

**SOUTH GEORGIA
REGIONAL
LIBRARY**

**COLLECTION
DEVELOPMENT
STATEMENT**

March, 2010

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COLLECTION DEVELOPMENT STATEMENT

Introduction

The mission of the South Georgia Regional Library, is to provide materials, resources and services to meet the individual's informational, recreational and cultural needs, and to stimulate lifelong learning and personal growth.

To meet this mission, the Library provides a wide range of materials and resources in a variety of formats. The effectiveness with which this mission is met is determined by the quality and usefulness of the materials and resources selected. A written collection development statement, containing consistent guidelines for selection and retention, assists the librarian in choosing among the vast array of materials and resources available.

For that purpose, this document describes development levels and selection criteria for each broad classification area in the collection. The text is written in the present tense, stating present collection practice and the collection goal, but does not necessarily reflect the present condition of the collection.

Community Served

The South Georgia Regional Library's primary service area is Lowndes, Lanier and Echols counties in Georgia.

Board of Trustees - Policies

Materials/Resources Selection

The Board of Trustees of the South Georgia Regional Library, recognizing the pluralistic nature of this community and the varied backgrounds and needs of all citizens, regardless of age, race, creed or political persuasion, declares as a matter of material selection policy that:

- a. Selection of books, library materials and electronic resources is and shall be vested in the Director and, under this direction, by staff who are delegated (henceforth known as the library staff). Any book, library material and/or electronic resource so selected shall be held to be selected by the Board.
- b. Selection of books, library materials and/or electronic resources shall be made on the basis of their value in terms of interest, information and enlightenment of all people of the community. Specific selection criteria for all types of library books, materials and resources are enumerated in the Collection Development Statement [Selection] and are used in the evaluation of all potential additions to the library collection. No book, library material and/or electronic resource shall be excluded because of

the race, nationality, or the political or social views of the author.

- c. The library staff and trustees recognize the changing nature of the Internet and provide access to Internet resources within this understanding. The library staff select electronic resources, some of which may change in format or content after selection. When selection involves the provision of access to a remote resource, such as an Internet-accessible database or a World Wide Web site, it is possible that the content of said resource may not conform to the Library's selection criteria at any given time. The library staff will review the content of such resources on a regular basis to assess their continued value in terms of interest, information and enlightenment of all people of the community. (See Selection statement on page 8 of the Collection Development Statement.)
- d. This Board believes that censorship is a purely individual matter and declares that while one is free to reject for oneself books, library materials and electronic resources of which one does not approve, one cannot exercise this right of censorship to restrict the intellectual freedom of others.
- e. This Board defends the principles of intellectual freedom, and declares that whenever censorship is involved no book, library material and/or electronic resource shall be removed from the Library save under the orders of a court of competent jurisdiction.
- f. The Library staff does not serve in loco parentis. Decisions concerning children's use of specific library materials and/or electronic resources are the responsibility of their own parents or guardians.
- g. This Board adopts and declares that it will adhere to and support:

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.

Adopted June 18, 1948.

Amended February 2, 1961, and January 23, 1980,
inclusion of "age" reaffirmed January 23, 1996,
by the ALA Council.

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, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

Weeding and Replacement Schedule:

In order to maintain a collection with freshness, currency and relevancy, it is necessary to continually reevaluate the usefulness of materials and resources previously added to the collection. The following are some guidelines:

On a superficial level, physical condition, unnecessary duplication and currency of materials and resources are continuously considered.

On a deeper level, each narrow subject area is considered for discard of titles no longer useful or appropriate to the collection. Guidelines for and a schedule of weeding are established so that the entire collection is evaluated systematically over a three-year period (see below). Approximately five percent of the collection is discarded annually.

In addition, the following factors are considered: the availability of newer and better materials and resources in the field; the extent of the library's collection on the subject; the popularity of the title or subject.

THREE YEAR WEEDING & REPLACEMENT SCHEDULE SYSTEMWIDE				
Department	Collection	Year 1	Year 2	Year 3
Adult	Nonfiction	0	300	100
		500	400	200
		600	700	800
		Biography	Foreign Language	900
Adult	Fiction	Mystery	A - L	M - Z
		Large Print		
Adult	Audio Visual	Videos	Books on Tape	Compact Discs
		CD-Roms	Compact Discs	Audio Cassettes
			Audio Cassettes	
YA		Series Pbks & NF	Fiction A - L	Fiction M - Z
Children's Non-Fiction	Print/AV	100	300	0
		200	700	900
		500	800	400
		600	Biog. L - O	Biog. P - Z
		Biog A - K		
Children's Fiction	Print/AV	A - G	H - O	P - Z
Children's Picture Books	Print/AV	A - F	G - M	N - Z
Children's Readers	Print/AV	A - H	I - O	P - Z

Electronic resources will be re-evaluated on a regular schedule. Any site which no longer meets the selection criteria overall will be deselected. Unnecessary duplication, unpopularity, or the availability of newer and better resources may also be causes for deselection.

Binding/Replacements:

Books basic to the collection are rebound if they cannot be replaced and are physically suitable for binding. Some books that can only be purchased in a nondurable format are bound before circulating. This category consists primarily of the plays from French's and other sources.

Titles withdrawn because of loss, damage or other factors are considered for replacement. The same criteria are applied to replacements as to original selection. In addition, the following factors are considered: the availability of newer and better materials and resources in the field; the extent of the library's collection on the subject; the popularity of the title or subject.

Duplication:

Titles are duplicated in areas where user demand is heavy and sustained. There is no exact formula, and individual judgment is used. However, for titles with multiple reserves, the library maintains a ratio of approximately one copy per four reserves. The library does not maintain sufficient copies of individual titles to meet classroom demand.

Cooperation in meeting special school requests will be practiced within the limits of the library's resources and without creating undue disadvantage to the community at large. Specific requests from school librarians or teachers shall be handled on an individual basis.

Board of Trustees - Policies:

Interlibrary Loan

The South Georgia Regional Library will actively participate in Interlibrary Loan, both as a borrower and a lender. There will be no fee for the service. Every effort will be made to borrow from libraries who lend materials free of charge; in those instances where materials can only be obtained from a library that charges a fee, SGRL will notify the patron before borrowing the material and will pass the fee on to the patron.

As a lender, South Georgia Regional Library will not lend magazines, audiovisual or reference materials, or make photocopies for the purposes of Interlibrary Loan. Interlibrary Loan patrons are expected to adhere to all conditions of the loan; abuse of this responsibility can result in fines and/or suspension of ILL/library privileges.

Adopted by the Board of Trustees 3/16/10; effective 3/17/10.

Fundraising and Contributions

The Board encourages contributions in the form of bequests, trust funds, mutual funds, memorials, life insurance, property or cash donation, all of which are considered an important source of additional revenue and a meaningful way for patrons of the Library to support its role in the community.

Donors who wish to make a contribution to the Library will be advised to contact the Community Relations/Development Coordinator. Unless funds are being sought for a specific campaign, all potential donors will be encouraged to contribute to the South Georgia Regional Library Endowment Fund.

If an unsolicited contribution is received by the Library, contributed funds will be deposited directly into the General Fund to be used where the greatest need exists. However, if the donated amount is substantial (\$100 or more), donors may be asked to redirect their contribution to the South Georgia Regional Library Endowment Fund. This decision will be made by the Director and the Community Relations/Development Coordinator.

Gifts that are expressly designated for the Building Fund will be deposited into that fund and used in a manner that the Director and Board determine appropriate, which could include investing the monies until a need arises.

Donors wishing to make a gift in the form of a memorial, a gift encouraged by the Library, should be directed to consult with Director or Community Relations/Development Coordinator who will determine the appropriate method for receiving and acknowledging the gift.

Money donated for restricted purposes will be deposited in the General Fund and administered under the direction of the Director to best accomplish the desires of the donor.

Gifts of books, property, furniture, or other materials will only be accepted if they are determined useful and appropriate for the Library. This determination will be made by the Director. Donated books that are not used by the Library will be turned over to the Friends of South Georgia Regional Library for its book sales, which directly benefit the Library.

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Collection Development Codes

The collection development codes include those for nonfiction, fiction, children's

materials, audio-visual/music, audio-visual/fiction and audio-visual/nonfiction. All except the audio-visual codes are taken from drafts provided by the ALA Subcommittee to Revise Guide to Written Collection Policy Statements, Administration of Collection Development Management and Development Section/ALCTS, Joanne Anderson, Chair.

The codes describe the basic parameters of universal collection development. They have been used in this statement to indicate the differing levels at which the South Georgia Regional Library collects in each area. Electronic resources, including CD-ROMs, licensed databases, and links to World Wide Web pages and other Internet resources, are collected at the Basic Information Level, Advanced, generally as defined for Nonfiction.

The codes defined below are designed to identify the extent of existing collections in given subject field (collection density) and the extent of current collecting activity in the field (collection intensity). For de-selection, see Weeding and Weeding Schedule.

Nonfiction Collection Codes:

<u>Code Label</u>	<u>Definition</u>
Out of Scope	The library does not collect in this subject.
Minimal Level	A subject area in which few selections are made beyond very introductory works. A collection at this level is frequently and systematically reviewed for currency of information. Superseded editions and titles containing outdated information are replaced.
Minimal Level, Selective Coverage	The emphasis at this level is on topical representation of subject.
Minimal Level, Balanced Coverage	The emphasis at this level is on established authors, some classic works and a spectrum of ideological views.

Basic Information Level	A selection of materials and resources that serves to introduce and define a subject and indicates the variety of information available elsewhere characterizes the Basic Information Level collection. It may include dictionaries, encyclopedias, access to appropriate bibliographic databases, selected editions of important works, historical surveys, bibliographies, handbooks and a few core periodicals. The collection is frequently and systematically reviewed for currency of information.
Basic Information Level, Introductory	The emphasis at this level is on providing materials and resources that introduce and define a subject. A collection at this level includes basic reference tools and explanatory works; historical descriptions of the subject's development; general works devoted to major topics and figures in the field; and selected core periodicals. The introductory level of a basic information collection is sufficient only to support patrons attempting to locate general information about a subject or students enrolled in introductory-level courses.
Basic Information Level, Advanced	The emphasis at this level is on providing an introduction to a wide range of aspects of a subject and with some depth. There is a broad selection of introductory works, historical descriptions, reference tools, and periodicals that serve to introduce and define a subject. The level is sufficient to support students in introductory courses, as well as supporting the general information needs of patrons in public libraries.
Study or Instructional Support Level	<p data-bbox="472 1150 1438 1446">A collection at this level is adequate to explore a subject in a systematic way, but at a level of less than research intensity. The collection includes a wide range of introductory works in appropriate formats, a significant number of classic retrospective titles, complete collections of works of secondary writers, a selection of representative journals, access to relevant machine-readable data files, and the reference tools and fundamental bibliographies pertaining to the subject.</p> <p data-bbox="472 1482 1438 1667">The collection is adequate to support independent study and most educational needs of the clientele of public libraries, as well as undergraduate and some graduate instruction. The collection is systematically reviewed for currency of information and to assure that essential and significant information is retained.</p>
Study or Instructional Support Level, Introductory	The emphasis at this level is on materials and resources adequate for imparting and maintaining knowledge about the basic or primary and secondary topics of a subject area. The collection includes a significant number of seminal works and journals on the primary and secondary topics in the field; a significant number of retrospective titles; a substantial representation of works by secondary figures;

works that provide more in-depth discussions or research, methodology and evaluation, or criticism; access to relevant machine-readable data files; and reference tools and fundamental bibliographies pertaining to the subject. This level supports lower and upper division undergraduate courses, as well as most independent study needs of the clientele of public and special libraries. It is not adequate to support master's degree programs.

Study or
Instructional
Support Level,
Advanced

The emphasis at this level is on materials and resources adequate for exploring the primary and secondary topics of a subject area. The collection includes a significant number of seminal works and journals on the primary and secondary topics in the field; a significant number of retrospective titles; a substantial representation of works by secondary figures; works that provide more in-depth discussions of research, methodology and evaluation, or criticism; access to relevant machine-readable data files; and reference tools and fundamental bibliographic apparatus pertaining to the subject. This level supports all courses of undergraduate study and master's degree programs, as well as the more advanced independent study needs of the patrons of public and special libraries.

Research Level

A collection that includes the major published source materials and resources required for dissertation and independent research characterizes the Research Level. This includes materials and resources containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It is intended to include all important reference works and a wide selection of specialized monographs, as well as a very extensive collection of journals and major indexing and abstracting services in the field. Pertinent non-English language materials and resources are included. Older material is usually retained for historical research and actively preserved. A collection at this level supports doctoral and other original research.

Comprehensive
Level

A collection in which a library endeavors, so far as it is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms), in all applicable languages, for a precisely defined and limited field characterizes the Comprehensive Level. This level of collection intensity is one that maintains a "special collection"; the aim, if not the achievement, is exhaustiveness. Older material is retained for historical research with active preservation and conservation efforts.

Fiction Collection Codes:

In general, Levels 1 and 2 represent collections trying to meet local needs; Level 3, collections trying to meet regional needs; and Levels 4 and 5, collections of national importance that attract scholars from all over the United States and the world.

<u>Code</u>	<u>Description</u>
Out of Scope	The library does not collect fiction of this type.
Minimal with Uneven Coverage	While the library has some fictional works of this type, development of its collection is rather uneven.
Minimal, but Chosen Well	While the library has a small collection of fictional works of this type, the most important authors and core titles are present.
Basic Coverage Level	The library has a small but well-chosen collection of fiction of this type that includes the most important authors and core titles and some supplementary materials. However, the collection is not sufficiently intensive to support the wide-ranging recreational reading demands of a highly-educated general public.
Augmented Coverage Level	Same as Level 2a, but the library pays more attention to providing some duplication of popular titles (whether they be classic, standard or current best-selling materials), in order to more fully meet local needs.
Basic Resource Level	The library meets the fiction needs of a highly-educated general public with a collection that includes the most important titles in this fictional area in quantities sufficient to meet patron demand. The library's collection is comprehensive enough that it can act as a resource library at a regional level.
Research Level	The library has an extensive collection of fiction of this type, including a very wide range of current and classic materials in quantities sufficient to meet demand of patrons at the local and regional levels. The library retains older materials (especially last copies of unique items) for purposes of historical research.
Comprehensive Level	The library serves as a research facility for scholars working this area. The library endeavors, so far as is reasonably possible, to include all significant works of fiction, in all applicable languages, for a necessarily defined and limited field or collection (e.g. the fiction of Mark Twain).

Children's Collection Codes:

<u>Code</u>	<u>Definition</u>
Out of Scope	The library does not collect children's materials and resources in this category.
Minimal Level	A category in which few selections are made. The goal of a collection at this level is to provide basic, popular, up-to-date materials and resources, but not to fill in gaps, replace missing titles or provide extensive coverage.
Minimal Level Selective Coverage	The library provides a small sampling or browsing collection of children's materials and resources in this category.
Minimal Level, Balanced Coverage	While the library provides a small selection of children's materials and resources in this category, important authors and standard titles are included. There is some duplication of standard authors and titles. Subject coverage is sufficient to meet children's basic information needs.
Basic Level	The library provides a small but well-chosen collection of children's materials and resources in this category, with duplication in quantities sufficient to meet demand. An effort is made to fill in gaps, to replace missing standard titles, and to identify important authors and titles that need to be added to give the collection sufficient scope. Subject coverage is sufficient to meet the needs of most elementary school homework assignments.
Basic Level, Introductory	The collection includes most works by important authors, and a sampling of works by secondary authors.
Basic Level, Augmented	The library provides a collection of greater variety and scope. All standard authors are represented. All standard titles are included, and replaced as needed. There is greater representation of secondary authors and titles. Basic subject coverage is provided on a wider range of topics and with more depth.
Study or Resource Level	The library has an extensive collection of children's materials and resources in this category, including a wide range of current and classic materials and resources in quantities sufficient to meet demands at the local and regional levels. The library retains older materials, as well as the bibliographies, guides and periodicals needed to support inquiries by teachers and others interested in the field of children's literature.

Audio-Visual/Music Collection Codes:

<u>Code</u>	<u>Definition</u>
Out of Scope	The library does not collect music in this category.
Minimal Level	A category in which a few selections are made. The goal of a collection at this level is to provide basic, popular, up-to-date materials, but not to fill in gaps, replace missing titles, or provide extensive coverage.
Minimal Level, Selective	The library provides a small sampling or browsing collection of music in this category.
Minimal Level, Balanced	The library provides a small selection of music in this category. Depending upon the genre, items are chosen to represent regional, historical or current musical styles. Major titles, composers and performers are included. There is some duplication. Coverage is sufficient to represent a spectrum of musical styles.
Basic Level	The library provides a small but well-chosen collection of music in this category, with duplication in quantities sufficient to meet demand. An effort is made to fill in gaps, to replace missing standard titles, and to identify important titles, composers, performers and performances that need to be added to give the collection sufficient scope. Coverage is sufficient to provide a basic introduction to the major musical styles.
Basic Level, Introductory	The collection includes most works by important composers or performers and a sampling of works by secondary composers or performers.
Basic Level, Augmented	The library provides a collection of greater variety and scope. All standard composers and/or performers are represented. All standard titles are included and replaced as needed. There is greater representation of secondary authors and titles. Basic coverage is provided on a wider range of styles and with more depth.
Study or Resource Level	The library has an extensive collection of music in this category, including a wide range of current and classic materials in quantities sufficient to meet demands at the local and regional levels. The library retains older materials, as well as the bibliographies, guides and periodicals needed to support inquiries by teachers and others interested in the field of music.
Research level	The library serves as a research facility for scholars working in this area.

Audio-Visual/Fiction Collection Codes:

<u>Codes</u>	<u>Definition</u>
Out of Scope	The library does not collect materials in this category.
Minimal Level	A category in which a few selections are made. The goal of a collection at this level is to provide basic, popular, up-to-date materials, but not to fill in gaps, replace missing titles, or provide extensive coverage.
Minimal Level, Selective	The library provides a small sampling or browsing collection of materials in this category.
Minimal Level, Balanced	The library provides a small selection of materials in this category. Important titles in various genres are included. There is some duplication of standard titles. Most genres are represented.
Basic Level	The library provides a small but well-chosen collection of materials in this category, with duplication in quantities sufficient to meet demand. An effort is made to fill in gaps, to replace missing standard titles, and to identify important titles that need to be added to give the collection sufficient scope.
Basic Level, Introductory	The collection includes most important titles in the basic genres, current and classic, U.S. and foreign materials, as well as a sampling of secondary titles.
Basic Level, Augmented	The library provides a collection of greater variety and scope. All standard titles are included and replaced as needed. There is greater representation of secondary titles. Basic coverage is provided in a wider range of genres and with more depth.
Study or Resource Level	The library has an extensive collection of materials in this category, including a wide range of current and classic items, in quantities sufficient to meet demands at the local and regional levels. The library retains older materials, as well as the bibliographies, guides and periodicals needed to support inquiries by teachers and others interested in the field.
Research Level	The library serves as a research facility for scholars working in this area.

Audio-Visual/Nonfiction Collection Codes:

<u>Codes</u>	<u>Definition</u>
Out of Scope	The library does not collect materials in this category.
Minimal Level	A category in which a few selections are made. The goal of a collection at this level is to provide basic, popular, up-to-date materials, but not to fill in gaps, replace missing titles, or provide extensive coverage. The collection is frequently and systematically reviewed for currency of information.
Minimal Level, Selective	The library provides a small sampling or browsing collection of items in this category. Emphasis at this level is upon topical representation of the subject.
Minimal Level, Balanced	Although the library provides a small selection of items in this category, important titles are included. There is some duplication of standard titles. Subject coverage is sufficient to meet basic information needs.
Basic Level	The library provides a small but well-chosen collection of items in this category that serves to introduce and define a subject, with duplication in quantities sufficient to meet demand. An effort is made to fill in gaps, to replace missing standard titles, and to identify important titles that need to be added to give the collection sufficient scope. Subject coverage is sufficient to support patrons attempting to locate general information about a subject.
Basic Level, Introductory	The collection includes most important titles and a sampling of secondary titles.
Basic Level, Augmented	The library provides a collection of greater variety and scope. All standard titles are included and replaced as needed. There is greater representation of secondary titles. Basic coverage is provided on a wider range of subjects and with more depth.
Study or Resource Level	The library has an extensive collection of materials in this category, including a wide range of current and classic materials in quantities sufficient to meet demands at the local and regional levels. The library retains older materials, as well as the bibliographies, guides and periodicals needed to support inquiries by teachers and others interested in the field.
Research Level	The library serves as a research facility for scholars working in this area.

000 - General knowledge, speeches, quotations, journalistic essays and access to that knowledge.

	Collection Level	Areas of Emphasis	Areas of Limitations	Selection Criteria
Adult	Basic Information Level, Introductory	Computer Science Information on software, hardware, major programming languages and computer history on the amateur level.	Bibliographies not collected.	Accuracy; Currency; Clear presentation; Variety of reading levels.
Young Adult	Minimal Level, Selective Coverage	Pseudoscience, trivia.		Accuracy; Currency; Clear presentation; Variety of reading levels; Paperbacks preferred; Young Adult authors preferred.
Children	Basic	Introductory - Computer Information, Reader's Advisory, Pseudoscience.		Accuracy; Currency; Clear presentation; Variety of reading levels; Pseudoscience - care is taken to select nonsensational materials.

100 - Philosophy, Psychology, Parapsychology

	Collection Level	Areas of Emphasis	Areas of Limitations	Selection Criteria
Adult	Minimal Level, Balanced Coverage	Philosophy, Psychology- representative works by major names and histories in popular editions.		Clear presentation; Reputation of the author or publisher; Variety of reading levels.
Adult	Basic Information Levels, Introductory	Parapsychology - representative titles expressing views which may not be accepted by the scientific community, as well as more accepted views; Popular and Child Psychology - a wide variety of topics.		
Young Adult	Minimal Level, Selective Coverage	Coping skills, directed at Young Adult problems.		Clear presentation; Reputation of author or publisher; Attractive appearance; Paperbacks preferred.
Children	Minimal Level, Selective Coverage	Occult sciences and psychology.		Clear presentation; Reputation of the author or publisher; Variety of reading levels.

200 - Religion and Mythology

	Collection Level	Areas of Emphasis	Areas of Limitations	Selection Criteria
Adult	Minimal Level, Balanced Coverage	Bible texts and commentaries - to support the general reader; Scriptures of representative world religions; Works of inspiration, devotional literature and theology for lay-persons, to represent a variety of viewpoints; Mythology.	Texts of Christian denominations are not collected comprehensively.	Reputation of the author or publisher; Objectivity; Clear presentation; Status as a classic; Illustrations and indexes.
Young Adult	Minimal Level, Selective Coverage	Religion for Young Adults; Works of inspiration, devotional literature and theology for teenagers, to represent a variety of viewpoints.		Reputation of author or publisher; Clear presentation; Attractiveness; Paperbacks preferred.
Children	Minimal Level, Balanced Coverage	Judeo-Christian heritage; Representative world religions; Mythology.		Reputation of the author or publisher; Objectivity; Clear presentation; Status as a classic; Illustrations and indexes.

300 - Social Sciences

	Collection Level	Areas of Emphasis	Areas of Limitations	Selection Criteria
Adult	Basic Level, Advanced Coverage	Career planning; Investing and financial planning-works on differing levels of expertise, which represent a variety of investment philosophies and opportunities; Law-U.S. Constitutional law and legal self-help; Test tutors; Social problems-topics popular for school reports and general reading; Crime-true crime and court cases; Education-institution information and popular materials; Customs, costumes, holidays; Ecology and conservation.		Representation of varying viewpoints; Currency; Nonacademic approach; Variety of reading levels.
Young Adult	Minimal Level, Selective Coverage	Career planning on a popular level; Legal self-help books relating to Young Adult problems; Social problems specific to Young Adults; College information.		Representation of varying viewpoints; Currency; Nonacademic approach; Variety of reading levels; Suitability of audience reading level; Attractiveness; Paperbacks preferred.
Children	Basic Level, Introductory	How government works; Customs, costumes, holidays; Folklore-variety of editions and versions; Ecology and conservation.		Representation of varying viewpoints; Currency; Nonacademic approach; Variety of reading levels.

400 - Languages - History and Structure

	Collection Level	Areas of Emphasis	Areas of Limitations	Selection Criteria
Adult	Minimal Level, Selective Coverage	Non-English languages- dictionaries, phrase books, grammars and self instruction books in the major world languages, and the study of English as a second language, sign language primers.		Variety of reading levels; Clear presentation.
Adult	Basic Level, Introductory Coverage	English language-a wide variety of dictionaries, books on word usage and origins, grammars, and guides to vocabulary building.		
Adult	Minimal Level, Selective Coverage	Non-English language collection - a browsing collection in French, Chinese, Japanese, Spanish, German and Arabic.		
Young Adult				
Children	Minimal Level, Selective Coverage	Non-English language-dictionaries and word books; Non-English language stories-a small collection in French, Chinese, Japanese, Spanish, German and Arabic.		Variety of reading levels; Clear presentation; Attractiveness.
Children	Minimal Level, Balanced Coverage	English language dictionaries on different reading levels; Introductory books on word usage and origins; Grammar.		Variety of reading levels; Clear presentation; Attractiveness.

500 - Mathematics and Sciences

	Collection Level	Areas of Emphasis	Areas of Limitations	Selection Criteria
Adult	Basic Level, Introductory Coverage	Mathematics, Physics, Chemistry-recreational and self teaching handbooks and popular works; Astronomy-histories of science, texts and amateur's manuals; Earth Sciences; Life Sciences-field guides and handbooks to the various flora and fauna, and titles on individual species; Curriculum - relevant Science Fair materials.		Accuracy; Currency; Clear presentation; Nontechnical language where possible; Variety of reading levels; Illustrations; Indexes; Representation of varying viewpoints; Textbooks chosen where they are the best material available.
Young Adult	Out of Scope			
Children	Basic Level, Introductory Coverage	Mathematics, Physics, Chemistry-recreational and self teaching handbooks and popular works; Astronomy-histories of science, texts and amateur's manuals; Earth Sciences; Life Sciences-field guides and handbooks to the various flora and fauna, and titles on individual species; Curriculum - relevant Science Fair materials.		Accuracy, Currency, Clear presentation; Nontechnical language where possible; Variety of reading levels; Illustrations; Indexes; Representation of varying viewpoints; Textbooks chosen where they are the best material available.

600 - Applied Sciences, Technology and the Useful Arts

	Collection Level	Areas of Emphasis	Areas of Limitations	Selection Criteria
Adult	Minimal Level, Balanced Coverage	Vehicle repair manuals-for current and older vehicles.		Accuracy; Currency; Variety of reading levels; Illustrations; Indexes; Representation of varying viewpoints; Reputation of author; Textbooks chosen where needed.
Adult	Basic Level, Advanced Coverage	Medicine and Health including factual materials and materials advocating a popular point of view; Cookbooks-including a wide range of skills, ethnic areas and specialized dietary requirements; Business and Management-covering the range of business topics, but emphasizing self-help and small business rather than technical materials; House repairs, crafts, construction-covering the range of amateur levels of expertise; Parenting materials.		
Young Adult	Minimal Level, Selective Coverage	Self-help books on appearance, relationships, driving, vehicle repair, health, baby-sitting, directed at Young Adult concerns.		Accuracy; Currency; Attractiveness; Suitability to target audiences; Paperbacks preferred.
Children	Basic Level, Introductory Coverage	Health; Pets.		Accuracy, Currency, Variety of reading levels; Illustrations; Indexes; Representation of varying viewpoints; Reputation of author; Textbooks chosen were needed.
Children	Minimal Level, Balanced Coverage	Children's cookbooks; Inventors and inventions; Gardening; Vehicles.		Accuracy, Currency, Variety of reading levels; Illustrations; Indexes; Representation of varying viewpoints; Reputation of author.

700 - Art Forms and Sports

	Collection Level	Areas of Emphasis	Areas of Limitations	Selection Criteria
Adult	Basic Level, Advanced Coverage	Art-including representative works on the history and practice of each art form, the major movements, periods and artists or performers; Landscape, house and interior design covering a wide range of styles; Self-help books containing a wide range of lay expertise on the different craft forms; Music-including collections of popular songs of various periods and self-instruction manuals for popular instruments; Sports and Performing Arts-including instructions for the entire range of games and self-instruction books for the various sports and performing arts.	Sheet music is not collected.	Currency (except for standard works); Illustrations; Indexes; Inclusion in standard library indexes; Variety of reading levels.
Young Adult	Minimal Level, Selective Coverage	Popular handicrafts; Sports; Entertainment; Graphic novels; Role-playing games; Music.		Currency; Popularity; Attractiveness; Paperbacks preferred.
Children	Basic Level, Introductory Coverage	Ancient and Medieval Architecture; Crafts; Song books; Sports.		Currency (except for standard works); Illustrations; Indexes; Inclusion in standard library indexes; Variety of reading levels.
Children	Minimal Level, Balanced Coverage	Basic art history and representative Western artists and their works; "How to draw" books.		Illustrations; Indexes; Variety of reading levels; Popularity.
Children	Minimal Level, Selective Coverage	Photography; Stamp and coin collecting.		Illustrations; Indexes; Variety of reading levels; Popularity.

800 - Literature

	Collection Level	Areas of Emphasis	Areas of Limitations	Selection Criteria
Adult	Minimal Level, Selective Coverage	European literature-criticism, history, translations of works of major authors, genres and periods.		Reputation and significance of the author; Inclusion in standard library indexes; Variety of reading levels; Nonacademic approach.
Adult	Minimal Coverage or Less	Other world literature-history, translations of major authors and genres.		
Adult	Basic Level, Introductory Coverage	American and British literature-literary criticism and theory of major authors and genres, poetry and drama; collections of speeches, toasts and jokes, especially to aid the amateur; handbooks and manuals for the amateur writer.		
Young Adult	Minimal Level or Less	Poetry or other literary forms appealing to the target audience.		Popular demand; Attractiveness; Paperbacks preferred.
Children	Minimal Level, Selective Coverage	Literature that reflects cultures other than Anglo-American.		Reputation and significance of the author; Inclusion in standard library indexes; Variety of reading levels; Nonacademic approach.
Children	Basic Level, Introductory Coverage	American and British poetry; Jokes and riddles.		Reputation and significance of the author; Inclusion in standard library indexes; Variety of reading levels; Nonacademic approach; Popularity.
Children	Minimal Level, Balanced Coverage	Handbooks and manuals to aid the child writer.		

900 - Geography, Travel, Collective Biography, History

	Collection Level	Areas of Emphasis	Areas of Limitations	Selection Criteria
Adult	Basic Level, Advanced Coverage	Travel and Geography-standard up-to-date guidebooks to the United States, Europe and major African, Asian and Latin American countries, with special emphasis on Ohio geography and travel; History-histories of all countries with emphasis on the American Revolution, Civil War, World Wars I and II and the Vietnam War, and histories of Worthington and Franklin and surrounding counties.	Detailed genealogical research sources are not selected.	Currency; Accuracy; Variety of reading levels; Representation of varying viewpoints; Illustrations; Indexes.
Young Adult	Minimal Level	History or collective biography on topics and in a style attractive to the target audience; Travel for young people.		Currency; Accuracy; Attractive presentation; Paperbacks preferred.
Children	Basic Level, Introductory Coverage	Geography and History-all countries of the world with emphasis on the United States; Collective Biography.		Currency; Accuracy; Clear presentation; Variety of reading levels; Inclusion in standard library indexes and tools.

B - Biography

	Collection Level	Areas of Emphasis	Areas of Limitations	Selection Criteria
Adult	Basic Level, Introductory Coverage	Individual biography, including autobiography, diaries, memoirs, journals and letters of well-known people in a variety of fields, and those who, though not well known, depict lives likely to appeal to the general reader, with emphasis on the lives of Ohioans.		Reviews; Documentation; Reputation of the author or publisher.
Young Adult	Minimal Level, Selective Coverage	Individual biographies of popular culture figures.		Currency; Attractiveness; Paperbacks preferred.
Children	Basic Level, Introductory Coverage	Biographies of well known people in a variety of fields, and of those who, though not well known, depict lives likely to appeal to general readers, with emphasis on the lives of Ohioans.		Reviews; Documentation; Reputation of the author or publisher; Variety of reading levels.

Fiction

	Collection Level	Areas of Emphasis	Areas of Limitations	Selection Criteria
Adult	Basic Resource - Northwest Library Research Level - Old Worthington Library	Classics-including a core collection in English, and in translation, in popular editions; Genre fiction-emphasizing mysteries, science fiction, fantasy, westerns, romance; Contemporary fiction-reflecting new trends in thought, form and structure; Novels by Ohio authors, about Ohio or with Ohio as a setting; Short stories-emphasizing American short stories, and collections of significant new authors; Old Worthington Library focusing more on foreign authors, multicultural themes and translated works.	Northwest Library does not collect heavily of Ohio authors/settings.	Reputation of the author or publisher; Status as a classic; Inclusion in standard library indexes and tools; Reviews; Demand/audience-patron requests.

	Collection Level	Areas of Emphasis	Areas of Limitations	Selection Criteria
Young Adult		Young Adult literature-including well-written novels in hardback format which are included in reviewing sources. This section includes a wide range of current and classic materials; Young Adult paperbacks-consisting of popular Young Adult fiction which appeals to young adults. Series and formula fiction. Paperback reprints of Young Adult literature; Genres-including realistic themes, adventure, romance, mystery and horror, historical fiction, science fiction and fantasy.		Reputation of the author or publisher; Reviews; Variety of reading levels; Language, styles and ideas appropriate for intended audience; Inclusion in standard library indexes and tools; Audience demand.
Children	Basic Level	Picture books-including a wide range of genres and styles, with pictures as an integral part of the story. Board books to meet the needs of the youngest child. Readers-containing a wide range of genres from beginning through second grade reading level; Juvenile Fiction-including a wide range of current and classic materials through the sixth-grade reading level.		Variety of reading levels; Language, style and ideas appropriate for intended audience; Illustrations; Reputation of the author or publisher; Inclusion in standard library indexes and tools.

Reference - Print

	Collection Level	Areas of Emphasis	Areas of Limitations	Selection Criteria
Adult	Basic Level, Advanced Coverage	<p>Adult Reference-includes the entire range of subjects to answer questions that do not involve extensive research, with a wide variety of types of materials. Special emphasis is placed on law, education, science, business, literature, biography and history, especially local history.</p> <p>Audio-Visual Reference-materials to assist in locating audio-visual materials and to provide immediate patron access to brief information about them.</p>		Currency; Accuracy; Clear presentation; Indexes; Variety of reading levels; Reputation of the author or publisher.
Young Adult	Basic Level	Fiction and Young Adult Reference-materials to assist with adult and young adult readers' advisory, with emphasis in Young Adult on subjects and grade levels of materials.		Currency; Accuracy; Clear presentation; Indexes; Variety of reading levels; Reputation of the author or publisher.
Children	Basic Level	Children's Reference-materials to assist with readers' advisory, collection development, programming and reference work.		Currency; Accuracy; Clear presentation; Indexes; Variety of reading levels; Reputation of the author or publisher.

Reference - CD-ROM

	Collection Level	Areas of Emphasis	Selection Criteria
Adult	Basic Level	Business, government sources, general reference and subject areas where more sophisticated accessibility and retrieval are available or subject areas not available in other formats.	Currency/updating frequency; Search software; Database structure/content; Cost/benefit comparison to information in other formats; Audience; Documentation; Networking capability; Reliability, reputation of producer/vendor.
Children	Minimal Level	General reference and reading readiness.	Currency; Demand; Age appropriate; Networking capability; Reliability, reputation of producer/vendor.

Reference - Online

	Collection Level	Areas of Emphasis	Selection Criteria
Adult	Basic Level	Business, government sources, general reference and subject areas not available in other formats or where retrieval is more current and precise online.	Currency/updating frequency; Search software; Database structure/content; Cost/benefit comparison to information in other formats; Variety of databases; Reliability, reputation of producer/vendor; Documentation.

Audio-Visual - Audiocassettes - Spoken - Fiction

	Collection Level	Areas of Emphasis	Selection Criteria
Adult	Basic Level, Augmented	Adult and Young Adult fiction-in both abridged and unabridged forms.	Quality of recording; Reputation of the author/performer; Reviews, Demand.
Children	Minimal Level, Balanced Coverage	Fiction.	Quality of recording; Reputation of the author/performer; Reviews; Demand.

Audio-Visual - Audiocassettes - Spoken - Nonfiction

	Collection Level	Areas of Emphasis	Selection Criteria
Adult	Basic Level	Language instruction-major world languages; Psychology-self help topics; Business-self instruction topics; Biography; History; Travel.	Quality of recording; Reputation of the author/performer; Reviews, Demand.
Children	Minimal Level	Language instruction.	Reviews; Demand - patron request.

Audio-Visual - Audiocassettes - Music

	Collection Level	Areas of Emphasis	Selection Criteria
Adult	Minimal Level	A small selection of assorted music.	Quality of recording; Reputation of the author/performer; Reviews; Demand.
Children	Basic Level	Assorted music.	Quality of recording; Reputation of the author/performer; Reviews; Demand.

Audio-Visual - Video Cassettes/DVDs - Fiction

	Collection Level	Areas of Emphasis	Selection Criteria
Adult	Basic Level	A wide variety of periods, genres, styles.	Quality of recording; Reputation of the author/performer; Reviews, Demand.
Children	Basic Level	Traditional and contemporary children's literature.	Quality of recording; Reputation of the author/performer; Reviews; Demand.

Audio-Visual - Video Cassettes/DVDs - Nonfiction

	Collection Level	Areas of Emphasis	Selection Criteria
Adult	Basic Level	Travel; The Arts; "How to"; Health; Computers.	Quality of recording; Reviews; Currency of information; Demand.
Children	Minimal Level	Science; Basic concepts; Animals.	Quality of recording; Reviews; Demand.

Circulating CD-ROMs

	Collection Level	Areas of Emphasis	Selection Criteria
Adult	Minimal Level, Balanced Coverage	Reference materials, including informational, educational and creative materials.	Variety of topics, including interactive fiction; Price/value ratio; Patron demand; Reviews; PC/MAC platform ratio (aligned with national trend).
Children	Minimal Level, Basic Coverage	Reference materials, including informational, educational and creative materials.	Patron demand; Reviews; Quality; Price/value ratios.

Other Emerging Technology

	Collection Level	Areas of Emphasis	Selection Criteria
Adult	Provisional	A small demand-based collection to test whether patron interest in an emerging technology is reflected in circulation.	Sensitivity by library to advances in technology; Patron interest; Price/value ratio; Reviews.
Children	Provisional	A small demand-based collection to test whether patron interest in an emerging technology is reflected in circulation.	Variety of topics; Reviews; Price/value ratio; Sensitivity by library to advances in technology.

Internet

The Library provides access to World Wide Web sites and other Internet resources through the Library Web Site.

	Collection Level	Areas of Emphasis	Selection Criteria
	Basic Level, Advanced	All.	Purpose; audience; content; accuracy; authority; currency; scope; uniqueness; accessibility; format and appearance; workability; cost.

Detailed selection criteria for Internet resources:

These criteria will be considered in evaluating any web site for selection to the Library Web Site. In combination, these criteria provide a broad assessment of the quality of electronic resources.

Each criterion includes a list of guidelines in question form, which are to be used as applicable in evaluating web sites. Few sites will meet all guidelines; strengths are to be balanced against shortcomings in evaluating a site. Any of the criteria may provide an overwhelming reason to either select or reject a specific site.

- **Purpose**

What is the purpose of the site? Is this clearly stated?

Does the site fulfill the stated purpose?

For children's sites - Does the site support one or more of the following purposes only: homework help, recreation, education, reference, reader guidance, parent/teacher/advocate support?

- **Audience**

Who are the intended users of this site?

Does the site satisfy the needs of this audience?

Is the language and reading level appropriate to this audience?

For children's sites - Is the material appropriate for preschoolers - grade 6, their caregivers and/or professionals concerned with children and their advocates?

- **Content**

Is the information factual?

Does the site contain original information, or is it an index to other resources? Sites can be useful either for original information or as access tools, or both.

Will the information be useful for the informational or recreational needs of our patrons?

Does the site provide information completely, or has it been abstracted from another resource or resources?

Does the author or provider of the resource appear to have a commitment to its ongoing maintenance and stability? (see also: Accessibility)

The following are NOT selected, on the basis of content, regardless of other criteria they may meet:

Sites which are:

- blatantly commercial without significant factual and informative content;
- intended primarily for online shopping or commercial transactions;
- intended primarily for the distribution of software or other downloadable files;
- intended primarily for the exchange of informal communications; or
- in violation of the laws of Ohio or the United States

See **Blocking** at the end of this section.

- **Accuracy**

Is the information in the site accurate when checked against authoritative sources?

Is there a balanced viewpoint?

Are there stated, or hidden, political or ideological biases? If there is a stated bias, a site may be selected if care is taken to balance the bias with another site or sites expressing opposing viewpoints.

- **Authority**

Is the site provided by a reputable publisher, organization or expert?

Are the author's or provider's qualifications and credentials stated? Are sources of information cited? Is the information verifiable?

Personal web sites (home pages) may be selected if they are relevant to our patrons, factual and meet the selection criteria overall.

- **Currency**

What time period is covered by the site?

Is the site static or dynamic? If static, is this appropriate for its content?

How frequently is the site updated? Is there a record of the time of the latest update?

- **Scope**

What items are included in the site?

What subject areas and types of material are covered?

Is the scope stated or only implied?

Does the actual scope of the site match expectations?

Aspects of scope may include:

Breadth: Are all aspects of the subject covered?

Depth: To what level of detail in the subject does the site go?

Time: Is the information in the site limited to certain time periods?

- **Uniqueness**

Is the information in this site available in other formats?

What advantages does this particular format have?

If the site is derived from another format, does it have all the features of the original? Have extra features been added?

Does it complement another resource, for instance, by providing updates to a print source?

- **Accessibility**

Has the site been consistently available since its inception?

If it has moved from one location to another, is there a link from the old to the new site?

Can the site be expected to remain available for the foreseeable future?

Does the site require user registration?

- **Format and appearance**

Is the format of the site intuitive and clearly organized?

Is there a logical arrangement?

Are the most important content features easy to find?

Is the site interesting to look at?

Do its design and visual elements facilitate navigation and enhance the resource?

Are icons simple, consistent and easy to use?

Do the type style and background make the pages clear and readable?

Will the design appeal to our patrons?

- **Workability**

Is the site convenient and effective to use?

Aspects of workability include:

User friendliness: Is the site easy to use? Does it work on the most popular browsers?

Searchability: How effectively can information be retrieved from the site? Is the site organized in a logical manner to facilitate searching? Does the front page contain a well-labeled table of contents? Is there a link back to the front page from each supporting page? Are the links clearly and accurately described? Is a useful search engine provided? What operators and ranking features are available? Is the search engine interface intuitive? Does the search engine index the whole site?

Connectivity: Can the site be accessed reliably and quickly, or is it frequently overloaded or off-line? Do intensive graphics or other features make it slow to load?

- **Cost**

Is the site free and freely accessible?

Any site with a monetary cost or license requirements will be referred to the library's Electronic Resources Team for consideration.

- **Review and de-selection**

Each selected site will be re-evaluated according to the selection criteria on a quarterly schedule. Any site which no longer meets the criteria overall will be removed from the Library Web Site.

- **Blocking**

Web sites which have been accessed at library workstations in violation of library policies may be blocked from access.

Large Print - Fiction, Nonfiction, Periodicals

	Collection Level	Areas of Emphasis	Selection Criteria
Fiction	Minimal Level	Mysteries; Romances; older and contemporary classics; Adventure/Thrillers; Bestsellers.	Variety of authors, titles, genres.
Nonfiction	Minimal Level	Religion; Social Sciences; Biography; Bestsellers.	Variety of subject matter.
Periodicals	See Periodicals Section		

Periodicals - Magazines and Newspapers - Print

	Collection Level	Areas of Emphasis	Selection Criteria
Adult	Minimal Level	Current news and information coverage; General research needs; General reading and browsing interest; Local history and information; Materials' reviews and professional reading in library science; General reading and current information in large print.	Professional standards and accuracy; Representation of a variety of viewpoints and interests; Community demand; Variety of geographical areas covered; Inclusion in library indexes.
Young Adult	Minimal Level	Current information; General reading and browsing interest.	Professional standards and accuracy; Representation of a variety of viewpoints and interests; Community demand; Variety of geographical areas covered; Inclusion in library indexes.
Children	Minimal Level	General reading and browsing interest; reviews and professional reading in the areas of children's material, programming and library science.	Professional standards and accuracy; Representation of a variety of viewpoints and interests; Community demand; Variety of geographical areas covered; Inclusion in library indexes.

Periodicals - Magazines and Newspapers - Microform and Online

	Collection Level	Areas of Emphasis	Areas of Limitations	Selection Criteria
Adult	Basic Level	Online products; Current news and information coverage; General research needs; Local history and information; reviews; Business and industry publications.	Microform will be used for back-up as long as necessary.	Professional standards and accuracy; Representation of a variety of viewpoints and interests; Community demand; Variety of geographical areas covered; Inclusion in library indexes.

Government Documents

The South Georgia Regional Library is a partial depository for United States Government publications. Approximately 15-20 percent of the total number of publications available are selected, retained and cataloged according to the procedures and policies set by the Superintendent of Documents. The items chosen are those that will augment the book and reference collections in providing information to the general public, or that are of general popular interest. Items are selected in microform when necessary for space considerations. The collection is divided into circulating and noncirculating sections. Items for circulation are those of popular interest. Pamphlet material is placed in the vertical file. Those items which provide reference information do not circulate. Government documents are housed at Old Worthington Library.

Government Documents - Print

Areas of Emphasis
Commerce-Local climatological data, Census, International Trade Administration, Economic Analysis Bureau; Education-Statistics and Directories; Health and Human Services-General publications, Social Security, Vital Statistics; Labor-Bureau of Labor Statistics; Congress-Laws and Regulations.

Government Documents - CD-ROM/online

Selection Criteria
Currency, updating and frequency; Database structure/content; Audience.

Vertical File

The vertical file consists of pamphlet-sized material which contains information not readily available in book form. Items of local or regional interest are emphasized. Selection criteria include: community needs; reputation of the author or publisher; currency; representation of varying viewpoints.

Community Resource Center

Collection Level	Areas of Emphasis	Selection Criteria
Comprehensive	To collect, preserve, research, disseminate and interpret materials that pertain to history and current events of the City of Worthington and the Worthington School District for the general researcher, citizen and students from elementary grades to college in search of local information. Books written by local authors.	Representation of varying viewpoints. Authors of books in the Local Authors' Collection are residents of Worthington School District. Geographical area: 1) City of Worthington; 2) Worthington School District which includes the Northwest area, Riverlea, sections of Perry and Sharon Townships, and the Far North Columbus Communities; 3) Franklin County as it relates to the city and schools for use in meeting the research, educational and recreational needs of the community. Subjects: Art groups to youth groups. Subjects defined by but not limited to the <i>Community Resource Directory</i> .