



## **Collection Development Policy**

Board approved: 08/13/2014; 3/2022; 5/2023

Board reviewed: 5/2024

### **Introduction**

Building a library collection is an ongoing activity: the collection evolves as the needs of the community evolve and as changing technology provides additional or alternative resources. Because no library budget or building is large enough to permit the purchase of every worthy resource, this policy guides the library staff in most effectively using the library's financial resources to meet the present and anticipated needs of the community it serves. A policy cannot replace the judgment of trained and experienced staff, but stating goals and indicating boundaries will assist staff in selecting library resources, evaluating the collection, and maintaining the collection's currency, relevance, and usefulness.

Library staff have a professional responsibility to be inclusive, not exclusive, in selecting materials for the library collection and in providing access to materials through resource sharing. The library should work to provide access to legally obtainable materials, and policies should not exclude access to materials even if such materials offend a library staff member or some members of the community. When staff consider an item for addition or retention, that item is evaluated as a whole, not on the basis of a particular section or sections. An item will not be added to, or barred from, the collection solely because of:

- An author's race, religion, nationality, sexual orientation, or political, or social views
- A work's depictions or descriptions of violence or sexual activity
- A work's controversial content
- An author or work's endorsement or disapproval by any individual or community group

### **Responsibility to the Community**

The Granville Public Library plays an active and positive role in the community. The Board of Trustees, administration, and staff of the library are committed to these tenets: (1) that free and open access to information is necessary for citizens who think and make choices for themselves; (2) that by providing access to a wide variety of facts, opinions, and ideas the library helps to create a well-informed and enlightened populace.

The library fulfills its mission when it selects and makes available materials for the education, entertainment, and enrichment of the public: that public includes patrons of all ages, of many levels of interest and ability, and of differing views and opinions. The library's collection should include both materials that represent topics of current interest, as well as those of enduring value.

Material that inspires one patron may also offend another. However, by providing free and open access to diverse information and viewpoints, the public library may serve as a cornerstone of the principles of a democratic society. Inclusion of materials in the library's collection acknowledges the importance of a diversity of views and interests; it does not represent an endorsement or imply agreement with any particular viewpoint, or suggest approval or certification of the content of any item.

The library does not label materials except to aid the public in finding them in the library. Labels or ratings that provide assessments such as "This material contains language which some may find offensive" are not applied by the library.

The responsibility for monitoring a child's reading, listening, and viewing rests with the parent or legal guardian. Selection of materials for the library is not restricted by the possibility that children may obtain materials that their parents or guardians consider inappropriate. The library staff is willing to work with the parent or guardian to determine what materials are best suited for a child's needs, within the framework or guidelines established by the parent or guardian.

All libraries are likely to contain some materials that some patrons may find objectionable. In addition, collections may not contain all materials that some patrons feel are important. In both cases, the library has established procedures to hear the voices of the community (see below).

The Granville Public Library's Board of Trustees supports the latest version of the American Library Association's *Library Bill of Rights*, the *Right to Read*, and the *Right to View* statements. A copy of these documents are in the appendices.

### **Responsibility for Selection**

The policies and mandates of the Board govern the inclusion of materials in the library collection. Overall responsibility for the collection is delegated to the Director, and then to library staff who are qualified by education, training, interest, and job classification to select materials.

In the case of some eContent offerings, selection of materials is not made on a title by title basis by the library. Instead, the library may elect to offer a catalog of titles that is updated by the eContent provider as new titles become available. In this scenario, the library has limited control over what is added and removed from the digital catalog.

### **Criteria for Addition and Retention of Library Materials**

Because its ability to purchase and store physical materials is limited by the size of both its budget and its building, the library has established criteria for the addition and retention of library materials. These criteria may be applied to all formats, and include, but are not limited to:

- Current interest
- Timeliness
- Patron requests
- Educational significance
- Positive reviews
- Recommendations by professionals
- Accuracy
- Contribution to the breadth of representative viewpoints
- Value commensurate with cost and/or need
- Reputation of author/publisher/producer

The library strives to provide material that promotes continuing, independent learning, and makes an effort to provide curriculum-related materials for area schools and other teaching situations. However, the library does not usually acquire textbooks, subscriptions to professional or academic journals, or other materials that directly support a particular curriculum except as such materials might also serve the general public, e.g. basic science books. Nor does the library purchase multiple copies in sufficient quantity to meet the assigned demands of local institutions, schools and colleges, or non-library reading groups without an established arrangement between the library and those entities.

### **Collection Maintenance**

In order to maintain a collection that is current and relevant to the community's needs, library staff periodically evaluate the collection as a whole and specific items within it. When deciding what items to withdraw from the collection, staff may consider the material's condition, use, timeliness, and accuracy, among other factors. When withdrawn materials cannot be readily or practicably sold by the library or The Friends of the Library, it may offer withdrawn materials to other groups or organizations. These groups may resell these materials or dispose of them.

### **Request for Purchase**

The library serves a diverse public, and, on occasion, a patron may think that the library should add a particular title to the collection. In such situations, patrons may use the "Purchase Request" form (see appendix). Forms are available at the library service desks. The completed form will be referred to the staff member responsible for selecting in that area of the library's collection, and the patron will be contacted about the library's decision. If the staff member does not elect to purchase the requested item for the library's collection, attempts will be made to obtain the item for the patron using the library's interlibrary loan service.

### **Request for Reconsideration**

The library serves a diverse public, and, on occasion, a patron may believe that a specific title or source should not be in the collection. In such situations, the patron

should first discuss concerns about the material with the library staff. If, following the discussion, the patron still wishes the library to reconsider the title or source, the "Request for Reconsideration of Library Materials" form (see appendix) is available. Forms are available at the library service desks. Because items are evaluated as a whole, a title will not be reconsidered unless the patron making the request has read/viewed/heard the entire item. The library asks that the form be filled out as accurately and completely as possible in order to properly assess the expressed concerns. An incomplete reconsideration form will not be considered. Also, if the material has been previously reconsidered, it will not be reconsidered again unless the more recent request is based on substantially different reasons than an earlier request.

The request will be referred to the Reconsideration Committee for review. The Reconsideration Committee consists of three library employees: the director, a librarian/manager, and a part-time employee. The Review Committee thoroughly evaluates and researches every Reconsideration Form submitted before reaching a decision. The patron will be informed of (1) the receipt of the request and (2) the decision. If the patron is not satisfied with the decision, a written appeal can be made to the Board of Trustees. The letter should be addressed to "Director, Granville Public Library, 217 E. Broadway, Granville, OH 43023". The Board will make a decision and inform the patron, usually following the next regularly scheduled board meeting.

The title under consideration will remain in the collection throughout the process to support the freedom of other patrons to read, view, or listen.

## Library Bill of Rights

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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.*

## Freedom to Read Statement

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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.

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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](#)

## Freedom to View Statement

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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 guarantees 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.

**Patron Purchase Request  
Granville Public Library**

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

Staff initials (MANDATORY):

**Item Information**

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

Author: \_\_\_\_\_ Format (book, DVD, etc.):  
\_\_\_\_\_

Department (adult, teen, children): \_\_\_\_\_ Pub. Year:  
\_\_\_\_\_

Local relevance (Y/N): \_\_\_\_\_

Was title available in requested format through another CLC library? (Y/N):  
\_\_\_\_\_

**If yes, place a hold for the patron EVEN IF you think the item will be purchased for this library.**

**Patron Information**

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

Card #:

Phone #: \_\_\_\_\_  
\_\_\_\_\_

Email:

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**Follow Through (Staff Use Only)**

Action taken (purchased, requested through CLC, etc.):  
\_\_\_\_\_

If purchased, vendor used: \_\_\_\_\_  
\_\_\_\_\_

Patron contacted (Y/N):

Staff initials (MANDATORY): \_\_\_\_\_

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



**Request for Reconsideration of Library Materials  
Granville Public Library**

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The Granville Public Library supports the principles of the **Library Bill of Rights**, the **Freedom to View**, and the **Freedom to Read** statements adopted by the American Library Association.

Format      Book \_\_\_\_      Movie \_\_\_\_      Other \_\_\_\_      Date: \_\_\_\_\_

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

Author: \_\_\_\_\_

Patron's name: \_\_\_\_\_

Address: \_\_\_\_\_  
                                 Street                                  City                                  State                                  Zip

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

The following questions are to be answered after **reading, viewing, or listening to the library material in its entirety**. If sufficient space is not provided, please attach additional sheets. (Please sign your name on each additional attachment.)

1. Please confirm that you have read, viewed, or listened to the entire resource

2. What brought this resource to your attention?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. What concerns you about this resource? Please be specific and cite page numbers, scenes, etc.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
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4. What do you feel might be the result of reading/viewing/listening to this resource?

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5. What do you believe is the purpose of this resource?

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6. What resources can you suggest to provide additional information and/or other viewpoints on this topic?

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7. What action are you requesting the committee consider?

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Signature \_\_\_\_\_

Date \_\_\_\_\_

Please complete this form and submit it to:  
Director, Granville Public Library  
217 E. Broadway  
Granville, OH 43023