

Goffstown Public Library Collection Development Policy

Description of the Community

Goffstown is an active and growing community located in southern New Hampshire in Hillsborough County. It is west of Manchester, New Hampshire's most populous city, and southwest of Concord, the state capital. It occupies thirty-seven square miles and has a population of about 18,500.

Mission of the Goffstown Public Library

The Goffstown Public Library will serve as a primary resource for community information needs. It will provide a comfortable place for citizens to access quality materials and programs, enhance cultural awareness and to explore issues of local, national, and global interest.

Purpose of this policy

The purpose of this policy is to guide staff in the selection of materials, to fulfill the mission of the Library and to inform the public about the scope and nature of the library's current collection, as well as the collecting priorities which will shape the depth and breadth of the library's future collection. It will be used as a training tool for new staff, an aid in selection, weeding and evaluating the collection and as a rationale for budget allocations. This policy will be reviewed and revised regularly.

GMILCS, Inc.

The Goffstown Public Library is a member of GMILCS, Inc. a multi-type library consortium that shares a library automation system, open request system, consortial purchasing of eBooks and a common borrower card service. The open request system allows cardholders to place requests on library materials from across the GMILCS, Inc. catalog, to be delivered to our library. The common borrower card service allows all cardholders from member libraries to share resources by allowing cardholders to visit each library and check out materials using their own home library card.

Responsibility for Selection

The responsibility and authority for selection of all print and non-print material purchased by the Goffstown Public Library rests ultimately with the Library Director. The Director may delegate the selection of materials in selected areas to other members of the Library staff. Patron requests for specific materials may be considered if materials meet the criteria for selection. The Goffstown cardholder has access to the entire hoopla catalog; there is no selection of hoopla digital and streaming materials.

Each member library of GMILCS, Inc. has their own collection development policy that governs materials purchased for their own communities. GMILCS, Inc. has a collection development policy for digital materials, shared through the CloudLibrary. Each member library takes part in selection of CloudLibrary content. Digital selections for the NH Downloadable Book Service are done by a volunteer committee, also based on a collection development policy.

Consortia Selection and Purchasing

The Goffstown Public Library seeks out opportunities to purchase materials as part of various state and local consortia. This allows us to use our budget in a more fiscally responsible way and share the responsibility of materials selection with other libraries in the consortium.

Because of this, we follow selection guidelines established by the consortia, namely the NH Downloadable Books Service and GMILCS, Inc. for the selection and purchase of eBooks.

Selection Criteria

1. The criteria considered in the selection of library materials are:
 - a. existing library holdings
 - b. suitability of the material to the interest of the community
 - c. individual merit of each item
 - d. author authority and accuracy of work
 - e. budget
 - f. popular appeal/demand
2. Titles which are obviously and exclusively written for pornographic or sensational purposes will not be selected. Objectionable language and vivid descriptions of sex and violence when dealt with realistically within the context of a book will not be criteria for rejecting the book.
3. The responsibility for a child's choice in reading materials belongs with the parents and legal guardians of the child. Library book selection will not be determined by the possibility that controversial books may come into the possession of children.
4. Material is judged based on the work as a whole, not by a part taken out of context.
5. Material selection may be based on, but is not limited to, current reviews and professional library and literary opinion as shown in journals, standard bibliographies, and other publications in the field. Some of these include *Publisher's Weekly*, *Book Page*, *School Library Journal*, *Foreward Reviews*, and others available through electronic resources.
6. Materials are purchased and licensed in a variety of formats, as well as for a variety of age groups as a reflection of the interest of the community. Selection of digital materials carries the same considerations of physical materials, when applicable by platform.
7. The lack of a review or an unfavorable review shall not be the sole reason for rejecting or adding a title. The Library Director will consider demand, the need to balance the library collection in a specific subject area, books discussed on public media, and requests of library cardholders.
8. Due to limited budget and space, the library cannot purchase all materials that are requested. Interlibrary loan, open requests and the common borrower card service will be used to obtain materials from other libraries for the use of our cardholders or that are beyond the scope of our collection.
9. Realia as part of the history of Goffstown, the local area or a local personage may be added to the library collection at the discretion of the Library Director and according to the "Selection Criteria" in this policy. (Realia includes what is accepted or collected outside the usual library materials, usually associated with local history. Examples are antique clocks, paintings, photographs, etc.)

Selection Considerations for E-Resources

The following are selection criteria that are often employed by the Library when choosing electronic resources for purchase or subscription. Not all these criteria are used for every e-resource acquisition.

- Ease of use of the product
- Cost of the product; one-time cost or subscription?
- License restrictions
- Availability of the information to multiple simultaneous users
- Equipment needed to provide access to the information

- Technical support and training; availability of reports

Content:

- Quality and uniqueness of content
- Relevancy and currency of content
- Authoritativeness
- If overlap with other e-resources, is it warranted?
- Relationship with Library's print holdings
- Frequency of updating
- Target audience
- Available in full text

Multiple Copies and Formats

Multiple copies and formats of materials may be purchased based on the reservations made, the need for circulating and non-circulating copies of a particular item or items, and those local history items that are valuable and in demand. The Library Director may use a purchase alert report through the automated library system to gauge the holds on popular items before making a decision to purchase additional copies and formats. Budget and space requirements will be weighed when making the decision for multiple copies of any item.

Periodicals (moved from Reference Policy)

Library staff selects and retains periodicals based on potential community interest, circulation statistics, price, and availability in other formats. Periodicals which are available in full text through subscription databases may not necessarily be purchased separately in hard copy. It is the practice of the Library staff to review and adopt new formats of technology for more convenient access by the individual. Titles are evaluated on an annual basis by Library staff and additions and deletions are made at that time.

Subscriptions gifted to the Library by members of the community are evaluated with the same criteria as purchased subscriptions. These subscriptions are accepted or declined based on the needs of the Library and the judgment of the Library Director.

Retention of Issues: *The New Hampshire Union Leader* and the *Concord Monitor* are kept for two weeks. Both newspapers and their full text articles are available through online databases. *The Goffstown Neighborhood News* is also accessible in an electronic format and paper copies are not retained for more than four weeks. Most magazines are kept from six months to two years-based on their usefulness and overall content.

Most periodical titles circulate for three-week periods except for the current issue ~~or any professional journals specific to the field of librarianship~~, which circulate for one week. The newspaper collection does not circulate. There is no limit to magazines borrowed, and cardholders are encouraged to check online sources for the full text of the article they are seeking.

Donations

Gifts and donations will be judged according to the "Selection Criteria" in this policy. Donations of used materials will be accepted as storage space allows; few donated items are added to the library collection. We will not accept donations of magazines or journals, cassettes or VHS, textbooks, *Reader's Digest* condensed books, or moldy/ mildewed, dirty, or otherwise damaged items. The Library Director makes the final decision about whether to add a gift/

donation to the library collection; gifts of magazine subscriptions are not accepted. Monetary gifts may be accepted and expended following the acceptance at a monthly meeting, or a public hearing of the Library Board of Trustees and purchases will be made based on this "Collection Development Policy" and/ or restrictions placed by the donor.

Link Selection for the Library's Web Site

Links to external web sites may be placed on the Goffstown Public Library web site at www.goffstownlibrary.com at the discretion of the Library Director based on currency, authority, organization, and accessibility to the public. Links are added and deleted based on "Selection Criteria" in this "Collection Development Policy". Obvious political, commercial, and illegal sites will not be linked. We will provide links to government sites for research needs, educational and cultural institution sites, sites for hobbyists and pop culture fans, as well as entertainment for children, youth, and adults. We will endeavor to select links that are neutral in nature, enrich, broaden, and complement the print and non-print collection and those that are consistent with this policy. Links may be removed at any time at the discretion of the Library Director.

Weeding of the Library Collection

Weeding is an essential element of collection development that ensures the library's materials are useful and accessible. Every library's collection is limited by the space available to house it, and collections should change over time to reflect changes in the community, society, and in the library's goals. Weeding is a periodic or continual evaluation of resources intended to remove items that are no longer useful from the collection. Some formats may be deemed obsolete and will be removed as a collection (Past example: books on cassette and the VHS format). The responsibility and authority for weeding print and non-print material rests ultimately with the Library Director. The Director may delegate the weeding of materials in selected areas to other members of the Library staff.

When libraries do not weed regularly or consistently, cardholders have trouble finding interesting and relevant materials. Removing outdated or worn-out items makes the collection more visually attractive and more inviting to users. Cardholders trust the library to supply information that is easy to find and up to date. In addition, weeding helps identify the gaps in a collection so that new purchases can be made with confidence and space can be created for those materials.

The Goffstown Public Library subscribes to the **CREW** (**C**ontinuous **R**evision, **E**valuation and **W**eeding) method when weeding the library collection. 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 the community;
- E**lsewhere (the material may be easily borrowed from another source)

Decisions are based on some combination of these criteria - that is, an item will probably not be discarded based on meeting only one of these criteria. Other criteria that might also be considered include age, condition, frequency of use/circulation, multiple copies, and

currency/accuracy. The automated library system makes available numerous reports to assist the staff in the weeding process.

Challenged Materials and Intellectual Freedom

The staff of the Goffstown Public Library selects materials based on the criteria specified within this policy. The Library does not advocate particular views or beliefs but attempts to provide free access to a well-balanced collection of topics, appropriate for different age levels and opinions for all members of the community. Everyone has the freedom and responsibility for making choices about what to read. No labels will be assigned to materials beyond those indicating genre. As part of this "Collection Development Policy" the following American Library Association Statements are attached and will be subscribed to:

The Library Bill of Rights, Appendix A
The Freedom to Read Statement, Appendix B
The Freedom to View Statement, Appendix C
Labeling and Rating Systems, Appendix D

Should a Goffstown resident object to a particular item owned by the Goffstown Public Library the challenger shall be offered the opportunity of filling out a "Citizen's Request for Reconsideration of a Library Resource" (See appendix E). If the completed reconsideration form is not submitted to the Library Director, the process does not continue.

- A reconsideration form cannot be submitted anonymously.
- No more than three items may be under review at any time.
- The Library reserves the right to extend time to review multiple items.
- In the case of multiple challenges, the Library Director will maintain a waiting list. The challenger will be informed when their challenge is being reviewed.
- Materials will be reviewed in the order they are submitted.
- The resident requesting the reconsideration must read, view, or listen to the entire work before requesting the reconsideration of library material.
- The request shall be reviewed by the Library Director and the material will be evaluated based on the complaint.
- A committee made up of the Library Director, other professional staff, and one member of the Library Board of Trustees will read or view the item in question and provide a written review.
- Authoritative, published reviews will be gathered and summarized.
- The Library Director will issue a written decision to the challenger within 30 days of the start of the review that may be appealed to the Library Board of Trustees.
- If the review of the material by committee members takes longer than 30 days (due to length of material or other factors), a written update shall be sent to the resident within the 30 days.
- In the event of an appeal, the decision of the Library Board of Trustees is final.
- During the review process, the item will continue to be available to the public.
- The Library Director will report the challenge to the ALA Office of Intellectual Freedom, the NH Library Association, and the NH State Library.

Revision of this section approved by the Library Board of Trustees, May 3, 2023

Appendix A

Library Bill of Rights

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

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.
- III. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
- IV. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
- V. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
- VI. Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.
- VII. All people, regardless of origin, age, background, or views, possess a right to privacy and confidentiality in their library use. Libraries should advocate for, educate about, and protect people's privacy, safeguarding all library use data, including personally identifiable information.

Adopted June 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; January 29, 2019.
Inclusion of "age" reaffirmed January 23, 1996.

Appendix B

The Freedom to Read Statement

The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of

"objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

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

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

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

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

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

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

We therefore affirm these propositions:

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

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

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

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

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

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

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

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

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

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

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own*

standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.

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

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

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

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

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers. Adopted June 25, 1953; revised January 28, 1972, January 16, 1991, July 12, 2000, June 30, 2004, by the ALA Council and the AAP Freedom to Read Committee.

Appendix C

Freedom to View Statement

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

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional 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.

Endorsed by the ALA Council January 10, 1990

Appendix D

LABELING AND RATING SYSTEMS

The American Library Association affirms the rights of individuals to form their own opinions about resources they choose to read, view, listen to, or otherwise access. Libraries do not advocate the ideas found in their collections or in resources accessible through the library. The presence of books and other resources in a library does not indicate endorsement of their contents by the library. Likewise, providing access to digital information does not indicate endorsement or approval of that information by the library. Labeling systems present distinct challenges to these intellectual freedom principles.

Labels may be a library-sanctioned means of organizing resources or providing guidance to users. They may be as simple as a colored dot or strip of tape indicating reference books or fiction or as elaborate as the Dewey Decimal or Library of Congress call number systems.

Labels as viewpoint-neutral directional aids are intended to facilitate access by making it easier for users to locate resources. Users may choose to consult or ignore the directional aids at their own discretion. Viewpoint-neutral directional labels are a convenience designed to save time. These are different in intent from attempts to prejudice, discourage, or encourage users to access particular library resources or to restrict access to library resources. Labeling as an attempt to prejudice attitudes is a censor's tool. The American Library Association opposes labeling as a means of predisposing people's attitudes toward library resources.

Prejudicial labels are designed to restrict access, based on a value judgment that the content, language, or themes of the resource, or the background or views of the creator(s) of the resource,

render it inappropriate or offensive for all or certain groups of users. The prejudicial label is used to warn, discourage, or prohibit users or certain groups of users from accessing the resource. Such labels sometimes are used to place materials in restricted locations where access depends on staff intervention.

Directional aids can also have the effect of prejudicial labels when their implementation becomes proscriptive rather than descriptive. When directional aids are used to forbid access or to suggest moral or doctrinal endorsement, the effect is the same as prejudicial labeling. Even well-intentioned labels may have this effect.

Prejudicial labeling systems assume that the libraries have the institutional wisdom to determine what is appropriate or inappropriate for its users to access. They presuppose that individuals must be directed in making up their minds about the ideas they examine. The American Library Association opposes the use of prejudicial labeling systems and affirms the rights of individuals to form their own opinions about resources they choose to read, view, listen to, or otherwise access.

Adopted July 13, 1951, by the ALA Council; amended June 25, 1971; July 1, 1981; June 26, 1990; January 19, 2005; July 15, 2009; July 1, 2014; June 30, 2015.

Appendix E
Goffstown Public Library
CITIZEN'S REQUEST FOR RECONSIDERATION OF A LIBRARY RESOURCE

The Library Board of Trustees has delegated the responsibility for selection and evaluation of library resources to the Library Director 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 a library resource, please return the completed form to Dianne Hathaway, Library Director, Goffstown Public Library, 2 High Street, Goffstown, NH 03045.

The resident requesting the reconsideration must read, view, or listen to the entire work before requesting the reconsideration of library material.

Name _____ Date _____

Address _____ Town _____

State _____ Zip _____ Phone/Email _____

Do you represent yourself? ___ An Organization? ___ Name of Organization _____

1. Resource on which you are commenting:

_____ Book _____ Textbook _____ Video/ DVD _____ Display/ Exhibit

_____ Magazine _____ Library Program _____ Audio Book/ Music CD

_____ Newspaper _____ eBook/ eMagazine _____ Video Game

_____ Electronic Information/ Network (please specify):

_____ Other _____

Title _____

Author/ Producer _____

2. What brought this resource to your attention?

3. Have you read the Library's criteria for selection, as stated in the GPL Collection Development Policy ([Goffstown Public Library \(goffstownlibrary.com\)](http://goffstownlibrary.com))?

4. What concerns you about the resource? (use other side of sheet or additional pages if necessary) Please be specific and cite pages or sections.

5. Are there resources you suggest for inclusion in the collection that would provide additional information and/or other viewpoints on this topic?

6. What do you think might result from exposure to this resource?

7. Did you read, watch, or listen to the entire work?

What parts, if not the entire work?

8. For what age group do you recommend this resource?

9. Are you aware of the critical judgment of this resource? If yes, please summarize such judgments and cite all sources.

10. What do you believe is the theme or purpose of this resource?

11. What action are you requesting the committee consider?

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