

## COMPETENCIES FOR LIBRARIANS SERVING CHILDREN

(Adopted by the Board of the Association for Library Service to Children in 1999)

### IV. Materials and Collection Development

#### A. Knowledge of Materials

1. Demonstrates a knowledge and appreciation of children's literature, periodicals, audiovisual materials, Web sites and other electronic media, and other materials that constitute a diverse, current, and relevant children's collection.
2. Keeps abreast of new materials and those for retrospective purchase by consulting a wide variety of reviewing sources and publishers' catalogs, including those of small presses; by attending professional meetings; and by reading, viewing, and listening.
3. Is aware of adult reference materials and other library resources that may serve the needs of children and their caregivers.

#### B. Ability to Select Appropriate Materials and Develop a Children's Collection

1. Evaluates and recommends collection development, selection and weeding policies for children's materials consistent with the mission and policies of the parent library and the ALA Library Bill of Rights (see [www.ala.org/work/freedom/lbr.html](http://www.ala.org/work/freedom/lbr.html)), and applies these policies in acquiring and weeding materials for or management of the children's collection.
2. Acquires materials that reflect the ethnic diversity of the community, as well as the need of children to become familiar with other ethnic groups and cultures.
3. Understands and applies criteria for evaluating the content and artistic merit of children's materials in all genres and formats.
4. Keeps abreast of current issues in children's materials collections and formulates a professional philosophy with regard to these issues (see Walter's Five Laws below).
5. Demonstrates a knowledge of technical services, cataloging and indexing procedures, and practices relating to children's materials.

### **VIRGINIA WALTER'S FIVE LAWS OF LIBRARIANSHIP**

(From CHILDREN & LIBRARIES: Getting It Right. American Library Association. 2001)

1. Libraries serve the reading interests and information needs of all children, directly and through service to parents and other adults who are involved with the lives of children.
2. Children's librarians provide the right book or information for the right child at the right time in the right place.
3. Children's librarians are advocates for children's access to books, information, information technology, and ideas.
4. Children's librarians promote children's literacy in all media.
5. Children's librarians honor their traditions and create the future.

### **NEED FOR A COLLECTION POLICY**

(From GUIDE FOR WRITTEN COLLECTION POLICY STATEMENTS. Second Edition. American Library Association. 1996)

“Every library collection is established for one or more definite purposes. A collection development and management program contributes to the achievement of those purposes in that it organizes and directs the processes of acquiring or providing access to materials and data, integrates them into coherent collections, manages their growth and maintenance, and deselects them when appropriate in a cost- and user-beneficial way. Such a program is an integral part of the library's plan for providing necessary access to information resources **for the community it serves**” (emphasis added).

### **ELEMENTS OF A COLLECTION POLICY STATEMENT**

1. Library mission statement and goals (see ALSC's “Statement of Commitment to Excellence in Library Service to Children in a Technological Age” at [www.ala.org/alsc/techstatement.html](http://www.ala.org/alsc/techstatement.html) )
2. Community analysis
3. Commitment to intellectual freedom

Intellectual Freedom is one of our fundamental liberties and one that must be vigilantly safeguarded. It's the rare librarian or educator who doesn't encounter at least one would-be censor in the course of a career. If you're not already familiar with ALA's Office of Intellectual Freedom Web site, I urge you to visit it: [www.ala.org/oif.html](http://www.ala.org/oif.html) There you'll find essential strategies, links, and documents like the Library Bill of Rights and its many interpretations; ALA's "Freedom to Read Statement," "Access to Electronic Information, Services, and Networks," "Libraries, Children, and the Internet," and many more. Such documents should be into your collection development policy.

Other documents and materials you should be familiar with include "The Librarian's Guide To Cyberspace for Parents and Kids" and "Libraries and the Intertnet Tool Kit." These are available at [www.ala.org/alsc/](http://www.ala.org/alsc/)

For further reading and reference I recommend PROTECTING THE RIGHT TO READ: A How to Do It Manual for School and Public Librarians by Ann Symons and Charles Harmon. Neal-Schuman. 1995.

#### 4. Organization of the collection management plan

- a. Definition of audience served
- b. Staffing and assigned responsibilities

#### 5. Cooperative collection development

#### 6. Scope of collection

##### A. Formats

##### 1. Books

- Hardcover
- Paperback
- Books on tape
- Comics
- Textbooks
- E-books

##### 2. Non-book materials

- Magazines
- Newspapers
- Videos
- DVDs
- Audio tapes
- Book/cassette packages
- CDs
- Vinyl

## Competencies/Cart

4.

- CD Roms
- Internet sites (see ALSC's "Cool Sites for Kids" @ [www.ala.org/alsc](http://www.ala.org/alsc))

### B. Content Categories

1. Books
  - Fiction
  - Picture books
  - Easy readers
  - Chapter books
  - Classics
  - Popular reading
  - Series
  - Nonfiction
  - Reference
  - Narrative nonfiction
  - Poetry
  - Fairy tales/folklore
  - Curricular nonfiction
2. Magazines
  - General interest
  - Specialty
  - E-zines
3. Non-print
  - Informational
  - Educational
  - Entertainment