

Selection Process Theory Compared

McColvin	Drury	Haines	Ranganathan	Broadus	Curley & Broderick
Theory of Book Selection (1925)	Book Selection (1930)	Living With Books (2d. ed., 1950)	Library Book Selection (1952; Rpt. 1990)	Selecting Materials For Libraries (2 nd ed., 1981)	Building Library Collections (6 th ed., 1985)
<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 	<ol style="list-style-type: none"> 1. Establish suitable standards for judging all books. 2. Apply criteria intelligently, evaluating the book's contents 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 	<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 	<ol style="list-style-type: none"> 1. Books are for use. 2. Every reader his book. 3. Every book its reader. 4. Save the reader's time. 5. A library is a growing organism. 	<ol style="list-style-type: none"> 1. Be aware of the impact of publicity that may stimulate demand. 2. Consider the duration as well as the intensity of the demand. 3. Weigh the amount of possible opposition to a title. Controversy stimulates demand. 4. Include a reasonably high percentage of standards and classics in the collection. 5. Consider past loans of specific titles and 	<ol style="list-style-type: none"> 1. Large public libraries with both a heterogeneous community to serve and a reasonable book budget can in theory apply most collection principles with little modification within the total library system. 2. Medium-sized libraries are similar, except that funding usually forces greater care in selection. Mistakes are more costly. 3. Small public libraries are the most limited.

<p>the type of demand the book will answer.</p> <p>6. The title should reflect the cultural values of its country of origin.</p> <p>7. Consider physical characteristics are when deciding between two books with similar content.</p>	<p>standards.</p> <p>6. Select for positive use.</p> <p>7. Develop the local history collection.</p> <p>8. Be broadminded and unprejudiced in selection.</p> <p>9. Do select fiction.</p> <p>10. Buy editions in bindings suitable for circulation and borrowing.</p> <p>11. Know publishers, costs, and values.</p> <p>12. Know authors and their works.</p>	<p>both actual and potential readers.</p> <p>7. Avoid selecting books that are not in demand; withdraw books that are no longer useful.</p> <p>8. Select some books of permanent value regardless of their potential use.</p> <p>9. Practice impartiality in selection. Do not favor certain hobbies or opinions. In controversial or sectarian subjects, accept gifts if purchase is undesirable.</p> <p>10. As much as possible, provide for the needs of specialists.</p>		<p>subjects. Past use is one of the most reliable predictors of future use.</p> <p>6. Make some provision for serving the needs of potential users in the community. Having made such a provision, advertise it.</p> <p>7. Weigh the differences between true demand (which reflects individual needs) and artificial demand (resulting from organized propaganda efforts).</p>	<p>Most can only hope to meet the most significant community demands, and they may lack both the professional staff and the money to do more.</p> <p>4. College libraries serve a more homogeneous population. 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 request originated with a faculty member or</p>
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