

Joan Weill Adirondack Library Collection Development Policy

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Section I

Introduction

This collection development policy is a statement of the principles and guidelines used by the Joan Weill Adirondack Library in the selection, acquisition, evaluation and maintenance of library materials. It will be used both in providing consistency among those responsible for developing the collection and in communicating the library's policies to faculty, students, staff and other interested persons. As the variety and depth of academic programs at Paul Smith's College expand and new formats and ways of accessing information are developed, it becomes necessary to establish guidelines with which to select and provide access to information sources within financial constraints. This policy will help develop collections consistently and fairly. It should be revised biennially to incorporate changes in the curriculum and the College's mission.

Mission Statement

Paul Smith's College

The Paul Smith's College community provides a dynamic educational environment which encourages students to be actively engaged in their own learning experience by fostering creative, ethical and intellectual growth.

The College's comprehensive educational approach offers the integration of traditional and experiential learning to encourage discovery, discipline and creativity. Through courses in classrooms and laboratories, program specific fieldwork, and internship experiences, Paul Smith's students gain knowledge and develop skills to equip them for rewarding careers and a future of life-long learning.

The Adirondack Park provides a dramatic and complex natural setting, as well as an historical perspective on stewardship and hospitality. Paul Smith's College is committed to promoting and practicing the principles of sustainable development, encouraging environmental awareness and maintaining an environmentally sound campus. Students' participation in a broad range of recreational, cultural, student life and community service activities promotes their individual growth, and serves to enhance their understanding and awareness of others. These attributes complement the distinctive educational experience of Paul Smith's to prepare students well for successful living and leadership positions in their communities and careers.

Joan Weill Adirondack Library

The Joan Weill Adirondack Library is dedicated to providing quality service, instruction, and access to collections and facilities to meet the needs of the Paul Smith's College community and to foster a community of lifelong learners.

Intellectual Freedom and Censorship

The Library recognizes that free access to ideas and freedom of expression are fundamental to the educational process. The library purchases materials that represent a wide variety of viewpoints. The Library subscribes to and complies with the American Library Association Library Bill of Rights (Appendix A) and the Library faculty also adhere to the guidelines of academic freedom as outlined in the Faculty Handbook 2.9.1:1.

The Library does not add or withdraw, at the request of any individual or group, material which has been chosen or excluded on the basis of stated selection criteria. An individual or group questioning the appropriateness of material within the collection will be referred to the Library Director.

Section II

Purpose and goals

The acquisition and maintenance of the library's materials collection is a primary function of the Joan Weill Adirondack Library's mission. Collection development refers to the process of building and maintaining the Library's entire materials collection, in both print and non-print formats. The collection development process includes the formulation of policy and procedures, budget allocation, needs assessment, selection, collection maintenance and evaluation (including weeding), and resource sharing.

The primary goal of the Library's collection development efforts is to build a collection that supports the needs of the undergraduate programs at Paul Smith's College. This collection development policy reinforces the College and the Library missions. The Library also recognizes its responsibility to respond to the research needs of the faculty. It will do this, in part, through its commitment to provide access services, including online database searching and document delivery.

Responsibility

The Joan Weill Adirondack Library staff wrote this collection development policy. Ultimate responsibility for the development and maintenance of the Library's collection rests with the Library Director, but requests for resources will be welcomed from the college community, including students and staff.

Librarians are in the best position to observe the overall quality and balance of the collection, and by using standard bibliographies and other appropriate resources, may select and purchase materials. The librarians shall constantly evaluate and monitor the collection to insure its development according to the principles stated in this document.

The adequate development the Library's collection is possible through the active interest of faculty members. A librarian serves as a liaison with each academic department. Each liaison is responsible for developing the library collection in that area. It is expected that faculty will work with the library liaison assigned to their disciplines to select appropriate library materials

Library funds allocation

The materials budget lines include three areas: books, serials and access. Serials covers recurring publications purchased on subscription or standing order, including subscriptions to electronic sources and the costs of binding. All other library materials, including book and non-book materials, are covered by the book funds. Access funds cover library services such as online searches and document delivery (inter-library loan).

The Library Director, under guidance from the professional library staff, is responsible for allocating the budget within the three areas. Access services receive an amount based on projected usage. The serials budget is projected based on pricing information from publishers and vendors. After a projected amount is subtracted to cover serials and access services, the Library Director allocates the remaining funds.

Section III

Selection criteria

With the exception of the collection of recreational reading books, the Library's goal is to collect within the three study or instructional support levels in most areas emphasized by the college curriculum.

The seven collection level indicators frequently used to define academic library collections are detailed in the Collecting Levels section of this policy. In order to provide support for a well-rounded liberal arts education and for future curriculum changes, the Library will attempt to maintain at minimum a basic information level collection of materials in all relevant disciplines. To this end the following considerations should be taken into account when evaluating a particular resource, regardless of format.

1. Relevancy to the curriculum
2. Appropriateness of the level of treatment
3. The permanent value of the material
4. The accuracy of the material
5. The style and clarity of presentation
6. The authoritativeness of the material and/or its author
7. The reputation of the publisher
8. The usefulness of the material with respect to other materials already in the collection or easily available from other collections; including:
 - i. the representation of all sides of controversial issues
 - ii. other avoidance of materials which merely duplicate, either outright or in substance, materials already held.
9. The scarcity of material on the subject
10. Timeliness of the publication
11. The cost of the material in comparison with other equally useful material
12. The conformity of the material with specific policies outlined later in this document

All recommendations for the acquisitions of library materials will be reviewed in the context of these guidelines.

It is advisable to select items on the basis of reviews whenever possible. Selection of retrospective materials is best done on the basis of bibliographies of recommended works.

Material formats

Books

1. The book collection shall contain a relevant general reference collection.
2. The book collection shall contain the standard reference works useful in the fields covered by the undergraduate curricula of the College.
3. For each field in the curricula, the Library shall also contain an adequate collection of books concerning:
 - a. The subject as a whole
 - b. Divisions of the subject where courses are offered
 - c. Other significant divisions of the subject
4. The book collection shall contain books in significant subjects not part of the curricula
5. The book collection shall contain books appropriate for recreational reading
6. The Library shall not guarantee availability of textbooks which students are expected to purchase for class use.

Textbooks are only occasionally purchased. Whenever possible, the library will place any library-held resources in use as required or suggested course materials on reserve for in-library use by students. The library may purchase textbooks occasionally when it deems such a purchase would have particular or sustained benefit to a large number of students, at the request of faculty or of value outside the course. Faculty are encouraged to collaborate with the library in selecting course materials, though we are unable to purchase every text that is being used in courses. Gifts of relevant texts that are not superseded by a subsequent edition and are not labelled as review copies will be accepted. Textbooks and laboratory manuals will be evaluated and added to the collection based on the guidelines stated above.

Serials

A serial is a publication in any format, issued in successive parts and intended to be continued indefinitely. Examples include periodicals, newspapers, annuals, proceedings and monographic series.

Because a serial subscription represents a long-term institutional and financial commitment, the Library is selective in its subscription decisions and requests from faculty or students for new titles are scrutinized more carefully than is the case with requests for monographs. New subscriptions are evaluated and continuing subscriptions are maintained based on a delicate balance of long-term cost with usefulness. Accurate, current usage statistics are essential evaluation tools.

Besides general collection development criteria, periodicals are selected and retained according to the following criteria:

1. The serials collection shall contain a wide variety of popular recreational reading materials.
2. The serials collection shall contain scholarly and materials relevant to college program majors.
3. When possible, the serials collection shall contain access to materials both online and in print.
4. In general, purchasing online access as a replacement to print subscriptions will not be done except in special circumstances and will be determined after analyzing the following criteria:
 - a. The length of the print subscription held at the library. Longer runs of print serials are more valuable to maintain in print than shorter runs.
 - b. The importance of the journal to the curriculum. Journals considered more important are more valuable to maintain in print.
 - c. The terms of the online access (leased, access in perpetuity, annual “hosting” fees, etc.). The closer the terms that online access subscriptions are to mimicking actual ownership of the materials are more favorable.

Electronic resources

The library provides access to an increasing number of resources in electronic formats.

The selection of information in electronic formats is a collection development decision not conceptually different from the selection of information in print format and, in general, the same criteria are applied. When electronic databases are vendor aggregates, the decision making process is relocated from individual titles to groups of titles. Resources in any format should provide support for the curriculum.

The library gives priority to purchases of electronic resources that will benefit a large number of users and add the overall scope and purpose of the collection. First consideration is given to meeting the information needs of significant groups within the community, given the financial context.

Because electronic resources may present management and financial issues beyond those associated with traditional library formats, supplementary guidelines are useful. For the present purpose, electronic resources within the following categories are considered:

1. online bibliographic or full text databases
2. Internet resources of a monographic nature
3. electronic serials

Under the direction of the Library Director, librarians will identify and recommend the electronic resources to be added to the collection. In addition faculty members may recommend electronic resources they would like the library to investigate.

In addition to adequate hardware and software to make the resources generally available, the implications for reference and instructional services will be considered during the selection

process. Staff and users will receive appropriate training. Appropriate documentation, either vendor-provided or library-developed, should be available.

The following specific guidelines should be considered when appropriate during the selection process. The listed criteria are not universally appropriate. Resources that fail to meet one or more of these guidelines will not automatically be excluded from the collection.

1. Electronic versions of resources published in other formats should minimally contain the equivalent information. For example a database labeling itself as full text for a particular journal title within a specified time period should provide all the content, including each issue, any editorial content, illustrations, tables, charts, figures, etc.
2. Interfaces should be easy to master by targeted users. This would be facilitated by appropriate user documentation including: online tutorials, prompts, menus, browse capability, function specific help and advanced as well as basic searching levels.
3. Vendors should have established reliability as evidenced by provision of adequate customer support. They should be responsive to problems and inquiries, and provide comprehensive and clear documentation. Trial periods are advantageous. Desirable technical requirements include:
 - a. Access that requires no password for campus users
 - b. Availability of usage statistics in a standardized format (i.e. COUNTER, Sushi)
 - c. Ability to link on item/article/journal level
 - d. Compatibility with OpenURL link resolvers
 - e. Printing capability
 - f. Accurate and up to date holdings information, which is downloadable in a variety of formats including MARC and spreadsheet
 - g. Administrative module that allows customization of the user interface
 - h. Ability to link back to library holdings
 - i. Ability to cross link to other databases
 - j. Ability to be accessible from off-campus via a proxy service such as EZProxy
4. For electronic resources as for other formats, significant price increases will require review of the subscription. Low use, the availability of alternative resources or changes in format or content will also suggest the need for a subscription review.

Providing electronic resources for users, who need not be present in the library and often prefer to work from remote locations, creates additional implementation responsibilities for library staff.

1. In addition to complying with copyright law, the library must adhere to the provisions of the product license.
2. Electronic resources such as journals, monographic texts and statistical compilations should be accessible. Resource aggregations like subject specific gateways may more appropriately be listed on the subject web pages maintained by the library.
3. In cooperation with Information Technology Services the library will provide and maintain the necessary hardware and software for access and facilitate remote access to electronic resources.
4. It is imperative that cataloging and other links to electronic resources, be reviewed, updated and deselected on a regular basis.
5. Staff should receive appropriate training in the use of electronic resources and related hardware and software. In turn they should be able to provide user support training.

The library may choose to maintain subscriptions in duplicate formats for a transition period after the implementation of a new electronic resource, until the stability of the new product is established. However, due to financial constraints, the library generally cannot maintain subscriptions to archival copies in duplicate formats.

Special Collections & Archives (ADK Smith)

See separate policy

Gifts

See Gift/Donation Policy per Institutional Advancement

Section IV

Collection maintenance

Multiple copies

Duplicates are not normally purchased. Duplicate materials will be added to the collection if warranted by heavy usage of copies already held by the library or if the duplicates contain strong local or archival value.

Replacement of library materials

Books

Librarians are responsible for making decisions regarding the replacement of lost, damaged, missing, or worn-out books. They will determine whether to repair or replace a specific book or purchase a comparable book, guided by the following considerations:

1. Does the material being replaced meet the general library collection policy?
2. Does the frequency of use justify replacement?
3. Is the item used for class reserve reading or is it on a faculty recommended reading list?
4. Is the item listed in Books for College Libraries or other recommended book list?

Serials

The library staff will identify lost, damaged, missing, or worn-out serials and will take steps to replace these materials. Decisions to replace annual, biennial, and irregular serials will be handled according to the policy above, with the librarians having responsibility to order replacements.

The following serial items will not be replaced:

1. newspapers and newsletters
2. titles that are not held permanently
3. titles that are not indexed
4. titles routinely replaced by electronic access
5. government documents that will not be retained.

Since back issues may be expensive, the decision to replace will be guided by the following considerations:

1. Does the material being replaced meet the general library collection policy?
2. Does the frequency of use justify replacement?
3. Is the periodical readily available elsewhere, including full-text sources available to IPFW library users?
4. Does the information in the particular title have lasting value?

Weeding/Deselection

Deselection of library materials (the process of removing items from the collection) is essential for the maintenance of an active, academically useful library collection. Weeding provides quality control for the collection by elimination of outdated, inaccurate, and worn-out materials. Librarians are responsible for conducting an ongoing deselection effort in their areas of collection responsibility and for maintaining the quality of the collection.

The Library will use *The CREW Guidelines for Weeding Your Collection* (<http://www.tsl.state.tx.us/ld/pubs/crew/guidelines.html>). See Appendix B for further information.

Collecting levels¹

The following levels, slightly modified, are defined in: *Guidelines for the Formulation of Collection Development Policies*, David L. Perkins, editor (Collection Development Committee, Resources and Technical Division, American Library Association, 1979). They incorporate and expand upon those formulated in: "American Library Association Guidelines for the formulation of collection development policies," *Library Resources and Technical Services*, Vol. 21, no. 1 (Winter 1977) pp.40-47.

7- Comprehensive level

A collection in which a library endeavors, so far as is reasonably possible, to include all significant works of recorded knowledge (publications, manuscripts, other forms), in all applicable languages, for a necessarily defined and limited field. This level of collecting intensity is that which maintains a "special collection"; the aim, if not the achievement, is exhaustiveness.

6 - Research level

A collection which includes the major source materials required for dissertations and independent research, including materials containing research reporting, new findings, scientific experimental results, and other information useful to researchers. It also includes 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.

5 - Advanced study level

A collection which is adequate to support the course work of advanced undergraduate and master's degree programs, or sustained independent study; this is, which is adequate to maintain knowledge of a subject required for limited or generalized purposes, of less than research intensity. It includes a wide range of primary resources, basic monographs both current and retrospective, complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, and the reference tools and fundamental bibliographical apparatus pertaining to the subject.

4 - Study level

A collection which supports undergraduate or graduate course work, or sustained independent study; that is, which is adequate to maintain knowledge of a subject required for limited or generalized purposes, of less than research intensity. It includes a wide range of basic monographs, complete collections of the works of important writers, a selection of representative journals, and the reference tools and fundamental bibliographical apparatus pertaining to the subject.

3 - Initial study level

A collection which is adequate to support undergraduate courses. It includes a judicious selection from currently published basic monographs (as are represented by Choice selections) supported by seminal retrospective monographs (as are represented by Books for College Libraries); a broad selection of works of more important writers; a selection of the major review journals; and current editions of the most significant reference tools and bibliographies pertaining to the subject.

2 - Basic level

A highly selective collection which serves to introduce and define the subject and to indicate the varieties of information available elsewhere. It includes major dictionaries and encyclopedias, selected

¹ Levels of Collection Density and Collecting Intensity, Vassar College Library.
<http://library.vassar.edu/cmr/levels.html>. Accessed June 5, 2007.

editions of important works, historical surveys, important bibliographies, and a few major periodicals in the field.

1 - Minimal level

A subject area in which few selections are made beyond very basic works.

0 - Out of scope

The subject is not collected.

Section V

Collection Levels by Dewey Range

Because not every part of the collection can be collected at a comprehensive level, the library will allocate and prioritize resources for monographic collection based on topics that are relevant to the communities we serve and the mission and goals of the college. The topics shown below are organized using the Dewey Decimal System range and each topic contains a collection level that matches the guidelines specified in the “Collecting Levels” section of this policy.

<u>Dewey Topic</u>	<u>Hundreds</u>	<u>Collecting Level</u>
Computer science, knowledge & systems	000	2
Bibliographies	010	2
Library & information sciences	020	2
Encyclopedias & books of facts	030	2
[Unassigned]	040	N/A
Magazines, journals & serials	050	2
Associations, organizations & museums	060	2
News media, journalism & publishing	070	2
Quotations	080	2
Manuscripts & rare books	090	2
Philosophy	100	1
Psychology	150	3
Philosophical logic	160	1
Ethics	170	1
History, geographic treatment, biography	180-190	1
Religion	200	2
Philosophy & theory of religion	210	1
Bible and specific religions	220-290	1
Social sciences, sociology & anthropology	300	4
Statistics	310	2
Political science	320	2
Economics	330	4
Law	340	2
Public administration & military science	350	4
Social problems & social services	360	4
Education	370	2
Commerce, communications & transportation	380	4
Customs, etiquette & folklore	390	1

Language	400	2
Linguistics	410	1
Specific languages	420-490	3
Science	500	4
Mathematics	510	3
Astronomy	520	2
Physics	530	2
Chemistry	540	4
Earth sciences & geology	550	4
Fossils & prehistoric life	560	2
Biology	570	4
Natural history of plants and animals	580-590	4
Technology	600	2
Medicine & health	610	2
Engineering	620	4
Agriculture	630	4
Home & family management	640	4
Management & public relations	650	4
Chemical engineering	660	4
Manufacturing	670	1
Manufacture for specific uses	680	1
Construction of buildings	690	2
Arts	700	2
Area planning & landscape architecture	710	3
Architecture	720	3
Sculpture, ceramics & metalwork	730	1
Graphic arts & decorative arts	740	1
Painting	750	1
Printmaking & prints	760	1
Photography, computer art, film, video	770	2
Music	780	2
Sports, games & entertainment	790	4
Literature, rhetoric & criticism	800	3
Literatures of specific languages and language families	810-890	3
History	900	3
Geography & travel	910	4
Biography & genealogy	920	2
History of specific continents, countries, localities; extraterrestrial worlds	930-990	3

Appendix A

American Library Association's 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, by the ALA Council; amended February 2, 1961; amended June 28, 1967; amended January 23, 1980; inclusion of "age" reaffirmed January 24, 1996.

<http://www.ala.org/ala/oif/statementspols/statementsif/librarybillrights.htm>

Intellectual Freedom Principles for Academic Libraries: An Interpretation of the Library Bill of Rights

A strong intellectual freedom perspective is critical to the development of academic library collections and services that dispassionately meet the education and research needs of a college or university community. The purpose of this statement is to outline how and where intellectual freedom principles fit into an academic library setting, thereby raising consciousness of the intellectual freedom context within which academic librarians work. The following principles should be reflected in all relevant library policy documents.

1. The general principles set forth in the Library Bill of Rights form an indispensable framework for building collections, services, and policies that serve the entire academic community.
2. The privacy of library users is and must be inviolable. Policies should be in place that maintain confidentiality of library borrowing records and of other information relating to personal use of library information and services.
3. The development of library collections in support of an institution's instruction and research programs should transcend the personal values of the selector. In the interests of research and learning, it is essential that collections contain materials representing a variety of perspectives on subjects that may be considered controversial.
4. Preservation and replacement efforts should ensure that balance in library materials is maintained and that controversial materials are not removed from the collections through theft, loss, mutilation, or normal wear and tear. There should be alertness to efforts by special interest groups to bias a collection through systematic theft or mutilation.
5. Licensing agreements should be consistent with the Library Bill of Rights, and should maximize access.
6. Open and unfiltered access to the Internet should be conveniently available to the academic community in a college or university library. Content filtering devices and content-based restrictions are a contradiction of the academic library mission to further research and learning through exposure to the broadest possible range of ideas and information. Such restrictions are a fundamental violation of intellectual freedom in academic libraries.

7. Freedom of information and of creative expression should be reflected in library exhibits and in all relevant library policy documents.
8. Library meeting rooms, research carrels, exhibit spaces, and other facilities should be available to the academic community regardless of research being pursued or subject being discussed. Any restrictions made necessary because of limited availability of space should be based on need, as reflected in library policy, rather than on content of research or discussion.
9. Whenever possible, library services should be available without charge in order to encourage inquiry. Where charges are necessary, a free or low-cost alternative (e.g., downloading to disc rather than printing) should be available when possible.
10. A service philosophy should be promoted that affords equal access to information for all in the academic community with no discrimination on the basis of race, values, gender, sexual orientation, cultural or ethnic background, physical or learning disability, economic status, religious beliefs, or views.
11. A procedure ensuring due process should be in place to deal with requests by those within and outside the academic community for removal or addition of library resources, exhibits, or services.
12. It is recommended that this statement of principle be endorsed by appropriate institutional governing bodies, including the faculty senate or similar instrument of faculty governance.

Approved by ACRL Board of Directors: June 29, 1999
Adopted July 12, 2000, by the ALA Council.

<http://www.ala.org/Template.cfm?Section=interpretations&Template=/ContentManagement/ContentDisplay.cfm&ContentID=8551>

Privacy Policy

It is the policy of Paul Smith's College's Joan Weill Adirondack Library that the privacy of all users will be respected in compliance with federal and state laws as well as professional standards.

The Library will not reveal personally identifiable information* of individual users or reveal what information sources or services they consult under most circumstances. Reasons for disclosure include being required by search warrant or subpoena or if there is a substantiated reason to believe that violations of law or of College or Library policies have taken place; or when failure to act might result in significant bodily harm or significant property loss. This policy applies to all resources regardless of their format or means of delivery as well as to all services offered by the Library.

All library records and other information relating to an individual's use of the library and its resources are considered confidential. These records include, but are not limited to, circulation records of library materials, address and other registration information, reference or informational questions asked, interlibrary loan transactions, and computer database searches. This information, however, may be consulted and used by library staff in the course of carrying out library business.

* We consider any information that could reasonably be used to identify you personally as personally identifiable information. This includes, but is not limited to:

- Your name
- Your address
- Your email address
- Your PIN (Personal Identification Number)
- Your password

Any combination of data that could be used to identify you such as your birth date, your zip code and your gender.

Appendix B

The CREW Guidelines for Weeding your Collection²

The formulas given here for the various Dewey classes are rules of thumb based on professional opinions in the literature and practical experience. The formula in each case consists of three parts:

- 1) The first figure refers to the years since the book's latest copyright date (age of material in the book);
- 2) The second figure refers to the maximum permissible time without usage (in terms of years since its last recorded circulation);
- 3) The third refers to the presence of various negative factors, called MUSTIE factors.

For example, the formula "8/3/MUSTIE" means: "Consider a book in this class for discard when its latest copyright is more than eight (8) years ago; and/or, when its last circulation or inhouse use was more than three (3) years ago; and/or, when it possesses one or more of the MUSTIE factors."

Most formulas include a "3" in the usage category and a MUSTIE in the negative factors category. The figure in the age category varies considerably from subject to subject. If any one of the three factors is not applicable to a specific subject, the category is filled with an "X".

MUSTIE is an easily remembered acronym for six negative factors that frequently ruin a book's usefulness and mark it for weeding:

M = Misleading (and/or factually inaccurate)

U = Ugly (worn and beyond mending or rebinding)

S = Superseded (by a truly new edition or by a much better book on the subject)

T = Trivial (of no discernible literary or scientific merit)

I = Irrelevant to the needs and interests of your community

E = The material may be obtained expeditiously Elsewhere through interlibrary loan or reciprocal borrowing.

In all cases, weeding decisions ultimately depend upon the professional judgments of the library staff who are responsible for the selection of materials in response to the needs of their library's patrons. While the MUSTIE formula may be used as a guide in making weeding decisions, these guidelines can and should be adjusted to meet the needs of the specific library, by substituting numbers that best reflect the library's mission and goals. Carefully consider all the factors involved in the weeding process, rather than automatically discarding an item with an older copyright date.

The following table was taken from the CREW Guidelines and adjusted to best fit the needs of the Joan Weill Adirondack Library's collection.

² Texas State Library and Archives Commission. <http://www.tsl.state.tx.us/ld/pubs/crew/guidelines.html>. Accessed June 5, 2007.

CREW Guidelines by Dewey Decimal Classification

000 (Generalities)		
004 (Computers)	3/X/MUSTIE	<i>Works on computers are seldom useful after three years. Works on microcomputers and software have an even shorter life span, but may be kept on hand longer if there is strong community demand.</i>
010 (Bibliography)	10/X/MUSTIE	<i>Discard after ten years from the date of copyright.</i>
020 (Library & Info. Science)	10/3/MUSTIE	<i>Discard all that do not conform to current, acceptable practice.</i>
030 (General Encyclopedias)	5/X/MUSTIE	<i>Stagger replacement sets over a seven year period (e.g., replace Britannica in year one, World Book in year three, Americana in year five, then a new Britannica in year seven); one new encyclopedia set at least every five years. Older sets may be sold or circulated, but withdraw circulating sets after no more than eight years.</i>
other 000's	5/X/MUSTIE	<i>Except trivia which may be kept indefinitely or until no longer considered useful or interesting.</i>
100 (Philosophy and Psychology)		
133 (Paranormal Phenomena)	15/3/MUSTIE	<i>Should be kept until worn, although it will be necessary to replace lost titles every so often since this category includes the popular topics of fortune-telling, dream interpretation, and astrology.</i>
150 (Psychology)	10/3/MUSTIE	<i>Try to keep abreast of new and popular topics, especially the 158's (self-help). Replace works on clinical, comparative, and developmental psychology within five to eight years.</i>
160, 170 (Logic)(Ethics)	10/3/MUSTIE	<i>Value determined mainly by use. Replace worn classics with attractive trade paperback editions.</i>
200 (Religion) ^[SEP]	10/3/MUSTIE	<i>Use 10/3/MUSTIE except for areas of rapid change, which are 5/3/MUSTIE. (This area is difficult to weed because (a) the items are often donated and librarians fear criticism, and (b) religious works SEEM like they should be treated exceptionally, but they should not be.)</i>
<i>Try to have something up-to-date on each religion represented by a church, synagogue, or other assembly in the community or region, as well as something on the well-known modern sects such as Hare Krishna. Include timely and comprehensive information on the six major international religions: Buddhism, Christianity, Hinduism, Islam, Judaism, and Taoism.</i>	or 5/3/MUSTIE	
300 (Social Sciences) ^[SEP]		<i>See that controversial issues are represented from all viewpoints and that information is current, accurate, and fair.</i>
310 (General Statistics)	2/X/MUSTIE	<i>Almanacs are seldom of much use after two years; add one, discard one every year, to keep only last three years in the collection. If possible, keep one copy in reference and one in the circulating collection for any year. Otherwise, copies from past years may be transferred from reference to circulating when superseded by new editions. All public libraries in Texas should have at least one general almanac and the <u>Texas Almanac</u>; need only last decennial census.</i>
320 (Political Science)	5/3/MUSTIE	<i>For topical books; historical materials are judged more on the basis of use: 10/3/MUSTIE.</i>
330 (Economics)	5/3/MUSTIE	<i>Update items available in revised editions. Be aware of radical changes in statutes, regulations, or general climate for a particular type of investment. Well-known authors with no newer books</i>

		<i>available and items intended as histories of a particular era may be retained if MUSTIE factors are acceptable.</i>
340 (Law)	10/X/MUSTIE	<i>Replace when more current data becomes available. Never keep super-seded editions, even on heavily used topics like divorce or child support.</i>
350 (Public Administration)	10/X/MUSTIE	<i>Keep up-to-date; replace when state and federal administrations change or constitutional reforms occur.</i>
360 (Social Services)	5/X/MUSTIE	<i>Discard career materials after five years; older reference copies may be circulated. Pay close attention to revisions in standard test books (GED, ACT, etc.). Some may be retained for 10 years or longer if certain sections have not changed.</i>
370 (Education)	10/3/MUSTIE	<i>Keep historical materials only if used. Discard all outdated theories; check with a teacher or principal if in doubt.</i>
390 (Customs, Etiquette, Folklore)		
Folklore, Customs	10/3/MUSTIE	<i>Keep standard works; weed according to use.</i>
Etiquette	5/3/MUSTIE	<i>Keep only basic, up-to-date titles.</i>
400 (Language)	10/3/MUSTIE	<i>Discard old-fashioned and unsightly textbooks and outdated school gram-mars. Need only stock dictionaries for major foreign languages (e.g., French, Spanish, Italian, German), and any other languages being studied or spoken in the community. Dictionaries: 5/3/MUSTIE.</i>
500 (Natural Sciences)	5/3/MUSTIE	<i>Carefully evaluate anything over five years old, except botany and natural history. Replace worn classics or significant historical works with new editions. Pay particular attention to the physics, environmental issues, and astronomy sections. Keep basic works of significant historical or literary value, such as Charles Darwin's classic <u>Origin of Species</u>, or Michael Faraday's <u>Chemical History of a Candle</u>. Replace worn copies with new editions.</i>
510 (Mathematics)	10/3/MUSTIE	<i>Replace older materials on algebra, geometry, trigonometry, and calculus with revised editions. Discard most titles covering slide rules and the "new math" of the 1960s.</i>
550 (Earth Sciences)	X/3/MUSTIE	<i>Geology books on specific regions, especially Texas, should be kept indefinitely, or until superseded by newer editions. All general materials should be replaced when new developments occur in the field (e.g., theories about continental drift and plate tectonics have been revised in recent years). Field guides for amateur fossil, gem, and rock hunters can be kept for up to 20 years if physical condition allows, unless the area described has changed dramatically through man-made developments and/ or natural events.</i>
570 (Life Sciences)	10/3/MUSTIE	
580 (Botanical Sciences)	10/3/MUSTIE	
600 (Technology, Applied Sciences)		
610 (Medicine)	5/3/MUSTIE	<i>Except Anatomy and Physiology, which change very little: X/3/MUSTIE. Keep only the current year plus one previous year (one reference, one circulating) of PDR and other prescription and over-the-counter drug directories, replacing when new editions become available. Materials on fast changing fields of research, such as AIDS, genetics, cancer, and infertility: 2/X/MUSTIE.</i>
630 (Agriculture)	5/3/MUSTIE	<i>Keep up-to-date; be sure to collect information on the newest techniques and hybrids if you serve farmers or ranchers. Keep the <u>Yearbook of Agriculture</u> for the last ten years; earlier if in demand, but be wary of those with outdated and potential harmful ideas, such as pest control using DDT.</i>
635 (Horticulture)	10/3/MUSTIE	<i>General gardening books may be useful for up to 20 years, so circulation is the main weeding criteria. Books about propagation</i>

		<i>of specific flowers or plants are considered outdated after 10 years. Materials that discuss the use of pesticides and chemicals: 5/3/MUSTIE.</i>
640 (Home Economics)	10/3/MUSTIE	<i>Be strict with old sewing and grooming materials in which styles change rapidly. Keep cookbooks unless little used; replace worn popular titles.</i>
649 (Child Rearing)	5/3/MUSTIE	<i>Keep abreast of changing trends and new theories; replace worn standards like <u>Dr. Spock's Baby & Child Care</u> with newer editions.</i>
670 (Manufacturing)	10/3/MUSTIE	<i>Keep books on old clocks, guns, and toys since these items are often collected. Also keep works on tools, farm implements, etc. that are still used in your community.</i>
other 600's (Also Business)	5/3/MUSTIE	<i>Technology is making such rapid advances that any materials over five years old are to be viewed with suspicion; especially those dealing with drugs, space technology, sex education, radio, television, medicine, and office skills. (Check to see if resources contain any information of historical value). One major exception: repair manuals for older cars and appliances should be kept as long as such items are generally kept in your community; replace when they become filthy or worn from use.</i>
700 (The Arts)		
745 (Decorative Arts)	X/3/MUSTIE	<i>Retain basic technique books if well illustrated; replace worn and dated materials. Keep all materials on the history of interior design that are in acceptable condition. Discard general home decorating ideas after 10 years unless the decorating style becomes established as a distinct aspect of American interior design (e.g., "Southwestern," or "high-tech") Keep stamp and coin catalogues up-to-date. Historical treatments of ancient, foreign, and commemorative coins may be kept indefinitely, unless the focus is market valuation, then keep no more than 5 years.</i>
770 (Photography)	5/3/MUSTIE	<i>Check closely for outdated techniques, and especially outdated equipment; if in doubt, check with local photography club or buffs.</i>
790 (Recreation)	10/3/MUSTIE	<i>Discard and replace as rules and interests change.</i>
other 700's	X/X/MUSTIE	<i>Keep all basic materials, especially histories of art and music. Replace with new editions when they become worn and unattractive.</i>
800 (Literature) ^[SEP]	X/X/MUSTIE	<i>Make a point of keeping files of assignments or reading lists from local schools, and check any discards against these lists. Asking local teachers to act as subject specialists when weeding this area is an excellent way to improve inter-action within the community.</i>
900 (Geography and History)		
910 (Geography and Travel)	5/3/MUSTIE	<i>For guidebooks (such as the Fodor series) and for descriptive or scientific geography. Some may wish to stagger orders so that no guide is more than two years old.</i>
	10/3/MUSTIE	<i>For personal narratives of travel, unless of high literary or historical value.</i>
Other 900's	15/3/MUSTIE	<i>Main factors: demand, accuracy of facts, and fairness of interpretation. Consider discarding personal narratives and war memoirs of World War II, the Korean Conflict, and Indochina War, in favor of broader histories of these conflicts, unless the author is a local person, or the book is cited in a bibliography as having an outstanding style or insight. Discard dated viewpoints (e.g., the McCarthy Era "World Communist Conspiracy" theory of modern</i>

B or 92 (Biography)	X/3/MUSTIE	<p>history). Retain some older Revolutionary War materials if local schools assign annual reports on the subject (e.g., many schools participate in the annual DAR writing contest).</p> <p>Unless the person treated is of permanent interest or importance, such as a U.S. President, discard a biography as soon as demand lessens. This rule especially applies to ghost written biographies of faddish celebrities. Poor quality biographies of major figures should be replaced with better ones, if funds permit. Biographies of outstanding literary value, such as Boswell's <u>Life of Johnson</u>, are to be kept until worn.</p>
F (Fiction)	X/2/MUSTIE	<p>Discard works no longer in demand, especially second and third copies of past bestsellers. Retain works of durable demand and/or high literary merit, but replace worn copies with new editions; a nontopical, well-written novel appealing to universal concerns will continue to circulate at a moderate rate for many years.</p>
Periodicals (Also Newspapers)	3/X/X	<p>Bind only quality periodicals in constant use for research (e.g., <u>National Geographic</u>) and listed in <u>Reader's Guide</u> and other indexes in the library. Carefully weigh the costs for binding with costs for online searching or CD-ROM format. Other periodicals used for school research projects (e.g., <u>Time</u>, <u>U.S. News and World Report</u>): 5/X/X. If financially feasible, buy microforms (film or fiche) of magazines in heavy demand. For the local newspaper, see section, "Local History." Clip other periodicals and newspapers sparingly for the vertical file before discarding.</p>
Government Documents	X/X/X	<p>Libraries that serve as official depositories of federal documents are required by law to follow established procedures governing weeding outlined in <u>Instructions to Depository Libraries</u>. Procedures depend on whether the library receives some or all depository publications. Generally, documents produced in more than one physical format and superseded documents may be discarded on a routine schedule. The depository must return any money made from selling discards to the Superintendent of Documents. Selective depositories not served by regional depositories must keep one copy of all documents received through the depository system, so read rules and procedures carefully. Disposal of state documents may also be affected by state law.</p>
Nonprint Media (Also AV)	WORST	<p>Worn out, Out of date, Rarely used, System headquarters can supply, or Trivial and faddish. Monitor statistics of use for these materials and view/ listen to them periodically to determine their condition. See the section, "CREWing Nonprint Media" for more detail on individual formats.</p>
Videocassettes	2/1/WORST	<p>Examine closely after approximately 150 to 200 circulations; most commercial tapes wear out after about 250 to 350 viewings. Evaluate visual and sound quality; content accuracy; relevance of themes; and fairness of racial, cultural or sex role depiction; and the continuing relevance of material within the library's overall collection development plan.</p>
Local History	X/X/X	<p>Your library is also the logical archives of the community, and, in many cases, of the county. Retain all books on the history and geography of the city and county; all local newspapers (on microfilm if possible; otherwise photocopy onto acid-free paper. Brittle newspaper or fragments have little value in research); all accounts of travels through your immediate area; all memoirs of local figures; and all local city directories. Keep most books by local authors (if of even minimal literary value); and some genealogies of important local families. Collect local photographs, playbills, and other ephemera of possible interest to future writers in your area. If possible, start an oral history program; the audio-</p>

Donations (Also Memorials)

X/X/MUSTIE

and videotapes created are unique, and therefore not subject to the WORST criteria. To prevent local history materials, particularly unique, rare, or valuable items, from becoming worn or soiled, make them noncirculating or transfer them to archival collections, perhaps in a local museum.

Replace worn copies with newer editions if available, or newer books on the same subjects. Gifts are subject to the same criteria as other materials; items that do not circulate should be removed when they become worn or obsolete, regardless of their source.