programs.

Librarians have a professional responsibility to be inclusive, not exclusive, in collection development and in the provision of interlibrary loan. Access to all materials legally obtainable should be assured to the user, and policies should not unjustly exclude materials even if they are offensive to the librarian or the user. Collection development should reflect the philosophy inherent in Article II of the LIBRARY BILL OF RIGHTS: "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." A balanced collection reflects a diversity of materials, not an equality of numbers. Collection development responsibilities include selecting materials in the languages in common use in the community which the library serves. Collection development and the selection of materials should be done according to professional standards and established selection and review procedures.

ITEM NUMBER: 4.05 b

There are many complex facets to any issue, and variations of context in which issues may be expressed, discussed, or interpreted. Librarians have a professional responsibility to be fair, just, and equitable and to give all library users equal protection in guarding against violation of the library patrons' right to read, view, or listen to materials and resources protected by the First Amendment, no matter what the viewpoint of the author, creator, or selector. Librarians have an obligation to protect library collections from removal of materials based on personal bias or prejudice, and to select and support the access to materials on all subjects that meet, as closely as possible, the needs and interests of all persons in the community which the library serves. This includes materials that reflect political, economic, religious, social, minority, and sexual issues.

Intellectual freedom, the essence of equitable library services, provides for free access to all expressions of ideas through which any and all sides of a question, cause, or movement may be explored. Toleration is meaningless without tolerance for what some may consider detestable. Librarians cannot justly permit their own preferences to limit their degree of tolerance in collection development, because freedom is indivisible.

Adopted July 14, 1982; amended January 10, 1990, by the ALA Council.

ITEM NUMBER: 4.09 a-b
CHAPTER 4: Library
Statement
CODE: Policy
COMPUTER ID: LS-9

Title:	Access: Free Access to Libraries for Minors, An Interpretation of the Library Bill of Rights.
Effective Date:	11-24-86
Authorized By:	Library Board of Trustees
Date of Last Review:	7-2013

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. Librarians and library governing bodies should not resort to age restrictions in an effort to avoid actual or anticipated objections, because only a court of law can determine whether material is not constitutionally protected.

The mission, goals, and objectives of libraries cannot authorize librarians or library governing bodies to assume, abrogate, or overrule the rights and responsibilities of

parents. As “**Libraries: An American Value**” states, “We affirm the responsibility and the right of all parents and guardians to guide their own children’s use of the library and its resources and services.” Librarians and governing bodies should maintain that parents—and only parents—have the right and the responsibility to restrict the access of their children—and only their children—to library resources. Parents who do not want their children to have access to certain library services, materials, or facilities should so advise their children. Librarians and library governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child.

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

Adopted June 30, 1972, by the ALA Council;
amended July 1, 1981; July 3, 1991; June 30, 2004

ITEM NUMBER: 4.31 a-e
CHAPTER 4: Library
Statements
CODE: Policy
COMPUTER ID: LS-ST-2

Title: The Freedom to Read.
Effective Date: 11-24-86
Authorized By: Library Board of Trustees
Date of Last Review: 7-2013

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 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 the 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 our.

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.

ITEM NUMBER: 4.31e

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

Materials Reconsideration Review Committee Report

Meeting Date: **11/07/2022**

Item Title: **Making a Baby**

Author: **Rachel Greener and Clare Owen**

ISBN: **9780593324851**

Review Committee:

Kari Sweeney, Library Board Member

Kate Sullivan, Adult Collection Development Librarian

Reid Rayome, Library Board Member

Tara Hornbeak, Youth Collection Development Librarian

Taylor Weinfurter, Youth Services Librarian

Background:

In considering the patron request to have *Making a Baby* by Rachel Greener and Clare Owen removed from Marathon County Public Library, committee members spent over 62 combined hours researching and discussing the book, professional reviews and supporting documentation, as well as drafting reports for the library director and library board. Before the committee could meet, a copy of the book had to be acquired for each member. Since no county funds were spent purchasing additional copies, the committee had to wait for checked out items to be returned or for copies to be delivered through Interlibrary Loan, or members purchased the book of their own accord.

Meeting Discussion:

Committee members first discussed whether or not the book fit the library's Collection Development Policy.

The policy states that "The Library recognizes and celebrates that it serves all members of the Marathon County community, regardless of age, political or social views, gender (including gender expression), sexuality, race, ethnicity, or country of origin. As such, the Library further recognizes that its patrons have diverse backgrounds, cultural heritages, interests, political views, and social values. The Library seeks to build a collection to meet the needs of the members of this diverse community..."

The residents of Marathon County have built families in different ways, and it is the library's responsibility to offer its patrons materials reflecting this diversity. *Making a Baby* allows children from all backgrounds to see their family's story represented in a book about where babies come from. The book presents not only the traditional methods of conception, pregnancy and birth, but also egg and sperm donations, IUI, IVF, surrogacy and adoption. It has received positive professional reviews and appears on the 2022 list of Notable Social Studies Trade Books for Young People.

The patron's objections should not keep others from accessing the information contained within this book, as that would be in direct opposition to the library's mission:

“To enrich lives by promoting lifelong learning and actively providing the community with access to ideas, information and opportunities to connect.” MCPL also adheres to the American Library Association’s Library Bill of Rights, which states: *“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.”*

Secondly, the committee discussed the location of the book on the library’s shelves.

Making a Baby is published by Dial Books for Young Readers, an imprint of Penguin Random House, and the publisher indicates that the target audience is children ages five to eight. According to School Library Journal, the book’s language is “straight-forward and accurate” and the illustrations are “anatomically correct but not graphic.” While parents and guardians may choose to read the book with their children, that does not change the intended audience.

A search of the WISCAT interlibrary loan catalog reveals that there are at least 77 copies of *Making a Baby* available in Wisconsin libraries, which is a testament to its value. The vast majority are shelved in each library’s juvenile nonfiction section, as it is at MCPL.

Committee members agreed that moving the book to the adult section would make it less accessible to those for whom it is written, which is a clear form of censorship. They discussed the possibility of moving it to a higher shelf or affixing a label to make it evident that the book discusses human development, but concluded that either of these options would result in extra attention being given to the item. Based on the patron’s objections to this book, the committee felt that either solution would be counterproductive.

The committee also discussed the role of parents and guardians in selecting library materials.

When a parent/guardian signs up for a child’s library card at the Marathon County Public Library, the parent/guardian acknowledges that they are responsible for determining what resources are appropriate for that child. However, they cannot infringe on the liberty of other parents/guardians to determine what is acceptable for their children or to restrict access for any individual.

The committee commends the concerned patron’s awareness of her children’s reading interests, and appreciates her recommendation of the book *The Berenstain Bears’ New Baby*—also available at MCPL—as an alternative to *Making a Baby*. Since it is a fictional account of a family adjusting to life with a new baby, however, the committee does not find it to be a comparable alternative for Greener’s nonfiction title.

Committee Recommendation:

It is the recommendation of the committee that the book *Making a Baby* by Rachel Greener and Clare Owen remain in the library’s collection and continue to be shelved in the juvenile

nonfiction collection. The committee came to this conclusion with the help of the supplemental materials attached to this report.

Supplemental Materials:

- MCPL Collection Development Policy
- Horn Book review
- School Library Journal review
- ALA Library Bill of Rights
- List of Wisconsin Libraries' holdings of *Making a Baby*

ITEM NUMBER: 13.01 a-c
CHAPTER 13: Collection
Development
CODE: Policy
COMPUTER ID: CD-1

Title:	Collection Development Policy
Effective Date:	11-24-86
Authorized By:	Library Board of Trustees/Library Director
Date of Last Revision:	6-2013

Collection Development Policy

The Marathon County Public Library uses a patron-driven collection development model based on a shared collection and centralized selection. Primary authority for selection rests in the hands of the Library Director, who shall establish Collection Development Procedure according to the guidelines set forth in this policy.

Primary Collection Goals:

- *Materials for Lifelong Learning and Life Skills* – We envision a world in which everyone can read, write, evaluate information, and effectively apply technology to lead healthy, productive, and fulfilling lives.
- *Materials that Incorporate Emerging Technologies* – We empower the people of Marathon County with the technology resources to connect to the world and the future.
- *High Interest Materials for All Ages* – We provide current high-interest materials in a variety of formats.

Selection Principles:

The Library recognizes and celebrates that it serves all members of the Marathon County community, regardless of age, political or social views, gender (including gender expression), sexuality, race, ethnicity, or country of origin. As such, the Library further recognizes that its patrons have diverse backgrounds, cultural heritages, interests, political views, and social values. The Library seeks to build a collection to meet the needs of the members of this diverse community, and to that end will routinely gather statistics and community input to determine the characteristics, expectations, and needs of these users. The Library will apply the latest tools and innovations to its collection development practices.

All patrons are free to request materials from the Library, and all patron requests will be evaluated according to the goals, principles, and standards contained in this policy, as well as any procedure for collection development laid out by the Library Director.

ITEM NUMBER: 13.01b

The Library will give highest priority to those materials most needed by our patrons, focusing on circulating materials for our diverse community in a variety of formats. Selectors will emphasize a balance of materials in the shared collection; individual branch collections may vary with local demand. Print reference collections will be reduced in favor of circulating and online resources. New formats of materials will be integrated into the collection as the patron demand increases.

The Library has adopted the American Library Association's Library Bill of Rights, Interpretations of the Library Bill of Rights, and the Freedom to Read Statement, as well as the Freedom to View Statement endorsed by the American Library Association. These documents can be found in Chapter 4 of the Marathon County Public Library Operations Manual & Personnel Policies & Procedures Manual, and are both adhered to and supported by the Marathon County Public Library. The content of these documents is to be understood as part of this and all other related policies and procedures.

Selection Standards:

- Artistic or scholarly merit of material
- Popular demand for or interest in subject
- Requests for particular materials
- Timeliness of content
- Appropriateness and relevancy of material to the library's users
- Favorable reviews in standard library reviewing sources
- Reputation, authority, or qualifications of author, artist, producer, editor, or publisher
- Importance of material in relation to existing collection in terms of balance or completeness (including in terms of existing series')
- Accessibility of material by library users (including reading level, ease of use of electronic uses)
- Historical value of material
- Technical quality of A/V materials
- Physical quality of material (packaging, binding, etc.)
- Availability of material through vendors
- Cost of material in relation to the quality and significance of above factors

Collection Maintenance:

The collection is reviewed and revised on an on-going basis to meet contemporary needs. The level of use of an item in the present will take priority over the possibility that someone may use it someday. Materials containing outdated or superseded information will be removed from the collection. Current relevance and demand will be the

determining factor in how long materials are kept. The collection is neither archival nor research oriented; the Library supplements the collection by borrowing from other libraries as necessary to meet patron demands.

The Way We Do Business:

- We act as good stewards of the public's tax dollars.
- We provide equitable access to a broad array of content, as well as training and assistance to help people successfully navigate and use information.
- We operate as one system; unity provides value. The centralized approach to a shared collection allows staff to concentrate on collections that are maximized around the needs of patrons.
- We routinely gather statistics and community input to determine user characteristics, expectations and needs and will apply the latest tools and innovations to our collection development practices.
- We supplement our collections with additional materials by borrowing through cooperative agreements with other libraries.

prose, she describes the Callery pear tree as it stood for nearly thirty years. “In fall, the tree blazed red with a million hearts before each took off in an elegant dance.” The author then alludes to the events of 9/11 (“One September day, the perfect blue sky exploded”), when the tree was crushed and burned in the devastation. As workers detected some green sprouts weeks later, the tree was declared to be “the last living thing pulled from the rubble.” It was taken to the Bronx, replanted, and painstakingly rehabilitated over the next decade. In December 2020, the tree was transported back to lower Manhattan, where today it has a place of honor silently marking the seasons, on the 9/11 Memorial Plaza. Becker’s (Caldecott honoree for *Journey*, rev. 9/13) lovely, elongated watercolor and colored-pencil compositions emphasize the vertical stature of the Twin Towers, the “steel

straight” trunks of the trees around it, and the erect posture of the Statue of Liberty. The book’s trim size and occasional use of vertical type further reinforce the notion of standing tall. While there have been several books to date about the Survivor Tree (recently *This Very Tree*, rev. 7/21), this one is particularly well suited to young audiences and perfectly reflects the book’s dedication: “May peace and hope grow from the darkest of our days.” LUANN TOTH

Making a Baby

by Rachel Greener; ill. by Clare Owen

Primary Dial 32 pp. g
6/21 978-0-593-32485-1 \$17.99

“When they are born, most babies are either called boys or girls based on what their bodies look like.” This baby-making primer takes a decidedly inclusive approach to the topic, steering clear of



Survivor Tree. Illustration © 2021 by Aaron Becker.



Making a Baby. Illustration © 2020 by Clare Owen.

rigidly gendered language and featuring a wide range of family members and configurations. Using a muted color palette, Owen’s cleanly rendered art has a retro aesthetic and includes people of different races, genders, shapes, and abilities—happy-looking families all. After dispelling some popular dodges (stork, cabbage patch), the forthright text launches into the old-fashioned method: “A grown-up with a penis and a grown-up with a vagina can make a baby by having sex, if they want to.” The illustration keeps the covers on an interracial couple in bed, but a helpful cross-sectional inset image shows what it looks like when “the penis [is] inside the vagina.” Greener explains that “there are lots of reasons why” sexual intercourse isn’t the only way people have babies and includes descriptions of assisted reproductive techniques, surrogacy, and adoption before moving on to discuss pregnancy, fetal development, labor, and delivery. A final spread discusses gender and biological sex, why “some babies [don’t] grow,” and premature births. An authentic

and honest celebration of babies, families, and diversity. **KITTY FLYNN**

Friends Forever

by Shannon Hale; illus. by LeUyen Pham; color by Hilary Sycamore and LeUyen Pham

Intermediate, Middle School First Second 299 pp. **g**
8/21 978-1-250-31755-1 \$21.99
Paper ed. 978-1-250-31756-8 \$12.99

In Hale’s third graphic memoir (*Real Friends*, rev. 5/17; *Best Friends*, rev. 11/19), thirteen-year-old Shannon is now in eighth grade in 1987 Salt Lake City. She has made new best friends who share common interests (drama, glee, creative writing) and yet she doesn’t always “feel good” due to her undiagnosed anxiety and mild OCD. She makes a list in her journal—“I would feel fulfilled if I could be: 1. beautiful 2. famous 3. successful 4. liked by boys 5. a good person”—and those items then serve as chapter subjects, featured on the openers as magazine cover titles. But this self-imposed pressure to be “perfect” overwhelms her, leading to fallouts with

Copyright of Horn Book Magazine is the property of Media Source, Inc. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.

take on the vibe and culture of urban life is needed.—*Jan Aldrich Solow, formerly Fairfax County P. S., VA*

★ **FAN, Terry.** *It Fell from the Sky.* illus. by Eric Fan. 56p. S. & S. Sept. 2021. Tr \$17.99. ISBN 9781534457621.

PreS-Gr 3—With intricate graphite illustrations, the Fan brothers deliver a lovely story about how the creatures in a garden react when an unknown marble-like object falls from the sky. But these creatures do not panic like Chicken Little. How does it taste? Will it hatch if they keep it warm enough? Where did it come from? They are intrigued by the pop of color in their midst. A crafty spider in a top hat takes ownership of the object and builds an amusement park to showcase the wonder from the sky. The adorable spider takes readers on a journey through capitalism as well as supply and demand. Will anyone come to see the wonder if the prices are too steep? What will happen if the object's owner comes to claim it? The book works well for library and classroom read-alouds. It can also be used in classroom connections for perspective, inference, and cause and effect. **VERDICT** A whimsical story of what happens when an everyday item is suddenly seen through new eyes. A welcome addition to public, school, and classroom libraries serving young children.—*Monisha Blair, Glasgow M. S., Alexandria, VA*

GALBRAITH, Bree. *Hold That Thought!* illus. by Lynn Scurfield. 32p. Owlkids. Aug. 2021. Tr \$18.95. ISBN 9781771472944.

K-Gr 3—In an indigo night, an idea “bright with hope” wakes a child joyfully, in the sky blue bedroom they share with their brother, Otis. Finn, with tan skin and shoulder-length black hair, seven-ish, is not tied to a gender, just as the wonderful idea isn't tied to any particulars. Depicted as a spark of light, it is any inspiring thought to hold until it develops and gets buy-in—as it quickly does, expanding and multiplying when shared with Finn's group of friends who are of many races. Only freckled Otis resists, knocking the idea from Finn's hand and claiming that all ideas should look like his own. Finn retrieves the “cold, still” idea, overcoming self-doubts with his friends' help, until finally Otis changes his idea and contributes to the whole, so “there's no telling where this one would go.” The writing is sensitive, and the messages of openness, sharing, and intellectual excitement are affirming. With figures delineated simply, the pencil-and-ink art is clear enough to share at read-alouds, but is wonderfully detailed close up, especially as the idea “takes wing” at the end: glowing colors intensify with the idea's acceptance. **VERDICT** Like Bree Galbraith's *Usha and the Stolen Sun*, text and illustrations celebrate youthful persistence and confidence despite obstacles,

appealingly presented.—*Patricia D. Lothrop, formerly St. George's Sch., Newport, RI*

GREENER, Rachel. *Making a Baby.* illus. by Clare Owen. 32p. Dial. Jun. 2021. Tr \$17.99. ISBN 9780593324851.

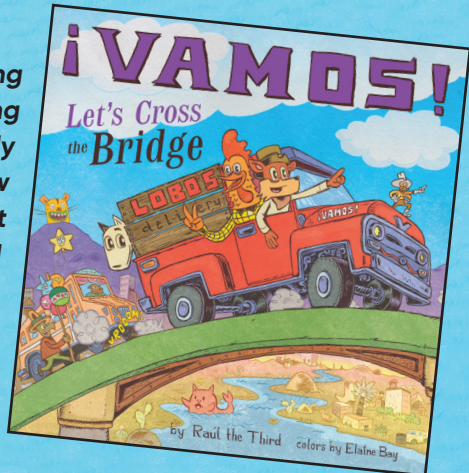
Gr 2-5—The gestation and eventual birth of a human baby is one of the true miracles; starting a family is an intimate, loving, and complicated experience. How much children are told about the process can vary widely, from the silly explanations involving

cabbage patches and storks to the more frank and direct approach found in this book. It is biologically accurate, covering reproductive methods other than intercourse as well, e.g., artificial insemination and surrogacy. The illustrations are anatomically correct but not graphic; the descriptive language is straightforward and accurate in naming body parts. With all the right information, this book challenges educators to determine the audience: What age, what life experience, and what social and cultural issues does it

Welcome Back to the World of

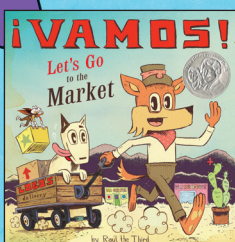
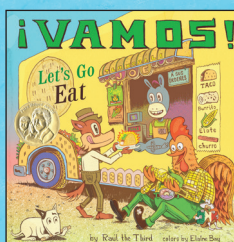
¡VAMOS!

“In addition to being full of entertaining artwork, this gently teaches children how to make the best out of an unexpected situation.” —Booklist




by Raúl the Third colors by Elaine Bay

MORE FROM RAÚL THE THIRD

★ *“The busy pages filled with interesting characters and intriguing bilingual signage make readers wish they could jump into the pages and experience the bustling town.... A delectable bilingual experience.”*

—Kirkus Reviews, starred review for ¡Vamos! Let's Go Eat



address? Where will it do the most good? The subject and the relatively small illustrations limit its usefulness in story-hour sharing. It's perfect for reading in a one-on-one setting, but only by a caretaker who wants to answer a curious child's questions without sugarcoating or distorting the process. The imminent birth of a new sibling might inspire parents to seek out this information and then deliver it on a need-to-know basis. **VERDICT** A book that really tells it like it is, from the sex act to birth, without shying away from topics such as male, female, and intersex genders, egg and sperm donations, and C-sections, this should be available in all public and school libraries.—*Joan Kindig, James Madison Univ., Harrisonburg, VA*

HERNÁNDEZ-LINARES, Leticia & The Rise-Home Stories Project. *Alejandria Fights Back! / ¡La Lucha de Alejandria!* illus. by Robert Liu-Trujillo. 48p. Feminist. Aug. 2021. Tr \$16.95. ISBN 9781558617049.

Gr 1-5—The rent is going up again. “For sale” signs are everywhere in Alejandria’s barrio. Friends are having to move—what’s going to happen to her neighborhood? What about her friends and family? Her mom and abuela, Tita, are from Nicaragua, but nine-year-old Alejandria was born in the United

States. She remembers Tita’s stories about community activism back in her old country. The young girl and her abuela head for the library and then to the office of a community organization for tenant rights. They rally their neighbors and together they head for city hall to make their case. Despite feeling “hormiguitas” or little ants crawling around in her belly, Alejandria steps in front of the microphone and asks for a new law that would protect people and their homes regardless of income. Alejandria is a hero for change! Hernández-Linares’s bilingual story in Spanish and English addresses the power of focused intent in the face of insurmountable odds and includes a glossary and website. Liu-Trujillo’s watercolor illustrations highlight a diverse community and its journey toward empowerment. **VERDICT** This accessible introduction to social justice through knowledge and unification shows how people are neither too young nor too old to fight for what’s right. A strong choice for bilingual shelves.—*Mary Margaret Mercado, Pima County P.L., Tucson, AZ*

★ **HOPKINSON, Deborah.** *The Story of a Story.* illus. by Hadley Hooper. 40p. Holiday House/Neal Porter. Nov. 2021. Tr \$18.99. ISBN 9780823444915.

K-Gr 4—This poetic narrative, with quiet, thoughtful illustrations, depicts a young boy in winter trying to find the right words to start a story. Voiced in the second person, the sequence of events will feel utterly familiar to writers of any age and especially reassuring to new, young ones as they watch how finding ideas takes time and focus. Uncluttered spaces between text lines and illustrated elements within the boy’s room match the purposeful pauses from the task at hand: the boy gets a snack, reads other stories, and doodles as he waits for words to come. The white, gold, and blue-toned colors lightly infuse the careful, penned outlines of the spare walls, crumpled papers, and cheerful, pensive expressions flitting across the boy’s face as he thinks. Inspiration strikes unexpectedly, as a small form flits outside the boy’s snowy window, echoing how, little by little, authors’ words can piece together a tale experienced or imagined from their own point of view. Hopkinson’s words gently encourage readers to remember that this craft takes patience, but also how there is something remarkable about finding your unique voice. **VERDICT** A comforting read for anyone who writes and a precise, essential “hook” book for elementary writing lessons, this book will ease young scribes into their next story.—*Rachel Mulligan, Westampton, NJ*

★ **KHEIRIYEH, Rashin.** *The Shape of Home.* illus. by Rashin Kheiriyeh. 40p. Levine Querido. Sept. 2021. Tr \$17.99. ISBN 9781646140985.

K-Gr 3—It’s hard to find a more joyful take

on the first day of school in a new country than that found in Kheiriyeh’s new work, narrated by a small Iranian girl named, like the author, Rashin. Artfully recalling her old home, where the girls dressed in traditional garb resemble, sweetly, a carton of eggs, Rashin embraces everything new, from honey in plastic bear bottles to the city walk to school in the rain. In a school room full of children from all over the globe, their teacher, Mrs. Martin, explains her parents originally hail from the country of Benin, and shows them its shape—a flashlight. When it is Rachin’s turn, she shows them that Iran is shaped like cat, and she meows. The shape of home, for all the children, is the warmth of sharing, without prejudice or mockery, and with an understanding that no matter where they are from, they are welcome in the here and now. The illustrations are verve-filled and colorful, in a New York City setting in which almost everyone is smiling. **VERDICT** As an ode to the idea of home, wherever that is and whatever that means, this is bliss. If all children had this kind of first day, who could predict what might happen next?—*Kimberly Olson Fakh, School Library Journal*

★ **KIM, Hyo-eun.** *I Am the Subway.* tr. from Korean by Deborah Smith. illus. by Hyo-eun Kim. 52p. Scribble US. Aug. 2021. Tr \$18.99. ISBN 9781950354658.

PreS-Gr 1—As the train narrating Kim’s enthralling book travels both above- and underground, so it reveals passengers’ visible and hidden dimensions. It carries “busy hearts” as a father sprints, to maximize time with his daughter; a diving granny who carries seafood to her daughter and granddaughter; a weary and fretful student returning from an afterschool hagwon tutoring; a small-time entrepreneur hawking gloves. Details—like the harried mom politely called “Aunty,” the tiny, crammed shoe-repair shop, streetscapes, and station names—ground the book in Seoul. Both sober ink and glorious watercolor washes suggest more than they show, of the place and the people: a kind, unemployed young man adds the only color to a bustling commute; a train aisle looks like green grass; faces are distinct and expressive but soft. Particular to Seoul but also universal, this book carries no tropes or types, just “unique lives of strangers,” as the train’s rhythmic *ba-dum ba-dum* comes to sound like a heartbeat. This is the work of an accomplished and prolific illustrator who is an equally gifted writer. **VERDICT** For transportation fans, and all who love scenes of diversity, Smith’s sensitive translation of Kim’s poetic text makes this a trip not to be missed, taking every open-eyed, open-hearted reader on board.—*Patricia D. Lothrop, formerly St. George’s Sch., Newport, RI*



HC: \$16.99 / 978-1-68263-165-2

“The premise of this story will delight preschoolers . . . A fun fall pick for interactive storytelling.”

—*Kirkus Reviews*

PEACHTREE
www.peachtree-online.com
800.241.0113 • 404-876-8761

Copyright of School Library Journal is the property of Media Source, Inc. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.

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.
- VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996.

Although the Articles of the *Library Bill of Rights* are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations>).

Wisconsin Library Holdings of *Making a Baby* by Rachel Greener and Clare Owen

Library

Location of Material

Arrowhead Library System

Beloit Public Library

Youth Nonfiction JUV 618.2 GREENER

Janesville Public Library

Youth Nonfiction 618.2 GREEN

CAFE (Bridges Library System)

Menomonee Falls Public Library

Youth Nonfiction E 618.2 G836M

Waukesha Public Library

Youth Nonfiction 618.2 G836M +

Muskego Public Library

Youth Nonfiction 612.63 G812M E TALK

Lake Mills Public Library

Youth Nonfiction + 618.2 GRE

Mukwonago Community Library

Youth Nonfiction 618.2 GREENER J

Jefferson Public Library

Youth Nonfiction 618.2 GRE +

Brookfield Public Library

Youth Nonfiction 618.2 G812 X

Kenosha County Library System

Kenosha Public Library

Youth Nonfiction J 618.2 GRE

Kenosha Public Library

Youth Nonfiction J 618.2 GRE

Kenosha Public Library

Youth Nonfiction J 618.2 GRE

Lakeshores Library System

Elkhorn Public Library

Youth Nonfiction [PARENT] BIRTH GRE

Lake Geneva Public Library

Youth Nonfiction J 618.2 GRE

Salem - Community Library

Youth Nonfiction J 618.2 GRE

Manitowoc-Calumet Library System

Manitowoc Public Library

Youth Nonfiction 618.24 GREENER

Two Rivers Public Library

Youth Nonfiction MY BODY GREENER

New Holstein Public Library

Youth Nonfiction + 618.223 GREENER

Kiel Public Library

Youth Nonfiction Y PT 618.223 GREENER

Milwaukee County Library System

Milwaukee Public Library

Youth Nonfiction 618.2 G812

Milwaukee Public Library

Youth Nonfiction 618.2 G812

Milwaukee Public Library

Youth Nonfiction 618.2 G812

Cudahy Public Library

Youth Nonfiction X 612.6 G812

Franklin Public Library

Youth Nonfiction X 618.2 GREENE

Greenfield Public Library

Youth Nonfiction J 612.6 GRE

Milwaukee Public Library

Youth Nonfiction 618.2 G812

North Shore Public Library

Youth Nonfiction J 618.2 G812

Oak Creek Public Library

Youth Nonfiction J 612.6 GREENE

Shorewood Public Library

Youth Nonfiction 618.2 G812

South Milwaukee Public Library

Youth Nonfiction J 612.6 GRE

Milwaukee Public Library

Youth Nonfiction 618.2 G812

Wauwatosa Public Library

Youth Nonfiction J 612.6 G836

Wauwatosa Public Library

Youth Nonfiction J 612.6 G836 c.2

West Allis Public Library
Whitefish Bay Public Library
Milwaukee Public Library

Youth Nonfiction J 612.6 G83
Youth Nonfiction X 612.6 G812
Youth Nonfiction 618.2 G812

Monarch Library System

Kohler Public Library AD Non Fiction
Kohler Public Library AD Non Fiction
Plymouth Public Library JV Parenting
Mead Public Library (Sheboygan) JV Parenting
Sheboygan Falls Memorial Library

Adult Nonfiction 612.65 GRE
Adult Nonfiction 612.65 GRE
Youth Nonfiction j Parents 612.63 G836m
Youth Nonfiction j 618.2 G836m
JV E Picture Books E Gr Parenting

M.O.R.E Consortium

Amery Area Public Library
Bloomer Public Library
Eau Claire Public Library
Menomonie Public Library
New Richmond Public Library
Park Falls Public Library

Youth Nonfiction J 618.2 GRE
Youth Nonfiction J 618.2 GREENER
Youth Nonfiction JUV 618.2 G836m
Youth Nonfiction j 618.2 GRE
Youth Nonfiction JUV 618.2 GRE
Youth Nonfiction J 618.2 G836

Northern Federated Library System

Kewaunee Public Library

Youth Nonfiction 618.2 Gre

Northern Waters Library System

Superior Public Library

Youth Nonfiction JUV 618.2 G84m

OWLS Library System

Appleton Public Library
Little Chute Public Library
Manawa Public Library
New London Public Library
Scandinavia Public Library

Youth Nonfiction 618.2 Gre
Youth Nonfiction Growing Up/Greener
Youth Nonfiction 618.2 Gre
Youth Nonfiction 618.2 GRE
Youth Nonfiction 618.2 Gre

South Central Library System

Monona Public Library
Verona Public Library
Madison PL - Pinney Branch
Madison PL - Goodman South Madison Branch
Madison PL - Sequoya Branch
Madison PL - Monroe Street Branch
Madison PL - Meadowridge Branch
Madison PL - Lakeview Branch
Madison PL - Ashman Branch
Madison PL - Hawthorne Branch
Madison Public Library
Stoughton Public Library
Middleton Public Library
Waunakee Public Library
Sun Prairie Public Library

Youth Nonfiction +618.2 GRE 06/21
Youth Nonfiction + 612.6 Greener, R
Youth Nonfiction 618.2 G836m
Youth Nonfiction 618.2 G836m
Youth Nonfiction 618.2 G836m
Youth Nonfiction 618.2 G836m
Youth Nonfiction 618.2 G836m
Youth Nonfiction 618.2 G836m
Youth Nonfiction 618.2 G836m
Youth Nonfiction 618.2 G836m
Youth Nonfiction 618.2 G836m
Youth Nonfiction J 618.2 GRE
Youth Nonfiction + 618.2 GRE
Youth Nonfiction JUV 618.2 GRE
Youth Nonfiction + 612.6 Gre

UW-Stevens Point

Stacks (CCC)

College Reference RG525.5 .G74 2021 3177513242139

Winding Rivers Library System

Independence Public Library

Youth Nonfiction JNF 618.2 GRE

Winnefox Libray System

Fon du Lac Public Library

Youth Nonfiction 618.2 Greener 2020

Neenah Public Library

Youth Nonfiction 180 Growth G

Wisconsin Valley Library Service

Marathon County Public Library-Marathon City

Youth Nonfiction 618.2 GREEN E

Marathon County Public Library-Rothschild

Youth Nonfiction 618.2 GREEN E

Marathon County Public Library-Wausau

Youth Nonfiction 618.2 GREEN E

Marathon County Public Library-Wausau

Youth Nonfiction 618.2 GREEN E

Materials Reconsideration Review Committee Report

Meeting Date: **11/07/2022**

Item Title: **You Be You! The Kid's Guide to Gender, Sexuality and Family**

Author: **Jonathan Branfman and Julie Benbassat**

ISBN: **9781787750104**

Review Committee:

Kari Sweeney, Library Board Member

Kate Sullivan, Adult Collection Development Librarian

Reid Rayome, Library Board Member

Tara Hornbeak, Youth Collection Development Librarian

Taylor Weinfurter, Youth Services Librarian

Background:

In considering the patron request to have *You Be You! The Kid's Guide to Gender, Sexuality and Family* by Jonathan Branfman and Julie Benbassat removed from Marathon County Public Library, committee members spent over 58 combined hours researching and discussing the book, professional reviews and supporting documentation, as well as drafting reports for the library director and library board. Before the committee could meet, a copy of the book had to be acquired for each member. Since no county funds were spent purchasing additional copies, the committee had to wait for checked out items to be returned or for copies to be delivered through Interlibrary Loan, or members purchased the book of their own accord.

Meeting Discussion:

Committee members first discussed whether or not the book fit the library's Collection Development Policy.

The policy states that "The Library recognizes and celebrates that it serves all members of the Marathon County community, regardless of age, political or social views, gender (including gender expression), sexuality, race, ethnicity, or country of origin. As such, the Library further recognizes that its patrons have diverse backgrounds, cultural heritages, interests, political views, and social values. The Library seeks to build a collection to meet the needs of the members of this diverse community..."

The residents of Marathon County identify in a variety of ways, and it is the library's responsibility to offer its patrons materials reflecting this diversity. The American Library Association (Open to All, 2016) states that collections serving children should include materials featuring individuals "of minority sexualities, gender identities, and family structures," noting that "representation of these identities and families is critical for building healthy perceptions among youth." *You Be You!* allows children from all backgrounds to see themselves and their families affirmed in a book that celebrates all identities and lifestyles.

The book also gives an overview of discrimination and privilege. According to School Library Journal (Crucial Conversations, 2020), “many experts agree that discussions with children about race and racism can and should begin early,” supported by research that shows “children can be conscious of social stereotypes as early as age six, and kids naturally attribute positive traits to their own ethnic or racial groups.” *You Be You!* describes privilege as “when you get advantages... just because of who you are,” further noting that having privilege does not mean you are a bad person or that your life is always easy.

The book has received positive reviews from professional sources, including School Library Journal (July 2019), which calls *You Be You!* an “inclusive and respectful guide [that] should be part of all curricula about family, gender, and sexuality.” It is also listed in H.W. Wilson’s Children’s Core Collection (a resource librarians use to identify highly recommended titles for children from preschool through grade six) and it appears on the ALA’s 2020 Rainbow Book List (an annual bibliography of quality LGBTQIA+ titles recommended for young readers).

The patron’s objections should not keep others from accessing the information contained within this book, as that would be in direct opposition to the library’s mission: *“To enrich lives by promoting lifelong learning and actively providing the community with access to ideas, information and opportunities to connect.”* MCPL also adheres to the American Library Association’s Library Bill of Rights, which states: *“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.”*

Secondly, the committee discussed the location of the book on the library’s shelves.

You Be You! is published by Jessica Kingsley Publishers, an organization that values diversity and whose children’s books “tackle complex or sensitive issues... making them accessible for young readers.” The publisher identifies the target audience for this book as children ages seven to eleven, although Branfman and Benbassat indicate that children as young as five would benefit from this book. They also state in an introductory note that their goal is to help kids accept themselves and others. Publishers Weekly (March 2019) suggests ages five to eleven as the target audience for the book, which they call a “candid, informative handbook” that includes “comics-style depictions of variously diverse families.” The committee agrees that, while some parents and guardians may choose to read the book with their children, that does not change the intended audience.

A search of the WISCAT interlibrary loan catalog reveals that there are at least 57 copies of *You Be You* available in Wisconsin libraries, all of which are shelved in the juvenile nonfiction section of the library. The fact that over fifty libraries own the book is also a testament to its value.

Committee members agreed that moving the book to the adult section would make it less accessible to those for whom it is written, which is a clear form of censorship. They discussed the possibility of moving it to a higher shelf or affixing a label to make it evident what topics the book covers, but concluded that either of these options would result in extra attention being given to the item. Based on the patron's objections to this book, the committee felt that either solution would be counterproductive.

The committee also discussed the role of parents and guardians in selecting library materials.

When a parent/guardian signs up for a child's library card at the Marathon County Public Library, the parent/guardian acknowledges that they are responsible for determining what resources are appropriate for that child. However, they cannot infringe on the liberty of other parents/guardians to determine what is acceptable for their children or to restrict access for any individual.

The committee commends the concerned patron's awareness of her children's reading interests, and appreciates her recommendation of a children's Bible as an alternative to *You Be You!* While the library owns a wide variety of Bibles for young people, the committee does not find the subject matter of such items to be comparable to that of the title being considered. The committee observed that if the patron is looking for a less secular presentation of human development, the library also offers books on families and gender from a Christian perspective.

Committee Recommendation:

It is the recommendation of the committee that the book *You Be You! The Kid's Guide to Gender, Sexuality and Family* by Jonathan Branfman and Julie Benbassat remain in the library's collection and continue to be shelved in the juvenile nonfiction collection. The committee came to this conclusion with the help of the supplemental materials attached to this report.

Supplemental Materials:

- MCPL Collection Development Policy
- ALA – Open to All, 2016
- SLJ – Crucial Conversations, 2020
- SLJ review
- ALA Library Bill of Rights
- Jessica Kingsley Publishers – About Us
- Publishers Weekly review
- List of Wisconsin Libraries' holdings of *You Be You!*

ITEM NUMBER: 13.01 a-c
CHAPTER 13: Collection
Development
CODE: Policy
COMPUTER ID: CD-1

Title:	Collection Development Policy
Effective Date:	11-24-86
Authorized By:	Library Board of Trustees/Library Director
Date of Last Revision:	6-2013

Collection Development Policy

The Marathon County Public Library uses a patron-driven collection development model based on a shared collection and centralized selection. Primary authority for selection rests in the hands of the Library Director, who shall establish Collection Development Procedure according to the guidelines set forth in this policy.

Primary Collection Goals:

- *Materials for Lifelong Learning and Life Skills* – We envision a world in which everyone can read, write, evaluate information, and effectively apply technology to lead healthy, productive, and fulfilling lives.
- *Materials that Incorporate Emerging Technologies* – We empower the people of Marathon County with the technology resources to connect to the world and the future.
- *High Interest Materials for All Ages* – We provide current high-interest materials in a variety of formats.

Selection Principles:

The Library recognizes and celebrates that it serves all members of the Marathon County community, regardless of age, political or social views, gender (including gender expression), sexuality, race, ethnicity, or country of origin. As such, the Library further recognizes that its patrons have diverse backgrounds, cultural heritages, interests, political views, and social values. The Library seeks to build a collection to meet the needs of the members of this diverse community, and to that end will routinely gather statistics and community input to determine the characteristics, expectations, and needs of these users. The Library will apply the latest tools and innovations to its collection development practices.

All patrons are free to request materials from the Library, and all patron requests will be evaluated according to the goals, principles, and standards contained in this policy, as well as any procedure for collection development laid out by the Library Director.

ITEM NUMBER: 13.01b

The Library will give highest priority to those materials most needed by our patrons, focusing on circulating materials for our diverse community in a variety of formats. Selectors will emphasize a balance of materials in the shared collection; individual branch collections may vary with local demand. Print reference collections will be reduced in favor of circulating and online resources. New formats of materials will be integrated into the collection as the patron demand increases.

The Library has adopted the American Library Association's Library Bill of Rights, Interpretations of the Library Bill of Rights, and the Freedom to Read Statement, as well as the Freedom to View Statement endorsed by the American Library Association. These documents can be found in Chapter 4 of the Marathon County Public Library Operations Manual & Personnel Policies & Procedures Manual, and are both adhered to and supported by the Marathon County Public Library. The content of these documents is to be understood as part of this and all other related policies and procedures.

Selection Standards:

- Artistic or scholarly merit of material
- Popular demand for or interest in subject
- Requests for particular materials
- Timeliness of content
- Appropriateness and relevancy of material to the library's users
- Favorable reviews in standard library reviewing sources
- Reputation, authority, or qualifications of author, artist, producer, editor, or publisher
- Importance of material in relation to existing collection in terms of balance or completeness (including in terms of existing series')
- Accessibility of material by library users (including reading level, ease of use of electronic uses)
- Historical value of material
- Technical quality of A/V materials
- Physical quality of material (packaging, binding, etc.)
- Availability of material through vendors
- Cost of material in relation to the quality and significance of above factors

Collection Maintenance:

The collection is reviewed and revised on an on-going basis to meet contemporary needs. The level of use of an item in the present will take priority over the possibility that someone may use it someday. Materials containing outdated or superseded information will be removed from the collection. Current relevance and demand will be the

determining factor in how long materials are kept. The collection is neither archival nor research oriented; the Library supplements the collection by borrowing from other libraries as necessary to meet patron demands.

The Way We Do Business:

- We act as good stewards of the public's tax dollars.
- We provide equitable access to a broad array of content, as well as training and assistance to help people successfully navigate and use information.
- We operate as one system; unity provides value. The centralized approach to a shared collection allows staff to concentrate on collections that are maximized around the needs of patrons.
- We routinely gather statistics and community input to determine user characteristics, expectations and needs and will apply the latest tools and innovations to our collection development practices.
- We supplement our collections with additional materials by borrowing through cooperative agreements with other libraries.

OPEN TO

ALL

Serving the GLBT Community in Your Library

*A Toolkit from the American
Library Association Gay,
Lesbian, Bisexual, and
Transgender Round Table*



GLBTRT



Introduction

This Toolkit is designed to help library staff better understand gay, lesbian, bisexual and transgender (GLBT) library users, how to best serve their needs, and how to manage challenges that often arise.

Acceptance of GLBT people in mainstream American society has been steadily growing. However, library materials, programs, and displays related to sexual orientation and gender identity still cause controversy. The fear of a challenge may cause some librarians to be deterred from buying materials or including services for GLBT people in their service profile; failing to provide these resources in ways that can be easily used by vulnerable populations are forms of censorship and discrimination.

Every community has a GLBT population and GLBT families. The job of librarians, whether serving adults, teens, children, students, parents, or others, is to make libraries welcoming and open to all.

- Public libraries are committed to serving and representing their entire community including GLBT library users whether or not they are “out.”
- School libraries are particularly important; teenagers question their sexuality and identity and need a welcoming place; children and teens need to see themselves represented in books at school as well as at the public library.
- Academic libraries should not only provide access to collections and academic support, but also welcoming spaces.

In any community, there are GLBT persons who are not ready to be recognized as such, and it’s important to avoid assumptions and act with respect. People who are “in the closet” or questioning often need information resources the most, so it is essential to provide safe and anonymous access, without judgment. It is vital to create a welcoming environment for GLBT library users in their communities, campuses, and schools.

Meeting the Needs of GLBT Library Users

GLBT library users don’t expect to be treated any differently than any other user; they want to be able to find information that is relevant to them and their needs and to be treated with dignity and respect.

Symons and Freeman (2015) state that:

LGBT patrons and their allies want their privacy protected from prying eyes (which libraries already do well); the ability to check out materials without comment or judgment; materials that are interesting, timely, and bought on-par with other subject

matters; resources available in local branches without the need to order them from the far-flung reaches of the library galaxy; and programming to meet the needs of children, teens, adults, and families. Further, LGBT patrons want all of these things without having to ask.

GLBT community members may not be aware of the materials available to them at your library, so specialized promotion and outreach will raise awareness and highlight the diversity of library

resources. It is vital to hold programs and events for GLBT users and families.

Collections that serve children should include fiction with diverse protagonists of minority sexualities, gender identities, and family structures, as well as nonfiction materials for school research projects. Children are often aware of their sexuality and gender at an early age, and there are increasing numbers of families with same-gender parents. Representation of these identities and families is critical for building healthy perceptions among youth.

Not all academic institutions include specific Gender and Sexuality Studies among their constituents,

however, information about GLBT issues should be a part of every academic library collection.

Health information is critical in all types of libraries as mainstream information often does not account for particular risks or health complications faced by gender and sexual minorities. Additionally, such cases may be difficult to access, due to either supply or insurance gaps, and individuals may rely on freely accessible information until treatment is available.

Library users are of all ethnic and racial backgrounds, nationalities, socio-economic classes, and abilities. Look for materials that include and celebrate diverse experiences within GLBT communities and promote accessible and inclusive programming.

Pertinent Terminology

The GLBT community is complex and has its own terminology which can be very unfamiliar to some. The following two websites may be helpful in providing an understanding of terms and concepts used by your GLBT library users.

- GLAAD Media Reference Guide: <http://www.glaad.org/reference/lgb>
- Human Rights Campaign Glossary of Terms: <http://www.hrc.org/resources/glossary-of-terms>

Practical Tips for Library Services

- Think about “what you call people” who come into the library. Do you tend to use gendered titles, such as Sir or Ma’am? Addressing library users by a first name may seem uncomfortable at first, but it could do wonders in making a trans library user feel welcome.
- Look at policies respecting library users’ choice to change the name on their record. Changing names on federal and state-issued ID cards can be an extensive process; make policies that offer library users greater control over their identity at the library.
- When talking to children, ask if an *adult* is with them. Not every child (not just those of same sex parents) has a mother and father. Doing this allows children to respond how they are comfortable and lets parents know you are sensitive to a variety of families.
- Avoid asking for gender on forms or dividing activities by gender.
- If your facility marks single-seat bathrooms with gendered indicators, use neutral or inclusive symbols to indicate the bathroom location.
- Many library users prefer self-checkout machines and self-service holds because of privacy issues. If this is not an option at your library, be sure your staff respects all library users’ right to privacy.
- Create pathfinders, subject guides or reader’s advisory bookmarks related to topics of GLBT interest.
- Include GLBT books in genre or other displays and in book talking and readers’ advisory.
- Keep conscious efforts within hiring practices to interview and welcome the inclusion of GLBT staff.

Outreach and Partnerships

Collaboration is key! Every community is different. You may have social service organizations or fraternal groups in your area to connect with.

- In a larger city or urban area, check for a GLBT Chamber of Commerce. In a more rural community, GLBT-related organizations may be few and distant.
- In schools, there are counselors, supportive instructors, and possibly gay-straight alliance groups as well as Q Centers directly on campus or in the community.

Set up a meeting with your local GLBT community groups to discuss implementing programs, for example, a specialized program, a film screening, a book discussion, etc. GLBT populations are often misrepresented, so it is important to research and ask questions. Discuss your goals and ideas, and be open to critiques and suggestions from community members.

ACADEMIC LIBRARIES

Outreach on campus includes everyone from prospective and current students to staff and faculty. Create partnerships with the campus GLBT resource center and relevant departments to build a collection and help facilitate an environment that fosters reading, inquiry, and critical thinking.

PUBLIC LIBRARIES

Many large cities have a GLBT center for teens and adults. In smaller and rural areas, it may be valuable to reach out to libraries in nearby cities for support. Partner with GLBT friendly businesses to promote local resources. Additionally, many communities have PFLAG chapters.

SCHOOL LIBRARIES

Consult with a local PFLAG group and consider doing a presentation to your parent teacher association on materials related to the GLBT community. Ensure that school staff, especially nurses and counselors, are aware that the library holds materials to support GLBT students. Partner with local Gay Straight Alliance groups to offer book talking for younger students.

Programming

Providing GLBT-friendly programming helps your community know that you are welcoming and accepting. Create programs or displays to promote the following events:

- International Transgender Day of Visibility (March 31)
- National Day of Silence (April, day varies by year)
- Harvey Milk Day (May 22)
- GLBT Book Month™ (June): <http://www.ala.org/GLBTBookMonth>
- LGBT History Month (October)
- National Coming Out Day (October 11)
- Transgender Day of Remembrance (November 20)
- World AIDS Day (December 1)

ADDITIONAL SUGGESTIONS AND TIPS FOR PROGRAMMING INCLUDE:

- Hosting GLBT authors and speakers from GLBT organizations. This signals that the library is interested in serving GLBT people.
- Screening a GLBT-friendly movie (pursuant to licensing rights).
- Implementing the right pace for change; determine what is best for your community and the pace at which you include programming - consider consulting the Martin & Murdock (2007) publication listed below for specific information.
- At public libraries, holding inclusive story times and children's activities utilizing GLBT-friendly picture books.

Recommended Reading

GLBT Programming at the Dallas Public Library: Lessons Learned by Catherine Ritchie, David Fettke and Dale McNeill. Public Libraries, March/April 2008, 50-54.

Library Service to Special Population Children and Their Caregivers: A Toolkit for Librarians and Library Workers: <http://www.ala.org/alsc/sites/ala.org.alsc/files/content/professional-tools/lsspcc-toolkit-2015.pdf>

Serving Lesbian, Gay, Bisexual, Transgender and Questioning Teens: A How-To-Do-It Manual for Librarians by Hillians J. Martin, Jr., and James R. Murdock. Neal-Schuman publishers, Inc., 2007.

Collection and Collection Development

The collection is the heart of the library and should represent the diversity in the entire community and should include materials for queer and questioning library users.

- Consider the following ALA (2010) policy which states that “The American Library Association stringently and unequivocally maintains that libraries and librarians have an obligation to resist efforts that systematically exclude materials dealing with any subject matter, including sex, gender identity, gender expression, or sexual orientation.”
- Every library should have a collection development policy covering their collection. Sample collection development policies are available online at the GLBTRT website: <http://www.ala.org/glbtrt/popularresources/collection>. Another useful tool for creating or amending collection development policies can be found in the *Intellectual Freedom Manual*, Trina Magi, editor, 2015.
- A good library collection will include fiction and non-fiction, informative and entertaining materials, graphic novels, audio books, videos, etc., for GLBT library users of all ages. If your library has e-books/e-audio books in its collection, include a core collection of GLBT materials.
- Annual bibliographies of GLBT materials are available from the Gay, Lesbian, Bisexual, and Transgender Round Table of the American Library Association (GLBTRT). The *Rainbow Book List* for GLBT books (for youth 0-18) and the *Over the Rainbow Books* (for adults) highlight some of the year’s best fiction and nonfiction. The Stonewall Book Awards, the oldest award for GLBT literature, also recognizes adult, young adult, and children’s fiction and nonfiction. There are also other GLBT organizations which give

book awards such as Lambda Literary and Publishing Triangle. The size of the library isn’t necessarily a factor in collecting GLBT materials. One study conducted by Loverich and Degnan (1999) found that many smaller libraries held more Stonewall Book Award winning titles than larger libraries.

GLBT Book Awards and Book Lists

- Stonewall Book Awards: <http://www.ala.org/glbtrt/award>
- Rainbow Book List: <http://glbtrt.ala.org/rainbowbooks/>
- Over the Rainbow Book List: <http://www.glbtrt.ala.org/overtherainbow/>

Ten Titles for a Basic Non-Fiction GLBT Collection

Many Librarians are not sure where to start when it comes to collecting materials for the GLBT community. Visit <http://www.ala.org/glbtrt/nonfictioncollection> for the list of Ten Titles for a Basic Non-Fiction GLBT Collection. It is not an exhaustive list, as there are many quality titles that could be included, but serves as a starting point. This list will be updated as new titles are published and will try to remain balanced in its approach of topics for GLBT customers. As you collect materials remember that having only a few books on a topic is better than not having none at all. You can also add a variety of popular titles from the most current Stonewall Book Award, Rainbow Book list and Over the Rainbow Book list.

GLBT Collection Development Resources

FOR CHILDREN AND YOUTH

- *Rainbow Family Collections: Selecting and Using Children’s Books with Lesbian, Gay, Bisexual, Transgender, and Queer Content* by Jaime Campbell Naidoo. Libraries Unlimited, 2012.

FOR TEENS AND YOUNG ADULTS

- *Top 250 LGBTQ Books for Teens: Coming Out, Being Out, and the Search for Community* by Michael Cart and Christine A. Jenkins. Huron Street Press, 2015.
- *The Heart Has Its Reasons: Young Adult Literature with Gay/Lesbian/Queer Content 1969-2004* by Michael Cart & Christine Jenkins. Scarecrow Press, 2006.

FOR ADULTS

- *Gay, Lesbian, Bisexual, and Transgendered Literature: a Genre Guide* by Ellen Bosman, John Bradford, Robert Ridinger. Libraries Unlimited, 2008.

Cataloging

Library users utilize terms they are comfortable applying to themselves when searching the catalog. Subject headings and call numbers have not always been GLBT-friendly, however, librarians have advocated for improved terminology over time. “Intersex people” and “Transgender people” were added as Library of Congress subject headings in 2007. Periodically reviewing the catalog for offensive subject headings is

vital; language is continually evolving, and catalogers should remain current with terminology.

Libraries have made recent efforts to reclassify call numbers to place GLBT materials among appropriate sections related to health, family, and relationships, rather than under “abnormal or deviant sexual behavior.” GLBT materials should be classified in their proper places. To avoid controversy, some libraries choose their own classification numbers to avoid shelving children’s and fiction materials in nonfiction sections. Include materials in areas designated for the genre and audiences of the same age.

Labeling

The ALA’s *Labeling and Rating Systems: An Interpretation of the Library Bill of Rights* (2005) cautions against labeling. Identifying books with a GLBT label may prevent library users from accessing them for fear of being outed. Interfiling GLBT materials can be a positive move for libraries; when these materials are placed alongside other books and materials, GLBT users feel welcomed and not ostracized.

Collection Challenges

Objections or challenges to library materials occur, and challenges to GLBT materials are common. Before a challenge occurs, ensure that your staff understands challenge procedures. Each library should have a collection development policy as well as a policy for handling challenges to materials.

Don’t preempt a challenge by avoiding purchasing GLBT materials. Library users have a right to materials that meet their needs, and libraries should provide

them. Challenges are not about libraries being right or wrong; instead, it is an opportunity for the library to educate the public about the vital role we play in meeting the information needs of diverse communities.

The ALA Office of Intellectual Freedom should be contacted for help when materials are challenged. Additionally, many state library associations have Intellectual Freedom Committees; contact members of these committees for valuable informational resources.

GLBT Library Staff

Many libraries have GLBT staff members. It may seem appropriate to ask their assistance with GLBT-related efforts or to assign them to GLBT outreach efforts. Before doing this, ask the staff member in confidence. Some members of the GLBT community prefer to keep their professional and personal lives separate, especially in smaller communities. In the workforce, GLBT employees may not want to be treated as tokens or any differently from their colleagues. Libraries should adopt

policies that prohibit discrimination and promote an atmosphere of inclusivity.

Recommended Reading

Out Behind the Desk: Workplace Issues for LGBTQ Librarians, edited by Tracy Nectoux. Library Juice Press, 2011.

Conclusion

Courtney Young, 2014-2015 ALA President (2015) states that “We reaffirm that it is the responsibility of library staff everywhere, regardless of the legal ability to refuse service, to offer equal and unfettered access to all users in keeping with the Library Bill of Rights and principles of intellectual freedom.” In keeping with that mission, libraries have the responsibility to provide information and to serve all library users to the best of their ability.

We invite you to join us in welcoming your GLBT library users into the library through the provision of materials, services, and programs that speak to them, meet their needs, and will help them realize their full potential. GLBT library users need the same services provided to all library users: access to information and excellent customer service. We hope this toolkit will help you serve them well.

References

American Library Association. (2005). Labels and rating systems: An interpretation of the Library Bill of Rights. Retrieved from <http://www.ala.org/advocacy/intfreedom/librarybill/interpretations/labelingrating>

American Library Association. (2010). B.2.1.15 Access to library resources and services regardless of sex, gender identity, gender expression, or sexual orientation. Retrieved from <http://www.ala.org/aboutala/governance/policymanual/updatedpolicymanual/section2/53intellfreedom>

Loverich, P., & Degnan, D. (1999). Out on the shelves? not really: Gay, lesbian, bisexual books in short supply. *Library Journal*, 124.11, 55.

Symons, A. K. & Freeman, J. (2015, June), Serving everyone: Welcoming the LGBT community. *American Libraries*, 30. Retrieved from <http://americanlibrariesmagazine.org/2015/06/24/serving-everyone/>

Young, C. (2015). ALA President Courtney Young releases statement regarding Indiana’s new Religious Freedom Restoration Act. Retrieved from <http://www.ala.org/news/press-releases/2015/03/ala-president-courtney-young-releases-statement-regarding-indiana-s-new>



The GLBTRT thanks the Advocacy Committee members and others who contributed to this toolkit:
Alex Andrasik, Mary Gen Davies, Peter Coyl, Tess Goldwasser, Samantha Helmick, Lisa Houde, Vanessa Kitzie, Stephanie Preston, Mark Polger, AJ Robinson, Deb Sica, Karla Strand, Ann Symons, and Julie Winkelstein.



Crucial Conversations

It's never too early to talk about race

BY KELLEY R. TAYLOR

A week after the murder of an African American man, George Floyd, at the hands of Minneapolis police officers, Nickelodeon, the children's media network, aired a message.

For eight minutes and 46 seconds (the amount of time a police officer had his knee on Floyd's neck as he lay helpless and then lifeless on a public street), viewers saw a black screen containing three words in white text: "I can't breathe." The only sound was that of someone breathing.

On social media, some praised Nickelodeon for forcing a conversation about racial injustice. Others argued that a children's network was not the right platform for a "scary" ad. Nickelodeon responded: "Unfortunately, some kids live in fear every day. It is our job to use our platform to make sure that their voices are heard and their stories are told."

Amid mounting racial injustice and nationwide protests calling for change, the commercial illuminated questions concerning when and how to teach children about race. It was also a call for parents and educators to embrace anti-racism.

"Children often become aware of these events in the news and have concerns and questions," says clinical psychologist Ann Hazzard, coauthor of the children's book *Something Happened in Our Town: A Child's Story About Racial Injustice*.

"When we read and discuss the book, early elementary children are engaged and appropriately concerned about injustice, but not traumatized," she says. "It's the adults who are intimidated by approaching the content."

Though Hazzard believes that children should be shielded from graphic images or inappropriate details of violent incidents, she and many experts agree that discussions with children about race and racism can and should begin early.

This is in part because research shows that preschoolers naturally categorize people by race, children can be conscious of social stereotypes as early as age six, and kids naturally attribute positive traits to their own ethnic or racial groups.

Additionally, Hazzard says that "without context and corrective information from adults, white children can develop bias from exposure to media stereotypes and disparities."

Despite these rationales, parents and educators often avoid talking about race for fear of saying the "wrong" thing. "But silence can communicate that race is a taboo topic or signal a lack of concern about the racial status quo," Hazzard explains.

In a CNN/Sesame Street Town Hall about racism ([cnn.it/3hiLz78](https://www.cnn.com/2020/06/18/education/sesame-street-town-hall-racism/index.html)), psychologist and educator Beverly Daniel Tatum, author of *Why Are All the Black Kids Sitting Together in the Cafeteria?*, says the goal is "to talk in a warm and inclusive way about differences that exist in different people."

For example, if a child describes another child's skin color in a derogatory way, a parent could say that all people have different, beautiful skin colors or explain that skin colors come from different amounts of melanin.



nickelodeon IS GOING OFF THE AIR FOR 8 MINUTES AND 46 SECONDS IN SUPPORT OF JUSTICE, EQUALITY, AND HUMAN RIGHTS.

nickelodeon
DECLARATION OF KIDS' RIGHTS

You have the right to be seen, heard, and respected as a citizen of the world.

You have the right to a world that is peaceful.

You have the right to be treated with equality, regardless of the color of your skin.

You have the right to be protected from harm, injustice, and hatred.

You have the right to an education that prepares you to run the world.

You have the right to your opinions and feelings, even if others don't agree with them.

Sometimes, however, parents and educators avoid addressing differences and instead teach children to be “colorblind” (i.e., disregard ethnicity or race). Some consider this counterproductive.

“If you can’t talk about [race], you can’t understand it, much less fix the racial problems that plague our society,” says clinical psychologist Monnica T. Williams in *Psychology Today*.

In the article “Colorblind Ideology Is a Form of Racism,” Williams writes that “because [people of color] often encounter difficulties due to race, colorblindness creates a society that denies negative racial experiences, rejects cultural heritage, and invalidates unique perspectives.”

Janet R. Damon, library services specialist for Denver Public Schools, agrees. In family engagement sessions, she encourages parents concerned about “messaging up and accidentally raising a racist” to model their truths to their children.

This could sound like, “You know, when I was young, we were taught not to talk about race.” Or “I love your grandfather, but he said or did things when I was a kid that I don’t agree with and I want our family to do things differently,” she says.

In approaching these conversations, clinical psychologist Afiya Mbilishaka says that “parents should identify ways that the color spectrum impacts their challenges and privileges.” For Black families, this often means not “sugarcoating” stark realities of racism.

“Black families talk to their children about race for preparation and protection,” Mbilishaka explains. “To function in

a world that does not value Black lives, Black parents want their children to know when racism is happening and how to cope with it.”

To counteract negative portrayals and instill confidence, Mbilishaka suggests that parents of color focus on culture and expose children to positive images and media. Hazzard cautions that content used to educate children about race should not focus exclusively on people of color struggling against oppression.

“Library collections should include books about diverse individuals having typical childhood experiences,” Hazzard says. “Art, music, and science lessons can cover the contributions and cultures of diverse people—and not just during Black History Month!”

Actions speak louder than words

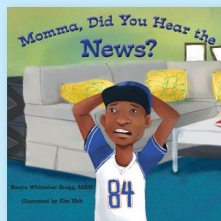
Talking to children about race is one, albeit crucial, aspect of preparing the next generation to be good citizens. Modeling anti-racism (i.e., being actively engaged against racism in all aspects of life day-to-day) is another.

Research has long shown that what adults do is sometimes more impactful for children than what adults say. So adults who actively engage in cycles of learning, listening, and talk-

including toy police officers and the White House set.

Books like *I'm Afraid Your Teddy Is in Trouble Today*, which I reviewed in the context of our toolkit on Reading While White (bit.ly/3dQ0ovH) in 2018, also raise concern. In *Teddy*, the reader arrives home to find the house trashed and police officers on the front steps, preparing to arrest a naughty teddy bear. It's all very tongue-in-cheek, and of course Teddy gets released with a warning. As I said in my review, this is no joke for a child who's come home to find a parent arrested. Who are books like this for? Who's not going to be in on the "joke"? (Frighteningly, a cursory search on YouTube reveals *Teddy* as a favorite book for police officer story times.)

There is one book I've recommended many times, published shortly after our toolkit was released. *Momma, Did You Hear the News?* (bit.ly/3cUzZMd, pictured) by Sanya Whittaker Gragg depicts an African American family talking about staying safe with police after a police killing. There's



also *Something Happened in Our Town: A Child's Story About Racial Injustice* (bit.ly/30t5ny), released in 2018, which does an admirable job showing two families' reactions to a police killing. These two books are important for library collections. *Not My Idea: A Book About Whiteness* (bit.ly/2XKOpKn) by Anastasia Higgenbotham (available for free download from



Dottir Press) is an excellent example of effective writing for very young children on this scary topic, even though the focus is on a white child's experience. There are several worthy picture books that deal with incarcerated parents, such as *Missing Daddy* by Mariame Kaba. Incarceration follows arrest, though, and the trauma of a parental arrest doesn't have a similar presence in children's literature.

What's still missing are nonfiction books that acknowledge the reality of police violence against communities of color. Books that say:

Police should help people, but sometimes they do not. Police carry weapons, and sometimes they hurt people. When that happens, many people get very, very angry. They protest to show how angry they are. You might feel angry at the police, too. It is OK to feel angry. I am very angry.

Amy Martin is the community relations librarian at Oakland Public Library. All views expressed are Martin's own and not necessarily those of her employer.



The CNN/Sesame Street Town Hall

ing about anti-racism may be more effective at teaching children to be anti-racist.

For educators, Hazzard says, embracing anti-racism might involve ensuring diversity in books that they and students read and teaching age-appropriate lessons on racial injustice and history that do not gloss over painful truths.

Beyond "the rush [she sees] to push diverse book collections and book talks," Damon suggests that librarians advocate for local equity initiatives or support scholarship fundraisers for diverse organizations.

Anti-racist policies are also important. "Teachers can contribute to school and district policy reform efforts to reduce racial disparities in educational opportunities and school discipline," says Hazzard.

Overall, Hazzard believes that teaching children about race and racism is a process. "Addressing bias takes openness and courage, but...it's not just one conversation," she says.

Damon concurs. "This important work also requires self-reflection and humility....We all bring fear, childhood trauma, and trepidation to these conversations."

As a result, and to better understand the harmful impacts of systemic racism, privilege, and unconscious bias that are pervasive in education, parents and educators must reflect on their own (sometimes painful) race-related experiences. The resulting awareness can make them more powerful role models for children.

Meanwhile, in the wake of remarkable protests for racial justice, some families tuned in to the CNN/Sesame Street Town Hall to get guidance on anti-racism from children's media characters like Big Bird and Elmo.

Jeanette Betancourt, senior vice president of social impact for Sesame Workshop (the nonprofit organization behind *Sesame Street*), also offered insight.

"In our house, we often say that the hard conversations are the most important ones," she said during the Town Hall. "This is an opportunity to talk, in everyday moments, about similarities and differences and to take advantage of the diversity that surrounds you—but to have these conversations early on in a way that sets a foundation and lasts for a lifetime of awareness."

Kelley R. Taylor has covered trauma-informed librarianship, web accessibility, and restorative justice for SLJ.

Copyright of School Library Journal is the property of Media Source, Inc. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.

The Book Review

NONFICTION

ELEMENTARY



are sure to get some laughs. The brief histories, factoids, and illustrations of historical machines are well researched and explained in a way that is both entertaining and easy to understand for a grade school audience. Author/illustrator Briggs worked with a researcher and an educator to ensure that the facts were accurate and the book was developed with an educational perspective in mind. **VERDICT** The balance of the fantastical story with scientific and historical facts makes this a good title to recommend to fiction and nonfiction readers alike. A solid addition for medium to large collections.—*Kristin Williamson, Metropolitan Library System, Oklahoma*

BROWN, Martin. *Even More Lesser Spotted Animals*. illus. by Martin Brown. 56p. glossary. Scholastic/David Fickling Bks. Jul. 2019. Tr \$18.99. ISBN 9781338349610.

POP

Gr 1-4—Brown illuminates the lives of animals in the most fun and informative way. His text and illustrations about lesser-known animals make for a laugh-out-loud and insightful work that smoothly flows from beginning to end. Even the endpapers are instructive and compelling. Before the title page, a snout appears above the waterline: “Who’s there?” The answer is located in the text and confirmed in the final endpaper. Back matter reflects the book’s tight organization throughout, where physical features, habitat, diet, memorable facts, and more are revealed. These animals originate from all over the world, and the text includes their endangered status. The eight possible statuses are clearly explained, from data deficient to extinct. End matter contains a well-written glossary and one more fun-filled fact. **VERDICT** This rare find takes readers to enjoyable heights. A delightful and highly engaging work.—*Nancy Call, formerly at Santa Cruz Public Libraries, Aptos, CA*

BYRD, Robert. *Liberty Arrives!: How America’s Grandest Statue Found Her Home*. illus. by Robert Byrd. 40p. bibliog. chron. diag. photos. Dial. Jun. 2019. Tr \$17.99. ISBN 9780735230828.

Gr 1-4—As a national emblem of America’s immigrant history, the Statue of Liberty holds a special place in the country’s cultural identity. From idea to implementa-

★ **BRANFMAN, Jonathan. *You Be You!: The Kid’s Guide to Gender, Sexuality, and Family*.** illus. by Julie Benbassat. 80p. further reading. Jessica Kingsley. Jul. 2019. Tr \$18.95. ISBN 9781787750104.

Gr 3-6—This conversational primer on gender, sexuality, and family supports and affirms all identities, urging readers to see, human experiences. The author posits that the narrow and conventional ideas many children are taught—born a boy or girl, marry someone of the “opposite” sex, have children, conform to gender roles—are untrue, and “that’s great news!” Instead, a world of possibility is open to all children. Full of joyful, bright, comic-style illustrations, this brief guide touches on assigned sexes, people who are intersex, stereotypes, and gender identity. The author clarifies that marriage and children are a choice, not an expectation, and explains discrimination (looking specifically at sexism, transphobia, homophobia, and biphobia), privilege, intersectionality, and what it means to be an ally. Readers learn definitions for identities and orientations like genderqueer, nonbinary, gender-fluid, transgender, cisgender, asexual, aromantic, bisexual, and pansexual. This supportive, educational look at identities offers constant reminders that no matter your chosen identity, whoever you love is great. A varied depiction of ethnicities, races, abilities, ages, and body shapes are shown in the vibrant illustrations. This guide could easily

be read together with younger readers; certainly many older readers, including adults, could benefit from this quick and easy look at acceptance. **VERDICT** This inclusive and respectful guide should be part of all curricula about family, gender, and sexuality. Short, accessible, and important.—*Amanda MacGregor, Parkview Elementary School, Rosemount, MN*

BRIGGS, Korwin. *The Invention Hunters Discover How Machines Work!* illus. by Korwin Briggs. (The Invention Hunters: Bk. 1). 48p. Little, Brown. Jul. 2019. Tr \$17.99. ISBN 9780316436793.

PreS-Gr 3—This story, self-described as “informational fiction,” follows a group of quirky invention hunters as they stumble upon some everyday items like a wheelbarrow, a crane, and a toilet. Having never seen these items before, the hunters make wildly incorrect guesses as to what they actually do. A young boy follows them around, explains how each object works, and offers a brief history of how it evolved over time. The comic book-style illustrations and short text bubbles will appeal to reluctant readers. The group of invention hunters, who include women and people of color, come up with some ridiculous hypotheses for the various machines, which

KEY: ★ Excellent in relation to other titles on the same subject or in the same genre | **Tr** Hardcover trade binding | **lib. ed.** Publisher’s library binding | **Board** Board book | **pap.** Paperback | **e** eBook original | **BL** Bilingual | **POP** Popular Picks

Copyright of School Library Journal is the property of Media Source, Inc. and its content may not be copied or emailed to multiple sites or posted to a listserv without the copyright holder's express written permission. However, users may print, download, or email articles for individual use.

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.
- VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.

Inclusion of "age" reaffirmed January 23, 1996.

Although the Articles of the *Library Bill of Rights* are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights (<http://www.ala.org/advocacy/intfreedom/librarybill/interpretations>).

About Us

Our Publishing Mission

Every week we get messages from people that say how their lives have been changed by the books that we publish, how we've helped them feel included in a society where difference is all too often frowned upon.

We believe in the importance of promoting diversity, which is why we publish authors who have lived experiences of the topics we cover. So, our books about autism are written by autistic people, just as our books about gender diversity are written by people who identify as gender fluid. Our authors are the experts, and it's our job to make sure their voices are heard.

We work very closely with the communities for whom we publish, to ensure we're commissioning books that genuinely help and empower them. Our editors, marketing and sales teams speak regularly with our readers - on social media, at conferences and book events, and through long-standing partnerships with associations and charities - so that we can gather first-hand the feedback that informs our future publishing.

We want our books to inspire readers to change society for the better.

The JKP Story

You might already know us for our books on autism, social work and arts therapies, as we've been publishing in these areas since we started, in 1987. More recently, we have broken new ground in the fields of mental health, gender diversity, adoption and fostering, and special education. In 2006, our Singing Dragon imprint was born, the home to our professional books on Chinese medicine and complementary therapies, yoga therapy and nutrition.



Our children's books tackle complex or sensitive issues, like bereavement, anger, and depression, making them accessible for young readers. They're wonderfully illustrated with a range of clearly diverse characters, so that all children can see themselves reflected in the stories that they read. We believe that establishing positive narratives about difference from an early age can help shape confident and fulfilling lives.

In 2004 we opened our office in Philadelphia, USA, and in 2017 we became part of the John Murray Press division of Hachette UK. In 2020, we won the British Book Award for Academic, Educational and Professional Publisher of the Year.

Join us!

We are always open to receiving new book proposals and we'd love to hear from you! You can find a list of our commissioning editors and the areas in which they publish [here](#).

You can find our current job vacancies [here](#).

Orders from this website are fulfilled by our partner, Books International, Inc., on our behalf.

ORDERING

Delivery

Inspection Copies

Institutional Ordering

Distributors

Audiobooks and Ebooks

Returns and Refunds

Redeeming Digital Vouchers



MY ACCOUNT

[View Cart](#)

[Account Login](#)

[Create New Account](#)

[Terms of Sale](#)

[Website Terms of Use](#)

[Privacy Policy](#)

[Cookie Policy](#)

WORKING WITH US

[Write For Us](#)

[Jobs](#)

[Press](#)

[Modern Slavery Statement](#)

CONTACT US

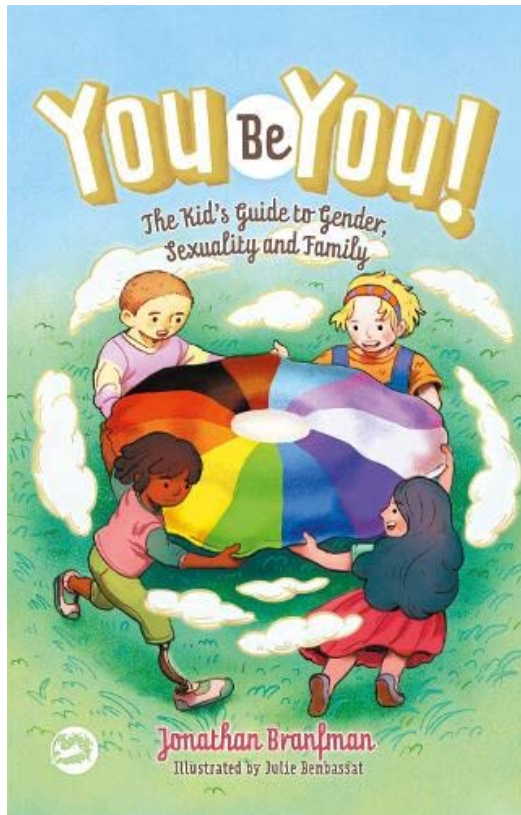


Our Blog



Jessica Kingsley Publishers is an imprint of Hodder & Stoughton Limited, a limited company registered in England. Registered number: 651692. VAT Reg. No: GB205505305. ©2021 Hodder & Stoughton Limited. Orders placed via this site are fulfilled by Books International, Inc.





You Be You! The Kid's Guide to Gender, Sexuality, and Family

Jonathan Branfman, illus. by Julie Benbassat. Jessica Kingsley, \$18.95 (80p) ISBN 978-1-78775-010-4

This candid, informative handbook begins with two children, one holding a pink cutout wearing a skirt, the other child holding a blue cutout in trousers. “Maybe you’ve heard that all boys should like the color blue and play sports and wear pants. And that only girls should like pink and play with dolls and wear dresses.” Readers should feel free to toss aside these stereotypes, the volume asserts. Writing in warm, assuring prose, Branfman explores the topics of gender, sex (two friendly nude figures demonstrate the difference between anatomy and gender expression), and gender identity, defining terminology such as *cisgender*, *genderqueer*, and *transgender*. Additional chapters focus on attraction and love, having children, facing discrimination, privilege, intersectionality, and “being an ally.” Branfman urges readers to think about identity as ever-evolving, while Benbassat’s comics-style depictions of variously diverse families embody the spirit of free expression and individuality. Ages 5–10. [em](July) [/em]

Wisconsin Library Holdings of *You Be You!* by Jonathan Branfman and Julie Benbassat

Library

Location of Material

Bridges Library System

Muskego Public Library	Youth Nonfiction 306.76 B821Y J
Menomonee Falls Public Library	Youth Nonfiction E 305.3 B734Y
New Berlin Public Library	Youth Nonfiction 305.3 B821y J
Mukwonago Community Library	Youth Nonfiction 305.3 BRANFMAN J
Delafield Public Library	Youth Nonfiction J 305.3 BRA
Whitewater Public Library	Youth Nonfiction 305.3 B821 +
Pewaukee Public Library	Youth Nonfiction 305.3 BRANFMAN, J J YOU
Fort Atkinson Public Library	Youth Nonfiction 305.3 B73 +
Sussex - Pauline Haass Public Library	Youth Nonfiction BRA J305.3
Waukesha Public Library	Youth Nonfiction 305.3 B734Y +
Johnson Creek Public Library	Youth Nonfiction 305.3 BRANFMAN J
Oconomowoc Public Library	Youth Nonfiction 306.76 BRA E

Milwaukee County Library System

Milwaukee Public Library	Youth Nonfiction 305.3 B822
Milwaukee Public Library	Youth Nonfiction 305.3 B822
Milwaukee Public Library	Youth Nonfiction 305.3 B822
Milwaukee Public Library	Youth Nonfiction 305.3 B822
Franklin Public Library	Youth Nonfiction X 305.3 BRANFM
Greenfield Public Library	Youth Nonfiction J 305.3 BRA
Milwaukee Public Library	Youth Nonfiction 305.3 B822
Milwaukee Public Library	Youth Nonfiction 305.3 B822
North Shore Public Library	Youth Nonfiction J 305.3 B821
Oak Creek Public Library	Youth Nonfiction J 305.3 BRANFM
Shorewood Public Library	Youth Nonfiction 306.768 B821
South Milwaukee Public Library	Youth Nonfiction J 305.3 BRA
St Francis Public Library	Youth Nonfiction X 305.3 B821
Milwaukee Public Library	Youth Nonfiction 305.3 B822
Milwaukee Public Library	Youth Nonfiction 305.3 B822
Wauwatosa Public Library	Youth Nonfiction J 305.3 B734
West Allis Public Library	Youth Nonfiction J 305.3 B73
Whitefish Bay Public Library	Youth Nonfiction X 305.3 B821
Milwaukee Public Library	Youth Nonfiction 305.3 B822

Monarch Library System

Mead Public Library (Sheboygan)	Youth Nonfiction JV Parenting j 305.3 B7348y
Frank L. Weyenberg Library of Mequon-Thiensville	Youth Nonfiction JV Non Fiction J 306.7 Branfman
Oscar Grady Public Library (Saukville)	Youth Nonfiction JV Parenting E PARENTS 305.3 B73y

M.O.R.E Library System

Chippewa Falls Public Library	Youth Nonfiction J 305.3 BRA
Eau Claire Public Library	Youth Nonfiction JUV 305.3 B734y
Park Falls Public Library	Youth Nonfiction J 305.3 B734
Phillips Public Library	Youth Nonfiction FD 305.3 Bra
Rice Lake Public Library	Youth Nonfiction J OURSELVES BODY BRANFMAN
St Croix Falls Public Library	Youth Nonfiction JUV 305.3 Bra

Northern Waters Library System

Superior Public Library	Youth Nonfiction JUV 306.76 B73y
Washburn Public Library	Youth Nonfiction J 306.76 BRA

South Central Library System

Marshfield Public Library	Youth Nonfiction 305.3 B734
DeForest Area Public Library	Youth Nonfiction + 306.76 BRA
Verona Public Library	Youth Nonfiction + 305.3 Branfman, J
Waunakee Public Library	Youth Nonfiction JUV 305.3 BRA
Stoughton Public Library	Youth Nonfiction J 306.76 BRA
Middleton Public Library	Youth Nonfiction + 305.3 BRA
Monroe Public Library	Youth Nonfiction +306.76 BRA
Mount Horeb Public Library	Youth Nonfiction +305.3 BRA
Sun Prairie Public Library	Youth Nonfiction + 305.3 Bra

Winding Rivers Library System

La Crosse Public Library	Youth Nonfiction J 306.76 B
Holmen Area Branch (La Crosse County Library)	Youth Nonfiction + 305.3 Br
Onalaska Branch (La Crosse County Library)	Youth Nonfiction + 305.3 Br
West Salem Branch (La Crosse County Library)	Youth Nonfiction + 305.3 Br

Wisconsin Valley Library Service

Antigo Public Library	Youth Nonfiction 306 BRAN J
Marathon County Public Library-Wausau	Youth Nonfiction 305.3 BRANF J

ITEM NUMBER: 13.01 a-c
CHAPTER 13: Collection
Development
CODE: Policy
COMPUTER ID: CD-1

Title:	Collection Development Policy
Effective Date:	11-24-86
Authorized By:	Library Board of Trustees/Library Director
Date of Last Revision:	6-2013

Collection Development Policy

The Marathon County Public Library uses a patron-driven collection development model based on a shared collection and centralized selection. Primary authority for selection rests in the hands of the Library Director, who shall establish Collection Development Procedure according to the guidelines set forth in this policy.

Primary Collection Goals:

- *Materials for Lifelong Learning and Life Skills* – We envision a world in which everyone can read, write, evaluate information, and effectively apply technology to lead healthy, productive, and fulfilling lives.
- *Materials that Incorporate Emerging Technologies* – We empower the people of Marathon County with the technology resources to connect to the world and the future.
- *High Interest Materials for All Ages* – We provide current high-interest materials in a variety of formats.

Selection Principles:

The Library recognizes and celebrates that it serves all members of the Marathon County community, regardless of age, political or social views, gender (including gender expression), sexuality, race, ethnicity, or country of origin. As such, the Library further recognizes that its patrons have diverse backgrounds, cultural heritages, interests, political views, and social values. The Library seeks to build a collection to meet the needs of the members of this diverse community, and to that end will routinely gather statistics and community input to determine the characteristics, expectations, and needs of these users. The Library will apply the latest tools and innovations to its collection development practices.

All patrons are free to request materials from the Library, and all patron requests will be evaluated according to the goals, principles, and standards contained in this policy, as well as any procedure for collection development laid out by the Library Director.

The Library will give highest priority to those materials most needed by our patrons, focusing on circulating materials for our diverse community in a variety of formats. Selectors will emphasize a balance of materials in the shared collection; individual branch collections may vary with local demand. Print reference collections will be reduced in favor of circulating and online resources. New formats of materials will be integrated into the collection as the patron demand increases.

The Library has adopted the American Library Association's Library Bill of Rights, Interpretations of the Library Bill of Rights, and the Freedom to Read Statement, as well as the Freedom to View Statement endorsed by the American Library Association. These documents can be found in Chapter 4 of the Marathon County Public Library Operations Manual & Personnel Policies & Procedures Manual, and are both adhered to and supported by the Marathon County Public Library. The content of these documents is to be understood as part of this and all other related policies and procedures.

Selection Standards:

- Artistic or scholarly merit of material
- Popular demand for or interest in subject
- Requests for particular materials
- Timeliness of content
- Appropriateness and relevancy of material to the library's users
- Favorable reviews in standard library reviewing sources
- Reputation, authority, or qualifications of author, artist, producer, editor, or publisher
- Importance of material in relation to existing collection in terms of balance or completeness (including in terms of existing series')
- Accessibility of material by library users (including reading level, ease of use of electronic uses)
- Historical value of material
- Technical quality of A/V materials
- Physical quality of material (packaging, binding, etc.)
- Availability of material through vendors
- Cost of material in relation to the quality and significance of above factors

Collection Maintenance:

The collection is reviewed and revised on an on-going basis to meet contemporary needs. The level of use of an item in the present will take priority over the possibility that someone may use it someday. Materials containing outdated or superseded information will be removed from the collection. Current relevance and demand will be the

determining factor in how long materials are kept. The collection is neither archival nor research oriented; the Library supplements the collection by borrowing from other libraries as necessary to meet patron demands.

The Way We Do Business:

- We act as good stewards of the public's tax dollars.
- We provide equitable access to a broad array of content, as well as training and assistance to help people successfully navigate and use information.
- We operate as one system; unity provides value. The centralized approach to a shared collection allows staff to concentrate on collections that are maximized around the needs of patrons.
- We routinely gather statistics and community input to determine user characteristics, expectations and needs and will apply the latest tools and innovations to our collection development practices.
- We supplement our collections with additional materials by borrowing through cooperative agreements with other libraries.