

Fairfield Public Schools

**Selection Guide:
Policies and Procedures
For
School Library Media Centers**

DRAFT 4/4/06

Foreword

The Fairfield Public School District selects instructional materials to implement, enrich, and support the educational program for the students and [the instructional needs of teachers](#). Selected materials must serve both the breadth of the curriculum and the needs and interests of individual students. The district is obligated to provide for a wide range of abilities and to respect the diversity of many differing points of view. To this end, principles must be placed above personal opinion and reason above prejudice in the selection of materials of the highest quality and appropriateness.

Responsibility for Selection

Library Media Materials

The Board of Education, Fairfield, Connecticut, delegates authority for the selection of library media materials through the Superintendent of Schools to the building Principals, and then to the Library Media Specialists for those materials housed in the Library Media Centers at the building level and to the Superintendent of Curriculum and the Library Media Program Leader for those materials selected for distribution on the system level. What follows is a description of policies and procedures. The word material, as used in this policy statement includes books, periodicals, pamphlets, pictures, films, videos, computer software, audio recordings, multimedia CD-ROMs; online databases and all other materials, print and non-print, that are used by the students and faculties of the Fairfield Schools and stored within the school facilities.

Classroom Libraries

Classroom libraries are funded by the district and qualify as instructional materials for the Language Arts curriculum. All language arts resources are selected by the District Instructional Leader in collaboration with site-based Language Arts Consultants and classroom teachers. Materials meet the criteria for all textbook purchases. (See also Board of Education Policy Guide Nos. 6400 and 6410.)

Textbook and other Classroom Materials

See Board of Education Policy Guide # 6411

Criteria for Selection

The selection of materials is a continuous process because of the universal acquisition of new knowledge and information, revision of curriculum content, and the publication of new materials. The selection process is as follows:

- A. The Library Media Specialists and Program Leaders may be aided in their final selections by consulting authoritative reviews, recommended lists, and standard bibliographic tools (see Appendix E). It is recommended that materials be previewed or examined if reliable evaluative reviews are not available. It is further recommended that non-print materials be previewed prior to purchase. (See Appendix E)
- B. Teachers, administrators, citizens, and students may recommend materials for selection.
- C. The following evaluative criteria are used as a guide:
 - 1. High standards of quality in factual content and appropriate to the ability and needs of the students
 - 2. Educational significance
 - 3. Contribution made to the curriculum and/or the interests of the students
 - 4. Reputation and significance of the author, producer, and the publisher
 - 5. Validity, currency, and appropriateness of material
 - 6. Contribution the material makes to breadth of representative viewpoints on controversial issues
 - 7. High degree of potential user appeal
 - 8. High artistic quality and/or literary style
 - 9. Quality and variety of format
 - 10. Value commensurate with cost and/or need
 - 11. Timeliness or permanence
 - 12. Integrity
- D. The following evaluative criteria are used as they apply:
 - 1. Learning resources shall support and be consistent with the general educational goals of the State and District and the aims and objectives of individual schools and specific courses.
 - 2. Learning resources shall meet high standards of quality in factual content and presentation.
 - 3. Learning resources shall be appropriate for the subject area and for the age, emotional development, ability level, learning styles, and social development of the students for whom the materials are selected.
 - 4. Physical format and appearance of learning resources shall be suitable for their intended use.
 - 5. Learning resources shall be designed to help students gain an awareness of our pluralistic society.
 - 6. Learning resources shall be designed to motivate students and staff to examine their own duties, responsibilities, rights, and privileges as participating citizens in our society, and to make informed judgments in their daily lives.

7. Learning resources shall be selected for their strengths rather than rejected for their weaknesses.
8. The selection of learning resources on controversial issues will be directed toward maintaining a diverse collection representing various views.

E. Criteria for Selection of Controversial Materials*

In selecting materials in controversial areas, the following criteria are given consideration:

1. Materials on controversial issues represent a particular point of view, and a sincere effort is made to select equally representative materials covering contrasting points of view.
2. The material does not unfairly, inaccurately, or viciously disparage a particular race or religion. A writer's expression of a certain viewpoint is not to be considered a disparagement when it represents the historical or contemporary views held by some persons or groups.
3. The materials on religion are chosen to explain rather than convince and are selected to represent the field as widely as necessary for school purposes.
4. The selection of materials on political theories and ideologies, or on public issues, is directed towards maintaining a balanced collection representing various views.
5. In a literary work of established quality, the use of profanity or the treatment of sex are not adequate reasons for eliminating the materials from the school library, assuming the material is age- and developmentally appropriate.
6. Materials on physiology, physical maturation, or personal hygiene should be accurate and in good taste.

**See Library Bill of Rights, Appendix B, and Access to Resources and Services
In the School Library Media Program, An Interpretation of the Library Bill Of Rights,
Appendix C*

Withdrawal of Materials Process and Procedure

Occasional objections to a selection will be made by individuals, despite the care taken to select valuable materials for students' and teachers' use and the qualifications of persons who select the materials.

If any complaint is made, the procedures are as follows:

- A. Be courteous, but make no commitments.
- B. Invite the complainant to discuss his or her objection(s) with the building Administrator and the Library Media Specialist for the purpose of resolving the objection(s).
- C. Inform complainant of the option to file the objection in writing and offer to have him or her complete the proper questionnaire (see Appendix A) so that a formal complaint can be submitted to the building Principal.
- D. The Principal of the building, upon receiving the complainant's request, will then inform the Superintendent of Schools, the Deputy Superintendent, the Coordinator of Library Media and, if appropriate, the Director of Secondary Curriculum and the specified Program Leader.
- E. The building Administrator will
 - Read and examine the referred materials
 - Review the selection criteria and objectives used with the Library Media Specialist and, if applicable, the appropriate classroom teacher, and prepare a report.
 - File copies of the report with the Superintendent of Schools, the Deputy Superintendent, the Coordinator of Library Media and, if applicable, the appropriate Program Leader
- F. The Library Media Specialist will prepare a report and file copies with the Superintendent of Schools, the Deputy Superintendent, the Coordinator of Library Media and, if applicable, the appropriate Program Leader.
- G. The Superintendent of Schools should submit to the complainant his or her recommendations within two weeks, with a copy to the building Administrator, Library Media Specialist, and the Coordinator of Library Media or Program Leader, as applicable.

Acquisition from Other Sources

Gifts

The Library Media Center welcomes books or other resources from individuals and organizations but reserves the right to refuse unsuitable materials. To be acceptable, the materials must meet the same high standards and criteria established for the selection of all library materials

Memorials and Bequests

Citizens and organizations often consider memorials or bequests to libraries in the form of funds, for the enrichment of the lives of youth in general or in specified areas of knowledge. School officials will gladly work with any individuals or organizations in the formation of policies regarding such memorials or bequests.

Weeding Guidelines

It does not matter how many books you may have, but whether they are good or not.

— *Epistolae Morale* Lucius Annaeus SENECA (3 B.C.-65 A.D.)

Definition

Weeding is the removal of materials from a library collection in a systematic and deliberate way. It is an ongoing part of collection development, a planned and thoughtful action that will ensure library materials are current and enticing.

When to Weed

It is recommended that at least one-third of the collection be inventoried and reviewed for weeding each year.

Weeding Criteria

There are two possible ways to weed a library media collection, subjective and objective. Fairfield Library Media Specialists should apply both criteria as needed.

Subjective Weeding Criteria: Subjective weeding is based on the individual judgment of the Library Media Specialist. Occasionally, a faculty member may desire material left in the collection that does not meet all the criteria. The Library Media Specialist should consult with the faculty whenever a question of relevance is concerned.

The CREW* method uses an acronym, MUSTIE, to indicate when an item should be removed from the collection. MUSTIE stands for

- M**isleading and/or factually inaccurate
- U**gly (worn out beyond mending or rebinding)
- S**uperseded by a new edition or a better source
- T**rivial (of no discernable literary or scientific merit)
- I**rrelevant to the needs and interests of your community
- E**lsewhere (the material may be easily borrowed from another source)

Additional weeding criteria include

Condition: If a book is in poor condition, it should be considered for removal.

Age: Evaluating an item's usefulness based on its age is a tricky issue, especially for books. Always retain yearbooks and local history. See copyright guidelines, Appendix C.

Frequency of Use: When was the last time an item circulated? How often is it used in the library? See frequency-of-use guidelines, page 8.

Multiple Copies: Consider discarding multiple copies that are not necessary for a particular need.

* (Continuous Review, Evaluation, and Weeding).

Coined by the American Library Association in cooperation with The Texas State Library, 1976.

Currency/Accuracy: When evaluating currency, the key issue is relevance.

Bias: Always examine for stereotypes.

Objective Weeding Criteria: Objective weeding involves setting a specific objective guideline, such as copyright date or how many times an item has been used over a given period of time.

Copyright: Listed below are suggested guidelines for weeding library media collections based on copyright date. Although any item published or produced prior to the suggested dates should be carefully scrutinized, there will undoubtedly be occasions in which an item should be removed sooner. Although content teachers or content specialists should be consulted, the final decision is left to the professional judgment of the Library Media Specialist at the site.

Dewey Classifications			
000	2 - 5 years	500	5 years
100	10 years	600	3 years
200	5 - 10 years	700	5-10 years
300	5 years	800	10 years
400	10 years	900	10 years
Biographies	flexible		
Fiction	10 years*		
Fiction "Classics"	flexible		
Encyclopedias	3-5 years		
Reference:	evaluate on individual basis		
Periodicals	5 years		
Almanacs/Yearbooks	3 years in reference, 3 additional years in circulation		

Frequency of use: Listed below are suggested guidelines for weeding library media collections based on frequency of use. Comments are included for additional guidance.

000	5 times over 2 years	500	3 times over 5 years Retain classics, e.g., Darwin.
100	5 times over 10 years Be sure self-help are current	600	2 times over 3 years
200	5 - 10 years Retain basic titles or replace with newer editions.	700	Keep all basic, especially Art History
300	3 times over 5 years	800	Keep basic. Monitor

	Retain balance on controversial issues.		indexes before discarding poetry.
400	Retain; discard for newer editions	900	3 times over 5 years
Biographies	3 times over 5 years Discard fading "stars"		
Fiction	2 times over 5 years Retain high demand series, high literary merit, award winners.		
Fiction "Classics"	Retain		
Encyclopedia	Replace 1 set a year Do not put old sets in classrooms.		
Reference:	evaluate on individual basis		
Periodicals	Discard non-indexed after worn by circulation. Reconsider subscriptions each year based on curriculum and use.		
Almanacs/Yearbooks	Retain for 1 year in reference, 3 additional years in circulation. Retain all local yearbooks.		

Appendix A

REQUEST FOR RECONSIDERATION OF LIBRARY RESOURCES

Fairfield Public Schools has delegated the responsibility for selection and evaluation of library/educational resources to the school Library Media Specialist/curriculum committee, and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of school or library resources, please return the completed form to the Principal of the appropriate school.

Name _____ Date _____
Address _____ City _____

State _____ Zip _____

—

Phone _____ E-mail _____

—

Do you represent yourself? _____ Organization? _____

1. Resource on which you are commenting:

____ Book ____ Textbook ____ Video ____ Display ____ Magazine ____ Library Program ____ Audio Recording
____ Newspaper ____ Electronic information/network
____ Other (please specify):

Title _____
Author/Producer _____

2. What brought this resource to your attention?

3. Have you examined the entire resource?

If not, what parts have you examined?

4. What concerns you about the resource? (use other side or additional pages if necessary)

5. Are there resource(s) you suggest to provide additional information and/or other viewpoints on this topic?

6. What would you like done about the resource material(s)?

Do not allow my child access _____

Withdraw it from all students _____

7. Do you wish to be present when the committee reconsiders these resource material(s)?

Appendix B

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 that make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 18, 1948.

Amended February 2, 1961, and January 23, 1980, inclusion of "age" reaffirmed January 23, 1996, by the ALA Council.

Appendix C

Access to Resources and Services In the School Library Media Program An Interpretation of the LIBRARY BILL OF RIGHTS

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

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

School Library Media Specialists cooperate with other individuals in building collections of resources appropriate to the needs and to the developmental and maturity levels of students. These collections provide resources that support the mission of the school District and are consistent with its philosophy, goals, and objectives. Resources in school library media collections are an integral component of the curriculum and represent diverse points of view on both current and historical issues. These resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.

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

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

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

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

Adopted July 2, 1986; amended January 10, 1990; July 12, 2000, January 19, 2005, by the ALA Council.
[ISBN 8389-7053-2]

Appendix D

Copyright and Fair Use

One of the rights accorded to the owner of copyright is the right to reproduce or to authorize others to reproduce the work in copies or phonorecords [sound recordings]. This right is subject to certain limitations found in sections 107 through 118 of the Copyright Act (title 17, U.S. Code). One of the more important limitations is the doctrine of “fair use.” Although fair use was not mentioned in the previous copyright law, the doctrine has developed through a substantial number of court decisions over the years. This doctrine has been codified in section 107 of the copyright law.

Section 107 contains a list of the various purposes for which the reproduction of a particular work may be considered “fair,” such as criticism, comment, news reporting, teaching, scholarship, and research. Section 107 also sets out four factors to be considered in determining whether or not a particular use is fair:

1. the purpose and character of the use, including whether such use is of commercial nature or is for nonprofit educational purposes;
2. the nature of the copyrighted work;
3. amount and substantiality of the portion used in relation to the copyrighted work as a whole; and
4. the effect of the use upon the potential market for or value of the copyrighted work.

The distinction between “fair use” and infringement may be unclear and not easily defined. There is no specific number of words, lines, or notes that may safely be taken without permission. Acknowledging the source of the copyrighted material does not substitute for obtaining permission.

The 1961 *Report of the Register of Copyrights on the General Revision of the U.S. Copyright Law* cites examples of activities that courts have regarded as fair use: “quotation of excerpts in a review or criticism for purposes of illustration or comment; quotation of short passages in a scholarly or technical work, for illustration or clarification of the author's observations; use in a parody of some of the content of the work parodied; summary of an address or article, with brief quotations, in a news report; reproduction by a library of a portion of a work to replace part of a damaged copy; reproduction by a teacher or student of a small part of a work to illustrate a lesson; reproduction of a work in legislative or judicial proceedings or reports; incidental and fortuitous reproduction, in a newsreel or broadcast, of a work located in the scene of an event being reported.”

Copyright protects the particular way an author has expressed himself; it does not extend to any ideas, systems, or factual information conveyed in the work.

The safest course is always to get permission from the copyright owner before using copyrighted material. The Copyright Office cannot give this permission.

When it is impracticable to obtain permission, use of copyrighted material should be avoided unless the doctrine of “fair use” would clearly apply to the situation. The Copyright Office can neither determine if a certain use may be considered “fair” nor advise on possible copyright violations. If there is any doubt, it is advisable to consult an attorney.

FL-102, Revised December 2005

U.S. Copyright Office
101 Independence Ave. S.E.
Washington, D.C. 20559-6000
(202) 707-3000

Revised: 31-Jan-2006

Appendix E

Bibliographic Tools



Collection Development

Elementary | Middle/Junior High | Senior High

General

Booklist

www.ala.org/booklist

The librarian's leading choice for reviews of the latest books and (more recently) electronic media. The *Booklist* Web site includes a current selection of reviews, feature articles, a cumulative index not available in the print magazine, and the "Editor's Choice" lists.

Book Links: Connecting Books, Libraries and Classrooms

www.ala.org/BookLinks

A magazine designed for teachers, librarians, Library Media Specialists, booksellers, parents, and all other adults interested in connecting children with high quality books.

Association for Library Service to Children Book Awards

www.ala.org/ALSCTemplate.cfm?Section=literaryawds

Including the Newbery, Caldecott, and Coretta Scott King awards.

Association for Library Service to Children Resources

www.ala.org/ALSCTemplate.cfm?Section=alscresources

Born to Read information, ALSC recommended booklists, links to online children's libraries and literature and reading Web sites.

Association for Library Service to Children Children's Notables Lists

www.ala.org/ALSCTemplate.cfm?Section=childrensnotable

Books, recordings, computer software, videos and Web sites, plus a listing of distributors.

Association for Library Service to Children. *The Newbery and Caldecott Awards: A Guide to the Medal and Honor Books*. 2002 ed. Chicago: American Library Association, 2002. ISBN 0-8389-3528-1

With its vivid annotations for all winning medal and honor books since the inception of the awards, librarians and teachers everywhere rely on this indispensable guide for quick reference, collection and curriculum development, and readers' advisory. Indexed by title and author/illustrator. Available from the ALA Online Store at <http://www.alastore.ala.org> or call 866-SHOP ALA (866-746-7252).

Young Adult Library Services Association Booklists & Book Awards
www.ala.org/YALSA/Template.cfm?Section=booklistsawards

Including the Alex Printz and Margaret Edwards awards and "Best Books for Young Adults," "Quick Picks for Reluctant Young Adults Readers," "Outstanding Books for the College Bound," and other booklists.

Eaglen, Audrey. *Buying Books*. 2nd ed. New York: Neal-Schuman Publishers, 2000. ISBN 1-55570-371-2

A completely updated and expanded edition of the "How-To-Do-It Manual for Librarians."

Gregory, Vicki L. *Selecting and Managing Electronic Resources*. New York: Neal-Schuman Publishers, 2000. ISBN 1-55570-382-8

Although the focus is on public libraries, the information about collection development could also be useful in school libraries.

Johnson, Peggy. *Fundamentals of Collection Development and Management*. Chicago: American Library Association, 2003. ISBN 0-8389-0853-5

This comprehensive guide is organized to enable students, instructors, and practitioners to understand the basic and theoretical concepts of collection development and how they apply to libraries of all types. Supported by forms and charts, additional readings and case studies, it offers expert advice and explanations throughout. Available from the ALA Online Store at <http://www.alastore.ala.org> or call 866-SHOP ALA (866-746-7252).

*Magazines for Libraries*TM. 11th ed. Cheryl LaGuardia, Bill Katz, and Linda Sternberg Katz, eds. New Providence, N.J.: R.R. Bowker, 2002. ISBN 0-8352-4399-0

The latest edition of a standard reference guide to magazines for all types of libraries.

Miller, Elizabeth B. *The Internet Resource Directory for K-12 Teachers and Librarians*. 2000/2001 ed. Englewood, Colo.: Libraries Unlimited, 2000. ISBN 1-56308-839-8

Annual that identifies the best and most current sites for educators on the Web.

Miller, Marilyn L., and Marilyn L. Shontz. "The SLJ Spending Survey." *School Library Journal*, October 2003: 52-59.

2001-2002 biennial survey on spending, resources, and services. Includes data and tables about collection size and per-pupil expenditures.

Public Education Network and American Association of School Librarians. *The Information-Powered School*. Edited by Sandra Hughes-Hassell and Anne Wheelock. Chicago: American Library Association, 2001. ISBN 0-8389-3514-1

Contains more than 40 templates and model forms, all tested in actual *Library Power* sites. Outlines a specific plan for school Library Media Specialists and teachers to share the

responsibilities of planning, teaching, and assessing student learning and offering a truly coherent curriculum. Includes tips from experienced practitioners on gathering the support of teachers and principals, on managing new roles and responsibilities, and on leading the charge to integrate information literacy and technology into curricula. See chapter 5, "Collection Mapping: One Step in the Collection Development Process," and chapter 6, "Curriculum Mapping." Available from the ALA Online Store at <http://www.alastore.ala.org/aasl> or call 866-SHOP ALA (866-746-7252).

Status of Public & Private School Library Media Centers in the United States: 1999-2000
<http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2004313>

This new publication from the National Center for Education Statistics (NCES) in the U.S. Department of Education summarizes findings from the public and private School Library Media Center Questionnaires, a component of the 1999–2000 Schools and Staffing Survey (SASS). Topics addressed in this report are

- characteristics of the library media center,
- staff characteristics,
- library expenditures,
- collection holdings, and
- library policies.

SUNLINK Weed of the Month Club
www.sunlink.ucf.edu/weed

Florida Department of Education's effort to help provide Library Media Specialists with guidelines and suggestions for weeding their collections a little at a time as well as for adding quality materials.

Sweetland, James H. ***Fundamental Reference Sources***. 3rd ed. Chicago: ALA Editions, 2001. ISBN 0-8389-0780-6

Completely updated and revised, this authoritative "reference on reference" features the best available materials in all media for general library collections. This manual outlines what it takes to easily locate, evaluate, and select the best information sources for a wide variety of needs. Available from the ALA Online Store at <http://alastore.ala.org> or call 866-SHOP ALA (866-746-7252).

Elementary Collections

Children's Catalog. 18th ed. New York: H. W. Wilson, 2001. ISBN 0-8242-1009-3

Includes annual paperbound supplements published 2002 through 2005. Also available as an online subscription product. Grades 1-8

Gillespie, John T., and Corinne J. Naden. ***Best Books for Children: Preschool Through Grade 6***. 6th ed. New Providence, N.J.: R. R. Bowker, 1998. ISBN 0-8352-4099-1. Ages 3-12

Homa, Linda L., Ann L. Schreck, and Maureen Hoebener, eds. ***The Elementary School Library Collection: A Guide to Books and Other Media***. 22nd ed. Williamsport, Pa.: Brodart, 2000. ISBN 087272123X

Final edition of the previously biennial resource. Grades PreK-6

Mitchell Pierce, Katheryn, ed., and others. ***Adventuring with Books***. 12th ed. Urbana, Ill.: National Council of Teachers of English, 2000. ISBN 0-8141-0077-5

Annotated bibliography of books published from 1996 through 1998 for children in elementary grades. Teachers and curriculum specialists will appreciate the inclusion of comments and reactions by teachers and children who have used these books in classroom and library settings, as well as their suggestions for additional uses. Grades PreK-6

Tomlinson, Carl M., ed. ***Children's Books from Other Countries***. New York: Scarecrow Press, 1998. ISBN 0-8108-3447-2

Sponsored by United States Board on Books for Young People (USBBY).

Van Orden, Phyllis. ***Selecting Books for the Elementary School Library Media Center***. New York: Neal-Schuman Publishers, 2000. ISBN 1-55570-368-2

Guide to selection of fiction, picture books, reference sources, geographic sources, government documents, handbooks, etc., for elementary schools.

Yokota, Junko, ed., and others. ***Kaleidoscope: A Multicultural Booklist for Grades K-8***. 3rd ed. Urbana, Ill.: National Council of Teachers of English, 2001. ISBN 0-8141-2540-9

Descriptions of almost 600 nonfiction and fiction books focusing on African Americans, Asian Americans, Latinos/Hispanic Americans and Native Americans. The editor has provided a handy list of publisher addresses; and author, title, and subject indexes make it easy to locate specific books or hunt for texts on a particular theme or topic. Grades K-8

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Middle/Junior High Collections

Gillespie, John T. *Best Books for Young Teen Readers*. New Providence, N.J.: R.R. Bowker, 2000. ISBN 0-8352-4264-1. Grades 7-10

Middle and Junior High School Library Catalog. 8th ed. New York: H. W. Wilson, 2000. ISBN 0-8242-0996-6

Includes annual paperbound supplements published 2001 through 2004. Also available as an online subscription product.

Samuels, Barbara G., and G. Kylee Beers, eds. *Your Reading: An Annotated Booklist for Middle School and Junior High*. Urbana, Ill.: National Council of Teachers of English, 1996. ISBN 0-8141-5943-5

Over 1,200 annotations on young adult literature, half of which are on nonfiction subjects like history, the natural and physical sciences, and current events. Grades 6-9

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Senior High Collections

Beers, Kylee, and Teri Lesesne, eds. *Books for You: An Annotated Booklist for Senior High Students*. Urbana, Ill.: National Council of Teachers of English, 2001. ISBN 0-8141-0372-3

Nearly 1,400 recent titles, grouped into 40 thematic chapters, for young adult readers looking for an exciting romance or mystery, or guidance on anything from caring for a pet to choosing a college. Grades 9-12

Calvert, Stephen J. *Best Books for Young Adult Readers*. New Providence, N.J.: R.R. Bowker, 1997. ISBN 0-8352-3832-6. Ages 12-18

Senior High School Library Catalog. 16th ed. New York: H. W. Wilson, 2002. ISBN 0-8242-1008-5

Includes annual paperbound supplements published 2003 through 2006. Also available as an online subscription product. Grades 9-12

University Press Books Selected for Public and Secondary School Libraries. 13th ed. New York: Association of American University Presses, 2003.

An annual publication of titles selected by members of AASL and the Public Library Association (PLA). To obtain a copy of the bibliography (free while supplies last), download the form at <http://aaupnet.org/programs/BooksforLibraries.pdf>. Or mail or fax a request to The AAUP, Marketing Department, 71 West 23rd Street, Suite 901, New York, N.Y. 10010; fax: 212-989-0275.

Young Adult Library Services Association (YALSA) and Marjorie Lewis, ed. ***Outstanding Books for the College Bound: Choices for a Generation***. Chicago: ALA Editions, 1997. ISBN 0-8389-3456-0

What should I read to get ready for college? Millions of secondary students ask this question. For 35 years, the YALSA's Outstanding Books for the College Bound committees have debated over appropriate titles and made their choices, considering both classic and contemporary works. This book organizes more than 1,000 selections by genre, with brief annotations and the years they were selected. A second section prints the lists by year, offering snapshots in history. Available from the ALA Online Store at <http://www.alastore.ala.org> or call 866-SHOP ALA (866-746-7252).

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