Collection Evaluation in a School Library Media Center:

An In-Depth Look at the Dewey 700s Class

Jennifer Perry

L651 – Evaluation of Library Resources and Services

Dr. Nisonger

April 28, 2006

During volunteer work in an elementary school media center, it was noticed that the Dewey classification area covering arts, crafts, music, and recreational sports, (the 700s), seemed to be somewhat older and less used than the others in the generally well-maintained collection. Anecdotally, on several occasions students had been encountered searching for recreational reading materials in the sports section. They inquired after books about newer sports teams, or newer sports such as inline skating, that the library did not have. A few students rejected older books because they showcased players who were no longer stars of the game.

With the permission of the library media specialist, it was decided that an evaluation of the 700s collection would be conducted. The purpose of the evaluation was to determine whether the data would support the theory that this Dewey class was underused and could benefit from weeding and the purchase of new materials. More specifically, information was sought on the average age of the 700s class, whether those materials were underused by patrons, and whether the materials in the collection were of good quality, as measured against authoritative lists.

Setting

The library media center that is the focus of this evaluation belongs to Childs Elementary School in Bloomington, Indiana. According to the Indiana Department of Education "School Snapshot" website, Childs's library media center currently serves a school population of 482 students in Kindergarten through sixth grade and about 35 teachers and instructional staff. The school is located in an area of above average socio-economic status; only 7% of students receive free or reduced price lunch, a standard

measure of poverty in schools. The school population is 80% White and the largest minority group is Asian, at 9%. Childs is consistently given a four star rating by the state of Indiana, indicating that the school is in the top 25% of all Indiana public schools in four categories, including I-STEP (state mandated achievement testing) scores and attendance rates.

The library media center collection consists of 14,465 unique titles and 21,469 volumes. Twenty thousand five hundred fifty-eight volumes have circulated during the current school year, covering the period of time from August 24, 2005 to April 24, 2006.

Literature Review

Although the available literature on library collection evaluation is sizable, locating academic studies that address collection evaluation in school libraries specifically is not an easy task. Most of the literature targeted toward library media specialists comes in the form of practical "how-to" guides, not scholarly studies. Given that school library media centers are usually smaller collections and that media specialists are busy serving as teachers as well as collection managers, it is perhaps understandable that media specialists have published few rigorous studies on evaluation.

The only example of a data-driven study located during this literature search was that of Willcoxon (2001). This study focused on only one aspect of collection evaluation, teachers' perceptions of the quality of the collection. Surveys were used to measure this perception of quality both before and after a large project of weeding, purchasing new materials, and rearranging the collection. It was demonstrated that teachers' perceptions improved after the project was completed.

Although not academic studies themselves, several articles and book chapters regarding collection evaluation in school libraries warrant mention. Doll and Barron (2002) advocated the use of automated library systems for data gathering and discussed the use of average collection age and bibliographic list checking (among others) as methods of collection evaluation in school libraries. Also included was a detailed description of different random sampling techniques.

Doll (1997) discussed the advantages and disadvantages of list checking and collection age for evaluation purposes. This article made the point that it is also important to evaluate how well the school library collection supports the school's curriculum.

Kerby (2001) focused mainly on the evaluation of collection age and comparison to standard bibliographies. This article's practical approach stresses how to use the data collected to communicate the needs of the school library to administrators and advocate for additional funding.

Given the difficulties in finding academic research in the specific area of school libraries, it was necessary to branch out into the literature of collection evaluation in general. One study that was found to be particularly interesting was Elzy and Lancaster's (1990) study involving the children's book collection at a university library. In this study, the researchers used a combination of approaches to evaluate the quality of the collection. First, a standard checklist was created from four bibliographies of recommended books for children and this list was checked against the library's holdings. Second, an inductive sample was taken from the library's shelf list and checked against the complete collected titles mentioned in those same recommendation sources. It was

possible to rate the quality of each item in the inductive sample based on the number of sources in which it could be located. As the authors stated, "The bibliographic sample served as a guide to areas in need of attention, while the inductive study confirmed that more attention must be given to making quality selections" (p. 9).

Lundin (1989) described the advantages and potential problems with the use of bibliographic checklists. She also stated that this method of collection evaluation was particularly well suited to smaller libraries, which would include most school libraries, and cited examples of "standard lists" that were suitable for creating checklists.

Another work of interest was a book chapter on the analysis of collection use by Lancaster (1993). This study discussed several measures of use, including calculations of relative use and turnover rate (uses per item per year). Lancaster writes of relative use,

> A heavily underused class may be just as disturbing as one heavily overused. The class appears not to be of much interest to the community. This may reflect changing interests over time. On the other hand, it may indicate that the selection of books is just not a good one. Perhaps the library…owns too many books that are out-of-date and should be discarded. It is possible that use of the class would increase substantially if it were thoroughly weeded and more attractive, up-to-date items added. (p. 60)

Methodology

It should be noted that the methodology used in this evaluation is completely collection-centered. It would be of added benefit to follow up this study with user-centered measurements, such as a survey of patrons. In future studies, such user-centered

measurements could be incorporated in order to help decide which Dewey class would most benefit from evaluation.

Finding Average Age

Data collection began by running a Dewey Divisions Report using the media center's automated circulation system. The first measure taken was to determine the average age of the 700s collection and to see how this related to the collection as a whole.

The average age of a collection has the advantage of being easy to calculate. In this case, the average age of the 700s class was generated by the automated library system in the form of a Dewey Divisions Report. The number generated for average age is easy to understand and can be paired with local examples of outdated materials to provide a powerful argument for funding to update the collection.

Several studies (Doll, 1997; Kerby, 2001; Doll and Barron, 2002) have shown that the average age of school library media center collections is around 20 years. While it is important to remember that books vary in their useful life spans, many areas of a collection, such as science and technology, could certainly be considered outdated at 20 years old.

However, using the average age can oversimplify the diversity of the collection by reducing it to one number. This can be somewhat alleviated by calculating the average age for smaller, rather than larger, collection divisions. This strategy would also help to focus whatever increased funding might be forthcoming into the areas where it would be most beneficial.

Finding Relative Use

The relative use of the 700s class was of interest, since it was suspected that the 700s class might be underused and therefore require corrective measures. Circulation and collection data were also found on the Dewey Divisions Report produced by the library's automated system. The relative use of the class was then determined as described in Lancaster (1993), by comparing the percentage of the overall collection and the percentage of the overall circulation this class represented. According to Lancaster, if the percentage of circulation is significantly lower than the percentage of the collection, the section in question is underused and could benefit from weeding and focused acquisitions (p. 61).

Intuitively, it seemed that variations of relative use within the 700s class could remain unseen. In order to test whether the overall pattern of relative use held true for smaller divisions of the 700s, their relative use was also calculated. Again, using the library's automated system, *Surpass,* with some additional help from an online program from Follett called *Titlewise,* the circulation and collection percentages represented by each 10s division (710s, 720s, etc.) were compared. It was expected that some 10s divisions would be much more heavily used than others; for example the 740s seemed anecdotally to have a higher circulation due to the popularity of drawing instruction books.

> Lancaster (1993) encouraged investigation of relative use because it can reveal "differences between actual and 'expected' (in a probabilistic sense) behavior. Suppose, for example, that books on physics occupy 12% of a particular collection. Probability alone suggests that physics books should

> account for 12% of the circulation. If they do, that portion of the collection is behaving exactly as expected." (p. 58)

Deviations from this expected behavior could indicate either overuse or underuse of that portion of the collection.

Relative use measurements have the advantage of being easy to carry out in today's environment of automated libraries. Once the percentages are at hand, deviations from the expected norm are easily identified. A disadvantage of relative use statistics is that they only point out where problems may exist. They do not provide any concrete remedies; instead it is up to the librarian to look more closely at that section of the collection and identify the cause of the problem and potential solutions (Lancaster, 1993).

Finding Turnover Rate

Both Lancaster (1993, p. 60) and Bradburn (1999, p. 14) suggest employing a measure of use known as "turnover rate," which is determined by dividing the number of circulations in a prescribed time period (in this case, one school year) by the number of items in the Dewey class. This provides a snapshot of the average number of circulations per year for the class in question.

Lancaster (1993) states that "what is of interest is the turnover rate for various parts of the collection," not the collection as a whole, or even large parts of it such as all of nonfiction. This is because the turnover rate for a large part of the collection can mask discrepancies between smaller divisions (p. 61). Therefore, turnover rate in this evaluation was calculated not only for the 700s class, but also for each 10s division. It

was hoped that this would demonstrate exactly which areas of the 700s class were in most need of attention.

The data for calculating the turnover rate was gathered from a Circulation Analysis report compiled by the automated circulation system. This report provided the raw circulation numbers by volume, however, it was necessary to add up circulation counts for each 10s division manually. Despite its limitations, the automated report makes this evaluation method fairly simple, especially compared to looking up each title's circulation history in a card catalog, or even an online public access catalog (OPAC).

Evaluating Quality

During the next stage in the evaluation, attention was turned from quantitative to qualitative measures. An adaptation of Elzy and Lancaster's (1990) method of combining a standard checklist with an inductive checklist was employed.

The use of standard bibliographies as checklists is a well-documented method of assessing the quality of a collection and has several advantages. List checking is simple to do, although it can be time consuming. It is not difficult to find respected "best books" lists intended for use in school libraries. As Doll and Barron (2002) point out, standard bibliographies "represent the collective, professional opinion of knowledgeable librarians or media specialists about which titles could be appropriate for a school library collection" (p.40).

There are drawbacks to the use of checklists, however. Standard lists are general in nature and do not take into account local needs, which can hamper their usefulness to

individual libraries. A bibliography is limited to those items in print at the time it was written, anything either very new or old enough to have gone out of print will likely not appear; in certain areas of the collection, classic titles that are out of print may still be considered essential to the collection. Lists are subject to any biases their compilers may bring with them to the recommendation process. It is often necessary to judge what constitutes a match between the list and the collection; for example, will an older edition be counted? Lastly, the results of a checklist evaluation are subjective and can be difficult to interpret, since the evaluator must decide what percentage of "hits" indicates a good collection (Dennison, 2000; Doll, 1997; Doll and Barron, 2002; Lundin, 1989).

> Another potential problem with the use of a standard checklist evaluation is that it "can perhaps indicate what a library should own, but does not, but tells us nothing about items a library does own but perhaps should not…Goldhor proposed a different approach in which the collection is checked against the bibliographies rather than the bibliographies being checked against the collection." (Elzy and Lancaster, 1990, p. 2)

Checking the inductive shelf list sample against three bibliographic sources provides a further indication of quality if the title is found on more than one list. However, there are some drawbacks to the inductive method, as well. With an average age of over 20 years, most library collections will contain many books that are now out of print and therefore no longer found on recommendation lists. It becomes necessary to determine whether or not this is an indication that the title has outlived its usefulness.

In order to gain as much information as possible about the quality of the 700s collection at the Childs library media center, both a standard checklist and an inductive

checklist were used. During both standard and inductive list checking, searching began with the title. Author searches were used if the title search was unsuccessful, in order to catch titles that may have been misspelled or otherwise missed. Older editions of the same book were counted as a match.

Standard Checklist

Systematic random sampling was used to create a checklist from three authoritative recommendation sources: *Children's Catalog,* 18th addition and its supplements (CC), *The Elementary School Library Collection* (ESLC), and *Best Books for Children: Preschool Through Grade 6* (BBFC). None of these sources had been used for collection development in the media center. The selection tool preferred by the library media specialist in this case was *The Horn Book Guide.*

The recommendations from these three sources amount to a combined total of 1,812 titles in the 700s class, including some duplicates. A random number generator found at http://www.random.org/nform.html was used to select the number 17 for a starting point. Every fifth item following the seventeenth was selected, for a total sample size of 362. Duplicates in the sample were replaced by selecting the item immediately following its second occurrence (Doll and Barron, 2002, p. 21-22).

This checklist was compared to the library media center's OPAC to determine how many of the items on the checklist were owned by the library. Due to the random nature of the sampling and a fairly large sample size, the resulting percentage of "hits" in the sample would be expected to generalize to the percentage of "hits" in the entire list of recommended titles. (Doll and Barron, 2002, p. 16).

Inductive Checklist

An inductive checklist was created by applying the same sampling procedures to the library's computerized shelf list of 793 volumes in the 700s class. In this case, the randomly generated starting point was the fifteenth item in the shelf list. Every fourth item was selected, for a total sample of 195 items. This checklist of items owned by the library was compared to the entire combined list of recommended titles from CC, ESLC, and BBFC. Again, the resulting percentage of items found in the sample is likely to approximate the percentage that would be found in the entire 700s shelf list.

Results

Average Age

From the Dewey Divisions Report, the average age of the entire nonfiction collection was determined to be 20.6 years, very close to the national average. The 700s faired less well, with an average age of 23 years, placing it near the bottom of the rankings for Dewey classes in the particular library (Figure 1). The average age does fluctuate within the 700s class, from a fairly young 17 years in the 720s and 770s to a dated 36 years for the two titles in the 710s (Figure 2). Five of the ten divisions within the 700s are 30 years or older. Some of these books may still be useful, especially in areas that do not change rapidly. For example, Lee J. Ames has written many "how-to-draw" books that are decades old but are still recommended and very popular with students.

However, areas such as sports and hobbies may change significantly in 20 or 30 years. Having several books about newer recreational activities such as inline skating or

newer sports teams such as the Charlotte Bobcats would increase student interest in this area of the collection.

Figure 1

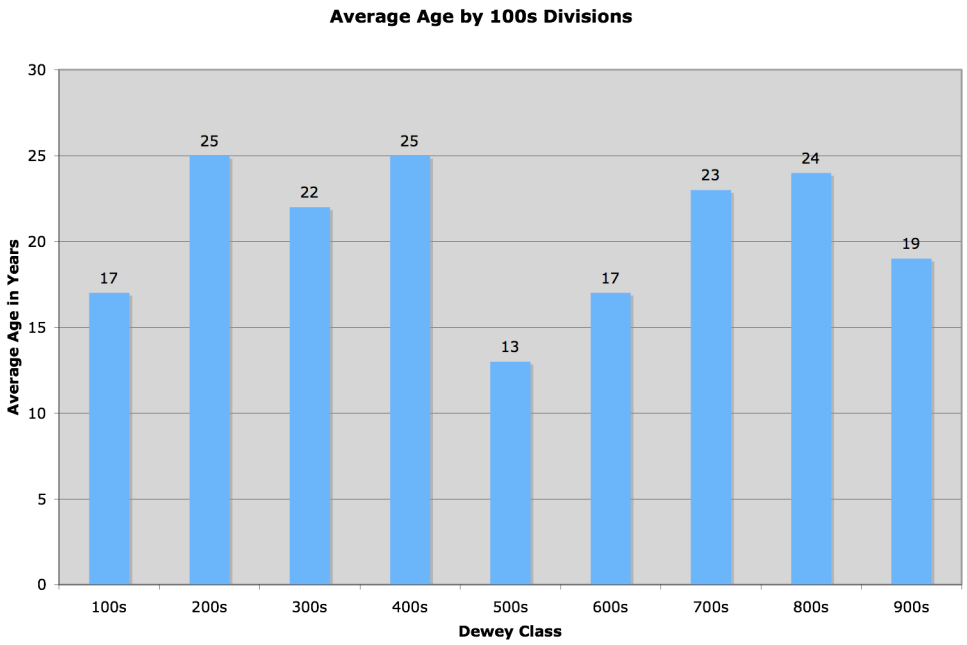
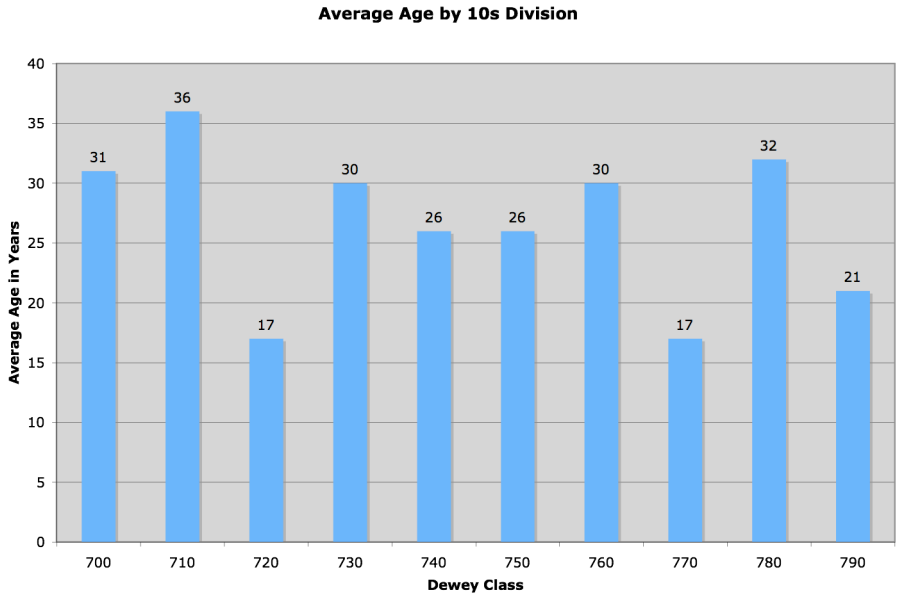


Figure 2



Relative Use

The evaluation of relative use revealed that the 700s made up 3.9% of the overall library collection and represented 4.1% of the overall circulation. Using only this data, it would appear that the relative use of the 700s collection was actually in balance with the collection as a whole. In fact, it could be described as very slightly overused, though probably not by a significant amount. However, when the 700s division is broken down further to the 10s divisions, interesting trends emerge.

The circulation of volumes within the 700s collection varies dramatically, ranging from a low of zero volumes circulating in the 760s (graphic arts, prints) to a high of 540 volumes circulating in the 790s (recreation, sports, performing arts). The 790s division alone accounts for approximately 65% of circulation in the 700s class. Obviously, the perceived balance in relative use at the higher Dewey division is misleading (Table 1).

Even within the 790s, for example, circulation is not consistant. Two hundred eleven volumes (46%) account for all use in that category, while 247 volumes did not circulate at all during the school year in question (Figure 3).

Figure 3

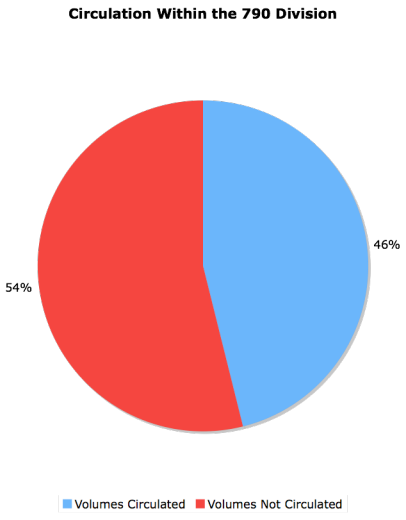


Table 1 – Relative Use Analysis by Dewey 10s Division

	Collection		Circulation		Relative Use *
Class Division	**Number of Books**	**% of 700s Collection**	**Number of Items Borrowed**	**% of 700s Circulation**	
700	34	4.25%	4	0.47%	underused
710	2	0.25%	2	0.24%	balanced
720	14	1.75%	11	1.30%	underused
730	33	4.13%	41	4.86%	overused
740	159	19.9%	239	28.35%	overused
750	21	2.63%	2	0.24%	underused
760	11	1.38%	0	0%	underused
770	6	0.75%	1	0.12%	underused
780	62	7.75%	12	1.42%	underused
790	458	57.25%	540	64.06%	overused
Total	**800**		**843**		
700s class represents:		**3.9% of total collection**		**4.1% of total circulation**	

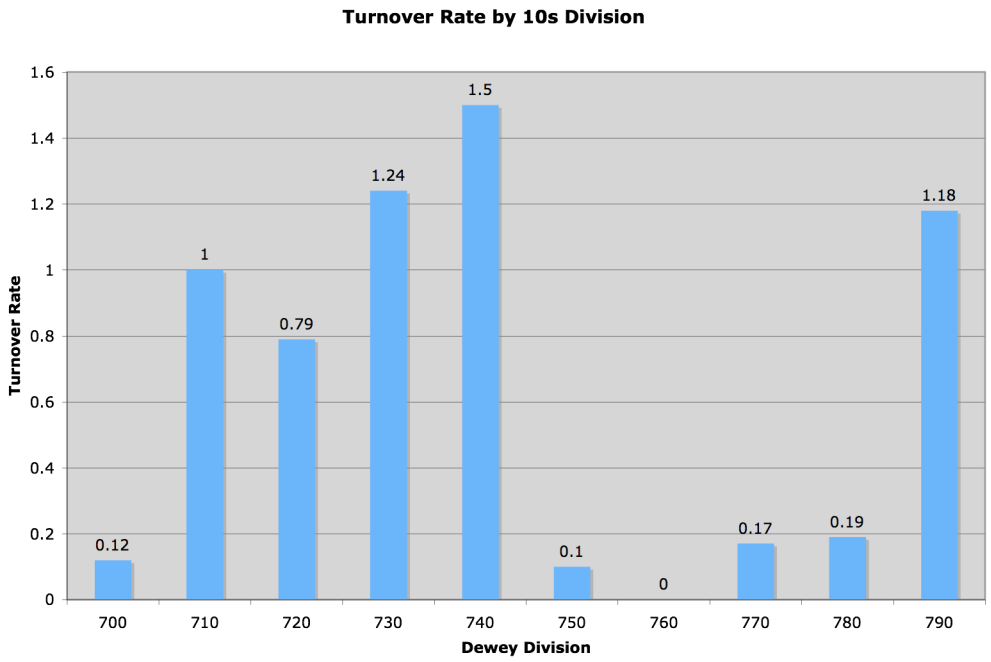
*see figures for degree of over- or underuse

Turnover Rate

As with relative use, turnover rate varies widely between the 10s divisions (Figure 4). The lowest turnover rate was zero for the 760s (graphic arts, prints) and the highest was 1.5 circulations per volume per year for the 740s (drawing and handicrafts). An interesting difference is visible between the turnover and the relative use statistics. The 790s have the highest relative use, but the 740s have the highest turnover rate. This could be attributed to the fact that the 790s division contains 458 total volumes, 247 of which (54%) are not circulating at all. The 740s division has the same percentage of items not circulating (54%), but its total number of items is far lower at 159 volumes. In the 790s,

the circulating items are spread more thinly over the large number of volumes, lowering the turnover rate.

Figure 4



The results of the relative use and turnover rate evaluations show some complex interactions that will probably require evaluation on a volume-by-volume basis within some divisions. All is not as it appears at first glance. Some items are circulating many times, enough to disguise the fact that over half of the volumes in some divisions are not circulating at all. Although there was at least one exception, Lancaster's (1993) statement that "turnover rates correlate well with relative use" generally holds true (p. 61).

Standard Checklist

Checking the "best books" checklist against the library's OPAC revealed that the library owned only 42 titles (11.6%) out of the 362 randomly selected titles on the checklist. Twenty of the 42 "hits" came from the *Children's Catalog.* This source is updated with supplements yearly and therefore has the most current entries of the three bibliographies. This currency may have allowed up any recently purchased titles in the 700s division to be counted. However, due to their age, most of the items in the 700s class would no longer be in print, thus driving down the overall percentage of "hits."

It is difficult to judge exactly what percentage of the recommended titles a library should own, but less than 12% seems lower than desirable. It is possible that these lists do not accurately represent the needs of this particular learning community and that other high quality titles have been purchased instead. If this is not the case, it may be helpful to update the collection.

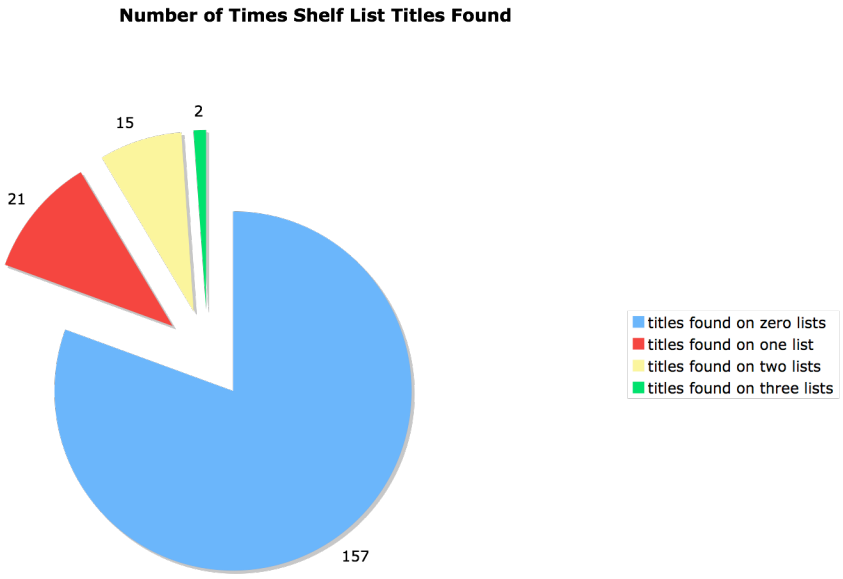
Inductive Checklist

When the inductive sample was checked against the entire combined list of items from the three bibliographic sources, it was discovered that 19.5% of the items in the library's 700s class were recommended in at least one source. Only two items were found in all three sources, while 15 were located in two of the sources (Table 2, Figure 5).

Table 2 - Inductive Sample Results

	Number of titles
Source:	
In all three sources	2
In two of the sources	15
In CC only	11
In ESLC only	2
In BBFC only	8
In no source	157
Total	**195**

Figure 5



It should be noted that 17 items in the inductive sample were biographies of sports players and artists that had been relocated to the 700s by the library media specialist. The items were moved in order to increase student access, since students were looking unsuccessfully for these books on the 700s shelves. There was no chance these items would be found in recommended titles for the 700s, so they were removed from the sample to avoid biasing the results. The next appropriate item on the shelf list replaced each of these 17 items.

The percentage of "hits" for the inductive sample was higher than for the standard checklist sample. This is encouraging, because it shows that the collection contains a good percentage of high quality items. Again, deciding what percentage is "good" is a subjective decision, but nearly 20% is certainly getting closer.

Recommendations

It would be next to impossible to update an entire Dewey classification area at one time, unless one had more than the usual staff and book budget. A more manageable approach to improving the 700s collection would be to start with one or both of the most heavily used divisions, the 740s and 790s. A list of unused titles could be created from the circulation report and each title on the list could be evaluated using criteria such as currency and accuracy of information, physical condition, and whether it is likely that the item's use would increase if it were displayed or otherwise promoted. Items that do not meet the chosen criteria should be weeded from the collection.

Betty J. Morris (2004) suggests guidelines for weeding based on Dewey classifications. In regard to the 700s she says,

> Keep handsomely illustrated sources of art, music and fine arts. Keep arts and music histories. Some materials may be irreplaceable. Heavy use materials need to be considered for replacement or rebinding. Keep current stamp and coin catalogs. Some hobbies may need updating. Sources on sports need to be current with duplicate copies available. Remove sports and recreational materials as interests change. (p. 521)

After weeding, it would be advisable to compile a consideration file of titles that could be purchased when monies become available. Although it would not be necessary to use the recommendation sources from which the evaluation samples came, they would easily suggest titles for consideration.

As the updating project progressed into other divisions within the 700s, different challenges would emerge. Some areas of the 700s suffer from the opposite problem of the bulky 740s and 790s. Consider, for example, the problems posed by the two lonely volumes in the 710s. It will be necessary to consider how many volumes on topics of civic and landscape art the curriculum and local interests would support. It may also be more difficult to find reviews and recommendations for titles on these topics.

If it were felt that the inductive evaluation conducted here did not fairly represent the quality of the collection, one remedy would be to compare the inductive sample to other school libraries with respected collections. This would provide another perspective on what is considered a “good” 700s collection (Elzy and Lancaster, 1990, p. 5).

Loertscher and Woolls (1998) recommend a strategy for improving the school library collection that is known as collection mapping. They define a collection map as "…a graphical representation of the strengths and weaknesses of a library collection" that is aimed at non-librarians, especially those who administer the media center's funding. Using images instead of lots of data communicates the library's needs in efficient shorthand that is more likely to get the attention of an audience. The librarian can use the map as a visual aid for quickly determining budgeting priorities (p. 18-19).

While Loertscher intends this method to encompass the entire collection, it seems just as well suited for use within one portion of the collection, such as a Dewey class. After evaluation and weeding has taken place, creating a collection map for that class, divided into the 10s divisions, would help to prioritize needs and guide purchasing decisions.

Problems Encountered

The first difficulty encountered in conducting this evaluation involved the way information is organized in *Best Books for Children*. While *Children's Catalog* and *The Elementary School Library Catalog* are both arranged by Dewey classification number, BBFC is arranged by subject headings that do not exactly correspond to Dewey classes. This made it difficult to determine which titles in BBFC were appropriate for use in the evaluation. In the end, the headings that accompany the Dewey numbers in ESLC were used to locate sections of BBFC that corresponded to those Dewey numbers. The following sections of BBFC were included in the evaluation.

Art and Architecture p. 695-699

Music p. 710-716

Performing Arts p. 718-721

Crafts p. 1119-1132

Hobbies p. 1133-1140

Jokes, Puzzles, Riddles, Word Games p. 1141-1144

Sports and Games p. 1150-1168

Even within these categories, however, some sections had to be eliminated. For example, BBFC lists cooking and gardening under Hobbies, while Dewey assigns them to the 600s with home economics and agriculture.

BBFC lists a Dewey number at the end of most nonfiction entries, allowing for confirmation that it belonged on the checklist for 700s. However, some entries did not have a Dewey number listed, and occasionally the number would appear to be incorrect. For example, one entry for a book about basketball was assigned a number in the 200s with religion. (While some in Indiana might agree, it was more likely a typographical error.) This presented a dilemma. Should only the items with Dewey numbers in the 700s be used for the evaluation? How should titles with no number be handled? What if the number seemed to be inaccurate?

Since this source contains a huge number of recommended titles, it was impossible to second-guess each one. Therefore, a compromise was adopted wherein items selected for the checklist that had Dewey numbers outside the 700s were not used, even if it seemed an unlikely classification. In these cases, the next title in the list with a 700 number was substituted and counting continued from the originally selected title. If the entry had no number at all, a judgment call was made based on the title and the CIP

data located on Amazon.com, if such could be found. If the item seemed to belong in the 700s, it was added to the checklist. If it did not, the next appropriate title in the list was substituted and counting continued from the originally selected title.

Another problem arose that involved gathering data from the library's automated circulation system, *Surpass*. While data at the 100s level were readily available, it proved difficult to extract collection data at the 10s level. On the recommendation of a library media specialist, Follett's online *Titlewise* collection evaluation program was used to provide this more detailed information. Using *Titlewise* required uploading the library's collection data to *Titlewise* and printing a report that provided the age, number of items, and percentage of the collection for each 10s division. Combined with the circulation analysis of the 700s class from *Surpass,* enough information was obtained to calculate relative use at the 10s level.

Although it did not dramatically effect this evaluation, it is worth noting that a comparison of the circulation or collection data with past years was not possible. The Monroe County Community School Corporation changed automated systems at the end of the 2004-2005 school year and the data from the previous system is no longer available.

What Was Learned

The first thing that comes to mind when reflecting on this evaluation project is the length of time it required and the amount of data that had to be organized. Keeping good records and having a clear strategy turned out to be much more essential than was anticipated.

With that said, however, this project was beneficial experience in terms of actually putting into practice several of the methods that were presented in class readings and discussions. Also, by focusing on a school library and actually conducting the evaluation project, it was possible to practice skills that will be used in later evaluations.

The task of creating a checklist from more than one source, and even having difficulties with one of those sources, was beneficial. It is certainly worth knowing which recommendation sources do not work well for list checking. Also in this theme of learning from the difficulties, learning to use the *Titlewise* evaluation program was worthwhile, as this tool was previously unknown to me.

The necessity of breaking the collection down into smaller pieces for closer analysis quickly became apparent. Very different conclusions might be drawn from only 100s level data.

References

Bradburn, F. B. (1999). *Output measures for school library media programs.* New York: Neal-Schuman.

Children's catalog (18th ed.). (2001). New York: H.W. Wilson.

Children's catalog: Annual supplement to the eighteenth edition (2002). New York: H.W. Wilson Co.

Children's catalog: Annual supplement to the eighteenth edition (2003). New York: H.W. Wilson Co.

Children's catalog: Annual supplement to the eighteenth edition (2004). New York: H.W. Wilson Co.

Children's catalog: Annual supplement to the eighteenth edition (2005). New York: H.W. Wilson Co.

Doll, C.A. (1997). Quality and elementary school library media collections. *School Library Media Quarterly, 25,* 95-102.

Doll, C.A., & Barron, P.P. (2002). Gathering and analyzing collection data. In *Managing and analyzing your collection: A practical guide for small libraries and school media centers* (pp. 15 – 58). Chicago: American Library Association,

The Elementary school library collection: A guide to books and other media, phases 1-2-3 (22nd ed.). (2000). Newark, N.J.: Bro-Dart Foundation.

Elzy, C., & Lancaster, F.W. (1990). Looking at collection in different ways: A comparison of methods of bibliographical checking. *Collection Management, 12*(3/4), 1-10.

Follett Library Resources, Inc. (2006). Titlewise: Online collection analysis. Retrieved April 25, 2006, from http://www.flr.follett.com/login/?side=W

Gillespie, J. T. (2002). *Best books for children: Preschool through grade 6.* Westport, Conn.: Bowker-Greenwood.

Indiana Department of Education (n.d.). School Snapshot. Retrieved April 21, 2006, from http://mustang.doe.state.in.us/SEARCH/snapshot.cfm?schl=6187

Kerby, R. (2001). How old is your school library media center collection? *School Library Media Activities Monthly, 18,* 22-24.

Lancaster, F. W. (1993). Evaluation of the collection: Analysis of use. In *If you want to evaluate your library...*(pp. 51-74). Champaign, Ill.: University of Illinois, Graduate School of Library and Information Science.

Loertscher, D.V., & Woolls, B. (1998). *Building a school library collection plan.* Hi-Willow Research and Publishing.

Lundin, A. H. (1989). List-checking in collection development: An imprecise art. *Collection Management, 11*(3/4), 103-112.

Morris, B. J. (2004). *Administering the school library media center.* Westport, Conn.: Libraries Unlimited.

Willcoxon, W. O. (2001). Collection evaluation in a Georgia elementary school: A look at the process and resulting change in teachers' perceptions of its quality and usefulness." *Knowledge Quest*, 29(5), 23-29.