



Collection Development Policy

A. Mission and goals

1. Mission: The E.G. Fisher Public Library Collection Development Policy supports the library's mission to:
 - a. Build community, offering all people in McMinn County a full range of resources needed to live, learn, govern, and work.
 - b. Be a dependable source of reliable information and of challenging ideas that enlighten and enrich.
 - c. Offer materials in many formats that enhance leisure time and expand our knowledge of our world.
 - d. Encourage the love of reading and the joy of learning
 - e. Offer the assistance people need to find, evaluate, and use electronic and print information resources that help us live successful and rewarding lives.
2. The goals of the Collection Development Policy are to
 - a. Provide guidance, within budgetary and space limitations, for the selection and evaluation of materials which anticipate and meet the needs and interests of the community.
 - b. To provide the diverse community of McMinn County with library materials that reflect a wide range of views, expressions, opinions and interests.

B. Responsibility for Selection

Responsibility for the selection of all library materials and resources rests with the Library Director. Under his/her direction, selection and deselection may be delegated to appointed library staff who are qualified by their education, training, and experience. The Library Director is responsible for operating within the framework of policies determined by the McMinn County Library Board.

C. Philosophy of Selection

E.G. Fisher Public Library fully endorses the principles documented in the Library Bill of Rights, the Freedom to Read Statement, and the Freedom to View Statement of the American Library Association. The Library upholds the right of the individual to secure information, even though the content may be controversial, unorthodox, or unacceptable to others. Materials available in the Library present a diversity of viewpoints, enabling citizens to make informed choices necessary in a democracy. The library's acquisition and display of these items does not constitute the endorsement of their content but rather makes available its expression.

Library users make their own choices as to what they will use based on individual interests and concerns. E.G. Fisher Public Library supports the right of each family to decide which items are appropriate for use by their children. Responsibility of a child's use of library materials lies solely with his or her parent or guardian, as the library cannot act in *loco parentis*.



To assure that the library “offers materials in many formats that enhance leisure time and expand our knowledge of our world” the following selection objectives are adopted:

- i. To provide materials that will enrich and support the personal needs of the users, taking into consideration their varied interests, abilities, and learning styles.
- ii. To provide materials that will stimulate growth in factual knowledge, literary appreciation, aesthetic values, and ethical standards in a pluralistic society.
- iii. To provide a background of information which will enable patrons to make intelligent judgments in their daily lives.
- iv. To provide materials on opposing sides of controversial issues so that no one viewpoint is unduly represented.
- v. To place principle above personal opinion and reason above prejudice in the selection of materials of the highest quality in order to assure a comprehensive media collection appropriate for the users.
- vi. To provide materials in a variety of formats and languages to meet the diverse accessibility needs of the community.

D. Criteria for selection

1. The Library shall acquire materials to meet the needs and interests of its patrons. Books or any library materials shall not be excluded because of the race, nationality, or the political or social views of the author, subject, characters, and literary themes. The library board will uphold the principle that censorship is largely an individual matter and declares that while anyone is free to reject books/materials for oneself which do not meet with the individual’s approval, one cannot exercise this right of censorship to restrict the freedom to read of others.
2. Selection of materials shall be carried out objectively. Those designated to select books may not select only those materials which reflect their own points of views or taste. A controversial book may be added to the collection if it well-written and possesses a reasonable degree of artistic integrity. It should be judged by its entirety and not by passages taken out of context and by its likely effect on an average adult.
3. All materials, whether purchased or donated, are considered in terms of the criteria listed below. An item need not meet all of the criteria in order to be acceptable.
 - a. Public demand, interest, or need.
 - b. Contemporary significance, popular interest or permanent value.
 - c. Attention of critics and reviewers.
 - d. Contribution to the diversity and scope of the collection.
 - e. Prominence, authority and/or competence of author, creator or publisher.
 - f. Accuracy and timeliness of material.
 - g. Relation to existing collections.
 - h. Statement of challenging, original or alternative point of view.
 - i. Authenticity of historical, regional or social settings.
 - j. Accessibility for multiple users of electronic formats.

- k. Relevance to today's world, reflecting problems, aspirations, attitudes, and ideals of society.
 - l. Representative of differing viewpoints on controversial subjects.
 - m. Representative of artistic, historic, and literary qualities or significance of author or producer.
 - n. Clear and accurate with the scope of text or audiovisual presentation appropriate to the needs of the users.
 - o. Quality, format and value, commensurate with cost and/or need.
 - p. Provide a stimulus to creativity.
 - q. Relevance of format and content to the intended audience.
- E. Collection and formats collected
1. Physical collection
The library's physical collection includes a variety of formats and languages to meet the needs of the diverse population served. The physical collection offerings are supplemented by resource sharing through the Interlibrary Loan program.
 - a. The physical collection includes books, audiobooks, magazines, newspapers, tv shows, and films. Materials include both fiction and non-fiction topics.
 - b. The collection includes accessible formats including large print materials, audio materials, and video materials with closed captioning.
 - c. The physical collection reflects the diversity of language present in the community, including English, Spanish, and Japanese materials.
 2. Digital collection
Electronic resources for E.G. Fisher Public Library are provided largely by the Tennessee State Library. The library also purchases additional digital materials to meet the needs of library patrons utilizing the library through the digital collection.
 3. Emerging formats
E.G. Fisher Public Library develops collections that include a comprehensive range of formats utilizing the unique capabilities and advantages of alternative, new and evolving technologies in delivering information and expressing creativity and ideas. Before adding new formats, the following criteria should be considered:
 - Impact on equipment, budget, staff, storage, and space
 - Demand for format in community
 - Durability of format for library use
 - Technical quality of production or reproduction
 - Compliance with industry standards and specifications
 - Capability for networked distribution, download and printing
 - Suitability to be circulated or housed in a sturdy, safe and convenient manner
 - Availability of technical support and staff training
 - Accessibility of material
 - Ease of use by customers and staff
 - Ownership of product



As new formats emerge, steps will be taken to phase-out duplicated, obsolete mediums. These include discontinuation of ordering new or replacement copies, redistribution, and removal of existing collection from within the system.

F. Duplication of materials

Multiple copies of materials are purchased in response to user demand as evidenced by number of reserves, anticipated popularity, repeated requests and monitoring of the collection. The purchase of duplicate copies of materials is dependent upon the library's materials budget.

G. Collection development for age groups and special populations

1. Adult Fiction

The fiction collection includes a wide variety of contemporary works of fiction representing all genres, international works of fiction, classics, and important novels of the past. The Library makes every effort to satisfy the diversity of interests and recreational needs of its users. Works of current, popular authors, best sellers, and genre fiction are acquired based on local reading tastes.

2. Adult Non-Fiction

E.G. Fisher Public Library aims to acquire materials which provide a core of basic knowledge. The library selects and makes accessible the use of materials which: address contemporary issues, provide self-help information, enhance knowledge and skills, nourish growth, and present different viewpoints on issues.

3. Audio CDs/MP3 CDs

Audio formats support the library's goal of accessibility. The audiobook collection contains fiction and nonfiction books based on current demand. The audio collection includes titles for children, young adults, and adults.

4. Biography

The collection is a basic representation, world-wide in scope, of lives of people whose acts, accomplishments, or thoughts have influenced civilization, with special emphasis given to collecting the biographies of Americans.

5. DVD/Blu-Ray

DVDs meet the educational and recreational needs of the community. The collection consists of popular films, television shows, documentaries, and educational films.

6. Juvenile Collection



The juvenile collection provides materials for children ages birth through age 12. Materials are judged by the same selection criteria used in choosing adult material. The reading level or subject of individual materials may not be approachable or interesting to every child in the broad age range served by the juvenile collection. The juvenile collection includes picture books, board books, fiction, non-fiction, biographies, and audiobooks. The collection provides materials to satisfy and stimulate the informational, educational, cultural, and recreational needs of the children of McMinn County. Content and format should synchronize so that both are suitable for the age group for which the book is written. Well written books of imaginative fiction and those which authentically portray a period, incident, or way of life are selected despite the occasional use of a questionable word or illustration, provided the total impact of the book meets other basic criteria. Non-fiction books are not excluded because of the subject matter, provided the book meets other criteria. Award-winning children's titles are selected as a standard procedure. Parents and guardians of children are responsible for deciding which items are appropriate for use by their children and may not exercise censorship to restrict the freedom to read of others.

7. Electronic Databases

Online computerized databases extend the collection by providing timely and versatile access to information in electronic format. Databases are used to enhance and supplement reference service. Many of the databases contain specialized information beyond the scope of the library's print collections; others have information that does not exist in print format. These electronic databases are provided courtesy of the Tennessee Electronic Library.

8. E-Media

Digital versions of nonfiction, fiction, periodical, and reference are all offered through E.G. Fisher Public Library via READS – the Regional E-book Audio Download System.

9. Genealogy and Local History

This collection includes print, manuscript, and microfilmed materials and electronic reference resources. The local and regional historical materials include printed books and manuscript materials such as maps, reports, biographical sketches, newspaper clippings, and photographs pertaining to the region and its people. Census records, family histories, and church and cemetery records are included in this collection. County and family histories are acquired that are of value as genealogical and historical records. The microfilmed section includes back issues of The Daily Post-Athenian, county records, and census records. The library will attempt to make as many of these materials available to the public as possible, either in print or online formats. However, the library reserves the authority to limit accessibility due to the fragility of materials, loss mitigation, and copyright limitations.

10. Graphic Novels

A collection of graphic novels and manga, this collection is mostly illustrated fiction. Graphic novels are purchased based upon reviews and by patrons' interests and needs.

11. Large Print

The large print book collection improves the accessibility of the library collection. Books are purchased based on demographics and demand.

12. Periodical Collection

The newspaper and magazine collection provides current and retrospective information aimed at meeting the recreational and educational reading needs of the community. The periodical collection consists of a diversity of publications in fields which are of interest to the community. In addition to magazines, the collection includes local and national newspapers.

13. Reference Collection

The reference collection serves the informational needs of library users. Reference sources are characterized by their ability to provide information and to summarize, condense, or give a comprehensive overview of a topic. Reference sources are consulted for specific items of information rather than to be read consecutively.

14. Foreign Language Collection

This collection meets the informational needs of library users who seek non-English materials. The collection includes materials in Spanish and Japanese. The foreign language collection includes fiction and non-fiction materials for readers ranging from young children to adults.

15. Special Collection

This is a collection of materials including major exam study books and local publications that are difficult to replace. Due to the high demand of these books and/or replacement difficulty, a small security deposit may be required at checkout and returned upon check-in.

16. Young Adult Collection

The young adult collection is intended for patrons from the age of 13 and up. It is a transitional collection for the reader moving from the children's collection to the adult collection. Its focus is on the recreational preferences and informational interests appropriate to teens. Fiction selected is from a variety of genres and includes diverse characters and plots. Non-fiction books are not excluded because of the subject matter, provided the book meets other criteria. Award-winning titles are selected as a standard procedure. Parents and guardians of children are responsible for deciding which items are appropriate for use by their children and may not exercise censorship to restrict the freedom to read of others.

H. Selection procedures and vendor relations



1. The Library Director and designated staff will use his/her training, knowledge and expertise along with the following general criteria to select materials for the collection. An item need not meet all of the criteria in order to be selected.

- relevance to interest and needs of the community.
- extent of publicity, critical review and current or anticipated demand.
- current or historical significance of the author or subject.
- relevance to the existing collections' strengths and weaknesses.
- reputation and qualifications of the author, publisher or producer, with preference generally given to titles vetted in the editing and publishing industry.
- date of publication.
- price, availability and library materials budget.
- evaluate the existing collection to assess needs and examine materials.
- consult reputable, professionally prepared selection aids.
- solicit and consider recommendations for acquisitions from patrons.

2. Independently published material

E.G. Fisher Public Library is often asked to include items that are written and/or published independently. This can include materials that are self-published/produced, or items published through a vanity press company. E.G. Fisher Public Library looks for material with regional connections and collection relevance that will appeal to a wide audience. Preview copies will be treated as a donation and their disposition will be covered under our Gifts and Donations Policy.

3. Suggestions for purchase

E.G. Fisher Public Library strongly encourages input from the McMinn community concerning the collection. All suggestions for purchase are subject to the same selection criteria as other materials and are not automatically added to the collection. It is the Library's intent that suggestions for purchase be used to help E.G. Fisher Public Library in developing collections which serve the interests and needs of the community. Suggestions may be made to any staff member or submitted via the library's website.

I. Evaluation, weeding, maintenance, disposal, replacement, and inventory

In addition to acquiring new materials, it is important to remove from the existing collection those items no longer deemed useful or relevant. This policy provides authority for the systematic and regular evaluation of the existing collection and subsequent withdrawal of worn, obsolete or infrequently used materials and supports the public's right of access to an appealing and relevant collection.

Library Management Staff systematically review the collection with the goal of maintaining the quality and vitality of library resources. The collection is weeded in accordance with CREW guidelines (Continuous Review, Evaluation, and Weeding). It is the responsibility of the library staff



to assess the need for replacing materials that are damaged, destroyed, or lost. Items are not automatically replaced. Decisions are based on need, demand and budget. The Library Director and/or library staff consider space, budget, curriculum, and user needs when deciding how much and how often to weed.

1. Weeding Evaluation Criteria

- Record of use - infrequent use and lack of demand, the item has not circulated for 3 years or at librarian's discretion; availability elsewhere including other libraries and online.
- Currency - the subject matter is out-of-date, factually inaccurate, or no longer relevant to current times; illustrations are outmoded or perpetuate gender, racial, or cultural stereotypes.
- Technical Quality - non-print materials with poor visuals, faded or off-color visuals; faulty or inferior sound reproductions.
- Dispensability - duplicate copies or duplicates no longer needed in the collection.
- Physical Condition - the item is torn, soiled, worn, damaged or in poor condition; pages or parts are missing.
- Poor Purchases - materials purchased that were not quality items and/or items not appropriate.
- Reliability - non-fiction item which contains factual information inconsistent with other sources.
- Short-lived Topics - the item is faddish and no longer of interest; no longer relevant to the needs and interest of the community.
- Subject Areas - the information is not timely.
- Dewey Decimal Balance - the item is unneeded to balance the collection.

Some information should not be discarded even though it meets one or more of the criteria listed. An item should NOT be discarded if

- It is a work of historical significance in the field of literature.
- It has unusual illustrations, or the illustrations are by a well-known artist.
- It describes local history or personalities.

2. Removal of Withdrawn Material

Materials that no longer meet the stated objectives of the Library will be withdrawn from the system. E.G. Fisher Public Library reserves the right to determine how best to dispose of materials.



J. Censorship, access, and challenged materials

In support of its mission, E.G. Fisher Public Library fully endorses the principles documented in the Library Bill of Rights, the Freedom to Read Statement, the Right to View Statement, and the Intellectual Freedom Statement of the American Library Association. As outlined in the Collection Development Policy, materials available in the Library present a diversity of viewpoints, enabling citizens to make the informed choices necessary in a democracy. E.G. Fisher Public Library also selects a wide variety of library materials that satisfy the diverse interests of our community. The Library upholds the right of the individual to secure these resources, even though the content may be controversial, unorthodox, or unacceptable to some. The Library's varied collection is available to all; however, it is not expected that all of the collection will appeal to everyone. By its very nature, the Library is a meeting ground where inquiring minds may encounter the creative and frequently controversial ideas of both past and present. The McMinn County Library Board believes that censorship is an individual matter, and the Board strongly defends the principle of the freedom to read and view.

Patrons who wish to request the withdrawal or reclassification of materials currently owned by the Library are encouraged to discuss their concerns with Library Staff. If the patron is not satisfied with the response of the Library Staff to their request, the Library will give the customer a packet that includes the Materials Reconsideration Form and the E.G. Fisher's Collection Development Policy that also contains both the Library Bill of Rights and the "Freedom to Read" statement of the American Library Association

If, after reviewing the packet, the patron wants to proceed with their request, a signed Materials Reconsideration Form may be submitted to the Library Director. This will begin the formal reconsideration process. Anonymous complaints in writing or by other means are not honored. No action will be taken to remove or restrict access to any materials until a final decision has been made by the McMinn County Library Board.

1. Responding to Concerns about Library Resources

- a. The staff of the E.G. Fisher Library will respond to all concerns about library resources with calmness, courtesy, and respect. In doing so, the library staff will follow the following procedures:
 - Library Staff will acknowledge that every patron has the right to question library resources, and a library user with a complaint should feel confident that her concerns will be taken seriously.
 - Library Staff will listen thoughtfully and respectfully. Library Staff will try to understand the specific reason for concern, whether the patron has read the entire work or only parts, and the specific action they would like library staff to take.
 - Library Staff will not make promises of taking action or appear to agree with the patron.
 - Library Staff will offer assistance in finding something else that would better meet the patron's needs.



- If the patron requests the item be removed from the library’s collection, the Library Staff will explain that although the patron may be offended by the library resource, others may not have the same perspective. Library Staff will describe how library materials are selected. Libraries have diverse collections with materials from many points of view, and a library’s mission is to provide access to information for all users. All library users have the First Amendment right to borrow, read, view, and listen to library resources.
 - If the patron is concerned about a children’s or young adult resource, Library Staff will explain that parents and guardians play the major role in guiding their children’s or wards’ reading and library use. Often a patron’s concern about a children’s or young adult book involves a desire to “protect all children” by removing that item from the collection or restricting access to it. Library Staff will explain that each family has the right to determine which library materials are acceptable for its children and must accord the same right to other parents.
 - Library Staff will avoid giving personal opinions.
- b. After Library Staff has listened to a Patron’s concerns with calmness, courtesy, and respect, the next step will be determined by the wants of the Patron. There are two scenarios:
- i. Scenario 1: The Patron only wants to be heard.
 - Many expressions of concern end after the individual has had an opportunity to express personal feelings about a library resource. If the patron only wants to be heard and have their opinions acknowledged, no further action is needed. If this is the case, the Library Staff will thank the patron for their interest
 - ii. Scenario 2: The Patron wants the item to be removed or reclassified.
 - If the concerned patron is not satisfied during the discussion and wants the item removed or reclassified, Library Staff will explain the formal reconsideration process and its time line. Often patrons who have a concern would like immediate action and are not aware of the length of time this procedure takes. Sufficient time must to be given for a Reconsideration Committee to be formed and for each member to read or review the material. Library Staff will also state that library policy is that the material under reconsideration will not be removed from use or have access restricted pending completion of the process.
 - Library Staff will provide a copy of the library’s Collection Development Policy and Materials Reconsideration Form. Library Staff will stress that no action is taken unless the form is fully completed, signed (identifying the individual or group), and submitted. Library Staff will explain that the submission of a completed form will trigger the formal reconsideration process, and that the document will become part of the public record.
 - iii. In either scenario



- The Library Staff will thank the patron for their interest, make notes about the conversation, date them, and give them to the Library Director for future reference.
 - The Library Director will retain the notes, because the information provides background if a Materials Reconsideration Form is filed. Remember that all such notes become part of the record of the reconsideration process and may become public records.
 - Library Staff will always keep the Library Director informed of any concerns expressed, whether they feel they have been successfully resolved or not. Keeping the Library Director well-informed helps her to respond knowledgeably if the concerned patron contacts her directly.
2. The Reconsideration Procedure
- a. The complainant will fill out the Materials Reconsideration Form.
 - b. As soon as the complaint has been filed, the objections should be reviewed. The Library Director, in coordination with the McMinn County Library Board Executive Committee will recruit a Reconsideration Committee comprised of five individuals. While it may be prudent to state what area/role a committee member represents in the makeup of the committee (i.e., librarian, teacher, board member, community member, parent, patron), the personal identification should remain anonymous to protect the objectivity of the deliberation.
 - c. The Reconsideration Committee will bear in mind the principles of the freedom to read and base their decision on these broad principles rather than on defense of individual materials. The freedom to read is essential to our democracy.
 - d. While there may be a need for public comments to be heard, the Reconsideration Committee meeting will be closed. Public Comments can be directed to the Director or the McMinn County Library Board.
 - e. The Reconsideration Committee will read all materials referred to them including the full text of the material in question, various reviews, the Library's Books and Materials Selection Policy, the Library Bill of Rights, and the Freedom to Read Statements. The Reconsideration Committee will not pull passages or parts out of context. The values and faults should be weighed against each other and the opinions based on the materials as a whole.
 - f. Each committee member will fill out a Checklist for Committee's Reconsideration of Instructional Materials and work together to form a report and recommendation.
 - g. The Reconsideration Committee's report and recommendation will be an objective evaluation of the material within the scope of the library's Collection Development Policy. The report, presenting both majority and minority opinions, will be sent to all McMinn County Library Board members with a recommendation to retain the material in its original location, to relocate the material to an advisory location, or to remove the material. The Reconsideration Committee will also communicate its decision to the Library Director.
 - h. The Reconsideration Committee will send a written letter informing the complainant of the decision. The letter will be addressed to the letter to the individual, not an impersonal form letter. The letter will explain that he may appeal the decision to the McMinn County Library



Board via the enclosed Appeals Form and that appealing the decision will require disclosing the complaint on the agenda and in other documents.

- i. If the complainant still feels that their objections have been dealt with inadequately, he has seven calendar days to make a final appeal through the McMinn County Library Board. The Board will decide upon an appropriate course of action – for example, a public hearing. Any material which has been through the entire evaluation process within the past three years will not be reconsidered. The previous decision will stand.
- j. When the final decision about the questioned resource has been made, keep a record of the event, and report the result to the ALA Office for Intellectual Freedom (OIF) using its Challenge Reporting form. OIF will keep confidential the details of the challenge, using the information only for statistical purposes.

3. Conducting a Challenge Hearing

If a challenge rises to the level of an appeal, the McMinn County Library Board may call for a public hearing as part of the appeal process. If it does, the following procedures will be followed:

a. Before the Hearing:

Members on the McMinn County Library will be briefed on:

- The library's Collection Development Policy
- How the library has responded to the challenge and the decision made
- Policies and procedures (including open meeting laws) that should be followed
- Will read, view, or listen to the challenged resource in its entirety
- Will decide ahead of time on the length of the hearing and set definite beginning and ending times
- Will announce the hearing well in advance
- Will prepare a news release covering the facts, and make it available to media representatives who attend or ask questions, along with a copy of the Library Bill of Rights and the library's Collection Development Policy. It is important that the media and the public understand that the library's decisions are not arbitrary, but based on a great deal of work, thought, and consultation
- Will seek support from ally groups and individuals who can speak in support of the freedom to read, view, and listen, or who can send written expressions of support (e.g., attorneys, educators, students, librarians, ministers, people from the media, the state intellectual freedom committee, local colleges and universities, educational groups).

b. At the Hearing:

- Will distribute copies of the Library Bill of Rights and the E.G. Fisher's library's Collection Development Policy.
- Will ask people who wish to speak to sign in
- Will have the Chairperson of the McMinn County Library Board preside. At the beginning of the hearing, the chair will explain the process the governing body will follow and when it will issue its decision



- Will have individuals speak in the order they signed in, and appoint a timekeeper to limit each speaker to a specific amount of time. If the Chairperson allow participants to speak a second time, it will be only after everyone who has registered has had an opportunity to speak.

ALA. (2017). Conducting a Challenge Hearing. <http://www.ala.org/tools/challengesupport/hearing>

4. Freedom to Read Statement (ALA)

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:

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.

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.

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.



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.

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.

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.

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 for Free Expression

The Association of American University Presses

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

5. Freedom to View Statement (ALA)

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:

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.

To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.

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.



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.

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.

Endorsed January 10, 1990, by the ALA Council

6. Intellectual Freedom Statement (ALA)

ALA actively advocates and educates in defense of intellectual freedom—the rights of library users to read, seek information, and speak freely as guaranteed by the First Amendment. Intellectual freedom is a core value of the library profession, and a basic right in our democratic society. A publicly supported library provides free, equitable, and confidential access to information for all people of its community.

7. Library Bill of Rights (ALA)

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

I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

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



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

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

Inclusion of "age" reaffirmed January 23, 1996.

Although the Articles of the Library Bill of Rights are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights.

K. Displays

Library displays shall be held to the same philosophy of selection and criteria for selection outlined in the Collection Development policy. Displays are created by library staff under the supervision of the library director. The reconsideration of materials policy and the process outlined for review shall apply to library displays.

L. Gifts, memorials, and donations

E.G. Fisher Public Library welcomes gifts of books and other materials. The Library reserves the right to keep, discard, sell, or make other appropriate disposal of any books or materials that are donated as determined by its mission and needs.

Gifts of money, real property and/or stock will be accepted if any conditions attached thereto are acceptable to the McMinn County Library Board. Personal property, art objects, portraits, antiques, and other museum objects will be accepted only upon an independent appraisal and approval of the McMinn County Library Board. Since the E.G. Fisher Public Library is not designed to be a museum, The McMinn County Library Board may suggest another location to where an item can be properly preserved and enjoyed by the public. The Library will not accept for deposit, any materials that are not upright gifts.

Staff members will review all donated materials for potential addition to the Library's collections. Materials may also be used to help the Friends of the Library hold successful book sales. Funds raised at these sales support the Children's Summer Reading Program and other valuable library programs. Donated material that will be sold at Friends' book sales is not covered under this policy. The Library does not appraise the values of donated materials for tax purposes. The Library will accept gifts and loans on the following principles:

1. What will be considered for addition to the collection:
 - Material in like-new condition
 - Books



- Media formats currently circulating in the library
 - Audiobooks
2. What is not accepted for the collection:
- Material in poor condition (has stains, water damage, smell, writing, etc.)
 - Formats not currently being circulated by the Library, such as VHS, audio cassettes, LPs, etc.
 - Textbooks (with the possible exception of current school textbooks)
 - Magazines & Newspapers as well as magazine gift subscriptions
3. Acknowledgement of gifts by the library
- E.G. Fisher Library welcomes gifts of books or other appropriate materials given in memory of a deceased individual or in honor of an individual or group. Materials accepted must conform to the same criteria for selection as materials purchased with library funds. The donor may make a specific request for use of his/her contribution, but the selection will be left to the discretion of the library staff. If the person or group being honored or remembered has or had a specific field of interest, staff will attempt to order materials reflecting that interest if the interest area specified meets current library needs. A bookplate is placed in the front of each book given in memory or in honor of someone stating the name of the donor and the person or group being remembered.

<http://www.ala.org/tools/challengesupport/respond>

<http://www.ala.org/tools/challengesupport/reconsiderationcommittees>



Materials Reconsideration Form

Author _____ Format _____

Title _____

Publisher (if known) _____

Comment initiated by _____

Address _____

City/State _____ Zip Code _____

Telephone _____ E-Mail Address _____

Complainant represents:

_____ himself or herself

_____ organization (give name) _____

1. What is your concern regarding this material? (Please be specific; cite pages)

2. For what age group do you think this item was intended? _____

3. Is there anything good about this item? _____

4. Did you review the entire item? _____ If no, what parts? _____

5. What would you like the Library to do about this item?

_____ Move it to a different section of the Library

_____ Remove

_____ Other (state) _____

Signature of complainant/date

Thank you for expressing your comments about this library material. Submission of a completed form will trigger the formal reconsideration process, and this document will become part of the public record. The Library will now follow its board-approved process for reconsideration of the material. You will be notified when a decision has been reached.



Checklist for Committee's Reconsideration of Materials

Title _____

Author _____

A. PURPOSE

- 1) What is the purpose, theme, or message of the material? How well does the author/producer/composer accomplish this purpose?
- 2) If the material is fantasy, is it the type that has imaginative appeal?
- 3) Will the reading/viewing/listening to this material result in more compassionate understanding of human beings?
- 4) Does the material offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups?
- 5) Are any questionable elements of the story an integral part of a worthwhile theme or message?

B. CONTENT

- 1) Does material about modern times give a realistic picture of life as it is now?
- 2) Does the material avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless?
- 3) When factual information is part of the material, is it presented accurately?
- 4) Is prejudicial appeal readily identifiable by the potential user?
- 5) Are concepts presented appropriate to the ability and maturity of the potential users?
- 6) Do characters speak in a language true to the period and section of the country in which they live?



- 7) Does the material offend in some way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters?
- 8) Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this material inappropriate for young people?
- 9) If there is use of offensive language, is it appropriate to the purpose of the text?
- 10) Is the material free from derisive names and epithets that would offend minority groups?
children? young adults?
- 11) Is the material well written or produced?
- 12) Does the material give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion or philosophy in any adverse way?
- 13) Does the material make a significant contribution to the history of literature or ideas?
- 14) Are the illustrations appropriate and in good taste?
- 15) Are the illustrations realistic in relation to the information?

C. RECOMMENDATION:

- 1) What is your reaction to the material as a whole?
- 2) What is your recommendation concerning the disposition of this material?
- 3) What is the rationale on which you base your recommendation?

Signature _____ Date _____

http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/knowledgequest/kqwebarchives/v36/362/KQW36_2MartinChecklist.pdf



Reconsideration Committee Report

Title: _____

Author: _____

Has every member of the committee read the material entirely? (Yes/No)

If not, why?

Resources consulted: (include policies, articles, reviews etc.)

Reconsideration committee recommends:

Justification and comments: (include majority and minority positions)

Signatures of Reconsideration Committee Members:

Date: _____



Materials Reconsideration Appeal

Author _____ Format _____

Title _____

Comment initiated by _____

Address _____

City/State _____ Zip Code _____

Telephone _____ E-Mail Address _____

Complainant represents:

_____ himself or herself

_____ organization (give name) _____

I am formally requesting an appeal to the McMinn County Library Board concerning the Recommendation made by the Reconsideration Committee concerning the materials listed above. I understand that appealing the decision will require disclosing my name on the Board agenda and in other documents. I understand that the Board will take a choice of action that may include a public hearing. I realize that I have seven calendar days to make this appeal.

Signature of complainant/date

Thank you for expressing your comments about this library material. Submission of a completed form will trigger the formal appeal process, and this document will become part of the public record. The Library will now follow its board-approved process concerning appeals. You will be notified to when a decision will be reached.