

## CHAPTER 4--UPDATED FROM THE 3<sup>RD</sup> EDITION

### SELECTION PROCESS: THEORY

Designed to provide a review of some of the major monographs about book selection and collection development, this chapter offers an overview of the basic issues and selection criteria, and how these factors have changed over time. Starting with Lionel McColvin (1925) and ending with William Wortman (1989), this review examines 70 years of writing about book selection. Suggestions made by McColvin, Drury, Haines, Ranganathan, Broadus, Curley and Broderick have been summarized in Table 1 for ease of comparison. Although monographs in librarianship seldom represent the first appearance of a concept, textbooks attempt to summarize developments and reflect thinking on the subject that is current at the time of publication. This review examines the major U.S. works as well as international titles. Although many of these titles are out of print, and/or have not been revised in recent years, the information they contain is timeless in terms of collection development theory. Since the earlier works provided such a firm foundation for the later titles, they are discussed in greater depth.

Before beginning this examination, we must first visit a central issue in the selection process, that being whether selectors will emphasize quality or put more importance on potential use when deciding what to buy. Is it an either/or situation? What is the “best” blend, and how can selectors achieve it? At one end of the spectrum, some librarians say a library is the primary means of raising the literary awareness of the community and therefore should contain only the “best” literature. At the opposite end of the spectrum, others say a library is a public institution supported by tax monies and therefore the public should find whatever materials it needs and wants. Of course, another factor is the organizational environment. Different environments call

for more or less selection. In many environments, especially in special libraries, selection is limited to acquiring items identified by users.

### Quality Versus Demand

Lionel McColvin outlined the issue of community demand as the basis for collection development in his 1925 monograph *The Theory of Book Selection for Public Libraries*. His premises, and those of most librarians who support this concept, are

1. public libraries are established in response to, and in anticipation of, demand; [and]
2. the process of book selection involves both supply and demand: the library's function is to discover and assess community demand, then to satisfy those demands.<sup>1</sup>

To some extent, McColvin's premises apply to any type of library, not only to public libraries.

Advocates of quality selection find excellent support in Helen Haines's *Living with Books*. Although some individuals think her book is oriented toward the public library, it does consider all types of libraries. Haines's theory is that a librarian selects books that will develop and enrich the lives of the library's service community. Obviously, this requires an extensive literary background, including a comprehensive knowledge of classic works. Haines believed the way to meet demand is by selecting the highest quality books. She assumed that people exhibit needs for both ephemeral materials (which can be supplied from sources other than the library) and for materials from "deeper life channels."<sup>2</sup>

Quality and use are not mutually exclusive. However, many individuals are closer to one end or the other of the continuum than they are to the middle. Where librarians fall on that

continuum depends on their beliefs about library service and the service community. Thus, at the outset of the discussion of selection, we confront one essential fact about the process: it is a highly personal, highly subjective activity. We now look towards McColvin and his colleagues to address this issue and identify other areas of concern to collection development practitioners.

**Lionel R. McColvin—*The Theory of Book Selection*  
for Public Libraries (1925)<sup>3</sup>**

McColvin was one of the first to write a major text about book selection and to advocate the principle that libraries should respond to the demands of their communities. McColvin made two assumptions about collection development. First, public libraries (unlike private, national, or general research libraries) exist in response to and in anticipation of demand; they derive their service from demand. Second, the process of book selection involves both supply and demand. Therefore, the library's function is two-fold: 1) to discover and assess demands, and 2) to try to satisfy them.

McColvin's theory is that book representation must be comprehensive of and in proportion to demand, not to subject content. By *comprehensive*, McColvin meant that librarians should make judgments not only on the merits of the demands, but also in relation to the entire body of demands. Thus, representation becomes a matter of proportion, not of volume counts. A large demand may be met by a relatively small number of books, a situation illustrated by the fact that typically 25 to 30 percent of the collection satisfies 60 to 70 percent of the demand. Other factors, such as library budget, space, and availability of titles, also influence the proportion. In addition, intentional duplication (purchasing multiple copies of a title) is

important. In McColvin's terms, there is a surprising amount of unintentional duplication, that is, several titles that provide the same basic information with only slight variation. The question is, would it be better to have only one or two titles in multiple copies or numerous similar titles? At this point, some of the basic criteria for selecting materials come into play. McColvin's , seven basic criteria for selection, which continue to be applicable today, are:

1. The information should be as accurate as possible.
2. The item should be complete and balanced with regard to its subject and intended scope.
3. The author should distinguish between fact and opinion.
4. The information should be current. Often, this is the determining criteria for selection.
5. The 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. When the treatment of a subject differs in various countries, accept the treatment from the country of origin.
7. Usually, the physical characteristics are of minor importance, unless there are two books with similar content. With books of similar content, such factors as typeface, illustrations, binding, paper, indexes, bibliographies, and so forth may influence the selection decision.

McColvin suggested that the size of the collection in a particular subject should be proportional to the demand for that subject, regardless of a librarian's subjective assessment of

the importance of the topic. He realized that customers' demands are often inconsistent, responses to fads, and changeable. McColvin also recognized that librarians and the public assign relative values to various subject areas. To determine the size of the collection for given subjects, he suggested two numerical values. One value is the relative importance of the subject in terms of local collection needs, such as the subject's rank on a ranked subject list based on local interests. The second numerical value is based on the number of requests the library receives for books about that subject. The librarian multiplies the two numbers to obtain a representative number for that subject area.

McColvin suggested another method for determining the relative value of a subject. This involves ranking a subject from 1 to 10 according to the number of column-inches devoted to the subject in general encyclopedias. (An articulate critic of this approach is Rinaldo Lunati.<sup>4</sup>)

Several flaws exist in McColvin's approach to collection development; nevertheless, it represents an attempt to meet demands while, to some degree, considering quality. McColvin (and others who follow the demand concept) placed heavy emphasis on community analysis for determining changing demands. Some have suggested that this approach could create a situation in which the librarian becomes a sociologist and no longer performs real library work. True, community analysis does take time and draws heavily on sociology. However, it is difficult to understand how one can develop an actively used library collection without knowing the community. The suggestion that librarians leave community analysis to sociologists and only use sociological data as the library needs them is faulty. Without direct, continual involvement by librarians, the data collected in a community analysis may be less useful. Furthermore, although a building project lasts only a short time, community analysis is ongoing. Unless the library has enough funding to hire a resident sociologist, librarians need to learn how to combine this

activity with other library functions. (Chapter 2 presents a more detailed discussion of community analysis.)

The socioeconomic emphasis in American and British public librarianship was very strong during the 1920s, 1930s, and late 1940s. Librarians placed considerable emphasis on community studies and on developing programs and services, and in particular, book collections, to meet local needs. During the 1950s and 1960s this emphasis faded; the economic picture was bright, and there was an increasing flow of funds to libraries. Many American academic libraries and a few large public library systems were less concerned with selecting than with collecting everything in sight. (Late in the fiscal year, one such library Evans worked in received a large appropriation that had to be spent before the end of that fiscal year. Subsequently, the library bought the entire stock of a medium-sized bookstore.) Libraries have now come full circle, with shrinking budgets and a variety of electronic resources vying for funds traditionally earmarked for print materials. Selection has once again become the key word.

**Arthur Bostwick—*The American Public***

***Library (1929)*<sup>5</sup>**

Several writers, following McColvin's lead, further emphasizing the demand concept. Arthur Bostwick discussed the problem from the point of view of American public libraries. To him, the dilemma was as such: either let the public have what it wants and run the risk of having the collections fall to what he called an “unacceptably low level,” or collect only the “best” and risk having a library without readers.

While McColvin's seven criteria focused upon on nonfiction, Bostwick explored fiction as well. He made a strong case for its inclusion in the public library because of the general need and high demand for recreational reading. Perhaps this emphasis on fiction—which is more difficult to judge than nonfiction, especially when there are questions about style and treatment—caused Bostwick to take one of the more questionable stands on who should be responsible for selection.

Bostwick suggested that the library's board of trustees should have the responsibility for selection, unless the librarian is very knowledgeable. Interestingly, he did not explore the question of who would determine the extent of the librarian's subject knowledge. Even the most cursory review of library literature reveals many cases of disagreements between library boards and librarians about who knows what. (One must be mindful that Bostwick's book covers all aspects of American public library operation and that the chapter on book selection is only 16 pages long.)

Bostwick also listed required characteristics of selection librarians. Although his list is shorter than some later compilations (especially those of Drury and Haines), it is impressive. Most of the characteristics—forceful, self-confident, sociable, and influential—are those one would expect of any librarian. Bostwick indicated that selectors must depend in part on the judgments of other persons because the range of knowledge and output of material is too large for any one person to manage. If this was true in 1929, it is even more applicable today, when a library subject specialist in fields like chemistry or history cannot be equally knowledgeable in all of its subfields.

As so many others have done, Bostwick suggested a middle ground for book selection: the “average taste” of users. In terms of workload, this solution is no better than the demand

approach. Both require extensive sociocultural investigation, the former to determine the average taste of a community, and the latter to determine the community's needs. Furthermore, the average taste of users would preclude consideration of the nonuser population as a potential service group. In fact, the focus of attention would remain on the users and their tastes rather than on the entire community. A community-wide focus would identify nonuser groups and possibly provide a mechanism for assessing their interests and needs. That information might suggest new programs or collection development areas for the library.

### **Francis Drury—*Book Selection* (1930)<sup>6</sup>**

Drury's textbook, appeared a year after Bostwick's work, and emphasizes that the value of a book is the basic reason to include it in a collection. He further indicated that selection should operate on the basis of three factors: the books as individual entities, the patrons using the collection, and the library's resources. A one-sentence summary of his philosophy would be: *Select the best quality reading material for the greatest number of patrons at the lowest possible price.* This is a highly desirable goal for any library.

Drury qualified his concept of the best book in several ways. A selected title could be the best in its field, its use could be “good use,” or it could meet certain demands. The best type of reading material, according to Drury, has four qualities: truth, clarity, good taste, and literary merit. Of the four, truth is perhaps the easiest to determine, but even this factor is often a question of perspective; “the truth as I see it” is not an uncommon statement. As for the three remaining factors, clarity is a function of educational level, while individual preference and

experience dominate judgments about taste and literary merit. (If this were not so, judicial systems could decide such issues as pornography and libel much more easily.)

Drury outlined a number of guidelines for selectors, with the following suggested keys to selecting the best books:

1. Establish suitable standards for judging all books.
2. Apply criteria intelligently, and evaluate the book's contents for inherent worth.
3. Strive to get the best title on any subject, but do not hesitate to add a mediocre title that will be read rather than a superior title that will be unread.
4. Duplicate the best rather than acquire the many.
5. Stock the classics and standards in attractive editions.
6. Select for positive use, not just good books but ones that serve usefully.
7. Develop the local history collection. Patrons will look for these items in the library.
8. Be broadminded and unprejudiced in selection. Represent all sides fairly, but add propagandistic and sectarian titles only as far as use demands.
9. Do select fiction; it has both educational and recreational value.
10. Buy editions in bindings suitable for circulation and borrowing.
11. Know publishers, costs, and values.
12. Know authors and their works. If possible, develop a ranking system for them.

These factors are an interesting mixture of achievable and unachievable goals. For example, “suitable standards” (guideline 1) and “apply criteria intelligently” (guideline 2) sound plausible, but what do these phrases mean? If the phrases are open to interpretation, how can there be

consistency from library to library, or within libraries when more than one person does the selecting?

The second aspect of Drury's selection philosophy, selecting works for the greatest number of patrons, results in another list of guidelines:

1. Study the library's constituency with an open mind to determine and assess its needs and demands.
2. Develop a selection program that will satisfy community needs and demands and that will develop the community's intellectual level, thereby increasing the sum of its systematic knowledge.
3. Apply the Golden Rule in selecting books for readers.
4. Provide for both actual and potential users. Satisfy the former's general and specific demands as far as possible, and anticipate demands of the latter.
5. Discard and do not add titles for which there is no actual or anticipated demand, except for classics and standards.
6. Use restraint in responding to demands of aggressive patrons, and recognize the inarticulate patron's demands.
7. Buy many works for specialists and community leaders insofar as this does not draw off too much of the book funds required to obtain material for the primary constituency.
8. Do not attempt to complete sets, series, or subject areas unless there is demand for completeness.

These guidelines may be general and subjective, but a group of persons responsible for collection development could use them as a basis for establishing agreed-upon meanings.

The cost aspect Drury suggested is self-explanatory except for one statement: he advocated that one not buy any book without first asking whether its purchase deprives the library of a better book in as great or greater demand. This is a useful question, but again, it places great emphasis on quality and does not account for subject matter requirements. For example, consider a choice between a mediocre title in a new field of anthropology with limited demand and a good title on gardening, which is in high demand. The library has nothing in the new field of anthropology. It has several titles on gardening but not the new title. There is enough money to buy only one of the books. Which title should librarians select? Why?

Drury intended his guidelines to serve as the basis for developing a value system for selecting books. This system, using a permanent and general scale of literary value, presumes selectors are able to judge the merits of any title. Furthermore, the librarian should be able to review, evaluate, and decide what type of library should buy a particular title.

Drury recognized that no one person could possibly know enough about all subjects to assess all new books effectively—assuming that the person would have enough time to read all of them. When one adds in other formats libraries collect, the task becomes even more formidable. American public libraries took Drury's concept to heart. Public librarians continue to spend many hours (of their own time) reviewing new books and discussing their assessments in selection meetings. Personal experience in such meetings suggests that perhaps somewhere in the past, a permanent, general scale of literary values may have existed upon which librarians weighed each book, but somewhere along the way we have misplaced this scale. In many ways,

*Booklist* (an ALA publication) reflects the same concept. Librarians write and publish reviews of books and other media for librarians, and the journal lists only items recommended for purchase.

The quality approach modifies the basic selection precept of the right book for the right reader at the right time to *the best book for all readers all the time*. If assessing community needs is complex, think how much more complex is assessing the quality factor. Despite the difficulties, there are many important reasons for buying only the best. One important reason is to make the most effective use of limited collection development funds. The question one must answer is, what is *best*? Does it refer to physical characteristics or content? Not long ago, librarians viewed paperback books as inappropriate for their collections. Some claimed that the material published in paperbacks was too low in quality to justify inclusion in a collection. Others said that it was a question of how long the book would last—after only a few circulations the book would fall apart. Today, paperbacks are a normal part of collections, with libraries selecting both inexpensive reprints of popular titles and high quality original works.

Content, rather than format, is the usual concern of selectors. The main consideration is to maintain the highest literary quality. A collection of the great books and great authors has been the goal of some libraries, which means that raising the community's literary taste was the highest priority for selectors. When using the “buy only the best books” principle, however, one must consider certain fundamental questions. For instance, are there lists of the best books, or can the library develop one? Many such lists exist, for there are dozens of lists titled “Basic Books for . . . ,” “Best Books of . . . ,” and “All Time Classics” available. Some, such as *Standard Catalog for Public Libraries*, published by H. W. Wilson, carry official standing. Some librarians believe they must acquire all books on such lists before acquiring any additional items.

In their view, if a library does not have most, if not all, of the items on such a list, the collection fails to meet the quality standard.

Before using such a list, one should know the answers to several questions concerning its character. What objectives did the compilers have in mind when they developed the list? Who are the compilers, and what are their qualifications for making judgments about what is the best? What are the selection criteria? Does the compilation list several equally good titles for a subject or only one “best” item? Do the list's objectives align with the objectives of the library? The existence of so many similar lists indicates there are differences of opinion about what *best* means. The fact that each individual has a unique value system results in differences of opinion about which books are best. Philosophers have debated value concepts for several thousand years, and there is no resolution in sight. Why should librarians expect to accomplish the task in less than two hundred years?

Authors writing about buying the best recognize that to select the best, a librarian must have an extensive literary background. They recognize that a one- or two-year library school program makes it necessary for future collection developers to come to library school with a literature and subject background. Library schools can sharpen critical skills and teach basics about preparing annotations, but a broad subject background cannot be developed overnight. That is the ongoing responsibility of the collection development librarian.

Lasting worth or value is easy to determine for books 100, or even 50 years old. It is more difficult for current books. There is a significant difference between current and retrospective selection, if only in terms of the number of items selectors must consider. The passage of time aids in retrospective collection development. For a variety of reasons, many older titles no longer exist or exist in only limited quantities, and most of those are in libraries'

collections. Even a cursory examination of the data regarding the percentage of books published and still available from 1880, 1890, 1920, 1960, and today illustrates how time narrows the choices for selection.

The volume of books published increases exponentially each year. If the number of librarians does not increase proportionately, the amount of time available for review per book decreases. No one can examine every new English-language book published each year, much less read them. Less and less time for more and more books means that the librarian must depend on others' judgments about particular items. Consider how long it would take to read 5,000 books, a small number for a selector to review in a year, assuming one had to read every book before ordering it. One would need to read 14 books a day, every day of the year, to get through slightly more than 5,000 books. For most selectors, 5,000 titles only begins to cover their areas of responsibility. It is no wonder selectors must use reviews.

It is important to note that most writers about selection apply the concept of acquiring quality material only to books. They use a different approach for media (as we shall see in chapter 9). Librarians also exclude periodicals, serials, and other printed matter from the quality evaluation process. This is because often, one must accept a particular publication or have nothing at all on that topic in the collection. Another factor, especially with periodicals, is that the evaluation should be ongoing. Periodicals and other serials constantly change in nature: new editors, new contributors, and changing areas of interest all create an environment in which frequent review is necessary. A title once thought to be the best (or worst) may change completely between two issues.

Drury recognized that, despite librarians' best efforts, a considerable number of current selections would not have lasting value. He acknowledged that the removal of obsolete items

was part of the normal work of collection development staff. Unfortunately, this aspect of collection development does not receive the attention it should in most library schools and libraries. In spite of the recognition of the necessity of weeding, most libraries ignore the process until lack of collection space reaches crisis proportions.

Perhaps the section of Drury's text that most clearly reveals the difficulties of using the quality approach is his extended discussion of the personality and skills required to become a selector. If Bostwick's list is impressive, Drury's is overwhelming. He identifies over 24 essential characteristics, ranging from judgment, intelligence, and imagination to accuracy, speed, industriousness, and health. Many of the characteristics are desirable in any employee in any situation. Some are essential for acquisitions personnel, but marginal for selectors. Finding persons who exhibit all of Drury's characteristics would be a time-consuming and virtually impossible job; the ideal individual would be a paragon of virtues and skills. Developing a means of assessing each person's abilities is almost more difficult than actually carrying out the selection process. Everyone possesses the characteristics identified by Drury; the problem lies in determining the amount and quality.

By the time a person finishes reading Drury, she or he may well conclude: this is all interesting but how can I apply it to the real world of collection development? The answer is that only time, experience, and making mistakes will show the way. As we will see in the next section, Harold Bonny took a more practical approach to collection building.

**Harold V. Bonny—*A Manual of Practical Book***

***Selection for Public Libraries (1939)***<sup>7</sup>

Bonny did not claim to add anything new to the theory of book selection, but he did provide excellent practical advice on how to go about building a library collection. Much of his advice focused on knowing the community's tastes and needs. According to Bonny, input into the selection process arises from three sources: the selection librarians, the patrons, and a committee of specialists. He suggested encouraging patrons to recommend titles for the collection and to volunteer to serve on the selection committee. He also suggested the library form a selection committee composed of persons with a variety of subject backgrounds. This committee could suggest appropriate additions to the collection. (In most cases, the committee would not include librarians.)

Another role such a committee would fill would be to assess the value of titles suggested by patrons. In doing so, several goals would be accomplished. First, a workable level of community participation in collection development would be ensured. Second, it would help to reduce the need for super-librarians expected to know everything about all subjects. To Bonny, this committee would serve in an advisory role, with the final responsibility for selection remaining in the hands of librarians. Although he focused upon public libraries, Bonny's basic concepts apply equally well to all types of libraries. Most educational institutions have an advisory committee for the library. With proper rules governing the committee's powers (whether advisory or decision making), such a committee can be helpful in collection development. Occasionally, special libraries establish a committee of this type because the library staff is too small to handle the workload.

**Helen Haines—*Living with Books* (2d ed., 1950)<sup>8</sup>**

Our next contributor to the body of collection development theory is Helen Haines, whose work *Living with Books* has attained classic status. Haines's approach to collection development by combining the ideal and the utilitarian. She acknowledged that some of her principles conflict. However, she thought that, when viewed as a whole, the selection process is a dynamic one in which one constantly makes adjustments to achieve some degree of equilibrium. Haines believed that people need and demand not only ephemeral materials, such as popular novels, but also materials for “deeper life channels,” which require education and lasting, high quality materials.

Haines outlined two major principles and a number of related ones. The basic principles are to:

1. Select books that lean toward the development and enrichment of life. (To accomplish this, one must be familiar with the foundation books, which usually are older titles and valuable current titles. Thus the purpose of collection development seems to be to enlighten—to lessen patterns of mass thinking that may be prevalent but are not conducive to tolerant living—or to help patrons comprehend vital current issues. This purpose seems to place a heavy responsibility burden on the selector, as it requires that person to make judgments about what the community should or should not read.)
2. Make the basis for selection positive, not negative. Every book should be of service, not simply harmless.

Haines's list of related principles is extensive and may leave a person wondering when or how all of it can be done. Nevertheless, this listing is valuable to review:

Know the community's general and special character and interests.

Be familiar with subjects of current general, national, and local interest.

Represent in the collection all subjects applicable to these conditions.

Make the collection of local history materials useful and extensive.

Provide materials for organized groups whose activities and interests can be related to books.

Provide materials for both actual and potential reader; satisfy existing demands; and anticipate demands suggested by events, conditions, and increasing use.

Avoid selection of books that are not in demand; remove from the collection books that are no longer useful.

Select some books of permanent value regardless of their potential use. Great literary works must remain the foundation of the library.

Practice impartiality in selection. Do not favor certain hobbies or opinions, and in controversial or sectarian subjects, accept gifts if purchase is undesirable.

As much as possible, provide for the needs of specialists. Users who require books as tools have a special claim on the library, as long as the books are not too esoteric.

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. Avoid the practice of acquiring full sets when each volume in the set is not needed.

Prefer an inferior book that will be read over a superior one that will not. With wide and discriminating knowledge, it is usually possible to choose a book with both value and interest.

Keep abreast of current thought and opinion; represent adequately significant and influential scientific, intellectual, and social forces.

As much as possible, maintain promptness and regularity in supplying new books, especially in the case of books that are both good and popular.

In many ways, this list reflects Drury's work, as it should, because Haines essentially updated his book. However, Haines made an even stronger case than Drury for the quality collection. Her selection guidelines modified Drury's, and she turned some of the guidelines into qualitative statements. Haines recognized the impossibility of one person handling all the titles in any major field of interest, and she was one of the first to describe a comprehensive method for dealing with this problem. Her solution was to make extensive use of bibliographic selection aids, supplemented by local input. She listed six types of selection aids, and, though one may not agree with her ranking of their importance, the types do represent what was comprehensive coverage at that time. (Chapter 5 will further discuss selection aids.) The following list of bibliographic selection tools are listed in Haines's order of importance:

1. Those issued by library organizations (for example, International Federation of Library Associations [IFLA], Library Association [LA], American Library Association [ALA]).
2. Those issued by individual libraries (for example, British Museum, Library of Congress, *Bibliothèque Nationale*).
3. Those issued by societies and educational institutions (such as UNESCO and the Modern Language Association [MLA]).
4. Those issued by booksellers' organizations (for example, *Publishers Weekly* and *Bookseller*).
5. Those issued by individual publishers (such as catalogs, announcements, and flyers).

6. Those issued by other groups as a service (book reviews in periodicals and newspapers).

Without an extensive knowledge of these aids and without using them constantly, it would be almost impossible to function as an effective book selector. One must spend a considerable amount of time simply getting to know the strengths and weaknesses of the tools. Experience is the only way to get to know authors and publishers; the same is true for selection aids.

Haines expanded upon the work of earlier writers in recommending a specific system for selection work. Her system was general in nature and may still be applied, within limits, in any country and to any type of library. (However, Haines did assume the existence of an extensive and effective bibliographic network.) She suggested the following procedure:

1. Examine the bibliographic aids on a regular and systematic basis. Examine publisher's flyers and catalogs, lists of new books published or received, and book review sources.
2. Prepare cards for titles that seem to be of potential value; be certain to indicate the source of the information.
3. Solicit and accept recommendations from patrons.
4. Incorporate into one "possible-order" file suggestions from patrons and from bibliographic tools.
5. Search for published reviews of the suggested titles.
6. Sort the suggested titles in the "possible-order" file into two groups: one to order immediately and one to hold. The latter group would include titles for which no review could be found.
7. Transfer cards for titles ordered to an "on-order" file. This will save time and effort by avoiding unintentional duplication.

This is a workable system, but it does place great emphasis on reviews and reviewers, who must make judgments about a title without reference to a particular local situation. Naturally, the final decision involves local professional judgment. A particular problem for academic, research, and special libraries is that many of the required titles are highly technical. Reviews of such titles, if they appear at all, can slowly appear over a period of years, as much as two or three years after publication. Normally, the library cannot wait that long to decide to buy a particular title. Thus it establishes a local review process.

Published reviews, although of great potential use, must be used with care and understanding. Haines listed four types of reviews:

So-called reviews which are solely intended to promote the sale of a title. Although often presented in a review format, these are more rightfully termed announcements because the publisher's marketing department prepares them at the time of publication.

Reviews published in library periodicals. Though they publish more reviews per year than most other sources, these periodicals cover only a small percentage of the total annual publishing output. These reviews usually appear shortly after the publication date, and they are seldom extensive.

Reviews published in mass-market newspapers and periodicals. If the book review editor is knowledgeable, these can be useful in identifying titles that may be in high demand. This type of review appears two to six months after publication and can be lengthy.

Reviews published in specialized subject publications. Usually written by specialists in the field the book is about, these are scholarly assessments of nonfiction titles of scholarly interest, and exclude fictional works. These reviews seldom appear sooner than nine months after publication, and may appear even later in the case of specialized titles. These are lengthy, comparative reviews and contain more critical comments than is typical in library journal reviews.

No matter what type of review medium a librarian uses, she or he must get to know the interests and biases of the editors and reviewers. For this reason it is more beneficial to use signed reviews because, over time, one gets to know the reviewers and their biases. Human nature being what it is, we usually respect and accept the opinions of persons who share our biases. Nevertheless, the use of reviews does provide a back-up, an outside opinion that supports a decision concerning a particular title.

If a title receives several reviews, the selector may encounter a wide range of opinion about the item's quality. Some persons find this difference of opinion a problem; they want to buy titles receiving only positive reviews. Mixed reviews require more local judgment, but the differences in viewpoint may provide the required insight to make an informed local decision. It is possible that a reviewer's negative opinion is based on precisely the factor that a library is looking for to balance the coverage of a subject area. Thus, the negative review supports the decision to buy the title.

Just as we saw earlier that no librarian could possibly read every book published, a major problem exists in that no single review medium in a country that has an active book trade can review more than a fraction of the annual output. Consequently, some titles receive no reviews,

while others seem to get more reviews than their subject matter warrants. There is no satisfactory explanation for this pattern other than review editors work independently and select for review items the editors believe will best serve their readership. The role of the review editor is critical in determining what gets reviewed. An editor receives hundreds of titles and is able to review only a small number of these items. Thus the editor's judgment of what to review is significant. One may never know which titles the editors rejected, but given time and experience, a person will learn which sources review the greatest percentage of titles in a specific area. For most fields, it is necessary to use several sources to achieve any degree of comprehensive coverage.

What constitutes a “good review”? Haines provided not only a sound discussion about what to look for in a review but also explained how to prepare a good review:

1. There should be a brief, accurate description of the book's subject and contents. This should be factual in presentation and should include information regarding the stated purpose of the book.
2. When appropriate, there should be a comparison to similar works by the same or different authors. This should be factual; however, it is also appropriate for a reviewer to take a personal stand on the quality and utility of the title under review.
3. There should be a straightforward style in the review. The reviewer should not employ an elaborate style or indulge in witticisms at the expense of conveying useful information about the title under review.
4. There should be a limited range of topics reviewed by a single reviewer. A reviewer who attempts to write reviews on almost any subject must be suspect. As a librarian, one needs opinions based on in-depth subject knowledge.

5. There may or may not be a clear statement of recommendation, such as “recommended” or “do not bother to read this one.” Regardless of whether such statements are made, the review should be free of bias. Be suspicious of the reviewer who never has anything good or bad to say about any book.

Selectors must use reviews judiciously. No one would ever say you should always or never depend on published reviews. Reviews are useful in the selection process, and with experience, the librarian will learn how to make the most effective use of them.

In summary, Haines' book provides a detailed statement about the whys, wherefores, and hows of selecting quality books. No matter what stand one takes on the issue of demand versus maintaining literary standards, her book is essential reading for anyone wishing to become a book selector.

**S. R. Ranganathan—*Library Book***

***Selection (1952, Rpt. 1990)***<sup>9</sup>

One of the post-World War II writers who did all he could to create a more scientific approach to collection development was S. R. Ranganathan. Indeed, without question, Ranganathan was one of the leading thinkers about librarianship. He demonstrated that the central issues and problems of librarianship are international in scope. (All librarians ought to read one of Ranganathan's works on cataloging, classification, administration, or collection development.)

In *Library Book Selection*, Ranganathan stated five laws of librarianship, laws that underlie all of his concepts of librarianship and his view of how to build a library collection. The five laws are:

Books are for use.

Every reader his book.

Every book its reader.

Save the reader's time.

A library is a growing organism.

The list is pragmatic. Clearly, his first concern was in developing a library that would be a valuable asset to a particular service community. Utility was the first consideration; after that came quality.

Ranganathan suggested two important means of quality control, useful even when one has only limited knowledge of the content of a specific title. If one knows something about previous works by an author, and assuming the author is writing in the same general field, one will have a clue to the quality of the new work. Using current reviews, when available, and knowledge of prior publications by the same author, the selector can almost always decide about the purchase of an item without examining the title. To avoid problems in using this approach, one must have a sufficiently narrow definition of the phrase *in the same general field*. An example of what can happen when authors change fields is the work of U.S. novelist Allen Drury. As a writer of contemporary political novels, Drury was well known and respected. He also wrote two novels set in ancient Egypt. Unfortunately, they did not match the quality of his

contemporary novels. Shifting from a contemporary to a historical setting affected the quality of his work. A librarian might buy fewer of his historical novels than his contemporary ones.

Ranganathan's second suggestion is to study publishing houses. (Though he does not discuss media producers, his basic ideas apply to them as well.) Many times, selection decisions can be based on the reputation of the publisher or producer. Some firms have such an extensive reputation for producing only quality material that 99 percent of the time one is safe in selecting their products unseen and unreviewed. Unfortunately, a few firms have the opposite reputation, and one should never buy anything from them without an extensive, item-by-item review. As with any changing situation, one can never produce the definitive list of good and bad companies. Experience and input from colleagues in other libraries will provide the necessary ongoing assessment. (The next chapter describes one method for using publisher or producer quality to assist in the selection process.)

In addition to the company's overall reputation, one should consider the reputation of any series produced. Frequently, a firm establishes one or more series, each series focused on a limited area of concern (e.g., subject, format, or purpose). For example, this book is in Libraries Unlimited's Library Science Text Series. Some series are house series, that is, handled by a firm's resident staff. Other series have editors who are not full-time members of the firm's staff. This is particularly true in the area of educational materials. Knowledge about series editors, like knowledge of publishers or authors, can help selectors make quick decisions about a certain work.

Ranganathan's book is a complex mixture of practical advice and philosophy. The five laws are straightforward, but he leaves it up to the reader to determine how to implement the laws.

**William A. Katz— *Collection Development:***

***The Selection of Materials for Libraries (1980)*<sup>10</sup>**

William Katz, more than any other writer on selection, emphasized the inclusion of all formats in the collection. He devoted more than one third of this book to non-book materials. Each chapter contains a section on the evaluation of the format covered (recordings, films, periodicals, newspapers, realia, video, and so forth) as well as information about selection aids and acquisition requirements. He also takes a strong stance in favor of the demand principle, noting: “unless it is a highly unusual situation, demand should override the librarian's negative decision.”<sup>11</sup> As with most of Katz's writings, there is a strong emphasis on practical aspects.

Katz includes an interesting section in his chapter on selection philosophy that deals with what he labels the three basic selection philosophies—liberal, traditional, and pluralistic. A person taking a liberal position contends that there must be service to the total community, not only to the active users. To them, libraries should collect all formats in an effort to cater to all the preferences for securing information. Having a liberal philosophy means having equal concern with educational, recreational, and information-seeking needs of the service community, as well as reversing the passive role of libraries and information centers. It also means using technology and cooperative programs actively to reach people with information. Discussions with students, teachers, and practitioners in the United States and several other countries indicate most librarians subscribe to the liberal position. However, most have trouble translating beliefs into action for a variety of reasons, all too often the primary reason being lack of support from the funding body.

In contrast, a person with a traditional philosophy takes a cautious approach to service; choosing to stay with what works, and focuses on the active user. Limited funds require maximum effectiveness, and nothing is more effective than doing what we do best, according to the traditionalist. Often, one finds the traditional point of view associated with selecting only “quality” materials. This is a spinoff of the best-use-of-funds position. Few professionals claim this as their philosophical position, but a surprising number actually implement many elements of the philosophy. Few librarians try to select only the best materials (and thus set a community standard), but many small libraries have so little money for collection development that they can only purchase favorably reviewed items.

The most widely practiced philosophy is that of the pluralist. When funds are more readily available, a more liberal philosophy dominates; when funding remains static, or worse, decreases, traditional approaches reemerge. Most librarians wish for the liberal approach and find themselves practicing the traditional. When we are able to demonstrate to the funding authorities the essential nature of our product and services, we shall be able to continually implement the liberal views.

**Robert Broadus—*Selecting Materials***

***for Libraries* (2d ed., 1981)<sup>12</sup>**

Robert Broadus's *Selecting Materials for Libraries* (first edition published in 1973) is less explicit about principles than most of the other books in this chapter. He provided an inventory of factors or attitudes present in the selection process, which is a mixture of the ideal and the practical. Broadus's philosophy of collection development places first importance on the type of

library and then takes up the question of quality and demand. To him, the responsiveness of the library to its parent institution is the critical factor in shaping the collection. Intellectually, one can make a distinction between responsiveness and demand. However, on a practical, day-to-day basis, the two are almost indistinguishable.

Broadus viewed quality and demand as factors primarily affecting public libraries. He believed that public libraries could stress either factor, since most libraries' policies do not fully resolve the issue. Though he presented the case for both sides, his position was that the library should meet both the currently expressed and ultimate needs of the community. To do this the library must make available the best materials because: (1) a small number of persons appreciate quality (this is a demand) and (2) this can help meet future demands for quality items after the library successfully raises the community's concept of quality.

He suggested a number of factors to consider in assessing demand, still applicable today:

Be aware of the impact of publicity that may stimulate demand (for example, an author interviewed on radio or television or a highly favorable review in a local newspaper).

Consider the duration as well as the intensity of the demand. (Consider renting multiple copies of popular titles. The demand for certain titles may decrease after a short time).

Weigh the amount of possible opposition to a title. Controversy stimulates demand.

Include a reasonably high percentage of standards and classics in the collection. Even if they are not extensively used, one can employ them as public relations devices with groups that have concerns about the quality of the collection.

Consider past loans of specific titles and subjects. Past use is one of the most reliable predictors of future use.

Make some provision for serving the needs of potential users in the community. Having made such a provision, advertise it.

Weigh the differences between true demand (which reflects individual needs) and artificial demand (resulting from organized propaganda efforts). This is especially important when assessing differences in reading abilities, ages, living conditions, ethnic backgrounds, and economic conditions.

Broadus's general advice about collection development is somewhat different from that given by other writers:

The maxim “the right book for the right reader at the right time” means accounting for individual readership in the selection policy, as there are various individual needs, interests, and capacities for reading, learning, and enjoyment.

One should base a decision against a particular book on justifiable selection standards concerned with merit and honesty, and it should not infringe on the freedom to read of a majority or minority.

The present status of the collection influences the selection process. To Broadus:

A gap revealed by an unsatisfied demand should be filled for future users.

A balanced collection should be an optimum collection for a given community of users or ought-to-be users.

Insure the presentation of truth by providing materials that express all sides of controversial issues and represent all responsible opinions, although quantitative equality in this matter is not always necessary.

On occasion, strengthen a small part of any special collection, thereby gaining the library a distinction and serving a few people that other libraries cannot serve as well. Belief in balance should not interfere with this aim.

Other collections in the community and particular allegiances the library owes to cooperatives (membership in consortia or networks of various kinds) should influence the selection process.

Broadus believed that written policy statements are desirable, especially for public libraries.

They are of use in:

clarifying the dimensions and limits for building the collection (through reference to forms, subjects, and users of materials collected) and

emphasizing patrons' rights, thus legitimately buffering unjust complaints. A written policy can effectively shift the focus of discussion from a certain title to a question of principle.

One of the lasting strengths of Broadus's book is its emphasis on subject field selection which comprises almost half of the book. This includes a sound review of the basic issues in various disciplines and how they influence the selection process.

**Richard K. Gardner—*Library Collections: Their Origins, Selection, and Development* (1981)<sup>13</sup>**

While the strength of Gardner's book lies in its coverage of the U.S. book trade, including review sources and the book distribution system, the author also presented several useful suggestions for selectors. The issue of demand and value is reviewed, with Gardner ending the discussion by stating selectors will have to learn to live with a state of tension between the two factors. To him, the standard criteria for judging materials are composed of: authoritativeness, accuracy, impartiality, recency of data, adequate scope, depth of coverage,

appropriateness, relevance, interest, organization, style, aesthetic qualities, technical aspects, physical characteristics, special features, library potential, and cost. Gardner believed these criteria could be applied to any information format. A selector can use all the factors only when the item is in hand or when the review or listing provides all the information. Unfortunately, a great many times the selector must make a decision based on less-than-complete information.

Gardner's discussion of selection aids is the most comprehensive of the current selection textbooks. A recommended chapter is the one outlining the review process, which covers all of the good and bad aspects of the reviewing process, from the percentage of items reviewed to the qualifications of the reviewers. After reading the chapter, it is clear why one cannot depend solely upon published reviews to build a well-rounded collection. Gardner not only provided a sense of the number of items reviewed (a small percentage of the total output), he also discussed how review editors select items for review. The questions one should attempt to answer before making extensive use of a review source are detailed, including:

What is the scope of coverage?

What is the editorial bias?

Who is the sponsoring organization?

Why is it publishing the reviews?

Who are the reviewers?

Who selects them and how?

What is the frequency of publication?

What, if any, restrictions do reviewers face in terms of format (e.g., length of the review)?

Does the source provide information about titles considered but not selected for review and the basis of those decisions?

How quickly do review copies arrive?

And, finally, how long do the reviewers have to prepare their reviews?

Most of the answers will be easy to find; they are printed in each issue of the publication. Others will take time and effort to answer (e.g., reviewer selection and how soon reviews are printed).

Unfortunately, one seldom learns about items considered but rejected.

An interesting example of the problem of review editors' bias in selecting titles for review came to light in 1984. A well-known author, Doris Lessing, undertook a project to illustrate the difficulty first-time authors have in getting reviewed. Lessing wrote a book using the pseudonym Jane Somers. She had two purposes: first, she wanted to highlight how rarely the work of first-time novelists is reviewed. Her experience verified the results of research on the subject. Second, she wanted to have her work reviewed free of reviewer expectations of Doris Lessing. Well-known authors frequently receive repeated reviews because of their popularity, but those reviews almost always carry reviewer expectations that may be inappropriate for the work being reviewed. Moving from one type of writing to another is not easy, or even possible, for many writers, unless they use a pen name to circumvent the expectations of reviewers and readers. The *Time* magazine article that described Lessing's project summed it up in the first sentence: "The trouble with Jane Somers' first novel was not that it was poorly reviewed but that it was scarcely reviewed at all."<sup>14</sup>

Reviewing is an important element in the selection process, and Gardner did an excellent job of describing its components. Selectors, even in a one-person operation, should never depend totally on published reviews. Ultimately, the selector must be responsible for what is and is not

in the collection. Telling a patron a desired title or subject is not in the collection because it did not garner a favorable review (or any review) is unlikely to enhance the professional reputation of a librarian or of the profession. Understand the review process, use existing review sources intelligently, contribute to the review sources if so inclined, but do not use reviews as a substitute for personal professional judgment.

**Arthur Curley and Dorothy Broderick—*Building***

***Library Collections* (6th ed., 1985)<sup>15</sup>**

*Building Library Collections* is one of the standard American textbooks on book selection, first appearing in 1959. Over the years, several individuals contributed to the success of this book. Originally written by Mary D. Carter and Wallace J. Bonk, the book went through several editions; later, Rose Mary Magrill joined the team. With the sixth edition two new authors, Arthur Curley and Dorothy Broderick, took sole responsibility for the book. The authors have never been prescriptive, which is one reason for the book's lasting success. Instead, general principles are presented, without an attempt to create a consistent body of rules. The authors have observed that each librarian's understanding of the library's purpose determines that person's attitude toward and application of various selection principles. To some extent, the size and resources of a particular library further affect the working out of an individual's point of view. Above all, there is no magic formula for effective selection suggested beyond the use of informed professional judgment. Instead, the authors emphasize developing a plan of action and viewing the selection task as the building of a collection rather than selecting individual titles.

Their list of principles reiterates the views outlined earlier in this chapter. If they have an emphasis, it is slightly in favor of demand, although it is clearly stated that basic items and a well-rounded collection are important.

The authors placed more emphasis on the impact of the environment (i.e., the type of library) on the selection process than do the other books discussed in this chapter. Their ideas on this subject are worth repeating here:

Large public libraries with both a heterogeneous community to serve and a reasonable book budget theoretically can apply most of the principles with little modification within the total library system.

Medium-sized libraries are in a similar position, except that the level of funding usually forces greater care in selection. Mistakes are more costly.

Small public libraries are the most limited, and most can only hope to meet the most significant community demands. These libraries may lack both the professional staff and the money to do more.

College libraries serve a more homogeneous population, or rather, the service goals are more homogeneous. In most cases, demand is the operative principle: college libraries acquire materials needed to support the instructional program, and no one questions the quality of the material if the request originated with a faculty member or department.

University libraries serve a more diverse population than do college libraries, but their populations generally are more homogeneous than those of public libraries. Again, the priority goes to meeting academic and research demands of the faculty and students; after meeting those needs, the collection is rounded out as funds permit.

Community college libraries are closer to public libraries than to academic libraries in terms of the diversity of needs that they must meet. This is due to the wide variety of vocational programs that most community colleges offer. Demand and quality are almost equal factors in this case; limited funds and broad coverage usually mean that the library and faculty must work closely to select the best items for the institution.

Special library collections are extremely homogeneous and develop collections almost solely by demand.

School libraries are unique in that school librarians seldom have sole responsibility for developing the collection. The school system makes the decisions as to what to include; certainly the librarians have input, but their voices are not as strong as in other types of libraries.

**David Spiller—*Book Selection: An Introduction to***

***Principles and Practice* (4th ed., 1986)<sup>16</sup>**

*Book Selection* is a standard British work, the first edition of which appeared in 1971. Spiller presented the problem of selection as the means of resolving the conflict between two goals—education and demand. Although his work reveals a slight bias in favor of public libraries, the concepts apply to any type of library.

Spiller believed that two important factors must be present for libraries to meet their educational goal. First, there should be a minimum coverage of all subject fields, achieved with standard works. (A problem exists in determining what those standard works are, as well as who will make the decision about superseded titles.) The second factor is that all but the smallest libraries initially should attempt to stock the standard works in both literature and subject fields for both adults and children. (In this area, Spiller's public library bias is most clear. He did not suggest that his book was applicable to special libraries or academic libraries; however, much of his material pertains to college libraries, including some references to children's literature.)

Spiller viewed demand as a situation in which:

1. Community needs and interests merit more than minimum coverage. Community needs and interests include those of nonusers so that groups that would otherwise be without resources might receive service. (However, answering community needs and interests comes only after achieving minimum coverage, however.)
2. Even small public libraries should
  - a. change a large proportion of stock frequently to give an indication of the total resources available; and
  - b. attempt to serve a wide range of taste in the community rather than limiting choices entirely to popular material.

In Spiller's scheme, demand takes a secondary position to the combination of education and quality. His identification of three main reading areas—factual, cultural, and recreational—further stresses his philosophical view. He defined factual reading as purposeful reading, with emphasis on a need for practical information. Cultural reading expands an individual's world view and illuminates some aspect of life. Recreational reading is the least specific area; because alternate sources of recreational reading materials are usually available, the library can provide a smaller range of such materials. Spiller considered the three purposes of reading as independent of each other, but he did indicate that, at times, a reader's purposes may be mixed. Of greater importance to the book selector, Spiller asserted that a single title may serve all three purposes for one or more readers.

To Spiller, the library's relationship to formal and informal educational programs in the community modifies its approach to solving the conflict inherent in education versus demand. The library may choose to complement or support these educational programs. In either case, the identified level of service alters the selection process. Finally, there is a factor not often discussed by other writers: the level and effectiveness of interlibrary loan systems. An extensive and effective interlibrary loan system can have a major impact on how one develops a collection.

According to Spiller, the aim of any educational library service program is increased involvement, that is, broadening the reading interests of present users from occasional, practical use to wider interest in cultural and purposeful reading, and increasing the number and type of clients using the library.

**William A. Wortman—*Collection Management:***

***Background and Principles (1989)*<sup>17</sup>**

The last contributor to collection development theory is Willam Wortman. Wortman focused his attention more on management and less on selection than do the other titles discussed in this chapter. In fact, his approach to collection management was similar to that taken in this book: it is an integrated process involving several activities. His 24-page chapter about selection devotes only six pages to the actual selection process.

Wortman views selection as a three-step process: identifying relevant materials, selecting pertinent materials, and making purchasing decisions.<sup>18</sup> Identifying relevant materials is not as difficult as it may seem to the beginning selector. Many macro decisions limit the scope of a selector's work. A beginning selector should find these macro decisions reflected in the collection development policy. For example, the policy limits subject areas collected, formats included in the collections, depth of treatment (e.g., introductory, advanced, or research), and all of these limits narrow the amount of material one must consider. Wortman briefly describes some of the basic selection aids, such as *Library Journal* and *Choice* or vendor slips, as places to look for relevant material.

Selecting pertinent material is what the selection process is really about. Most of Wortman's discussion centered upon knowing the user community and linking that knowledge to the content of potential purchases. Of all the books covered in this chapter, Wortman's title places the most emphasis on understanding client information requirements.

The decision to buy rests on practical issues, all related to money. Questions the selector must answer are: How much money is available in the materials budget? How much does the item cost? Are there additional costs for the library (such as binding a paperback or copying a disk in a book or disk package)? Will the cost and use be close to balancing? Just because an

item is pertinent does not guarantee it will be purchased. This is especially true when material budgets are small.

Wortman's book reflects the trend of viewing collection development as more than selecting materials. His title indicates the broader thinking which now dominates the field.

### Summary

Each of the books discussed in this chapter contains a wealth of information for anyone interested in collection development or selection. Because the selection process is subjective, a selector will need to formulate a personal philosophy. In addition to this personal perspective, the type of library, its policies, and its service community influence selection work. The following suggestions concern what a person should do to become a first-rate book selector:

1. Remember that collection development is a dynamic series of interrelated activities, and actual selection is but one of six activities.
2. Take time to learn about the basics of the book trade and audiovisual production.
3. Get to know book editors and producers of audiovisual materials, particularly those in your areas of selection responsibility.
4. Study the publishers who produce the best materials for the library. Examine their catalogs in detail, look for advertisements, learn the names of their editors.
5. Spend time reading reviews in a wide variety of sources. Determine what the review editors and reviewers like and dislike, and compare these findings with what the library requires.
6. Examine the trade and national bibliographies with great care. Determine how accurately they report the materials that the library needs.

7. Knowledge of the library's community is the foundation on which to build its collection. Do not stay in the library and expect to have a useful and used collection. Only by going into the community, meeting people, and becoming involved in its organizations can one develop the necessary feel for community needs.
8. Read as much as possible about the philosophies and processes of book selection, reviewing, and acquisition activities.
9. Make independent personal judgments about specific titles, and compare those judgments with those found in national reviews.
10. Be interested in what is going on in the world, and *read, read, read!*

### Notes

<sup>1</sup>Lionel McColvin, *The Theory of Book Selection for Public Libraries* (London: Grafton, 1925).

<sup>2</sup>Helen E. Haines, *Living with Books*, 2d ed. (New York: Columbia University Press, 1950).

<sup>3</sup>McColvin, *Theory of Book Selection for Public Libraries* (London: Grafton, 1925).

<sup>4</sup>Rinaldo Lunati, *La scelta del libro per la formazione e lo sviluppo delle biblioteche* (Firenze, Italy: Leo S. Olschki Editore, 1972).

<sup>5</sup>Arthur Bostwick, *The American Public Library* (New York: Appleton, 1929).

<sup>6</sup>Francis Drury, *Book Selection* (Chicago: American Library Association, 1930).

<sup>7</sup>Harold V. Bonny, *A Manual of Practical Book Selection for Public Libraries* (London: Grafton, 1939).

<sup>8</sup>Helen Haines, *Living with Books; the Art of Book Selection*, 2d ed. (New York: Columbia University Press, 1950).

<sup>9</sup>S. R. Ranganathan, *Library Book Selection* (New Delhi: India Library Association, 1952; Rpt. Eliot, ME: Stosius, 1990).

- <sup>10</sup>William A. Katz, *Collection Development: The Selection of Materials for Libraries* (New York: Holt, Rinehart & Winston, 1980).
- <sup>11</sup>*Ibid.*, 97.
- <sup>12</sup>Robert Broadus, *Selecting Materials for Libraries*, 2d ed. (New York: H. W. Wilson, 1981).
- <sup>13</sup>Richard K. Gardner, *Library Collections: Their Origins, Selection, and Development* (New York: McGraw-Hill, 1981).
- <sup>14</sup>R. Zoglin, “The Golden Hoax Book,” *Time* 124 (October 1, 1984): 83.
- <sup>15</sup>Arthur Curley and Dorothy Broderick, *Building Library Collections*, 6th ed. (Metuchen, NJ: Scarecrow Press, 1985).
- <sup>16</sup>David Spiller, *Book Selection: An Introduction to Principles and Practice*, 4th ed. (London: Clive Bingley, 1986).
- <sup>17</sup>William A. Wortman, *Collection Management: Background and Principles* (Chicago: American Library Association, 1989).
- <sup>18</sup>*Ibid.*, 141-44.

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