**Reading Log:**

**Part I**

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LIBR-266: Collection Management

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Chapter 1: Description of Library Building and its Collection

Boyce, J. I., & Boyce, B. R. (2001). A reexamination of shelf organization for children’s books. *Public Libraries, 41*(5), 280-283. Retrieved from [http://www.ala.org/pla/ publications/publiclibraries](http://www.ala.org/pla/%20publications/publiclibraries)

(3 pages of content)

This article published in *Public Libraries* was written by Judith I. Boyce, a Youth Services Librarian at the West Baton Rouge Parish Public Library (Louisiana), and Bert R. Boyce, a professor at the School of Library and Information Science at Louisiana State University. In this article the authors argue that special shelf arrangements of materials in public libraries, specifically that of children’s materials should be classified and shelved to meet the needs of the users of such materials instead of existing classification and shelving schemes. The two major schemes for cataloging of children’s materials are Library of Congress (LC) or Dewey Decimal Classification. Despite this, the authors of this article argue that there is no reason to use alternative shelving and cataloguing arrangement to benefit users of children’s materials. In fact, many libraries today already deviate from “standard” cataloging and shelving classification schemes. The authors point to examples of libraries that use specialized schemes for their fiction or biography sections in adult sections, and picture books in children’s sections, which make clear that alternative shelf arrangements are not uncommon in public libraries. The authors point to five benefits of classifying and shelving children’s materials by subject. These include better evaluation of the collection, the ability for users to locate substitute materials locally when the item they are searching for isn’t on the shelf, expanding the search capability of users by locating like-items, reduced retrieval time of items, and better browsing for users. The authors then go on to provide a specific case study at the West Baton Rouge Parish Library (WBRPL) and their experiences with using a new classification scheme for their children’s picture book collection. These items were grouped together and shelved alphabetically by author, which led to low circulation of the collection and need for frequent assistance by staff. After creating a new detailed classification system, which was largely guided by the needs of users (parents and children), the collection saw much higher use.

This article presented very interesting information on how to both classify and shelve children’s materials in ways alternative to the standard systems we normally see in libraries. The authors made a good point that most public libraries already deviate in some way from such standards, so implementation of further alternative schemes shouldn’t seem too far-fetched. The case study presented really highlighted just how effective such a switch could make in terms of use of the picture book by the community. What is I think is crucial to take away from this example is that if such a switch could make in terms of use of the picture book by the community. What is think is crucial to take away from this example is that if such a custom classification scheme is to be implement at library there are two key components to ensuring success. First, library must collect a lot of information from library users and the community to determine what the best categories are to use. This is important to ensure that these categories and the way they are shelved are actually useful and relevant to users. Second, implementing of such a system will take a lot of time initially, but will pay in dividends in the future. Additionally, such implementation will required much open communication between staff in different departments to ensure ease of transition to the way new things are done. I found this article to be very helpful in thinking about the way that library materials are presented and classified to best meet the needs of users, and how alternatives to standard classification schemes provide interesting ways to do so.

Clark, R. (2008). Impact library access with bold use of color and space. *Library Media Connection, 27*(2), 16-18. Retrieved from <http://www.librarymediaconnection.com/lmc/>

(3 pages of content) ♦

This article, written by Rosey Clark, Head of Youth Services at Mathew Memorial Library in Virginia, provides several helpful and cost effective tips for librarian and libraries with limited resources to refresh their physical spaces to make them more appealing to users. Clark argues that these types of changes not only make physical library spaces more attractive, they also make access better for students and staff. The author’s main suggestions for cost-effective updates are to add color, rearrange furniture, add signage, display, and weed. She suggests that adding color can physically brighten a space and make collections more appealing. Colors that are currently trending with youth can be determined by looking at popular websites, watching shows, or visiting stores frequented by this group. Clark also provides tips for librarians to use the types of office supplies they already have on hand to create professional looking signage with popular word processing programs. Weeding and displays can help to highlight the collection and to generate excitement about it. Displaying artwork made by students also makes clear that this is their space and can also provide pops of color. Lastly, Clark provides advice on how to present information for needed to revamp physical areas to administrators to garner support and funding. She emphasizes that these changes should be framed in terms of providing better access for library users.

I really enjoyed this article because it provided very useful tips that can be used by most libraries because they don’t require too much time and money. All of the suggestions provided by Clark are very practical in nature, which I found a welcome change from the rest of the readings in this section, which focus mainly on philosophies towards the design of physical spaces for youth. Though Clark mainly writes this advice for school library media centers, I think that most of these tips can be easily adapted and used in children’s and teen departments in public libraries as well. I think that framing these types of enhancements in terms of improving access to library users is a very interesting one, but doing so can help to garner support from library administration in terms of future funding.

Cohen, A. (2009). Learning spaces in public libraries. *Public Library Quarterly, 28*(3), 227-233. Retrieved from <http://www.tandfonline.com/loi/wplq20#.VDNIfPldWSo>

(6 pages of content) ♦

In this article, Alex Cohen, a library space planning and technology professional, argues that the future of library design must incorporate more learning spaces to accommodate collaborative technology as this is an important component of a library space, rather than just a temporary trend. Cohen argues that learning spaces are seen by many community members as one of the main functions of the library. Cohen notes that changes in technology are changing the way that library buildings are being used. One big change is the collaborative nature of work, and Cohen notes that library must also change meet this use. Cohen defines learning environments as “seating areas which support group work as well as individual research. They also include seating for homework, job seeking and training program support” (p. 228). He argues that in order to create buildings with these learning environments, libraries must strategically plan for these spaces in new library buildings, additions, and renovations. Older libraries that have not been designed with these learning environments in mind do not meet these needs of library users who have come to expect them. From the planning work of library space that Cohen has been involved in, he has gained much insight into the needs of users. For example he notes that it has been revealed from focus groups that “lack of meeting spaces is limiting the effectiveness of the institution as a community center” (p. 229). These libraries would like to see less of a focus on books and more an emphasis on flexible, learning spaces. As time continues to pass, and technology continues to become more collaboratively demanding, library users will expect their community institutions to support these needs through their physical spaces.

This article was interesting to read because it is from the perspective of a library space planner, and not necessarily from a librarian or library itself. The article makes clear that of the way that technology has definitely changed the way that individuals in our community work together. I haven’t seen much discussion about this particular topic before, but my experience working in a public library is enough to know that users are increasingly flocking to our spaces expecting collaborative learning spaces. This article is important as many of aging library facilities that currently exist begin to be rebuilt and/or renovated, as these flexible learning spaces, such as study rooms, must be incorporated into the design of these buildings, otherwise they will lose relevance to the community and will be endangered of becoming obsolete.

Fasick, A. M. (2011). Changing library buildings to meeting changing needs. In *From boardbook to Facebook* (pp. 89-99). Santa Barbara, CA: Libraries Unlimited.

(11 pages of content) ♦

In this chapter from *From Boardbook to Facebook,* Adele Fasick discusses the history of library buildings to not only meet the changing needs of children, but also how the library has transformed how they view their purpose in these children’s lives and reflected this mission in physical library spaces. Fasick notes that children’s departments in libraries did not initially start off with an easy welcome in public libraries in America. The physical design of children’s department reflects the particular philosophies and values of libraries, and changes in these over time have been seen in the style of spaces for this population. From 1900-1920, libraries were seen as extensions of school, and children were expected to read quietly in these spaces. Because of the focus on books and reading, young children were not expected to use these spaces. From 1920-1940, more progressive educational methods were used and public libraries functioned now more as extensions of the home. These spaces were more comfortable and welcoming than before, and preschool aged children became the focus of library programming. From 1945-Present, libraries embraced open-plan buildings which encouraged transition between children’s and adult departments. After 1980, library staff became more receptive to popular culture and library design and décor reflected this shift. Today libraries have broaden their functions beyond just a place where children can come for services, materials, and programming. These functions include schoolroom, safe haven, surrogate home, club/community center, place for cultural programming, and provider of artistic and craft experiences. Fasick goes on to argue that new collaborate media has shift the idea of a library not just a place but also a space for information and entertainment accessible from outside the building itself. These have spawned the idea of digital libraries, which at the moment still mostly function as supporting the physical library building. Today Fasick argues that libraries function as hybrid libraries, which vary by how many print and digital sources they provide access too. Fasick believes that in the future libraries will continue to work toward becoming “seamless” blended libraries in order to meet the new demands and needs of young library users.

I am a firm believer in the idea that in order to move forward in the future, we must know from where we have come. This chapter provides a thought provoking discussion of how the values of libraries in the past were reflected in the physical spaces they provided for children. What I think is important to keep in mind with the discussion in this piece is that we have to recognize that this change is continuing to happen, and much in the same way that the design and spaces for children in libraries have changed, this must and will happen with the library spaces we have now. This change is happen more in the realm of the idea of the library as not just a physical location but also a digital space that can be accessed by users elsewhere. As such, it is important to consider not just the design of the physical library spaces, which of course continue to be important, but also the digital spaces libraries occupy and present to users. We must be cognizant of this change and not fight against it, but rather understand how we can adapt, change, and redesign in order to continue to be relevant in the lives of our users and our communities.

Feinberg, S., & Keller, J. R. (2010). Designing space for children and teens in libraries and public places. *American Libraries, 41*(11/12), p. 34-37. Retrieved from <http://www.americanlibrariesmagazine.org/>

(4 pages of content)

In this article, Sandra Feinberg, director of Middle Country Public Library, and James R. Keller, a director of library planning and design for Vietta Architects and Engineers, discuss the importance of designing spaces for children and teens in libraries to meet their needs and to align with the mission and values of those libraries. The authors argue that how a library setting is designed can affect how children, teens, and their parents and caregivers feel about the library itself. A well designed library that meets the needs of these library users can have a big influence in not only how these users see and use space, but it will also make a big impact in how they approach and see the library in the future. Specifically the authors argue that “the successes of public libraries tomorrow may well lie in our ability today to serve young children, their families, and teens in a healthy, appropriately designed environment” (p. 34). The authors also believe that design goes beyond just the physical space of the building, but also intuitive spaces, which they define to mean, “what the dynamic of the interactions in the space will be affects how the space, its content, or its habitation will influence users in their daily lives” (p. 35). What the crucial to the planning of such design is the extensive gathering of information, not just from the community and library users, but also about the library’s core philosophies, mission, and goals. These must necessarily be reflected in the design of the building. Additionally, these values of the library must be conveyed through open and honest dialogue and communication with the designers, planners, and architects of the space to ensure that what is created truly is a reflection of them. The authors also note that the library staff is important in all of these steps, and must time, effort and dedication is needed by all. The authors provide some suggestions in determining what needs may be unmet in the community to children and teens. These include learning what other resources exist for youth in the community, analyzing community visioning or other plans, collection demographic information from census reports, contacting school districts and parent organizations, and researching the history of the community.

This article is provides good insight and reasoning why the design of library spaces must take into account a variety of factors in order to meet the needs of children, teens, and parents. I think the argument that the authors make that creating positive and welcoming spaces for these populations in the community go beyond just satisfying immediate wants and needs, but can actually have a much longer-term effect in the psyche of these groups. I also thought it was interesting to be presented with the idea that design isn’t simple about the physical space of the library building itself, but also how the dynamic of flow into the everyday lives of users is equally as important. As with most planning of anything having to do with a library, taking consideration of the libraries mission, values, and goals is just as important to design as any other aspect. I hadn’t really thought about how important it is for library design to reflect these important aspects of every library, but this presentation by the authors helped me to understand why this must be done. I also found the suggestions by the authors in examining the community in which the library is a part of very helpful, as I hadn’t considered the impact the library could have in meeting some of the unmet needs of the community by identifying them through data gathering.

Greiner, T. (2005). Collection development and shelf space: A proposal for nonfiction collections. *Public Libraries, 44*(6), 347-350. Retrieved from [http://www.ala.org/pla/ publications/publiclibraries](http://www.ala.org/pla/%20publications/publiclibraries)

(4 pages of content)

In this article, Tony Greiner, a librarian at Portland Community College, presents an argument and methodology for the allocation of shelf space for materials based on how much they are used. Greiner begins the article providing a brief literature review about materials that mention various justifications for shelf allocation of materials, but basically concedes that not much information or research has been done about this particular topic. Greiner then discusses the concept of weeding, and how it is usually performed by librarians. He makes defines a problem that is the result of this standard approach to weeding- that areas that are used more and therefore have larger amounts of material are more heavily weeded than less used areas, therefore creating an imbalance. Essentially he notes that areas that are popular or grow in popularity are weeded to a higher and more frequent standard to keep up with the demand for limited shelf space. As such he believes that “patrons will find more depth in the parts of the collection that are *not* as popular as areas of high interest” (p. 348). Greiner presents a solution for this imbalance specifically for nonfiction areas that can be arranged by Dewey Decimal classification system, by calculating how many certain areas are used relative to the entire collection, and in-turn determining how much shelf-space should be allotted to areas. He argues that this will build library holdings that are more proportionate to user demand, and provide more adequate collections to the actually wants and needs of library users. Greiner states that the best time to do this analysis of the collection to determine the proportionate amount of shelf space is when the library collection is moved to a new building or when the library is full. He argues that reallocating spacing to the needs of users can have the benefits of increasing circulation and create a good case for library support and future funding.

Greiner’s formulas and arguments are very logical in terms of providing more space for items on shelves that are actually used more. What is very important in this reallocation of shelf space is the need for the gathering of a lot of information, such as circulation statistics, number of materials, etc. in order to determine what specific areas are being used heavily. Because public libraries are living organisms that change to reflect the shifts in their community, in society, and in the world, this reallocation seems like it is a process that must be ongoing. This is not a new concept in the world of collection management, as many such processes are ongoing and must be completed regularly, but I can see how this may seem daunting to librarians. Also, because this process may initially be time consuming to begin in a very full collection, shifting and reallocating of collections may consume lots of staff time and effort. Despite all of this, I think that the benefit of providing more materials and space for them that patrons actually want is important to the future success of all libraries and this technique should be adopted. I would be interested if this technique could also be used in children’s nonfiction collections, in addition to other types of collections in libraries as well.

Harbour, D. (2002). Collection mapping. *Book Report, 20*(5), 6-10. Retrieved from <http://www.librarymediaconnection.com/lmc/>

(5 pages of content)

This article is presented by Denise Harbour, a Librarian at Spearman High School in Texas. In the article, Harbour presents the topic of collection mapping and how this technique can be used to evaluate and improve collections in school libraries and library media centers. She begins the article by providing some historical information about the concept of collection mapping, its purposes, and what is generally entailed in this process. She argues that collection mapping is a useful evaluation tool to “determine the quantity and quality of the materials available in school media centers and, thus, to know exactly what materials are available for students at any time” (Harbour, 2002, p. 6). She notes that there are three main purposes of a collection map. The first is to assist with selection and weeding decisions, the second to illustrate how the collection supports the curriculum and to demonstrate this easily to all stakeholders, and third to support funding requests and for budget planning purposes. The first step of collection mapping is the collection of various data. Harbour provides helpful suggestions to go about this depending on the resources on hand to librarians. One this is done, the collection map can be created. Again, this can be done in a number of ways but Harbour suggest being creative and to make the use of charts and graphs that can be easily understood by stakeholders. The purpose of the collection map is to provide real evidence of the library collection’s strengths and weaknesses, in terms of both quantity and quality. The process of a collection map can greatly assist librarians in making weeding, selection, and budgeting decisions, and the end product can be presented to stakeholders as evidence for more support or to show success.

The technique of collection mapping seems like very useful tool that can be used by librarians in identifying both the strengths and weaknesses of a collections quantity and quality. Though Harbour presents this article mainly in terms of school media centers, I think all of the steps required in the collection mapping process can easily and effectively be modified for use in a public or even academic library. Collection mapping seems like a good way to collect important data about users and collections and creating an end product that is easy to share to stakeholders. Additionally, the findings from a collection mapping are also very useful to librarians because they can identify areas in the collection that are lacking and need improvement, which in turn can help with selection and budgeting responsibilities. Because the collection mapping technique described in this article appears so informal, it would probably be a good idea for someone wanting to undertake this task to seek more research and techniques for this in order to get a better understanding of how exactly to go about it.

Lesneski, T. E. (2012). With kids in mind. *Library Journal,* Libraries by design, 16-17. Retrieved from <http://lj.libraryjournal.com/>

(2 pages of content)

In this article, Traci Engel Lesneski, the Principal and Head of Interiors of Meyer, Scherer & Rockcastle, argues that design for children can be complex, nuanced, and subtle, as children appreciate good design as much as adults do. In this article Lesneski provides several design suggestions for spaces for children. She notes that libraries should create “layered experiences” for children that can provide many different ways for them to learn, interact, grow, and achieve. Such layered experiences can be created through providing a variety of areas, active, quiet, social, and private to give a range of ways to experience library space by children and their families. Lesneski also suggests that design of the building should be easy for families to use by making a multiuse space that can be welcoming to children and adults alike. Certain design touches such as child-height features like windows and doors can be used to signify to young users that the space is tailored for their use. Other suggestions that Lesneski provides are to provide library design that encourages exploration and wonder, places for rest and refuge, space for movement and activity, design that engages all the senses, and areas that celebrate the unique qualities and needs of children.

As an individual who is interested in working with children in a professional capacity I enjoyed that this article pointed out several qualities in children that should be celebrated and showcased in the design of library spaces for them. I especially thought that Lesneski’s advice to not talk down to children through design of spaces for them was refreshing to read. Too often I think that design of children’s spaces is formulaically driven, assuming that bright, garish, and amusing areas will capture the attention of young users. This article, written from the viewpoint of a designer of such library spaces, points out several suggestions of how these spaces can be design with beauty, elegance, and subtlety, yet still have the ability to capture the imagination of children. I also liked the idea of making library spaces multifunctional through providing smaller spaces within the whole to function and meet the various needs of children. Such design recognizes and respects that children can appreciate good design, and that the library owes it to these users to provide it to them.

Pisarski, A. (2014). Finding a place for the tween: Makerspaces and libraries. *Children & Libraries, 12*(3), 13-16. Retrieved from <http://www.ala.org/alsc/compubs/childrenlib>

(3 pages of content) ♦

In this article, Alyssa Pisarski, a recent graduate of the University of Michigan, School of Information, discusses the importance of libraries to meet the needs of the recently identified tween group. Pisarski notes that this group was first identified around 2001 by the marketing and advertising industries, but that it is important for libraries to also acknowledge the importance of this group by making a place for tweens. The author argues that “many libraries struggle to engage tweens, who fall between the cracks of the children’s room and the young adult area” (p. 13). She believes that a way to create both physical and creative space for this particular group in libraries is through specifically designed makerspaces. Pisarski defines makerspaces as, “a community of makers that come together to create by sharing tools, skills, and knowledge- creating a place to learn a new skill, to become a creator, to connection with a community and build friendships, or to gain access to specialized equipment” (p. 13). The benefits of these makerspaces are that they can allow libraries to engage with tweens, without much constraint on already shrinking budgets, staff, and physical space. These makerspaces for tweens can be either permanent or temporary, and can be personalized to meet the interests of a library’s tween patrons. Engaging tweens and creating a strong patron base may also have the added benefit of creating lifelong library users and supporters. The author argues that makerspaces can help to balance the physical barriers of children’s room which make use of childish themes aimed at young children and can turn off tweens.

This article is an important one because it identifies a gap in creating a dedicated place and space for the emerging tween demographic in libraries. There are potentially several solutions and creative ideas that libraries can use to solve this gap, but in this article the author specifically highlights the benefits of makerspaces to do so. I like the idea presented in this article that makerspaces can be unique and tailored to the specific interests and needs of the tween population in the community, while at the same time still logistically making the creation of makerspaces feasible in libraries. Makerspaces seem like a great way not only to engage the tween population, especially as they may feel especially out of place in children’s departments and rooms, but also is a way to highlight to this group that the library is invested in their wants and needs by providing a physical space to address these within the library itself. As time continues to pass and the needs of this tween population group, I think that library’s will continue to address these and to properly incorporate physical spaces in facilities for this group.

Chapter 2: Collection Development Statement and Rationale

Alabaster, C. (2010). Developing a core collection policy statement. In *Developing an outstanding core collection* (pp. 23-45). Chicago, IL: American Library Association.

(22 pages of content) ♦

Carol Alabaster discusses in Chapter 2 of her book, *Developing an Outstanding Core Collection*, how to specifically develop a collection policy statement for such core collections, in addition to some of the ways that this type of statement differs from a more traditional format. At the beginning of this piece Alabaster delves a bit into the concept of a core collection, which she describes as the best works in their subject areas or genre. Books in this collection are collection centered, “meaning that core selection is accomplished in comparison to an external standard of bibliography” (p. 36). Alabaster then goes on to outline two different types of collection development policies. The first she describes as a collection development statement as mission statement. She argues that these statements are “essentially an elaborate mission statement providing basic information about the scope of the library” (p.30). She argues that this type of document usually includes the library’s mission, some general goals, and popular ALA documents such as the Library Bill of Rights, and essentially serve as a “public relations document” (p. 30). Alabaster believes that this type of policy statement, while useful to present to the public, are less helpful for library staff and provide “little practical assistance to the librarian attempting to select titles” (p.32). Instead she proposes the collection development policy statement as buying plan to perform this role for library staff. This document is meant for internal use only, and most importantly outlines what is expected of library selectors. This document must be reviewed and updated regularly, unlike the collection development policy as mission statement. Alabaster argues that this policy is especially important because of the unique nature of core collections, which do not follow the standard procedure of compiling such a document. For example, a core collection’s titles are all created equal, there is no attempt to create balance amongst subjects, and there are no restrictions on what to include or exclude in a core collection. These differ from general collections in many public libraries which are generally use centered, whereas for core collections this isn’t the primary concern. As such policy and procedures for weeding, evaluation, and selection all must be clearly outlined in the manual. At the last part of this chapter Alabaster provides an outline for such a policy statement, and includes a sample statement for a fictitious public library.

Prior to reading parts of this book, I had never heard of the concept of a “core collection” before, and I was honestly quite shocked by what the author proposed. From the textbook readings we have had in class so far, and from my own experience as a public library employee, I find it very different to have a collection based solely on quality, rather than use or user needs/wants. While I don’t think that an entire collection should be based on only use, I do think it is a very important factor in public library collections, especially when the public entrusts us with funds to select the best materials for it. Rather, I think that selection of collections should be a mix of both use based and collection based, to provide a more balanced collection. I think this all goes back to the quality versus user demand debate, which I don’t think is going to be resolved anytime soon. Instead I think that providing a mix can give a bit of the best of both worlds. Despite this, I still found Alabaster’s outline of a selection policy for a core collection very interesting, and I think it will be especially helpful for those who want to create a selection policy that is more of a mix as I describe previous. Whether selecting books based on use or collection, the policies and procedures of what is entailed is crucial in a collection development policy statement. Alabaster’s chapter provides an excellent outline and alternative approach to such a document for this unique type of collection, which isn’t really addressed in other library literature. Ultimately, I think that a selection policy should both be a mix of the mission statement type described by the author, and as a buying plan. Again, the public expects transparency from organizations such as public libraries, so having a document just for PR seems to not be holding up our end of this relationship. Instead, I think that both staff and the public can benefit from one document that entails both of these important aspects of a public library collection development policy.

Demas, S., & Miller, M. E. (2012). Rethinking collection management plans: Shaping collective collections for the 21st century. *Collection Management, 37*(3/4), 168-187. Retrieved from <http://www.tandfonline.com/toc/wcol20/>

(18 pages of content) ♦

In this article authors Samuel Demas and Mary E. Miller discuss the changing role of collection management plans in present day in which many academic libraries are transforming into share print repositories. The authors note that physical space of academic libraries continues to shrink, and that many of these institutions are partnering with each other to share print collections for the sake of creating more physical space, while still retaining access to important print collections. Because of this trend towards shared print repositories, the authors argue that “the very meaning of *collection* is undergoing fundamental change, prompting questions about how core elements of collection management must be reenvisioned in a collaborative context” (p. 169). Because of the importance that cooperation plays in the sharing of collections between institutions, the authors note that collection management plans are more crucial than ever to clearly define the roles of local libraries in relationship to the collective collections. The authors note that the management aspect of such a plan should be the emphasis in these emerging collaborative relationships, whereas historically there has been more stress on development end of collections at local institutions. The authors define this management as “the set of decisions and activities made after items are already part of library collections, including collection consolidation, transfer to storage, weeding, preservation, format mitigation, deduplication, and a range of other activities” (p. 171). They argue that libraries in such collaborative relationships should take the time to write formal plans because they can serve as a “practical framework for decision making locally and will provide a strong foundation on which to build as libraries being to manage their collections collectively” (p. 171). Lastly, the authors describe in detail how to write such a collection management plan, and discuss each of the individual parts they believe to be crucial to it.

Though this article focuses mainly on the new roles and responsibilities of academic and research libraries that are parts of collaborative shared print repositories, I still felt that as someone mainly interested in public librarianship that this was an important piece to read and consider. First, I believe that some of the issues that face academic libraries could be things that public libraries may also face in the future. For example, it is mentioned in the article that a benefit of being a part of a collaborative resource sharing group for libraries is that physical print collections can be weeded heavily, which creates room for study areas and more technology upgrades. Many public libraries are also feeling this crunch of trying to provide room in often aging facilities for new technologies, while still maintaining space consuming print collections. Perhaps the future will see share print repositories for public libraries, similar to those that academic and research libraries are a part of. If so, the challenges faced by these local libraries of creating collection management plans that encompass not only their roles, procedures, policies, and responsibilities in house but also as parts of a large cooperative organization could be ones that we must grapple with in the future. Nonetheless, this article presented the topic very clearly, and makes a strong argument about the necessity of collection management plans for libraries part of shared print repositories and provided an excellent outline and pertinent questions that need to be covered as these institutions create such plans.

Kennedy, J. (2005). A collection development policy for digital information resources? *Australian Library Journal, 53*(3), 238-244. Retrieved from [https://www.alia.org.au/ publications-and-news/australian-library-journal-alj](https://www.alia.org.au/%20publications-and-news/australian-library-journal-alj)

(6 pages of content)

In this article, John Kennedy from the School of Information Studies at Charles Sturt University discusses the issue of whether current hybrid print and digital library continue to need collection development policies, of if they are a thing of the past. Kennedy begins this article discussing collection development policies, and their history of popularity both in the United States and in Australia. Kennedy notes that some may think these collection development policies may seem to be out of fashion and no longer needed because they were mostly tied with print collections, whereas today’s library collections are increasingly becoming hybrid libraries of both print and digital items. He also notes that others may believe that the very concept of what collecting is, is completely different than before, therefore these policies are no longer needed. Kennedy then goes on to not only debunk these false arguments by stating that not only are collection development policies still needed in today’s landscape of hybrid libraries, they are more important than ever. One reason why they are still needed is because “if collecting occurs there is a need for management of the process” (p. 241). Because libraries receive public funding, they must be accountable for how they spend such money and must be transparent about such decisions. Kennedy also notes that the collection development policy for hybrid libraries for libraries that collect provide digital materials are especially crucial because they can provide “protection” for library staff, because they lay out the duties of these staff and the principles that govern their selection work. Additionally, because of the unique nature of digital items and unpredictable factors with the format, Kennedy argues that collection development policies are especially crucial to outline these possible future issues. For example, issues with licensing of digital materials or if and when a library might purchase a digital item instead of a print item or a print item instead of a digital one or both must also be considered and outlined clearly within these collection development policies.

I enjoyed this article by John Kennedy and the way that he debunked some of the arguments that those against collection development and management policies from the beginning of the article. In this way he was able to bring up some key points that such individuals might have against collection development policies, but instead of agreeing with them, he broke down these arguments to prove that they are false. I also enjoyed this article a lot because it deals with a trend in libraries to provide both print and digital collections, whereas I feel like a lot of articles and works I have been dealing with have mostly ignored the digital end of collection development. As such, Kennedy pointed out several ways that collection developments policies could be helpful to libraries that collect both print and digital materials. This was able to highlight some of the complexities that collecting digital materials will bring to area of collection development and management, but also how strong collection policies that outline and clearly discuss these issues can be of great benefit to libraries. I initially was skeptical about reading this article because Kennedy is based in Australia, but many of the points he brings up in this article are very relevant to libraries here in the United States. This article will definitely make me think about how I can better address the collecting of digital materials in my policy manual.

Pittman, M. G. (2010). Developing a public library policy manual. *PNLA Quarterly, 74*(4), 21-27. Retrieved from <http://www.pnla.org/quarterly>

(7 pages of content)

This article written by Mignon G. Pittman, a librarian at the Calloway County Public Library in Murray, Kentucky, discusses the importance of a public library policy manual and reviews how to go about creating one for a library. Pittman notes that these policies can guide daily operations at a library in a structured and formal way, without relying on word of mouth to pass on procedures between staff. This can be especially important when new staff is hired, when both money and time can be saved by having an effective manual that discusses the policy and procedures. Pittman outlines the main parts of a public library policy manual as including a materials selection policy, reconsideration policy, personnel policy, gift policy, patron privileges and obligations, complains, board bylaws, and emergency action. She also discusses in-depth the various steps needed to create a policy manual. The first step is to form a committee of library staff and to choose five to ten policies to go over. Next data about these policies and procedures should be evaluated by the committee. Pittman includes several examples of procedures and how they should be written and included in a manual. What is important to note about these written policies are that they are for the benefit of both staff and library users, so enough information should be outlined and included to make sense to these different groups. The last two steps of the creation of a policy manual are to present them to the Library Director for review, and then to the Board of Trustees or other library governing board.

Pittman’s article on both the importance of a public library policy manual and how to create one seem to be aimed toward a smaller public library. While many of the steps outlined by Pittman in this article are useful, I think it could be harder to implement in larger public libraries that have multiple branches, departments, and personnel. Additionally, though Pittman describes a policy manual, what actually seems to be covered in what she describes seems to be more library procedures. It would be nice to see more information geared towards non-library staff, for the sake of not just transparency of how the library does things but also why. There also seem to be several items included in this document that Pittman describes, such patron privileges, which don’t seem a bit too broad for this document. While these are certainly important policies for a library to have, perhaps they would be better suited elsewhere. I would have liked to have seen topics such as the library budget covered and included in Pittman’s description of the policy manual. Overall, I think that the information in this article is a good start for smaller institutions that don’t already have a policy manual in place, but I ultimately think that other literature should be consulted to provide a more encompassing idea of what these policies should look like.

Chapter 3: Community Assessment Methods and Survey Results

Farmer, L. S. J., (2001). Collection development in partnership with youth: Uncovering best practices. *Collection Management, 26*(2), 67-78. Retrieved from <http://www.tandfonline.com/loi/wcol20#.VDou-vldWSo>

(12 pages of content)

In this article, Lesley S. J. Farmer, an associate professor at California State University Long Beach, discusses how public libraries can work together with young people to develop their collection development policies and procedures. Farmer notes in the introduction of her article that though a large number of library services and collections are created specifically for young people, they often do have not have a say into how these are developed. In this paper, Farmer draws upon best practices and her personal experience in the field to provide suggestions of how to develop library collections that serve the needs of youth. Farmer begins by discussing the best way to uncover the needs of children and young adults. She notes that this can be done in a number of ways including keeping track of school assignments, measuring misplaced books, and through directly surveying youth themselves. Some direct methods to learn the needs of youth are paper and online surveys, and focus groups. Farmer also suggests utilizing formats already popular with youth to attract their participation, for example posting surveys online where many youth already spend their time and are comfortable. Farmer notes that young people may be hesitant to talk to librarians for a variety of reasons. She suggests ways of gathering the input of these youth including suggestion boxes or binders, a youth advisory board, and collaboration with teachers and agencies, to lessen the hesitation felt by them. Farmer emphasizes that libraries must not just gather this information, but that they can gain the trust of youth by actually acting upon what they discover. Youth who are included as a part of decisions will be more likely to participate and share their thoughts and feelings. This includes transparency about how decisions are made, and making access to policies easy. Another way to engage young people is to allow them to participate in the collection development process through things such as an advisory group. Again, Farmer emphasizes that youth should be allowed to not just have input, but should see actual results from their work, in order to be confident that the library is actually interested in what they think. This can empower teens and strengthen collection development as it is centered on users and their needs.

This article was quite enlightening to think about some of the challenges that librarians who are interested in working with youth can face when trying to best ascertain their needs and to create effective collection development plans to meet them. Farmer provides a plethora of suggestions that I can easily see incorporating into the public library where I work. Though I am an adult now, I once was a teenager and a child, and I remember what it was like to feel that adults didn’t care about what I said or thought. In library literature and in education, it is greatly stressed that we should be developing our programs, services, and collections in order to best meet the needs of our users. When we interact with young people who may be under the assumption that adults don’t care about what they think, want, or need, we have to work twice as hard to gain their trust. I definitely believe that Farmers suggestion to not just collect data about the needs of these young people, but that there should be real action that goes along with it, otherwise youth will continue to mistrust us and our intentions. I also believe that directly involving youth in some of the ways that Farmer suggests, such as through a youth advisory group, is a great way to allow them to make decisions that have a real impact in our libraries. We should be thinking of these relationships that we have with young people as partnerships in which both parties listen to each other, grow, and learn. As partners, together we can create more meaningful collections for this population and in turn, strength the importance of the library in the community.

Futterman, M., & Michaelson, J. (2012). Data rules: How mapping technology drives better customer service. *Public Library Quarterly, 31*(2), p 141-152. Retrieved from <http://www.tandfonline.com/loi/wplq20>

(11 pages of content) ♦

This article written by Marc Futterman and Judy Michaelson describes how public libraries can utilize internet-based data and tools in order to understand their communities more thoroughly and to become more customer-drive in nature. The authors begin the article by discussing the different types of ways that libraries can operate, as product-driven, market-driven, or customer-driven. They argue that libraries are usually a combination of all three of these, but that they generally seek to become more customer-driven. They define customer-drive as including “offerings, plans, or strategies motivated by customer demand or expectations” (p. 142). They argue that today’s atmosphere of tighter budgets and greater accountability require public libraries to demonstrate their relevance to communities by delivering better services based on their needs. The illustrate how focusing on market segmentation data and geographic information system (GIS) technology can be used by public libraries in a variety of ways to improve services, programs, and collections as they help libraries to better understand their communities. The authors provide three examples of specific libraries that have utilized market segmentation data and GIS technology to create unique solutions to various challenges. Using market segmentation the authors argue that “a public library can track by patron segment checkout and other relevant library-use data in order to plan marketing campaigns, develop new services…identify new patrons, increase library use…, and build public awareness” (p. 143). Combined with GIS technology, market segmentation provides public libraries with the tools needed to develop a deeper understanding of users and nonusers so that “they can develop the right collections and services to attract and retain their customers” (p. 151).

I had never heard about how libraries could utilize both market segmentation and GIS technology to better understanding their communities. What is interesting about this article is that it is written by authors who come from outside of the library field, so there seems to be a slant towards how libraries can utilize practices commonly used by for-profit businesses. I don’t think this is unusual to see in library literature today, as there seems to have been much borrowed by the business world in our environment of increased accountability, especially to our communities who support libraries financially. What I found especially interesting about this article is that unlike some of the other literature is that the process described outlines how libraries can make use of data that is already available, as opposed to collection the data themselves initially. What I think is needed when this is done is for libraries to work with those who already understand how to access and use this data for the particular solutions to the challenges discovered. In this article, the authors describe how they helped libraries to develop such solutions, which indicates that libraries may have to hire outside companies or consultants to best work with such market segmentation data and GIS technology. Overall, I think the process described in this article is an exciting prospect for public libraries to consider and user in the future to become more customer-driven.

Hamilton, J. (2007). Getting feedback by surveying residents: LaPorte County Public Library conducts a community survey. *Indiana Libraries, 26*(4), 9-16. Retrieved from <https://journals.iupui.edu/index.php/IndianaLibraries/index>

(8 pages of content)

In this article Judy Hamilton, the director of the LaPorte County Public Library, discusses the community survey process of conducted in 2006, in addition to the methodology and results from it. The article begins with a discussion of how the LaPorte County Public Library prepared to conduct the community survey. The Library hired a consultant to perform the survey, and the survey was designed together with a Library Administrative Team. 3,210 surveys were sent out to community members, and 482 were returned, which totaled a response rate of 15.5%. The consultants used Chi-square analysis to determine significance difference amongst the subgroups that they defined after an initial review of the returned surveys. The survey had some biases that are acknowledge in the article such as it was only mailed to property owners, and a majority of respondents were adults. The library conducted focus groups and interviews with community leaders in order to compensate for these biases, in order to get a more holistic view of the needs of the community. There were several key findings in the analysis of the survey data, including specific insights about internet access, library access, barriers to library use, library use, satisfaction, and service improvements. The information gathered and analyzed was very valuable to the strategic plan process, as it helped to define specific goals and objectives that they library wanted to meet in the future. It also helped the library to form mission, vision, and key success factors, and activities to specifically address the weaknesses discovered by survey results.

It was interesting to read about a specific library systems experience with one type of community method analysis, that of mailed surveys. This library used the opportunity of the creation of a strategic plan to gain more insight into the needs of the community and how they viewed and used the library itself. I thought it was interesting that the library chose to use a consultant group to both conduct the survey and to prepare a report of findings. I would have liked to have learned more of the process of how specific survey questions were formed, and how exactly survey data was analyzed. I believe not having this information makes the article slightly less useful to a library that is looking to conduct a survey in its own community, especially if the library doesn’t have the resources to hire an outside consultant to handle all the survey work itself. Despite this, it is clear of the immense value that the survey method can have to a library looking for a large amount of data from its community in order to better understand how the community views the library, uses it, and what improvements they would like to see in the future. I was surprised by the small percentage of respondents of the survey overall, and I wonder if perhaps some sort of incentive would have increased the number of returned surveys. I also would have liked to have seen an attempt to include the views and opinions of younger community members, who also have valuable input that can be used by the library. Overall, this article was good at highlighting just how much data and information can be extracted, even with a small respondent percentage, and how the library can use it to plan on improved programs, services, and collections.

Hughes-Hassel, S., & Bishop, K. (2004). Using focus group interviews to improve library services to youth. *Teacher Librarian, 32*(1), 8-12. Retrieved from <http://www.teacherlibrarian.com/>

(4 pages of content)

In this article Sandra Hughes-Hassell and Kay Bishop discuss how focus groups can be effectively used by teacher-librarians to gain valuable insight from young people, in addition to outlining the specific steps of this data collection tool. The authors argue that it is crucial for librarians to involve patrons in the development and evaluation of programs, services, and collections. The note that one effective way to learn about the wants and needs of children and young adult patrons is to use focus group data collection. Focus groups are small group interviews, usually made up of 6 to 10 people, in which participants are asked a set of open ended questions in which they can share their opinions, perceptions, feelings, and beliefs. The group setting allows focus group participants to hear each other’s responses to the questions and to reflect and express their own views. A benefit of a focus group is that it can collect a lot of data in a short amount of time, and the format allows for the moderator to ask clarifying questions which can lead to better understanding. As with any data collection method there are also challenges which include making sure the focus group isn’t dominated by one or two outspoken participants, accurately capturing the discussion, and that data isn’t reflective of the entire patron population of the library. The authors identify 9 steps in a successful focus group process. It begins by identifying the goals and objectives of the interview, choosing an interviewer, determining and recruiting participants, writing questions, holding the discussion, analyzing the data, reporting the results, and using the results. Focus groups can be used to determine a variety of things, and can be a stepping stone to developing other qualitative data collection methods such as surveys. The authors argue they are important because they allow librarians to “hear directly from those whom they serve and to involve them in the planning, implementation and evaluation of programs and services” (p. 11).

This article is written for teacher-librarians, but the content and overview of the focus group process is broad enough that is can easily be adapted for use by librarians in other types of libraries as well. Though it isn’t explicitly discussed, a good reason to use this type of data collection method is that it allows for youth to have their voices heard. They don’t often get the chance to express their opinions, thoughts, feelings, and beliefs about things, so allowing them a forum in which their voices will be heard is a positive thing. This article is extremely useful to anyone who is looking to create and conduct a focus group, especially the outlined steps and the clear discussion of each presented by the authors. This information is presented in a way that is clear and quite easy to grasp, and even those who are inexperienced with this data collection method can learn a lot from this short article. I appreciated many of the practical suggestions given by the authors about such things as where to find participants, how to conduct the focus group discussion itself, and how to analyze and organize data to determine findings. Though I was unfamiliar with this particular qualitative data collection method, after reading this article I feel a lot more confident about actually using it in a library setting to collect information from the community.

Thorsen, J. (1998). Community studies: Raising the roof and other recommendations. *Acquisitions Librarians, 10*(20), 5-13. Retrieved from http://www.tandfonline.com /toc/wzze20/current#.VDouwvldWSo

(9 pages of content) ♦

This article by Jeanne Thorsen, Manager of Community Relations for King County Library System, discusses the processes used by the system to profile library services areas in order to align services, programs, and collections with the needs of the community. There are forty unique service areas in the King County Library System (KCLS), in which over one million people are served within 2,200 square miles. In order to understand the unique characteristics of each of the service area libraries, the KCLS embarked on a process to better understand the community’s personality. This entails an in-depth look at each library to reveal its demographic information, neighborhood profile, community concerns, growth patterns, social services, business plans, and educational issues. Each fall, 4 libraries in the KCLS are chosen to be studied and profiled the following year, by a team of library subject specialists and managers. In this study the team first begins by simply driving around the area where the library is located to get a sense of the community and its neighborhoods. Next, they use a variety of sources to compile data about the community including maps, plans, local history documents, school projections, census information, interviews with agencies, and other resources. After analyzing the data into findings, the group then lists conclusions based on these and then creates specific recommendations based on those conclusions. Once a final report is drawn based on all this research, it is presented to the KCLS Board of Trustees through maps, slides, statistics, and summaries. After this copies of the report are sent to every Library Manager and Department Manager in the system, to each Board member, and to the library that was studied. The author argues that these studies are so important because they are focused on the communities and “changes are made in the delivery of services to reflect the needs of those who use the Library” (p. 12).

I enjoyed this article’s in-depth insight into how a large library system can systematically study the individual libraries that make it up in order to determine the unique characteristics and needs of it. Much of the advice that is outline in Thorsen’s article is very practical, and I can realistically see actually using some of the suggestions that she has presented in the article. I especially thought that the first step of the community profiling project of simply taking a few hours to drive around a particular community to get a better understanding of it a great idea. Speaking from my own personal experience as an employee in a public library, the lack of knowledge that even my library coworkers have about the community in which we are situated is surprising. Getting a feel of what a community is like is just one step into understanding its needs and how the library can meet them. Though Thorsen discusses the beginning steps of the community profiling process in some depth, I would have liked to have seen more of this in the later steps of the process. I felt this area was a bit lacking, and some specific methods used by teams at KCLS to draw findings and conclusions, and how these are translated into recommendations for the library would have been more helpful. Overall, I believe Thorsen’s article is a testament to the importance of understanding what makes a community unique in developing programs, services, and collections to cater to them.

Worcester, L., & Westbrook, L. (2004). Ways of knowing: Community information-needs analysis. *Texas Library Journal, 80*(3), 102-107. Retrieved from <http://www.txla.org/tlj>

(4 pages of content) ♦

In this article, Lea Worcester and Lynn Westbrook describe the importance of community information-needs analysis (CINA) in libraries and how they can go about this process to understand the needs of their communities in order to better meet them. The authors argue that a thoughtful CINA “explores community characteristics and their significance with a focus on the overall information needs of individuals rather than their use of the library” (p. 102). They note that the CINA process can benefit libraries by providing a practical mechanism to adapt to growth and change in the communities. In this article, the authors specifically highlight a set of resources that can be used by libraries entitled Building for Tomorrow (BFT). This project is a website that consists of tutorials, worksheets, readings, and sample studies that libraries can use to conduct their own CINA. Additionally, the authors also provide an interesting historical background and context, in addition to discussing the theoretical basis for using community analysis data to benefit library users. Because of the many steps involved in a CINA, the process may seem overwhelming to small libraries with limited resources. The BFT project was developed to assist small academic libraries with the CINA process, but the authors point out the resources are easily adapted to public and school libraries as well. The materials of BFT are covered three areas of CINA “planning for the study, conducting the research, and analyzing the results” (p. 105). The combination of resources available through BFT “offers convenient access to professionals who do not have the time or money to…conduct a community information-needs analysis.” These resources are crucial because they can assist libraries to meet the information needs of all community members by providing a structured way to gather and analyze data.

I enjoyed the discussion about the historical background and context of how community analysis has been used by libraries since the 1880s. This is something I had never heard before, but it shows just how long libraries have been trying to better understand their users and community environments. This article presents a unique way of studying a community that is slightly different than what I have been reading in other library literature. Instead of only studying the use of the library by users, the specific information needs of all individuals within the community are focused on. I think this makes a lot of sense, because while the library on one hand should be trying to improve services, programs, and collections for current users, it should on the other hand be concerned with those who are not using the library as well. CINA sounds like a great way to determine the overall information needs of these nonusers, which in turn can assist the library in developing goals and objectives to better meet these needs. The article’s highlighting of the BFT project was also useful, as this set of resources can be utilized by small libraries that may not have to resources to invest in a large scale CINA. I believe that there should be other such resources developed for libraries that are in this situation, but would like to better understand their community environments in order to meet their unique and diverse needs more effectively.

Chapter 4: Types of Materials Available

Braun, L. W. (2011). Now is the time: E-books, teens, and libraries. *Young Adult Library Services, 9*(4), 27-30. Retrieved from http://www.yalsa.ala.org/yals/

(4 pages of content) ♦

This article written by Linda W. Braun, a past President of YALSA and an Educational Technology Consultant, discusses e-books and how and why libraries today must develop digital collections for teens. One of the biggest arguments that Braun makes in her article is that the demand and use of e-books is not something that is going to happen sometime in the future, rather this is a reality of the present. She begins the article, which was written a few years ago, by outlining some recent news about digital materials to show their prevalence in society today. Though Braun has made the point that e-books are a reality of the library landscape today, she notes that “what might not be so clear is what teen libraries need to know and focus on to make sure they are able to build strong e-book collections” (p. 27). She outlines several foundational steps that are involved in collection development by teen librarians, regardless of the material format. These include knowing the community and continually assessing its needs and interests, talking directly with teens, using a variety of resources to locate materials, continual evaluation and assessment of the collection, and always being aware of budgetary constraints. Braun also outlines some differences that are related specifically to digital formats. These include not being able assess as easily gaps in the collection or seeing what items are circulating from just perusing the stacks, not necessarily having a direct connection with ordering and feeling disconnected from collection development, more difficulty to determine popularity, and licensing agreements in which libraries don’t own materials and have less control over access and use. Braun notes that despite this difficulties, now is the time for teen librarians to develop skills in creating strong e-book collections for users. She offers many suggestions to meet some of the challenges that teen librarians may face when developing collections of digital materials. She recommends for librarians to be part of the collection development process, to spend time understanding licensing agreements, use statistics to back up budget requests, paying attention to the e-catalog and statistics and actually browse the catalog to understand what is has and doesn’t have. Lastly, Braun notes that an important part of the development of digital materials is to use unique ways to promote the collection. Some ways include using social media to highlight titles, using QR codes in the library, and promoting books through teens who can create content like tweets or Facebook posts. Braun predicts that the use of e-books by teens will increase, which will probably decrease physical collections. She invites readers to imagine innovative ways of how increased library space can provide room for other teen activities and services in the future.

In this article Braun provides a number of compelling arguments that show just how prevalent and popular e-book use has grown, and how this use has expanded and affected libraries. Though this article was written a few years ago, I believe the majority of the suggestions that Braun outlines and discusses about the collection development of digital materials are still very useful today. Like many other articles that I have read for this reading log assignment, this one seems to be in agreement with the fact that though so much has changed in libraries recently, some of the foundational tenets of collection development are still necessary and applicable. In this article, Braun specifically notes some of these more traditional aspects of collection development with teens. Things like knowing the community, assessing their interests and needs, and actually going out and talking with and observing them seem to remain crucial aspects of collection development. This doesn’t come as much of a surprise to me, because understanding who the community is and what the need is paramount to providing them with the best collections. What I felt was a strength of this article was the discussion of some of the real-life challenges that many teen librarians face in the collection of e-materials. For example, the fact that some teen librarians may not be a part of the actually collection development of digital materials, as this may be handled by a different department. Another important observation is about the confusing nature of licensing agreements, and how teen librarians must be cognizant of these. I’m not sure how much of Braun’s prediction that a lot of physical space will be made available as time passes and more collections go digital, but I am interested to see how this develops in the upcoming future.

Bruggeman, L. (1997). ‘Zap! Whoosh! Kerplow!’. *School Library Journal, 43*(1), 22-27. Retrieved from <http://www.slj.com/>

(6 pages of content)

In this article Lora Bruggeman, Literature and Audio Services Librarian at the Downers Grove Public Library in Illinois, discusses how to develop collections of graphic novels. Bruggeman begins the article by recounting her own personal unfamiliarity with the format of graphic novels, but discusses that her on-the-job education about them has led to a greater understanding of how best to collect them at her public library. She then goes on to discuss the link between graphic novels and literacy, which she points out provide a comfortable literary experience for those who have grown up with TV and computers and that they are a good tool for reluctant readers. Bruggeman also provides a definition of what exactly is a graphic novel, as compared to comic strips. She notes that “graphic novels have continuing characters and plots and usually appear first in comic book form…or are written as one long store and published in book form” (page 24). Bruggeman then outlines 7 steps to guide librarians in the development of graphic novels: get to know the manager, get to know the publishers, get to know professional titles and review sources, start buying, process and catalog the books, promote the collection, and let ‘em at it. An interesting point that Bruggeman makes is that a strong relationship with a local comic book store is essential for graphic novel selection and acquisition for the collection. She talks about her own experience with working with a local comic book store with helping with suggestions of titles for the collection, and also purchasing items from the store that would otherwise be hard to find. Bruggeman also discusses that fact that there aren’t many review sources for graphic novels, so a strong relationship with the local comic book store is another good way to gauge materials for the collection. She also notes that browsing the shelves of bookstores is a good way to see what is new. While the author notes setting up a graphic novel collection may be initially a lot of work, library users will appreciate the work and will make use of the collection.

As a big comics and graphic novels fan, I found the focus of this article very interesting. To someone like me who already knows much about the format, this article probably isn’t going to be very helpful in developing a collection as it spends a lot of time focusing on some of the basics about the format. Additionally, I felt this article was very dated, with a lot of the suggestions probably less relevant for today. For example, Bruggeman spends a lot of time discussing the relationship between local comic book stores and libraries. While in some communities, local comic book shops may still exist, the reality is the numbers of these independent stores are diminishing because of cheaper online retailers such as Amazon.com. Additionally, graphic novels and comics are booming in popularity at the moment, so buying these titles has been easier than ever because vendors and retailers have recognized this demand. Even harder to find titles can be easily purchased online, usually from the website of the publisher and sometimes even directly from the artist or cartoonist themselves. Because of this boom in popularity of the format, review media are also responding by providing more reviews about such materials. Additionally, there are many websites and blogs that are dedicated to the review of these items, often from the perspective of librarians who are wishing to develop graphic novel collections for their libraries. I did enjoy the author’s discussion between shelving items under their Dewey numbers of 741, into their own section, as I feel like many libraries are still in the process of deciding which of these methods work best for their own users. Overall, I think this piece was mostly interesting for me to read as a piece of history, in that it really illustrates just how far graphic novel collections have come in libraries in the past 17 years, and to see what we are still talking about today.

Cooper, T. (2010). Getting the most from donations. *Public Libraries, 49*(2), 31-36. Retrieved from <http://www.ala.org/pla/publications/publiclibraries>

(6 pages of content)

Tom Cooper, Director of the Webster Groves Public Library, provides a comprehensive guide and discussion about the role of donations in public libraries, in addition to a plethora of practical information for library staff on how exactly to handle these materials. Cooper begins the article with the results of an information survey he has given to librarians whether they considered donations a blessing or a curse to their libraries. The discovered four prevalent themes through this study: donations would be more beneficial if donors understand what kind of donations can be used by libraries, the sale of donations can increase value to a library, a Friends group or volunteer workers can help greatly with donations, and lastly, the process involved with donations makes them a problem. Cooper then goes on to discuss some of these themes within the article. He beings by discussing the importance of a clear donation policy for all libraries. He notes the four main aspects that must be address in such a policy are: what kinds of donations are or are not accepted, what is done with donations, when and how are they received, and how will they be acknowledged. Next, Cooper discusses how these items should best be sorted. He argues that this sorting should be done by the same staff member, so they can build and hone their sorting skills over time. To help with sorting, he suggests donated items be placed into three general areas: items to be discarded, items for sale, items to be considered for the collection. Cooper notes that items that are donated and added to the collection are not truly “free”, rather as staff time to complete this task costs money. Cooper also points out that the library’s collection development policy should be the main guiding document in deciding whether to add a donation into the collection or not.

This article was extremely interesting and also provides a lot of useful information for libraries who need guidelines or help with donations. As a public library employee, I felt that Cooper’s descriptions of some the complications with donations were very accurate, and I really appreciated both his practical outline of particular issues that must be considered in this environment. The outline of a donation policy, what steps to consider in sorting and how exactly to sort donations, practical tips on how to set up a library sale table, and a set of standards for considering donations to be added to the collection were all excellent suggestions that are of great value to today’s public library worker. Cooper is able to effectively provide such guidelines for public libraries, while at the same time leaving room for tweaks and adjustments to meet the demands of a specific locale. Overall, this is one of the best articles that I have read so far in my reading log, because it provides tips that are actually helpful for library workers, especially with a topic that can be an confusing on to approach without any past knowledge or expertise. I certainly will be taking back some of the suggestions in this article to my own public library, and using the outline of a donation policy to create one for my group’s collection development policy.

Keller, C. (2006). Collection development: Electronic or print subscription resources? *School Library Monthly, 22*(9), 56-59. Retrieved from <http://www.schoollibrarymonthly.com/>

(4 pages of content) ♦

In this article Cynthia A. Keller, Library Supervisor for the Chambersburg Area School District in Pennsylvania, discusses the importance of a collection development plan that encompasses the acquisition of both print and electronic resources. Libraries often face a budget dilemma that can restrict whether to buy print or electronic subscription resources. Keller notes that because of this a number of factors must be considered in this decision including patron needs, quality, cost, reviews in publications, ongoing costs, relationship to existing collections, and physical space requirements. Keller then goes on to discuss some of the benefits of electronic subscription databases. These include building and supplementing existing collections, greater access and availability through computers, increasing school library media center services, improved reference service, and automatically generated statistics and reports. She also makes notes of some of the challenges of these electronic subscription databases. These include the expensive nature of these databases, access to archival materials if a subscription is ended or cancelled, limited access depending on student access to computers, and confusing licensing agreements that can be complicated for librarians to understand. Keller argues that in order to make the best decision about print or electronic subscriptions librarians can network with colleagues for recommendations in order to make better purchasing decisions, consider increased purchasing power by buying with a consortium, and evaluating the level of network and computer access in the library media center. Whether buying print or electronic resources, Keller stresses that promotion of them is paramount. One way that this can be done is to work with teachers to integrate the use of databases into their curriculums. Direct promotion to students can be done through instruction and teachable moments. Overall, Keller argues that the answer of whether to purchase print or electronic resources, or both is a decision that needs to be carefully considered by librarians in the context of the needs of students, curriculum and instruction needs, budget, and the challenges and advantages of the particular formats.

This article was specifically directed towards librarians working in school library media centers, but many of the points made by Keller seem to also be applicable to other library environments. With an increase of electronic subscription databases being made available today, librarians in all library environments must consider a variety of factors when trying to decide whether to purchase these resources in addition or in place of print ones. Similar to what has been mentioned in other articles that discuss digital materials; many of the considerations that librarians use in order to determine what to add to library collections have a common basis and application. This means that even librarians who don’t have practical experience working with these digital formats can still apply many of the decision making criteria that they have depended on before with print resources. Keller does specifically make note of challenges that seem to be specifically application to electronic resources. For example, access to network space, computers, and technical support are all unique to electronic resources, and are crucial in deciding on purchasing them or not. Ultimately, librarians need to use their knowledge of their users and the mission of the library combined with a consideration of the criteria of effective collective development, while also being aware of both the limitations and advantages of a particular format in order to make the best decisions of what to purchase. I felt this article was a good introduction into thinking about the particular complexities and challenges that librarians must face when dealing specifically with electronic subscription resources, and how to best meet these to creative effective collections for users.

Patron, S. (2006). Children’s magazines and collection development. *Children & Libraries, 4*(3), 38-44. Retrieved from <http://www.ala.org/alsc/compubs/childrenlib>

(2 pages of content) ♦

In this article Susan Patron, Senior Librarian and Juvenile Materials Collection Development Manager at Los Angeles Public Library, discusses the benefits and challenges of developing collections of children’s magazines in libraries, drawing upon her own experience at the Los Angeles Public Library. Patron argues that magazine collections for kids in libraries “pose one of the great conundrums in juvenile collection development in public libraries” (p. 39). These items in particular are “probably the most ephemeral, expensive, flimsy, difficult to shelve, attractive to steal, and inviting to mark up” (p. 39). Patron notes that librarians could choose to ignore these magazines for children in their library collections, but that these materials are too popular and demanded to do so. Despite the challenges of the format, magazines also provide many benefits to young readers. Because magazines are written on a variety of topics, and because of their less threatening content, these can help attract and inspire readership. Another benefit that Patron points out is that “some of the best magazines for kids also bolster the school curriculum and provide timely, accessible, and current information on an ever-changing world” (p. 39). Lastly, Patron argues that magazines are a power tool for public library juvenile collections that can enhance literacy, increase library usage, and delight readers of all types. She ends the article with a core list of recommended titles with brief annotations of the material covered in each.

A majority of the articles that I have read thus far for this reading log have rarely ventures into many different formats usually carried in libraries. Though this article was brief, I found the discussion of magazines for children to be a breath of fresh air to the majority of articles that have mostly only dealt with the traditional format of books. Magazines are incredible popular for adult library users, so it is no surprise that they are just as popular for children as well. This article provides a great overview to those who may be considering adding children’s magazines to their juvenile collections about the many benefits of such a collection. Though Patron’s overview of the challenges of the format of magazines was quite humorous, I would have liked to have seen a discussion of some of the ways that librarians and librarians can try to deal with and combat these. There was a brief discussion of magazines available through electronic databases, but I wonder just how attractive reading an article on a computer or device would be for children as opposed to a print magazine. Despite this, I think that Patron’s article provides a good overview about the great variety of children’s magazines that exist today, and I think her core list of titles provided at the end of the article is a good starting point for librarians who are thinking about starting their own children’s magazine collections at their libraries.

Smith, K. M. (2006). The power of information: Creating a YA nonfiction collection. *Young Adult Library Services, 5*(1), 28-30. Retrieved from <http://www.yalsa.ala.org/yals/>

(3 pages of content)

This article written by Karen M. Smith, a Young Adult Librarian at the Allen Park Library in Michigan, discusses the importance of building a young adult nonfiction collection and how librarians can best go about doing this. Smith argues that building a YA nonfiction collection is crucial because it can help to “meet teens’ emotional, intellectual, and physical needs” (p. 28). Smith goes on to discuss how understanding what is popular among teens, what is needed for school, and what reference materials will be useful can help librarians to build collections that teens will use. Smith lists a variety of nonfiction subjects that are of high interest to teens. These subjects include urban legends, Web page building, drawing, skateboarding, and music, but she notes that these popular interests can change and often vary depending on the community. She recommends paying attention to the particular interests of teens in your own library to understand what the popular trends and topics are for this population. An important area for YA nonfiction collection development is in homework help. Smith provides two scenarios that help illustrate just why having the materials YA students need and making these easy to locate are so important to how a teen views the library and if they continue to use it. She recommends series nonfictions titles such as Opposing Viewpoints, At Issue, Literary Companion, and Just the Facts as good sources to meet the homework needs of teens. Another area that is important for YA nonfiction collections are life skills books, which are needed for teens that are in the process of growing emotionally. These life skills books can help teens deal with a variety of pressing issues in their lives such as relationships with parents and friends, fashion, video games, and sex. Smith points out that it is important to make sure that YA nonfiction collections are fair and balanced by providing materials from multiple viewpoints. Lastly, Smith discusses tips and resources on how to choose YA nonfiction materials. These include talking with teachers and students in the community, and reading reviews in sources as *Booklist* and *Voice of Youth Advocates*.

This article provides a quick but solid introduction into the importance of YA collections, while also providing practical information for librarians who are seeking to develop these as well. In this article Smith mostly covers four different aspects of YA collections- popular materials, homework help, life skills, and reference. Each of these parts of a YA collection meets some of the different needs of teens, and Smith provides a good overview of the particular importance and unique issues that goes into developing each of them. In addition to this overview, Smith included a few lists of titles, but I most of the time these were just a handful and probably not very useful to librarians looking to build larger and more comprehensive collections. I instead would have enjoyed seeing more discussion and advice on actually going about collecting these items, as I feel that these tools would be more helpful to a librarian as they could have the foundational skills needed to locate the most appropriate materials themselves. There also was no discussion of digital materials, especially in the section pertaining to reference materials. Many of these reference materials are now available digitally, and teens may also be more comfortable using this format. While I think the underlying principals guiding the development of a YA nonfiction reference collection can be applied to the development of a digital collection, I would appreciate a look at some of the challenges development in this are present. Overall I feel that Smith’s article is a wonderful introduction into developing YA nonfiction collections, and that those looking to strengthen their collections could benefit from the advice given within it.

Chapter 5: Selection Procedures

Alexander, L. B., & Miselis, S. D. (2007). Barriers to GLBTQ collection development and strategies for overcoming them. *Young Adult Library Services, 5*(3), 43-49. Retrieved from <http://www.yalsa.ala.org/yals/>

(6 pages of content)

This article written by Linda B. Alexander and Sarah Miselis discusses their research of the library community and provides an interesting look at barriers that exist in it in developing collections for teen GLBTQ users. The article begins with a literature review about GLBTQ materials and their importance to young adults. This review demonstrates that “GLBTQ teens have urgent information needs and that the library is primary source in their search for information” (page 43). The authors discuss that GLBTQ users are underrepresented in library collections for many reasons. These include the misconception that having such materials is akin to endorsement of a pro-gay position by the library, and that librarians practice self-censorship or censorship by omission to avoid conflict. Additionally, GLBTQ teens may be secretive of their information needs because they are often “the target of ridicule and discrimination” (page 44). The authors also discuss that such materials are important for the identity formation of young adults. The authors conducted two surveys to two YA discussion lists to collect general information about the current status of GLBTQ library materials, programming, and challenges. The results of survey one found that some librarians felt there was no demand for these materials, when in fact the literature shows that this population is significant but may not always be visit. Also the authors found some evidence of self-censorship by survey respondents. The authors suggest that staff workshops can help to “correct the misinformation and prejudice that still exists among library professionals” (page 46). Overall the literature and study found that library materials and services to GLBTQ young adults are “generally deficient” (page 48). These services are urgently needed by this at-risk population, and libraries should be proactive about meeting the information needs of such teens.

This literature review and research study was very eye-opening about the both the information needs of GLBTQ young adults and current collections, services, and programming available for them in libraries. Many of the points found during the literature review section were things that I felt like I had an understanding of before reading this article, but they were clearly laid out and discussed by the authors in relationship to library collections. Additionally, while I am aware of the concept of self-censorship, I didn’t really think that this was something that still happened in libraries today. I found also found the results of the research by the authors to be quite interesting. The fact that many libraries don’t offer GLBTQ young adult collections because of a perceived lack of interested was very interesting, especially within the context of understanding that many GLBTQ young are not open about their information needed for a variety of reasons and because of the overall less visible nature of this population. This is probably something that isn’t considered by libraries or librarians, but should, especially if they aim to meet the information needs of the entire community. The uncovering of self-censorship within the results of the surveys was also very shocking, as I did not think that this was something that still happened today. Overall, I agree with the authors that there is clearly the need for better education about these issues with library staff. I think that this education should start in library school. I know I personally have never had a course that has discussed this topic or these issues before, so I don’t find it too hard to believe that recent graduates remain unaware of them. I definitely think this is a very important piece for everyone to read, especially those who are interested in collection development for young adults. Understanding these issues can help librarians to build stronger collections to meet the need of these at-risk youth, and to provide them with the support needed through services and programs.

Genco, B., & Kuzyk, R. (2007). 20 maxims for collection building. *Library Journal, 132*(5), 32-35. Retrieved from <http://lj.libraryjournal.com/>

(4 pages of content)

This article written by Raya Kuzyk, is a distillation of 20 collection development principles, theory, and practical from a course taught by Barbara Genco, an instructor at the Pratt Institute in the School of Information and Library Science in New York. The article begins with a statement that technology has impact and transformed libraries, and that current library school students require skills of “inquiry, investigation, and rethinking” (page 32), in order to best meet these changes. Genco does point out however that collection development, vendor relationships, ethics, and stewardship of collections continue to matter in today’s library landscape, but the nature of these will change as the environment in which they exist also continue to do so. Many of the maxims discusses by Genco involve how technology has changed the library landscape. These include the increased functionality for users through integrated library systems, use of RFID technology, prevalence of non-print and digital formats, digitization for preservation, increased OPAC functionality, increased sharing between libraries through technology, and increased licensing negotiations. Despite these changes in libraries due to technology, Genco emphasizes in maxim number 15, that library policies are “absolutely essential” (page 35). She argues that the mission of the library, its selection policy, and various methodologies and procedures that is uses for development and management must be clearly articulated to all library stakeholders.

I felt that this article gave a good overview about the current state of libraries, but I felt the focus was only peripherally on collection development. Instead of just a 20 short statements, I would have appreciated a more in-depth discussion about some of the points, and felt that others could have easily been left out. I also felt like the author did a great job at mentioning some of the big impacts of technology for libraries and patrons, but not as much on how this impacts collection development. Additionally, at the beginning of the article, the author mentions that though technology has changed a lot in the library landscape there are still many collection development basics that continue to exist, but I didn’t really see this idea covered much in the listed maxims. Perhaps the only time that I did see this was the authors mentioning that collection development policies continue to be important documents for libraries today, but she didn’t discuss why this is and what maybe has changed about such policies due the current environment. Overall I felt like the maxims listed by the author were very interesting, some of which I didn’t know about, and gave me a good idea about how technology is changing how libraries develop collections and serve their users. I would have appreciated a more in-depth look about some of the points, but I believe that this is a good quick and dirty breakdown of some of the biggest changes and trends we should be on the lookout for in the future.

Moreillon, J. (2013). Building bridges for global understanding: Cultural literature collection development and programming. *Children & Libraries, 11*(2), 35-38. Retrieved from <http://www.ala.org/alsc/compubs/childrenlib>

(3 pages of content) ♦

In this article Judi Moreillon, a former school librarian and Assistant Professor at Texas Woman’s University, discusses the need for a greater global emphasis and perspective in library collections for children and young adults in order to foster cultural competence and understanding. Moreillon begins the article with a comparison of the response by libraries for multicultural collection development to what is needed for global, international literature. She argues that “international children’s and young adult literature has a key role to play in developing our young people’s global understandings. Now is the time to enrich library collections and programs with cultural literature” (page 35). She believes that not only can such global literature collections give young people a better understanding of other cultures, but can also to help build their own cultural identities. Moreillon distinguishes multicultural, international, and global literatures. She defines multicultural literature as that which is published in the United States, and portrays non-European American cultural groups and diversity in religion, ethnicity, class, language, sexual orientation, and physical/intellectual ability. The author understands international literature to originate outside of the US, and have settings in other countries. Global literature is a term that the author uses to encompass both international and multicultural literature. The author points out that the creation of such collections in libraries are a part of competencies of the those working in the profession of librarianship, and that it is the responsibility of librarians to support cultural collection development. Considerations that the author notes in for librarians in collection development of global literature are locating critical reviews of these materials, and considering the value of these books in weeding decisions. The author closes the article by stating “with the twenty-first-century imperative for cultural competence, cultural literature and programming should have a central role in education our young people” (page 37).

I thoroughly enjoyed reading this article by Moreillon about the role of global literature in libraries, and how librarians should collection these materials for youth. I feel this article provided a modern outlook into what exactly should be considered cultural literature. There has been a heavy emphasis on mostly multicultural literature in children’s and young adult librarianship. This is evidenced by the number of awards that seek to highlight the best of these works within this area of literature. With our ever increasingly globalized world, there is clearly a need for global cultural literature, much in the same way there is the need for multicultural literature collection in our libraries. The author makes very good points that young readers of these materials can help to be more culturally competent about both the world around them and about their own lives. The author highlights several awards and organizations that exist that promote global literature for children and young adults that can help librarians to begin to build quality collections of these materials. I thought that the author’s discussion about the need for critical reviews and the very real challenges that librarians may face in locating these to be a helpful look at the realities of building such quality collections. Overall, I felt this article was a helpful in understanding how both multicultural and international literature for children and young adults can work together to promote cultural competence and understanding, and why libraries should actively work on collecting these materials them today.

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