

**Butt-Holdsworth Memorial Library  
Collection Development Policy  
Appendix**

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## **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 19, 1939, by the ALA Council; amended October 14, 1944; June 18, 1948; February 2, 1961; June 27, 1967; January 23, 1980; inclusion of "age" reaffirmed January 23, 1996.

## **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 These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the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.

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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.

### **Freedom to View Statement**

The FREEDOM TO VIEW, along with the freedom to speak, to hear, and to read, is protected by the First Amendment to the Constitution of the United States. In a free society, there is no place for censorship of any medium of expression. Therefore these principles are affirmed:

1. To provide the broadest access to film, video, and other audiovisual materials because they are a means for the communication of ideas. Liberty of circulation is essential to insure the constitutional guarantees of freedom of expression.
2. To protect the confidentiality of all individuals and institutions using film, video, and other audiovisual materials.
3. To provide film, video, and other audiovisual materials which represent a diversity of views and expression. Selection of a work does not constitute or imply agreement with or approval of the content.
4. To provide a diversity of viewpoints without the constraint of labeling or prejudging film, video, or other audiovisual materials on the basis of the moral, religious, or political beliefs of the producer or filmmaker or on the basis of controversial content.
5. To contest vigorously, by all lawful means, every encroachment upon the public's freedom to view.

This statement was originally drafted by the Freedom to View Committee of the American Film and Video Association (formerly the Educational Film Library Association) and was adopted by the AFVA Board of Directors in February 1979. This statement was updated and approved by the AFVA Board of Directors in 1989.

## **Labeling Systems: An Interpretation of the Library Bill of Rights**

The American Library Association affirms the rights of individuals to form their own opinions about resources they choose to read, view, listen to, or otherwise access. Libraries do not advocate the ideas found in their collections or in resources accessible through the library. The presence of books and other resources in a library does not indicate endorsement of their contents by the library. Likewise, providing access to digital information does not indicate endorsement or approval of that information by the library. Labeling systems present distinct challenges to these intellectual freedom principles.

Labels may be a library-sanctioned means of organizing resources or providing guidance to users. They may be as simple as a colored dot or strip of tape indicating reference books or fiction or as elaborate as the Dewey Decimal or Library of Congress call number systems.

Labels as viewpoint-neutral directional aids are intended to facilitate access by making it easier for users to locate resources. Users may choose to consult or ignore the directional aids at their own discretion. Viewpoint-neutral directional labels are a convenience designed to save time. These are different in intent from attempts to prejudice, discourage, or encourage users to access particular library resources or to restrict access to library resources. Labeling as an attempt to prejudice attitudes is a censor's tool. The American Library Association opposes labeling as a means of predisposing people's attitudes toward library resources.

Prejudicial labels are designed to restrict access, based on a value judgment that the content, language, or themes of the resource, or the background or views of the creator(s) of the resource, render it inappropriate or offensive for all or certain groups of users. The prejudicial label is used to warn, discourage, or prohibit users or certain groups of users from accessing the resource. Such labels sometimes are used to place materials in restricted locations where access depends on staff intervention.

Directional aids can also have the effect of prejudicial labels when their implementation becomes proscriptive rather than descriptive. When directional aids are used to forbid access or to suggest moral or doctrinal endorsement, the effect is the same as prejudicial labeling. Even well-intentioned labels may have this effect.

Prejudicial labeling systems assume that the libraries have the institutional wisdom to determine what is appropriate or inappropriate for its users to access. They presuppose that individuals must be directed in making up their minds about the ideas they examine. The American Library Association opposes the use of prejudicial labeling systems and affirms the rights of individuals to form their own opinions about resources they choose to read, view, listen to, or otherwise access.

Adopted on June 30, 2015, by ALA Council.



## **Rating Systems: An Interpretation of the Library Bill of Rights**

Libraries, no matter their size, contain an enormous wealth of viewpoints and are responsible for making those viewpoints available to all. However, libraries do not advocate or endorse the content found in their collections or in resources made accessible through the library. Rating systems appearing in library public access catalogs or resource discovery tools present distinct challenges to these intellectual freedom principles.

### **Rating Systems**

Many organizations use or devise rating systems as a means of advising either their members or the general public regarding the organizations' opinions of the contents and suitability or appropriate age or grade level for use of certain books, films, recordings, websites, games, or other materials. Rating systems presuppose the existence of individuals or groups with wisdom to determine by their authority what is appropriate or inappropriate for others. Rating systems also presuppose that individuals must be directed in making up their minds about the ideas they examine. The creation and publication of such systems is a perfect example of the First Amendment's right of free speech. However, The American Library Association also affirms the rights of individuals to form their own opinions about resources they choose to read or view.

The adoption, enforcement, or endorsement, either explicitly or implicitly, of any of these rating systems by a library violates the Library Bill of Rights and may be unconstitutional. If enforcement of rating systems is mandated by law, the library should seek legal advice regarding the law's applicability to library operations.

Libraries often acquire resources that include ratings as part of their packaging. Librarians should not endorse the inclusion of such rating systems; however, removing or destroying the ratings—if placed there by the publisher, distributor, or copyright holder—could constitute expurgation (see "Expurgation of Library Materials: An Interpretation of the *Library Bill of Rights*").

Because AACR2, RDA and the MARC format provide an opportunity for libraries to include ratings in their bibliographic records, many libraries have chosen to do so – some by acceptance of standard records containing such ratings and others by a desire to provide the maximum descriptive information available on a resource. Libraries are not required by cataloging codes to provide this information. However, if they choose to do so, whatever the reason, they should cite the source of the rating to their catalog or discovery tool displays indicating that the library does not endorse any external rating system.

The inclusion of ratings on bibliographic records in library catalogs or discovery tools may be interpreted as an endorsement by the library. Therefore, without attribution, inclusion of such ratings is a violation of the *Library Bill of Rights*.

The fact that libraries do not advocate or use rating systems does not preclude them from answering questions about such systems. In fact, providing access to sources containing information on rating systems in order to meet the specific information seeking needs of individual users is appropriate.

Adopted on June 30, 2015, by ALA Council.

## **Access to Library Resources and Services for Minors: An Interpretation of the Library Bill of Rights**

Library policies and procedures that effectively deny minors equal and equitable access to all library resources and services available to other users violate the American Library Association's Library Bill of Rights. The American Library Association opposes all attempts to restrict access to library services, materials, and facilities based on the age of library users.

Article V of the Library Bill of Rights states, "A person's right to use a library should not be denied or abridged because of origin, age, background, or views." The "right to use a library" includes free access to, and unrestricted use of, all the services, materials, and facilities the library has to offer. Every restriction on access to, and use of, library resources, based solely on the chronological age, educational level, literacy skills, or legal emancipation of users violates Article V.

Libraries are charged with the mission of providing services and developing resources to meet the diverse information needs and interests of the communities they serve. Services, materials, and facilities that fulfill the needs and interests of library users at different stages in their personal development are a necessary part of library resources. The needs and interests of each library user, and resources appropriate to meet those needs and interests, must be determined on an individual basis. Librarians cannot predict what resources will best fulfill the needs and interests of any individual user based on a single criterion such as chronological age, educational level, literacy skills, or legal emancipation. Equitable access to all library resources and services shall not be abridged through restrictive scheduling or use policies.

Libraries should not limit the selection and development of library resources simply because minors will have access to them. Institutional self-censorship diminishes the credibility of the library in the community and restricts access for all library users.

Children and young adults unquestionably possess First Amendment rights, including the right to receive information through the library in print, sound, images, data, games, software, and other formats.<sup>1</sup> Constitutionally protected speech cannot be suppressed solely to protect children or young adults from ideas or images a legislative body believes to be unsuitable for them.<sup>2</sup> Librarians and library governing bodies should not resort to age restrictions in an effort to avoid actual or anticipated objections because only a court of law can determine whether or not content is constitutionally protected.

The mission, goals, and objectives of libraries cannot authorize librarians or library governing bodies to assume, abrogate, or overrule the rights and responsibilities of parents and guardians. As "Libraries: An American Value" states, "We affirm the responsibility and the right of all parents and guardians to guide their own children's use of the library and its resources and services." Librarians and library governing bodies cannot assume the role of parents or the functions of parental authority in the private relationship between parent and child. Librarians and governing bodies should maintain that only parents and guardians have the right and the responsibility to determine their children's—and only their children's—access to library resources. Parents and guardians who do not want their children to have access to specific library services, materials, or facilities should so advise their children.

Librarians and library governing bodies have a public and professional obligation to ensure that all members of the community they serve have free, equal, and equitable access to the entire range of library resources regardless of content, approach, or format. This principle of library service applies equally to all users, minors as well as adults. Lack of access to information can be harmful to minors. Librarians and library governing bodies must uphold this principle in order to provide adequate and effective service to minors.

<sup>1</sup> *Brown v. Entertainment Merchant's Association, et al.* 564 U.S. 08-1448 (2011): a) Video games qualify for First Amendment protection. Like protected books, plays, and movies, they communicate ideas through familiar literary devices and features distinctive to the medium. And 'the basic principles of freedom of speech . . . do not vary' with a new and different communication medium."

<sup>2</sup> *Erznoznik v. City of Jacksonville*, 422 U.S. 205 (1975): "Speech that is neither obscene as to youths nor subject to some other legitimate proscription cannot be suppressed solely to protect the young from ideas or images that a legislative body thinks unsuitable for them. In most circumstances, the values protected by the First Amendment are no less applicable when government seeks to control the flow of information to minors." See also *Tinker v. Des Moines School Dist.*, 393 U.S. 503 (1969); *West Virginia Bd. of Ed. v. Barnette*, 319 U.S. 624 (1943); *AAMA v. Kendrick*, 244 F.3d 572 (7th Cir. 2001).

Adopted June 30, 1972, by the ALA Council; amended July 1, 1981; July 3, 1991; June 30, 2004; July 2, 2008 *under previous name* "Free Access to Libraries for Minors"; and July 1, 2014.

## **Procedure for Reconsideration of Library Materials**

Any patron may formally challenge library materials in the Butt-Holdsworth Memorial Library on the basis of appropriateness. The following procedure will be used to address such challenges. The library director shall always be willing to meet with patrons to discuss the basis for the selection or exclusion of library materials.

### **Procedure:**

1. If objection to an item is brought to the attention of a staff member by a patron in person, the staff member shall refer the patron to the Librarian in Charge at that time.
2. If the patron issue cannot be resolved by the Librarian in Charge, then the patron must submit a REQUEST FOR RECONSIDERATION OF MATERIALS (Request) form for the material in question. The request must comply with the following criteria:
  - a. The patron must be identified fully and qualify as a registered borrower of the Butt-Holdsworth Memorial Library.
  - b. The request form must be filed in writing.
  - c. The request form must be completed in full.
3. The library director shall refer the Request form to the applicable Librarian for follow up to review and arrive at a decision. The Librarian shall follow up on the Request with the patron.
4. If the patron is not satisfied, the patron must then request that the form be escalated to the Library Director.
5. The request will be acted upon by the Library Director. The Library Advisory Board will be informed of the request and any action taken.
6. If the patron is not satisfied with the decision of the library director, the request will be referred to the Library Advisory Board for review and possible action.

### Request for Reconsideration of Library Materials

Title \_\_\_\_\_

Check one: Book \_\_\_\_\_ Periodical \_\_\_\_\_ Video \_\_\_\_\_ Other \_\_\_\_\_

Author: \_\_\_\_\_

Publisher: \_\_\_\_\_

Request initiated by \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_ Telephone \_\_\_\_\_

Do you represent: \_\_\_\_\_ yourself  
\_\_\_\_\_ an organization (name) \_\_\_\_\_  
\_\_\_\_\_ other group (name) \_\_\_\_\_

1. To what in the work do you object? [Please be specific. Cite pages.]

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Did you read the entire work? \_\_\_\_\_ What parts? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. What would you like the library to do about this work?

\_\_\_\_\_ Return it to the library staff for reevaluation of age appropriateness of collection placement.

\_\_\_\_\_ Return it to the library staff for reevaluation of inclusion in library collection.

\_\_\_\_\_ Other - Explain: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

#### **For Library Use Only:**

Staff Member receiving form: \_\_\_\_\_ Date: \_\_\_\_\_

Librarian Review: \_\_\_\_\_ Date: \_\_\_\_\_

Resolution: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Library Director Review: \_\_\_\_\_ Date: \_\_\_\_\_

Library Board Agenda Date (if applicable): \_\_\_\_\_

To be filed in Library Director's Office.

## **Weeding Schedule**

As materials become worn, dated, damaged, or lost, replacements will be considered. Materials are also reviewed systematically according to the BHML Weeding Schedule, developed from *CREW: A Weeding Manual for Modern Libraries*, developed by the Texas State Library and Archives Commission.

The CREW formulas given here for the various Dewey classes are offered as 'rules of thumb' based on opinions in the professional 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 and assuming that the item has been in the library's collection for at least that period of time);
3. The third refers to the presence of various **negative factors, called MUSTIE or WORST factors**, which will influence the weeding decision.

### **Acronyms**

#### *MUSTIE*

M = Misleading and/or factually inaccurate

U = Ugly, worn, or unable to mend

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

T = Trivial, of no discernible literary or scientific merit; ephemeral

I = Irrelevant to the needs or interests of the community

E = Elsewhere available

#### *WORST*

W = Worn out

O = Out of date

R = Rarely used

S = Supplied elsewhere

T = Trivial

Dewey Class	Formula	Parameters
000 Generalities	N/A	Requires cross weeding with other Dewey areas.
004 Computers	3/X/MUSTIE	Generally outdated after 3 years. Weed based on community interest and needs. Keep one release back to accommodate those who do not upgrade immediately. Series like "Dummies" and "Idiots" are preferable to in-depth tomes.
010 Bibliography	10/3/MUSTIE	Newest edition generally in reference. Older editions may be moved to circulation. Consider discarding if not used in 3 years or when superseded.
020 Library Science	5/X/MUSTIE	Discard all that do not conform to current acceptable practice.
030 Encyclopedias	5/X/MUSTIE	Keep the most current in reference. Older edition to circulate. Stagger replacements over 3 to 5 year period. Withdraw if copyright date is more than 8 years old.
Other 000's	5/X/MUSTIE	Trivia may be kept indefinitely. Quotations books for as long as they are useful. Writers guides no longer than 2 years. Others based on interest.
101 Philosophy	15/5/MUSTIE	Weed based on interest, but maintain range of titles in Western and Asian philosophies. Remove scholarly treatments unless used by local university curriculum. Weed introductory books that are not on standard lists after 3 years.
133 Paranormal	10/3/MUSTIE	Keep until worn.



Dewey Class	Formula	Parameters
150 Psychology	10/3/MUSTIE	Other than classics, most titles can be weeded based on popularity and use. Review self-help books regularly and discard titles that are no longer of interest or contain outdated ideas. Weed self-help if copyright is older than 5 years.
160-170 Logic & Ethics	10/3/MUSTIE	Replace worn classics with more attractive editions. Discard if no longer of interest. Pay close attention to hot topic issues.
200 Religion & Mythology	10/3/MUSTIE	Try to have something up to date on each religion represented within the community, as well as well-known modern sects. Include timely and comprehensive on the six major religions: Buddhism, Christianity, Hinduism, Judaism, and Taoism. Use 10/3/MUSTIE except for areas of rapid change, then use 5/3/MUSTIE. Keep classics by famous theologians as long as they are popular and in good condition. Weed superseded editions.
300 Social Science		Should include information that represent a variety of viewpoints on controversial topics that is well balanced and accurate.
306 Culture & Institutions	5/2/MUSTIE	Discard as interest in author or topic wanes. Usually outdated in 5 years.
310 General Statistics	2/X/MUSTIE	Almanacs and stat handbooks - weed after two years. Keep current plus one except for historical handbooks. Keep most current in reference, rotate to circulation as superseded. All public libraries need one general and one Texas almanac. Replace census data when new census becomes available.

Dewey Class	Formula	Parameters
320 Political Science	5/3/MUSTIE	Current political topics - weed after 5 years. General guides may be kept longer. Retain copies of US Constitution and Bill of Rights. Local political history may be kept indefinitely. Discard books with outdated concepts and ideas. Weed books on past elections when no longer relevant.
323 Immigration & Citizenship	5/3/MUSTIE	Update study guides on citizenship regularly. Retain histories of immigration to the USA as long as interest warrants. Do not discard primary source materials and guides that can be used for genealogical purposes. Weed biased, unbalanced and inflammatory items.
330 Economics	3/3/MUSTIE	Currency of information is the most important factor. Information dates quickly and requirements and laws change. Books on careers and job hunting should update frequently and career guides that show gender, racial, or ethnic bias should be weeded. Update items in revised editions and be aware of legal changes. Retain histories of major economic events such as the Depression and/or classic books by well-known authors.
350 Public Administration	5/3/MUSTIE	Replace standard books as new editions become available. Replace when state and federal administrations change or constitutional reforms occur. Histories of government agencies and the military may be kept as long as interest remains. Retain classics. Testing guides should be replaced after 3 years.

Dewey Class	Formula	Parameters
360 Social Services	5/3/MUSTIE	Titles that deal with popular social issues should be weeded based on copyright and popularity. Watch for rapidly changing issues and weed accordingly. Look for outdated terminology and descriptors. Discard memoirs when interest in person or subject wanes. Copyright is NOT relevant for true crime. Classic cases like should be replaced when worn - others can be weeded as popularity subsides. Forensic sciences and criminology should be replaced as concepts and techniques change.
370 Education	10/3/MUSTIE	Keep historical information ONLY if used. Discard books about getting an education and entrance exam guides after 5 years. Books on educational theory or systems should be discarded when interest wanes. Subject specific curricula should be weeded as fields change.
390 Customs	10/3/MUSTIE	Costumes or fashion history should be kept indefinitely. Weed designers or styles of dresses as interest fades. Weed milestone celebrations, wedding plans, and holiday celebrations as customs change. Discard books without good pictures. Holiday specific books should be weeded as needed or if the books reflect gender, family, ethnic, or racial bias. Celebrity books may be discarded as their popularity wanes.
395 Etiquette	5/3/MUSTIE	Keep until new editions are available or as information or practices become outdated.
398 Folklore	X/3/MUSTIE	Standard works may be kept indefinitely. Weed based on quality of retelling, watch for ethnic or racial bias. Replace with more attractive editions as needed.

Dewey Class	Formula	Parameters
400 Language	10/3/MUSTIE	Discard old-fashioned, unsightly, and outdated editions and histories of languages and word origins when MUSTIE. Replace foreign language dictionaries on rotating basis for currency. English dictionaries – discard 5 years after copyright except for unabridged editions.
500 Natural Sciences	5/3/MUSTIE	Evaluate anything over 5 years old. Pay special attention to physics, astronomy and environment sections. Keep basic works of historical significance such as “Origin of the Species” and replace when worn.
507 Science Experiments	10/3/MUSTIE	Examine books for outdated and unsafe practices and discard.
510 Mathematics	10/3/MUSTIE	Weed primarily on MUSTIE factors and lack of use. Discard books on outdated teaching methods and techniques. Discard books that contain past fads. Discard used workbooks that are MUSTIE.
520 Space & Astronomy	X/3/MUSTIE	Weed titles that include Pluto as a planet. Books should include the space station and Mars expeditions. Stargazing books may be kept longer.
550 Earth Sciences	X/3/MUSTIE	Weed books that do not reflect current theories, which contain outdated information, or do not include information on current disasters. Geology books on specific regions may be kept until superseded. Keep field guides up to 10 years. Replace with up to date titles with clear photographs. Weed books on meteorology that do not reflect current weather technology or are out of date.

Dewey Class	Formula	Parameters
560 Paleontology	5/2/MUSTIE	Discard materials that are not being used - this may indicate that is out of date. Discard books that lack colorful illustrations. Field guides may be kept until new editions arrive.
570 Life Sciences	7/3/MUSTIE	Retain classics in the field. Use 5/2/MUSTIE for books on genetics, genetic engineering, human biology and evolution. Weed titles on ecology that appear dated even if information is accurate. Watch for sensationalized treatments.
580 Botanical Sciences	10/3/MUSTIE	Weed books that lack color illustrations or appear dated. Be sure that field guides meet safety standards, especially those on edible plants and medicines.
610 Medicine & Health	5/3/MUSTIE	Regularly review books on fast-changing topics for accuracy. Retain current copies of classics such as "Gray's Anatomy." Look for good illustrations.
629 Automobile Repair	X/2/MUSTIE	Weed primarily on use and condition. If it has not circulated in 2 years, discard. Weed ruthlessly if online databases are available.
640 Home Economics	5/3/MUSTIE	Be ruthless in weeding old cookbooks. Weed books that are dirty or feature chefs whose popularity has waned. Keep new editions of classics like "Betty Crocker Cookbook." Books on food prep or nutrition should reflect current acceptable practices. Books that mention the four food groups should be replaced with books that use the food pyramid.
649 Child Rearing	5/3/MUSTIE	Keep abreast of changing trends and new theories. Keep new editions of classics. Weed books that reflect outdated ideas.

Dewey Class	Formula	Parameters
670 Manufacturing	10/3/MUSTIE	Weed primarily on use and condition. Keep repair manuals unless the technology is obsolete. Keep books that may contain historical value or contain information on implements still used in the community.
709 Art History	X/3/MUSTIE	Discard books on art history that show cultural, racial, or gender bias. Discard scholarly works that are not useful in favor of materials for student and general readers. Look for good color reproductions of artwork.
720 Architecture	X/3/MUSTIE	Historical treatments may be kept indefinitely. House designs and plans should reflect current methodologies and current design tastes. Discard after 10 years regardless of circulation. Be aware of changes in building codes. Evaluate books on fads and trends regularly. Celebrity books should be weeded as popularity wanes.
737 Numismatics	5/3/MUSTIE	Coin collecting should be kept up to date. Historical treatments can be kept as long as there is interest.
740 Drawing & Decorative Arts	X/3/MUSTIE	Books on drawing styles and instructions should be weeded based on use and appeal. Keep books on technique if well illustrated and interest remains. Weed comics as interest wanes or editions become worn. Books on interior design and decorating should be replaced after 5 years. Historical treatments may remain indefinitely. Books on antiques and collectibles can be kept until superseded. Discard craft books based on use, styles, and materials. Discard books on crafts that are no longer popular or that feature gender bias.

Dewey Class	Formula	Parameters
769 Stamp Collecting	5/3/MUSTIE	Stamp collecting should be kept up to date. Historical treatments can be kept as long as there is interest.
770 Photography	5/3/MUSTIE	Check closely for outdated techniques and equipment. Historical treatments on photography or photographers may be kept indefinitely.
791 Public Performance	10/2/MUSTIE	Weed based on interest and condition.
793-796 Games & Sports	10/3/MUSTIE	Discard and replace as rules and interests change. Watch for gender and racial bias in sports. Discard books with outdated stats. Handbooks on popular electronic games may be difficult to replace; keep as interest dictates.
800 Literature	X/3/MUSTIE	Copyright is not relevant for literature but MUSTIE books rarely circulate; replace as needed. Do not keep books of minor writers unless there is community interest. Replace old editions of classics with more attractive editions. Do not keep classics just because they are classics. Know local schools reading lists. Discard poetry and short stories that aren't circulating. "Best of" short stories rarely circulate after 5 years. Discard books of wit and humor that aren't circulating or feature gender or nationality bias and outdated interests and sensitivities.
910 Geography & Travel	3/2/MUSTIE	Guidebooks are outdated within a year or two. Keep no longer than 3 years. Historical travel guides may be kept longer. Watch for political or name changes of countries. Keep atlases current unless historical in nature.

Dewey Class	Formula	Parameters
920 Genealogy	5/2/MUSTIE	Weed personal narratives on use and interest, unless of literary or historical value.
930-999 History	10/3/MUSTIE	Consider demand, accuracy of fact, and fairness. Review histories of countries where major political and geographical changes have occurred. Consider discarding personal narratives in favor of broader treatments unless the person is local, the book is cited in bibliography, or has an outstanding insight or style. Discard dated viewpoints. Retain primary source documents or photos.
92 Biographies	X/3/MUSTIE	Unless person is of permanent interest, weed as demand lessens. Replace biographies of ongoing interest with newer titles at least once a decade. Ruthlessly weed biographies of celebrities or those that were published after the subject's death or after a scandal. Biographies of outstanding literary value may be kept indefinitely.
Fiction	X/2/MUSTIE	Discard works no longer in demand. Retain works in high demand or of great literary value. Discard lesser works by classic authors if no longer circulating. Consider discarding all titles in a series if you are not able or willing to replace missing titles, especially if the books do not stand alone.
Graphic Novels	X/1/MUSTIE	Consider weeding any title that has not circulated in 1 year. Keep classics regardless of circulation. Replace titles that are worn.
Govt. Docs	3/2/X	Documents should be discarded when superseded. Discard items not being used that are available on the internet.



Dewey Class	Formula	Parameters
DVD	2/1/WORST	Examine for wear often. Weed based on popularity and condition.
Audiobooks & CD's	X/2/X	Music - if it hasn't circulated in 2 years, discard. Check for wear.  Audiobooks - weed based on circulation and wear.
Other AV	X/X/WORST	Most can be weeded by use and condition.
Local History	X/X/X	Retain all books on the history and geography of the city and county unless worn and not repairable. Retain local newspapers for up to 5 years if not available on microfilm. If the library is the local repository for newspapers, microfilm all available past editions. Keep most books by local authors even if of minimal literary values as well as genealogies of important local families.
Easy Readers	X/2/MUSTIE	Replace popular titles as needed. Weed any book that has not circulated in two years. Discard any books that are not suitable for library use. Replace books that have been rebound with new editions. Books that feature popular or commercial characters should be weeded as popularity wanes. Weed books that reflect racial and gender bias. Consider moving classics to the adult 800 class.
Juvenile Fiction	X/2/MUSTIE	Evaluate for MUSTIE factors. Copyright is less important than use, but weed if it hasn't circulated in two years. Weed based on current interest except for award books - weed if it has not circulated in three years or consider replacing with more attractive edition. Evaluate for outdated artwork, mores, or bias. Discard abridged or simplified classics for the original format unless abridged version has been favorably reviewed.

Dewey Class	Formula	Parameters
YA Fiction	3/2/MUSTIE	Keep this section very current. If it has not circulated in 2 years, discard it. Anything that has not circulated in a year should be evaluated for removal or for reassignment to a different area. Discard anything with outdated illustrations or storylines. Replace classics with attractive new editions.
J and YA Non-Fiction		Use adult criteria for Dewey Classes. Check for accuracy and triviality. Replace outdated or unattractive books with new editions.