

Table 4.1 Selection theory process compared.

McColvin	Drury	Haines
Theory of Book Selection (1925)	Book Selection (1930)	Living With Books (2d. ed., 1950)
<ol style="list-style-type: none"> 1. Information should be as accurate as possible. 2. Items should be complete and balanced regarding subject and intended scope. 3. Authors should distinguish between fact and opinion. 4. Information should be current. (Frequently <i>the</i> determining criteria for selection.) 5. Writing style and treatment of the subject should be appropriate to the type of demand the book will answer. 6. The title should reflect the cultural values of its country of origin. 7. Consider physical characteristics are when deciding between two books with similar content. 	<ol style="list-style-type: none"> 1. Establish suitable standards for judging all books. 2. Apply criteria intelligently, evaluating the book's content for inherent worth. 3. Strive to get the best title on any subject, but add mediocre titles that will be read rather than superior titles that will be unread. 4. Duplicate the best rather than acquire the many. 5. Stock the classics and standards. 6. Select for positive use. 7. Develop the local history collection. 8. Be broadminded and unprejudiced in selection. 9. Do select fiction. 10. Buy editions in bindings suitable for circulation and borrowing. 11. Know publishers, costs, and values. 12. Know authors and their works. 	<ol style="list-style-type: none"> 1. Know the community's character and interests. 2. Be familiar with subjects of current interest. 3. Represent subjects applicable to these conditions. 4. Make the collection of local history materials useful and extensive. 5. Provide materials for organized groups whose activities and interests can be related to books. 6. Provide materials for both actual and potential readers. 7. Avoid selecting books that are not in demand; withdraw books that are no longer useful. 8. Select some books of permanent value regardless of their potential use. 9. Practice impartiality in selection. Do not favor certain hobbies or opinions. In controversial or sectarian subjects, accept gifts if purchase is undesirable. 10. As much as possible, provide for the needs of specialists. 11. Strive not for a "complete" collection, but for the best: the best books on a subject, the best books by an author, the most useful volumes of a series. 12. Prefer an inferior book that will be read over a superior one that will not. 13. Keep abreast of current thought and opinion. 14. Maintain promptness and regularity in supplying new books, especially for books that are both good and popular.

Ranganathan	Broadus	Curley & Broderick
Library Book Selection (1952; Rpt. 1990)	Selecting Materials For Libraries (2nd ed., 1981)	Building Library Collections (6th ed., 1985)
1. Books are for use.	1. Be aware of the impact of publicity that may stimulate demand.	1. Large public libraries with both a heterogeneous com- munity to serve and a rea- sonable book budget can in theory apply most collection principles with little modifi- cation within the total li- brary system.
2. Every reader his book.	2. Consider the duration as well as the intensity of the demand.	2. Medium-sized libraries are similar, except that funding usually forces greater care in selection. Mistakes are more costly.
3. Every book its reader.	3. Weigh the amount of possi- ble opposition to a title. Controversy stimulates demand.	3. Small public libraries are the most limited. Most can only hope to meet the most significant community de- mands, and they may lack both the professional staff and the money to do more.
4. Save the reader's time.	4. Include a reasonably high percentage of standards and classics in the collection.	4. College libraries serve a more homogeneous popula- tion. In most cases, demand is the operative principle: college libraries acquire materials needed to support the instructional program. No one questions the quality of the material if the re- quest originated with a fac- ulty member or department.
5. A library is a growing organism.	5. Consider past loans of spe- cific titles and subjects. Past use is one of the most reli- able predictors of future use.	
	6. Make some provision for serving the needs of poten- tial users in the community. Having made such a provi- sion, advertise it.	
	7. Weigh the differences be- tween true demand (which reflects individual needs) and artificial demand (resulting from organized propaganda efforts).	

Collection Development Committee

October 2023

Introduction & Background

Background

Committee formed in May 2023 to review Collection Development Policies, specifically:

- **Selection Criteria**
 - **Cataloging Practices**
 - **Request for Reconsideration process**
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Committee members

- Amy Schrank, Collection Development Librarian
- Chris Getz, Technical Services Coordinator
- Elizabeth Nummela, Collection Development Librarian
- Lisa Fobbe, GRRL Board of Trustees - Sherburne County
- Lorie Wuolu, Technical Services Assistant
- Lynn Grewing, GRRL Board of Trustees, Stearns County
- Karen Pundsack, Executive Director
- Jami Trenam, Associate Director - Collection Development
- Neil Vig, Patron Services Coordinator
- Theresa Jacobs, Library Services Coordinator - Delano/Rockford
- Wayne Bauernschmitt, GRRL Board of Trustees - Wright County

Collection Goals and Principles



Core Values

- Exceptional Service
- Forward Thinking
- Community Focus

Strategic Priorities

- Literacy
- Access
- Library Awareness
- Operational Excellence

Mission:
Explore. Learn. Connect.

Vision:
The Neighborhood Gateway:
Inspiring Central Minnesota to
shape the future through
exploration, knowledge and
connection.

Theory of Change:

People in our communities can find and use trusted information they need to thrive.

- Culture of Literacy
- Community Collaboration
- Community Engagement



- We are **empowered, knowledgeable staff**.
- We speak and act with **honesty** and **integrity**.
- We operate with **respect for all**, and **appreciate** our opportunity to **serve**.
- We provide **free and equal access to information**.
- We **challenge ourselves** to always do better.
- We explore **innovation and new ideas**.
- We are **responsive** to a changing world, but will **build on past success**.
- We promote **lifelong learning**.
- We **anticipate future service needs**.
- We build **trust** with one another and operate as a **team**.
- We **communicate** openly.
- We **create partnerships** throughout the communities that we serve, to **promote our libraries and services**.
- We are **inclusive**, and **embrace diversity**.

Intellectual Freedom

First Amendment

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Five Laws of Library Science



Selection

Criteria

- **Availability and suitability of physical, digital or electronic form for public library use**
- **Cost, in relation to the wise use of available resources**
- **Present and anticipated relevance to community needs and/or local interest**
- **Relation to the existing collection and to other material on the subject**
- **Requests by GRRL users**
 - Policy, budget, and shelving space may limit the ability of GRRL to provide all requested materials
 - Requests will be considered equitably for purchase using the established selection procedures and the Collection Development Policy
- **Reviews or bibliographies in trade publications such as Booklist, Kirkus, and School Library Journal**

Cataloging

Considerations in determining the placement of materials:

- **Intended audience (reading level; age of the work's primary characters; graphic design)**
- **Publisher marketing and reviews in trade publications**
- **Fund code**
- **Professional consultations (in-house experts within the library, or how other libraries have cataloged the work)**

Labelling

Collection Management

Legal Implications

Case Law

US Supreme Court, in Ashcroft v. ACLU, 535 U.S.564, 573 (2002)

- one of the “most basic principles” of the First Amendment is that “as a general matter ... government has no power to restrict expression because of its message, its ideas, its subject matter, or its content”

Case Law

Island Trees Union Free School Dist. v. Pico, 457 U.S. 853 (1982)

- the majority stated: “[W]e hold that local school boards may not remove books from school library shelves simply because they dislike the ideas contained in those books and seek by their removal to ‘prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion.’”

Case Law

Sund v. City of Wichita Falls, Tex, 121F. Supp.2d 530 (N.D. Tex 2000)

- Federal courts have held that the “principles set forth in *Pico* – a school library case – have even greater force when applied to public libraries”

Case Law

Sund v. City of Wichita Falls, Tex, 121F. Supp.2d 530 (N.D. Tex 2000)

- “By authorizing the forced removal of children’s books to the adult section of the library, [the policy at issue] places a significant burden on library patrons’ ability to gain access to those books. Children searching specifically for those books in the designated children’s areas of the library will be unable to locate them. In addition, children who simply wish to browse in the children’s sections of the library will never find the censored books. Moreover, parents browsing the children’s areas in search of books for their children will be unable to find the censored books.”

Case Law

Sund v. City of Wichita Falls, Tex, 121F. Supp.2d 530 (N.D. Tex 2000)

- “Moreover, if a parent wishes to prevent her child from reading a particular book, that parent can and should accompany the child to the library and should not prevent all children in the community from gaining access to constitutionally protected materials.”

Case Law

Minors are entitled to significant First Amendment protections

- ***Erznoznik v. Jacksonville, 422 U.S. 205 (1975)***
 - “Speech that is neither obscene as to youths nor subject to some other legitimate proscription cannot be suppressed solely to protect the young from ideas or images that a legislative body thinks unsuitable for them”
- ***Ginsberg v. New York, 390 U.S. 629 (1968)***
- ***Tinker v. Des Moines School Dist., 393***

Case Law

Minors are entitled to significant First Amendment protections

Counts v. Cedarville Sch. Dist, 295 F. Suppl.2d 996 (W.D. Ark. 2003)

- Case about Harry Potter books. The federal court overruled the decision to restrict access and ordered the school to return the books to general circulation.
- Citing *Tinker*, the Counts court held that “*undifferentiated fear or apprehension of disturbance is not enough to overcome the right to freedom of expression.*”

Case Law

Miller v. California (1973) - SCOTUS

- “Trier of fact, community standards are decided through a trial/jury for a particular case”
- Still requires to review the work as a whole
 - (1) whether the average person applying contemporary *community standards* would find the work, taken as a whole, appeals to the prurient interest;
 - (2) whether the work depicts or describes, in a patently offensive way, sexual conduct specifically defined by the applicable state law; and
 - (3) *whether the work, taken as a whole, lacks serious literary, artistic, political or scientific value.*

Statutes

- **MN Statute 617.241 Obscene Materials**
 - (a) "Obscene" means that the work, *taken as a whole*, appeals to the prurient interest in sex and depicts or describes in a patently offensive manner sexual conduct and which, taken as a whole, does not have serious literary, artistic, political, or scientific value. In order to determine that a work is obscene, the trier of fact must find:
 - (1) that the average person, *applying contemporary community standards* would find that the work, taken as a whole, appeals to the prurient interest in sex;
 - (2) that the work depicts sexual conduct specifically defined by paragraph (b) in a patently offensive manner; and
 - (3) that the work, *taken as a whole*, lacks serious literary, artistic, political, or scientific value.

Community Standards

Related legal challenges

- *Little v. Llano County*
 - Challenges to Texas book rating legislation - HB 900
 - Virginia - *Gender Queer, a Memoir Case No. CL22-1985*
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GRRL 2023 Survey Conducted by SCSU Survey Center

Total participants: 5,320 completed online or by telephone

Top services:

- 79%: checking out books
- 36%: using the library website or catalog
- 33%: checking out digital materials

Overall satisfaction: 73% of participants were very likely (10/10) to recommend GRRL to others – net promoter score

Current users' satisfaction remained stable or improved since 2018 survey.

Request for Reconsideration

Additional layers of review

1. Initial response from Reconsideration Panel consisting of staff appointed by the Exec. Dir.
2. If Panel decision is appealed, conference with Assoc. Dir. - CD and Exec. Dir.
3. If conference decision is appealed, Board votes on whether to form a Review Committee
4. Review Committee's decision is final for five years, barring changes to legislation at the state or federal level

Timeline

- **Day 0: Informal discussion with staff**
- **Day 1: Completed form given to Panel chair**
- **By Day 15: Patron received acknowledgement of receipt**
- **By Day 90 - Panel meets to discuss submissions**
- **By Day 105 - Patron receives Panel decision**
- **Day 120: Patron has up to 15 days to file appeal to Panel**
- **By Day 135: Assoc. Dir. - CD acknowledges receipt of appeal request**

Timeline

- **By Day 150: Conference to be scheduled with Assoc. Dir. - CD and Ex. Dir.**
- **By Day 165: Patron receives response from Assoc. Dir. - CD and Ex. Dir.**
- **By Day 180: Patron has 15 days to appeal - Board votes on whether to form a Review Committee**
- **By Day 255: Review Committee meets. Decision delivered by Ex. Dir. with Board Chair approval. Decision final and stands for 5 years barring any changes to state or federal law**

Questions