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ABSTRACT

This document presents a collection of papers to be used as a practical guide and reference for delivering library services to small rural schools. The document targets rural school teachers, new school librarians, county superintendents, and rural and small school boards of trustees. Papers cover: (1) issues related to library administration, such as developing a mission statement, establishing a budget, program evaluation, and use of technology; (2) activities involved in collection development, such as acquisition and collection maintenance; (3) assessment of library materials, weeding, disposal of books, identifying needed materials for acquisition, cataloging, shelving, and processing of new materials; (4) the librarian's role and related strategies for teaching students information literacy skills; (5) an overview of accreditation standards for Montana schools that impact school libraries, including academic freedom policy, materials selection policy, and copyright policy; and (6) additional resources for teachers who also act as school librarians. Individual papers include: (1) "Administration of the School Library Media Center" (Kathy Branaugh); (2) "Collection Development" (Mary Bushing); (3) "Acquisitions and Organization" (Marilyn Mader); (4) "Skills for Life: Teaching Information Literacy" (Carolyn Lott); (5) "Policies and Procedures" (Claudette Morton, Mary Bushing); and (6) "Additional Resources" (Charlene Loge). Each paper includes a bibliography or a list of additional resources. (LP)

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ED 396 900

Montana Rural Education Center - Lucy Carson Library

PATCHWORK: Handbook for Montana's Small School Libraries

Third Edition, 1996

Edited by
Claudette Morton and Charlene Loge

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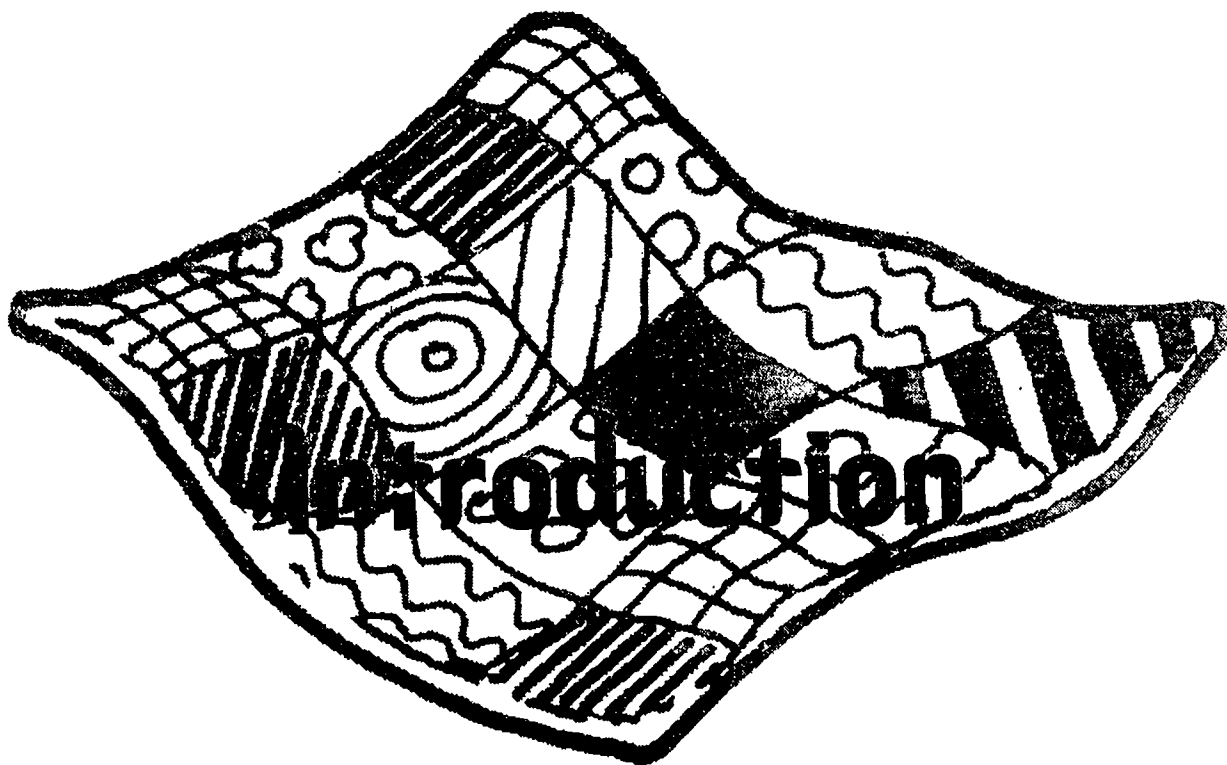
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Introduction

Early on in the work of the Montana Rural Education Center, there was a recognized need for some sort of a handbook or manual for rural school teachers who found themselves responsible for their school libraries. In cooperation with the Lucy Carson Library at Western, the Center first published such a work in the school year of 1982-83. *Unraveling the Patchwork*, a library guide for rural schools, was reprinted in 1983-84 because of demand.

Since then much has changed. Libraries have become information centers, many have been automated, and all need to have electronic connections to the outside world. To determine exactly what was needed in the 1990's the Center and the Library undertook some much needed research. In 1991-1992, Ann Eifert, a library student, conducted a quantitative research project with rural schools regarding current library practices. She found that while rural libraries appeared to be moving toward centralization, "schools were plagued with outdated materials." The survey provided a great deal of other helpful information.

Armed with this, two other library students, Vicki Proctor and Denice Rust, worked with Dr. Lee Spuhler of the Montana Rural Education Center and developed a grant application to the Steele-Reese Foundation. The grant proposal was for a pilot program in nine rural schools in southwest Montana which would address not only issues which appeared in the survey, but also the requirements of Montana's new School Accreditation Standards which had been enacted in 1989. The proposal was funded and in the fall of 1991 the students set to work to reform the libraries of the rural schools through the Itinerant Library Network (ILN). The two library students working with rural school teachers, board trustees and parents, gathered, weeded and organized collections. The ILN staff provided in class instruction for students and teachers in traditional library skills, helped the trustees update and in some cases develop new policies, and aided the schools in developing alternative funding sources. In some schools they were able to provide online information access and all schools became part of the interlibrary loan system in the state. The program concluded at the close of the school year in June 1993. The students learned a great deal about delivering library services to rural schools, and the rural schools acquired much improved libraries and in most cases bigger, more current collections and an understanding of more resources.

With the conclusion of the Itinerant Library Network program there was renewed interest in taking what had been learned from that program and turning it into a rural school resource manual. Unfortunately, the funding was not available to do the work immediately and the students graduated and moved on in their careers. Every few months, however, the Montana Rural Education Center receives a request for an updated version of *Unraveling the Patchwork*. Each time the person is told that the Center and the Lucy Carson Library are working on the production of such a document. This past year it became apparent that the staff here at Western could not create such a work by themselves. The field is moving so quickly and there are many experts of various aspects of library work in Montana. It was decided to ask some of those professionals to author various parts of the document. We are pleased with the response.

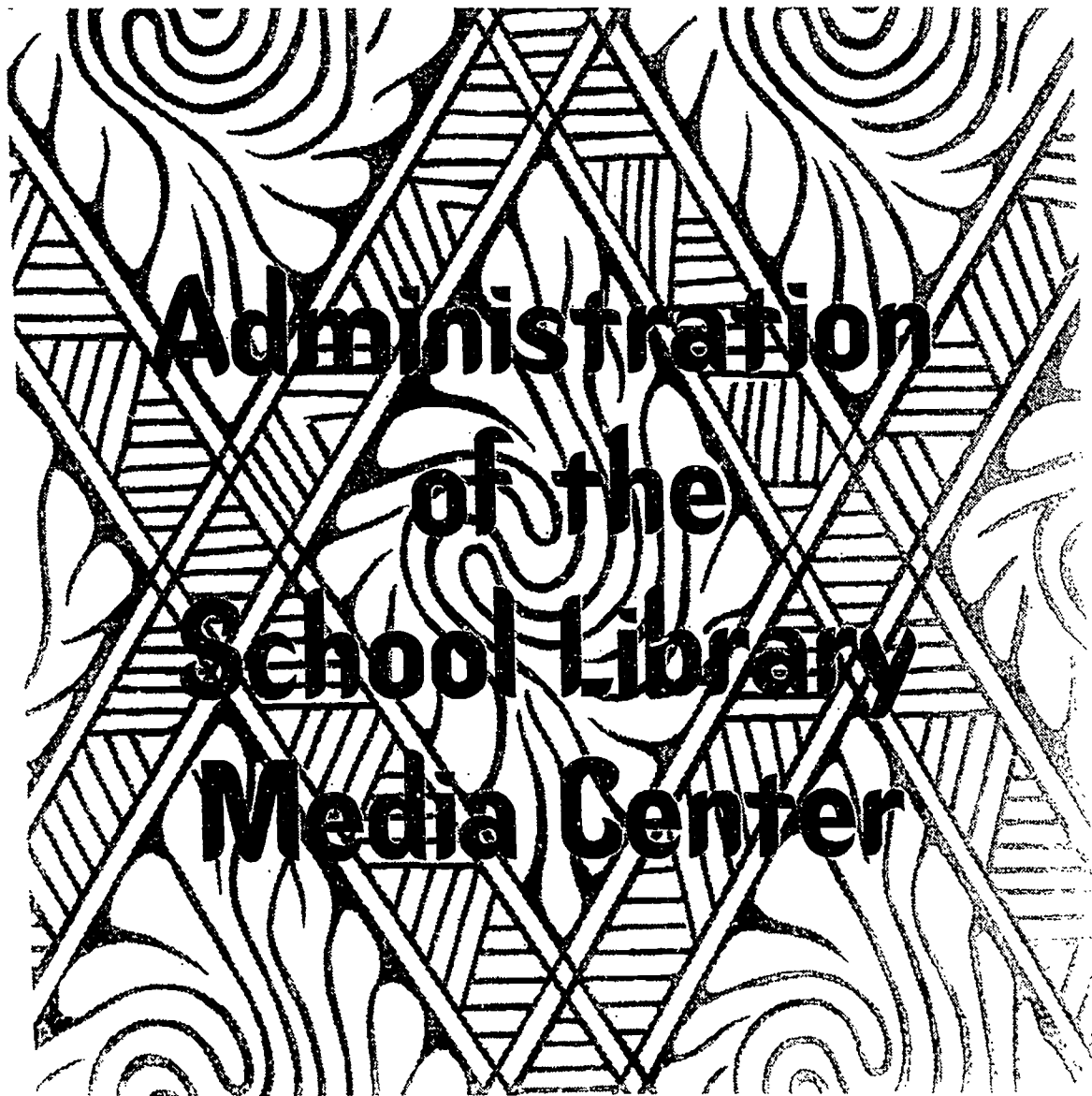
We have chosen to keep *Patchwork* as the title, because this document truly is. Each chapter is like a unique square in a patchwork quilt, representing its author and the material. Together, they reflect common themes critical to the school library. Also, as we thought about it, a library is somewhat like a patchwork with its myriad of resources and programs making up the total program.

The authors of this third edition of *Patchwork* include three public school librarians and four college professors. Two of the latter have taught in public schools as well. Some have experience in small schools and some in larger ones, but all are experts in their field. The editors wish to thank the authors who, in a short time frame, researched and wrote clear, helpful chapters for this manual.

A special thank you to Professor Glenda Elser and the students in her Advanced Word Processing Class, who put the "patches" together by entering and formatting the full document. Finally, *Patchworks* would not have been completed without Cindy Leonard, the Center's Administrative Assistant, who also deserves a special thank you for her tireless and cheerful work on the project.

This document is not meant to be an exhaustive volume, but rather a practical guide and a handy reference for the novice in school library work. We hope we have created an understandable, useful document for rural school teachers, new school librarians, county superintendents and rural and small school boards of trustees. We would appreciate receiving feedback as to the effectiveness of this document from members of its intended audience.

The format of the manual is three hole punched, because it is hoped that additional chapters will be printed. It is planned at this time to add at least one more chapter on technology later this year. The Lucy Carson Library will keep track of those who receive copies of the original document and will send the new chapter(s) when they are available. As changes in library programs occur other chapters will be added. In this way we hope this *Patchwork* becomes a living document and will be useful now and for many years to come.



Administration of the School Library Media Center

by
Kathy Branaugh

Mission Statement

The mission of the library media program is to ensure that students and staff are effective users of ideas and information. The mission is accomplished by providing intellectual and physical access to materials in all formats; providing instruction to foster competence and stimulate interest in reading, viewing and using information and ideas; and working with other educators to design learning strategies to meet the needs of individual students. (*Information Power*, p. 1)

This is the mission statement that I gave my administration when asked what is the purpose of the library. I needed this statement to show my administrators why the library is such an important part of the school. We as library media specialists are not people who just sit and check out books. Though we may not deal with students seven or eight periods a day, we do have many "chores" to do.

When school started last year, I went in to visit my new principal. She told me that I was the third administrator of the school. I finally found someone who realized the work it takes to run a library media center. The administrative functions of the school library are often done behind-the-scenes but are essential to the operation of the library.

The library must serve teachers and students to its fullest and it is your responsibility to make that happen. There are communities where the school library is the only library in town. Are you prepared to serve the community as well as the school?

Perhaps the most important duty of the library media specialist is public relations. Some of this "PR" is communicating with your administrators and school board. Administrators determine general policy and the distribution of the funds. It is your job to make sure that your administrator receives the right information about your program and services. There are several ways to involve your administrators: include them in media activities, invite them to read to students, and keep them informed of media activities. Most administrators are busy, or perhaps you don't have an administrator on the premises. Someone has control of the purse strings and that is the person you need to reach. It may be the Board of Trustees.

Augie E. Beasley and Carolyn G. Palmer wrote an article entitled "Communicating with Administrators." In this article they list some guidelines for written reports to administrators. They suggest a semester report. This report could start with the library's mission statement. Then the report introduces an interesting activity that you did in the library during the semester. Provide statistics on library use, describe learning centers, displays and gifts received and include professional activities you participated in. The conclusion should be an overall statement about the past semester's activities and a glimpse of activities scheduled in the future.

Each year you should develop some goals and objectives for the library and distribute them to administrators and/or school trustees. State some long term goals and some short term goals as well. Some areas you could choose are:

- media skills instruction
- media production
- public relations
- curriculum planning
- organization of materials

At the end of the year, write another report evaluating your progress on meeting the goals.

Budget

Book prices have increased by 300% in the past twelve years. How much has your school's book budget increased? If your answer is like most school libraries, then you will need to do some comparison shopping. Keep a list of books and media that you want to purchase and watch for them in sale catalogs.

Also, check local book stores. Most local book stores give discounts to school libraries and there is no shipping or handling to pay.

Another way to stretch the budget is to ask your administration to watch for state and federal funds that are earmarked for school library resource development programs. To obtain these funds you probably need your policies on file at the state library.

Book fairs are a good way to raise money for your library. There are several companies that offer book fairs. The one I use is Scholastic Book Fairs. If you sell over \$1000 in books you may keep 30% in cash or 50% in books. If you don't sell that much you keep 30% in books. Either way you can add to the library collection. I tried a book fair the first year I managed the library. I decided that one every five years would be plenty. That first year I had parents come up to me and thank me for bringing in some quality reading for their children. I live in a community that has no access to local libraries or book stores. I am now having my seventeenth book fair in as many years and they are still going strong and good. I hold my book fair during Parent Teachers Conference. This could be an event that could be run by parent volunteers. I hold this book fair in November and parents do some Christmas shopping.

I also started a spring book fair two years ago. This one is also held during Parent Teachers Conference. Scholastic offers a two for one fair. You don't make a profit for your school but you can get in some good PR by passing the savings on to the students.

Furniture

The kind of furniture you have in your library is also important. Furniture should fit the students using it. Wall shelving should not be too high for small students to reach. My "everybody" books are on counter-height shelving (42 inches) so they can be accessed by everyone. My fiction and nonfiction books are shelved on double-sided shelves about five feet tall.

A magazine rack is also important. I found a rack that I can hang on the end of my shelving. This takes up less room than a floor model magazine rack.

Another "luxury" I have in my library is a couple of rocking chairs. These were donated to the library and needed a little fixing up and are used constantly. Furniture can be at an appropriate cost. Decorative bricks and press board make nice shelves if that is what the budget dictates. My high school library has oak furniture: circulation desk, tables, card catalogs, and shelving were all specially made and the price was less than the catalog prices. If you need to order furniture, Highsmith or Demco have very nice furniture. Perhaps there is someone in your community who can build you some furniture. This may take some time, however.

Lighting is very important in your library, especially if it is used as a reading area. Windows facing south also bring in the warmth from the outdoors.

An automated circulation system will cut down on a lot of the paperwork it takes to manage a library. A circulation system will run your overdue list, keep count of the number of books in your system, keep track of the number of books checked out that day and is a wonderful tool to use when inventorying your books. The system I use is from Follett. Not only does it tell me how many books I have in each Dewey number plus fiction and everybody books, but it also tells me the percentage of each.

Follett offers a computer card catalog. I have one computer that is used just for circulation. I hope to get four more computers in my library and then I will work on a computerized card catalog.

Services

About twenty years ago information was doubling every twenty years. Now information is doubling every five years. There is no way you can teach a child everything he needs to know. Instead the child has to learn how to access the information that she will need. This is where the library comes into play. In fact, you may not be managing a library anymore. Instead, you are managing an information center. And at the rate information is doubling, there is no way you can afford books to meet those needs and still supply pleasure books.

Your school library media center's program should provide a range of learning opportunities for both a class and individuals.

Library services to students should include circulation of print and non print materials, materials suited to student interest and ability, assistance in locating answers to questions, access to materials from other libraries when they are not available in the library media center and computer access to databases outside the district.

Library services to the staff should include access to up-to-date information from other libraries if not from your school library, materials and equipment for staff development programs, information about new acquisitions in their areas of interest, bibliographies compiled upon request and computer access to databases outside the district.

Library services to the public should include facilities and equipment available for use by organizations, and displays and exhibits publicizing new materials. Perhaps your school library is the only library and it may be open to the public. If this happens, it is important to have a policy stating that information for students comes first and the public is welcome to come in and use that information if it is not in great demand by students.

Selection

Book selection is an ongoing process. As you use your collection weak areas will appear. These areas are one focus of your selection.

Teachers and administrators should be asked to recommend materials. When these materials are purchased, the teacher or administrator should be notified when they arrive.

Bibliographies from textbooks and other materials found in the curriculum are a good source for selection. You have to be careful when purchasing some materials so as not to purchase out-of-date materials.

Create a consideration file. Using note cards to keep track of the titles and subjects for purchasing in the future. Make photocopies of reviews and tape those to the cards to save time.

There are many selection tools that will help you choose books and other materials. It's important to subscribe to at least one professional journal. Most journals that library media specialists subscribe to contain current reviews on books, audio-visual and software. Add items to your consideration file from these journals.

Other items to consider are periodicals. You want to have as many magazines as possible to help your students with research and to keep faculty up-to-date. If the library can afford it, purchase the *Reader's Guide to Periodical Literature* or another magazine index.

Assessment and Evaluation of Program

Since few administrators have an evaluation for library media specialists, you may have to devise one for yourself. The evaluation should include:

Services to Students:

- Do you guide them in reading/listening?
- Do you assist them in online bibliographic searches and general research?
- Do you have a library media orientation once a year or more?
- Do you regularly do library media instruction?

Services to Faculty

- Do you coordinate materials with instructional programs?
- Do you assist in planning and presenting instructional skills lessons?
- Do you participate in teaching resource units?
- Do you provide media to develop students' independent study skills?
- Do you provide in-service training for faculty?

Services to Community

- Do you supply media and equipment for group meetings?
- Do you supply media and equipment for personal needs?

Services to Administration

- Do you serve as a clearinghouse for information on professional courses, workshops, meetings, and community resources?
- Do you supply media for school programs?
- Do you supply media for personal needs?
- Do you help in local production?

You can easily write up a check list and give it to your administrator to use as an evaluation tool for yourself and your library.

Technology

Technology is an integral part of today's library media center. Technology includes more than just computers. Satellite TV, on line lessons, video, etc. are all part of technology and seem to belong to the library media center.

Computers. Not only can a computer run your circulation system and card catalog but much research can be done in the media center on the computer. One computer should run your circulation system. Another computer can be used for students to access encyclopedias on the CD Rom. Also available on CD are full text magazine articles. SIRS and EBSCO are two very good programs. These programs are very important resources for current information.

Another splendid resource is WLN Lasercat. WLN stands for Western Library Network and includes an interlibrary loan program. Lasercat comes out either online or on CD's as a quarterly subscription. Schools can receive the three disks they would need during the school year. Schools can also receive one disk per year for a cheaper price. To run Lasercat you would need a computer and three CD-ROM players. Lasercat is helpful when students need more sources than the school library provides. Books can be borrowed from all over the northwest.

Television and video. Cable television is offered to many places in Montana and could be a valuable resource to most teachers. If your school is fortunate enough to have satellite television, the taping of programs would probably be the library's job. The purchasing of videos also becomes the library's responsibility. Make sure you have a copyright policy in place and you know the rights of the programs you are taping. [Editor's note: See chapter on Policies and Procedures.] Most videos need to be purchased from educational catalogs which give you the right to show the video to a classroom of students. Video cameras are now being used more and more by teachers and students. Again, the library is the most common place to keep this form of media.

Whether you call yourself a librarian, a library media specialist, an information specialist, a teacher, or an instructional consultant you will wear all of those hats each day. Have fun with each hat.

About the Author

Kathy Branaugh has been a school librarian for seventeen years. She received her K-12 library endorsement from Western Montana College of The University of Montana and is presently the K-12 librarian for the Gardiner Public Schools. Ten years ago, after her high school and its library burned to the ground, she rebuilt the school library from scratch.

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Nickel, Mildred L. *Steps to Service*. Chicago: American Library Association, 1975.

Resources

LIBRARY JOURNALS

School Library Journal (good reviews)

P.O. Box 57559

Boulder, Colorado 80322-7559

1-800-824-4746

\$79.50 per year

The Bulletin of the Center for Children's Books (good reviews)

University of Illinois Press

51 Getty Drive

Champaign, Illinois 61820

\$40.00 per year

Library Talk, Magazine for Elementary School Librarians

Linworth Publishing

480 East Wilson Bridge Road

Suite L

Worthington, Ohio 43085-2372

\$39.00 per year

The Book Report, Journal for Junior and Senior High School Librarians

Subscription Department

480 East Wilson Bridge Road

Suite L

Worthington, Ohio 43085-2372

\$39.00 per year

*both can be purchased for \$70 per year

Technology Connection, Magazine for School Media and Technology Specialists

Linworth Publishing

480 East Wilson Bridge Road

Suite L

Worthington, Ohio 43085-2372

\$36 per year

School Library Media Activities Monthly

LMS Associates

17 E. Henrietta St.

Baltimore, Maryland 21230

\$49 per year

EQUIPMENT AND SUPPLIES

Demco
P.O. Box 7488
Madison, Wisconsin 53707-7488
1-800-356-1200

Highsmith
W5527 Highway 106
P.O. Box 800
Fort Atkinson, Wisconsin 53538
1-800-558-2110

The Library Store
7720 Wisconsin Avenue
Bethesda, Maryland 20814
1-800-858-8117

BOOKS

University Book Service
P.O. Box 728
Dublin, Ohio 43017-0728
(save 50 to 80% off
publishers' list prices)
1-800-352-7572

Publishers Quality Library Service
Dept. H16
P.O. Box 518
Dublin, Ohio 43017-0518
(special 30% library discount)
1-800-777-9119

Follett Library Book Company
4506 Northwest Highway
Crystal Lake, Illinois 60014
1-800-435-6170

CATALOG CARDS

Card Catalog Company
4401 West 76th Street
Edina, Minnesota 55435
1-800-328-2923

PROFESSIONAL

Librarian's Yellow Pages
20 Stuyvesant Avenue
P.O. Box 179
Larchmont, New York 10538

AUTOMATION

Follett Software Company
809 N. Front Street
McHenry, Illinois 60050-5589
1-800-323-3397

Winnebago Software
457 East South Street
Caledonia, Minnesota 55921
1-800-533-5430 ext.1396

BOOK FAIR

Scholastic Book Fairs
P.O. Box 7649
Olympia, Washington 98507
1-800-548-2665

MOTIVATIONAL

Wonderstorms
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1-800-321-1147

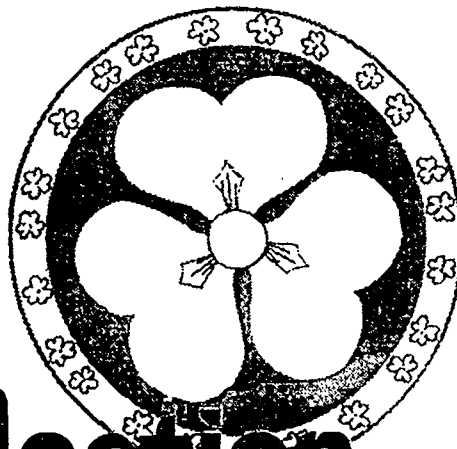
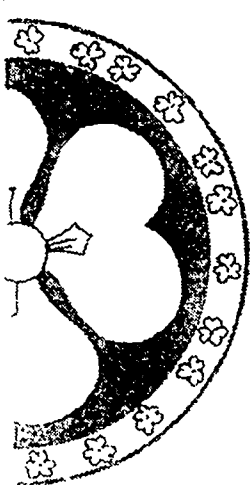
INTERLIBRARY LOAN SERVICE ONLINE

Western Library Network (WLN)
P.O. Box 3888
Lacey, Washington 98503-0888

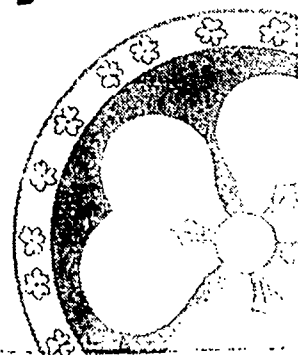
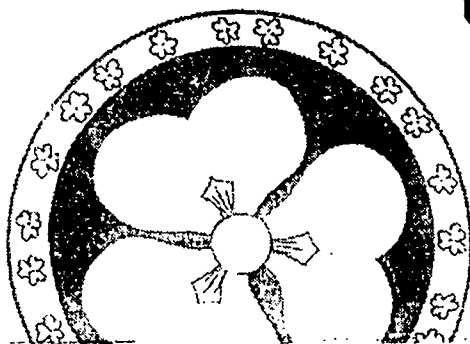
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Social Issues Resources Series, Inc. (SIRS)
P.O. Box 2348
Boca Raton, Florida 33427-2348
1-800-232-SIRS

EBSCO Publishing
P.O. Box 2250
Peabody, Massachusetts 01960-9765
1-800-653-2726



Collection Development



Collection Development

by
Mary Bushing

Collection development is an integral aspect of library operations and can serve as a basis for long-range planning and as a unifying factor for the allocation of resources. Collection development or collection management as it is sometimes called, is not a single operation or activity, but rather it is an umbrella or framework within which to place a number of specific processes and aspects of library operations. Because it is together that these diverse activities constitute collection development, collection development provides a holistic way of thinking about many of the operations, decisions and activities that we do each day in our libraries. Some of these activities are one-time projects, some are policy decisions, some are single title decisions, and some are part of general library management operations. All of these aspects of collection development contribute to the quality of the collections we manage and the resources we make available through access and/or ownership. Recognizing that these activities and decisions are part of collection development is one of the ways to bring a greater sense of unity and consistency to our work. Such recognition also enables us to reduce the stress that develops in small libraries and schools where we are sometimes frustrated, rather than energized, by the diversity of our work. This chapter will address the theoretical issues involved in collection development as well as explain the various practical steps and operations necessary to practice collection development in a responsible manner. At the conclusion of the chapter, a bibliography of some of the best sources on key topics provides direction for further investigation or clarification.

The following key elements in the collection development process will be discussed here:

- Clarification of mission and purpose
- Assessment of the collection
- Evaluation and selection processes
- Acquisitions, processing and cataloging [Editor's note: For this topic see the chapter on Acquisitions and Organization]
- Collection maintenance - inventory, withdrawal, preservation [Editor's note: For the withdrawal section see Weeding in the chapter on Acquisitions and Organization]
- Cooperative Collection Development and Access

Each of these aspects of collection development are necessary for appropriate, accurate and useable collections and resources. The order in which they are listed is not the order in which they occur in practice since collection development is a series of integrated and related activities and concepts rather than a single process. However, for purposes of organization, the aspects of collection development will be addressed in this order.

Before addressing the specific aspects of the collection development operation, one ought to note that many people may be involved in more or less active ways. Collection development, while primarily the responsibility of the librarian, includes the following people directly or indirectly:

Collection Development 1

while primarily responsibility of the librarian, includes the following people directly or indirectly:

- Teacher-librarian
- Faculty and staff
- Students and parents
- Administrators and school board members
- Publishers and vendors/suppliers
- Evaluators (reviewers, editors, contributors to standard source guides)

These people and their organizations have an influence upon the practice and theory of collection development within the context of an individual school and community. Much of their influence will be felt in indirect ways related to local culture and values, school politics, classroom culture, and personalities, but there are other more direct ways in which these individuals or organizations may influence or impact collection development. Their role and effect upon the actual practice of collection development in a particular local situation should be recognized.

Clarification of Mission And Purpose

Although there are few right or wrong answers in the daily practice of collection development, it is essential that decisions are congruent with the mission of a specific library media center and school district and that the decisions and procedures of collection development help to achieve the goals and objectives of the library and the school. Collection development consists of integrating the best theory with the reality of your situation and the resources available to you. Collection development can provide a framework within which to manage the daily operations of the library and it is that aspect of professional practice which provides the opportunity to put into practice one's philosophical beliefs about the purposes of a particular library/media collection. Since collection development practice reflects the specific mission and practical situation in a library, it is important to be clear about the purpose of the collections and services in order to prioritize the use of resources. To have a clear mission or vision and goals to achieve that ideal, an understanding of the community to be served and the political, economic and educational environment is crucial. Questions to be addressed before a clear mission statement can be articulated and before any collection decisions can be made include the following:

- What is the nature/culture of the community encompassed by the district?
Population? Median age of residents? Is it growing or declining and why?
What are the principle occupations? How large is the district area?
- What is the nature/culture of the school district and/or your building?
What grades? How many students? How many faculty?
Are enrollments growing or declining and why? What is the curriculum?
What curriculum areas are strong? Weak? Are the teachers experienced?
Are there any special programs, initiatives or other unique circumstances?

What are the stated mission, vision and goals for the district itself?
Is the library program reflected in these organizational planning documents?

-How does the library fit into the total picture?

How has the library been perceived in the past? Is there need for change?

How do the collections influence these perceptions?

Where is the support for the library--financial and political?

Who are the supporters/users of the library? Who are not interested?

-What other information resources are available?

Are there other libraries in the community? Nearby?

What are the nature of these collections? Are they used by students and faculty?

What types of services and resources do these libraries have -- print, media, electronic, Internet and/or other?

All of these should be explored and understood in order to "do" collection development, although obviously not all of the answers need to be recorded in writing! Do not just rely upon your own perceptions. Consult district planning documents and county census information if necessary as well as the perceptions of other teachers. If a mission or vision statement has not been prepared for the library program, now is the time to write one. It is difficult, if not impossible to wisely expend resources such as space, time and money for collections if there is not a clear understanding of the purpose and the ultimate goal.

Assessment of the Collection

Then there is the collection itself. What do you already know about it? Has an inventory been done recently that can provide some basic information about the type/format of materials and the number of items in each format? If so, then you at least can write a general description of the collections, but in order to develop the collections, it is necessary to know more specific information about the collections. Collection analysis or collection assessment is an important step in the collection development process for libraries no matter what their size or function. Collection assessment is a process by which one is able to describe the subject segments of a library collection in order to measure effectiveness and to plan for future collection development activities. Typically the measures used provide information about the extent of subject materials, their age, condition, and importance or quality. These measures then enable the librarian to justify funding and daily collection activities whether selection or weeding. There are a number of models available for doing collection assessment including one called collection mapping which used to be used most often by schools. Gradually schools libraries have also switched to collection assessment models that are more congruent with methods used by other types of libraries so that information about the collections can be presented in ways similar to other libraries and thus facilitate cooperative efforts and consistency in data gathering. Whatever model you decide to use, the good news is that the smaller the collection, the more quickly such an analysis can be completed and useful management

information provided to help set goals and to determine priorities for the allocation of resources, including your time as well as you budget.

Collection analysis consists of examining and describing the existing collections so as to understand what now exists and how it is used. The basic information and the methods by which this information is gathered are the same for all collection assessment models. The information can be used to make decisions to improve or enhance the collections. Collection analysis and evaluation is typically organized by subject so that one examines and describes manageable subject segments of the collections. Easily defined and manageable subject segments might be defined in terms of curriculum areas (typical for collection mapping models) such as "social sciences" and "science" or more specifically in terms of subdivisions of these areas such as "United States History" or even "Western Expansion" depending upon the amount of detail desired and the intention to act upon the information to change the collections. Instead of the curriculum program, the Dewey Decimal Classification scheme can be used as a guide in organizing collection information. One can simply use each one hundred division (000's, 100's, 200's, etc.) or divide the collection into smaller segments for classification ranges where the broad division is not specific enough. Such areas might include the 900's where one may wish to be able to understand and describe the collection support for geography and travel, Native Americans, and the history of each continent as separate subjects. What one wishes to accomplish is the most practical level of detail that will provide useful information to inform decisions about needed new materials, withdrawal of outdated or not needed information or other collection or access decisions.

Whatever size segments or subject divisions you select to use to gather collection assessment information, there are a number of standard types of information you will want to acquire about each of these segments. The first and most obvious is to determine how much you have in support of this subject or curriculum area and in what formats. How many books? How many videos or other media? Magazines? Electronic resources? Other items? This is usually accomplished in small collections by counting the items or using the shelf list (if you have one) to determine the number of each type of media for the subject. If your non-book materials are not classed by Dewey, then you must scan these materials to identify items in support of each curriculum or subject area.

The second bit of information which you will want to gather is the median age of this material. This is easy to do and students or parent volunteers can do this for you. A sample worksheet is located at the end of this chapter. For each item, one simply tallies on a worksheet the copyright date or date of production of the original information. Then determine the median point--the point at which half of the items are older and half younger. In budget requests or as a justification for weeding one can say that "half of the information in science (or the 500's) is more than a quarter of a century old (or twenty-five years old) because it was published prior to 1970 or 1971" depending, of course, upon the year of the assessment. This is very powerful information and not easily ignored. In the social sciences, humanities, short story collections and fiction the median age is often even worse despite the fact that the information, the literature, our understandings and our presentations have all changed for these areas as well. The textbooks being used often reflect a far more contemporary view while the library collection is at odds with these class texts and may

data. While it is true that not everything old will be a candidate for weeding, the median age often provides both motivation and justification for selective weeding and replacement.

There are four other types of information that are particularly useful in the assessment process. The first is to determine the percentage of the total collection that each curriculum or subject area represents. If, for example, the social science materials total 400 items and the total collection is approximately 2,000 titles, then the social science materials are 20% of the collection. By figuring the percentage of the whole for each segment, one can prepare a bar graph or other visual representation that quickly summarizes the collection and the curriculum or subject areas that are supported by the library. By adding the median age to this information for each subject, the nature of the collection can quickly be understood. The next two other pieces of information that are worth gathering during the collection assessment are the relative use each segment or subject has had in the past five years or so. This does not have to be done statistically. Simply notice the recent use patterns as one handles the materials or do a random sample to see if this area has been used. The use patterns can be expressed based upon a simple scale such as: heavy use, moderate use, little use, no use. At the same time, notice the condition of the material. Again, this information can be expressed in relative terms such as: excellent, good, worn, poor.

The final information one wishes to gather while conducting an assessment is to identify the "holes" in the collection. These are areas where you would not have materials to support the curriculum or interests. The identification of such holes will occur as you work in the collection so keep a running list of topics you, students and teachers do not find. Use suggestions from teachers and students to help identify these holes as well. Lists of "best" or "recommended" titles, especially those arranged by subject or Dewey classification such as the Wilson catalogs (see titles in the bibliography) can also help you to identify areas as well as specific titles that are lacking in your collection. The identification of holes in the collection, along with information about what needs to be updated, gives you your shopping list for the coming year!

Together, these pieces of information for each curriculum area, subject segment or Dewey classification section will enable you to present a graphic or verbal description to characterize the collection. You will be able to tell how many items are in each area, what percent of the whole this area is, how old it is in terms of median age, what formats are available, what condition the material is in, and what type of use it has received. These descriptions will highlight areas that need immediate attention, ones that need updating or replacement, areas that are inadequate to meet the curricular demands, or ones that are not used or perhaps no longer necessary. The time spent gathering the assessment information will lay the groundwork for planning, goal setting and the allocation of resources for the next few years. Further, these descriptions can become an important part of your collection development policy statement.

Evaluation And Selection Process

Once the mission of the library has been determined and the existing collection materials have been understood through assessment, it is possible to actually begin to make decisions about what needs to be added to the collection. The assessment will help you to identify subject areas that need updated materials and subject or curriculum areas that are not currently supported in the library collection at all. In order to decide what to buy, one needs to know what one already has, what is needed and then what is appropriate in terms of level, quality of presentation and quality of physical product. How do we learn about material that might be appropriate for our collections? There are a number of ways by which to identify the best titles for your collection from among the fifty-thousand-plus works published or produced in the United States each year. There are various methods and tools to assist you and these may be used in any combination to meet your specific library needs. Some tools are geared towards specific formats such as videos, magazines or reference materials. Others are useful to identify core or recommended basic titles or award winning materials. Still others can only help you identify newly published or produced items. The bibliography at the end of this chapter lists some tools that might aid you with specific formats and core titles. These tools are often expensive to purchase so it is recommended that you attempt to borrow them on interlibrary loan or use them at a larger library whenever possible rather than purchasing them. These tools can help you identify some of the best books, videos, magazines or other items on a particular subject. If you find that you need books on the Civil War or the Civil Rights Movement, or whatever topic, these core lists of recommended titles can assist you in identifying appropriate items.

Award winning titles in whatever format can also serve to point out possible titles for purchase although each title must still be evaluated based on its appropriateness and likely usefulness in your particular collection. Identifying good material is only half of the selection. Each collection will be different. Award winning or "the best of the year" books, reference titles, videos and even CD-ROMs are listed in *School Library Journal* and *Booklist*. Some of the most well known book awards include: Caldecott Medal, Newbery Medal, Coretta Scott King Award, the Boston Globe-Horn Book Award, Kate Greenway Medal (United Kingdom). Runners-up titles in most of these categories as well as lists prepared by the American Library Association and *School Library Journal* can be helpful suggestions of items to purchase. The Pacific Northwest Library Association also sponsors the Young Readers Choice Awards based upon the participation and evaluation of readers in schools and public libraries across the region. Information about these awards are announced in both the Montana Library Association newsletter and the Montana State Library newsletter which is mailed to all schools.

The primary means by which to identify current materials is through reviews and current award winners. In the past, it was typical for the school district to state in a selection policy that only titles receiving at least two positive reviews would be purchased. This practice is not in keeping with the present situation for a number of reasons. One problem is that it is sometimes hard to determine what constitutes a positive view. Further, the cost of subscribing to multiple reviewing sources is prohibitive for small districts. With a few exceptions, those writing reviews of new

materials are librarians, often in large metropolitan districts or public libraries whose clientele and collections are far different in quantity, emphasis and values from those of rural Montana communities. In addition, only about 85% of the books published in the United States each year actually get reviewed and less than 10% get more than one review. All of these factors combine to make it difficult if not impossible to do selection based upon two or three positive reviews for each title. A more realistic approach to selection for the small school library is a combination of review sources, the use of recommended titles and award winners along with core lists, and the good judgment of the librarian based upon existing collections and needs, the collection development policy, and the reputation and past performance of publishers/producers. What is important is to provide flexibility in the selection process so that it is possible to acquire the best possible materials in the most cost effective manner.

The small district cannot usually afford to subscribe to more than one or two reviewing sources and you will not have time to read more than that! These sources can be selected based upon the level of materials needed (primary, middle, high school) and the extent of media to be considered. *Booklist*, *School Library Journal* and possibly *Horn Book* are the titles that will provide the most reviews for the money. Each publication has specific features that change as demands and interests change so the CD-ROM reviews might now be included while filmstrips may no longer have a column or a section. General collection development texts such as Van Orden (1995) and Morris (1992) will provide detailed information about these journals. Try to examine issues of a title before investing in a subscription. The public library or another school district may have copies which they would lend you for your evaluation and decision process.

In addition to reviews, advertisements will arrive by the ton! These ads have been written, like any other consumer advertisement, to convince you that this product is worth buying. Read these with a degree of cynicism. If essential information, such as the date of publication, is not included, beware! This information was not overlooked by the copywriters. It was deliberately left out to sell older material to an unsuspecting librarian. While buying from ads is not the best way to acquire good items for your collection, this method cannot be completely ignored. Sometimes notice of good bargains and sales arrive in your junk mail. It is often worth while to take advantage of these offerings IF the publisher or producer is a company that you know from experience produces good quality materials. It is invaluable to pay attention to the publishers or companies that are responsible for the best things in your collection while also creating your own mental black list of those companies who produce inaccurate, poor quality or otherwise inappropriate materials. Some publishers of children's materials do most of their marketing through direct mail pieces to schools and this may be the best way for you to learn about a new series or reference set that might be useful. But, remember to be a smart consumer. How many things do you buy from direct mail ads to your home? Be as selective in what you buy this way for the library, as well.

Two other sources that are sometimes useful in selection are book stores and other libraries and librarians. Periodic visits to a book store, including an occasional visit to a college or university book store can be invaluable in the identification and evaluation of possible purchases. For example, when one needs a new or additional field guide to wild flowers, the best method of selecting one is

to look at the various guides and identify the one that will best meet the needs of your users. Browsing in a book store will help you to see what is "hot" and can sometimes enable you to see new topics before they actually get to the review sources. Other librarians and libraries can also serve as excellent sources of information about appropriate materials. A librarian in a similar school might be able to provide you with information about the actual usefulness of a title or set when you have reservations about purchasing it despite the reviews.

It is a good idea to prepare a list of general criteria that can be used in the selection and evaluation process. These criteria should serve as guides and not as rules. The following list is one that can apply to all types of materials:

- Relevant to mission, programs, curriculum, users
- Aesthetic, literary, of other social value
- Appropriate format, vocabulary, images for, age, grade, population
- Authority -- competent, reliable author, publisher, source
- Realistically represents pluralistic society
- Stimulates creativity or is thought provoking
- Technical quality with adequate documentation when appropriate
- Representative of differing viewpoints, offers balance
- Presents accurate information in text images
- Timely, current, accurate
- Cost, value, special features that make it appropriate

These criteria provide general points of comparison and evaluation. Some materials purchased will meet many of these criteria; some items will be purchased because of only one or two. These criteria, along with a combination of the various tools and selection methods discussed, provide a sound basis for evaluating and selecting appropriate materials in many formats.

Collection Maintenance -- Inventory, Withdrawal, Preservation

Collection maintenance encompasses a number of operations intended to take care of the materials in the collection. One of these is the inventory process intended not only to account for missing and lost items but also to enable you to keep accurate records that reflect what is in the collection. An inventory also helps you to restore items to their correct order. The inventory process consists of simply comparing the shelf list (a library's inventory control device for all of its materials) against the actual items themselves to verify that they are there in the library. At the conclusion of the inventory process, items determined to be lost can be reflected in the collection statistics, items lost can be replaced with new copies or with something else on the subject, and bibliographic records for lost items can be withdrawn so as not to mislead users. In addition, during the inventory process, items needing repair can be noted and later pulled for attention. The inventory process does not have to be done by you alone. This is the type of project that can easily be organized to be accomplished by student helpers or volunteers. While you may need to adjust the final statistics, make replacement decisions, and possibly remove bibliographic records, the actual

comparison of shelf list to items can be done by others. Public, academic and special libraries almost never do inventories except as part of an automation or moving project. Schools, on the other hand, usually conduct at least a partial inventory every year.

Repair and preservation was mentioned as one result of inventory, however, throughout the year, materials will come to your attention that may need some attention if they are to be preserved for further use. There are numerous books and videos that describe book, video and other repair and preservation. With the short life of information these days and the cost of rebinding, few schools send books to a commercial bindery for rebinding. However, the purchase of library binding rather than trade and the use of PermaBound, Bound-To-Stay-Bound and other similar companies that put more permanent or reinforced bindings on books prior to purchase is one way to extend the budget dollars and the life of the materials, especially paperback editions. In determining the amount of effort (time and materials) that is appropriate to expend on repair and maintenance, consider the accuracy and value to the collection of the item itself, the cost of your time and the repair materials and the "marketing" value of the repaired item. In other words, can the repairs be accomplished in such a manner that the book or other items is still likely to be used? Each repair or mending project requires a value judgement to determine whether withdrawal and/or replacement is preferable to the investment in the existing item.

It may be somewhat obvious that the information in the school library ought to be current, accurate and up-to-date, but it needs to be stated so that there is justification for procedures regarding weeding (withdrawal and disposal of out-of-date and inaccurate material) and replacement when necessary. Although the collection ought to present information on the history and pre-history of many topics, it is not appropriate to have materials actually published or produced in historical times! The missions of university and research collections encompass historical materials, but such things are generally inappropriate for the school library. [Editor's note: For more specifics on weeding see the Acquisitions and Organization chapter.]

The question of determining appropriate formats is partly driven by such practical considerations as available, functioning and affordable equipment. If your collection has film loops but no projector that works to show them, then the format in the collection is useless and should be considered for withdrawal as an obsolete technology. Teachers often become attached to an obsolete format just because they have used it for years. It will sometimes be your responsibility to find a more up-to-date replacement in a more current format so as to wean the teacher from the format and item you wish to withdraw. It is not necessary to acquire every format that is available. Rather you must evaluate the advantages and disadvantages of each and determine which are appropriate for your collection. In any case, a collection development policy should specifically state any major formats that you do not collect, what formats you do collect, and leave the possibility open for the future with a statement about the evaluation of "emerging technologies" as appropriate. There is nothing sacred about any format. Even the book, although sanctified by our society, is still just a product of technology. Granted, it is an enduring product with many positive attributes (portability, low cost, flexibility, etc.) but it is still just a container for information and communication as are CD-ROMS, videos, magazines, floppy disks and the World Wide Web!

Although not exactly a format question, the reference collection requires some specific guidelines. Reference materials generally remain in the library rather than circulating to users. A reference collection should be one that contains materials that are used frequently enough (at least once a week?) to justify their status as non-circulating, generally contain statistical, factual or other short answer information, and represent the most current information available. Each situation is different, but it is generally believed that the best reference collections are lean and mean containing core items such as a current encyclopedia (no more than five years old and increasingly in CD-ROM format in addition to print), a current almanac, an unabridged dictionary, a current world atlas, a U.S. road atlas, a biographical dictionary, a magazine index (print or CD-ROM) and whatever else one needs and can afford. Increasingly, Internet access can greatly augment a basic reference collection and allow the small school to put most of its materials budget into items to be circulated and used outside of the library rather than spending funds on expensive reference tools that require frequent updating.

The question of multiple copies is one that ought to have an easy answer given the limited resources available for collections. However, the expectations of teachers and administrators, the lingering memories of former classroom collections where multiple copies were the rule, and the relative scarcity of other library collections and bookstores, often combine to put pressure on the librarian to provide multiple copies of high-demand titles. Ideally, the library should supply as much diversity of information as possible while meeting the demand for "hot topics" that have high demand on a recurring basis. It is up to you to find a reasonable middle ground in this debate if it is a local issue. Some schools will supply additional funding to allow for multiple copies of items that might well be considered in the "textbook" category because they are required by all students in a particular class each year (wild flower and/or insect identification books for biology classes, *A Tale of Two Cities* for English classes, etc.) It is best to recognize what the local practice has been (a quick look at the collections will indicate the extent to which multiple or duplicate copies have been provided by the library) and to raise the issue while it can be discussed and decided on a theoretical basis before a teacher has a specific request for eight copies of one item. Whatever the decision in your situation, write a clear statement of the rationale and include it in the collection development policy.

Cooperative Collection Development And Access

Cooperative collection development consists of both formally and informally recognizing that we are not the only collection in the world. The extent to which we consciously make decisions with this in mind can greatly aid us in developing our collections in the most efficient and cost effective manner. We and our students and teachers have many information resources to draw upon in addition to the local collection; we also have a variety of means by which to draw upon these extended resources. We can participate in interlibrary loan both as borrowers and lenders. We can encourage our users to use the public library or university system when appropriate. Increasingly, we can also tap into resources located elsewhere through the use of the Internet. The information resources available on the Net really impact local collection development. More and more information is available either free or in a more cost effective manner than the purchase of traditional

reference sources. You and the district administration must recognize, however, that such access does have a price tag in terms of equipment, maintenance, telecommunication charges, administration/supervision and training. Is the cost for funding such access to be part of the library's budget or is it to be funded in some other manner? Who will be responsible for determining what resources are to be accessed and at what cost? Such practical questions will help to define what is possible and in what way access rather than ownership will impact and influence your other collection development decisions.

One form of cooperative collection development that can easily be accomplished is for the local school and public librarians to engage in an informal partnership in their endeavor to provide the best possible access to information and materials for the residents. Such partnerships can consist of simply getting to know one another and visiting the others' library at least once a year while also maintaining open channels of communication. In addition, cooperative collection development can extend to actually discussing expensive reference tools, journal subscriptions or projects and coordinating purchase and activities so that the residents get the best bang for their bucks in terms of library resources. It is up to you to find ways to extend your collection development activities beyond the confines of your library walls. The possibilities are unlimited!

Conclusion

Collection development is a rich, ever-challenging aspect of librarianship. It provides the raw material for library services and presents continuous opportunities for enhancing the educational experience. If done well, it has the potential to change the face of the library. The daily practice of collection development will either make the library an exciting, vibrant, meaningful part of educational endeavor or done poorly, collection development can make the library a warehouse of irrelevant formats and information. It is up to you!

About the Author

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MEDIAN AND MODE AGE WORKSHEET

To figure the median age of a segment or sample of the collection, write the subject and class number at the top of a column and tally the year of publication down the column. Count down the marks until you reach 50% of your sample and that is the median age. This shows you the age of the information in the subject. The significance of this information varies with each subject and the mission of the library. To identify the mode, note where the publication dates cluster for a given subject sample.

PUBLICATION YEAR	SUBJECT CALL #	SUBJECT CALL #	SUBJECT CALL #	SUBJECT CALL #
1995-				
1990-1994				
1985-1989				
1980-1984				
1970's				
1960's				
1950's				
1940's				
1930's				
1920's				
1910's				
1900's				
1800's				

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Acquisitions and Organization

by
Marilyn Mader

Acquisitions!!! Before one begins to look at what to buy, a clean up and assessment of what you already have needs to take place. Let's begin with clean up.

Weeding

Weeding can be controversial and is a much harder process than one realizes at first glance. In these times when budgets are tight or nonexistent, the first impulse even as a librarian, is to hang onto materials, simply because at least we have something. On further introspection, we realize that any materials which have not been checked out within the last ten years are either of interest to no one, or the material may be totally outdated. When one actually begins the process, it may also seem that you are weeding, or pulling from your shelves some of the newest books. Books that aren't used look nice. Books that are used have a worn appearance.

Weeding may also bring thunder from those in authority above us or community members. "It should be noted that weeding can be an extremely controversial issue among rural school boards and the community as a whole. These boards, struggling to meet standards and tight budgets, regard as sacred all materials whether outdated or broken." (From Itinerant Library Network Final Report, p. 8) Educating the board and members of the community may also be a vital step in the process of preparing for house cleaning and preparations for acquisitions.

Weeding should be done by professionals and not volunteers. Volunteers may choose to weed materials they don't like or that have opposing views on controversial issues.

Volunteers may be useful in the process for books which have questionable merit and may need to be read and evaluated before decisions are made about whether to keep or discard. An example would be which books to keep and which to discard in the Native American section of the library. These books may need an evaluation sheet done on them as people read and rate them before the decision is made as to their fate. An evaluation sheet may be produced locally so as to fit local needs, or may be a commercial one if it gives you the information needed to make an educated and informed decision. Examples of what one might look for in this circumstance might be how old the book is, if the book contains racial slurs, is the book fairly accurate, etc. Be reminded that accuracy of a book varies with people's perspective and that "politically correct" or "historical revisionist" materials do not necessarily represent a complete picture. (A library is not a place to push "politically correctness," but rather an area of resource where viewpoints can be explored.)

A thorough house cleaning of the library should be done before looking at acquisitions. The first step in this process is usually weeding of the entire collection. Weeding guidelines are varied, but the simplest is the 10 year rule. If books have not been checked out in 10 years, they should be

discarded unless they have specific value. Examples of specific value would be books that are of particular interest to the community or state, classics or books by classic authors.

Weeding should also address books in poor repair. Often these books are left on the shelf too long. Books with pages missing or partial pages missing should be pulled as noticed. This means that weeding is an ongoing process, as well as a scheduled process. A weeding for books not checked out in 10 years should be done on a scheduled basis. I recommend it be done every five years.

Weeding the Card Catalog

Pulling of the books from the shelves is only the first step in the weeding process. Cards must be pulled from the card catalog, or deleted from the computer databases if the library is automated. This process can take hours, but is a good job for a volunteer if you have a reliable, consistent volunteer. Cards will also have to be pulled from other lists that you may have such as shelf lists or acquisition lists.

Several methods may be used in the pulling of cards from the catalog. The simplest is to have one source from which to work, so that getting the discarded books out of the library can be done as soon as possible. Shelf list cards or the cards from the book itself are two of the quickest sources to work with. The books can then be disposed of and the cleaning up of the card catalog can be done as time permits.

The main entry card, usually the title card will have a list at the bottom of the other entries in the catalog and will give you direction as to where other cards for the book are located. A proficient cataloger will have crossed off the entries that were not filed, but any entry not crossed off should be checked for.

Disposal of Books

It should be noted here that marking of the book in some manner must be done so that books that have been discarded are recognizable if they cross your desk again. Marking should be done in a way which is least disfiguring to the book. If books are stamped with the name and/or address of the library, writing "discard" through this may be the simplest.

Disposal of books may be a touchy subject and may need to be handled with caution, but there are places to dispose of many of the books so that they still get some use. Jails are often glad to take discarded books, as prisoners can then take with them a book they are in the middle of. Homeschoolers, local boys and girls clubs, shelters and rescue missions are all organizations that I have found are glad to receive some of the books. If you have an organization such as "Friends of the Library" or parent volunteers, you may wish to have a book sale and sell discards for a quarter or dime. "Haul away tables", made available first to staff and then to the students, have also been popular with my building. Last but not least, there are some books that no one is interested in and

have to be hauled to the dump or destroyed. One last use for such books is that pages torn out can be used for a number of center type activities in classrooms. I tore some of these types of books apart and had a box of pages available to teachers. I made up a list of possible uses and put them in the teachers' mail and the number of takers was surprising. The list of ideas included things like having students circle specific things on the page. Examples in primary would be to circle the vowels or the letter of the day. Intermediate might circle conjunctions, verbs, adjectives, etc.

Identifying Needed Materials

Assessing the needs of the library is a continual process and is most effectively handled that way. Having a folder on your desk and making little notes as you go is the easiest way to assess the needs you have. When a person requests a book or author that you don't have, jot it down and add it to the folder. When students are studying an area or topic and you have little or nothing on a topic, jot it down. When staff attend workshops, request book lists from the workshop with the most wished for books starred and add that to the folder. As you discard popular but damaged books, add the check out card to the folder. When books are stolen, they were obviously popular and you will want to replace them so their cards go in the folder. Other areas may be books you have read reviews about in library journals or other teachers resources.

This ongoing process of assessment provides the librarian with a folder full of requests and possible needs. This folder will provide a starting place for the acquisition of books. Several of the jobbers will take this list and do all the typing and searching for these books for you. Follett is one such jobber. Follett will take your folder of handwritten notes, reviews, pages from catalogs or lists, type them up and will send you a detailed listing of all your titles available in their inventory. There is a form to fill out for this free service. Many of the other jobbers have similar type services available.

Jobbers

Jobbers are book companies that work with a number of warehouses. If given a list, jobbers will hunt for the books for you. You may order books from one place that would normally have to be ordered from a variety of companies. Jobbers provide a wide variety of other library services, often for no charge. These services include the searching for books, price listing, and many will generate lists and prices on topics of interest or need. For example, if you are needing to improve your section on horses you can call a jobber and ask for their listing of non-fiction (or fiction, or both) books on horses, and they will send you free of charge just that list.

Many cataloging services are also available on orders, from shelf ready processing to computerized cataloging. Each of these cataloging services adds an additional small fee to the cost of the book. If starting a new library, many jobbers will generate lists of a proposed start up library and costs, etc. You can order directly from those lists. Several of the jobbers provide shelf ready

processing, which means that everything is done and books are ready to go on the shelf when you open the box. Often the only thing you need to do is press in the pockets, as some will even pack the books in the order in which they go onto the shelf.

The catalogs from the jobbers can be very helpful. Catalogs from jobbers are usually organized several ways, including organizing by author, a section by the title, and often sections on topics or author specific. Some also include a non-fiction section where the books are listed by dewey decimal number. The main jobbers (in no particular order) and their toll free numbers are:

Bacon and Taylor, 800-775-1100
Follett Library Resources, 800-435-6170
Perma-Bound, 800-637-6581
Broadart, 800-233-8467
Econo-Clad Books, 800-255-3502

Subscription Services

Subscription services are available for almost everything in the library. Books can be "rented" or subscribed to on a one, two or three year rental basis. Movies can be "rented" or subscribed to in the same way. Depending on your needs and budget considerations, this can be a very effective way of meeting the needs of your library. Books, especially in the area of technology, are out of date in two years. Using the services of a subscription service, you can keep current without paying full price for the books. If your budget is almost nonexistent, it is also a way to keep new books coming into your library without the full cost.

There are definite drawbacks to "rentals" however. How does one catalog books, movies, etc., that are only going to be in your library for one or two years? At the end of the rental time, what do you have to show for the money? Do you have to pay replacement costs for lost, stolen or damaged materials? Are there hidden fees in the "rental" agreement (such as a yearly service charge)? Do you have a choice in the titles, or is it a set you must take? Would you be better off purchasing paperback (temporary) materials in place of renting books? These questions should be looked at in terms of what is best for your situation.

Magazine Subscription Services

A magazine subscription service is a company that works much like a jobber for magazines. This allows you to order almost all of your magazines from one place and with only one bill. The exceptions are local and state magazines and newspapers. They are not available through the subscription services and must be handled separately. Magazine subscription services provide a tremendous service, but it is an area where you also need organized information at your fingertips. Renewal notices come in constantly and you will need to know what you are ordering separately so that you can discard all renewal notices that come from magazines ordered through a subscription service. One such subscription service is EBSCO and it provides you with a list of your ordered

titles and when they expire. This list will quickly remind you of what you have through them and which magazine renewals can be tossed. They are also very good about helping to obtain missing copies -- either copies that never arrived at your school or copies you may need to replace in a set.

EBSCO's regional office for MT, SD, WY, CO, ND, KS, UT, and NE is in Golden, Colorado. Stan Terry is general manager at 303-237-1753 / 800-727-1077 or FAX 310-322-2558. Magazines on CD-ROM are also available.

Cataloging

Cataloging of Temporary Items (such as rentals)

You must address this. Regardless of what you choose to do, do something so that the material is put to use as much as possible during the time it is in your library. Book rentals may soon come with cataloging on disc. In the meantime, I suggest quick and dirty cataloging. To me that means hand done cards (with only the truly vital information on them) -- a subject and title card for nonfiction materials, and an author card for fiction. Remember that a card catalog that is current is much more important than a formal, properly written card catalog that is not current. If you have an automated system, then I suggest quickly entered information that covers author, title and subject. Again, this is quick and dirty but allows you to pull up these temporary items when doing searches.

Cataloging of Teacher Resource Materials

Inclusion of this section is necessary because most small libraries are also media centers and resource centers. These materials must also be cataloged enough so that they can be found. If your teacher/staff resource materials are not in the catalog at all, then I highly recommend that you put this area onto a computer database. That is the quickest, most usable way to handle materials not cataloged. All of the computer service programs have a database within them. The data that I suggest you enter should include at least the fields: author, title, subjects, location, media (filmstrip, video, etc.), copyright, accession number (if you have this), and ISBN number. In the subject area take caution to use descriptors that are common, so the searcher will be able to easily locate the materials. Each area will then be able to be searched. This database will not only become invaluable to you as staff members make requests, but can also be your shelf list for this area. Most of these databases can be rolled over into an automated program or used to help do retrospective conversions. When I took over my library, the card catalog was so defunct that I built a database of my entire library and that is what we used as the catalog for three years. It was accurate and up to date. I entered new materials on it as I put them out and it was always current. It took the place of the card catalog and was also a shelf list. I was able to roll that over into an automated system, although there are not formal entries for each book. At some point (in order to hook up with other libraries) formal retrospective conversion will have to take place. At that time, I will haul the card catalog which no one has used in four years to the dump.

Cataloging of Books

For many of us who were moved from classrooms to the library, this section brings nightmares. Start by accessing your card catalog. (1) Has it been kept up to date? (Quick check -- look in subject such as alligators. How many books does it say that you have in that area? Check to see how many you actually have. Does it say you should have 11 books, but when you check your "full" shelf, you only have three?) (2) Have discards in the past been pulled from the catalog? (3) Have new books had cards ordered for them and been put into the catalog? (Are there piles of unlabeled cards lying here and there that you have no idea what they are?) If the answer to questions 1, 2 and 3 is "no" then I suggest you strongly consider the previous paragraph on building a hand made database. If the answer to any of these questions is "yes", then you have had the great fortune to take over a relatively organized library. Remember that quick access for patrons to materials is the main goal of the library. This goal means that regardless of the form of cataloging you use, materials must be cataloged.

Preprinted, formal cards from book companies (as you order books) are worth every penny they cost. When the cards come, you will need to decide which cards you wish to enter into your card catalog and shelf list, do it, and discard the rest. If you are adding paperbacks or other materials that do not come with cards, you will need to produce cards of some type for your catalog. "Quick and dirty and keep it current" is the best philosophy. Translated that means get something quickly into your catalog and the books in circulation. Handwritten cards with only the essentials (as described in Cataloging of Temporary Items) will get you by. When time is on your hands, these cards are easily identifiable and at that point they can be done correctly.

Shelving

Shelving and organization of the library is a vital part of an efficient library. Skipping over the obvious things, like similar materials should go together, let's look at some aspects of actual life. Nonfiction materials should all go together...or should they? Is your Biography section so large it needs to be housed separately? Do you have some other area that may need to be housed in a separate area? Are you a library on an Indian reservation and need a separate area for Native American materials? These questions are best answered on an individual basis using as your guideline the question "What best meets the needs of my local patrons?"

The more "separate areas" a library has, the more chance of patron confusion. The organization of library shelving should be as straight forward and simple as your library shelves allow. Logical splits such as between easy fiction and juvenile fiction or juvenile and adult nonfiction are easily taught to patrons. Splits between paperback and hardback within an area may not be so easily remembered by your clientele. If they need to be shelved separately, they should be shelved in the same area.

Shelving of Paperbacks

Paperbacks are both an asset and a liability to small libraries. Assets are that they are cheap to attain and are much more used (especially by middle school and high school kids) than identical hardbacks. Liabilities are the short life span, lengthier processing time (need to be covered with contact paper and catalog cards made by hand) and some difficulty in shelving. Suggestions concerning shelving: Paperback books that are very thin (too thin to stand on the shelf) seem best shelved separately. Two sets (one set each for fiction and nonfiction) of tubs (dishpan type plastic tubs) will allow many of these books to stand. In place of a spine label, a sticker with the author's last initial (for fiction) or the dewey decimal number (for nonfiction) on the top left corner of the cover of the book allows identifying for shelving (tubbing). If the alphabet (and dewey decimal numbers) are split up, a colored dot can be designated for each set and tubs can be easily identified. Especially for elementary students, this works very well.

Separations could be done as needed. I have four tubs for each section and my splits are as follows:

Red Dot	Fiction - Authors A-F	Non-fiction 0-299
Green Dot	Fiction - Authors G-L	Non-fiction 300-499
Yellow Dot	Fiction - Authors M-R	Non-fiction 500-799
Blue Dot	Fiction - Authors S-Z	Non-fiction 800-999

The dot on the book would have the author's last initial (or for nonfiction thin books, the dewey decimal number). The books with a red dot and a letter would all be easy fiction and would all go into that tub. The books with a red dot and number on the dot would all go into the nonfiction tub. The non-fiction tubs should be housed close to or with the non-fiction section. The same with fiction. This efficiently handles lots of thin paperback books and allows you to have more current books than you would be able to afford in hardback. Paperbacks (especially in easy fiction) are a quick way to get books that you would like to have -- until you can get the funding to have them in hardback.

Paperbacks can be acquired from book fairs, monthly student book club orders (Scholastic, Troll, Trumpet, etc.) and often I pick them up at garage sales. The prices that companies offer to students and teachers through monthly book clubs is much cheaper than the same books in school catalogs, from the same companies. It is a bit of a headache to make a number of small orders, but the companies will allow orders from different grade levels clubs on the same school purchase order. The books in these book orders are usually current popular books and authors at reduced rates. The points you accumulate allow you to order additional books or resources.

Filmstrips, Movies and Realia (real items such as seashells)

Realia, filmstrips, and movies are often shelved separate from the student book section. These items are shelved separately because of irregular shape as well as security reasons. Realia

is a tough area to shelve, but it has worked best for me to use (boxes) of the same size for real objects. Within a resource area may also be kits or boxes on a topic where the "kit" contains a variety of items including books, teacher resource materials, as well as real objects. For example, an "Ocean Life" box might contain seashells, seaweed samples, ditto books on seas or oceans, trade books, etc.

Filmstrips come in three ways: filmstrips with no cassettes, filmstrips with cassettes, and filmstrip kits. For reasons of space, these are usually shelved in three separate areas. To make these items easily accessible to patrons, it is VITAL that the cataloging designate the location. Some filmstrip housing units come with drawers that have room for cassettes. If you have these or are ordering, this type of storage area allows filmstrips and filmstrips with cassettes to be housed together and eliminates one area.

Movies (VCR tapes) are usually shelved in a secured area. They should be separated into fiction and nonfiction areas using author (or director) for fiction and dewey decimal number for nonfiction videos. A biography section may be necessary, but in small libraries, the biography video section will normally be so small that it can be housed in the 900's of the nonfiction videos. The smallest amount of fragmented sections to the library, the better.

Processing of New Materials

Processing depends totally upon the system you are using. If you use circulation cards, then books purchased without processing will each need a spine label, pocket attached, a card made for checkout and an accession number assigned. Card catalog cards will also need to be made and/or entered into the card catalog.

If you are automated, processing usually only requires a spine label, accession number and a circulation bar code attached. Entering of data onto the catalog or database may need to be done by hand or "down loaded" into your program if the cataloging data is purchased on disc when new books are ordered.

Books with book jackets may need to be covered, but this may be an added cost and unnecessary use of additional time. Books that have attractive covers usually do not need their jackets. Jackets that are covered often are ripped up and ready to be taken off about the same time as the book pages are torn and the book is ready to be discarded. Therefore, a book ready for discarding may have a new looking cover when the jacket is removed. If books have a plain or non-decorated cover, then jackets are necessary. If not, determine why you are covering the jacket. Is it worth the added time and cost?

Paperbacks have a short life span (two to four years depending on usage), but that is lengthened by covering them with contact paper. Book contact paper is available at a pricey amount from library companies, but regular contact paper works just as well. Contact paper is slightly harder to work with because it sticks immediately, whereas paper from library supply companies peels back

away from books easier. But the extra ease of special contact paper from library companies for book covering is not worth the additional cost.

Repair

The saying "a stitch in time saves nine" is true in the library as well. Constant maintenance of books saves in the long run. A box or area to pull off books to be repaired is a must. We don't have time usually to repair books when we find them, but if books are pulled and set aside, it seems easier to do a bunch at once than one here or there.

The most important repair items are a flexible book glue and several kinds of tape. Tape is needed for rips, book binding repair, spine repair and corner repair. Frosted or Magic Scotch Tape works best for taping ripped pages because it does not discolor like its shiny counterpart.

A permanent flexible book glue is a must. I recommend DEMCO's Norbond Liquid Plastic Adhesive. I use this for all spine repairs and gluing pages back in. When a book becomes wobbly as it tears loose from the binding by the spine, I run this glue down in from the top, spread it around with a skinny dowel and let dry. On paperbacks, I use this same glue to glue pages back in.

Many tapes are on the market for spine repair. I prefer a cloth type tape in a wide width. I also purchase Scotch brand clear book tape in several widths to use on spines and book corners.

Major supplies of library products are:

DEMCO	1-800-356-1200
Highsmith	1-800-558-2110
Brodart	
Gaylord	
The Library Store	1-800-548-7204

Major supplies of audiovisual bulbs are:

Gray Supply	1-800-238-2244
Heartland Audio- Visual Supply	1-800-345-6898 (for the cheapest, common bulbs and audiovisual equipment)

Circulation

The circulation procedure tends to show the librarian's organizational style and there doesn't seem to be one right or wrong way. Circulation at the primary (K-2) level is the most challenging regardless of whether you are automated or not. K-2 patrons, if allowed to get books from the stacks, will need to be taught how to get books out and put them back. Plastic markers are available for this

purpose, so that the students put the marker where the book goes back while they look at the book. If they do not want to check out that book, they would put the book where the marker is and pull the marker out. I have found that these markers are also great to sword fight with and that it is difficult for students of this age to keep straight when they can remove the marker. For this reason, I have found that having kids pull the book next to the one they wish to view out a little seems to work better. They can still replace the book in its correct place with this method.

Books for a classroom may be checked out to the teacher if books are not allowed to go home, or may be checked out to individual students. A tub of books checked out to the classroom as a whole also works well at this level. This way the books are checked out to the teacher and kept in the tub when not being used. These tubs can be rotated to the classrooms and this saves the librarian many hours of reshelving. One extra tub is needed to allow the rotation process. The books in the tubs are checked in and then out to the next class. If this system is used, tubs should always have a wide spectrum of materials to cover a variety of interests. The tubs may then be rotated until each classroom has had each tub. They then need to be changed to a new batch of tubs. A chart will help you keep track of which classrooms have had which tubs.

If books are allowed to go home with primary students, then books will need to be checked out to the individual student and not to the teacher. Students at this age are murder on stacks and it may be advisable to have a separate area from which students can choose books. Books laid on tables or in magazine type racks are a good way to display books for primary children to choose from. If there is much interest in one subject area, the next time they come you may wish to have a number of books out on that topic. Dinosaurs, basketball and drawing books are a for sure sell in my school. The topics of interest will vary according to what the local culture is.

With an automated system, books are easily checked out to either the classroom teacher or individual students. A hint in the organization of automated systems: when numbers or bar code labels are assigned to each student, these can be put on individual cards in a rolodex or on a sheet for each classroom. A sheet or file folder per classroom seems to be more efficient. Laminate the sheet of paper or the file folder and then use Magic Scotch Tape to tape the bar codes onto the sheet. Do not use the sticky back of the bar code to stick it to the page. Write students' names on the laminated sheet with a permanent Sharpie marker. The marker can be erased with finger nail polish remover or hair spray. In this way, if students are transferred from one classroom to another, they are easily removed in the sheets as the magic tape will peel off of the laminated surface. In preparation for each new year, the students' numbers can follow them to the next classroom and it is easy to keep track of books still lost or not paid for this way.

Students above grade two are big enough to use the stack properly. A designated place to put books when students have changed their minds will save finding books in wrong places.

Organization of Cards of Books Check Out

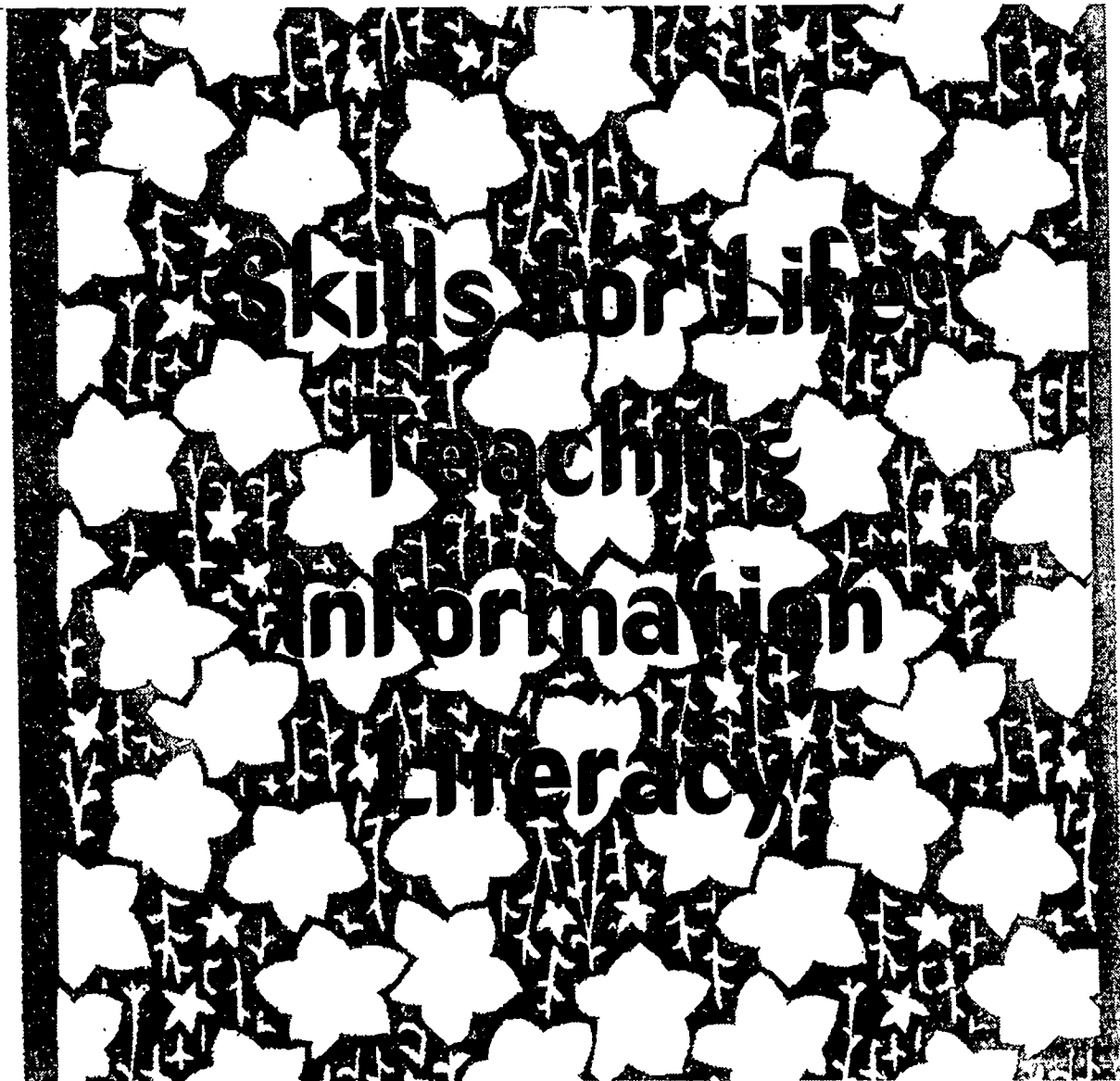
There is not a right or wrong way. If it works for you, then I would say it is one right way. Book cards can be filed alphabetically by the date stamped in the book and on the card. This dated stamp is usually the date due, but could be the date checked out. They can be filed alphabetically by the date or alphabetically as a whole.

Book cards kept separated by classroom works well if students only return books during their scheduled class time. If books are returned and checked out to students other than at their class times, then this does not work as you have no idea where the book came from and must look through all the classroom cards. Overdue book cards can be kept with the current ones and this aids in helping remind students of overdue books. In the case of tubs, the cards for the tub would be stamped and checked out to "Mrs. X", but be kept in an envelope (a sealed envelope cut in half) or rubber banded from the rest of the books checked out that day. If classrooms are kept separate, but all are filed behind the date, then if a book is returned at a time other than class time, you only have to look through that day for the card.

A lot has been covered briefly in this chapter. The library is a place where the work is never done. It is an area that needs to be constantly changed and updated to meet the needs of its patrons.

About the Author

After teaching in the classroom for nine and one-half years, Marilyn Mader took over her school library in Lane Deer. That was three and one-half years ago. During that time she has utilized the expertise of a neighboring school librarian as a "phone mentor." Ms. Mader is currently working on her library degree.



Skills for Life: Teaching Information Literacy

by
Carolyn Lott

Defining the School Librarian's Teaching Role

Teaching of information literacy skills should consume about one-third of your school library teaching assignments according to *Information Power: Guidelines for School Library Media Programs*, standards developed by the American Association of School Librarians and the Association for Educational Communications and Technology. However, the other two areas of responsibilities dictated by *Information Power* overlap with teaching: the information specialist's role indicates that library media specialists know where and how to find information that would best meet the needs of students; the instructional consultant's role mandates working with faculty and administrators to plan for the most effective way for students to learn information literacy. All these roles ensure that no longer does the school librarian function as a support to the curriculum but as an integral part of the total teaching-learning process.

Students need a systematic method for learning information literacy skills: finding, evaluating and using information resources. The school librarian, working in collaboration with the classroom teacher, holds primary responsibility for teaching these skills and developing all students' abilities in determining what they need to know, what resources might best meet that need, and how to select and use those resources. Both manual and electronic search strategies, skills to use the equipment necessary to access all formats, and thinking skills that require students to analyze, synthesize, and evaluate for restructuring information are all among the broad curriculum goals for the school librarian. Learning facts and concepts has been superseded by information skills used as tools for inquiry. Information literacy means students transfer their media skills across all disciplines and from the classroom enclosures to "real-life" situations.

Library skills taught in isolation do not make lifetime independent users of these skills. Therefore, even though primary responsibility for systematically teaching media skills rests with the school librarian, classroom teachers and school librarians must work together to give the students a context for appreciating the many resources available in the library. Inherent in this process is planning time for the teacher and school librarian collaboratively to build instructional units that best meet the needs of all students. Administrators need to be aware of the importance of that planning time to the success of any goals of the library curriculum and make planning arrangements a scheduling priority of the school day.

Library Scope and Sequence

Do not try to reinvent the wheel for the matrix of what media skills to teach when. A good place to start is *The Montana Library and Information Skill Model Curriculum Guide*. With its sample mission statement, its models of the collaborative planning and problem-solving processes, and the components of a literacy program, you cannot have a better guide to an initial library media

program. In addition, many school districts have developed more specific library scope and sequence curriculum guides that they will share for minimal costs. Contact the school librarians in neighboring districts or in larger districts that have curriculum specialists for copies of their library curriculum plans. And, most importantly, especially if the person responsible for teaching these media skills is not an endorsed media specialist, set up a direct line to contact the best school librarian you know to serve as a mentor. The Office of Public Instruction (OPI) curriculum specialist or university library science faculty can direct you to a successful school librarian who might be willing to serve as a distant mentor to an emerging library program.

A **sample** matrix or scope and sequence of media skills might include the following divisions and levels of information access skills. Please note that other guides listed in the bibliography of helpful resources may have other ways of organizing information literacy skills and/or more specific details. However, more grade level specificity restricts rather than broadens the skills curriculum since resources may vary greatly among school library media centers.

Sample Matrix

I. Orientation

A. Skills

1. Student conduct in a library setting
2. Appropriate library personnel who can help
3. Appreciation of information formats and resulting responsibility for taking care of the resources
4. Circulation processes

B. All orientation skills introduced in kindergarten and reinforced throughout rest of K-12 experiences

C. School librarian primarily responsible for teaching

II. Organization and utilization of resources

A. Skills

1. Location of resources including electronic resources introduced in kindergarten and continually stressed in all other grades
2. Alphabetic and numerical arrangements of resources introduced in second grade and reinforced in subsequent grades
3. Manual and electronic catalog use including conducting subject heading searches manually, browsing, hierarchical and Boolean searching techniques for electronic resources, and non-linear thinking necessary for interactive media, introduced by second grade and developed continually throughout other grades
4. Care and operation of equipment introduced in kindergarten and other grades in progressive levels of sophistication

B. School librarian responsible for introduction, but development and reinforcement shared with classroom teacher

III. Research and study skills

- A. The following approach for teaching research and study skills uses the Big Six model by Michael Eisenberg and Robert Berkowitz (See bibliography)
 1. Task definition: determining problem and identifying information requirements of problem
 2. Information seeking strategies: determining possible sources and prioritizing those that best meet problem needs
 3. Location and access: locating sources both within and outside of library setting and information within sources
 4. Information use: read, view, etc., information in sources and extract information from sources.
 5. Synthesis: organize information from multiple sources and present information (in appropriate format, i.e., paper, multi-media product, speech)
 6. Evaluation: judge product effectiveness and process efficiency
- B. For K-2 grades, above process simplified into PDR: Plan (#'s 1 and 2), Do (#'s 3 and 4), and Review (#'s 5 and 6)
- C. Ethical use of information including respect for copyright and intellectual freedom (diversity of opinions) introduced at kindergarten, reinforced and developed throughout all grades
- D. All above skills taught cooperatively and collaboratively with classroom teacher using content appropriate at specific grade levels; process becomes progressively more sophisticated as students use it
- E. Assisting students in production of products appropriate for the assignment may include instruction in the use of multi-media hardware and software. Technology instruction must be in conjunction with a specific assignment

IV. Reading Guidance and Literacy

- A. Appreciation and enjoyment of literary genres in various formats
 1. Picture books
 2. Traditional literature
 3. Modern fantasy
 4. Realistic fiction
 5. Historical fiction
 6. Biographical and non-fiction information sources
 7. Poetry
 8. Other
- B. Appreciation of award-winning literature
 1. Caldecott and Newbery Awards
 2. Pulitzer and Nobel Prizes
 3. Children's Choice Awards
 4. Multicultural and genre awards, i.e., Coretta Scott King Award, Scott O'Dell Award, Obis Award

- C. All appreciation and enjoyment skills introduced in kindergarten and developed throughout all grades in collaboration with classroom teacher

Implementation of Teaching Skills

Realizing that review of all media skills may be necessary at times, the school librarian needs to keep in mind that students will meet the level of expectation: once you have taught a skill, build on it and expect students to use it. As a teacher, the school librarian knows developmental levels of students and when to move from concrete to abstract ideas and skills. As a teacher, also, the school librarian uses a variety of teaching methods: large group, small group, and individual approaches to meeting the instructional needs of students. The best use of teaching time is not always the one-on-one student approach; using an opportune moment to inservice a fellow teacher about the existence of a resource, how to use it, and where it might fit into the existing curriculum may result in better designed assignments and more significant dissemination of that information.

As you can tell from the skills outlined in the above matrix, students will need an atmosphere in the library setting that allows for individual and cooperative group learning. Since teaching of these skills is integrated across the curriculum and not confined to a limited time within the library, scheduling of the facility needs to be as flexible as possible. Students need unrestricted access to the library and the school librarian whenever they require resources or help.

The school librarian and classroom teacher work together to develop the best learning situations for all students, from the inception of the teaching plan, through building of lesson objectives, to deciding responsibilities for each of the tasks, to evaluating the product and the process. Existing themes and topics explored in the classroom can be redesigned to ensure that information literacy skills are integral parts of the units and not added to the units. Classroom teachers may resent what they perceive as more content, so make sure that information skills that make learning their content better and easier are infused in the learning objectives of the units. The school librarian must be a partner with the teacher in all aspects including planning, implementing, and evaluating. When students have opportunities to locate, interpret, analyze, evaluate, and communicate ideas and information integrated throughout the curriculum, they will learn to apply these strategies to problem-solving situations for life-long learning.

Of major concern to the teacher-school librarian is that the students have access to the library and that all students are systematically taught library skills. Therefore, information literacy skills must be accounted for by the library curriculum. A matrix of when skills are taught to each student or class as well as an evaluation of the mastery of those skills by individuals or classes can help to ensure equity for all students. The teacher-school librarian will need to be highly organized to assure this equity.

Resources for Help

Teachers who are not endorsed as school librarians but responsible for teaching library skills should first seek help from a school librarian colleague who can serve as a mentor. This lifeline to

daily questions about content and implementation is essential for the success of the curriculum as well as a significantly less stressful situation for the teacher.

About the Author

Carolyn Lott currently teaches in the Library Media Program of the Department of Curriculum and Instruction in the School of Education at The University of Montana. Formerly, Dr. Lott was a high school English teacher and high school librarian.

Annotated Selected Resources

American Library Association and AECT (1988). *Information Power: Guidelines for School Library Media Programs*. Chicago. A description of the school library media program written in "library-ese" but helpful for an overview of what a media center needs to be in an information age.

Book Links. For elementary and middle school librarians, bibliographies and teaching activities for integrating literature into all areas of the curriculum. Published by American Library Association. May be purchased for \$22/year from, 434 W. Downer, Aurora, IL 60506.

Book Report, The. A journal published six times per year with practical tips, ideas, and articles for all aspects of the library program; one issue per year usually devoted to the theme of teaching library skills. May be purchased for \$39/year from Linworth Publishing, Subscription Department, 5701 North High Street, Suite One, Werthington, OH 43085-3963.

Breivik, Patricia Senn and J. A. Senn (1994). *Information Literacy: Problem-Solving: The Big Six Skills Approach to Library & Information Skills Instruction*. Norwood, NJ: Ablex. A fleshed-out explanation of the research model briefly given above with examples of how it can be integrated across the curriculum.

LM_NET. Listserv accessed via online services consisting of topics of concern to practicing library media specialists as well as others interested in school libraries; resource for almost immediate responses to everyday questions. Listserv@listserv.syr.edu. Leave subject line blank and type SUBSCRIBE LM_NET and your name in the message area.

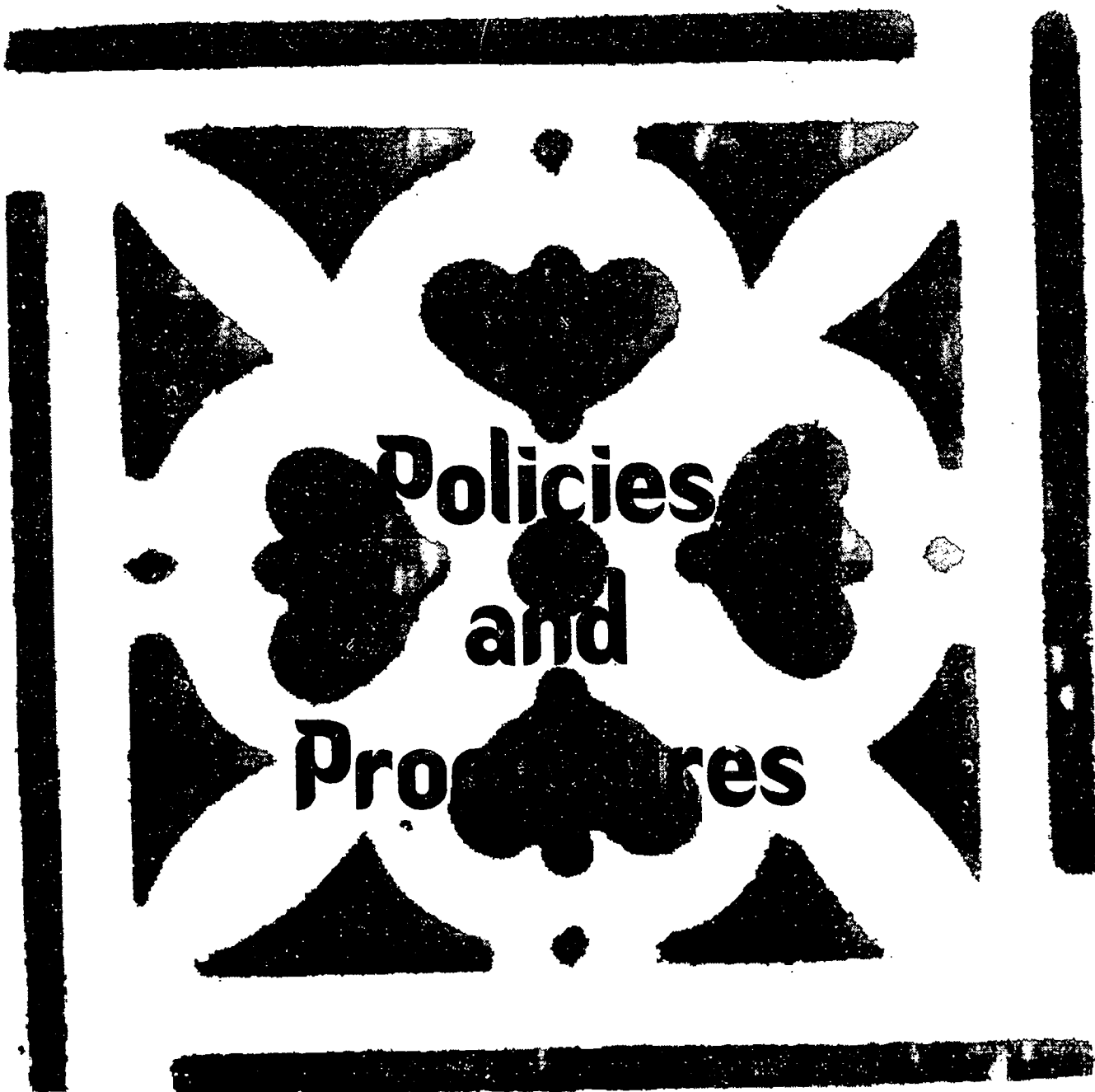
Montana Library Association Conferences. Annual inservice sessions presented at spring and fall conference sites on best practices.

Office of Public Instruction (1993). *Montana Library and Information Skills Model Curriculum Guide*. Helena. An **essential** resource containing more information on library programming, teaching collaboratively, and research skills developed by Montana school librarians. Available from the Office of Public Instruction, Helena, MT 59601.

Pitts, Judy and Barbara Stripling (1988). *Brainstorms and Blueprints: Teaching Library Research as a Thinking Process*. Englewood, CO: Libraries Unlimited. A model for teaching information literacy with sample lessons and activities.

School Library Media Activities Monthly. An activities-oriented journal that gives many "how-to" articles on teaching of information literacy.

Wisconsin Association of School Librarians. *Wisconsin Library and Information Skills Guide*. Wisconsin Association of School Librarians, Division of Wisconsin Library Association, 1992. A detailed description of the skills taught in a library curriculum developed by practicing school librarians in Wisconsin. Available from Wisconsin Library Association; 4785 Hayes Road, Madison, WI 53704. \$18.00 plus \$1.50 shipping.



**Policies
and
Procedures**

Policies and Procedures

by
Claudette Morton and Mary Bushing

Policies which have been approved by the school board are critical to successful educational programs. In fact, in many small schools, putting good programs and procedures in board policy is a way of institutionalizing them. That way, when or if good people leave who have started the program or procedures, the school does not lose the ideas.

In Montana, school libraries must meet certain requirements and have certain policies in place. Those requirements are set forth by the Board of Public Education in *The Montana School Accreditation Standards*. Every school library should have a copy of the latest version of the standards available for staff and public review. Copies may be obtained from the Office of Public Instruction, the state education agency, in Helena.

Board of trustee approved policies which are required by the accreditation standards for schools and which have significant impact on school libraries include:

- An academic freedom policy;
- A materials selection policy, including a challenge procedure, for all curricular and support materials; and
- A copyright policy.

Academic Freedom Policy

Academic freedom is an important issue in public schools, though the parameters are not as clearly defined as in higher education. This is due in part to the different ages and developmental levels of students in public schools as well as the issue of parental guidance which is an important component of a child's education. In developing an academic freedom policy, the reader is referred to the end of the chapter where several documents can be found. First is the "Library Bill of Rights" followed by the "School Library Bill of Rights for School Library Media Center Programs". The third item at the end of this chapter is "Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights". These documents are published by the American Library Association and are included to provide some philosophical background for consideration of this important policy. Following these three philosophy statements is a sample Academic Freedom Policy from the state superintendent's office entitled "A Policy on the Freedom to Teach, to Learn and to Express Ideas in the Public Schools".

Material Selection Policy

Closely tied to academic freedom is materials selection. Not only is it a state requirement to have a materials selection policy, including a challenge procedure for all curricular and support materials, it will save many frustrations. With this policy in place the school will have clear

guidelines for selecting both curricular and library materials. With the challenge procedure in place, anyone who wishes to object to a particular item will have clear direction of how to submit a formal challenge and the school will have a procedure for handling this complaint. Even though this manual is for libraries the sample policy which follows at the end of this chapter includes a selection of instructional materials for district resources, specific school and classroom use as well as a section on libraries. It is followed by a sample "Reconsideration of the Use of Library Media Center and/or Instructional Materials". Both of these need to be in place to save many headaches and emotional quandaries on the part of educators and trustees.

Copyright Policy

Due to the ease of copying materials from a variety of sources, it is important that school libraries have a copyright policy and procedures for dealing with copyrighted material. A sample policy as well as some procedural forms are included at the back of this chapter from the Office of Public Instruction.

Gift Policy

Because many rural school libraries are the recipients of gifts, it is important to have a gift or donation policy. A sample "gift book" policy is included at the end of this chapter. However, since the library now houses so many forms of media it is important to expand the policy to include all kinds of possible gifts. By having an established policy which the school board has approved, it will be easier for parents and community members to provide the right resources when they are in a charitable mood.

Librarians will also want to determine whether or not there should be a fine policy for late return of borrowed items. These are often part of a much larger policy called the Collection Development Policy.

Collection Development Policy

Because the practice of collection development reflects one's beliefs and philosophies, it is essential that a collection development policy be prepared. The need for a collection development policy for even the smallest library is widely recognized and state libraries (including the Montana State Library) and state education agencies are increasingly requiring such a policy in order for districts to be eligible for grant and other special use funds. A policy that clearly states the purpose or mission of the library in relationship to the larger organization (building and district) and the community, describes the existing collections, the rationale for daily practices and goals, and identifies responsibilities for collection development decisions can be invaluable in the political/budgetary environment and in the daily scramble to make good decisions about the collections and information access. A comprehensive policy can serve to communicate information about the collections, personnel, facilities and the activities of daily operations while serving to promote consistency through time and personnel changes. The process of preparing a policy helps

you to clarify perceptions and expectations for the library. Lastly, the policy provides justification and a means by which to measure compliance and quality in the practice of collection development. The policy describes how the library's collection serves its users, where the strengths and weaknesses are, how the collection relates to resources in other libraries and elsewhere, and what the goals are for the development for the collections. The policy both guides the collection development activities and explains those activities and their results.

The American Library Association (ALA) has identified the elements that are essential for a collection development policy (Anderson, 1996). These elements have been widely accepted and adapted for use in various types and sizes of libraries. Since the length of a policy can be expanded and adapted to varying complexity depending on the extent of the collection and the size of the community of users the collection serves, small school districts will generally have a fairly short policy. The policy outline below includes the elements addressed by ALA and is the outline generally used in Montana.

COLLECTION DEVELOPMENT POLICY OUTLINE

A. Introduction

1. Mission Statement - library's reason for existence
2. Purpose of the Policy - to guide consistent collection development decisions
3. Community & User Groups Defined - brief description of community, district, grades, enrollments, curriculum
4. Special Services and Programs Defined - if appropriate
5. Brief General Statement Describing the Collection - size, formats, reading levels, electronic access, etc.
6. Cooperative Collection Development & Interlibrary Loan - brief statement concerning relationships with other libraries (public, school, other), participation in interlibrary loan, and intentions regarding access to electronic resources located elsewhere

B. General Priorities, Limitations and Policies

1. Chronological Coverage - A statement that the focus is to be on current information, not historical publications.
2. Formats - List the types of formats collected and maintained and a willingness to consider new formats as necessary. Also list formats not to be collected.
3. Multiple copies - Explain under what circumstances or for what purposes duplicates will be acquired and maintained. What about duplicate titles in varied formats?
4. Languages - Generally English, but include a statement to explain any foreign language or Native American language needs.
5. Funding Considerations - Explain how funding for materials is acquired and allocated. Any regular special funding sources (book fair income?, grant funds?, PTA gifts?).
6. Collection Responsibilities and Selection Policy - Statement about the

- librarian's responsibility to select materials and information about criteria, selection tools, factors in the selection process for various formats. (The district may already have a selection policy in place that only needs to be revised and included here)
7. Gift Policy - Who makes the decision about the disposition of gifts? What types of gifts do you not accept
 8. Collection Maintenance - Why, when and by what criteria do you withdraw/weed items? How do you dispose of them? Include weeding guidelines, policies regarding rebinding, repair and replacements and inventory.
 9. Complaints, Censorship and Intellectual Freedom - Include full procedure, policy and forms used by the district. The *Library Bill of Rights* and *The Freedom to Read* statement and any other relevant policies should be appended to the policy.
 10. Limits on the Collection - List subjects, formats or other information about what is not to be included in the collection (most textbooks, religious texts, out-of-date information, other).

C. Narrative Statements for Special Collections and Formats

Briefly describe (a short paragraph for each format) the characteristics, rationale and criteria for each specific format collected (video, newspapers, magazines, filmstrip, software, other). If the library is responsible for maintaining the district history (yearbooks, school paper, other), explain what is included, how it is arranged, where it is kept, and who may access it.

D. Subject Area Descriptions

Collection assessment information is presented here. It may be presented in curriculum areas, or in Dewey Decimal segments. Usually the following information is included to describe the existing collection for each segment: number of books, magazine titles and audiovisual items, the median age of the collection and other obvious characteristics. Then a statement is made for each concerning the goal for the collection. This may be presented in tabular form or narrative statements.

E. Policy Implementation, Evaluation and Revision

Note how, when and by whom the policy will be reviewed and updated. Be specific--"Every two years, beginning in ?, by the librarian" or "Every three years by a committee consisting of the librarian, a teacher and parent"--or whatever seems reasonable for your situation. The policy should be reviewed at least every three years.

The preparation of the written collection development policy is essential for even the smallest library. As with many other management operations, it is the process of preparing the policy, as well as the finished product itself, that is valuable for the library. The process, whether the review and modification of the existing policy or the preparation of the first collection development policy, is an invaluable step in collection development. The policy review or preparation allows you and

others you might involve in the process to think through the consequences of decisions and to clarify what the options might be and then to determine what a particular school and library will use as policy or guidelines for daily collection development decisions. The initial draft of such a policy may be prepared by either the librarian working alone or with a small committee consisting of at least one other teacher and perhaps one parent. Ultimately, the policy should be approved by the principal (if there is one), superintendent and the school board since the board is responsible for district policy.

A sample of such a policy is included at the end of this chapter.

About the Authors

Claudette Morton is the Director of the Montana Rural Education Center. A life long Montana educator, Dr. Morton has worked for several years in educational public policy.

Mary Bushing is currently the Library Development Librarian at the Montana State University - Bozeman Library. Ms. Bushing also teaches and is President of the Montana Library Association.

COLLECTION DEVELOPMENT POLICIES

Adams, H.R. *School Media Policy Development: A Practical Process for Small Districts*. Littleton, CO: Libraries Unlimited, 1986.

Anderson, J.S. (ed.). *Guide for Written Collection Policy Statements* (2nd. ed.). Collection Management and Development Guides, No. 7. Chicago: American Library Association, 1996.

Callison, D. "The Evolution of School Library Collection Development Policies, 1975-1995." *School Library Media Quarterly*, 19(1), 27-3, 1990.

Pozar, D. "Shared Decisions in Policy Writing", *Book Report*, 9(3), 30, 1990.

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.

1. 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 their origin, background, or views of those contributing to their creation.
2. 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.
3. Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.
4. Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.
5. A person's right to use a library should not be denied or abridged because of origin, age, background, or views.
6. 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; June 27, 1967; and January 23, 1980. The history of this statement with interpretative documents appears in *Intellectual Freedom Manual* (4th ed., American Library Association, 1992.)

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SCHOOL LIBRARY BILL OF RIGHTS FOR SCHOOL LIBRARY MEDIA CENTER PROGRAMS*

These American Association of School Librarians reaffirms its belief in the Library Bill of Rights of the American Library Association. Media personnel are concerned with generating understanding of American freedoms through the development of informed and responsible citizens. To this end the American Association of School Librarians asserts that the responsibility of the school library media center is:

To provide a comprehensive collection of instructional materials selected in compliance with basic written selection principles, and to provide maximum accessibility to these materials.

To provide materials that will support the curriculum, taking into consideration the individual's needs, and the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.

To provide materials for teachers and students that will encourage growth in knowledge, and that will develop literary, cultural and aesthetic appreciation, and ethical standards.

To provide materials which reflect the ideas and beliefs of religious, social, political, historical, and ethnic groups and their contribution to the American and world heritage and culture, thereby enabling students to develop an intellectual integrity in forming judgments.

To provide a written statement, approved by the local boards of education, of the procedures for meeting the challenge of censorship of materials in school library media centers.

To provide qualified professional personnel to serve teachers and students.

*Approved by American Association of School Librarians Board of Directors, Atlantic City, 1969.

**ACCESS TO RESOURCES AND SERVICES
IN THE SCHOOL LIBRARY MEDIA PROGRAM:
An Interpretation of the Library Bill of Rights***

The school library media program plays a unique role in promoting intellectual freedom. It serves as a point of voluntary access to information and ideas and as a learning laboratory for students as they acquire critical thinking and problem solving skills needed in a pluralistic society. Although the educational level and program of the school necessarily shape the resources and services of a school library media program, the principles of the Library Bill of Rights apply equally to all libraries, including school library media programs.

School library media professionals assume a leadership role in promoting the principles of intellectual freedom within the school by providing resources and services that create and sustain an atmosphere of free inquiry. School library media professionals work closely with teachers to integrate instructional activities in classroom units designed to equip students to locate, evaluate, and use a broad range of ideas effectively. Through resources, programming, and educational processes, students and teachers experience the free and robust debate characteristic of a democratic society.

School library media professionals cooperate with other individuals in building collections of resources appropriate to the developmental and maturity levels of students. These collections provide resources which support the curriculum and are consistent with the philosophy, goals, and objectives of the school district. Resources in school library media collections represent diverse points of view and current as well as historical issues.

While English is, by history and tradition, the customary language of the United States, the languages in use in any given community may vary. Schools serving communities in which other languages are used make efforts to accommodate the needs of students for whom English is a second language. To support these efforts, and to ensure equal access to resources and services, the school library media program provides resources which reflect the linguistic pluralism of the community.

Members of the school community involved in the collection development process employ educational criteria to select resources unfettered by their personal, political, social, or religious views. Students and educators served by the school library media program have access to resources and services free of constraints resulting from personal, partisan, or doctrinal disapproval. School library media professionals resist efforts by individuals to define what is appropriate for all students or teachers to read, view, or hear.

Major barriers between students and resources include: imposing age or grade level restrictions on the use of resources, limiting the use of interlibrary loan and access to electronic information, charging fees for information in specific formats, requiring permissions from parents or teachers, establishing restricted shelves or closed collections, and labeling. Policies, procedures, and rules related to the use of resources and services support free and open access to information.

The school board adopts policies that guarantee students access to a broad range of ideas. These include policies on collection development and procedures for the review of resources about which concerns have been raised. Such policies, developed by persons in the school community, provide a for a timely and fair hearing and assure that procedures are applied equitable to all expressions of concern. School library media professionals implement district policies and procedures in the school.

* Originally presented by the American Association of School Librarian's Committee on Intellectual Freedom to, and adopted by, AASL's directors on June 26, 1986; amended January 10, 1990, by the ALA Council. The history of this interpretation appears in *Intellectual Freedom Manual* (4th ed., American Library Association, 1992).

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A POLICY ON THE FREEDOM TO TEACH, TO LEARN, AND TO EXPRESS IDEAS IN THE PUBLIC SCHOOLS.

The freedoms to teach, to learn and to express ideas without fear of censorship are fundamental rights held by public school teachers, school employees and students as well as all other citizens. These freedoms, expressed and guaranteed in the First Amendment to the U.S. Constitution, must be preserved in the teaching/learning process in a society of diverse beliefs and viewpoints and shared freedoms. Public schools must promote an atmosphere of free inquiry and a view of subject matter reflecting a broad range of ideas so that students are prepared for responsible citizenship. However, criticism of educational resources and teaching methods and the advocacy of additional educational resources are also essential First Amendment rights of students, faculty, parents, and other members of the community.

Public school personnel should:

1. Select curriculum, teaching methods, resources, and materials appropriate to the educational objectives and the maturity and skill levels of students based on their professional competence as educators and according to established school board policies and procedures. However, teachers should not be allowed to indoctrinate students with their own personal views.
2. Provide students with access to a broad range of ideas and viewpoints.
3. Encourage students to become decision makers, to exercise freedom of thought, and to make independent judgments through the examination and evaluation of relevant information, evidence, facts, and differing viewpoints.
4. Support students' rights to present their ideas even if some people might find the ideas objectionable.
5. Discuss issues, including those viewed by some as controversial, since such discussion is essential to students' development of critical thinking and other skills which prepare them for full participation as citizens in a democratic society.

It is also the policy of _____ School District No. _____ that:

1. Parents have the right to affect their own children's education, but this right must be balanced against the right other parents' children have to a suitable range of educational experiences.
2. Alternative methods may be provided by the instructor when the building principal (supervising teacher) and instructor receive a written request to do so and after material is determined to be personally objectionable to the student and parent/guardian.

3. The community at large, of this District, has the right to be interested in its practices and programs, but the participation in the educational life of the school district must respect the constitutional and intellectual rights guaranteed school personnel and students by American law and tradition.

As members of the Board of Trustees of _____ School District No. _____, it is part of our public trust to guarantee that a diversity of viewpoints are accommodated and to ensure that our students are provided the opportunity to learn by having access to ideas. We have, therefore, adopted policies and procedures (see blank in the District's policy manual) regarding the selection and utilization of all instructional materials in this District. Any requests that question the practices and programs of this District shall be received and reviewed according to the appropriate procedures adopted by the Board of Education of this District.

This policy has been adopted and will be implemented by _____ School District No. _____.

Signature, Chairperson
Board of Trustees

Date

_____ School District No. _____

School Board Members:

Date

Provided by: Nancy Keenan, Superintendent
Office of Public Instruction
State Capitol
Helena, MT 59620

SELECTION OF INSTRUCTIONAL MATERIALS

The () School District Board delegates the responsibility for selecting instructional materials to the superintendent. Policy also states that teachers, administrators, and residents of the community shall be involved in the process.

Procedures for Selection of New Instructional Materials for Multiple School Use

The superintendent shall be responsible for establishing the selection procedures, appointing appropriate committees, accepting recommendations from committees assigned to the task, and making the final decision when instructional materials for multiple school use are selected. While the specific procedure may vary, depending upon the particular area under study, the following elements shall be present.

1. Teachers will be involved in determining the need for adopting new instructional materials and the major areas in which the district should begin the selection process.
2. A committee consisting of teachers, administrators, students, local school committee members, and other residents of the community will be established to develop criteria to be used in the selection of instructional materials. The criteria developed must be consistent with existing board policies and must not conflict with criteria developed by the Montana Office of Public Instruction.
3. A committee consisting of teachers and administrators will be established to review available materials and recommend not more than five programs or sets of materials which meet the developed criteria.
4. The superintendent or his/her deputy for instruction will review and approve programs or sets of materials submitted by the above committee and provide each school with copies of the approved materials.
5. The materials under consideration shall be available throughout the district for a period of time, not less than two weeks, for interested residents of the attendance area to review, study, and make suggestions, if they wish. Comments and recommendations from community residents will be given thorough consideration. (Standard comment sheets will be prepared for use by the public.) Information concerning the availability of materials for review will be sent home in the usual written communication procedures used by individual schools. In addition, the () will prepare appropriate notices to be placed in local newspapers or school newsletter.
6. Teachers and administrators, and at least one high school student when high school materials are being considered, will choose instructional materials for use in their particular school from among the materials approved by the superintendent or designee.

Procedures for Selection of New Instructional Materials for Single School Use

1. The principal or supervising teacher or county superintendent shall decide whether a review committee is necessary. If the principal decides a review committee is necessary, the teachers from the subject area being considered shall be selected for that committee.
2. Instructional materials selected for use in a single school must meet the same criteria as materials selected for multiple school use.
3. The principal, supervising teacher or county superintendent, or his/her designee has the authority to approve or reject instructional materials for use in a single school.
4. In the event the material is rejected, the teacher may appeal the rejection through administrative channels.

Procedures for Selection of New Instructional Materials for Use in a Single Classroom or by a Single Teacher or by a Department for Short-Term Projects

1. An individual teacher often needs to select and use instructional materials that are unique to his/her particular course or lesson objectives. These materials are often used on a limited or even a one-time basis.
2. Individual teachers will select their own materials for use on a limited or infrequent basis. The teacher will give careful consideration to the materials selected in terms of the educational objectives to be met and the nature of the students using the material.
3. Instructional materials selected for use by a single teacher must meet the same criteria as materials selected for multiple school use.
4. The principal, supervising teacher or county superintendent or his/her designee has the authority to approve or reject instructional materials used in that school.
5. In the event the material is rejected, the teacher may appeal the rejection through administrative channels.

The selection of the Library Media Center materials reflects the educational philosophy, instructional goals, the instructional materials selection policy of the () School District and the Montana Office of Public Instruction. In addition, the () School District endorses the American Library Association Bill of Rights and the American Association of School Librarians statement of Access to Resources and Services.

In order to educate each student to the fullest, a wide variety of materials should be provided to meet curricular needs and the greatest possible diversity of student interests. These materials will consist

of both print and nonprint media, including library books, magazines and newspapers, filmstrips, slides, recordings (video and audio), computer software, and other educational media.

Selection Criteria

Library Media Center materials will be carefully evaluated based on the following selection standards and guidelines. In most instances, the selected materials should meet a significant number of the criteria listed below, although a single resource need not meet all the criteria in order to be selected. Materials will be selected for their strengths rather than rejected for their weaknesses.

- Standard 1. Materials shall be consistent with and provide both support and enrichment for the district's general educational goals, its selected program goals, and the objectives of specific courses.
- Standard 2. Materials shall meet high standards of quality in content and format.
- Standard 3. Materials shall be appropriate for the ability level, emotional and social development of the students for whom the materials are selected.
- Standard 4. Materials shall promote growth in factual knowledge and critical thinking.
- Standard 5. Materials shall stimulate growth in the areas of literary appreciation, social and aesthetic values, and ethical standards.
- Standard 6. Materials shall represent various points of view even when those opinions represented are controversial. The inclusion of controversial materials does not imply endorsement of the ideas by () school personnel.
- Standard 7. Materials shall represent the contributions of all people regardless of age, sex, religion, ethnic or cultural origin.

Responsibility for Selection

Certified Library Media Specialists, under the direction of the principals, shall make specific selections, soliciting broad participation from faculty, students, and parents.

The Library Media Specialist shall select materials by examination from reviews, recommended lists, and standard bibliographic tools.

A collection management policy and appropriate inservice activities available through the Office of Public Instruction will provide for the consistent application of the policy and regulations regarding Library Media Center materials selection.

School Library Collections

1. Library Media Center materials shall be selected in accordance with the district's materials selection policy and selection criteria.
2. The Library Media Specialist shall recommend to the principal materials to be acquired for use in the Library Media Center. The principal or his/her designee has the authority to approve or reject materials for use in the Library Media Center.
3. In the event that the material is rejected, the Library Media Specialist or teacher may appeal by using the procedures outlined in the reconsideration/use/Library Media Center and/or instructional materials section.

Curriculum Materials Center Collection

1. CMC materials shall be purchased in accordance with the district's materials selection policy and selection criteria.
2. The district LMS shall recommend to the CMC administrator materials to be acquired for use in the CMC collections. The CMC administrator or his/her designee has the authority to select, approve, or reject materials for use in the CMC collections using recommendations from Library Media Specialists, teachers, and other district staff.
3. In the event that material is rejected, the rejection may be appealed by using the procedures outlined in the reconsideration/use of Library Media Center and/or instructional materials section.

RECONSIDERATION OF THE USE OF LIBRARY MEDIA CENTER AND/OR INSTRUCTIONAL MATERIALS

Although care is exercised in selecting materials, there will be occasions when a member of the community or staff may wish to request a reconsideration of the use of certain classroom or Library Media Center instructional materials. In such an event, the individual shall contact the teacher or Library Media Specialist in an attempt to informally resolve the issue. If the matter cannot be resolved at that level, the matter will be referred to the principal.

The principal, supervising teacher, county superintendent and/or the Library Media Specialist shall:

1. Have the parent or resident complete the form for "Reconsideration of Instructional Materials."
2. Acknowledge receipt of all written or verbal requests for reconsideration of the use of instructional materials.
3. Notify all staff members who are directly involved in the request.
4. Contact the individual who made the request to discuss the issue further and attempt to resolve it.

If the issue is not resolved in the above manner, the following formal procedures will be followed. If at any point in the procedures the issue can be resolved, the process shall be terminated.

1. The principal, supervising teacher, or county superintendent will forward the "Request for Reconsideration of Instructional Materials" and other appropriate correspondence to the superintendent. The superintendent shall personally contact the individual requesting reconsideration to clarify the issue.
2. The district or county superintendent will establish a committee to review the request for consideration.
3. The material(s) in question shall continue to be used until the formal procedure is completed.
4. Final action on a request shall be taken by the administration no later than twenty-five school days after the principal receives the completed "Request for Reconsideration of Instructional Material."
5. The individual making the request for reconsideration may withdraw the request at any time during the review process.

Establishment of a Review Committee

The review committee will be established by the county or district superintendent who will serve as chair and include teachers from the same grade level or subject at which the material(s) is being used, local school committee, board, a Library Media Specialist other than from the center where the challenge was received, a subject area specialist and a principal(s). The specific number of representatives from the various categories will be limited to not more than two people from each group.

Committee Review Procedure

1. Committee members will receive copies of the statement questioning the instructional material.
2. Opportunity shall be afforded the person(s) or group questioning the materials to meet with the committee and to present their opinions. Committee members may ask the presenter(s) questions for the purpose of better understanding or clarifying their presentations.
3. The committee meetings shall be open to other staff or public who wish to observe the deliberations.
4. The committee will review the material in question and form opinions based on the material taken on a whole and not on passages taken out of context. The committee should take into account the applicable instructional objectives and materials selection criteria, as well as the age and development of the students using the material.
5. The committee will formulate their recommendations and prepare a written report for the superintendent or designee who will make a final determination for action.

Action Taken

1. The action taken relative to the request for reconsideration of instructional materials will be communicated in writing to the person submitting the request.
2. The final decision shall be sent to all administrators.
3. Disposition of the appeal shall be made known to all parties in the action.

Appeal

Any of the parties may submit a written appeal within five days of the decision.

This policy has been adopted and will be implemented by _____ School District No. _____.

Signature, Chairperson
Board of Trustees

Date

School Board Members:

Date:

**REQUEST FOR
RECONSIDERATION OF LIBRARY AND/OR INSTRUCTIONAL MATERIAL**

Initiated by

Name	Telephone
Address	

Representing

Self	Organization or group (name)
------	------------------------------

Material questioned:

- a. Book/Journal/Article,
Drama Script, etc.

Title		
Author	Publisher	Copyright Date

- b. Audiovisual Material: _____
(Film, filmstrip, record, etc.)

Title

- c. Other Material: _____

Identify

Please respond to the following questions. If more space is needed, use an additional sheet of paper.

1. Have you seen or read this material in its entirety? _____
2. To what do you object and why? Please cite specific passages, pages, etc.

3. What do you believe is the main idea of this material? _____

4. What do you believe might result from use of this material?

5. What reviews of this material have you read?

6. For what other age group might this material be suitable?

7. What action do you recommend that the school take on this material?

8. What material do you recommend in its place that would provide adequate information on the subject?

Signature

Date

PLEASE RETURN THIS FORM TO THE PRINCIPAL

Received by principal:

Signature

Date

School

Checklist for Re-evaluation Committee: Fiction

Author _____

Title _____

A. Purpose

1. What is the purpose, theme or message of the resource? How well does the author/producer/composer accomplish this purpose?

2. If the story is fantasy, is it the type that has imaginative appeal and is suitable for the user? ____ yes ____ no. If no, for what age group do you recommend?

3. Will the reading and/or viewing and/or listening to the resource result in more compassionate understanding of human beings? ____ yes ____ no
4. Does it offer an opportunity to better understand and appreciate the aspirations, achievements, and problems of various minority groups? ____ yes ____ no

B. Content

1. Does a story about modern times give a realistic picture of life as it is now?
____ yes ____ no
2. Does the story avoid an oversimplified view of life, one which leaves the reader with the general feeling that life is sweet and rosy or ugly and meaningless?
____ yes ____ no
3. When factual information is part of the story, is it presented accurately?
____ yes ____ no
4. Is prejudicial appeal readily identifiable by the potential reader/viewer/listener?
____ yes ____ no
5. Are concepts presented appropriate to the ability and maturity of the potential user? ____ yes ____ no
6. Do characters speak in a language true to the period and section of country in which they live? ____ yes ____ no
7. Does the resource offend in some special way the sensibilities of women or a minority group by the way it presents either the chief character or any of the minor characters? ____ yes ____ no
8. Is there preoccupation with sex, violence, cruelty, brutality, and aberrant behavior that would make this resource inappropriate? ____ yes ____ no
9. If there is use of offensive language, is it appropriate to the purpose of the text?
____ yes ____ no

10. Is the resource free from derisive names and epithets that would offend minority groups? _____ yes _____ no
11. Is the resource written well? _____ yes _____ no
12. Does the story give a broader understanding of human behavior without stressing differences of class, race, color, sex, education, religion, or philosophy in any adverse way? _____ yes _____ no
13. Does the resource make a significant contribution to the history of literature or ideas?
_____ yes _____ no
14. Are the illustrations appropriate and in good taste? _____ yes _____ no
15. Are the illustrations realistic in relation to the story? _____ yes _____ no

C. Reviews

1. Source of review _____
Favorable review _____
Unfavorable review _____
2. Does this title appear in one or more reputable selection aids?
_____ yes _____ no If answer is yes, please list titles of selection aids:

Additional comments _____

Adapted from School Media Quarterly, Winter 1977.

Checklist for Re-evaluation Committee: Nonfiction

Author _____
Title _____

A. Purpose

1. What is the overall purpose of the resource? _____

2. Is the purpose accomplished? _____ yes _____ no

B. Authenticity

1. Is the author competent and qualified in the field? _____ yes _____ no
2. What is the reputation and significance of the author and publisher/producer in the field? _____

3. Is the resource up-to-date? _____ yes _____ no
4. Are information sources well documented? _____ yes _____ no
5. Are translations and retellings faithful to the original? _____ yes _____ no

C. Appropriateness

1. Does the resource promote the educational goals and objectives of the curriculum?
_____ yes _____ no
2. Is it appropriate to the level of instruction intended? _____ yes _____ no
3. Are the illustrations appropriate to the subject and age level? _____ yes _____ no

D. Content

1. Is the content of this resource well presented by providing adequate scope, depth and continuity? _____ yes _____ no
2. Does this resource present information not otherwise available? _____ yes _____ no
3. Does this resource give a new dimension or direction to its subject?
_____ yes _____ no

E. Reviews

1. Source of review _____
Favorably reviewed _____
Unfavorably reviewed _____
2. Does this title appear in one or more reputable selection aids? _____ yes _____ no
If answer is yes, please list titles of selection aids: _____

Additional comments _____

COPYRIGHT POLICY

_____ School

District No. _____

It is the intent of the Board of Education to adhere to the provisions of the current copyright laws and Congressional guidelines.

The Board recognizes that unlawful copying and use of copyrighted materials contribute to higher costs for materials, lessens the incentives for development of quality educational materials, and fosters an attitude of disrespect for law which is in conflict with the educational goals of this School District.

The Board directs that District employees adhere to all provisions of Title 17 of the United States Code, entitled "Copyrights," and other relative federal legislation and guidelines related to the duplication, retention, and use of copyrighted materials.

The Board further directs that:

1. Unlawful copies of copyrighted materials may not be produced on District-owned equipment.
2. Unlawful copies of copyrighted material may not be used with District-owned equipment, within District-owned facilities, or at District-sponsored functions.
3. The legal and/or insurance protection of the District will not be extended to employees who unlawfully copy and use copyrighted materials.

Employees who make and/or use copies of copyrighted materials in their jobs are expected to be familiar with published provisions regarding fair use and public display, and are further expected to be able to provide their supervisor, upon request, the justification under Sections 107 or 110 of USC 17 for copies that have been made or used.

Employees who use copyrighted materials which do not fall within fair use or public display guidelines will be able to substantiate that the materials meet one of the following tests:

1. The materials have been purchased from an authorized vendor by the individual employee or the District and a record of the purchase exists.
2. The materials are copies covered by a licensing agreement between the copyright owner and the District or the individual employee.

3. The materials are being reviewed or demonstrated by the user to reach a decision about possible future purchase or licensing and a valid agreement exists which allows for such use.

Though there continues to be controversy regarding interpretation of the copyright laws, this policy represents a sincere effort to operate legally. All school employees will be provided with copies of this policy and accompanying rulings.

This policy has been adopted and will be implemented by _____ School District No. _____

Signature, Chairperson
Board of Trustees

Date

School Board Members:

Date:

Distributed by: Office of Public Instruction
Nancy Keenan, Superintendent
State Capitol
Helena, Montana 59620

REQUESTING PERMISSION TO COPY

The specific data you need to provide when requesting permission to copy include the following:

The exact item to be copied: which frame from what filmstrip, which slide from what series, what sequence from a film, etc.

The number of copies to be made and in what medium: slide, tape, black and white or color print, transparency.

The use that will be made of the copy: part of the learning packet or research unit; in a slide/tape presentation.

The distribution of the copies: in school, district, state, city, to all PTAs in the area, etc.

The form on the following page allows you to tell the producer everything he or she needs to know in order to grant permission to copy. Make an extra copy for your files, and if you don't get an answer within four to six weeks, write again and mark it "Second Request."

REQUEST FOR PERMISSION

Date _____
Firm _____
Address _____

School District _____
Telephone _____
Person making request _____
Authorized signature _____

We request permission to copy the following copyrighted materials. *Material to be copied:*

Number of copies to be made:

Copy medium:

Use of copies:

Anticipated date of use:

Distribution of copies:

Thank you for your cooperation,

PRODUCER REPLY

Permission granted _____ denied _____

Details (include fees, limitations, etc., if any):

Signature _____

Date _____

_____ Policies and Procedures 27

STATEMENT REGARDING VIDEOTAPE OR FILM USE

(For material which is not owned, broadcast, or recommended by the district)

Date _____

Teacher's name _____ Room _____

Title or description of program _____

Producer (if known) _____

Network (if known) _____

Material Rented _____
 Purchased _____
 Taped at home _____

Parental permission is required Yes _____ No _____

I plan to use the above program in my classroom on _____ (date) for the following reason (described its use in relation to your academic goals and objectives):

This program complies with the school's policy on the evaluation and selection of instructional materials. It is appropriate for the grade level and the instructional content enhances the curriculum. If this program has been recorded off-air, I affirm that it will be erased according to "fair use" interpretations of federal copyright regulations.

Teacher's Signature

Approved: _____
 Principal's Signature Date

**PARENT PERMISSION FOR STUDENT TO
VIEW VIDEOTAPE**

(School Letterhead)

Date _____

Dear Parents or Guardians:

Your child is currently involved in studying _____
_____ (describe unit of study and class, if
appropriate). It is our intention to use the videotape _____ (title) on
_____ (date) because _____

(describe the use of this videotape in relation to your academic goals and objectives).

This letter is being sent to you in compliance with the District policy requiring parents/guardians to approve the intended use of videotapes or films which are not owned, broadcast, or recommended by the District prior to their scheduled showing. As part of that policy, we ask you to complete the form below, authorizing or exempting your child from the videotape showing. Please return your completed form to your child's teacher. Students exempted from this showing will be required to complete an alternative assignment. Should you have any questions regarding the videotape, please contact me.

Signature of Principal

Name of Student _____

Please check A or B:

A _____ I give permission for my child to view _____

B _____ I prefer that my child be given an alternative assignment.

Signature of parent or guardian _____

Date _____

Policies and Procedures 29

GIFT BOOKS

Gifts satisfying the school's material selection policy are encouraged. They become the library's property upon receipt; once accepted, they are retained or disposed of at the library's discretion, without obligation to the donor. Funds donated for acquisitions in a specified subject area may be applied to other areas if the school board of trustees, library committee or librarian discontinues the specified curriculum. Gifts are rejected if, in the librarian's opinion, they would not sufficiently benefit the collection. The following is a list of specific gift selection policies:

1. The book must be in good physical condition, clean inside and out, no loose pages, stains, offensive odors, or binding in need of repair.
2. Juvenile and young adult books must be standard titles, acceptable for school library use with special attention given to edition, illustrator and general format.
3. Outdated scientific or encyclopedic material is not accepted. Neither are school textbooks, nor books with cut-outs.
4. The books must be useful additions to a school library collection, of current and general interest, with authentic information and must meet general standards of content and format. Not accepted are old school publications, atlases, dictionaries, maps, indexes, old editions of scientific or professional publications, out-moded books of science, gardening, handcraft, travel and geography and biographies with limited reader appeal. This library will avoid books privately printed, poorly-written fiction covering mysteries, westerns, light love and science fiction and cartoons.
5. Since the library will uphold the Freedom of Religion, we cannot accept books from any religious organization or individual on behalf of an organization. Books on religion are an important part of a well-balanced library collection and the books located here on religion will be purchased on recommendation of professional source guides, Library Journals, Wilson Bulletin and similar standard guides.

COLLECTION DEVELOPMENT POLICY OUTLINE FOR SCHOOL LIBRARY MEDIA PROGRAMS

The attached policy outline includes those elements which meet the criteria established by the Montana State Library Commission for its Blacktail Mission Statement:

Collection development policies, considered and formally adopted by governing entities, are a prerequisite to maintaining a useful materials collection. Accordingly, the Commission now requires that any entity applying to the Commission for any grants after July 1, 1986, shall have a written collection development policy in place.

It is important, therefore, that all libraries in Montana develop and adopt a policy in order to be eligible for future funds which are administered by the Commission.

This is an outline for a collection development policy, not a selection policy. A selection policy describes the procedures and policies for adding material to the collection. A collection development policy includes the elements of a selection policy, but it also describes how the library's collection serves its users, where the strengths and weaknesses are, how the collection relates to those in other local libraries, and what the goals are for the development of the collection.

The policy should be written for the library staff, the library board, the governing organization, and the patrons of the library. It should both guide the collection development activities and explain those activities and their results to others.

The length of such a policy varies with the complexity of the collection and the complexity of the community of users the collection serves. Each category in the outline is important and should be addressed, at least to the extent appropriate for your library. Your statements within each category may vary from one sentence to several paragraphs. Unlike most policies, the collection development policy should err on the side of specifics rather than generalities. The questions and statements within each section of the outline are for your guidance in considering your library's situation and in writing the policy.

You may want to start with brief statements, especially if this is your first attempt at writing a collection development policy. The process for examining the current collection and planning for its development is more important than the actual document. Also, a collection development policy should not be static. It should be frequently reviewed and changed to reflect changes in the library's goals and in the collection itself.

A. Introduction

1. Mission Statement

What is the library's reason for existence? What is the library's role in the community? The mission of the governing organization or parent institution may also be included.

2. Purpose of the Policy

How will the policy be used for library management, planning, and accountability to the governing organization and library users?

3. Community and User Groups Defined

Briefly describe the community served (town, county, school, business, etc.) in terms of size, population, location, economic base, etc. Describe the primary, secondary and occasional users of the library in terms of ages, education levels, occupations, numbers, frequency of use, reasons for use, etc.

4. Patron Needs and Services / Programs Defined

What educational, recreational, and/or research needs must be met? Consider the needs of children, students, senior citizens, handicapped, business people, and other segments of the population. What services and/or programs does the library offer to meet these needs? (Examples: children's programs, homebound service, literacy tutoring, online database searching, telefax delivery of interlibrary loan materials, etc.) What needs are not being met?

5. Brief General Statement Describing the Collection

In general, how would you describe the library's collection? What is the size (in volumes or titles)? By how much does it grow each year? What reading or information levels (preschool, school levels, adult, technical/professional) are collected?

6. Cooperative Collection Development & Interlibrary Loan

How does use of interlibrary loan affect collection decisions? What cooperative agreements, if any, are in effect? Do you have deposit collection arrangements with other libraries, classroom teachers, the jail, nursing homes, etc.? Are the holdings of other libraries in WLN or within the community considered before a title is purchased? Under what circumstances?

B. General Priorities, Limitations and Policies

1. Chronological Coverage

This refers primarily to the publication dates of the titles in the collection. Do you have mostly current information? Are older publications kept for historical or research purposes? Distinguish between older material intentionally retained and material that needs to be withdrawn.

2. Formats

Describe which formats of information the library collects: books, periodicals, newspapers, sound recordings, videotapes, films, slides, software, microfilm, CD-ROM, online databases, etc. Are paperbacks, textbooks, large print or microforms purchased or collected? Under what circumstances and to what extent? Is there a need to collect in a format you don't yet have?

3. Multiple Copies

Does the library normally purchase multiple copies of books or other items? How is the determination made to purchase or place in the collection duplicates?

4. Languages

Is material collected in languages other than English? (Examples: "Maintain collection of adult and juvenile Spanish fiction." "Collect class French and German literature to support undergraduate courses.")

5. Funding Considerations

How are funds for materials obtained and allocated? Are funds obtained from any special sources, such as a trust fund, donation fund, friends group, grants? Are funding formulas tied to enrollment?

6. Collection Responsibilities and Selection Procedures

Who selects materials? What general processes or procedures are involved? What criteria are used for selection. The information from an existing selection policy could be reviewed and added here.

7. Collection Maintenance

Why, when and by what criteria do you withdraw or weed items? (Examples of

weeding guidelines: outdated information; poor physical condition; unneeded duplicates; subject not within scope of collection development policy.) Policies concerning rebinding, repair and replacements should be addressed here.

8. Complaints and Censorship

Include the full procedure, policy and forms used by the library. The Library Bill of Rights, The Freedom to Read statement, and any other relevant policies should be appended to the collection policy.

9. Gifts Policy

Do you accept anything offered? What do you add to the collection? How do you dispose of unwanted gifts? Do you accept gifts with "strings" or restrictions attached? Do you accept monetary gifts, bequests? Who makes the decisions about gifts? Be sure to mention that you do not appraise materials and, therefore, will give receipts only for the number of items, not for their value.

C. Subject Areas Collected

1. Subjects

The detail of this section will depend on the size and needs of the library. Three common approaches are described below. Choose or adapt the one most relevant to your library's collection. Be as general or as specific as you need to be to have useful information for development of the collection.

a. Broad categories, e.g., History, Science & Technology, Social Sciences, Literature, General Reference, Religion, etc., or curriculum areas.

b. Broad classification number categories:

Dewey: 000's, 100's, 200's, 300's...

Library of Congress: A's, B's, C's...

c. Specific classification number categories, for example:

Dewey: 900-909	History
910, 914-919	Travel
910-912, 914-919	Geography
913	Archaeology

L.C.:	E51-00	Indians of North America
	E101-135	Discovery & Exploration of America
	E186-199	Colonial History
	E201-298	Revolution

2. Present Collection Levels

Within each of the subject categories established in section #1, give a brief description of your current collection in that subject. Be sure to include all formats: books, periodicals, audiovisual, government publications, etc., in your description an assessment of each subject area. At the minimum, give some indication of the strengths and weaknesses of your collection in each subject area. (Examples: "The library does not collect in this area." "Have current reference sources, 10-15 circulating books, but all are more than 25 years old.")

You may combine brief descriptions with standard collection level descriptions, such as the following:

Out of scope means the library does not collection in this subject.

Minimal level has a few good items.

Basic level has an up-to-date collection that will introduce readers to the subject and indicates the varieties of information available elsewhere.

Study level has a collection adequate to support undergraduate instruction and sustained independent study. Includes material at all appropriate reading levels.

Research level includes all the major published source material required for dissertation research.

If your library has used a conspectus methodology to assess the collection, you may choose to use the assessment level codes (0, 1a, 1b, 2a, etc.) in this section. [If you would like information about the conspectus method of assessment, please contact the State Library.]

3. Future Acquisition Levels or Goals

Again within each subject area in section #1, indicate your needs and goals for that subject. How do you intend to change the collection? What are your priorities? Within what time frame? If the area needs weeding, or other specific action, that may be a goal in addition to the acquisition goals for new titles. [Examples: Weed "Science & Technology" collection by mid-1989. Upgrade "Medicine" collection from minimal to basic level by 1991. Work toward study level for "Local History" collection. Priorities are: Local history, current fiction, and business (adult collection); support for summer reading program (children's collection).]

4. Special Collections

Describe any subject areas or format collections which the library maintains as a strong or unique collection. These may be materials that are shelved separately or that do not circulate. (Examples: rare books on the history of skiing; local history collection; slide collection; vertical file collection.)

[Note: Special collections require extra care and investments of time and money to properly maintain and develop. Consider carefully before starting a special collection. If you have one already, consider if it truly fits with the library's mission and collection goals. It may be more appropriate to integrate it into the general collection or to donate it to another library.]

5. Other Considerations

Information on languages, formats and chronological coverage may be noted within each appropriate subject area, if the general statements in Section B above are not sufficient for your library or if a particular subject segment is an exception. If a collection assessment has been done, information about the methods used, the personnel involved and the dates and depth of the process should be noted.

D. Policy Implementation, Evaluation and Revision

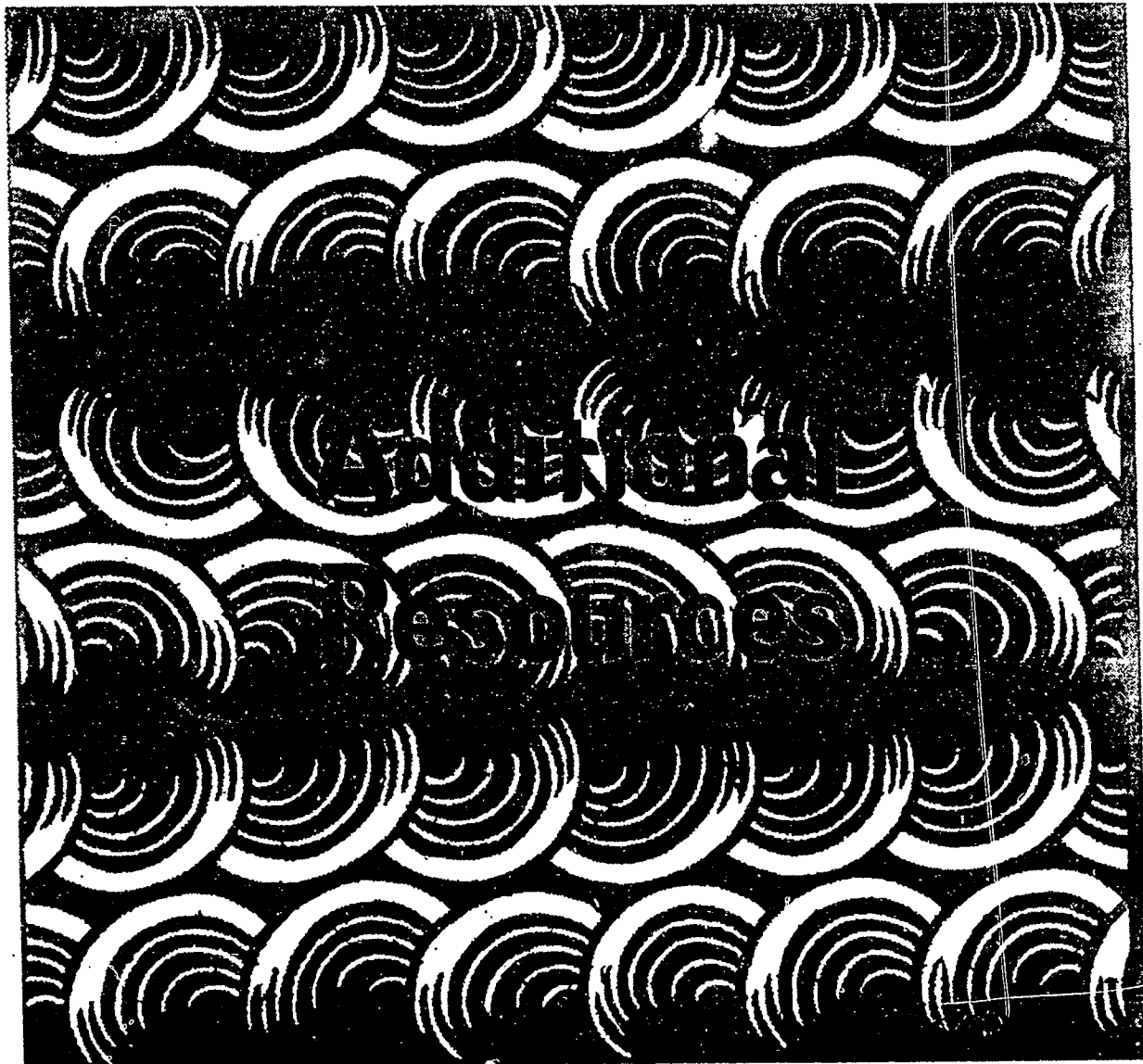
How, when and by whom will the policy be reviewed and updated? Try to be specific. (Examples: "Every June by the librarian and trustees." "Every two years, beginning in 1990, by the library-faculty committee.")

The last item on the policy should be the official record of action. This should include dates and signatures of the significant parties concerned. For example:

_____ Librarian	_____ Date
_____ Administrator	_____ Date
_____ Chair, Board of Education	_____ Date

or whatever would constitute official action for a policy for your library. The action to adopt the policy should be recorded in the minutes of an official meeting.

Taken from CDPolicy, Montana State Library



Additional Resources

by
Charlene Loge

Teachers who are asked to also be their school's librarian have many ways to find information, get help and learn more in order to become knowledgeable about the new role they perform.

Professional Associations

Several professional organizations and associations of librarians specialize in library service to children. The mission of the American Association of School Librarians (AASL), a division of the American Library Association, is the improvement of library media programs in elementary and secondary schools. It publishes the journal *School Library Media Quarterly* and holds national conferences for school librarians.

Two other groups within the American Library Association also focus on the needs of young people; the Association for Library Service to Children (ALSC) publishes the *Journal of Youth Services in Libraries* along with the Young Adult Library Services Association (YALSA). Both of these associations include public librarians who work with children and young adults, but their concerns are issues that also interest school librarians. To find out more, call the American Library Association at 800-545-2433.

School library media specialists can find professional support from the Association for Education Communications and Technology (AECT) which provides information about audiovisual materials and copyright questions by calling 202-347-7834.

College Programs

In the United States, two educational routes and college programs teach librarianship. Programs that award a Masters Degree are available at many state and private universities, though not in Montana. A Masters in Library Science (MLS) prepares post-baccalaureate librarians and professional training typically requires 36 graduate semester credits. Some programs take two years of full time study following a B.A. or B.S. degree; others are delivered so that students can attend graduate school for three summers to complete the Masters degree. In some states people with an MLS can work in school libraries; other states, such as Montana, require that school librarians also possess a teaching certificate.

Prospective school librarians often acquire a library endorsement for their teaching certificate during their undergraduate studies by completing a library minor or, after graduation, by returning to college to complete a program which adds a library endorsement to their teaching license. In Montana, the Board of Public Education accredits college programs in Montana, so that completion

of these programs allows you to work as a school librarian in Montana's public schools. Library minor/endorsement programs are presently available at Western Montana College of The University of Montana in Dillon, at Montana State University in Bozeman, and at The University of Montana in Missoula. For teachers who are returning to college to acquire certification for library work, some of the programs offer library courses that are also taught in the summer. Workshops on storytelling or children's authors or computers in libraries are presented during times when the public schools are not in session.

In addition, you can learn more to help you work as a school librarian by taking some correspondence courses. Classes such as "Children's Literature," "Young Adult Literature," and "Cataloging of Library Materials" are taught through distance learning programs offered from the University of Utah, the University of Idaho, and other Western states' outreach programs. A list of such courses can be obtained from the college library director at Western Montana College. If you intend to become certified as a school librarian, before enrolling in correspondence courses, you should determine whether a Montana endorsement program will substitute specific correspondence courses for classes taught in their program, since the Montana teachers certification process requires completion of a program approved by the state.

Finding Information in Journals about School Library Issues

Professional journals are full of articles and information of interest to school librarians, from how to select the best CD-ROM reference encyclopedias to how to convince your school administration to increase your acquisitions budget to how to respond when school library reading material is challenged by people who want to remove it from the school library. Among the journals read by most school librarians are: *School Library Journal: The Magazine of Children's, Young Adult and School Librarians* for articles about issues concerning school librarians and many reviews of new books, reference materials, videos, computer programs; *The Hornbook Magazine: Recommending Books for Children and Young Adults* for articles about reading and reviews of the best new books for young people; *School Library Media Activities Monthly* for activities and creative ideas to help students learn library skills; *The Book Report: The Journal for Junior and Senior High School Librarians* for ideas to encourage reading; and *Emergency Librarian*, a Canadian journal for teachers and librarians who work with young people. Other publications such as *School Library Media Quarterly* and *Computers in Libraries* include articles about topics you may want to consult in your research about school libraries issues.

Library Literature is an index to journal articles and books about libraries and librarianship and is similar in format to the *Readers Guide to Periodical Literature*. It lists articles under subject headings such as School Libraries, Young Adults' Literature-Book Lists, Children's Literature-Evaluation, Internet, Collection Development, Bibliographic Instruction-Elementary and High School Students and is a gold mine for finding articles written for librarians. Your college libraries have this index and can obtain for you the articles you identify. InfoTrac's Academic Index, a computerized index to journal articles, also lists articles from some library journals.

ERIC (the Educational Resources Information Center) is part of the U.S. Department of Education and maintains a huge database of information about education, including an index to journals about education.

Handbooks

Practical handbooks for librarians are produced from time to time, with information about resources for school librarians. For example, in 1991, the American Library Association published *The Whole Library Handbook: Current Data, Professional Advice, and Curiosa about Libraries and Library Services*. Bowker is a large publisher of indexes and other reference materials for libraries and each year compiles the Bowker Annual, with data and information about libraries.

Other handbooks and manuals can assist you, for example, in cataloging school library materials. *Commonsense Cataloging: A Cataloger's Manual*, by Rosalind E. Miller and Jane C. Terwillegar could help a school librarian get started

Other useful compilations are published by organizations and associations of teachers. The National Council of Teachers of English (NCTE) publishes bibliographies or lists of books recommended for school students. Typical of their helpful compilations is *High Interest, Easy Reading: An Annotated Booklist for Middle School and Senior High School*, 7th edition, 1996. The National Council of Teachers of Mathematics, National Science Teachers Association, and the National Council for the Social Studies review materials and help to identify good selections for school libraries. The Council for Exceptional Children (703-620-3660), the publisher of the journal *Teaching Exceptional Children*, provides information about teaching materials and resources for handicapped and gifted children.

You can find other lists and handbooks that assist the professional school librarian by consulting the index *Library Literature* for recently published materials or by browsing through a college library catalog, especially of colleges that teach courses for school librarians. LaserCat or the WLN database of cataloged items in hundreds of libraries is a source for identifying such material. With a modem, you can dial up the catalogs of the college libraries in Montana and see what each library has in it. For instance, by dialing 406-683-7820, you will receive a local> prompt on your computer screen. Type in *telnet rankin.lib.umt.edu* and you will be able to call up the catalog of materials at the Mansfield Library in Missoula at the University of Montana or the catalog "Dawgpac" at the Western Montana College library. Interlibrary loan departments at any of the college libraries would be happy to mail you materials you find in the college catalogs. The Internet is also an easy way to connect to college libraries and find resources to help school librarians.

Book Challenges

The *Intellectual Freedom Manual*, published by the American Library Association, and the staff of the American Library Association are available to help when your school or its library become the focus of challenges to material or ideas that are available in the library or as part of the

school curriculum. Call them for information and assistance (800-545-2433, ext. 4223). The National School Boards Association (703-838-6722) also gives practical advice when censorship efforts challenge textbooks. The National Education Association (800-229-4200) can offer guidelines on handling complaints. The Freedom to Read Foundation and the International Reading Association are concerned with this issue. Your best allies are other Montana school librarians. The Montana Library Association and the professional librarians at Montana State Library can help you get in touch with others.

Montana Library Association

School librarians are an active part of the membership in the Montana Library Association which meets annually. Members of MLA receive the quarterly publication "Montana Library Focus" which can also be found on the Internet :

<<http://www.lib.montana.edu/homepages/notess/focus.html>>

Get in touch with this association, telephone 406-447-4343, to learn how it can make your job as school librarian more interesting and help you find solutions to day to day problems.

About the Author

Charlene Loge is interim library director at Western and has taught courses in the library media teacher education program there. Ms. Loge has served on the Dillon City Library Board of Trustees and holds a Masters in Library Science from Catholic University of America in Washington, D.C.
