

Municipality of Anchorage
Library Advisory Board Agenda
Microsoft Teams Virtual & In-Person Meeting
Loussac Library

May 17, 2023, 5:30 to 7:00 PM

Attendance

_____	Debra Bronson
_____	Dennis Dupras
_____	Alice Qannik Glenn
_____	Doug Weimann
_____	Cristy Willer, Chair

Topic	Leader	Time	Action
Call to Order/Land Acknowledgement	Cristy Willer	5:30	
Roll Call (current reading)	"	5:30	
Approval of Agenda & Minutes	"	5:35	
Request for Reconsideration Discussion			
Introductory Remarks	Jessica Willoughby, Ass't Municipal Attorney	5:40	
Introductory Remarks	Virginia McClure, Library Director	5:45	
Introductory Remarks	Sami Graham, Appellant (if requested)	5:50	
Persons to be Heard	TBA (3 minutes each X 10)	5:55	
Board Statements	LAB members (3 minutes each X 5)	6:25	
Discussion	LAB members	6:40	
Adjourn	Cristy Willer	7:00	

Municipality of Anchorage
Library Advisory Board Draft Minutes
Microsoft Teams Virtual & In-Person Meeting: April 19, 2023
Loussac Library

(Subject to approval at the May 17, 2023 LAB Meeting)

Attendance	
X	Debra Bronson
X	Dennis Dupras
X	Alice Qannik Glenn
X	Doug Weimann
X	Cristy A. Willer, Chair

X = Present, E = Excused, U = Unexcused

Staff present:

Virginia McClure, Director; Sarah Preskitt, Adult Services Librarian; Mollie Roache, Budget Coordinator

Guests present:

Kim Hays (President, Anchorage Library Foundation) , Mary Rasmussen (President, Friends of the Library), Audrey Jo Malone (Board Member, Anchorage Library Foundation), Skyler King-Strang, James Daggett

Call to Order:

The meeting was called to order by Cristy Willer at 5:37 p.m.

Land Acknowledgment:

Ms. Willer acknowledged that the Board meets on the traditional lands of the Upper Cook Inlet Dena'ina Athabascan people.

Approvals:

- Action: The agenda was approved as written. (Deb/Dennis).
- Action: Minutes from the March 2023 LAB meeting were approved (Dennis/Doug). Mr. Weimann wished to clarify comments he made at the last meeting, which he accomplished under "Board Comments," below. He also requested that an email which he had previously circulated to the Board be added to the Minutes of this meeting.

Persons to be heard:

Kim Hays, President, Anchorage Library Foundation: she is hoping to foster better coordination between the three boards serving the library.

Nancy Hemsath, past LAB chair and secretary: she is proud to have represented Eagle River, thanked fellow LAB members and hoped she would be able to serve again.

Barbara Jacobs, past LAB vice-chair: she thanked Board members for supporting the mission of the Library.

Mission Moment: Sarah Preskitt, Adult Services Librarian

Ms. Preskitt highlighted the Winter Reading Challenge, funded by the Friends of the Library, which attracted about one hundred participants. She congratulated her staff and gave credit for the success of the program to them.

Director's Report: Virginia McClure

The Director's Report is on file.

Director McClure reported that the Municipal Attorney would not review the book *Let's Talk About It* as it had not gone through the "Reconsideration of Library Materials" process. The book is currently going through that process.

Board comments / questions:

- Board comments included Mr. Weimann's clarification of his statements from the last meeting regarding the book *Lets Talk about It*, summarized in his letter which is included with these minutes. He also asked that a copy of the "Request for Reconsideration" be shared.
- Ms. Qannik Glenn requested clarification on the "Reconsideration of Library Materials" process, which Ms. Willer provided.
- The board asked Kim Hays about the downtown library project. She said they were looking at the old city hall as the new site for the downtown library.

Adjourn:

The meeting adjourned at 6:08 pm (Dennis/Doug). The next meeting will take place on May 17, 2023.

Education & Skills for Life

Recent Accomplishments

- Loussac Youth Services hosted these notable programs this April, in addition to regularly scheduled storytimes.
 - Persian Storytime for 57 attendees who enjoyed the stories in English and Farsi. (Kelsey Skrobis (Youth Services) and Lina Kianipour (Interlibrary Loan Department))
 - Dino Day! **1,200 people** came to do crafts, dig up dinosaur skeletons, make their own fossil prints, and meet a giant dinosaur. **438** stayed for the special dinosaur storytimes. Kelsey Skrobis, Jody Young, Samantha Blanquart, Lisa Bricker (Youth Services) **(photo below)**
 - **115 people** attended Storytime on the Bus! In partnership with Anchorage People Mover, groups of families went on board a new bus for three different storytimes and a short bus ride. **(Photo below)**
- Youth Services focused on outreach in these ways this month:
 - Kelsey Skrobis went to Government Hill Elementary and talked to 177 people about upcoming youth activities and Summer Discovery
 - Jon Ebron visited East High School and Chugiak High School during their lunch times to staff a table and talk to teens about library cards and resources.
 - Samantha Blanquart hosted a tour for Migrant Ed and Family Partnership Charter School
- Nicole Levinson (Adult Services) worked with program partners to make final arrangements for this year's Growing Together summer gardening series. She recorded the instructional video and packed the 200 to-go kits for part 1. Seed Starting went live on May 1.
- Meneka Thiru (Adult Services) and Jim Curran (Muldoon Library Branch Manager) coordinated with the Alaska Department of Fish & Game to hold a program on bear and moose safety at Loussac and Muldoon for Bear Aware Month. The event Included an opportunity to deploy a can of inert bear spray. One person shared it was helpful and they appreciated the opportunity to experience what using bear spray feels like.
- Mountain View Library hosted a Senior Poetry Workshop which drew 5 attendees.
- Gerrish Library (Girdwood) opened their Seed Library on April 1, a collaborative effort with Master Gardener and former Gerrish Library employee, Martina Steinmetz and the Girdwood Library Boosters. Seeds expertly selected to grow in the Alaskan climate were selected by Martina and purchased by the Boosters. As of 05/04/23 most of the seed packets were distributed with many participants taking part and some folks coming from Anchorage specifically for the seed exchange.

Next Steps/Coming Soon

- Youth Services is preparing for a very busy summer.
 - May 16-19 multi award winning graphic novel author and artist, Raina Telgemeier visits Anchorage Public Library. This is partially funded by a grant Elizabeth Nicolai (Youth Services Coordinator) was awarded by Alaska State Council of the Arts, and funds from the Friends of the Library.
 - Summer Discovery May 20 - July 31. Children and people of all ages track their reading and other learning activities to receive a free book or other prize. There are weekly programs for elementary school aged children and their families including a visit from the zoo, a magician, a puppet show, and more.
 - Saturday May 20, 12pm – 4pm is our annual Reading Rendezvous. On average 4,000 people join us to explore the 45 community booths, enjoy the entertainment on stage, and celebrate reading

Bridge to Information and Resources

Recent Accomplishments

- Sarah Preskitt (Adult Services) attended the Digital Equity Plan Development Summit on April 21 with Virginia McClure (Director) and Celia Hartz (Automation). The Summit hosted representatives from organizations around the state to build a statewide plan to bring broadband to Alaskans through federal funding.
- Ariel Murrills and Andi Haley (Adult Services) started a Tech/computer drop-in program and had 11 patrons come between our first three programs. There has been good attendance which should grow as the word of the program spreads.
- AARP Tax Aides wrapped up their 2023 season with **655 total patrons helped at Loussac**. This is a very successful partnership for the Tax Aides and APL to work together to best help our patrons.
- Golden Afternoons continued with a panel presentation featuring representatives from the Older Persons Action Group and Alzheimer's Alaska to talk about end-of-life care and planning for seniors.
- Outreach season is starting to get busy again. Meneka Thiru (Adult Services) did outreach to over 90 people at events led by the Anchorage Chamber of Commerce Young Professionals Group, UAA Student Life and Leadership, Cyrano's Theater Company, and the Anchorage Alliance for Violence Prevention.
- Kristie Nelsen (Adult Services) assisted staff through the final transition from the OverDrive app to the Libby App in order to best prepare for patron questions about the switch.
- Red Coffey (Muldoon Youth Services) attended the Begich MS Mental Health Fair along with **500 students**.
- Keelin Baugman (Mountain View Library Youth Services) hosted 3 animal education programs. Girdie the Crow from Bird TLC enraptured 21 visitors (over two visits); Sasha the porcupine had 25.

Next Steps/Coming Soon

- Freegal will be discontinued in mid-June due to cost and limited use. Downloadable music will still be available via Hoopla.

Limiting Factors/Concerns – None at this time

Building Community

Recent Accomplishments

- Muldoon's new mural was installed in their entryway the week of 4/24. The mural was created through an ASD Artists-in-the-Schools grant at Bartlett High School and Begich Middle School. Jen Joliff, the artist who over saw the project, as well as the school art teachers spent an afternoon doing touch ups. Thanks goes out to the Anchorage Library Foundation for their generous grant to install the panels. **(Photo below)**
- Misty Rose Nesvick (Community Relations), Amanda Andros and Meneka Thiru (Adult Services) facilitated events for National Library Week on April 27th. Events included Library Director meet and greets at all 5 APL locations and a library tour, scavenger hunt, Libby Q&A sessions at Loussac Library.
- Alaska Junior Theater brought the performers from Livewire "The Ugly Duckling" to Chugiak-Eagle River to demonstrate their unique puppetry style to the delight of **108 kids and adults**.
- Andi Haley (Adult Services) hosted the I Read What I Want Book Club in April. They have noticed that attendance is increasing as the program becomes more consistent.
- Meneka Thiru (Adult Services) worked with the Seed Lab at the Anchorage Museum and Tent City Press to do zine programming in April. Events included a Zine Swap at Rage City Vintage and two workshops led by Lee

Post and Seed Lab. More than **40 adults** attended the two workshops, demonstrating a growing interest in creative programs for adults. **(Photo below)**

- Keelin Baughman and Rayette Sterling (Mountain View) presented a school wide program at Mountain View Elementary School for National Poetry Month reaching **283 students**.
- Virginia McClure visited Gerrish Library and had a Meet-and-Greet with the community where she introduced Katarina Pavic as the new Gerrish Library Branch Manager. The Girdwood Library Boosters provided snacks and refreshments. There was a total of **78 participants** (not including staff and Girdwood Library Boosters). The community was ecstatic to meet Virginia!

Next Steps/Coming Soon

- Amanda Andros (Adult Services) is preparing for Fairview Activation Tuesdays that will be held at the Fairview Recreation Center from 3 – 7 PM every Tuesday in June. Amanda is working with Keelin Baughman (Mountain View Youth Services) to gather resources to provide at the event table and connect with the Fairview community. Amanda and Keelin will be partnering with Anchorage Parks and Recreation for this event.
- Keelin Baughman and Rayette Sterling (Mountain View Library) are preparing a school-wide program for Mountain View Elementary highlighting Asian/Asian Pacific Islander Heritage Month

Limiting Factors/Concerns- None at this time

Internal Goals and Strategies

Recent Accomplishments

- Welcome APL's new Budget Coordinator, Mollie Roache, filling a position open since July 1, 2022
- Nancy Clark started as acting Collection Management Services Coordinator on April 3, following Nathan Howes' departure in March.
- Andi Haley (Adult Services) finalized the signed 800# grant application for FY2024 and sent into the State Library.
- Katarina Pavic has started as Gerrish Library's Branch Manager, thank you Ambler Stephenson for taking on the duties of Acting Branch Manager since Jamie White's departure back in Aug. 2022.
- Collection management services ordered additional copies of books ahead of the upcoming Raina Telgemeier appearances. Copies have already flown out the door!

Next Steps/Coming Soon- None at this time

Limiting Factors/Concerns

- Stacy Gordon (Technical Services) is continuing the hard work of getting Ingram set up with cataloging and processing guidelines and costs. Unfortunately, lack of detail in the contract has put us far behind on this process.
- After consulting with Jana Gwynn, Liz Ellis, and Kate Allhoff (Patron Services) on shelving space, Elizabeth Nicolai (Youth Services) and Sarah Preskitt (Adult Services) agreed to postpone switching the Young Adult and Media spaces until after Summer Discovery. Additional shifting and shelving is needed as well as a plan to be able to bolt the shelving to the floor before Media can be moved to the 3rd floor at Loussac.
- Jocelyn Bohlken resigned her position in Technical Services. Her position should be posted soon. The vacancy presents challenges as we continue to do most of the materials processing in-house.

Library Board Updates

Recent Accomplishments

- The Anchorage Library Foundation hosted a reception where major donors and members of the Next Chapter Society spent time with Virginia McClure (Library Director) and participated in a Q & A Session
- The Friends of the Library hosted Beyond The Stacks on April 1, raising over \$100,000. Net proceeds benefit library programs like Summer Discovery, new library materials, and other library initiatives.

Next Steps/Coming Soon- None at this time

Limiting Factors/Concerns- None at this time

Photos and Social Media

Dino Day at Loussac Library (patron post to Facebook)



Muldoon Library Mural



Storytime on the Bus! at Loussac Library



Zine Workshop for adults at Loussac Library (patron post on Instagram)



6 likes

Had a great time at the Zine workshop at [@anchoragelibrary](#) with [@postmarks.graphics](#)

[#zines](#) [#creativity](#)



Anchorage Public Library
3600 Denali Street
Anchorage, AK 99503
Telephone (907) 343-2975
Fax (907) 343-2930
www.anchoragelibrary.org

May 2, 2023

LAB Request for Reconsideration Materials

Please review in preparation for the May 17, 2023, LAB Meeting.

Record

- Request for Reconsideration
- Library Review Committee response
- Appeal to Director
- Director Response
- Appeal to LAB

Reference Materials

- Book: Let's Talk About It by Erika Moen & Mathew Nolan, Random House, 3/9/2021
- Book Reviews
 - Kirkus – 1/12/2021
 - Publisher's Weekly
 - School Library Journal
 - Booklist
- Collection Management Policy



ANCHORAGE
PUBLIC LIBRARY

3600 Denali Street
Anchorage, AK 99503

Received

MAR 21 2023

APL

Request for Reconsideration

Please complete form and return in person to staff at any APL location

Name Sandra Graham

Date

Address

City

State

Zip

Email

Library card #

Do you represent:

☒ yourself

☐ an organization? (check one)

What type of material
or service are you
commenting on?

☒ Book

☐ Magazine

☐ Library Program

☐ Movie

☐ Music CD

☐ Display/Exhibit

☐ Newspaper

☐ Audiorecording

☐ Internet Resource/Site

☒ Other access of 8 yr. olds

to inappropriate material

What item/program/
display/exhibit are you
commenting on?

If commenting on an item, what is the title and author/performer/producer?

Book: 'Let's Talk About It' by Moen/Nolan

If commenting on a program/display/exhibit what is the title and date?

How did this title/event/
display/program/exhibit
come to your attention?

(Recommended by staff member, review, friend's recommendation, found on shelf, visit library, library calendar, publicity announcement, etc.)

I am an educator with a MS in Counseling as well as a MEd in Educational Leadership. I am always reviewing new material.

Did you read or listen to
the entire work, stay for
the entire program, view
the entire display? If not,
which selection or part
did you read or view?

Yes. Every word - But members of the L.A.B. who voted to keep it have not looked at the book - that's concerning!

What is it that you find
objectionable? Please be
specific; cite pages,
excerpts, or scenes
whenever possible.

Pg. 133 on STI's is very concerning. Life threatening. "There are some (STI's) that are untreatable like HPV & Herpes. But even those aren't worth fretting over beyond keeping some good practices." ... HIV... even that can be treated."

What action would you
like the library to take?

Pg. 16 'spanking or being tied up with ropes...' Pg. 22 - against unicode, not scientific - contradictory. - Pg. 38, Fuck the Patriarchy! yet on P. 39, "Treat others the way I want to be treated. Chapter on Gender is not scientific. Pg. 52 - Pg. 64/65 against code - Pg. 90/91 Pg. 117, 118, 119 - against code. P. 133, 134. The entire chapter on sexting is inappropriate for underage children. Pg. 152 Teaches how to sext. Pg. 165, P. 164. Remove from collection - No access by patrons under 16

Staff use only:

Date rec'd 3/21/23

Staff initials VCN

Thank you for your comments and attach additional pages as needed. A staff member will review this request and provide a written decision within 14 days. A written appeal of the staff decision may be presented to the Library Director within 14 days. The Library Director has 14 days to provide a written decision; a final appeal may be made in writing within 14 days to the Library Advisory Board, who will review the materials and supporting documentation and make a final decision. A written decision will be sent to the patron within two weeks of the discussion at the Board meeting.



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Anchorage, AK 99503
Telephone (907) 343-2975
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April 6, 2023

Dear Ms, Graham,

Thank you for taking the time to submit a Request for Reconsideration for the teen graphic novel Let's Talk About It: The Teen's Guide to Sex, Relationships, and Being a Human by Erika Moen and Matthew Nolan. The library values input from the community about our collections.

After receiving your statement, a committee of three librarians was convened to consider your request. We each read the book carefully, looked at reviews and circulation statistics, and then held a group discussion. A *School Library Journal* review (Dec 2020) states: "...every panel of this book, every anatomical drawing, every conversation over tea or in a tent, is loaded with crucial information about consent, respect, consideration, and boundaries." (Gr9Up) A *Booklist* review (Jan 1 & 15, 2021) states: "With back matter including helpful resources, this book is recommended for teens who want an easy-to-follow guide that won't talk down to them." (Gr. 9-12) *Publishers Weekly* (Feb 1, 2021) says this in a review: "Though some text-packed pages can be difficult to digest, they nevertheless provide vital information, embracing the complexity of relationships...and offering comprehensive, no-nonsense information on sex and sexuality." (Ages 14-up) *Kirkus Reviews* (Feb 1, 2021) offers this evaluation: "While the dialogue can occasionally feel stilted as it conveys comprehensive content, the work is still crisp, breezy, effective, and noteworthy in a crowded field for its holistic emphasis on human, emotional aspects of sexuality." (13-18) Finally, the Young Adult Library Services Association (YALSA, a division of the American Library Association) included the title on its list of 2022 Great Graphic Novels for Teens (ALA press release, Feb 4, 2022).

Upon reading and discussing the book, we agreed that, while not to everyone's taste, the book is appropriate for ages 14-18, depending on a teen's maturity. We gave consideration to the cartoon style of the artwork, the high school setting and age of the characters depicted, and the use of relatable language for the target age group. It is fittingly shelved in the Young Adult/Teen section of the library; books for that age range include a deep, broad, and diverse spectrum of titles.

The public library acquires materials for a wide range of ages, tastes, values, and interests to meet the needs of our very diverse community. There is no single standard which can be applied to all acquisition decisions. Some materials may be judged primarily in terms of artistic merit or scholarship; others are selected to satisfy recreational or informational needs of the community.



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Materials are judged on overall effect rather than specific illustrations, words, passages, or scenes which in themselves may be considered offensive by some.

In addition, the library adheres to the American Library Association's *Freedom to Read Statement* and *Library Bill of Rights*. Both documents may be found in the *Appendix* to APL's entire Collection Management policy. It may be accessed at this link:

<https://www.anchoragelibrary.org/media/2244/collection-management-policy.pdf>

The library's Collection Management policy is applied equally to materials for children. The library believes that individuals may reject for themselves and their children—and only their children—materials which they find unsuitable. The responsibility for the reading, viewing, and listening choices of minors rests with their parents or legal guardians.

Based on the reasons outlined above, the committee has made the decision to retain this title in our Young Adult/Teen collection.

The library welcomes the opportunity to assist parents, legal guardians, and caregivers in locating suitable materials for their child, and we have professional youth services librarians at each location for this purpose.

Sincerely,

The Request for Reconsideration Ad Hoc Review Committee

Cc: Virginia C. McClure, Director



MUNICIPALITY OF ANCHORAGE

April 11, 2023

Virginia C. McClure
Anonymous Members of the Ad Hoc Review Committee
3600 Denali Street
Anchorage, AK 99503

Dear Director McClure and the Anonymous Members of the Ad Hoc Review Committee,

Thank you for your review of my Request for Reconsideration of the teen graphic novel Let's Talk About It by Erika Moen and Matthew Nolan.

I also have read the book carefully and critically, looked at reviews, and held group discussions. With my expertise and experience as an educator, counselor, parent, grandparent, library patron, and human being, I have to respectfully disagree with your decision.

I acknowledge the opinions of the secretive Ad Hoc Review Committee, however I stand by the concerns I cited in my original Request for Reconsideration. I respectfully appeal their decision and request for the book to be reviewed by the MOA legal department. The American Library Association's *Freedom to Read Statement* and *Library Bill of Rights* are guidelines, however **they do not supersede Alaska State Law or Anchorage Municipal Code 8.50.020 - Dissemination of indecent material to minors.** Age 14 is by definition, a minor. Please review MOA 8.50.010 E 1. *Minor means any person under the age of 18 years, regardless of parental permission or emancipated status.*

Please consider this an appeal.

Respectfully,



Sandra Graham, MS, MEd



Anchorage Public Library
3600 Denali Street
Anchorage, AK 99503
Telephone (907) 343-2975
www.anchoragelibrary.org

April 26, 2023

Sandra Graham
[REDACTED]

Dear Ms. Graham,

Thank you for your letter of appeal. As outlined in APL's Request for Reconsideration process, the decision of the Library Review committee may be appealed to the Library Director. As a reminder, after an appeal has been submitted to the Library Director:

- The Library Director has 14 days to provide a written decision.
- A final appeal may be made in writing within 14 days to the Library Advisory Board, who will review the materials and supporting documentation and make a final decision.
- A written decision will be sent to the patron within two weeks of the discussion at the Board Meeting.

Public libraries are very different from school libraries and bookstores. Many of the materials are the same but the purpose and mission is very different. Public libraries serve the entire community, and all library users have the First Amendment right to borrow, read, view, and listen to library resources. Public libraries are public institutions and cannot discriminate based on origin, age, background, or views. However, as stated by my colleagues, "the library believes that individuals may reject for themselves and their children—and only their children—materials which they find unsuitable. The responsibility for the reading, viewing, and listening choices of minors rests with their parents or legal guardians."

After reading the book, reading industry reviews, reviewing the committee's response, considering how this book is catalogued at other libraries in the Alaska Library Consortium, and consulting the American Library Association guidelines on intellectual freedom, in my judgement the book *Let's Talk About It* by Erika Moen is catalogued appropriately. I concur with the decision made by the committee to retain this title in our Young Adult/Teen collection.

Additionally, I will not be able to refer this book to the Municipal Attorney as you requested as she has declined to consider the matter until the Request for Reconsideration process has been completed.

With Regards,

Virginia McClure
Director, Anchorage Public Library



MUNICIPALITY OF ANCHORAGE

April 28, 2023

Library Advisory Board
Anchorage Public Library
3600 Denali Street
Anchorage, AK 99503

To: The Library Advisory Board members,

In response to the Request for Reconsideration submitted on March 20, 2023, that was denied by the anonymous Ad Hoc committee of librarians on April 11, 2023, and an appeal delivered to the library director on April 11, 2023, please accept this escalated appeal in accordance with the APL Request for Reconsideration process.

I agree with the library director when she stated in her decision that “Public libraries serve the entire community...” and “The responsibility for the reading, viewing, and listening choices of minors rest with their parents or legal guardians.” However, I disagree with the director and the Ad Hoc librarian committee when they state “the library believes that individuals may reject for themselves and their children—and only their children—materials which they find unsuitable.” By their reasoning, they are making the assumption that minors are always supervised by their parents/guardians while utilizing the library or online services. And yet, according to the APL Library Code of Conduct, “Children between the age of 8 and 13 may be at the library unattended...” and “Youth, age 14 and older may be at the library unattended or act as the supervisor for younger children...”

They have also failed to address that “Parents/guardians may be given the titles of books their minor children have borrowed **only** for the purpose of retrieving overdue materials...” (APL Confidentiality of Library Records Policy) Parents are **not allowed** to inquire otherwise.

Because minor children have unfettered access to the library stack and online collection, minor children therefore have access to the book “Let’s Talk About It” without parental consent. This access is inappropriate and may be against Anchorage Municipal Code.

AMC 8.50.040 D. States: *“It shall be unlawful for any person to knowingly produce, publish, **distribute**, sell or **disseminate** any film, photograph, negative, slide, **book**, audiotope or magazine or other printed, visual, or audio medium if such person knows or has reason to know that such works are or containing **graphic representations**, films, photographs, negatives, or slides that depict a minor engaged in nudity, sexual excitement or sexual conduct in a patently offensive way and if: 1. The average person, applying contemporary community standards, would find that the work, taken as a whole, appeals to the prurient interest; and 2. The work, taken as a whole, lacks serious literary, artistic, political, or scientific value.”*

I request the Library Advisory Board review the entire book "Let's Talk About It" by graphic artists Erika Moen and Matthew Nolan. It is clearly directed at minors under the age of 18, as displayed on the cover of the book, "The Teen's Guide to Sex, Relationships and Being a Human." I disagree that it is safely or appropriately catalogued in the Young Adult/Teen collection, and request that it be moved where minors will not have access.

Additionally, the Request for Reconsideration process was jeopardized by the release of my personal information to include: Name, Home address, Personal E-mail address, and Library card number publicized on the APL website. To date I have not received an apology or explanation of why this occurred. It was against State Statute AS 40.25.140 and the APL Policy: Confidentiality of Library Records and Customer Files. Incendiary, incorrect information was spread which prevented civil discourse and will discourage library patrons from completing the Request process in the future.

Protecting childhood innocence,

Mrs. Sami Graham, MS, MEd

LET'S TALK ABOUT IT

THE TEEN'S GUIDE TO SEX, RELATIONSHIPS, AND BEING A HUMAN

BY ERIKA MOEN & MATTHEW NOLAN ; ILLUSTRATED BY ERIKA MOEN & MATTHEW NOLAN • RELEASE DATE: MARCH 9, 2021

An illustrated sexuality and relationship education resource for teens.

A multiethnic set of realistic teen cartoon characters representing a wide diversity of body types (sizes, abilities, genders) have illuminating and honest conversations in this informative guide. The first chapter focuses on what sex is, how varied sexual expression can be, and what consent means. The second chapter nonjudgmentally explores various kinds of relationships, including monogamous, polyamorous, open, and companionate. Subsequent chapters discuss gender and sexuality (with joyful and varied illustrations), body image (featuring loving representations of many body types), anatomy (including outstanding drawings that are inclusive of trans and intersex people), masturbation (with how-to ideas presented), and thorough coverage of birth control and STI prevention. The book is rounded out with chapters on what to think about before having sex; orgasms; ground rules for sexting; kinks, fantasies, and porn; jealousy and rejection (including guidance on recognizing abusive patterns); potential impacts on friendship; and more. The tone throughout this colorful, visually appealing, and easy-to-read volume is honest, normalizing, and sex positive as it offers readers excellent and reassuring information. The married co-authors are known for their sex-education–related comic collaborations. While the dialogue can occasionally feel stilted as it conveys comprehensive content, the work is still crisp, breezy, effective, and noteworthy in a crowded field for its holistic emphasis on human, emotional aspects of sexuality.

Puts the graphic in the graphic-novel format, in the best and most educational way. (further reading, authors' note, index) (*Nonfiction. 13-18*)

Pub Date: March 9, 2021

Page Count: 240

Review Posted Online: Jan. 12, 2021

ISBN: 978-0-593-12531-1

Publisher: Random House Graphic

Kirkus Reviews Issue: Feb. 1, 2021

Categories: GENERAL GRAPHIC NOVELS & COMICS | SOCIAL TOPICS | TEENS & YOUNG ADULT NONFICTION | TEENS & YOUNG ADULT SOCIAL THEMES

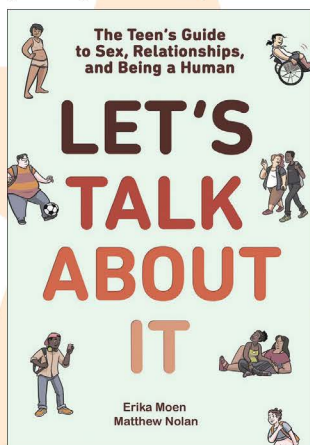
<https://www.kirkusreviews.com/book-reviews/erika-moen/lets-talk-about-it-moen/>



Let's Talk About It: The Teen's Guide to Sex, Relationships, and Being a Human

Erika Moen and Matthew Nolan.
Random House Graphic, \$23.99
(240p) ISBN 978-1-984893-14-7

Moen and Nolan (*Oh Joy Sex Toy*, a collected volume of their webcomic, for adults) apply their signature corny humor and straightforward handling of sex to this accessible guide that covers the “in-between stages” of intimacy, “from having a crush to... putting a condom on something.” In bite-size sections that each begin with a question (“What is... after-care?”), teen characters engage in meaningful and nuanced dialogues about aspects of identity and physicality (e.g., body image, gender and sexuality, kinks, and safe sex). Via realistic scenes and conversational dialogue balloons,



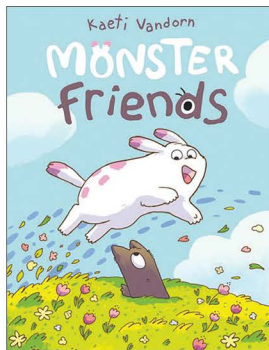
characters create a blueprint for exploring their own vulnerability (“I haven’t done anything before? At all??”) and supporting others’ (“I’m really glad you told me”). Responsibly representing a wide array of anatomically diverse “generally estrogen-rich” and “generally testosterone-rich” bodies, this

guide’s pale-hued art also showcases variations in ability, body shape, ethnicity, gender identity and expression, and pairings, creating a refreshingly inclusive read that takes individual desires and needs into account. Though some text-packed pages can be difficult to digest, they nevertheless provide vital information, embracing the complexity of relationships (“We’re all constantly learning and growing”) and offering comprehensive, no-nonsense information on sex and sexuality. Useful back matter suggests further reading and resources. Ages 14–up.

Monster Friends

Kaeti Vandorn. Random House Graphic, \$12.99 (272p) ISBN 978-1-9848-9682-7

Cyclops Reggie, a small, shape-shifting monster (imagine an *UglyDoll* as interpreted by Miyazaki) is taking some time after a frightening adventure with his friend Clovis leaves him feeling isolated and unsettled (“Surprises aren’t fun all the time”). On his own for the summer while caring for his cousins’ house, he reluctantly enters a conversation with



Emily, a gregarious rabbit-like creature who is also a good listener. With comic enthusiasm, Emily helps introduce Reggie to new adventures and new friends—sweet-faced beasts including tigers and owls, and a golden glowing sea serpent (characters introduced in Vandorn’s *Crabapple Trouble* also make cameo appearances). The color palette is clear and bright, and the panels’ irregular outlines enliven their carefully composed, easily legible interiors. Vandorn effectively employs a pastoral seaside landscape to slow the story’s rhythm as well as visually work through Reggie’s internal struggles and growing confidence. Though the ending comes a bit abruptly, this appealing, candy-colored treat offers a winning friendship and gentle encouragement: “It takes a lot of practice to be brave.” Ages 5–8.

OLDER READERS

Artie and the Wolf Moon

Olivia Stephens. Graphic Universe, \$16.99 paper (256p) ISBN 978-1-72842-020-2

In Oregon, Black eighth grader Artemis “Artie” Irvin lives with her park ranger mother and attends Rosedale Middle School, where she spends much of her time in her school’s darkroom, developing photos she’s taken with her late father’s camera and avoiding her racist, bullying white classmates. When an illicit late-night jaunt for full moon photographs results in Artie seeing a wolf outside her house, her world is swiftly upended, particularly once the wolf transforms back into her mother. As late bloomer Artie learns about her ancestors, she soon realizes she has a heightened sense of smell, and eventually transforms into a werewolf herself. Meeting fellow Black werewolves from her mother’s hometown—including Maya, a new friend and crush—Artie discovers more about the father she never knew, as well as the wolves’ sworn enemies. Debut graphic novelist Stephens offers boldly outlined, dynamic full-color art, with lovable, distinct, and expressive Black characters and sweepingly cinematic panel progression. This vibrant, fast-paced werewolf tale rejuvenates the genre with themes of Black family, community, and history, offering accessible dialogue and reimagining the folklore of werewolves with a striking premise that has a tremendous payoff. Ages 12–up.

The Girl from the Sea

Molly Knox Ostertag. Graphix, \$24.99 (256p) ISBN 978-1-338-54057-4

This endearing and often funny graphic novel cohesively combines queer teen romance, realism, and fantasy. Sixteen-year-old Morgan Kwon, who has tan skin and dark hair, lives with her recently divorced mom and irritable younger brother on Canada’s Wilneff Island. She plans to lay low and hang out with her close-knit group of friends, then “move to the city, ANY city” for college before coming out as gay. One night, feeling distressed, she slips on rain-soaked rocks and

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tion. Each of the main sections includes space to take notes, with prompts to help readers reflect on their thoughts, morals, and actions. Black-and-white graphics, slogans, and statements (including an unfortunate “Find Your Tribe” spread) break up the text and add to the overall DIY punk-zine aesthetic. The conversational and deeply impassioned approach clearly depicts Sandford’s beliefs, practices, and actions while showing readers how they can get involved. **VERDICT** An educational, empowering, and persuasive call to action and meaningful change that will resonate with burgeoning activists.—*Amanda MacGregor, Parkview Elem. Sch., Rosemount, MN*

STEFFENS, Bradley. *Esports and the New Gaming Culture.* 80p. ReferencePoint. Oct. 2020. Tr \$30.95. ISBN 9781682829257.

Gr 7 Up—This title details the world of esports. According to Steffens, young adults watch more esports online and on television than they do traditional sports, such as football or basketball. The text states, “454 million people watched esports on television and online in 2019, an increase of 15 percent over 2018. More people watch esports than Netflix, Hulu, ESPN, and HBO put together.” The text defines the phenomenon of esports as a true sport because it is competitive, there are millions of fans, and players must develop mental and physical skills to be successful at the games. Current statistics are sprinkled throughout, including the salaries of professional players and numbers of influencers in professional sports who are investing in esports teams. For example, “Esports players received more than \$211 million in prize pool money in 2019.” The text concludes with chapters explaining the rise of teams at the high school and college level and describes esports scholarships available at some universities. A resource list of books and websites and an index are included. **VERDICT** This will be a popular title among readers who are eager to learn more about the professional esports industry.—*Elizabeth Kahn, Patrick F. Taylor Science & Technology Academy, Avondale, LA*

STYNES, Yumi & Dr. Melissa Kang. *Welcome to Your Period!* 176p. Candlewick/Walker. Jan. 2021. Tr \$17.99. ISBN 9781536214765.

Gr 5–8—This colorful, informative guide explains getting and managing one’s period. The experience can be scary, exciting, or fun—it’s never without some kind of emotional response. The assuring and candid text helps demystify this bodily rite of passage. From providing readers with the basics of anatomy and the reproductive systems to clearly explaining the differences between pads, tampons, and menstrual cups, this comprehensive title will assist readers

through the whole process. The section “Be Prepared with a Period Pack” encourages readers to have a special bag with period supplies ready at all times. Overall, this title is very inclusive. The illustrations depict many different body sizes and skin tones, and the text mentions girls with disabilities and people who are transgender. **VERDICT** This guide, with its frank and upbeat style, will be a welcome companion for those on the cusp of puberty and help them realize that they are not alone.—*Elaine Baran Black, Georgia P.L. Svc., Atlanta*

★ **THACHER, Meg.** *Sky Gazing: A Guide to the Moon, Sun, Planets, Stars, Eclipses, and Constellations.* illus. by Hannah Bailey. 132p. Storey. Oct. 2020. Tr \$19.95. ISBN 9781635860962.

Gr 4–8—The deep origin and projected future of the universe? How to observe the sky effectively from your own neighborhood? The composition, density, and temperature of our sun? It’s all here. Thacher, who teaches astronomy at Smith College and runs a summer science and engineering program for high school girls, offers a clear, highly engaging narrative voice throughout the text. The pages are visually stunning and include colorful backgrounds, small chunks of text, multiple drawings, comics, illustrations, and gorgeous photos. Some sections explain elements of basic science, such as how the solar system came to be. A recurring cartoon character called “Star Dude” provides definitions and other salient facts. In a chapter about constellations, Thacher features star stories from southern Africa, China, the Indigenous people of North America, Polynesia, and ancient Greece. Additional chapters focus on the sky, the moon, the sun, planets, and stars. Many sections include instructions for crafts, such as how to make a red flashlight to protect night vision or a pinhole projector to view an image of a solar eclipse. Source notes are not included, but Thacher lists two pages of recommended resources. **VERDICT** This title is a bonanza for upper-elementary or middle school independent reading,

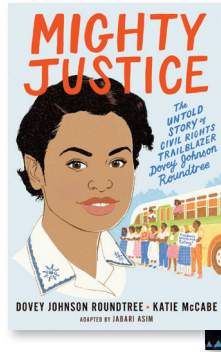
especially for students with an interest in the sciences.—*Bob Hassett, Luther Jackson M.S., Falls Church, VA*

Graphic Nonfiction

BURKE, Lauren. *Rosa Parks.* illus. by Shane Clester. Nov. 2020. ISBN 9781503752948.

KALLEN, Kaara. *Marie Curie.* illus. by Rosie Baker. Jan. 2021. ISBN 9781503752931. ea vol: 48p. (It’s Her Story). Sunbird. Tr \$10.99.

Gr 3–5—Kicking off a new series of graphic biographies, these compact profiles offer quietly respectful overviews of the lives and achievements of two of the 20th century’s most iconic female role models. Chronicling the life of Marie Curie, Kallen uses a contemporary idiom (“I’m OK with studying hard,” declares young Marie Skłodowska) and gives due attention to the contributions of Curie’s husband and daughters along with her own discoveries, medical work in World War I, and later achievements at the renowned Radium Institute. Kallen broadens Curie’s skill set by viewing her as “not only an extraordinary scientist” but also “a clever communicator and manager.” Though Burke makes a common but incorrect assertion that Abraham Lincoln freed all enslaved people, she likewise presents a similarly well-rounded picture of her subject; in her book, a modern child asks her grandmother who Rosa Parks was and gets an earful that tracks the “Mother of the Civil Rights Movement” from birth to bus seat, and then on to a long life of behind-the-scenes political activism. Parks’s features change along with her body as she matures in Clester’s cartoon scenes, but she remains recognizable; in Baker’s neatly drawn panels Curie looks like an adult and barely ages from first page to last. If neither figure displays a great range of emotion, they do both exude winning dignity and intelligence. Who wouldn’t want to, as Parks herself urged, be kind, be brave, and “do one tiny thing” to change the world? **VERDICT** The lack of back matter makes these less offerings suit-



able for research than other resources, but they make inspiring character studies for readers in elementary grades.—*John Peters, Children's Literature Consultant, New York*

MOEN, Erika & Matthew Nolan. *Let's Talk About It: The Teen's Guide to Sex, Relationships, and Being a Human.* illus. by Erika Moen & Matthew Nolan. 240p. Random/Graphic. Mar. 2021. Tr \$26.99. ISBN 9781984893154; pap. \$17.99. ISBN 9781984893147.

Gr9Up—Don't be afraid. Yes, there are drawings of naked bodies in this book (mostly in the "Body Image" section), and, yes, readers will learn about some of the ways the human body is wired for pleasure. And the detailed drawings of genitals are not solely in service of explaining how babies are made. But every panel of this book, every anatomical drawing, every conversation over tea or in a tent, is loaded with crucial information about consent, respect, consideration, and boundaries. A magnificently varied cast of characters confess their insecurities to their best friends, siblings, crushes, lovers, and hookups and in return receive reassurance, information, and practical advice. Readers will learn about a laundry list of activities, including sexting, masturbation, gender,

and fantasies, along with health issues such as safe sex and a couple of the less pleasant aspects of relationships: jealousy and rejection. Moen and Nolan have been making comics about sex for years—their comic *Oh Joy Sex Toy* has even been exhibited at the Tate Modern in London. Moen's richly individualistic characters keep the pages turning, despite some fat word balloons—the result of personality-rich dialogue and precision, which is important when it comes to topics like identity and relationships. A palette of browns, pinks, and grays continues the celebration of bodies of all shades and shapes. A sprinkling of profanity (including the odd F-bomb) must be noted as it may affect a school library's ability to shelve it.

VERDICT Real talk about relationships and sex.—*Paula Willey, Enoch Pratt Free Lib., Baltimore*

NIKOLAVITCH, Alex. *The Disney Bros.: The Fabulous Story of Walt and Roy.* illus. by Felix Ruiz. 112p. NBM. Dec. 2020. Tr \$19.99. ISBN 9781681122663.

Gr9Up—As a counter to the plethora of idealized biographies of the Disney empire's sibling founders, this nuanced graphic profile doesn't paint them as out and out villains—but it does acknowledge Walt's ruthless ma-

nia for total control of his productions and the possibility that he was an FBI informant during the McCarthy era, not to mention the warm reception Roy received on a business trip to Nazi Germany. The language is occasionally rough, too, as Walt fulminates about being "screwed over" by business partners and rejects naming his soon to be iconic mouse "Mortimer" because it sounds "fruity." Using a cartoon style reminiscent of that in classic Disney shorts, Ruiz focuses on the two men to the near exclusion of their families, their associates, or even passing reference to most of their works. Though he inserts frank scenes of the Disney boys with their physically abusive father, he is generally oblique with biographical details, only presaging Walt's early death from lung cancer with increasingly frequent scenes of him lighting up, for example, and leaving Roy just months before his death sitting alone on a bench in Florida's newly opened Walt Disney World. A prose afterword analyzing the Disney formula for enduring success provocatively compares the Mouse to another potent cultural symbol, the Nazi flag. **VERDICT** Readers who grew up steeped in the "Magic Kingdom" version of the legend may be in for a rethink.—*John Peters, Children's Literature Consultant, New York*



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after the cliff-hanger ending might be frustrated that they'll have to wait until 2022 for the next volume. —*Sara Smith*

Let's Talk about It: The Teen's Guide to Sex, Relationships, and Being a Human.
By Erika Moen and Matthew Nolan. Illus. by the authors.

Mar. 2021. 240p. Random/RH Graphic, \$23.99 (9780593125311); paper, \$17.99 (9781984893147); lib. ed., \$26.99 (9781984893154). Gr. 9–12. 741.5.

While its title may sound coy, *Let's Talk about It* isn't euphemistic; instead, it's a frank and open-minded look at sex, relationships, and self-understanding. Chapters cover topics ranging from puberty and masturbation to gender identity and pronoun usage, all narrated by a varied cast of teenage characters. It may seem odd to imagine two kids having a nuanced discussion about consent during a game of seven minutes in heaven, but it's that sense of fun that keeps this book from feeling too preachy or academic. The expressive art will come as no surprise to fans of Moen and Nolan's previous work on *Oh Joy, Sex Toy* (v.1, 2014) or *Drawn to Sex* (v.1, 2018). Figures are alive and active, even in conversation, shown stretching, hugging, and making faces. With back matter including helpful resources, this book is recommended for teens who want an easy-to-follow guide that won't talk down to them, health educators wanting an engaging addition to their curriculum, and all those not afraid of seeing cartoon nudity while learning to love and express themselves. —*Sarah Rice*

Middle

Allergic.
By Megan Wagner Lloyd. Illus. by Michelle Mee Nutter.

Mar. 2021. 240p. Scholastic/Graphix, \$24.99 (9781338568912). Gr. 4–6. 741.5.

Ten-year-old Maggie is having a rough time. Her twin brothers are pests, her parents are focused on getting ready for the new baby, and she's had to switch schools. Worse, she's finally convinced her parents to let her get a dog, only to find out that she's extremely allergic to animals with hair or feathers. She tries fish, lizards, and even hermit crabs, but nothing scratches the itch of having a pet the way a dog would. When Maggie and her best friend sneak a pet mouse into her room, figuring a small furry animal can't be as bad as a big one, the fallout is more than she bargained for. Maggie's reactions to her situation are consistent with the way most tweens would feel, and her biracial family tracks as caring without coddling. The artwork is clear, with few backgrounds; the colors are vibrant with only a little bit of shading; and the outcome is unsurprising, like many graphic novels published for this age range, making this title easy to recommend. —*Eva Volin*

★ **Bug Boys: Outside and Beyond.**
By Laura Knetzger. Illus. by Laura Knetzger and Lyle Lynde.

Feb. 2021. 272p. Random/RH Graphic, \$16.99 (9780593125359). Gr. 2–4. 741.5.

This follow-up to 2020's charming *Bug Boys* holds largely to the same formula—episodic adventures starring tweenesque beetle besties Rhino-B and Stag-B—and it's this first return that highlights the series' greatest gift: comfort. Each stand-alone chapter opens with the same promise, that wherever the boys are headed, whatever discoveries await, they will be exploring something new, be it an unknown region of their anthropomorphic-



bug world or an unfamiliar emotion that they—and, likely, young readers—are contending with. They will face it together, innocent smiles etched into their simple yet expressive beetle features, and most importantly, they will return home, safely changed. In “The Ultimate S’mores,” the boys ponder their respective growth, together and apart; “Little Bugs in the Big City” has the duo contrasting their quaint Bug Village with the metropolitan Centipede City; and when they're introduced to bats in “Wave's World,” they learn to appreciate life from a new perspective. Knetzger's art, helped by Lynde's colors, makes every setting inviting, every character friendly—if you look closely enough—and the result is the coziest kind of book-magic. As Rhino-B reflects: “I like the endings where everyone goes home . . . and things don't change too fast. And everybody gets just enough of their happy ending . . .” Readers will be glad to be back and sorry to say goodbye—until next time. —*Ronny Khuri*

Chef Yasmina and the Potato Panic.
By Wauter Mannaert. Illus. by the author.

Jan. 2021. 160p. First Second, \$22.99 (9781250622044). Gr. 4–6. 741.5.

Yasmina is a whiz in the kitchen, whipping up healthy, delectable vegetarian dinners for her dad every night and sending him off to work at the french-fry shop with another one every morning. She knows her way around the local gardens, too, both the one on the roof of her building, overseen by a mysterious recluse, and the one down the street, where two local gardeners wage war with each other. All forces must band together, though, when Tom de Perre and his menacing agribusiness take over and start manufacturing a potato product that sends the public quite literally to the dogs. A delicious and nutritious concoction of fun, thrills, and consumer consciousness, this comic from the Belgian Mannaert cooks up heartfelt characters, an exciting sci-fi mystery, and a bunny gag worthy of old Bugs himself. This feast doesn't just

taste good, though; Mannaert's use of the comics form is expert, offering engagingly clever visuals and a wonderfully evocative sense of place in his detailed splash pages and realistic, inviting depiction of Yasmina's city neighborhood. —*Jesse Karp*

Power Up.
By Sam Nisson. Illus. by Darnell Johnson.

Feb. 2021. 224p. HMH/Etch, \$24.99 (9780358325710). Gr. 3–7. 741.5.

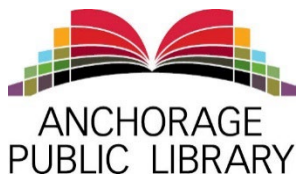
Miles and Rhys are friends, even though they haven't met and don't know each other's real-life identity. They play together as Gryphon and Backslash in Mecha Melee, an online game, and they are quickly becoming the best team around. But their real lives are a bit more complicated—Rhys, aka Backslash, is the new kid at school, and Miles, aka Gryphon, is trying to determine who his real friends are. Unfortunately, Rhys also has to deal with Luke, the school bully. When Luke takes it too far and Miles doesn't get involved, Rhys doesn't know who to trust. With Battlecon coming to town, will these two gamers realize a great friend is closer than they think? Bold, colorful artwork full of dynamic action and an inclusive cast of characters make this graphic novel a quick and engaging read. The two different illustration styles, representing the game as well as real life, fit well together and are easily distinguishable. A fun and heartening story that shows that a new best friend could be right around the corner. —*Traci Glass*

We Found a Monster.
By Kirk Scroggs. Illus. by the author.

Jan. 2021. 160p. DC Comics, paper, \$9.99 (9781779500526). Gr. 3–6. 741.5.

Casey Clive is a self-described expert at all things monsters. And he should know—he's got monsters living at his house! He uses his excellent journaling skills to detail all of their shenanigans, which keep him from getting a good night's sleep and being honest with his dad about the one person he misses the most. That's when Casey meets Zandra: she found a monster, named Spot, and she needs Casey's help to take care of him. Unfortunately, there's another monster in town—an evil, spherical robot probe—and it's determined to destroy Zandra, Casey, and their monster friends. Can the monsters and humans work together to subvert the probe's evil plan? Casey's private notebook, with items seemingly taped in and filled with drawings and Casey's musings, makes up this fun, journal-style graphic novel. The colorful, detailed doodle-like illustrations are accompanied by hilarious dialogues and commentary from Casey, all of which is nicely grounded in the backstory of the tween's grief. A great mix of spooky and a touch of sadness, this is ideal for readers who enjoy diary-style graphic novels. —*Traci Glass*

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COLLECTION MANAGEMENT POLICY

PURPOSE

The purpose of the policy is to serve all the citizens of the Municipality of Anchorage through the continuing management of the collection maintained in accordance with the Library's mission: Connecting people to education, information, and community. Knowledge of our community is essential in making decisions about the Library's collection and reflects the unique characteristics within the Municipality.

The Library recognizes American democracy depends on an informed and engaged citizenry which can only be realized when a full range of ideas is accessible to people as embodied in the First Amendment of the United States Constitution which protects the free expression of ideas.

The Library's collection is protected by the First Amendment and Article 1 Section 5 of the Constitution of the State of Alaska and is a marketplace of ideas that reflects the racial, ethnic, and cultural diversity of the community.

Selection Responsibility

Ultimate authority for materials selection rests with the Library Director. The Manager of Collection Management recommends policy and implements procedures for the development and management of the Library's collections. Collection management includes assessment of community needs; establishment of policy and budget to support those needs; the selection, acquisition, and promotion of materials; and evaluation of the collection and its effectiveness.

A team of librarians under the direction of the Manager of Collection Management assists with collection management. Selectors use professional judgment and expertise based on an understanding of user needs and knowledge of authors and publishers or producers. All Library staff work collaboratively with each other and customers to support collection development and management.

The Library recognizes the role of hundreds of years of assumption that white, cisgender, hetero-normative, Christo-centric points of view are the dominant worldview and how that has shaped the collection. Library staff actively work to diversify that point of view in the collection.

This policy does not replace the judgment of individual librarians and only provides guidelines to assist them in choosing from the vast array of available materials.

Selection Criteria

There is no single standard which can be applied in all acquisition decisions. Some materials are judged in terms of artistic merit, scholarship, or value. Others are selected to satisfy the recreational or informational needs of the community. Materials are judged on overall effect rather than specific illustrations, words, passages, or scenes considered to be offensive by some.

Librarians select materials identified from sources including professional and commercial reviews, listservs and web sites, book lists and bibliographies, local culture and events, and public and staff recommendations.

All acquisitions are evaluated using a standard library review source and against the criteria listed below. An item need not meet all the criteria to be selected.

- A. General Criteria for the Evaluation of Library Materials:
 - Appropriateness and effectiveness of format to content
 - Attention of critics, reviewers, media, and public
 - Authority of author or creator
 - Availability and price
 - Contemporary significance or permanent value
 - Contribution to the diversity of coverage on controversial subjects
 - Popularity and local demand
 - Present and potential relevance to community needs
 - Prizes, awards, or honors received
 - Representation of cultural diversity
 - Reputation and/or significance of the author, illustrator, editor, publisher, or producer
 - Skills, competence, and purpose of author, producer, performer, etc.
 - Suitability of subject and style for intended audience
- B. Specific Criteria for the Evaluation of Works of Information and Opinion:
 - Authority of author
 - Clarity, accuracy, and logic of presentation
 - Comprehensiveness and depth of treatment
 - Contribution to subject balance of the entire collection and relationship to existing collection
 - Integration of challenging works, including extreme and/or minority points of view
 - Objectivity and integrity
- C. Specific Criteria for the Evaluation of Works of Imagination:
 - Artistic expression, presentation, and experimentation
 - Illustration of genre, trend, or national culture
 - Sustained interest
 - Vitality and originality

Self-Published Materials

The Library does not purchase self-published materials that are not reviewed in established review journals. Exceptions may be made for high-demand materials and/or those of local interest.

Suggest a Purchase

The Library welcomes suggestions from the community for possible purchase of materials. All suggestions are given serious consideration. Suggestions are considered by the same criteria as all other materials purchased for the Library.

World Languages

The Library collects recreational and informational materials in languages other than English for adults and youth to meet the needs of a diverse population. Materials in a variety of languages are collected based on community demographics and availability of materials.

Digital Resources

Digital resources, including eBooks, eAudiobooks, streaming media, and databases are subject to the same general selection criteria as other materials. The Library does not control the content of subscription services.

Special Items

Staff creates, collects, and compiles special items such as packets and kits to fit community goals and educational outcomes.

Intellectual Freedom

The Library Advisory Board, Library Director and Library staff recognize the responsibility of the Library to provide materials representing the diverse needs, interests, backgrounds, cultures, and social values of the community. Librarians are inclusive in collection management and in the provision of interlibrary loan.

The presence of an item in the Library does not indicate an endorsement of its content by the Library. Library materials are not marked or identified to show approval or disapproval of the contents and access is not restricted beyond what is required to protect materials from theft or damage.

The standards stated in this policy apply equally to the materials for children. The Library believes that individuals may reject for themselves and their children—and only for their children—materials which they find unsuitable. Caregivers who wish to limit or restrict the use of the Library by their children should personally oversee their selections.

The principles expressed in the following documents are basic to this policy and are incorporated herein. (See the Appendix for the full text of these statements):

The American Library Association's
Library Bill of Rights
Intellectual Freedom statement
Access to Digital Resources and Services interpretation

The American Library Association's and the Association of American Publishers'
Freedom to Read statement

The American Film and Video Association's *Freedom to View* statement

Reconsideration of Library Materials

Individuals or groups objecting to specific materials in the collection may initiate a request for reconsideration by filling out a "Request for Reconsideration" form available at all locations and on the Library web site. The Manager of Collection Management will review the request and assign one or more librarians to read, view or listen to the item being challenged. The item will be reevaluated using the selection criteria, the Library's mission statement, and the documents included in Appendix A. A written reply indicating the Library's position and any action taken will be sent to the person or organization making the complaint within 14 days.

A written appeal of the staff decision may be presented to the Library Director within 14 days. The Library Director has 14 days to provide a written decision; a final appeal may be made in writing within 14 days to the Library Advisory Board, who will review the materials and supporting documentation and make a final decision. A written decision will be sent to the individual or group within two weeks of the discussion at the Board meeting.

Donations

Financial donations to benefit the collection are encouraged and are made directly to the Library or through the Anchorage Library Foundation or the Anchorage Friends of the Library.

The Library accepts donations of like-new materials. Donations of books or media are accepted with the understanding that they will not necessarily be added to the collection. The material is judged by the same criteria as those applied to the purchase of new materials. The Library reserves the right to dispose of donated material through sales at Library fundraising events or discarding.

The Library does not accept the following materials: video cassettes (VHS), audio cassettes, issues of magazines, textbooks, law books, encyclopedias, or condensed editions. Print materials without an ISBN (International Standard Book Number) will not be added to the collection.

Donations of magazine subscriptions will be accepted by the Library subject to the same selection criteria and retention policies as regular subscriptions. The Library requires gift subscriptions to be for a minimum of a two-year period.

The Manager of Collection Management is responsible for the acceptance of all donations to be added to the collection. Any condition or restriction on donated material must be agreed to and stated in writing by the Manager of Collection Management in advance of the Library's receipt of the donation.

Appraisal of value is the responsibility of the donor. A gift receipt providing for a description of the material donated and date of the donation is provided when requested.

Discarding

The Library's collection is regularly reviewed by selector librarians and materials deemed no longer of value are removed from the collection. Factors considered include physical condition, frequency of use, obsolescence, number of copies in the system, research value, adequacy of coverage in the subject area, and availability of similar material.

SPECIAL COLLECTIONS

Anchorage Public Library has two special collections—the Alaska Collection and the Loussac Caregivers' Collection. Both collections are housed at the Z.J. Loussac Library.

Alaska Collection

The collection encourages the appreciation and enjoyment of Alaska's history, culture, development, institutions, and natural resources and is relevant to the study and understanding of the state, including reference and research support. The materials in the collection encompass the Municipality of Anchorage, the state of Alaska, adjacent areas of the Arctic, and native and indigenous populations throughout. The collection includes most commercially published works on Alaska written for adults in the English language, Municipality of Anchorage public documents and publications, locally published works that contribute to the mission of the collection, and materials in Alaska Native languages. Items collected include books, government documents, newspapers, periodicals, media, maps, microform, and electronic resources. There are some genealogy resources and rare historical materials included in the collection; however, this part of the collection is not actively added to as other nearby institutions cover this subject more comprehensively.

Loussac Caregivers' Collection

The collection is intended for adults who work with children in any capacity. Early childhood education, with an emphasis on literacy, and elementary education, with an emphasis on science and math and continued literacy instruction, are considered core resources for the collection. Also included as part of the core are materials on brain development in infants and toddlers and activities books aimed at families or group care settings. Materials about homeschooling, including how-to guides, philosophies, and educational activity guides are prominent. The collection also includes materials about parenting, children's literature, youth services librarianship, and providing services to children in a public library setting. There is also a small selection of periodicals related to the subjects in this collection

Recommended for approval: Mary Jo Torgeson, Library Director

Approved by: Library Advisory Board, August 19, 2020

APPENDIX

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.

ACCESS TO DIGITAL RESOURCES AND SERVICES:

AN INTERPRETATION OF THE LIBRARY BILL OF RIGHTS

The fundamental mission of libraries is to provide access to information, regardless of content or format, to everyone. Digital resources and services, or resources and services made primarily available online or on digital devices, are integral to libraries' mission in the twenty-first century. Libraries are important points of access to many digital resources and services, including, but not limited to, computers, the Internet, and digital resources and tools. In order to provide access to digital resources and services while upholding the Library Bill of Rights, libraries must consider intellectual freedom principles and issues of equity to ensure that access to information is enhanced, not restricted, by digital technology.

Libraries should regularly review issues arising from digital creation, distribution, retrieval, and archiving of information. Any review of these issues should consider users' First Amendment rights, rights to privacy, and the core values of librarianship as expressed in the Library Bill of Rights and the Code of Ethics of the American Library Association. Many people lack access or the capability to use or create digital resources effectively. There is a need for places where people can access, use, or create information without impediment. It is the responsibility of libraries to provide access to digital resources and services and to mitigate all barriers, whether they are economic, educational, or political. The provision of access does not imply sponsorship or endorsement by the library. Libraries should resist all attempts by individuals, governments, and private entities to censor or limit access to digital resources or services.

In making decisions about how to offer access to digital resources, services, tools, physical equipment, and networks, each library should consider intellectual freedom principles and issues of equity in the context of its mission, goals, objectives, cooperative agreements, and the needs of the entire community it serves.

The Rights of Users

All library policies, procedures, or regulations relating to digital resources and services should be scrutinized for potential violations of user rights. User policies should be developed according to the policies and guidelines established by the American Library Association.¹

Users' access to digital resources and services should not be restricted or denied for expressing, receiving, creating, or participating in constitutionally protected speech. If access is restricted or denied for behavioral or other reasons, users should be provided due process, including, but not limited to, formal notice and a means of appeal.

Information retrieved, utilized, or created digitally is constitutionally protected unless determined otherwise by a court of competent jurisdiction. These rights extend to minors as well as adults.² Libraries should use technology to enhance, not deny, digital access. Users have the right to be free of unreasonable limitations or conditions set by libraries, librarians, system administrators, vendors, network service providers, or others. Contracts, agreements, and licenses entered into by libraries on behalf of their users should not violate this right. Libraries should provide library users the training and assistance necessary to find, evaluate, use, and create information effectively.

All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use.³ The library should uphold these rights by policy, procedure, and practice in accordance with Article VII of the Library Bill of Rights. The library should regularly maintain its systems and networks in order to protect users' rights to privacy and confidentiality. As libraries increasingly provide access to digital resources through third-party vendors, libraries have a responsibility to hold vendors accountable for protecting patrons' privacy.

Equity of Access

The digital environment provides expanding opportunities for everyone to participate in the information society, but individuals may face serious barriers to access. These barriers, often referred to as the digital divide, may include a lack of infrastructure for Internet connectivity, lack of tools (hardware or software), and lack of skills, knowledge, or means necessary to access digital resources.⁴ Libraries should be cognizant of the digital divide and work to minimize it as they provide access to digital resources for their communities.

Digital resources, services, training, and networks provided directly or indirectly by the library should be readily and equitably accessible to all library users. American Library Association policies oppose the charging of user fees for the provision of information services by libraries that receive support from public funds.⁵ Libraries should develop policies concerning access to digital resources. These policies should be consistent with ALA's policies and

guidelines. When new digital resources are provided to library users, libraries have an obligation to provide equitable training opportunities to library users and workers in using those new resources. Training should also address privacy and security issues that accompany the use of digital resources and services.

Information Resources and Access

Libraries, acting within their mission and objectives, should support access to information on all subjects that serve the needs or interests of each user, regardless of the user's age or the content of the material. In order to preserve the cultural record and to prevent the loss of information, libraries may need to expand their selection or collection-development policies to ensure preservation, in appropriate formats, of information obtained digitally. Libraries have an obligation to provide access to government information available in digital format.

Providing connections to global information, services, and networks is not the same as selecting and purchasing materials for a library collection. Some information accessed digitally may not meet a library's selection or collection-development policy. It is, therefore, left to each user to determine what is appropriate. Libraries and library workers should not deny or limit access to digital resources because of their allegedly controversial content or because of a library worker's personal beliefs or fear of confrontation. Furthermore, libraries and library workers should not deny access to digital resources solely on the grounds that they are perceived to lack value. Parents and legal guardians who are concerned about their children's use of digital resources should provide guidance to their own children.

Publicly funded libraries have a legal obligation to provide access to constitutionally protected information. Federal, state, county, municipal, local, or library governing bodies sometimes require the use of Internet filters or other technological measures that block access to constitutionally protected information, contrary to the Library Bill of Rights.⁶ If a library uses a technological measure that blocks access to information, it should be set at the least restrictive level in order to minimize the blocking of constitutionally protected speech.

Adults retain the right to access all constitutionally protected information and to ask for the technological measure to be disabled in a timely and confidential manner. Minors also retain the right to access constitutionally protected information and, at a minimum, have the right to ask the library or librarian to provide access to erroneously blocked information in a timely and confidential manner. In order to ensure user privacy and confidentiality, records of these requests should not contain personally identifiable information. Libraries and librarians have an obligation to inform users of these rights and to provide the means to exercise these rights.⁷

Digital resources and services allow libraries to significantly expand the scope of information available to users. Like all resources and services provided by the library, provision of access to digital resources and services should follow the principles outlined in the Library Bill of Rights to ensure equitable access regardless of content or platform.

1. "Guidelines for Library Policies," approved June 28, 1994 by the ALA Intellectual Freedom Committee; revised January 19, 2005; March 29, 2014 under previous name "Guidelines for the Development and Implementation of Policies, Regulations and Procedures Affecting Access to Library Materials, Services and Facilities"; June 24, 2019.
2. *Tinker v. Des Moines Independent Community School District*, 393 U.S. 503 (1969); *Board of Education, Island Trees Union Free School District No. 26 v. Pico*, 457 U.S. 853, (1982); *American Amusement Machine Association v. Teri Kendrick*, 244 F.3d 954 (7th Cir. 2001); cert.denied, 534 U.S. 994 (2001).
3. "Privacy: An Interpretation of the Library Bill of Rights," adopted June 19, 2002, by the ALA Council; amended on July 1, 2014; June 24, 2019.

4. Martin Hilbert, "The End Justifies the Definition: The Manifold Outlooks on the Digital Divide and Their Practical Usefulness for Policy-Making," Telecommunications Policy 35, no. 8 (2011): 715-736. <https://doi.org/10.1016/j.telpol.2011.06.012>
5. "Economic Barriers to Information Access: An Interpretation of the Library Bill of Rights," adopted June 30, 1993, by the ALA Council and amended June 25, 2019.
6. "Internet Filtering: An Interpretation of the Library Bill of Rights," adopted June 30, 2015, by the ALA Council.
7. "If some libraries do not have the capacity to unblock specific Web sites or to disable the filter or if it is shown that an adult user's election to view constitutionally protected Internet material is burdened in some other substantial way, that would be the subject for an as-applied challenge, not the facial challenge made in this case." United States, et al. v. American Library Association, 539 U.S. 194 (2003) (Justice Kennedy, concurring).

Adopted January 24, 1996 by the ALA Council; amended January 19, 2005; July 15, 2009 under previous name "Access to Digital Information, Services, and Networks"; and June 25, 2019.

References to cited policies have been updated on November 6, 2018.

FREEDOM TO READ STATEMENT

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

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

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

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

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

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

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

We therefore affirm these propositions:

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

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

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

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

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

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

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

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

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

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

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

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

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

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

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

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, 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

FREEDOM TO VIEW STATEMENT

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

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

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