



**Southern
Ontario
Library
Service**

A Guide to Developing a Collection Plan

LIBRARY DEVELOPMENT GUIDE # 6



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Southern Ontario Library Service
A Guide to Developing a Collection Plan
The Library Development Guide Series

Developing a Collection Plan

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The Library Development Guide Series

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INTRODUCTION TO COLLECTION PLANNING

Everyone who works in public libraries knows that at the centre of every public library is the collection of library materials. The **ODLIS —Online Dictionary for Library and Information Science** by Joan M. Reitz, posted at http://lu.com/odlis/odlis_c.cfm, defines a library collection in this way:

“library collection

The total accumulation of books and other materials owned by a library, cataloged and arranged for ease of access, often consisting of several smaller collections (reference, circulating books, serials, government documents, rare books, special collections, etc.). The process of building a library collection over an extended period of time is called collection development.”

The key is that there is a process to building this collection. Collection development, then, is the process of building or improving a collection of library materials through the selection of appropriate materials, acceptance of gifts, weeding or withdrawing materials. The collection development process can just happen based on a series of unrelated decisions, but is best done when there are written documents, that articulate how collection development will happen in your library. These documents include the Collection Development Policy and the operational collection development plan. It is the development of this written collection plan which will be the focus of this document.

a) Setting the groundwork

The **ODLIS —Online Dictionary for Library and Information Science** by Joan M. Reitz, posted at http://lu.com/odlis/odlis_c.cfm, provides the following dictionary definitions for collection assessment, collection development and a collection development policy.

“collection development:

The process of planning and building a useful and balanced collection of library materials over a period of years, based on an ongoing assessments of the information needs of the library’s clientele, analysis of usage statistics, and demographic projections, normally constrained by budgetary limitations. Collection development includes the formulation of selection criteria, planning for resource sharing, and replacement of lost and damaged items, as well as routine selection and de-selection decisions.

Large libraries and library systems may use an approval plan or blanket order plan to develop their collections. In small and medium-sized libraries, collection development responsibilities are normally shared by all the librarians, based on their interests and subject specializations, usually under the overall guidance of a written collection development policy.”

“collection development policy:

A formal written statement of the principles guiding a library’s selection of materials, including the criteria used in making selection and de-selection decisions (fields covered, degrees of specialization, levels of difficulty, languages, formats, balance, etc.) and policies concerning gifts and exchanges. An unambiguously worded collection development policy can be very helpful in responding to challenges from pressure groups.”

“collection assessment:

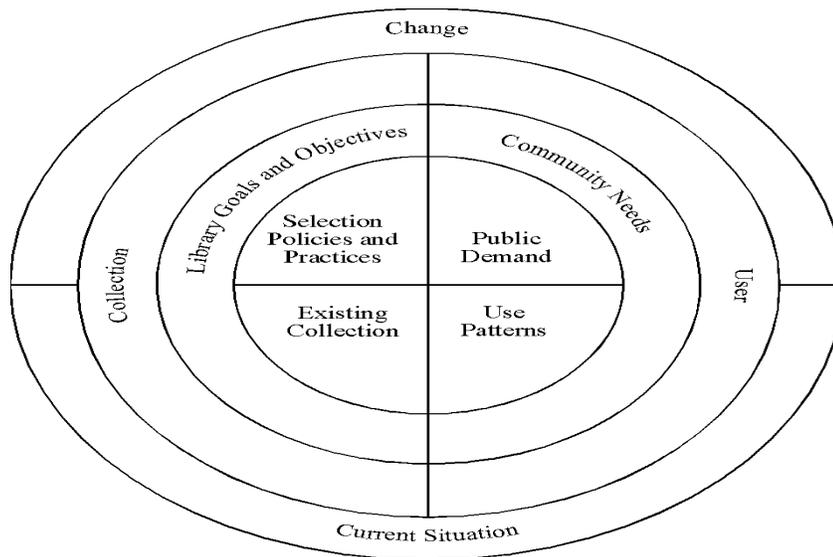
The systematic evaluation of the quality of a library collection to determine the extent to which it meets the library’s service goals and objectives and the information needs of its clientele. Deficiencies are addressed through collection development. Synonymous with *collection evaluation*.”

From these definitions, it is clear that, in the area of library collection development, there needs to be an evaluation of the community and the library collection using a systematic process. To be really useful, the systemic process and the results produced after going through the process need to be written down.

It is important to recognize that there is an ongoing interdependent relationship between various components. Library patrons are an important part of the public the library is mandated to serve. Patron use patterns and demands for specific materials represent valuable input into the materials selection process. The materials purchased and added to the collection result in certain patterns of use by library patrons. Just as valuable is information about the community at large, including demographic and socio-economic factors, which enable the library staff to balance the needs of current library patrons with overall community needs. There is always a context for collection development:

- community or audience served
- existing collection
- other collections in the region
- budget
- policies
- the long range plans of the library
- the long range plan of the community

The diagram shown here shows some of the outside influences on collection development.



The purpose in having a written collection plan is to put these puzzle pieces in one place. In the documentation for the online training program called **Collection Development Training for Arizona Public Libraries**. (published by the Arizona State Library, Archives and Public Records. 2008) there is a good summary of the purpose of a collection plan:

“Collection development (also known as collection management, materials management, or information resources management) involves the identification, selection, acquisition, and evaluation of library resources (e.g., print materials, audiovisual materials, and electronic resources) for a community of users. While it is the goal of collection development to meet the information needs of everyone in a user community, this is not ever entirely realized due to financial constraints, the diversity of user information needs, and the vast amount of available information. Nonetheless, public libraries strive to provide the greatest number of library resources to meet the information and recreational needs of the majority of their user community, within the confines of fiscal realities...”

“Collection development can be divided into two parts, both of which are addressed in this training site:

“1) **Basic functions or work processes** that virtually every public library performs during the collection development process (i.e., selection and acquisition of purchased information resources and materials, the selection of materials and resources that arrive as donations or gifts, the de-selection or weeding of materials that are deemed no longer appropriate for a particular library, the defence of the basic tenants of Intellectual Freedom in a democratic society, and activities and processes to best preserve or maintain these resources for their useful life),” and

“2) **Official written documentation** that provides the rationale to inform the collection development functions and processes for the benefit of library staff members, library governing boards, and the user community. These documents explain the principles guiding collection development activities for a specific library. To prepare the necessary documentation, a library will periodically engage in a planning process involving the community in helping to determine the ways in which the library can best meet the current needs of its potential user community, and the library will map or assess its information resources to understand the nature and characteristics of the existing collections in order to set goals and make plans to meet those goals.

They will then write and adopt an official collection development policy statement that will contain or link to a summary of the community profile information used in the planning process and reference the information resources assessment and the collection development activities and/or projects that will move the existing resource picture to alignment with the service responses selected for emphasis in the planning process. Public libraries of all sizes need to be guided by these data-rich documents that outline the principles and unique environment for a particular library and its collection development activities.”

Through this Library Development Guide, all of these elements for a Collection Plan will be explained with examples. This will include explanations of both:

- the collection policy, and
- the actions and activities required to develop the written plan.

While there are a number of options in naming the activity of writing this down, for the purposes of this publication, the term ‘collection plan’, rather than ‘collection development plan’ will be used.

b) The Rationale for having a collection plan

As mentioned in the Arizona State Library information above, official written documentation provides the rationale for collection development work. Long before all of the steps in the plan are carried out and completed, the library will benefit from the work done on each step in the development of the library collection plan. The advantages of having a written plan are ongoing and include:

- 1. Improved credibility** – The image of the library can be improved once the community knows that there is a planning process underway in the library and that materials are added to the collection according to a plan. The library is then perceived to be an efficient and business-like operation. This planning process is based on an assessment which indicates that the library board and staff have considered how they might meet the needs of the community.
- 2. Continuity**- With a written plan for the development of its collection, a library will be less affected by changes in staff than a library without such a plan. A well-prepared plan will guide new staff until they become familiar enough with the library to begin making their own recommendations and it will continue to assist those people who will be guiding your library’s development in the years to come. The written plan should show the staff clearly at which stage the library is, and what should be done to continue to make progress. New staff may make changes, but a collection development plan provides a good basis from which to work.

3. **Being prepared** - Budgets tend to fluctuate with the economic times. When a new arena or other facility is built and the tax dollars are stretched, the crunch may be felt at the library. On the other hand, sometimes there is extra money available, and a library that is ready with a plan to spend any extra money will be several steps ahead of others in the community. A flexible plan enables library boards to continue to develop collections when faced with budget cuts and also puts them in a good position to utilize extra funds from the budget or a special grant which may suddenly be available.
4. **Budgeting** - Planning allows budget needs to be projected over a period of time. By presenting the budget plans for the next five years to the municipal council, the council will be prepared for future requests. If, for example, the budget is cut for one year, council may well promise more funds next year to enable the plans to be carried out.

The existence of a well-formulated plan also shows the library board that the library's money will be well spent on materials and programs to further the work of the library.

Another rationale for having a written collection plan is that it meets the guidelines suggested by the **Ontario Public Library Guidelines**. Since 1987, the **Ontario Public Library Guidelines** have provided a framework in which small to mid-sized libraries might operate. While there are more than 140 guidelines to consider in this document, one specific guideline covers the writing of a collection plan. In the fourth edition (2007), guideline 3.2.4 states that:

“Collection plan - The library has established a written collection development plan reflecting the library's collection priorities. The plan includes long and short term objectives, as well as a buying plan.”

It should be noted that while the **OPL Guidelines** states that a library should have a collection plan, the size and format of that written collection plan is not specified. As a result, a variety of options for the writing of a collection plan will be explored in this publication.

c) Steps in the collection plan

Developing a collection should not be a haphazard process. It should not be dependent upon factors such as the nature of the books donated, what special offers various publishers have made over the past several years, and how much money was left after staff, equipment and hydro bills were paid. Neither should it be a time-consuming process with an evaluation of every purchase. Developing a collection should follow a logical process, and should be written down. For the purposes of this publication, we have organized the process into these eight basic steps:

Step 1 - Examine the local community through an assessment of the community.

Step 2 – Study the present users of the library and their interests.

Step 3 - Write a collection development policy which defines the objectives of the library's collection.

Step 4 - Assess the present library collection including print, electronic, digital and audio resources. This assessment should include a chart showing the present allocation of the collection by material type.

Step 5 - Write collection statements or profiles which describe what materials should be in the library.

Step 6 – Create long-term strategies and annual plans for the collection for the coming year, making reference to library priorities and community characteristics. This step should also include the creation of a comprehensive chart showing the planned composition of the collection by material type (e.g. print and audio books for adults, children and young adults; DVDs; electronic resources).

Step 7 – Develop a collection budget which is based on the allocation of material to be purchased.

Step 8 – Write weeding guidelines and replacement procedures to ensure proper maintenance of the collection.

It is important to acknowledge that the process will have interconnecting and possibly overlapping steps. For example, an assessment of the community might reveal characteristics or trends that could be used when the library board sets its goals and action plan for the coming year. It is also important to recognize that the collection plan is not a static document, but a dynamic document, subject to change. At the same time, a thorough, written collection plan will serve to inform the public and the library staff about the principles and criteria upon which material selections are made.

The information that follows will describe each of these steps in greater detail.

STEP 1– EXAMINE THE COMMUNITY

➔ **Step 1 – Examine the community**

Step 2 – Review of present users and their interests

Step 3 – Write a collection policy

Step 4 – Assess the present library collection

Step 5 – Write collection statements

Step 6 – Create long-term strategies and annual plans

Step 7 – Develop a budget

Step 8 – Write weeding guidelines

The key to developing the collection plan is to follow a logical sequence. The first step in the process of writing the plan is to “determine what your community looks like”. The premise of this step is that the more one knows about the local community, the better one will be able to plan for an effective collection. While acknowledging that library users are part of the local community, there is a need to examine both the broader community and the present library users in a separate way. There may be people in the local community who are not library users, and an understanding of the reasons for this should be explored. For example, do they not find anything in the existing library collection that would be of interest to them?

Every library, no matter what the size or population served, faces the challenge of matching services to both the present and the potential users. Changing public needs, tight budgets, and expanding technology have created the setting where library staff need to set priorities. The library staff and boards must set a realistic course by making informed choices about where to expend energy and money, who to serve, and how to serve them.

a) What does a community assessment include?

While an assessment of the community can also tell a great deal about the library services needed in the community, in the context of this publication, the focus will be information that relates to developing the collection. An assessment of the local community should provide **three** types of information related to collection development.

1. It provides general information about the local community, including size of various age groups, levels of education and income, and areas of interest. This information allows a library committee, the library board and staff members to determine the general needs which the collection must serve.
2. It determines the local community's library needs. These needs can be quite specific, for example, that pre-school children make up more than 15% of the population and that the library is only location for print materials serving this age group.
3. It should indicate what materials will be needed to meet the general and specific needs of the community. For example, knowing the interests and age levels of prospective users leads to conclusions about the levels of difficulty and formats to best meet their requirements.

It is important to look around at the community -- to examine community character, history, resources, and needs; to analyze community demographics and identify unserved or underserved segments of the community and those with special needs. Statistics can reveal how the community currently uses the library and may also reveal trends or changes in use patterns over time.

b) Methods of assessing the collection needs of your community

An assessment provides the basic information on the composition of the local community and its needs which are helpful in developing the collection. The methods of assessing needs could include:

- i) Collecting statistical data
- ii) Conducting surveys
- iii) Holding small group discussions or focus groups and one-on-one interviews

i. Collecting statistical data

This method of assessing the needs of a community involves gathering all kinds of data about the community served by the library. This data should include population statistics; projections for growth or decline; information about the educational and economic make-up of the community; and information from community planning documents.

Statistical records provide a wealth of general information about the entire community. In particular, **population information** is invaluable in developing a collection plan. As an example, a description of the Ontario community with a public library is provided here.

Profile- Trillium is a city situated in Ontario, about one hour's drive from Toronto with regular Viarail service. It is rich in heritage and history featuring architectural splendour, which dates back to the early 1800's. Trillium is an oasis of quiet, country life with big-city amenities, such as professional theatre, a beautiful beach and a world class marina. The community has a main branch library and two branch libraries.

The **Population** and for Trillium from the 1996 census showed a population of 16,185. In 2001 the census showed a population of 17,172 and in 2006, the population census data was 18,210. This data was obtained from the Community Profiles section of the Statistics Canada website at www.statcan.ca

In this example, by examining the population counts from 1996 and 2001 and comparing this to 2006, a library will have evidence of community growth. By examining the detailed population counts, such as increases or decreases within specific age groups within the community, the library can calculate possible implications for collection development and collection planning, using the assumption that library users generally reflect the demographics of the population.

If the census data for a community indicates, for example, that there are a high number of young children, then this information has significant implications for the collection plan. Obviously, the collection needs to include materials on parenting and picture books. Then, in five years time, these same pre-schoolers will need a well-developed elementary level collection.

A word of caution is that, at this stage of collection planning, it may be too early to simply say 'more books on parenting and more picture books are needed by this library'. After all, it is not known what the library already has in these areas. One can, however, suggest that the Trillium library should have a good collection of parenting and picture books, and that a strong elementary level collection will soon be needed. The information collected at this stage is just one piece of the puzzle that needs to be considered in the process of developing a collection plan.

Other areas of the census information can provide information necessary for building the library's collection. These areas, called 'Community Profiles' would include 'mother tongue' (first language spoken), language spoken most often at home, immigrant status, mobility status, educational attainment and occupation.

As an example, here is the 'mother tongue' information for community of Trillium from the 2006 census:

Mother tongue	Total	Male	Female
Total population	17,535	8,260	9,275
English only	16,005	7,565	8,440
French only	210	95	115
English and French	30	15	15
Other languages	1,290	590	695

Here is the mother tongue information for a township just outside of Ottawa.

Mother tongue	Total	Male	Female
Total population	13,735	6,855	6,880
English only	6,810	3,395	3,410
French only	6,160	3,100	3,060
English and French	180	85	90
Other languages	580	265	310

From this basic information provided for these two communities, it is quite obvious that the two communities would need to have different library collections, if only from the language perspective. The collection at the Trillium Public Library would focus more on English language resources whereas the library collection for the township just outside of Ottawa would need to be split almost equally between French and English materials.

The 'Community Profile' information is then part of the information used to create the library's collection development plan. In 2006, the Lincoln Public Library wrote a Collection Development Plan which included quite a bit of information from the latest census data, such as age of the population, education levels, home language and occupation. The statistical section of this plan is included as **Appendix A**.

As a comparison, the text from community profile section of the Kansas City Collection Plan (2000) is included here. Please note that the full report is posted on the Kansas City Library website at http://www.kclibrary.org/files/docs/coll_dev.pdf :

"The Kansas City Public Library was established by the Kansas City Board of Education in 1873, and remained under the jurisdiction of that Board until 1988 when the Library became an independent institution. The Library boundaries and tax base, which remain the same as those of the Kansas City School District, encompass a constituency of 257,940. Reciprocal and contractual use agreements with neighboring library districts and institutions, remote access to the Library's on-line databases, interlibrary loan and document delivery have made Kansas City Public Library's resources available beyond the metropolitan area.

"Demographically, the Library District (which includes the city's central core) consists of 58% Caucasian, 38% African American, 4% Hispanic and less than 1% other. Median income within the Library District is \$22,535. The Library system consists of a central library, nine branches, and an Outreach Services program. Two of the branches are located outside the city limits.

“In addition to providing library services to the residents of the tax district, the Library serves as a resource for the 1.7 metropolitan residents of greater Kansas City. Greater Kansas City, crossing a state line and encompassing seven counties, consists of 84% Caucasian, 13% African American, 2% Hispanic and 1% other ethnic groups and the median family income is \$33,485.

As another comparison, here is the community demographic information for the Tompkins County Library. The complete Tompkins County Collection Management Plan is posted on the library website at <http://www.tcpl.org/policies/collectiondevelopmentplan2006.pdf>. Selected pages from the document are also included as **Appendix D** with this Library Development Guide:

“Tompkins County is a mix of city and country, rural, urban and suburban. About 46 % of the population lives within the City and Town of Ithaca, while the remaining population resides in the surrounding towns and villages of Groton, Trumansburg, Newfield, Dryden, Lansing, Danby, Caroline, Enfield and Ulysses.

“User statistics indicate that registered borrowers from these communities roughly match the 2000 census figures. Forty-five percent of the 96,501 residents of Tompkins County are registered borrowers and have used their card within the last three years. Among the registered borrowers, 80% are adults, 12% children, and 8% young adults. The Library serves a diverse community, of which 14% of households speak a language other than English.

“The presence of Cornell University, Ithaca College and Tompkins Cortland Community College results in a highly educated, informed and mobile user population. While each of these institutions has fine libraries, faculty, students, and staff frequently use the public library to support their research projects and their leisure reading.

ii. Conducting surveys

While a community survey is a time-consuming process, it can provide both the staff and the board with detailed information about library use, relevance and use of the collection, the patrons and the community. If the library undertakes a community survey, and is able to use the data collected, the end result will likely be a collection that is well suited to reflect the needs of the community. It is a gratifying experience when the collection is found to match the needs of the community.

A sample community survey is included in the document ***The Library’s Contribution to Your Community: a Resource Manual***, second Edition, March 2007. This document was prepared by dmA Planning and Management Services and Southern Ontario Library Service. Every public library in Ontario was given a copy, but additional copies can be obtained from SOLS. Order information is posted at <http://www.sols.org/publications/lctyc/index.htm>

The design of the questionnaire is very important to ensure that the results would be useful for collection planning. To start, it is important to determine exactly what information is needed, for example, information on the characteristics of library patrons, what age groups use the library, and what materials they borrow might be useful.

Questions asked on the survey could include:

- Do you have a Trillium Public Library Card?
- If you don't use the library, why not?
- Where do you live in Trillium?
- Which library do you use and how often?
- Are you male or female?
- What is your age?
- Preferred language?
- Reasons for using the library,
- Which sections and/or collections do you use in the library?
- How satisfied are you with the local library collection?
- How satisfied are you with the range of available formats at the local library?
- What do you think of the knowledge and availability of staff?
- What do you think of the current hours of operation?

As a caution, some of these questions could really only be answered by users, for example, only someone who had been inside the library would be able to answer the question about the 'knowledge and availability of staff'. Questions about education level, gender, language, and age range are important in order to determine if library use matches demographics patterns.

Community surveys cannot be distributed only in the library. Some libraries have distributed surveys throughout the municipality including the downtown area or local shopping area. Some have distributed surveys through the local newspaper (as a page in the newspaper) or with another municipal mailing such as a water bill or tax bill.

The survey responses must be tabulated so that the information is shown in a useful format such as charts, tables or graphs. It is also important to summarize the significant findings from the survey.

iii. Holding small group discussions or focus groups and one-on-one interviews

Group discussions or focus groups are another valuable tool to gain insight into perceptions held by the public about the local public library. Discussions can also be used to determine perceptions about the adequacies or inadequacies of library collections. Some people's perceptions of the library may not be correct, but it is important to understand how the community views the library.

The usefulness of the focus group will depend largely upon the questions which are asked, and the groups that are interviewed. Some general questions about the community's library needs that do not appear to relate to collection development may actually provide useful collection information. For example, when asking why people do or do not use the library, one might expect answers such as "I don't read", "It's too far from my house" or "It's cheaper than buying books and records". While this type of general answer is expected, other responses might refer directly to library collections, such as "You can never get the current bestsellers" or "All the books look so old and used". Once again, these responses may indicate a trend.

The 'Community Profile' information from Statistics Canada, survey results, as well as notes taken at a group discussion can be extremely valuable in understanding the collection needs and use by the community. These forms of assessment provide the basic information on the composition of the local community and provide valuable planning information in the process of developing the actual collection plan for the library.

STEP 2– REVIEW OF PRESENT USERS AND THEIR INTERESTS

- Step 1 – Examine the community
- ➔ **Step 2 – Review of present users and their interests**
- Step 3 – Write a collection policy
- Step 4 – Assess the present library collection
- Step 5 – Write collection statements
- Step 6 – Create long-term strategies and annual plans
- Step 7 – Develop a budget
- Step 8 – Write weeding guidelines

In addition to collecting information about the community, the collection plan will also be based on the interests of those who currently use the library. Evaluation techniques fall into two main categories. One category is collection-centred, that is collecting information on holdings and checking lists to determine the collection's scope and range. The second category is client-centred that is gathering information on how clients use the collection and conducting user surveys. This step, Step 2, of the overall process of building the collection plan focuses on client-centred evaluation techniques. The interests of library users can be measured by:

- a) Collecting statistical information
- b) Conducting a survey of users.

a) Collecting statistical information

From a purely statistical point of view, the circulation statistics for the previous year can be reviewed. One could also examine the circulation by type of material, with the idea that the interests of the users would be reflected in the areas of high circulation. There can also be an examination of the worn-out items which have been removed in weeding. If an item is worn out, it usually indicates that there is great demand for that title. The questions asked of the staff can be recorded, as this can also provide information concerning the interests of the users. More information about the collection use is covered in more detail in Step 4 of the collection plan process.

b) The user survey

Community surveys are used to find out about the entire local community. The user survey, on the other hand, focuses on the interests of the present users, and is administered within the library. Analyzing responses to user questionnaires can offer great insight into user interests.

A sample user survey which focuses on the library collection is included as **Appendix B**. The survey is introduced with a sentence such as “the Library is trying to make its collection of books, magazines and electronic products more responsive to the needs of the people living in the community”.

As with the community survey, the survey responses must be tabulated so that the information is shown in a useful format and it is also important to summarize the significant findings from the survey. As an example, a series of results from a library user survey are shown here.

In this sample survey, the respondents were asked to identify the main purpose of the person's reading (Question 9 of the survey). In the survey responses to this question were as follows:

Main purpose of reading	Responses (%)
Recreational	93.8%
General Information	33.5%
Work-related	10.3%
Cultural reasons	14.4%
School reasons	9.3%

From this chart, it is clear that there is an overlap in responses as many did indicate more than one preference of use, however, it does provide some information that the users of this library consider the library to be a source of recreational reading, as opposed to a research facility. It sets a tone and provides some direction, but does not provide information on specific collection areas.

In the sample survey (Question 10), respondents were asked about the type of materials read, that is, fiction, non-fiction or both. As you can see from the tabulated results, among the users, there would be a heavy demand for library's fiction collection, although with some reading non-fiction or both, that collection cannot be ignored.

Type of materials read	Responses (%)
Just fiction	40.2%
Just non-fiction	14.9%
Both fiction and non-fiction	51.5%

In Question 23 of the sample survey, users were asked if they usually found what they wanted when they came to the library. Collection difficulties were generally low with 9.3% of respondents saying the title wanted was out, 10.3% saying the title wanted wasn't owned by library, 3.1% saying that they could not locate material on the subject, 4.1% saying there was not enough material on subject, and 5.7% saying material was out of date. This information can be used in a general way to show what the users reported about finding materials. If users reported great difficulties in getting materials, for example, that the materials they want are ALWAYS out, then it might be time to examine the number of copies of titles which are purchased by the library.

Here is a table which provides some highlights from other survey questions dealing with the genres and formats that the adults, the teens and the children in the family like to read. Remember that the respondent could check off as many answers as they wished:

Table 1 – Users at Library X - Preferred selections

	Adult	Teen	Children
Fiction	Mystery (69.6%) Best sellers (55.7%)	Fantasy (9.8%) Best sellers (8.8%)	Animal stories (17.5%) Humorous stories (13.9%)
Non-fiction	Biography (46.9%) History (37.6%)	Computers (8.4%) Project material (8.2%) Humour (8.2%)	Animals (10.8%) Fairy tales/Folk tales (8.8%) Jokes & Riddles (8.8%) Cartoon books (8.8%)
Video/DVD Entertainment	Feature films (57.7%) Classics (45.4%)	Comedy (11.9%) Feature films (10.8%) Adventure (10.8%)	Walt Disney (21.6%) Animated feature films (18.0%)
Video/DVD Educational	Documentaries (30.9%) Biography (27.8%)	Biography (5.2%) Documentaries (4.1%) Music (4.1%)	Animals (9.8%) Fairy tales (9.3%)

This table shows the genre or material most often chosen as “like to read”. Among teens, for example, one can see that fantasy and best sellers were the most frequently chosen areas of reading interest. With this information about user preferences, one can begin to see popular collections which might need some additional focus when looking at the collection as a whole. For example, documentaries are not very popular with teens, but they are with adults.

When a second Ontario public library, serving a community of a similar size, used the same user survey, the results were quite different. In the second study, there were fewer responses from those who had teens or children in their families, which is then reflected in the percentage of responses for each category. The next table shows the results from the second study. The purpose in looking at the results from the first and second study is to illustrate how the reading interests of library users do vary from community to community.

Table 2 – Users at Library Y - Preferred selections

	Adult	Teen	Children
Fiction	Adventure & suspense (67.4%) Best sellers (60.5%) Canadian authors (40.3%)	Science fiction (4.7%) Adventure (4.7%)	Animal stories (7.8%) Humorous stories (5.4%)
Non-fiction	Biography (39.5%) Crafts (39.5%)	Computers (4.7%) Sports (3.1%)	Jokes & Riddles (4.7%) Pets (3.9%)
Video/DVD Entertainment	Feature films (56.6%) Classics (42.6%) Thriller (38.0%) Drama (34.9%) Comedy (34.1%)	Adventure (5.4%) Feature films (4.7%) Horror/Supernatural (4.7%)	Walt Disney (9.3%) Animated feature films (8.5%)
Video/DVD Educational	Documentaries (37.2%) Biography (28.7%) Crafts (24.8%)	Documentaries (3.1%)	Animals (7.8%) Fairy tales (7.8%)

While there are many ways to use the survey results, there are a number of items to note in looking at these two tables. For example, in Library X, the adult users like to read mysteries, while in Library Y, the adult users like to read adventure and suspense. To satisfy adult users, a library would need to continue to supply this type of materials. In Library X, the adult users like to read biographies and craft books in the area of non-fiction while in Library Y, the adult users like to read biographies and history books. Again, this might affect the collection building that is done to satisfy the present users. In planning for the next few years, for example, staff at both Library X and Library Y might want to focus on the video/DVD collection, including checking the present collection and then spending specific resources to build the collection in the areas of feature films, classics and thrillers. Keep in mind that this survey only deals with present users, not the community at large.

At this point in the process, information on the community and the present users has been undertaken. With this information, one can start to get a sense of the types of materials that might be needed or that might be popular in the local community.

STEP 3– WRITE A COLLECTION POLICY

Step 1 – Examine the community
Step 2 – Review of present users and their interests
➔ **Step 3 – Write a collection policy**
Step 4 – Assess the present library collection
Step 5 – Write collection statements
Step 6 – Create long-term strategies and annual plans
Step 7 – Develop a budget
Step 8 – Write weeding guidelines

a) The need for a collection policy

Once the work to look at the local community and at the present library users has been conducted, the next piece of the puzzle is to design a policy on collection development. The purpose of establishing policies is to facilitate the development of future plans, to clarify the library's role to the public and to provide direction to the staff.

The collection development policy provides the following benefits to a library:

- encourages the library staff and the board to think through the goals of the library, and to set priorities for the materials budget which reflect these goals
- ensures that the library collection serves the whole community and not just its current users
- sets standards for the quality of materials which will be found in the collection
- minimizes personal bias on the part of the selectors, making it much less probable that personal likes and dislikes will affect the collection
- provides continuity when staff and/or board members change.
- demonstrates to the public that library business is being carried out in a logical and well-planned fashion.
- offers some help against censorship by clearly defining the types of materials to be purchased

Remember that a policy explains **what** is to be done. The policy covering collection development describes the purpose of the collection, and then, in more general terms, describes what the collection will contain. For example, a policy statement might read:

Policy: Materials will be considered in light of their responsiveness to the community's needs.

In "20 Maxims for Collection Building" that appeared in the *Library Journal*, Sept. 15, 2007, Barbara Genco, describes the importance of policy in this way.

"15 Policies are still primary - Policies are absolutely essential. Every library—academic, public, school, special—has to have some general mission statement, a selection policy, and a methodology for reconsideration and issues related to collection maintenance. All these things must be articulated, and there needs to be collaboration with library stakeholders. This sort of work is never a waste of time—to develop a materials selection policy or a formal method of reconsidering materials if there's a challenge, or to train staff on issues related to intellectual freedom."

A procedure, on the other hand, defines **how** policies are to be implemented. The purpose of developing procedures is to provide consistency in the service provided in the library. Written procedures are also an excellent training tool for new staff. For example:

Procedure: A title which has been requested by more than one user will be considered for purchase.

As a word of caution, in the past, many collection development policies included specific procedures. Three good arguments can be made for separating them, including:

1. Policies affect the community as a whole and are, in effect, public. Procedures are a means of carrying out these policies, and are internal. By separating the two, the policy statement can be made more readable for library users, who are then more likely to take an interest in it.
2. Although a policy statement should be reviewed regularly, it should be recognized that any alteration implies a change in the philosophy of the library. Changes in procedures, however, do not affect the policy itself. They are easier to make because they are internal and so may take place whenever current procedures no longer seem adequate or appropriate.
3. Policy is determined by library boards, although often, staff develop draft policies which are reviewed, adjusted as necessary and approved by the board. Procedures are then developed by library staff who are responsible for ensuring they are carried out.

b) Examples of Collection Policies

Clearly, a collection policy is absolutely essential. Every library has to have a policy which covers the selection of materials for the collection, responsibility for the collection, and a methodology for reconsideration and issues related to collection maintenance and intellectual freedom.

A collection development policy is intended to define the objectives of the library's collection, and these objectives are dependent on the community, which the library serves. A policy such as this guides the overall development of the library's collection.

There are numerous collection development policies available on the web of which the following are excellent Ontario examples:

Barrie Public Library Collection Development Policy. Revised Nov 23/2006.
www.library.barrie.on.ca/about/pdf/policies/collection.pdf

Kingston-Frontenac Public Library, Oct 25, 2005. <http://www.kfpl.ca/>. To get to the collection development policy, select "About us", then select the link for "[Collection Development](#) - What We Buy and Why"

Toronto Public Library www.torontopubliclibrary.ca On this website, use the link for "About the library" and then "Policies". In the list of policies, the one covering collections is called "Material selection policy"

Ottawa Public Library. On the main webpage, select "About the library", then Library policies. Like Ottawa, select the link for "Materials selection". The direct link to this policy is http://www.biblioottawalibrary.ca/explore/about/policies/selection_e.html

Although from American public libraries, these three policies are also quite good:

Morton Grove Public library- <http://www.webrary.org/inside/colldevadulty.html>

State Library of Ohio http://winslo.state.oh.us/publiclib/material_wads.html revised 06/05

San Francisco Public Library
<http://sfpl.lib.ca.us/librarylocations/administration/cdp/policy.htm>

The examples show that there are many ways to write a collection policy. Over time, the style of writing policies has changed, so that the policies are generally shorter than in the past, and do not include procedural pieces. Staff at the Southern Ontario Library Service have just completed a new series of policies, and the revised policy for Collection Development is as follows:

Trillium Public Library

Policy Type: Operations

Policy Number:

Policy Title: Collection Development

Policy Approval Date:

The collections support the library's mission to stimulate the imagination and inquiry, through literature and reference for culture and commerce. This policy sets out the parameters for the development of the collections and decisions on the selection of materials and is the basis for collection evaluation, planning and budgeting.

Section 1. Scope and Size of the Collection

1. The library provides a collection of books and materials:
 - a. in a variety of formats
 - b. for all ages
 - c. that is responsive to the needs and interest of the community
 - d. that reflects the diversity of the community
2. The collections shall be balanced and represent diverse points of view and may include materials that some members of the public consider to be controversial in nature.
3. The presence of an item in the library does not indicate an endorsement of its content.
4. It is the responsibility of schools to provide materials which support their curricula. It may happen that materials in the library's collection meet the needs of students, but this is not the primary reason for their selection.
5. The library develops collections including, but not limited to the following areas: Fiction and non-fiction and adults, YA and junior; magazines, picture books, music, local history and local interest; Adult Literacy and government documents.
6. The staff are responsible for developing profiles for each area of the collection to further define the scope of the collections and as a tool for collection development and evaluation.
7. Recognized, professional standards will be used to determine the appropriate size of the collection. Planning for budgets and facilities will reflect this size of collection.

Section 2. Selection of Materials

1. The Board delegates the responsibility for the collection to the CEO who may, in turn, delegate to qualified staff.
2. In selecting materials, library staff will use professional resources, judgment, knowledge and experience.
3. The staff will proactively solicit advice from, as well as anticipate the needs and interests of, the community.
4. What is ordered, and what remains in the collections, is based on the following criteria:
 - a. recommendations by critics or reviewers
 - b. public demand
 - c. relationship of subject to existing collection
 - d. importance of subject matter in relation to community needs
 - e. authority or significance of author
 - f. quality of writing, production and illustrations
 - g. authority and standards of publisher
 - h. suitability of format for library use
 - i. Canadian content

Section 3. Withdrawal of Items

1. An up-to-date, attractive and useful collection is maintained through a continual withdrawal and replacement process.
2. The ongoing process of withdrawal is the responsibility of the CEO. This responsibility may be shared with other members of the staff.
3. As a guide, items are withdrawn when they are:
 - a. factually inaccurate or obsolete
 - b. worn beyond repair
 - c. not circulated in a three year period
 - d. superseded by a new edition or better title on the topic
 - e. of no discernible literary or topic merit
 - f. irrelevant to the needs of the community

4. Withdrawn material may be discarded or sold.

Section 4. Gifts and Donations

1. The library accepts gifts of books, other materials or money for the purchase of specific items, with the understanding that they will be added to the collection only if appropriate, needed and contribute to a balanced collection.
2. The same criteria of selection, and withdrawing, that are applied to purchased materials are also applied to gifts and donations
3. Materials not added to the collection are discarded or sold.

Section 5. Requests from Members of the Community

1. Suggestions from the community for the purchase of items are always welcomed and are given due consideration.
2. There should be no space here. Requests for the re-consideration of, withdrawal of, or restricted access to, a specific item in the collection from a member of the community must be received by the CEO in writing. Responses to these requests are guided by the Board's position that :
 - a. people have the right to reject for themselves material of which they do not approve but they do not have the right to restrict the intellectual freedom of others
 - b. it is the right of parents and legal guardians to develop, interpret and enforce their own code of ethics upon their minor children.

Related Policies: Trillium Public Library Policy FN-04 Intellectual Freedom

With a description of the community and the present library users in hand, and the collection development policy approved, this information needs to be considered while the present collection is examined. The next step in the process of developing the collection plan is to cover assessing the library's collection. One has to figure out if most of the materials that are needed in the community are already in the collection, or if there are gaps in the collection, based on community and user needs. There are a number of techniques for assessing the library collection

STEP 4 - ASSESS THE PRESENT LIBRARY COLLECTION

- Step 1 – Examine the community
- Step 2 – Review of present users and their interests
- Step 3 – Write a collection policy
- ➔ **Step 4 - Assess the present library collection**
- Step 5 – Write collection statements.
- Step 6 – Create long-term strategies and annual plans
- Step 7 – Develop a budget
- Step 8 – Write weeding guidelines.

Many libraries undertake an ongoing assessment of the library collection, however a detailed examination of the present library collection is needed to better plan and carry out the development of the library collection. Specific reasons for collection assessment include:

- finding out whether the collection development policy is working
- finding out whether the collection responds to the community's needs
- determining the strengths and weaknesses of the collection
- planning for purchasing
- justifying budget demands in areas which need building

Collection evaluation or collection assessment can be described as the process of assessing the collection for depth, breadth, age, use, physical condition, and appropriateness. A full collection evaluation comprises both a **quantitative** assessment and a **qualitative** assessment of the library collection. This evaluation needs to include all formats, all levels, and all special collections.

The Arizona State Library describes collection assessment in this way:

“An effective assessment uses both types of techniques to gather two kinds of data: quantitative (including numbers, age, and/or use statistics) and qualitative (such as observations by informed staff and/or subject knowledgeable users). The type of data useful for your particular evaluation depends on the library's purpose and mission. For example, a library that wants to provide many varied titles might compare its acquisition rate to annual publishing output, and might look at titles held per capita. If the library has very limited space and must keep growth to a minimum, data on turnover rates (how often items are circulated), acquisitions, and withdrawals (weeding) will be essential. A library that focuses on popular works would want information on circulation to use in turnover rates as well as statistics on in-house use per capita.” Arizona State Library: Collection Development Training <http://www.lib.az.us/cdt/collass.aspx> Accessed August 2009)

Here is the overview of the basic methodology used for collection evaluation. In the sections which follow, each of the parts of the methodology will be described in greater detail.

Collection Evaluation Methodology

Part 1 – Statistical Analysis

A general overview of the collection is obtained through a look at:

- size of collection, including additions and deletions
- annual circulation (last 5 years)
- annual materials budget (last 5 years)
- Interlibrary loan statistics (last 5 years)

Part 2 - Quantitative Analysis

Quantitative measurement refers to **numbers**. For example, how many books you have in the total collection and how many in each subject area, or how many times particular books have circulated.

A quantitative analysis is most often a sample of bibliographic records taken from the library automation system which would provide information on the following:

- collection breakdowns by Dewey, by level, and by type of material

- age of collection
- use of collection
- portion of collection missing or lost

Part 3 – Qualitative Analysis

Qualitative measurement refers to **quality**; that is, how useful and worthwhile are the various materials. The qualitative analysis is accomplished by checking the present library collection against standard collection lists, and a physical examination of the shelves in both departments. These methods were used to gauge depth, breadth, variety, collection development practices and appropriateness of the collection.

Part 4 - Visual Inspection

A final step in looking at a library's collection is to look for a number of indicators such as:

- crowding
 - messy shelves
 - logical flow
 - signage
 - visual appeal
 - displays and lists
-

Collection Evaluation Methodology - Part 1 - Statistical Analysis

In the first part of the collection evaluation methodology, there needs to be a general overview of the collection. This is obtained through a look at the size of the collection, including additions and deletions, as well as the annual circulation, interlibrary loan statistics and the annual materials budget for the past five years. This is similar to the second part of the methodology in that both parts look at numbers, but this first part is more general in nature. In the second part of the methodology, a specific number of items in the collection are examined to determine the exact nature of the collection.

a) Size of the collection

Reporting the size of the collection is one of the required statistics for the ***Annual Survey of Public Libraries***, so every library should be collecting this information. For size, both the number of titles and number of volumes held by the library must be recorded.

The actual holdings for a library are recorded in the Ministry of Culture's Statistics webpage at <http://www.culture.gov.on.ca/english/library/statistics/index.html>. For example, the 2006 Library Holdings Report for the **selected population group 5,001 - 15,000**, looks like this (for the first five libraries in this category):

Library Name	Circulating Titles Held (non electronic)				Circulating Volumes Held (non electronic)			
	English Titles Held	French Titles Held	Other Language Titles Held	Total Titles Held	English Volumes Held	French Volumes Held	Other Language Volumes Held	Total Volumes Held
Alfred & Plantagenet Twp	6,577	35,747	0	42,324	6,665	36,659	0	43,324
Alnwick/Haldimand Twp	32,175	0	0	32,175	32,175	0	0	32,175
Amprior	52,379	67	0	52,446	53,448	80	0	53,528
Augusta Twp	22,787	143	0	22,930	22,817	143	0	22,960
Blue Mountains, The Town of	37,135	355	0	37,490	40,911	355	0	41,266
Bonnechere Union	17,079	0	0	17,079	17,099	0	0	17,099
Bracebridge	43,209	298	0	43,507	53,901	298	0	54,199
Brighton	33,928	68	0	33,996	33,960	68	0	34,028
Brock Twp	50,483	188	0	50,671	54,480	213	0	54,693
Carleton Place	58,486	819	0	59,305	60,081	819	0	60,900
Cavan-Millbrook-North Monaghan Twp	27,435	35	0	27,470	27,743	35	0	27,778
Centre Hastings	19,259	25	0	19,284	19,319	25	0	19,344

b) Circulation and interlibrary loan activity

A detailed examination of the circulation statistics will help to answer the question of which areas of the collection are used most often and which areas are the least used. However, for this overview, one is only reporting the circulation as a whole. It will be necessary to go into more detail. Circulation is also reported in the **Annual Survey of Public Libraries**. For the purposes of a collection evaluation, one would follow the same instructions as is provided in the instructions for the **Annual Survey**. The instructions, as posted at <http://www.culture.gov.on.ca/english/library/statistics/index.html>, are as follows:

“Report the total circulation of all library materials in all formats checked out from the library’s permanent collection of materials directly by library users for use outside the library. Remember to:

- include renewals made in-person, by phone or electronically;
- include items borrowed on inter-library loan from other library systems that were circulated to your library users;
- include the initial circulation of rotating or bulk loan materials to a deposit collection. (e.g.. rotation of 4 times a year X 500 items = 2000 circulation), and exclude the actual or estimated subsequent circulation of bulk loans those items to users;
- include loans of both Net Library E-books and Rocket E-Books
- exclude photocopies in lieu of loans; and
- exclude loans to another library system or branch.”

c) Materials budget

As the overview of the library builds, one of the other pieces is to record the actual materials budget. It might also be helpful to gather the information for a five year period, so that one can see whether more or less money is being spent on the collection.

As a sample, here are the population figures, circulation, and materials budget of **Library X**, as reported in the **Ontario Public Library Statistics** at <http://www.culture.gov.on.ca/english/library/statistics/index.html>. The library has a single site that is open to the public for 49 hours per week. In this chart, we have included figures for the last five years to allow us to see growth or decline in each of the areas.

Table 7 – Library X: Basic collection profile

	2006	2005	2004	2003	2002
Population	10,899	9,122	9,122	9,090	9,090
Annual Material budget	63,268	50,164	63,941	63,356	67,680
Collection size (English titles)	38,499	38,488	35,730	34,254	30,953
Collection size (English volumes)	42,193	44,748	41,869	37,471	37,912
Collection size (French titles/volumes)	290	291	278	262	229
Annual circulation	79,809	82,120	81,955	76,804	76,628
ILL borrowed/year	1,368	1,386	1,357	1,320	1,284
ILL loaned/year	984	898	838	623	222

Collection Evaluation Methodology - Part 2 - Quantitative Analysis

While the general picture of the collection begins to emerge in the basic statistical analysis, the collection analysis can be in much more detail than the general overview. A close examination of the library collection through a quantitative analysis may answer these questions:

- Is the collection up-to-date, especially in areas of science and technology?
- Is there a strong core collection on which to build?
- Is there an area that is “underused”, i.e. subject areas (because there is not enough material in them), or that is “overbuilt”, i.e. areas (which should either be weeded or not added to for a while)?

There are a number of ways to look at the collection using quantitative data. Examples would include looking at:

- **Number of titles:** A manual or automated shelflist count, a physical count or estimate of titles from the shelves, a count of acquisitions and expenditures, the percent of each subject’s yearly growth, the percent of acquisitions compared to published titles, and the percent of acquisitions compared to published titles. Depending on the level of detail, the distribution of the holdings through the ten decades found in the Dewey Decimal Classification system is one indicator of the relative weakness and strength of the non-fiction collection.
- **Age and timeliness of materials:** The materials’ median or mean age, the range and distribution of publication dates, or the most common publication date range (i.e., 2002-2006 = 56% of the non-fiction).

- **Use:** Circulation statistics by type or subject and interlibrary loan borrowing statistics in each general subject area.
- **Per capita measures:** How many titles or items per community member.

There are also several methods through which this information, or various parts of this information, can be obtained including a quantitative analysis of the collection using reports from the automation system and a quantitative analysis of the collection using a sampling technique.

a) Quantitative analysis of the collection using automation system reports

The library automation system can be very useful in providing a statistical breakdown of the collection. The system should be able to provide reports on various collections such as the number of adult non-fiction titles, number of junior non-fiction titles, number of teen fiction titles, and so on. Each library automation system is different, but this information is usually available as a specific report created by the vendor. Within the library automation system, all materials should be coded into broad categories of material types or areas. Some systems break these groupings by format; some by genre or Dewey range and some by age of user or a combination.

Keep in mind that a multi-volume title is just one title for the purposes of the assessment. Multiple copies of the same title on a shelf, do not add to the quality of the collection, but rather serve multiple users who want to read the same title. If there is a need for multiple copies, that need should be evident by requests from users, and would show up in circulation reports.

In 2003, Library Z, mentioned above, had ratio of 48.9% fiction to 51.1% non-fiction for all materials excluding periodicals. This was a slight change from 1999, when the ratio of fiction to non-fiction was 48.1% and 51.9% respectively. This ratio varies among all libraries, but in reality, should reflect community needs and be congruent with the service roles identified and endorsed by the library board. It is important to remember at this point that the holdings ratio does not indicate the quality of the materials held, just that the library holds titles in those particular ratios. In this library, by target group, the portion of the collection dedicated to adult, juvenile and young adult materials changed a bit from 1999 to 2003, with a larger portion of adult and young adult materials in the collection in 2003. The proportions are shown in the table below.

Table 8: Library Z – Proportion of collection by age level

	2003	1999
Adult	71.5%	69.0%
Juvenile	26.5%	29.8%
Young adult	1.8%	1.2%

As an example, a 2007 collection assessment for an Ontario public library, called Library Y in this document, revealed the following results. The population of the community served is 35,000. The first table shows the library's holdings by material breakdown.

Table 9 - Library Y - Holdings by material breakdown

Primary material type	Percentage for primary material type	Percentage for secondary material types	Secondary material type	Actual number of titles
Adult	69%	38%	Non-fiction	55055
		23%	Fiction	33400
		8%	Paperbacks	12161
Juvenile	26%	14%	Non-fiction	19744
		12%	Fiction	17438
Multimedia	6%	4%	Videos / DVDs	5175
		1%	Books on Tape	2233
		1%	Music	1712
Total				144,908

As part of the gathering of information, one could also examine the circulation by type of material. Here is the sample breakdown for the adult collection – by major category for Library Y.

Table 10: Library Y - Monthly circulation for all adult materials, by material type

Category	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Totals
Total Adult Fiction	10502	9452	10973	9715	11024	10877	11815	12191	10696	10276	9823	8830	126174
Total Adult Non-fiction	5074	4603	5384	4604	4524	4078	4400	4634	4199	4424	4222	3517	53663
Total Adult AV	6260	6004	7011	5837	5629	5513	5593	6430	5746	5841	5979	5656	71499

In looking at this chart, clearly the most popular collection is fiction, followed by audio-visual materials. It is interesting that the AV collection has more circulations in this year than the non-fiction collection. One item to think about is the borrowing period – in this library, the borrowing period for books is four (4) weeks. Audiobooks (which are classified in this chart with the AV section) also have a four (4) week loan period. However, all CDs, videos and DVDs only have a one (1) week loan period. This means that many more titles are likely circulated, with many of the very popular titles being re-circulated as soon as they are returned. This shorter loan period can account for some of the heavier usage.

This type of circulation breakdown is useful, but it can be even more helpful to have further breakdowns of the circulation. Again, depending on the coding used for the library automation system, other usages through these statistics may be possible. For example, here is the month-by-month breakdown for adult mystery books in hardcover (top row in each pair of rows) and in paperback (bottom row), and adult romance in hardcover or paperback.

Table 11: Library Y – Monthly circulation of mysteries and romances by format

Category	Jan	Feb	March	April	May	June	July	Aug	Sept	Oct	Nov	Dec	Totals
AFMYS	1015	894	982	959	993	1058	1195	1083	1042	982	913	912	12028
APKMYS	433	424	534	489	591	648	650	651	559	509	438	386	6312
AFROM	151	125	169	174	192	185	182	179	164	140	124	127	1912
APKROM	1445	1153	1437	1323	1581	1542	1444	1505	1269	1352	1181	1079	16311

While there may be other factors in place, these circulation statistics imply that the romance readers prefer to have their books in paperback format while the mystery readers prefer to have their books in hardcover. It could also be that the paperback romance collection is much larger than the hardcover collection, and may have newer titles in the collection than the hardcover collection. Nevertheless, these types of statistics are worth exploring further, and considered, with respect to format purchased, as the collection plan is developed.

b) Statistical breakdown of the collection using the sampling method

Depending on the library automation system, to collect information on the age, timeliness and use of every item in a library collection, can be quite time-consuming. In fact, it would be very difficult to get the level of detail through a system report than it would be through the sampling method described here. To ease the amount of work, and provide a high level of detail, one method is to select a **sample** of the entire collection, and use that sample to extrapolate information about the collection as a whole. Basically, items are randomly selected from the collection to create a profile of the age of the collection and the use of the collection. If the sample analyzed is large enough, it is considered to represent the total collection at the 10% confidence interval. That is to say, the sample accurately (+ or - 10%) reflects the collection 19 times out of 20. Such data is sufficiently accurate to utilize in making collection management decisions.

1 – The first step in the sampling analysis is to determine the size of the sample and then to determine how to collect the sample. There are two ways to identify the records for the sample. The first is to use an interval. For example, if you have a collection of 30,000 items and you want a sample of 300 items the interval would be 100. That is, you would collect data from every 100th record in the database. To make the selection of records for the sample valid, a starting point is randomly verified for the first record to be sampled and count forward from that record by 100. . One way to find a random number is to use a website such as <http://random.org> . At that site, select the link for “integer generator” which will generate a random number. The random generation websites will also tell you how many records are needed to obtain a valid sample.

The second method to identify sample records is to generate a list of random numbers. For a sample of 300 records from a collection of 30,000 items you would need 300 random numbers. The “sequence generator” will also spit out a series of numbers within the parameters. Then take those numbers, and apply them to the library automation system, so that the bibliographic records that fall at those random numbers are identified. The end result is that there will be about 700-900 records selected from the system for the study.

A word of caution is that some systems cannot do a random selection of records, but might be able to pick out the interval record, for example, every 100th record.

2: The second step in performing a sampling of the library collection is to make sure that the library automation system will be able to search through the database and identify the record that is “parked” at the interval. The library should consult with their vendor to verify the methodology capable of extracting the required information from every nth record, or a series of random numbers.

3: Using the library automation system, the query should be run. For every sample record, the following information needs to be captured:

- author
- title
- call number
- imprint/publication date
- date added to collection
- total number of times item circulated in what time period?
- date of last circulation
- other pertinent information (e.g. format)

4: This information is transferred onto a spreadsheet. The vendor of the library automation system can assist in transferring the data to an Excel spreadsheet. Once on the spreadsheet, formulas can be applied to assist in the calculations. Some of the data runs are shown in **Appendix C**. The information in this appendix have just been posted to provide an idea of what this type of data might look like once it has been extracted from the library automation system and put into a spreadsheet. Using simple Excel functions, one can ascertain a variety of data from the spreadsheet. To illustrate the use of the quantitative data extrapolated from the sample items, a sample study is provided here.

SAMPLE STUDY: What the Quantitative analysis might look like?

The random sampling of the collection can help to look at the collection in more detail beyond the total number of titles in the collection or the total circulation in a year.

For Library Z, mentioned earlier, the following table lists the percentage breakdown of the collection by Dewey decade for their 2003 collection evaluation study, compared to the results found in the 1999 collection evaluation. The data for this table was acquired using the random sampling of the collection. In this library, a sample of 1461 titles was taken in 2003.

Table 12 – Library Z: Holdings by Dewey Decade Distribution

Dewey Decade	Number of titles (2003)	% in 2003	% in 1999
Fiction	715	48.9%	48.1%
Periodicals	12	0.8%	--
000-099 -General works	11	0.8%	1.3%
100-199 Philosophy	20	1.4%	1.2%
200-299 Religion	21	1.4%	1.2%
300-399 Social Sciences (Law, Education)	113	7.7%	10.2%
400-499 Language	10	0.7%	0.4%
500-599 Natural Sciences, Mathematics	65	4.4%	5.3%
600-699 Technology (Applied sciences)	122	8.4%	8.5%
700-799 The Arts	113	7.7%	5.8%
800-899 Literature	77	5.3%	4.6%
900-999 Geography & History	182	12.5%	13.6%
TOTAL	1461	100.0%	100.0%

From the table, one can see that the largest portions of the non-fiction collection are 900's at 12.5%, the 600's at 8.4%, the 300's at 7.7%, the 700's at 7.74%, and the 800's at 5.3%. This information is very useful to show the breakdown by subject area. However, beyond the holdings information, the collection should be considered in terms of the age of the material and its use, in order to better understand the strengths and weaknesses of the collection. This is one of the primary purposes of the sampling analysis. The next chart shows the publication date for the same sample of 1461 titles obtained through the random sampling. Again, the information was obtained through the random sampling of the collection in 2003.

Table 13 - Library Z: Holdings by publication date (as of 2003)

Decade for publication date	Frequency	Percent of the sample
1900 - 1949	24	1.6%
1950 - 1954	10	0.7%
1955 - 1959	13	0.9%
1960 - 1964	17	1.2%
1965 - 1969	33	2.3%
1970 - 1974	102	7.0%
1975 - 1979	92	6.3%
1980 - 1984	143	9.8%
1985 - 1989	150	10.3%
1990 - 1994	224	15.3%
1995 - 1999	341	23.3%
2000	106	7.3%
2001	100	6.8%
2002	71	4.9%
2003	35	2.4%
TOTAL	1461	

From the sampling data, the mean and median age for Library Z's collection was determined to be 14 and 10 years respectively, based on publication date. That is to say, the average book is

14 years old and 10 years is the age at which 50% of the collection is older and 50% of the collection is newer. This is an improvement over their earlier study of this same library which was completed in 1999, when the mean and median age of the collection was 17.5 years and 14 years respectively.

The sampling analysis can also be used to isolate the **age** of one area of the collection. An indicator of the strength and weaknesses of specific sections or 'decades' of the collection is currency based on publication date. Science, for example, should be a very current collection. From the data of Library Z's collection, it was determined that forty-one percent (41%) of the 600 collection has been published in the last five years. Back in the 1999 collection study of this library, only 8.9% of the materials in the 600 section had been published in the previous five-year period. This means that the library has done a good job of weeding out older materials, and adding new materials to this part of the collection. These figures are shown in the table below. Even if two separate studies were not available for comparison, it would also be reasonable to assume that the science (600) section should have the highest percentage of material published in the last five years.

Table 14 - Library Z: Percentage of material published in the previous five years

	Percentage of material published in the previous five years	
	2003 study	1999 study
Fiction	27.0	17.6
000-099 -General works	72.7	24.9
100-199 Philosophy	35.0	9.1
200-299 Religion	28.6	10.0
300-399 Social Sciences (Law, Education)	36.3	15.8
400-499 Language	40.0	25.0
500-599 Natural Sciences, Math	20.0	12.2
600-699 Technology (Applied sciences)	41.0	8.9
700-799 The Arts	28.3	11.2
800-899 Literature	22.1	11.6
900-999 Geography & History	18.7	8.0

The third way to provide a picture of the collection from the basic statistical data is to look at its **use** – that is, which materials are being borrowed from the library. A library does not want to have titles taking up space on the shelf which are not being used. While acknowledging that there will be exceptions for specific titles, “use” in a library is generally measured by circulation. In a general sense, this library has had an overall increase in use of the collection. For this library, the overall annual circulation figure for 2003, as reported for the **Annual Survey of Public Libraries**, was 241,940 items, which is an increase over the 1999 figure of 186,179 items.

To obtain data on number of times that individual items circulated in the last five years, a smaller set of titles was selected from the original 1461 titles. Only the 605 circulating (non-reference) items published in the last five years were used for this part of the study. The number of times that these 605 items circulated from the collection since they were added to the library collection was recorded.

The data from the sample of bibliographic records indicates that Library Z has a comparatively high circulation per item. The mean and median times circulated per item for the Library Z collection for the last five years is 14.1 and 9.0 respectively. This figure is up from 8.0 (mean) and 4.0 (median) respectively in the 1999 study. This means that the average item circulated 14.1 times in the last five years. The combined average for comparative libraries was only 6.7 circulations per item.

The following is a general picture of circulation in the last five years for Library Z's collection, as extrapolated from the sample data:

- 5% of the collection circulated 42 times or more in the last five years.
- 15% of the collection circulated 26 times or more in the last five years.
- 25% of the collection circulated 19 times or more in the last five years.
- 50% of the collection circulated 9 times or more in the last five years.

A further indication of the degree to which the collection is used can be determined from the data collected from the sample on **date of last circulation**. The 2003 data reveals that 73.0% of the collection circulated in the previous year, up from 55.7% that circulated in the previous year in 1999. It can be concluded from the above information that Library Z's collection is relatively well used and that most under-used items have been removed from the circulating collection and have been weeded from the collection. In this respect, the collection is now well maintained.

Another piece of information that can be derived from the sampling analysis is **circulation by Dewey Decade**. Not surprisingly, circulation in the 000's, 100's, 200's and 400's is less than other decades (collectively adding up to 9.7 % of all non-fiction circulation). This is accounted for partially because these subjects are less popular than other parts of the collection, and also because a greater proportion of the materials in these subjects are reference and, therefore, do not circulate.

The complete breakdown of non-fiction circulation in the last five years by Dewey is shown in detailed charts in **Appendix C** of this publication but a summary of the circulation is shown in table below.

Table 15 - Library Z: Circulation by Dewey Decade (last five years)

Section/Dewey Decade	Percentage of circulation	
	2003	1999
Fiction	48.9	52.1
Periodicals	1.8	--
000-099 -General works	1.2	0.9
100-199 Philosophy	1.8	1.6
200-299 Religion	1.3	1.3
300-399 Social Sciences (Law, Education)	8.8	8.8
400-499 Language	0.8	0.3
500-599 Natural Sciences, Math	4.6	5.1
600-699 Technology (Applied sciences)	11.7	8.8
700-799 The Arts	7.4	6.0
800-899 Literature	3.5	3.8
900-999 Geography & History	8.1	11.5
	49.2	48.1
Total	100.0	100.0

Comparing usage statistics over several years can show whether goals are being met in improving the collection. After three years of concentrating on buying in the non-fiction area, for example, use of the non-fiction collection had increased from 48.1% of the circulation to 49.2%. The statistics showed that the established goals for the library were being met.

c) Comparative statistics and benchmarks

The basic overview of the library provides general information about the library collection. The collection sampling or running of collection reports provides a more detailed look at the collection using a sample from the collection itself. Another helpful way to analyze the collection from a quantitative view is to compare the information which was collected about the library collection with other libraries serving a similar size population using the same model (e.g. multi-site or single site). In many ways, this information is a way of recording how the library measures against other libraries. People often ask what size of collection they should have in their library, and they often ask about the proportion of the collection allocated by size and format. These are important pieces of information as the overall collection plan and the budgetary goals are developed.

Remember, however, that there is no such thing as a definitive profile of a public library collection. The very mandate that a collection be responsive to a particular community makes outside measures less important than local concerns. However, there are a variety of measures that can be used to attempt to give a profile of the collection – enough to see how ‘you are doing’ against the collection development work in other Ontario public libraries. These measures should not be taken in isolation but balanced against one another, and against the local needs of the community. It may be necessary to look carefully at the information. Some of the trends might be “explainable”, based on what you know about the library users, but some of the statistics presented just might be an unexpected surprise. For example, in Library Y, described earlier, the surprise might be the extent of the differences in use between paperback and hardcover for romance and mysteries.

Another important note with respect to population has to do with resident population vs. seasonal population. The calculations for population in the **Annual Survey** and Ministry statistics are for the resident population. The number of households that is used to calculate the actual grant received by the library from the province is based on the number of addresses, regardless as whether the person is a permanent resident or a seasonal resident. When trying to assess the population of the catchment area that would be served by a library, consider **both** the resident population and the seasonal population. In some cases, the difference between the two population sizes is large. For example, the permanent population figure might be 1,600 but the seasonal population might be 8,000, for a total of 9,600 people to be (potentially) served by the library. When looking at the number of titles or volumes for the library collection, this variation can make a big difference. A collection of 17,000 volumes for a resident population of 1600 would be 10.625 volumes per capita. The same collection for a total potential population of 9,600 would mean only 1.7 volumes per capita. These figures will become more significant as you read through the next section, and are worth considering in the process of developing a collection plan.

i) Circulation comparisons and benchmarks

Circulation is a common measure of how well your collection is used. While one might think that the local library is very busy, until the local circulation is measured against that of other similar libraries, it can be difficult to say just how busy the library is. For example, if the local circulation is actually much lower than other libraries, one would have to examine possible reasons – for example, the collection is too small or too old, the hours are not popular or perhaps the community is one without much interest in the library. This is one way of exploring possibilities. Here is a chart which shows the circulation for thirteen libraries of similar size to Library Y over a four year period.

Table 16 - Circulation for 13 public libraries in Ontario over a 4 year period from 1997 to 2000

	1997	1998	Growth 1997-98	1999	Growth 1998-99	2000	Growth 1999-2000
Library Y	70181	67418	-3.9%	66065	-2.0%	67408	+2.0%
Library A	122987	115302	-6.2%	105308	-8.7%	106466	+1.1%
Library B	125103	117895	-5.8%	96929	-17.8%	97359	+0.4%
Library C	n/a	96555		97894	1.4%	94981	-3.0%
Library D	72108	72228	0.2%	73204	1.4%	74,257	+1.4%
Library E	75474	80468	6.6%	83081	3.2%	82405	-0.8%
Library F	84676	79707	-5.9%	68866	-13.6%	71054	+3.2%
Library G	95779	83071	-13.3%	90386	8.8%	94046	+4.0%
Library H	114758	104020	-9.4%	n/a		n/a	
Library I	156801	149570	-4.6%	154345	3.2%	183,061	+18.6%
Library J	152988	153477	0.3%	156,920		147349	-6.0%
Library K	142283	144939	1.9%	133183	-8.1%	121,824	-8.5%
Library L	197158	180272	-8.6%	179294	-0.5%	164553	-8.2%
mean	117525	111148	-4.1%	104414	-3.0%	108730	+4.2%
median	118873	104020	-5.2%	96929	-0.5%	97359	+1.1%

Note: Library C was only formed in 1998 as a result of amalgamation and Library H was amalgamated into a larger system in 1998.

In looking at a chart such as this, a few trends with respect to circulation begin to emerge. For example, if all other libraries of a similar size are experiencing declining circulation, then it represents a pattern for public library circulation across the province. However, if Library Y is the only one experiencing decline or the one experiencing the greatest decline, then this issue might require further exploration. It could be that the collection budget has declined, so that not as many new items are being purchased, but it could also be that the collection budget is not being spent in the areas that best match the present users, or the wider community. If a library is unable to purchase very many new titles, especially in the area of fiction, then often the patrons begin to complain that there is nothing new, and might stop using the library to the same extent as in the past.

ii) Collection size comparisons and benchmarks

The *Ontario Public Library Guidelines*, Fourth edition, is recognized by the public library community in Ontario as being a reliable source of information. Appendix B of that publication, called "Aids to Measurement", provides a series of tools which can be used for assistance in comparing certain measures of the libraries to those of other Ontario public libraries, or to standards or recommendations set out by various library organizations.

Those libraries working with both English and French collections should note that they will likely have a collection size that is way beyond the minimum numbers presented. This is to be expected as the collection requires many more titles to serve both English and French users.

There are basically three ways to look at collection size.

Method #1 - The first way to look at size, called the suggested minimum collection size, is from *Sourcebook for small public libraries: Collection development and management 1: Policy and Planning*.

Table 17 - Suggested minimum collection size

Population served	Book stock (volumes)
Under 1,000	3,000 - 5,000
1,000 - 2,499	5,000 + 5 volumes per capita over 1,000 population
2,500 - 4,999	12,500 + 4 volumes per capita over 2,499 population
5,000 - 9,999	22,500 + 3 volumes per capita over 4,999 population
10,000 - 19,999	37,500 + 2 volumes per capita over 9,999 population

So, if the population for the community served by the library is 10,899 (population of Library X, one of our sample libraries), the suggested minimum collection size for that library would be 39,298 volumes. This is based on the initial collection of 37,500 plus 2 volumes per capita over 9,999 plus the amount for the population over 9,999 (899 people x 2 volumes each) which is an additional 1798 volumes. Recall from the basic collection profile for Library X in Table 7 that the collection size is actually 38,499 (English) and 290 (French volumes) for a total of 38,789, or 509 volumes short of the suggested minimum collection size.

Method #2 - The second way to look at size is from the Guidelines for rural/urban public library systems, ARUPLO, 2005. In looking at these guidelines, remember that the branches are part of a larger system and that materials are likely to be exchanged among the various branches in some sort of systematic way. In this document, the collection size is provided for each branch within that multiple branch library system.

Small Branches (Villages): Branches serving from 1,000 – 5,000 population

- 3 - 5 volumes per capita
- Minimum 10,000 volumes
- Print Periodicals: Minimum 10
- Audio-Visual, Non-print: Minimum 350 items

Medium Branches: Branches serving from 5,000-10,000 population

- 3 - 4 volumes per capita
- Minimum 20,000 volumes
- Print Periodicals: Minimum 40-50
- Audio-Visual, Non-print: Minimum 500 items

Large Branches (Towns): Branches serving from 10,000-35,000 population

- 3 volumes per capita
- Minimum 30,000 volumes
- Print Periodicals: Minimum 80-100
- Audio-Visual, Non-print: Minimum 2,500 items

Urban Branches: Large urban branches located within a rural/urban library system serving populations 35,000 or greater

- 2 -3 volumes per capita
- Minimum 70,000 volumes
- Print Periodicals: Minimum 100-350
- Audio-Visual, Non-print: Minimum 3,500 items

In this second way of looking at collection size, a library serving a population of 10,899 (population of Library X) would have a minimum of 30,000, but using the per capita formula would actually have 32,697 volumes.

Method #3 - The third way to look at collection size is by using comparative figures from the **Ontario Public Library Statistics** as gathered by the Ontario Ministry of Culture through the Annual **Survey of Public Libraries**. These statistics are the same ones that had been used earlier to collect information for the statistical analysis. Due to publishing dates, the fourth edition of the **Ontario Public Library Guidelines** used Annual Survey statistics for the year 2004. What the chart shows is the actual levels of public libraries in Ontario with respect to collection size. From the provincial statistics, the figures have been divided into four rows or 'Levels'. The Levels One, Two, Three and Four are based on the 30th, 50th, 70th and 90th percentiles respectively for that category. The explanation is that a "level one" library would provide a basic level of service whereas a "level four" library would provide a very exceptional level of service. This allows library planners to compare their own measures with those of other Ontario public libraries in the same population category and determine their relative place on the scale from Level One to Level Four. According to this chart, a library serving a population of 10,899, with a collection of 38,789 has 3.55 volumes per person, offers Level 1 service. To move to a service at Level 2, the same library would need to have at least 37,060 volumes in the collection.

Table 18 - Total volumes held per capita – All materials except periodicals

Level	Population category (based on service population)							
	less than 2,500	2,500 to 5,000	5,000 to 10,000	10,000 to 15,000	15,000 to 30,000	30,000 to 50,000	50,000 to 100,000	County Systems
One	7.40	4.29	3.42	3.12	2.76	2.64	2.52	2.75
Two	10.69	5.99	4.36	3.92	3.51	3.23	2.90	3.34
Three	14.55	7.42	4.97	4.28	3.75	3.94	3.14	4.21
Four	20.65	8.90	7.33	5.14	4.32	4.56	4.02	4.83

* *Service Population*: If your library serves any municipalities, local services boards and/or First Nation bands that contract for service with your library and receive an annual operating grant from the provincial government, use the combined populations of your own community along with those of any contracting communities in selecting the appropriate population category for your library.

With respect to collection size, it is important to know how many volumes are weeded from the library collection each year. If x number of volumes are added to the collection each year, the overall collection will not increase if exactly the same number of volumes are weeded out – but the collection will be more current.

In June 2009, the State Library of Queensland (Australia) published a document called **Library Collection Standards** which has been posted at [http://www.slq.qld.gov.au/_data/assets/pdf_file/0020/146261/SLQ - Library collections standard June 2009.pdf](http://www.slq.qld.gov.au/_data/assets/pdf_file/0020/146261/SLQ_-_Library_collections_standard_June_2009.pdf)

One of the sections covered the topic of collection size – and perhaps added a fourth method of assessing collection size. With respect to a standard for collection size and rotation of the collection, the document reads:

“6.2.3 Standard for collection size

“Every library’s collection should be large enough to meet its operational requirements. Size of collections will vary depending on population catchments served, numbers of branches and frequency of stock rotation. The extent to which a library utilises electronic resources will also impact the physical size of the overall collection. In general, smaller libraries should have a higher number of resources per capita, to ensure the collection’s viability and comprehensiveness.

“Collection Size

- Minimum collection size is 2,500 items.
- Populations under 50,000 3 items per capita
- Populations over 50,000 2 - 3 items per capita

“The proportion of a library’s collection intended for adult clients in relation to that for young people will vary depending on the demographics of the community. Generally, two thirds of the collection will comprise adult materials and one third resources for children and young adults.

“6.2.4 Standard for stock rotation

“Library services with multiple branches and/or mobile libraries must have adequate provision of resources for each service point and stock should be refreshed through a program of regular rotation or exchanges. This is particularly important if the acquisition level in a branch is below 0.175 items per capita per annum. Regular exchange of stock between branches ensures that collections remain current and that clients have access to an increased range of resources. The appropriate size and frequency of exchanges should be determined by the library service to ensure local needs are met.

“Libraries should offer delivery services for items requested between branches. Where library services employ the concept of floating collections (where items remain at the branch at which they are returned), care should be taken to ensure collections remain balanced over time.” (Page 2)

iii) Collection allocation comparisons and benchmarks

Collection allocations are very tricky to assess. The collection size will be dependent on the size of the community, but the allocation of materials within the collection should be based on the nature of the community. It is important not to ignore one part of your community. There may be some in the community who are not using the library collection because they do not think the library has anything for them.

The allocation of collections for Ontario public libraries has not been the subject of research in quite some time. The examples provided here are from 1981 and 1986. Still, these allocations are worth studying and do represent a starting point in any discussion about public library collections and the distribution of the resources. The suggested guidelines for a public library are as follows:

One source of information on collection allocations is **Sourcebook for small public libraries: Collection development and management 1: Policy and Planning**. The breakdown included in that publication originally appeared in **Librarian's Handbook**, second edition, edited by Frank Obljubek and John Slater. Ontario Library Service-North, 1986. As a result of the publication date, unfortunately, it does not include audio-visual materials or electronic resources. However, if we consider the suggestions made, we have a reference point from which to work.

Table 19- Collection Allocation Benchmark

Minimum collection guidelines for a smaller public library (in volumes)				
General category	Specific category			Your library Percentage
All Fiction		38%		
	Adult fiction		17%	
	Young adult fiction		3%	
	Junior novels		8%	
	Juvenile picture books		10%	
Reference		8%		
Non-fiction (Adult and Juvenile)		54%		
	000-099 General works		3%	
	100-199 Philosophy		3%	
	200-299 Religion		3%	
	300-399 Social Sciences (Law, Education)		9%	
	400-499 Language		2%	
	500-599 Natural Sciences, Mathematics		5%	
	600-699 Technology (Applied sciences)		9%	
	700-799 The Arts		6%	
	800-899 Literature		5%	
	900-999 Geography & History		9%	

To illustrate how “inconsistent” the collection allocation actually is within Ontario public libraries, it is interesting to look at the responses received from the OLSLIB listserv in 2002, from five students taking the Advanced EXCEL course called *Developing a Collection Plan* in 2009 and from two collection evaluations undertaken by SOLS. Collection allocations in these libraries were:

Table 20: Collection Allocations (Actual allocations for 10 different public libraries in Ontario)

Library A (as reported on the OLSLIB listserv)

- Adult fiction - 25%
- Adult non-fiction - 38% (includes young people's non-fiction from grade 4 up)
- Reference - 5%

- Children and Young Adult - 31% (includes non-fiction up to Grade 3 and fiction)

Library B (as reported on the OLSLIB listserv - first line is percentage by type and the second line is the percentage by target age for print collection only)

- 40.2% fiction and 56.5% non-fiction (including reference)
- 26.8% children and 69.9% adult (including YA)
- Other languages and literacy materials make up the remaining 3.3%

Library C (2009 student in Advanced EXCEL course #33):

Target	Total	Type	Breakdown by type (percentage)	Breakdown by type (actual number of items)
Adult	47%	Non-fiction	23%	6,275
		Fiction	18%	4,933
		Paperbacks (if separated)	6%	1,731
Juvenile/Junior	37%	Non-fiction	15%	3,908
		Fiction	22%	5,839
Young adult	2%		2%	624
Multimedia/ audio-visual	14%	Videos / DVDs	6%	1,588
		Books on CD/cassette	2%	409
		Music	6%	1,557
Totals	100%		100%	26,864

Library D (2009 student in Advanced EXCEL course #33):

Target	Total	Type	Breakdown by type (percentage)	Breakdown by type (actual number of items)
Adult	49%	Non-fiction	19%	5054
		Fiction	18%	4670
		Paperbacks (if separated)	12%	3273
Juvenile/Junior (increase column width)	33%	Non-fiction	10%	2539
		Fiction	23%	6163
Young adult	4%		4%	1033
Multimedia/audi o-visual	14%	Videos/DVDs	10%	2560
		Books on CD	2%	599
		Music	2%	625
Totals	100%		100%	26516

Library E (2009 student in Advanced EXCEL course #33):

Target	Total	Type	Breakdown by type (percentage)	Breakdown by type (actual number of items)
Adult	68.4%	Non-fiction	17.3%	4351
		Fiction	51.1%	12815
		Paperbacks (if separated)	na	na
Juvenile/Junior (increase column width)	22.6%	Non-fiction	6%	1519
		Fiction	16.6%	4169
Young adult	3%		3%	759
Multimedia/audio-visual	5.6%	Videos/DVDs	2.6%	656
		Books on CD	0.7%	185
		Music	2.3%	577
Totals	100%		100%	25031

Library F (2009 student in Advanced EXCEL course #33):

Target	Total	Type	Breakdown by type (percentage)	Breakdown by type (actual number of items)
Adult	68%	Non-fiction	30%	6101
		Fiction	28%	5695
		Paperbacks (if separated)	10%	2034
Juvenile/Junior	17%	Non-fiction	7%	1424
		Fiction	10%	2034
Young adult	9%		9%	1830
Multimedia/audio-visual	6%	Videos / DVDs	4%	814
		Books on CD or cassette	2%	407
		Music	0%	0
Totals	100%		100%	20,339

Library G (2009 student in Advanced EXCEL course #33):

Target	Total	Type	Breakdown by type (percentage)	Breakdown by type (actual number of items)
Adult	47%	Non-Fiction	9%	1738
		Fiction	39%	7633
		Paperbacks (if separated)	na	na
Juvenile/Junior	43%	Non-Fiction	26%	5161
		Fiction	17%	3332
Young Adult	5%		5%	967
Multimedia/ audio-visual	5%	Videos/DVDs	3%	652
		Books on CD/Cassette	1%	268
		Music	0%	0
Totals			100%	19751

Table 20 Collection allocations (continued) And from the SOLS collection studies mentioned earlier:

Library X (first, percentage by type, then secondly percentage by target age for print collection only)

- 42% fiction and 57% non-fiction
- 31% children, 1% YA and 68% adult

Library Y

Adult	69%	38%	Non-fiction
		23%	Fiction
		8%	Paperbacks
Juvenile	26%	14%	Non-fiction
		12%	Fiction
Multimedia	6%	4%	Videos / DVDs
		1%	Books on Tape
		1%	Music
Total		101%	

Library Z (for print collection only)

Dewey Decade	% in 2003	
Fiction		48.9%
Periodicals		0.8%
Total non-fiction		50.3%
000-099 -General works	0.8%	
100-199 Philosophy	1.4%	
200-299 Religion	1.4%	
300-399 Social Sciences (Law, Education)	7.7%	
400-499 Language	0.7%	
500-599 Natural Sciences, Mathematics	4.4%	
600-699 Technology (Applied sciences)	8.4%	
700-799 The Arts	7.7%	
800-899 Literature	5.3%	
900-999 Geography & History	12.5%	
TOTAL		100.0%

The allocation of non-fiction, as a percentage, ranges from a low of 23.3% of the collection to 56.5% of the collection, with the average for these particular libraries at 40.8%. The smaller libraries (mostly those who were EXCEL students) tend to have smaller non-fiction collections, in some cases, smaller than their fiction collections. The larger libraries (Library B and Library Y) have 52% and 56.6% of their collections in non-fiction titles (both adult and juvenile).

The juvenile/junior collections (both fiction and non-fiction), as a percentage, ranges from a low of 17% of a collection to a high of 43% of a collection among these Ontario public libraries, with an average of 27.5% of the collection.

Clearly, a library can work through a series of comparisons with other libraries and checking against benchmarks to arrive at an assessment of the present library collection from a quantitative point of view.

With that in mind, here is a sample from a collection evaluation report undertaken by an Ontario public library in which they compared their various statistics at two time periods, four years apart, but also compared their statistical information to other public libraries of a similar size. They used the data posted on the Ministry website under the **Annual Survey of Public Libraries** to make comparisons between volumes per capita and material expenditures per capita. This information is provided only to provide an idea of the range of information which can be reviewed. In providing the comparative information, the library can reassure itself that it is on the right track in terms of its collection spending.

“Library Z’s collection is close to the provincial average for its population group and provincial standards. Library Z reports, for the 2003 **Annual Survey of Public Libraries**, a collection of 73,348 volumes. The service population for the Library Z is 25,516. At that population and collection size, Library Z has 2.9 volumes per capita. In 1997, the staff had reported 62,282 volumes or 2.5 volumes per capita.

“From the 2001 provincial statistics, the average collection size for libraries in the 15,000 to 30,000 population range is 61,613 volumes and 3.0 volumes per capita. A generally accepted minimum standard for libraries in the 15,000 to 30,000 population range is 3 volumes per capita.

“Library Z’s material expenditure for 2001 is up from 1997 and is now higher than the provincial average. In 2001, Library Z’s materials expenditure per capita was \$5.42, up from \$2.27 in 1997. Materials expenditure as a percentage of total expenditures was 19.0%, up from 10.0% in 1997. In 2001, the average materials expenditure per capita for libraries with a population between 15,000 to 30,000 was \$3.83 and the average materials expenditure as a percentage of total expenditure for this group was 14.5%.

Collection Evaluation Methodology - Part 3 - Qualitative Analysis

Qualitative measurement refers to quality; that is, how useful and worthwhile are the various materials. The qualitative analysis is accomplished by checking the library collection against standard collection lists, and a physical examination of the shelves in departments. These methods are used to gauge depth, breadth, variety, collection development practices and appropriateness of the collection.

A qualitative analysis is by no means an exhaustive evaluation of the collection. It is meant to take a snapshot of the collection available to the browser – verifying that whatever the reading level or taste, a patron will be able to find something interesting on the shelves.

There are many lists which could be used for the qualitative analysis. Staff at the Southern Ontario Library Service have created five standard lists which could be used. These lists are updated periodically and the lists created in 2009 have been included as **Appendix H** of this publication. The most current available will be available online from the SOLS website.

The Excel spreadsheet includes five separate tabs that are split according to Adult and Juvenile materials, but with a separate list for picture books. Working with these lists is a bit subjective. In some cases, there are specific titles to be located, and in some cases, specific authors to be found. In other cases, there are instructions to be followed. For example, for witchcraft, the instructions are to look for current information and look for good coverage. Points are awarded for each element.

In terms of non-fiction, the list contains a variety of topics typically requested in public libraries. When evaluating the collection, titles were scanned to ascertain a variety of opinion, various levels, and depth. If a specific title was found, one point was awarded. If a section was being scanned, a number between 0 and 4 was awarded, based on criteria outlines on the list. In every case, a judgment was made based on experience and expectation.

The section in the 900’s is difficult to evaluate, as the popularity of certain sections depends greatly on the age and background of the population served. This section is very large, and has a lower turnover rate than the rest of the non-fiction collection. This may be indicative of a need for aggressive weeding.

The library's collection may be checked against these lists by both reading the shelves and checking in the database. Begin by checking the shelves. That is, see which books are actually in the library, rather than just in the collection, but out at the present time. The idea is that patrons who like to browse should be able to find some good materials on the shelves when they come to borrow a book. As a second step in this analysis, the library catalogue needs to be checked to see if the library owns the item.

The following are examples of observations made by a SOLS consultant based on an assessment of the collection using the lists:

“The score assigned to the standard lists was very high for all sections of the library collection. It is evident that some care has been taken to keep up with current topics and to select materials that are not just the best sellers. The success of a good collection is dependent on the availability of a variety of items, and this library's collection showed that very well.

The variety of the computer section was excellent. There were books on general principles, as well as operating manuals and workbooks for specific software packages and peripherals. The size of the collection was large, with some outdated titles.

The craft collection is very large and quite dated. Knitting books, in particular, were not very attractive, although excellent titles were available.

The 900 section is very large, and has a lower turnover rate than the rest of the non-fiction collection. This may be indicative of a need for aggressive weeding.

The fiction section was very large, chopped up, but in excellent condition. In particular, we were looking for some cult favourites like Neil Gaiman and Christopher Moore. We also wanted to find the newer authors that have been talked about over the last few years, such as Mark Dunne and Cory Doctorow.

Overall, the adult collection scored an average of 93%. The adult non-fiction collection scored 89%, and the fiction scored an unprecedented 97%.”

When reviewing the results it is important to keep in mind that the nature of this method of evaluation is such that the process of checking the library's collection for the recommended titles is of more lasting value than the number of successful hits recorded. At the same time, it is an excellent opportunity to explore certain segments of the library collection in depth, evaluating the condition, datedness and appropriateness of the material on the shelves as well as identifying gaps to be filled. It also affords the opportunity to learn about titles worth purchasing retrospectively and find out how those titles were missed by the library in the first place.

This type of qualitative analysis can help the library to pinpoint particular areas of the collection that require some specific attention in the collection plan that is being developed. For example, if the picture book section in the library had a score of 97% of the items on the list, but the junior fiction list only scored 75% of the items or authors on the list, then it may be that the selection practices for junior fiction need to be re-examined. Perhaps more money needs to go into that collection to bring it into line with “one might expect to see in an Ontario public library junior fiction collection”. The idea is that this extra money needed for this collection would need to be reflected in the collection plan which is being developed.

Collection Evaluation Methodology - Part 4 - Visual inspection

A final step in the collection evaluation methodology is to look at the library's collection using a number of specific indicators including:

- crowding
- messy shelves
- logical flow
- signage
- visual appeal
- displays and lists

There are a number of reasons to undertake this visual inspection. For example, if the adult non-fiction collection is not well organized, it can be difficult for the public to find the information that they require. If labels are missing or of poor quality, it can also be that patrons might have trouble finding books that are of interest to them. If labelling is poor, staff responsible for shelving the library materials might have trouble returning items to the shelves in the proper order, and a mis-shelved item is almost the same as being lost. Sometimes missing labels indicate that the item is older, and might be a candidate for weeding. If not, then part of the collection plan might include a footnote to budget for the re-labelling of the library collection to make it more accessible to the general public (e.g. easier to read, easier to shelve, easier to find).

This visual inspection can often indicate the need for weeding. Even if a library has spent a lot of money on new items, if the shelves are crowded and full of older, dated materials, then the public often perceives the library as having an older, dated collection. Library Z, mentioned several times already, completed a major weeding of their collection, removing almost 35% of the collection. In terms of numbers, they replaced about 25% of the items with newer titles. In terms of total numbers, this resulted in fewer titles than before, but having removed the older, dated titles, the public responded very positively. In a customer satisfaction survey completed after the major weeding, the customer satisfaction level rose by 15% over the previous survey. Clearly weeding works.

Any notes from the visual inspection should be recorded so that they can be included in the collection plan, as needed.

STEP 5 - WRITE COLLECTION STATEMENTS

- Step 1 – Examine the community
- Step 2 – Review of present users and their interests
- Step 3 – Write Collection Development Policy
- Step 4 – Assess the present library collection
- ➔ **Step 5 - Write collection statements**
- Step 6 – Create long-term strategies and annual plans
- Step 7 – Develop budgetary goals
- Step 8 – Write weeding guidelines.

Collection development is the process of building or improving a collection of library materials through the selection of appropriate materials, acceptance of gifts, weeding or withdrawing materials. As selection of library materials is considered to be at the heart of the collection

development process, skill, knowledge, and the right tools are required to select appropriate materials that meet the needs of the library community. The collection policy, developed in an earlier step, will contain general selection guidelines. For example, a collection policy will state an overall purpose of a collection and specifically acknowledge the types of collections that the library will have such as fiction and non-fiction materials for adults, 'junior' patrons, young adults. It also acknowledges that there will be several specific collections including music, materials of local history/local interest, adult literacy and government documents. Collection statements or collection profiles, on the other hand, allow the library staff to be more detailed about what will be collected in specific parts of the collection.

There are many ways to write these descriptions. The ***Sourcebook for Small Public Libraries: Collection Development and Management 1: Policy and Planning***, written in 1993, contained a Collection Policy that included a sub-section called "Composition of the Collection". The information in that older policy could also form part of the Collection Statements. The document is posted as Sample 4 at <http://www.sols.org/publications/sourcebooks/index.htm>. From that older document, one example of a statement is:

2. Young adult

A collection specifically selected for young adults, from ages 12 to 16 years will be maintained. The importance of adolescence as a crucial growing phase is recognized and accordingly materials dealing with awareness of self, hero-worship, conformity, sex, concern with the future, and evaluation of beliefs will be selected. As paperback is the book format of choice for this age group, it will be preferred over hardcover where appropriate.

3. Children

The collection is selected for children up to the age of 12 years.

a) Fiction

The need for a balanced children's collection is recognized. Since bibliotherapy is an important aspect of children's fiction, titles concerning problem areas such as toilet training, fears, growing up, death, friendship, and dealing with a new sibling will be included. Picture books may be chosen on the basis of exceptionally good illustrations. Children's classics will be a part of the collection as will popular mass market titles.

b) Non-fiction

Non-fiction titles must be accurate, up-to-date and unbiased. Titles will be selected which:

- satisfy children's natural curiosity about their environment;
- develop children's awareness of the world around them;
- are suitable for a range of age and reading levels.

c) Reference

The children's reference collection will include general encyclopedias, both Canadian and international, suitable for various age groups. These will be kept up-to-date as new editions become available. Specialized encyclopedias will be considered for such topics as: the arts, biographies, nature, children's authors and illustrators, science and technology, history and geography.

Another style of writing the collection statements is provided in the sample found in **Appendix D** from the Tompkins County Library.

In the Tompkins County Collection Management Plan, the library staff have assigned a level for the collection from 0 (out of scope) through to 5 (comprehensive level). Most of the subject areas and fiction collection for this library is at level 1 (minimal level) and level 2 (basic information level). Tompkins County Library, along with a number of other libraries, have used and adapted the American Library Association's "Guidelines for the formulation of Collection Development Policies," which outline collection levels. Collection levels are used to indicate various levels of collection strength the library targets for the acquisition and maintenance in specific collections and subject areas and tie in with the community needs assessment as defined in the collection policy. Unfortunately, the actual guidelines are not posted on the ALA website (www.ala.org), but do appear in several print publications which can be purchased from the American Library Association. That said, the description of the levels provided on page 7 of the Tompkins County report does provide a good overview.

The Toronto Public Library also used collection statements to describe their collections. Selected sample collection statements from the Toronto Public Library are included as **Appendix E**.

The end result is a comprehensive document, which is detailed and clearly spells out what selectors are to do and how they are to do it. Collection statements are invaluable as anyone could pick up this material and know what was being selected and why. The statements also serve as wonderful training tools for subject areas. They then get translated into budget figures as part of the materials collection budget and part of the planning process and strategic plans.

STEP 6 - CREATE LONG-TERM STRATEGIES AND ANNUAL PLANS

- Step 1 – Examine the community
- Step 2 – Review of present users and their interests
- Step 3 – Write a collection policy
- Step 4 - Assess the present library collection
- Step 5 - Write collection statements
- ➔ **Step 6 – Create long-term strategies and annual plans**
- Step 7 – Develop a budget
- Step 8 - Write weeding guidelines

To this point in the process, the evaluation of the collection is complete, and what is currently in the collection or should be in the library collection has been identified. The conclusions drawn from the study of the community and the library users now need to be applied to the development of the collection. For example, if the examination of local statistics shows that there is unlikely to be any increase in the number of people in the local community, and the current collection is deemed to be an appropriate size, then there should be a concentration on improving the quality of the library collection by replacing poor quality materials with recommended titles. A larger proportion of the library's materials budget could be devoted to the purchase of recommended titles from core collection lists.

If, on the other hand, projections indicate growth in particular age groups, then the focus should be on ensuring that the size of the collection meets the needs of those groups. This, of course,

does not mean that quality has to be compromised over quantity. Good selection techniques should continue to be used, for example, to check out lists of “best books” and “award-winning books” as well as reading reviews and requests. It may also result in consideration being given to the purchase of multiple copies of popular items, devoting more money to paperback purchases or selecting more inexpensive materials to meet demands, while remaining within the available budget.

The collection assessment, and collection policy, can be very useful in planning for collection development over the next few years. For example, it may have been determined that the library collection meets the minimum quantitative standard for picture books, in terms of numbers alone, but that they are not of the quality suggested by basic lists and that a number of basic titles are missing. Depending on the results of the community and user reviews, and the emphasis of the collection development policy, improving the quality of picture books may be a priority for the upcoming year. On the other hand, perhaps the assessment of the present collection has shown that basic health books are of good quality, but not in the numbers required. Another priority has been made clear.

The next step is to write down some long-term strategies, annual plans and then translate these into buying plans for the library. All of these elements will form the written collection plan. Keep in mind that a collection plan is unique to each library and there is no established format or procedure which must be followed.

The key to the collection plan is that it needs to cover the regular collection development work while targeting specific areas for attention. With a written plan, a strategy to improve the collection based on the gathered information is developed. The plan will guide how the available funds will be spent. Ideally, the funding for specific, targeted areas will come from additional money, from a grant or other sources, but if not, then some adjustment of the regular materials budget allocations might be necessary.

There are some essential components that should be present in the plan:

1. **Long-term strategies** for the development of the collection need to be stated (some call these goals). These strategies will be developed based on consideration of the information gathered about the collection, the community, and the overall mission and roles of the library. This section of the written plan will state the intentions of the library, with respect to collections, over a number of years.
2. **Annual plans** will break down the long-term strategies into specific objectives to be accomplished in a one year period. The annual plan will identify and provide descriptions of specific areas that will be the focus for the year.
3. The **buying plan** component of the collection plan will explain how the annual materials budget will be allocated. The buying plan will cover both the allocations needed to achieve the specific objectives and those needed to continue the ongoing, regular collection development work.

All parts of the plan are subject to some revision, and should serve as guidelines to collection building, rather than being inflexible. It is also important that library staff, and boards, should have input into the development of this plan.

a) Long-term Strategies

The first step in developing a long-term strategy is to list goals for the collection. These goals might come out of the preliminary work that you have done on the collection, such as studying the size and breakdown of the present collection, analysis of the community population but they may also come out of the overall strategic planning work undertaken by the library and library board. The goals will be fairly general, for example, the public library staff and board might want to:

- Improve service to the preschool population by upgrading the picture book collections.
- Recognize the large number of 25-44 year olds and work to build those areas in which they have indicated an interest. These include parenting, how-to material on renovating, and travel.
- Improve the availability of materials for the community by increasing the overall size of the collection to a minimum standard.

Based on these ideas, the long-term plan is developed. Within the long-term plan, the library staff need to decide what is a reasonable time in which to achieve the plans. Long-term plans usually project ahead at least three years, but no more than five years. The most common period of time is three years. These goals, and the resulting annual plans, are most useful when they are measurable, indicating a specific action. It is also important to remember that some of these goals will require attention to the budget, either in adding money or shifting funds, while other goals will require a shift in the way that materials are selected to improve the quality of the materials.

The example below illustrates a long-term plan for the three-year period from 2009-2011.

Sample collection development plan: Long-term 2009-2011

GOAL 1: To improve the availability of materials for the community by increasing the overall size of the print collection from 29,470 to 33,003.

Based on the information provided in the Sourcebook, the size of the print collection for our population of 8,500 should be 33,003. Requiring 3533 volumes, we will add an additional 1,177 volumes to the collection each year until the target is achieved.

GOAL 2: To improve service to the preschool population by upgrading the picture book and junior collection.

Picture book collection contains only 45% of titles recommended in list of materials used for the qualitative analysis. Increase this level to 90% over 3 years by purchasing additional materials specifically from the qualitative list.

GOAL 3: To maintain quality recreational reading, viewing, and listening materials for all ages by continuing to update the collection in both fiction and non-fiction.

Those areas of the fiction and non-fiction collections assessed as being adequate in quantity and quality must be kept current. To maintain the collection, 10% of the collection must be updated annually, unless otherwise targeted.

GOAL 4: To reflect the needs of a large number of 25- to 44-year-olds by building up those areas in which they have indicated an interest, specifically how-to material on renovating (643, 690), parenting (649), and travel (910).

The number of items currently in each of these three sections - parenting (649), how-to material on renovating (643, 690), and travel (910) – will be doubled.

GOAL 5: To respond to the growth of the First Nation population by increasing the quantity of materials relating to First Nation culture and related areas of interest.

All of the materials that have been used in the First Nations Community Reads program will be purchased for the library collection.

GOAL 6: To take advantage of the information resources in electronic format by renewing fewer printed reference and information resources.

The electronic databases available free of charge through Resource Ontario (Knowledge Ontario) have been renewed through to the end of 2010. As a result of these electronic resources, reduce spending on print reference materials by 50%.

b) Annual plans

The annual plan details the work to be done each year in order to achieve the long-term strategy. The plan outlines targeted areas for the coming year, taking into account progress made in the previous year.

The annual plan needs to reflect changes in funding and possible changes in the community. For example, the library in a town which has just been awarded a special event, such as a Summer Games, may want to adjust its plan to allow for immediate purchase of materials relating to summer sports and games organization. If the assessment of the present collection indicated that there were significant gaps in the children's collection, either from a qualitative or quantitative point of view, then targets need to be set for the number of additions and deletions. A budget and the dollar figures will be assigned in the buying plan which is the next part of the process.

As these are annual plans which can be used to measure "success", they should be measurable. Without that sort of measurement, how would you know that you had completed the work? At the end of the year, you can say, "yes, I improved the collection" but how can you "defend" that without being able to show a completion of the task. So, while "begin to improve the quality of the picture book collection" is actually something that one might do, it is much better to state it as something that is measurable. For example, "begin to improve the quality of the picture book collection by checking the list against the most recent Best Books list from the Canadian Children's Centre and ensuring that at least 50% of the items in the publication are in the collection."

As another example, some libraries are targeting a switch to electronic magazines and journals. At the same time, in the earlier investigations with community and users, there may still be interest in print materials. Depending on your long-term strategies, one targeted area might read something like this: “while research and education magazines and journals will continue to be available through Knowledge Ontario/Resource Ontario, there is still a need in our community for print magazines that fit into the pleasure reading realm. The library will purchase 14 additional subscriptions to magazines in the lifestyle and leisure category.”

Here is a sample set of plans that would cover each year from 2009-2011.

TARGETED AREAS – 2009

1. Expand and improve the adult collection in the area of how-to material on renovating (643, 690), both print and non-book by adding 40 new titles to this collection.
2. Begin to improve the quality of the picture book collection by checking the list against the 2008 *Best Books* list from the Canadian Children’s Centre and ensuring that at least 50% of the items in the picture book section of that publication are in the library’s collection.
3. Increase the overall size of the print collection by 1,177 volumes (This is a net increase by adding new titles, but continuing to weed out older titles).
4. Replace one out-of-date print encyclopedia with a subscription to a comparable electronic encyclopedia.

TARGETED AREAS – 2010

1. Expand and improve the adult collection in the area of travel (910), both print and non-book by adding 40 new titles to this collection.
2. Begin to add materials relating to First Nations culture. Add 15 new titles.
3. Continue to improve the picture book collection by checking the list against the 2009 *Best Books* list from the Canadian Children’s Centre and ensuring that at least 50% of the items in the picture book section of that publication are in the library’s collection.
4. Increase the overall size of the print collection by 1,177 volumes (This is a net increase by adding new titles, but continuing to weed out older titles).

TARGETED AREAS – 2011

1. Expand and improve adult collection in the area of parenting (649), both print and non-book by adding 40 new titles to this collection.
2. Continue to add materials relating to First Nations culture to all parts of the collection. Add 15 new titles to the collection.
3. Continue to improve the picture book collection by checking the list against the 2010 *Best Books* list from the Canadian Children’s Centre and ensuring that at least 50% of the items in the picture book section of that publication are in the library’s collection..
4. Increase the overall size of the print collection by 1,177 volumes (This is a net increase by adding new titles, but continuing to weed out older titles).

These annual plans should serve as guidelines to reach the long-term goals and strategies set for the collection. In using the annual plans, some flexibility will be needed. For example, if the library was to receive a bequest or donation, and the person wanted to spend the money on collections, the library might be able to purchase all of the titles from the First Nation Community Reads program in one year (Long-term strategy: Goal 5), rather than spread it over two years, as was outlined in the annual plans. Depending on how much additional money is received, one might also be able to purchase the additional titles from the picture book list used for the qualitative analysis, as was included as Goal 2 in the Long-term strategy.

STEP 7 - DEVELOP A BUDGET

- Step 1 – Examine the community
- Step 2 – Review of present users and their interests
- Step 3 – Write a collection policy
- Step 4 - Assess the present library collection
- Step 5 - Write collection statements
- Step 6 – Create long-term strategies and annual plans
- ➔ **Step 7 – Develop a budget**
- Step 8 - Write weeding guidelines

The next step in the process of developing a collection plan is to develop a budget for the collection which would allow the plan to be fulfilled. Each of the items in the annual plan will have a dollar figure attached to it, and the library must calculate the total cost of achieving these targets. It might be that once the budget is developed, the targeted areas in the annual plan might need to be scaled back. It might also be that the targeted areas would need to be prioritized, so that the most important pieces could be covered, and the remaining items covered by a potential special grant or donation that might come to the library part-way through the fiscal year.

To create the necessary budget pieces, start by looking at the current budget.

a) The current budget plan

As part of the overall budget planning for the year, libraries have at least one line for materials. This would reflect the plan for regular spending on library materials in that given year. The **Annual Survey of Public Libraries** requires that the total amount spent on materials be recorded. Some libraries have separate lines for books and for audio-visual. Still other library systems break the materials budget down by branch as well or by further collection areas, such as adult or children’s collections. Here is an example of the regular budget spending for one library system.

In this library system, the total materials budget for 2008 is \$80,500. There are three branches, and the library purchases materials in the following formats from this budget line: magazines, books, audio-visual. The first version shows the dollar value allocations for each branch, broken down into three categories: books, audio-visual and magazines. The second version shows the allocations for the entire system broken down by collection format and type (e.g. fiction, non-fiction, adult, junior). The final version is broken down by branch and by type within the book budget and A/V budget.

Table 21 - Budget allocation – three versions

	Books	Audio-visual	Magazines	Total for branch
Branch 1	\$33,000	\$3,700	\$2,500	\$39,200
Branch 2	\$19,000	\$2,800	\$1,900	\$23,700
Branch 3	\$14,500	\$1,600	\$1,500	\$17,600
Total	\$66,500	\$8,100	\$5,900	\$80,500
Percentage of total	82.6%	10.1%	7.3%	100%

	Dollar value		Percentage	
Adult fiction	\$26,666		33.1%	
Adult non-fiction	\$20,016		24.8%	
Junior fiction (including picture books)	\$9,909		12.3%	
Junior non-fiction	\$9,909		12.3%	
Sub-total		\$66,500		82.6%
DVDs	\$4,050		5%	
Books on CD	\$2,835		3.5%	
Music CD	\$1,215		1.5%	
Sub-total		\$8,100		10%
Magazines		\$5,900		7.3%
Total		\$80,500		100%

	Magazines	Total Books	Adult fiction	Adult non-fiction	Junior non-fiction	Junior fiction	Total Audio-visual	DVDs	Books on CD	Music CDs
Branch 1	\$2,500	\$33,000	\$13,233	\$9,933	\$4,917	\$4,917	\$3,700	\$1,850	\$1,295	\$555
Branch 2	1,900	19,000	7,619	5719	2,831	2,831	2,800	1,400	980	420
Branch 3	1,500	14,500	5,814	4,364	2,161	2,161	1,600	800	560	240
Total	\$5,900	\$66,500	26,666	20,016	9,909	9,909	\$8,100	4,050	2,835	1,215
Percentage within type		100%⇒	40.1%	30.1%	14.9%	14.9%	100%⇒	50%	35%	15%
Percentage of total	7.3%	82.6%					10.1%			

b) Buying plans

Buying plans and budgetary goals serve as guidelines to library staff in undertaking the year's purchasing. By analyzing regular allocations and specific targeted areas in more detail, the funds needed to meet the requirements of the annual plan can be projected. In other words, one can forecast how much money will be needed to meet the long-term strategies, and these plans can be broken down into annual budgets.

With the library's collection plans in hand, increased spending can be justified and one is more likely to make a strong case for funding. Extenuating circumstances, such as severe budget restraints, may lead to a temporary set-back for the plan, but overall, the goals identified should take precedence. Conversely, if a collection plan was in place, the library would be ready if additional funds become available from municipal or grant sources.

Remember that libraries in areas of growth may be able to use funds acquired under the *Development Charges Act*. The development charges funds can only be collected if the funds are being spent on growth related projects. Collection development costs for materials is eligible but the funds cannot be offset with a reduction to your operating budget for materials. The point of development charges is to ensure that new citizens get the same level of service that could be afforded from the tax base before there was housing expansion. Builders have to pay \$x per new unit built, and that money goes to expand services to these new units. Information on the amount of funds available would come from the local municipal office.

There are various ways of allocating a materials budget by assigning percentages to different areas of the collection and by relating the budget allocations to specific library goals. Remember that the buying plan needs to include the regular materials budget as well as the specific targeted areas in order to meet specific goals.

i) Buying plan to build minimum collection size

One of the **specific goals** in the sample long-term plan outlined in the previous step is that the Library should have 33,003 volumes in the library collection by 2011 to serve a population of 8,500. This library currently has 29,470 volumes and would need to have a net gain of 3,533.

The reason for looking at the **net gain**, as opposed to just adding new titles, is that while a library adds **new** volumes each year, a certain percentage of the materials acquired each year are actually replacements for materials that were weeded out because they were outdated or worn or materials that were lost from the collection. If the titles are replacements, they would not add to the overall collection size since a title is withdrawn from the collection when the new replacement title is purchased. So if library regularly weeds 200 titles per year, in this example, then the library would actually add 1,177 volumes (the target increase for each year) plus 200 volumes for a net gain of 1,177 volumes.

Different libraries record the replacement of material in different ways. Before developing the buying plan, one should be sure to clarify what is meant by 'replacement'. For example, some include the replacement of a worn book with one of the same title in the 'replacement' column, but the replacement of an outdated item with a current title would be recorded as a 'new' title, rather than as a 'replacement'. In this case, the percentage of the materials budget required for 'replacement' would be much lower than if all 'replacements and new editions' are included.

For simple **replacement** of worn and lost books, the 2 to 3% figure would likely be sufficient. As everyone knows, in many cases, it is not possible to find new editions of a particular book. Often a lost book, especially a very dated book, should be replaced with a completely new title. In other cases, such as a classic work of literature, one would look to replace the exact title, although perhaps with an updated cover. There are certain titles that the library really must continue to have and which must be kept up-to-date. For example, money would also have to be allotted for new editions of items such as standard science books.

A calculation can then be made as to the number of additional items which should be purchased each year for three years to achieve the goal of increasing the collection size by 3,533 volumes. Then, by working out average prices for the various types of materials, the materials budget requirements for that overall period of time can be estimated.

Arriving at an 'average cost' figure in the budget need not be difficult. There are several methods which can be used. Vendor reports are best. A good vendor will provide average prices by category, such as reference books, adult non-fiction, picture books, juvenile non-fiction, adult fiction, juvenile fiction, CDs, and so on. A processing/cataloguing cost is usually also indicated. If these records are not available, the library's own invoices can be used. The items on the invoice should be separated by category and divided by the number of items purchased in each category. It is not enough to assign an overall average, such as \$25.00 per item, since there is such a variation in price among different types of books and non-book materials. Make sure accurate costs for **each** category are calculated.

To calculate the dollar figures, it is helpful to figure out the allocations with respect to the number of volumes. In our sample library, the collection size needs to have 33,003 volumes. A net gain of 3,533 volumes is needed just to reach that minimum. While each library must determine the best configuration for their own community, *The Librarian's Handbook* and *Sourcebook* (described earlier) provide guidelines for collection allocation. In the chart below, these guidelines have been adjusted based on the research of the collection, but still show how many titles would need to be added into each area. For example, given current trends toward more electronic resources in reference, the number of print reference titles for this sample library has been reduced from the suggested minimum percentage. A higher percentage has been given to adult fiction as the sample library serves as a popular materials centre, and has a very high circulation of adult fiction.

Table 22 - Number of new volumes to be added to the print collection

	Current volumes in each collection area	Library holdings as percentage	Adjusted holdings to match community (percentage)	Volumes needed in each collection area (based on adjusted guidelines)	Volumes needed to meet adjusted guidelines (net gain over 3 years)
Adult fiction (including YA)	8,250	28%	27%	8,911	661
Juvenile picture books	2,550	8.6%	10%	3,300	750
Junior novels	2,400	8.1%	8%	2,641	241
Non-fiction	15,970	54.2%	54%	17,821	1,851
Reference	300	1.0%	1%	330	30
Total	29,460	100%	100%	33,003	3,533

This next chart illustrates the budget requirements to add 3,533 new items to the collection over a three year period. Remember that each of the weeded or lost titles that are taken out of the collection needed to be “replaced”. As mentioned earlier, if 200 titles per year are weeded or removed from the collection, the budget requirements would be that the cost of an additional 200 replacement titles would need to be considered.

Table 23 - Budget requirements to add 3,533 new volumes over 3 years

	Calculation *	Cost (in dollars)
Adult fiction (including YA)	661 volumes @ \$21 per volume	13,881
Juvenile picture books	750 volumes @ \$18 per volume	13,500
Junior novels	241 volumes @ \$12 per volume	2,892
Non-fiction	1,851 volumes @ \$22 per volume	40,722
Reference	30 volumes @ \$40 per volume	1,200
Three year total cost		\$72,195

* Cost estimates are conservative in that hardcover titles can cost more than the figures given, however, it has been assumed some trade paperback titles might be purchased.

Keep in mind that this budget calculation is only used to build the collection to the minimum guidelines. It does not tell **which** titles should be added. Remember from the long-term plan, the second goal was “To respond to the growing preschool population by upgrading the picture book and junior collection.” So, in the buying plan, 750 picture book volumes would be added (in this case, likely individual titles, as few picture books are multi-volume sets). To select the picture books, according to the long term plan, a selection list would be used. In the plan, it was stated that “Picture book collection contains only 45% of materials recommended in list of materials used for the qualitative analysis. This should be increased to 90% over 3 years.” So, in selecting the 750 volumes to be added, the list provided in the qualitative analysis and then some other lists, such as those in the Collection Development section of the Joint OLS-N/SOLS Clearinghouse of Professional Information, would be used as the selection tools.

ii) Buying plan to build a collection with various formats

The other part of the collection to be considered in the buying plan are non-book materials. As with the other collections, there is no “set” allocation of the materials budget for non-book materials. The **Guidelines for Rural/Urban Public Library Systems 2005** from the Administrators of Rural and Urban Public Libraries of Ontario/ARUPLO (posted at <http://www.sols.org/links/clearinghouse/accreditation/selectedsamplepolicies/ARUPLGuidelines.pdf>) suggests that a library serving a medium-sized library or library branch should have a minimum of 40-50 periodicals and a minimum of 500 items that are audio-visual or non-print. The older minimum guidelines did not consider audio-visual or non-book materials.

If the library does not currently collect materials in non-book formats, then a certain portion of the budget would have to be allocated to non-book formatted, that is, up to the suggested minimum – 500 items in this case using the ARUPLO guidelines. In this case, it would be expected that some consideration would be given to what types of non-book formats should be collected – for example, music CDs, books on CD, DVDs.

In some cases, some non-book materials in your budget might already be in the collection. For example, in the sample annual plan shown earlier, it was suggested that for 2009, one of the development priorities was to “Expand and improve the adult collection in the area of **how-to material on renovating (643, 690)**, both print and non-book.” Some libraries allocate materials as a whole, and some separate by format with separate lines for audio-visual materials. Here is a sample allocation for a non-book budget where the allocation is a completely separate line:

Table 24 - Allocation of the non-book budget

Adult	Total		45%
	DVD: Movies	20%	
	CD: classical music	7%	
	CD: other music	8%	
	Books on CD	20%	
Young adult	CD: Music		10%
Children	Total		45%
	DVD: Movies	20%	
	CD: Music	17%	
	Books on CD	8%	

iii) Buying plan to meet the specific targets set out in the collection plan

The buying plans presented so far cover the budget required to increase the size of the print collection and to purchase non-book materials. In these sections, it was acknowledged that there were several ways to represent this information with some libraries maintaining one budget line to cover the purchase of all materials, including both the regular purchasing and additional materials required, and other libraries separating the budget for regular, on-going purchases from the budget required to address those targeted areas in the annual plan.

Earlier in this document, the targeted areas for 2009 were suggested as being the following:

TARGETED AREAS – 2009

1. Expand and improve the adult collection in the area of how-to material on renovating (643, 690), both print and non-book by adding 40 new titles to this collection.
2. Begin to improve the quality of the picture book collection by checking the list against the 2008 *Best Books* list from the Canadian Children’s Centre and ensuring that at least 50% of the items in the picture book section of that publication are in the library’s collection.
3. Increase the overall size of the print collection by 1,177 volumes (This is a net increase by adding new titles, but continuing to weed out older titles).
4. Replace one out-of-date print encyclopedia with a subscription to a comparable electronic encyclopedia.

In our example, it might be helpful to have a separate line for **how-to material on renovating (643, 690), parenting (649), and travel (910)** parts of the collection as they represent a focus of the annual plan in each of the three-year period covered by the long-term strategy. In building the overall size of the collection, there are 1,851 volumes to be added to the non-fiction collection, but there are three targeted areas for collection building

The chart below shows a budget plan showing the regular ongoing collection development and the targeted areas. It assumes that there are three budget lines – print, audio-visual and electronic. Please note that this is the allocation or distribution of the budget for a given year, not the composition of the library’s collection. Note that ** denotes areas which have been identified as priorities for development in the collection plan.

Table 25 – Allocation of resources

	Current volumes in each collection area	Library holdings as percentage	Adjusted holdings to match community (percentage)	Volumes needed in each collection area (based on adjusted guidelines)	Volumes needed to meet adjusted guidelines (net gain over 3 years)
Adult fiction (including YA)	8,250	28%	27%	8,911	661
Juvenile picture books	2,550	8.6%	10%	3,300	750
Junior novels	2,400	8.1%	8%	2,641	241
Non-fiction	15,970	54.2%	54%	17,821	1,851
Reference	300	1.0%	1%	330	30
Total	29,460	100%	100%	33,003	3,533

Table 26 – Budget allocation

CATEGORY	BUDGET ALLOCATION			
ALL	100%			
PRINT		82%		
Adult:			60%	
Fiction (regular and large print)				19%
Non-fiction				29%
				1%
Large print				5%
Young adult				4%
Reference				1%
Magazines				1%
Juvenile:			22%	
Picture /Easy-read				5%
Targeted area: Picture books				5%
Fiction				5%
Non-fiction				6%
Magazines				1%
AUDIO-VISUAL		17%		
Adult:			12%	
Videos/DVDs				6%
Music CDs/Cassettes				3%
Audio books				3%
Juvenile:			5%	
Videos/DVDs				2.50%
Music CDs/Cassettes				1.25%
Audio books				1.25%
ELECTRONIC		1%		
On-line reference encyclopedia				1%

In working on the buying plan a library goes through a collection assessment process to determine the allocation of funds. Funds are allocated to a library branch through the application of a variety of factors. These factors include circulation, turnover, visits, reference requests, registered cardholders, and population. For example, it was noted that a library might add materials in a certain area to build the collection, such as picture books, which, in the end, might attract more users in that area of the collection.

This budget is split into various lines based on the regular collection allocation, but mostly on the priorities identified in the collection plan, that is, showing those areas of the collection which are to be built up as part of the ongoing collection assessment process, the library’s strategic directions, and trends in publishing. The result should be reviewed and adjustments are made in the plan, perhaps to change the exact timing, but the end result is a buying plan that forms part of the collection plan.

STEP 8 – WRITE WEEDING GUIDELINES

- Step 1 – Examine the community
- Step 2 – Review of present users and their interests
- Step 3 – Write a collection policy
- Step 4 - Assess the present library collection
- Step 5 - Write collection statements
- Step 6 – Create long-term strategies and annual plans
- Step 7 – Develop a budget
- ➔ **Step 8 - Write weeding guidelines**

In a column called “The Manley Arts,” *Booklist*, March 1, 1996, Will Manley made this very good observation about weeding:

“Next to emptying the outdoor bookdrop on cold and snowy days, weeding is the most undesirable job in the library. It is also one of the most important. Collections that go unweeded tend to be cluttered, unattractive, and unreliable informational resources.” (page 1108)

a) Why weed?

In the introduction for ALA Library Fact Sheet Number 15 called “Weeding Library Collections: A Selected Annotated Bibliography for Library Collection Evaluation”, the following overview of weeding is provided:

“There are two aspects to weeding. The first is the writing of a collection development or selection policy that is appropriate for your community; this will serve as a guideline as you make decisions about your collection. The second is applying that policy as you make decisions about the materials in your collection.”

Weeding is an essential process to ensuring the usefulness of a collection. It is important that dated, unused, and worn materials be removed from library shelves in a systematic way in order to make better use of the collection which remains.

Weeding is as important to collection development as selection. Books which are in poor physical condition, out of date, inaccurate or rarely used and shelves which are overcrowded frustrate the public and lead to a general lack of credibility for the library. Staff in smaller libraries do not need to be the custodians of the printed word. With the present interlibrary loan system, there is access to virtually any material. For this reason, small libraries staff should view their collections as current, vital, primarily popular resources required by their communities.

As part of the on-going collection evaluation, material which meets certain criteria can be weeded from the collection. The result is an attractive collection which meets the needs of the community and is well used.

Although it is just one more step that is required in implementing a collection development plan, weeding seems to require much more justification than other pieces. Throwing away library materials — especially books — is regarded by many as close to sacrilege. However, justification is not difficult, as there are a number of good reasons for regular weeding.

Weeding is needed in order to:

1. **Utilize the available space** in your library in the best and most economical way. The interlibrary loan system can be used to obtain little-used materials which otherwise would crowd the shelves.
2. **Maintain the reliability** of the library collection. For example, outdated or superseded materials may give incorrect and possibly dangerous information to library users.
3. **Avoid the illusion of a well-stocked library**, since crowded shelves are seldom a sign of a healthy collection. A library collection should meet certain standards for **quality**. On the other hand, the municipal or band council may consider only the minimum **quantitative** standards. This problem is lessened by removing poor quality materials which then gives a more accurate picture of the portion of the collection that is really useful.
4. **Find items which need replacing or repair**. Some titles circulate so much that it is difficult to catch them when they need repair. A systematic weeding process will ensure that much needed materials are in good condition. Users, borrowing a scratchy record or a book missing a crucial page, are likely to be disappointed in the library and less likely to use it again.
5. **Improve access** to library materials. Patrons and library staff will be better able to find the materials they are looking for if the 'deadwood' has been removed.
6. Give the library a **clean and inviting appearance**. Old and worn materials give the impression of an old and worn library which has not kept up its collection. When books have breathing room between them, they become more visible; aim for 6 - 12 inches of space at the end of each shelf to reduce visual information overload.

b) Weeding instructions

Guidelines and formulas for weeding are available from many different sources. As with all collection development procedures, the decisions around weeding depend on the local community and its use of the library, as reflected in the collection development policy.

Many of the guidelines base the decisions largely by date of publication. According to many guidelines, ten years is generally the maximum that non-fiction materials should be held on library shelves. A shorter term of about five years is recommended for most science, technology and travel materials. Basic materials which do not date such as some biographies, literary criticisms, and most cookbooks, should be kept as long as they are useful.

As mentioned earlier in this guide, in June 2009, the State Library of Queensland (Australia) released a document called **Library Collection Standards**. Within that document, there is a standard for weeding which provides a good summary of weeding and which reads:

“6.2.6 Standard for collection evaluation

“Library collections, whether print, non-print or electronic, lending or non-lending, should be evaluated regularly by suitably experienced staff to ensure their currency, accuracy, quality and appeal, as well as their continued ability to meet new client demands.

“Worn, incomplete and outdated material should be discarded as part of a regular evaluation program. Discard practices also need to account for out-of-print and last copy requirements of the library. Age, levels of use and condition are all useful indicators for collection evaluation. While evaluation is ideally a continuous task, each item should be assessed at least once every 3 years.

“While discard rates will vary with circumstances such as relocation of libraries or focused redevelopment of specific collections, the following recommended standards apply:

- Discard rate per annum - 0.125 items per capita
- Age of collection - 50% of the collection should be published within the last 5 years (excluding periodicals, electronic databases and local history resources).

“In addition to collection evaluation, comprehensive stock-takes should be undertaken by each library at least every 3 years to ensure the integrity of the library catalogue and accountability for collection assets.” (page 3)

The Joint OLS-N/SOLS Clearinghouse of Professional Information also has a section on collection development with a sub-section on Weeding. The section, found on the web at <http://www.sols.org/links/clearinghouse/collectiondev/index.htm>, includes these resources:

- [The CREW Guidelines for Weeding Your Collection](#) (Texas State Library and Archives Commission)
- [The Crew Method: Expanded Guidelines for Collection Evaluation & Weeding for Multimedia equipment](#) (.ppt)
- [Material De-Selection Policy](#) (Hamilton Public Library) A sample policy. and [Weeding Chart](#) (.pdf)
- [Weed 'em and Reap](#) by Carmen Sprovieri, Susanna Hubbard Krimmer and Viola Poletes, London Public Library. Using your weeded books for a book sale
- [Weed It! For an Attractive and Useful Collection](#) Western Mass. Regional Library System (US)
- [Weeding](#) (Arizona State University) From their Collection Development Training website
- [Weeding Guidelines](#) (.pdf) (Hamilton Public Library)

Of these resources, the most commonly used one is the first one on the list above called *The CREW Method: Expanded Guidelines for Collection Evaluation and Weeding for Small and Medium-Sized Public Libraries*. It was originally written by the American Library Association in 1980 updated by Boon, Belinda, and Joseph P. Segal of the Texas State Library, in 1995.

The acronym, CREW, stands for "Continuous Review, Evaluation, and Weeding" with the offered guidelines being to prune the collection of the “WORST”--“Worn out, Out of date, Rarely used, System headquarters can supply, or Trivial and faddish.” Despite the mnemonics, this text reminds us that weeding must be done as carefully and cautiously as the initial selection and acquisition.

The actual guidelines are posted on the web should you wish to refer to them. In this section, we will just provide an introduction to the method. The formulas provided for the various Dewey classes are rules of thumb based on professional opinions in the literature and practical experience. The formula in each case consists of three parts:

1. The first figure refers to the years since the book's latest copyright date (age of material in the book);
2. The second figure refers to the maximum permissible time without usage (in terms of years since its last recorded circulation);
3. The third refers to the presence of various negative factors, called MUSTIE factors.

For example, the formula "**8/3/MUSTIE**" means: "Consider a book in this class for discard when its latest copyright is more than eight (8) years ago; and/or, when its last circulation or in-house use was more than three (3) years ago; and/or, when it possesses one or more of the MUSTIE factors."

Most formulas include a "3" in the usage category and a MUSTIE in the negative factors category. The figure in the age category varies considerably from subject to subject. If any one of the three factors is not applicable to a specific subject, the category is filled with an "X".

MUSTIE is an easily remembered acronym for six negative factors that frequently ruin a book's usefulness and mark it for weeding (*in the first edition, this was MUSTY, with the Y being "irrelevant" but no reference to getting it elsewhere, the "E"*):

- M** = **M**isleading (and/or factually inaccurate)
U = **U**gly (worn and beyond mending or rebinding)
S = **S**uperseded (by a truly new edition or by a much better book on the subject)
T = **T**rivial (of no discernible literary or scientific merit)
I = **I**rrelevant to the needs and interests of your community
E = The material may be obtained expeditiously **E**lsewhere through interlibrary loan or reciprocal borrowing.

In all cases, weeding decisions ultimately depend upon the professional judgments of the library staff who are responsible for the selection of materials in response to the needs of their library's patrons. While the MUSTIE formula may be used as a guide in making weeding decisions, these guidelines can and should be adjusted to meet the needs of the specific library, by substituting numbers that best reflect the library's mission and goals. Carefully consider all the factors involved in the weeding process, rather than automatically discarding an item with an older copyright date.

Here are the CREW examples for Horticulture and Home Economics (just to give you an idea). In reading this, remember that **10/3/MUSTIE** refers to the copyright date (more than 10 years old) , the years since last circulation (more than 3 years ago) and then the MUSTIE principles:

"635 (Horticulture)

10/3/MUSTIE

General gardening books may be useful for up to 20 years, so circulation is the main weeding criteria. Books about propagation of specific flowers or plants are considered outdated after 10 years. Materials that discuss the use of pesticides and chemicals: 5/3/MUSTIE

640 (Home Economics)

10/3/MUSTIE

Be strict with old sewing and grooming materials in which styles change rapidly. Keep cookbooks unless little used; replace worn popular titles.

Even with these guidelines in mind, there are three types of material which likely should not be weeded from the collection including:

- local history
- out of print and still useful
- items necessary to maintain a balanced viewpoint on a particular subject

Items which are out-of-print and still useful (with the key word being useful) are often kept in the library collection. The fact that a book is out-of-print is not reason enough to keep it. It is probably out-of-print because publishers felt there was no possible use for it, so unless there is potential for regular use of an item, it should be considered for discard.

In a library collection, it is important to represent varying points of view. Sometimes materials need to be kept in the collection to ensure that there is a balance in a subject area. The subject of abortion is one example where, even if materials which are pro-choice do not circulate much in the library, they should be retained if removing them would leave only pro-life materials, thereby affecting the balance in the collection.

Each library must establish its own written criteria for weeding. The examples provided can be used as is, or with modifications based on the local situation. In a document called "Evaluating Library Collections: An Interpretation of the Library Bill of Rights", the American Library Association issued a cautionary note on weeding. This statement is posted on the ALA website (www.ala.org) and was originally adopted in 1973 by the ALA Council and then amended July 1, 1981; June 2, 2008. In this statement, the writers point out that: "The continuous review of library materials is necessary as a means of maintaining an active library collection of current interest to users. In the process, materials may be added and physically deteriorated or obsolete materials may be replaced or removed in accordance with the collection maintenance policy of a given library and the needs of the community it serves. Continued evaluation is closely related to the goals and responsibilities of each library and is a valuable tool of collection development. This procedure is not to be used as a convenient means to remove materials that might be viewed as controversial or objectionable. Such abuse of the evaluation function violates the principles of intellectual freedom and is in opposition to the Preamble and Articles I and II of the Library Bill of Rights, which state:

"The American Library Association affirms that all libraries are forums for information and ideas, and that the following basic policies should guide their services.

- I. Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.
- II. Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

"The American Library Association opposes internal censorship and strongly urges that libraries adopt guidelines setting forth the positive purposes and principles of evaluation of materials in library collections.

Weeding should be regarded as an ongoing process. If the library's collection has not been weeded in some time, it may become an overall priority. It is a good idea in this case to combine weeding with an inventory, since each item must be handled anyway. The best method is to weed on a continuous basis. For example, at the circulation or service desk, books which are dirty, torn, have pages missing or are damaged, all candidates for withdrawal, can be set aside to be potentially removed from the collection as soon as time permits. Rebinding should be used on a limited basis, and primarily for popular books whose display jacket may be retained. With a few hours a month dedicated to weeding, the whole collection will be done every two to three years.

And finally...

If one wishes to go through all of the steps listed in this document to develop a collection plan, then at the end, one would have the structure for a collection plan. To help organize the minimum written information that should be included, there is a worksheet for the collection plan included as **Appendix F** with this publication.

Remember that the purpose of the Collection Plan is two-fold. It is to product a comprehensive written document to guide both present and future selectors in the process of developing the collection to meet the needs of library's ever changing community. The document sets out a consistent plan for the management and development of the collection, thus giving direction to the allocation of the materials budget.

The second purpose of the Collection Plan is to explain to new staff, to professionals in other libraries, and to the community about the purpose and objectives of the Library's collection so they can better understand the rationale behind the selection of materials and resources. In this area, the overall plan can affirm the principles upon which selection is based, and the policies and goals for managing the collection. The descriptions of each area of the collection should help people develop realistic expectations about the scope and depth of the Library's holdings.

If you wish to do more background reading on the topic of collection development and collection plans, there is a resource list included as **Appendix G** with this publication. Also, be sure to check out the links provided in "Collection Development Resources" page at <http://www.sols.org/links/clearinghouse/collectiondev/index.htm> of the Joint OLS-N/SOLS Clearinghouse of Professional Information at <http://www.sols.org/links/clearinghouse/index.htm>

APPENDIX A

Collection Development Plan – Lincoln Public Library (excerpts)

Note: Statistical information and Collection Development Focus sections, reprinted with permission from the Lincoln Public Library.

Collection Development Plan Lincoln Public Library 2006

The Lincoln Public Library is located in Niagara Peninsula with a population of slightly over 22,000. It serves a community which was amalgamated in 1970 including the former communities of Beamsville, Campden, Vineland, Vineland Station, Jordan, Jordan Station and several smaller rural communities. Lincoln is a mixed urban/rural community. The agricultural focus is soft fruit orchards and vineyards. There is a variety of small light industries, wineries and tourist attractions. The community of Beamsville has three elementary schools, one high school, one combined elementary and secondary Christian school plus several daycares. The community of Vineland has two elementary schools plus two private schools. The community of Jordan has two elementary schools plus one Christian school. The community of Campden has one elementary school.

Mission Statement

The Lincoln Public Library is the primary community resource for meeting the lifelong information needs of the citizens of Lincoln.

Lincoln Demographics 2005

POPULATION		
Population 2005	22,116	
Male	10,940	
Female	11,176	
Age Groups	Male	Female
0-4	700	665
5-9	729	724
10-14	810	768
15-19	819	751
20-24	752	703
25-29	661	628
30-34	674	644
35-39	748	748
40-44	875	869
45-49	813	820
50-54	697	713
55-59	644	548
60-64	521	548
65-69	421	461

70+	1,076	1,474
% change 01-05	3.2%	
Average change 01-05	0.8%	
2007 Projected	22,397	
2010 Projected	22,824	
2005 Households	7,715	
2007 Projected Households	7,872	
2010 Projected Households	8,111	
Education		
Population 20+	15,365	
Less than Grade 9	1,037	
Grades 9-13 w/o certificate	2,538	
Grades 9-13 w certificate	2,406	
Trade certificate/diploma	2,230	
Non-Univ w/o certificate	1,134	
Non-Univ w certificate	2,982	
Univ w/o degree	840	
Univ with degree	2,198	
Home Language		
English	19,494	91.39%
French	26	0.12
Chinese	46	0.22
German	47	0.22
Greek	30	0.17
Maltese	11	0.14
Polish	19	0.05
Slovenian	79	0.09
Spanish	43	0.37
Ukrainian	43	0.20
Other Languages	10	0.05
Multiple Responses	1,489	6.98
Total	21,331	100.00
Occupations		
	Male	Female
Management	767	472
Business, Finance and Administration	459	1,304
Natural & Applied Science	308	54
Health	78	588
Social Sci, Gov't, Religion	99	191
Education	134	366
Arts, Culture, Recreation, Sport	64	228
Sales & Service	959	1,485
Trades, Transp., Equipment, Ops	1,970	192
Primary Industries	790	448
Processing, Mfg, Utilities	602	189

Collection Purpose

The Library provides books and resources to meet the recreational and informational needs of residents. Within the limitations of budget, space, and availability of materials, the Library endeavours to provide a collection of materials responsive to community needs. As a result,

collections vary from the Fleming Library to the Moses F. Rittenhouse Library. We develop our collection based on our roles from the Library's Strategic Plan:

- Provide services to children
- Provide recreational reading
- Provide opportunities for life-long learning
- Serve as a community center
- Bridge the technology gap

The Lincoln Public Library also has a local history collection which is housed at the Rittenhouse Library.

Collection Development Focus

In order to meet the above roles, the Lincoln Public Library will focus on the following collection development priorities for 2006.

1) Children

The library will provide materials for recreational reading and literacy readiness; curriculum support and topic interest. Due to the larger concentration of schools located near the library and due to the larger population of children, a greater percentage of the children's budget will be allocated to the Fleming Library.

2) Recreational Reading

a) Provide teens with the wide range of materials to meet their unique reading needs. The graphic novel collection will be enhanced. The majority of this budget will be allocated to the Fleming Library.

b) Provide adults with a variety of bestsellers, classics and targeted materials to meet their recreational reading needs. The Fleming Library will receive a more wide-ranging collection. The Moses F. Rittenhouse Library will receive a higher percentage of large print, mysteries and Christian fiction to meet the reading needs of the retired community and the Christian community.

3) Life Long Learning

The Lincoln Public Library will provide adults with life style materials to meet their everyday needs for information. The following Dewey categories will be emphasized: 000 (Computer books), 130 (Paranormal) 150 (Psychology), 360 Social Problems), 630 (Gardening, Pets), 640 (Cookbooks), 690 (Architecture), 710 (Landscape Architecture) 740 (Home decoration), 790 (Theatre), 910 (North American Travel), 940 (European History), 970 (North American History).

The Library will provide genealogists and local history researchers with the unique resources on the history of Lincoln. The Library will assess its current collection and attempt to locate materials not already in the collection that can expand and enhance the local history collection.

4) Serve as a Community Information Centre

The Lincoln Public Library will provide the necessary newspapers, community bulletins, university and college calendars, seniors travel guides, etc. to inform the community on local and regional opportunities for growth and information.

The Library will provide information on tourist opportunities and cultural activities within Lincoln and beyond to develop the residents' cultural capacity.

5) Bridge the Technology Gap

The Lincoln Public Library will offer all residents the opportunity to access the Internet. The Library will support its free Internet availability and training with the appropriate manuals and training materials.

APPENDIX B

Sample user survey for a collection study

_____ PUBLIC LIBRARY COLLECTION SURVEY

The _____ Public Library is trying to make its collection of books, magazines and electronic products more responsive to the needs of the people of _____. Would you please assist us by filling out this questionnaire for yourself and your family and place it in the box provided.

1. GENDER:

Male Female

[] []

2. AGE GROUP:

12 or younger

13 - 18

19 – 35

36 - 64

65 and over

3. EDUCATION: (Check more than one if applicable)

Grade 8 or less []

Some high school []

Graduated high school []

Some post secondary []

Graduated post secondary []

4. WHAT IS YOUR HOUSEHOLD STATUS?

Single (living alone) []

Married or equivalent []

Single (living with others) []

Other []

5. HOW MANY CHILDREN ARE THERE IN YOUR HOUSEHOLD? (Please record number beside each age group)

0 - 2 years []

3 - 5 years []

6 - 12 years []

13 - 19 years []

6 HOW MANY YEARS HAVE YOU LIVED IN THIS COMMUNITY? _____

7. HOW OFTEN DO YOU VISIT THIS LIBRARY per month?

- 4 or more times per month []
- 3 times per month []
- 2 times per month []
- Once a month []
- Once every 2 months []
- Once every 3 months []
- Once every 6 months []
- Fewer than once every 6 months []

8. HOW MANY BOOKS DO YOU READ?

- One a week []
- One every two weeks []
- One a month []
- One every six months []
- One a year []
- Rarely read a book []

9. WHAT IS THE MAIN PURPOSE IN YOUR READING?

- Work related []
- Cultural []
- General information []
- Recreational []
- School related []

10. IS YOUR READING PRIMARILY:

- Fiction []
- Non-fiction []
- Both []

11. DO YOU REGULARLY BUY BOOKS?

- Yes [] No []

12. DO YOU REGULARLY BUY A DAILY NEWSPAPER?

- Yes [] No []

13. DO YOU REGULARLY BUY MAGAZINES?

- Yes [] No []

14. DO YOU HAVE A FAVOURITE MAGAZINE WHICH THE LIBRARY SHOULD PROVIDE?

- Yes [] No [] If yes, please specify: _____

15. IN WHAT LANGUAGE DO YOU USUALLY READ?

- English [] French [] Other [] Please specify _____

16. WHAT LANGUAGE DO YOU SPEAK AT HOME?

English French Other Please specify _____

17. DOES YOUR FAMILY HAVE A COMPUTER(S)– WITH INTERNET ACCESS - AT HOME?

Yes No

18. WHO ARE THE PRIMARY USERS OF YOUR FAMILY COMPUTER?

Teenagers Children 12 or under Adults

**19. WHAT ARE THE PRIMARY USES MADE OF YOUR FAMILY COMPUTER?
(Please rank in order 1 - 7, 1 being the most frequent use)**

Playing Games []
Education software []
Graphics, Art []
Word Processing []
Personal Finance []
Internet []
Other (Specify) _____

20. PLEASE RATE THE FOLLOWING:

	Good	Satisfactory	Poor	Never use
Reference books	<input type="checkbox"/> []			
Fiction collection	<input type="checkbox"/> []			
Non-fiction	<input type="checkbox"/> []			
Children's	<input type="checkbox"/> []			
Young adult	<input type="checkbox"/> []			
Magazines	<input type="checkbox"/> []			
Newspapers	<input type="checkbox"/> []			
Large print books	<input type="checkbox"/> []			
Books on CD	<input type="checkbox"/> []			
Videos/DVD	<input type="checkbox"/> []			

COMMENTS ABOUT ANY OF THE ABOVE?

21. ARE BEST SELLERS AVAILABLE TO BORROW IN A REASONABLE PERIOD OF TIME?

Always Sometimes Rarely Never

If you have difficulty getting best sellers, should the library:

Acquire more copies of best sellers []
Change the loan period for best sellers to less than one week []
Higher overdue fines for best sellers []

22. DO YOU USUALLY FIND WHAT YOU WANT WHEN YOU COME TO THE LIBRARY?

Yes [] No []

IF NO, PLEASE INDICATE REASONS:

- Item or materials wanted are out []
- Not enough material on subject []
- Item not owned by library []
- Books too crowded []
- Couldn't locate material on the subject []
- Books not in proper order on shelf []
- Material at too elementary a level []
- Material at too advanced a level []
- Material out of date []
- Other reasons, please specify [] _____

23. IF MATERIALS YOU WANT ARE NOT ON THE SHELF, DO YOU:

- Place a reserve []
- Request an interlibrary loan []
- Try another source besides the library (bookstore etc.) []
- Other. Please specify. [] _____

**THE FOLLOWING QUESTIONS ASK YOU TO RESPOND ON BEHALF OF YOUR FAMILY.
(For questions 25 to 31, please check as many choices as you like):**

24. THE ADULTS IN OUR FAMILY LIKE TO READ:

Fiction:

- Adventure & Suspense []
- Horror/Supernatural []
- Best sellers []
- Mystery []
- Science Fiction []
- Romance []
- Westerns []
- Canadian authors []
- Family sagas []
- Classics []
- General []
- Other (Please specify) [] _____

Non-Fiction:

- Computer []
- Crafts and Hobbies []
- Art []
- Philosophy []
- Sports []
- Cookbooks []
- Literature []
- Religion []
- Self Help/ Personal Development []
- History []
- Law []
- Medical Books []
- Business []
- Do-it-Yourself []
- Travel []

- Politics []
- Pure Science []
- Biography []
- Music []
- Other (Please specify) [] _____

25. THE TEENS IN OUR FAMILY LIKE TO READ:

Fiction:

- Science Fiction []
- Mystery []
- Best sellers []
- Fantasy []
- Romance []
- Humourous fiction []
- Social Problems []
- Adventure []
- Classics []
- Horror/Supernatural []
- Other (Please specify) [] _____

Non-Fiction:

- Computer []
- Occult []
- Music []
- Humour []
- Social Problems []
- Project material []
- Self Improvement []
- Science []
- Careers []
- Crafts []
- Sports []
- Biography []
- Games []
- Other (Please specify) [] _____

26. THE CHILDREN IN OUR FAMILY LIKE TO READ:

Fiction:

- Sports stories []
- Science fiction []
- Classics Series (e.g. Anne of Green Gables) []
- Animal stories []
- Fantasy []
- Horse stories []
- Romance []
- Adventure []
- Scary stories []
- Realistic/contemporary (e.g.. Judy Blume) []
- Humour stories []
- Mystery []
- TV/Movie tie-ins []
- Other (Please specify)[] _____

Non-Fiction:

- Music []
- Unsolved mysteries []
- Human body []
- History []
- Fairy tales/Folk tales []

- | | |
|------------------------|-----------|
| Pets | [] |
| Geography | [] |
| Jokes & Riddles | [] |
| Transportation | [] |
| Famous people | [] |
| Cartoon books | [] |
| Hobbies | [] |
| Space | [] |
| Animals | [] |
| Other (Please specify) | [] _____ |

THE CHILDREN LIKE TO READ MATERIAL IN THIS FORMAT:

- | | |
|---------------|-----|
| Picture Books | [] |
| Board books | [] |
| Magazines | [] |
| Easy to Read | [] |
| Paperbacks | [] |

27. THE ADULTS IN OUR FAMILY LIKE TO VIEW THESE TYPES OF VIDEOS/DVDs:

Entertainment:

- | | |
|------------------------|-----------|
| Westerns | [] |
| Foreign Films | [] |
| Classics | [] |
| Drama | [] |
| Romance | [] |
| Action/Adventure | [] |
| Thriller | [] |
| Fantasy | [] |
| Mystery | [] |
| Horror/Supernatural | [] |
| Musicals | [] |
| Science Fiction | [] |
| Television series | [] |
| Comedy | [] |
| Other (Please specify) | [] _____ |

Educational:

- | | |
|------------------------|-----------|
| Documentaries | [] |
| Art | [] |
| Crafts and Hobbies | [] |
| Animals | [] |
| Cooking | [] |
| Do It Yourself | [] |
| Sports | [] |
| Self Help | [] |
| History | [] |
| Science | [] |
| Gardening | [] |
| Medicine | [] |
| Business | [] |
| Music | [] |
| Literature/Drama | [] |
| Biography | [] |
| Other (Please specify) | [] _____ |

28. THE TEENS IN OUR FAMILY LIKE TO VIEW THESE TYPES OF VIDEOS/DVDs:

Entertainment:

- Feature Films []
- Adventure []
- Comedy []
- Classics []
- Mystery []
- Science Fiction []
- Romance []
- Fantasy []
- Horror/Supernatural []
- Classics []
- Other (Please specify) [] _____

Educational:

- Documentaries []
- Social Problems []
- Careers []
- Science []
- Biography []
- Sports []
- Music []
- Other (Please specify) [] _____

29. THE CHILDREN IN OUR FAMILY LIKE TO VIEW THESE TYPES OF VIDEOS/DVDs:

Entertainment:

- Classics []
- Musicals []
- Television series []
- Walt Disney []
- Mystery []
- Animated feature films []
- Science fiction []
- Live action feature films []
- Fantasy []
- Adventure []
- Other (Please specify) [] _____

30. THE CHILDREN IN OUR FAMILY LIKE TO VIEW THESE TYPES OF VIDEOS/DVDs: (continued)

Educational:

- Documentaries []
- Sports []
- Music []
- History []
- Fairy tales/folk tales []
- Geography []
- Animals []
- Famous People []
- Science []
- Transportation []
- Crafts/Hobbies []
- Other (Please specify) [] _____

31. WE LIKE TO USE:

- Internet
- CDs (Music)
- Large print
- Books on CD
- Languages other than English _____ (please specify which language)
- Other (Please specify) _____

32. IN YOUR PERCEPTION, SHOULD THE _____ PUBLIC LIBRARY PROVIDE THE READING AND INFORMATION NEEDS YOU HAVE IDENTIFIED IN THIS SURVEY,

Will you or members of your family use the library more often?

Yes No

Will your satisfaction with the library increase significantly?

Yes No

Will you use a wider section of the reading and information material?

Yes No

Will you be able to make more informed personal decisions?

Yes No

THANK YOU FOR COMPLETING THIS QUESTIONNAIRE. ANY ADDITIONAL COMMENTS OR SUGGESTIONS THAT WOULD HELP IMPROVE _____ PUBLIC LIBRARY'S COLLECTION WOULD BE GREATLY APPRECIATED.

APPENDIX C

Quantitative analysis of the library collection

From a review of the library collection database in Library Z in 2003

- Table #1 – Copyright date by Dewey Decade
- Table #2 – Age Split three-ways by Dewey Decade
- Table #3 – Times Circulated by Publication Date
- Table #4 – Circulation by Dewey Decade

#1 - COPYRIGHT DATE BY DEWEY DECADE

DEWEY DECADE	1900-1949	1950-1954	1955-1959	1960-1964	1965-1969	1970-1974	1975-1979	1980-1984	1985-1989	1990-1994	1995-1999	2000	2001	2002	2003	TOTAL
Count FIC	19	5	6	5	14	43	46	80	82	115	158	50	45	32	15	715
row %	2.7%	0.7%	0.8%	0.7%	2.0%	6.0%	6.4%	11.2%	11.5%	16.1%	22.1%	7.0%	6.3%	4.5%	2.1%	100.0%
col%	79.2%	50.0%	46.2%	29.4%	42.4%	42.2%	50.0%	55.9%	54.7%	51.3%	46.3%	47.2%	45.0%	45.1%	42.9%	48.9%
Count PER	0	0	0	0	0	0	0	0	0	1	0	0	1	4	6	12
row %	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	8.3%	0.0%	0.0%	8.3%	33.3%	50.0%	100.0%
col%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.4%	0.0%	0.0%	1.0%	5.6%	17.1%	0.8%
Count 000's	0	0	0	0	0	0	0	0	0	0	6	1	3	1	0	11
row %	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	54.5%	9.1%	27.3%	9.1%	0.0%	100.0%
col%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	1.8%	0.9%	3.0%	1.4%	0.0%	0.8%
Count 100's	0	0	1	0	0	0	1	2	2	2	6	4	0	2	0	20
row %	0.0%	0.0%	5.0%	0.0%	0.0%	0.0%	5.0%	10.0%	10.0%	10.0%	30.0%	20.0%	0.0%	10.0%	0.0%	100.0%
col%	0.0%	0.0%	7.7%	0.0%	0.0%	0.0%	1.1%	1.4%	1.3%	0.9%	1.8%	3.8%	0.0%	2.8%	0.0%	1.4%
Count 200's	0	0	0	0	1	2	1	2	1	1	11	0	2	0	0	21
row %	0.0%	0.0%	0.0%	0.0%	4.8%	9.5%	4.8%	9.5%	4.8%	4.8%	52.4%	0.0%	9.5%	0.0%	0.0%	100.0%
col%	0.0%	0.0%	0.0%	0.0%	3.0%	2.0%	1.1%	1.4%	0.7%	0.4%	3.2%	0.0%	2.0%	0.0%	0.0%	1.4%
Count 300's	0	0	0	0	3	7	4	7	8	19	32	11	9	8	5	113
row %	0.0%	0.0%	0.0%	0.0%	2.7%	6.2%	3.5%	6.2%	7.1%	16.8%	28.3%	9.7%	8.0%	7.1%	4.4%	100.0%
col%	0.0%	0.0%	0.0%	0.0%	9.1%	6.9%	4.3%	4.9%	5.3%	8.5%	9.4%	10.4%	9.0%	11.3%	14.3%	7.7%
Count 400's	0	0	0	0	0	1	1	0	0	1	5	0	2	0	0	10
row %	0.0%	0.0%	0.0%	0.0%	0.0%	10.0%	10.0%	0.0%	0.0%	10.0%	50.0%	0.0%	20.0%	0.0%	0.0%	100.0%
col%	0.0%	0.0%	0.0%	0.0%	0.0%	1.0%	1.1%	0.0%	0.0%	0.4%	1.5%	0.0%	2.0%	0.0%	0.0%	0.7%
Count 500's	0	1	0	2	0	4	1	5	7	15	19	5	6	0	0	65
row %	0.0%	1.5%	0.0%	3.1%	0.0%	6.2%	1.5%	7.7%	10.8%	23.1%	29.2%	7.7%	9.2%	0.0%	0.0%	100.0%
col%	0.0%	10.0%	0.0%	11.8%	0.0%	3.9%	1.1%	3.5%	4.7%	6.7%	5.6%	4.7%	6.0%	0.0%	0.0%	4.4%
Count 600's	0	0	0	1	0	4	8	11	9	17	32	13	14	11	2	122
row %	0.0%	0.0%	0.0%	0.8%	0.0%	3.3%	6.6%	9.0%	7.4%	13.9%	26.2%	10.7%	11.5%	9.0%	1.6%	100.0%
col%	0.0%	0.0%	0.0%	5.9%	0.0%	3.9%	8.7%	7.7%	6.0%	7.6%	9.4%	12.3%	14.0%	15.5%	5.7%	8.4%
Count 700's	0	1	0	2	5	9	9	6	13	19	22	9	9	8	1	113
row %	0.0%	0.9%	0.0%	1.8%	4.4%	8.0%	8.0%	5.3%	11.5%	16.8%	19.5%	8.0%	8.0%	7.1%	0.9%	100.0%
col%	0.0%	10.0%	0.0%	11.8%	15.2%	8.8%	9.8%	4.2%	8.7%	8.5%	6.5%	8.5%	9.0%	11.3%	2.9%	7.7%
Count 800's	2	1	1	2	6	10	5	9	9	12	8	5	4	2	1	77
row %	2.6%	1.3%	1.3%	2.6%	7.8%	13.0%	6.5%	11.7%	11.7%	15.6%	10.4%	6.5%	5.2%	2.6%	1.3%	100.0%
col%	8.3%	10.0%	7.7%	11.8%	18.2%	9.8%	5.4%	6.3%	6.0%	5.4%	2.3%	4.7%	4.0%	2.8%	2.9%	5.3%
Count 900's	3	2	5	5	4	22	16	21	19	22	42	8	5	3	5	182
row %	1.6%	1.1%	2.7%	2.7%	2.2%	12.1%	8.8%	11.5%	10.4%	12.1%	23.1%	4.4%	2.7%	1.6%	2.7%	100.0%

DEWEY DECADE	1900-1949	1950-1954	1955-1959	1960-1964	1965-1969	1970-1974	1975-1979	1980-1984	1985-1989	1990-1994	1995-1999	2000	2001	2002	2003	TOTAL
col%	12.5%	20.0%	38.5%	29.4%	12.1%	21.6%	17.4%	14.7%	12.7%	9.8%	12.3%	7.5%	5.0%	4.2%	14.3%	12.5%
TOTAL																
count	24	10	13	17	33	102	92	143	150	224	341	106	100	71	35	1461
row %	1.6%	0.7%	0.9%	1.2%	2.3%	7.0%	6.3%	9.8%	10.3%	15.3%	23.3%	7.3%	6.8%	4.9%	2.4%	100.0%
col%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

#2 - AGE SPLIT 3 WAYS BY DEWEY DECADE

CIRC	FIC	PER	000-099	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	TOTAL
0-5													
count	193	11	8	7	6	41	4	13	50	32	17	34	416
row %	46.4%	2.6%	1.9%	1.7%	1.4%	9.9%	1.0%	3.1%	12.0%	7.7%	4.1%	8.2%	100.0%
col%	27.0%	91.7%	72.7%	35.0%	28.6%	36.3%	40.0%	20.0%	41.0%	28.3%	22.1%	18.7%	28.5%
tot %	13.2%	0.8%	0.5%	0.5%	0.4%	2.8%	0.3%	0.9%	3.4%	2.2%	1.2%	2.3%	28.5%
5-10													
count	131	0	3	5	7	27	3	20	27	22	6	32	283
row %	46.3%	0.0%	1.1%	1.8%	2.5%	9.5%	1.1%	7.1%	9.5%	7.8%	2.1%	11.3%	100.0%
col%	18.3%	0.0%	27.3%	25.0%	33.3%	23.9%	30.0%	30.8%	22.1%	19.5%	7.8%	17.6%	19.4%
tot %	9.0%	0.0%	0.2%	0.3%	0.5%	1.8%	0.2%	1.4%	1.8%	1.5%	0.4%	2.2%	19.4%
over10													
count	391	1	0	8	8	45	3	32	45	59	54	116	762
row %	51.3%	0.1%	0.0%	1.0%	1.0%	5.9%	0.4%	4.2%	5.9%	7.7%	7.1%	15.2%	100.0%
col%	54.7%	8.3%	0.0%	40.0%	38.1%	39.8%	30.0%	49.2%	36.9%	52.2%	70.1%	63.7%	52.2%
tot %	26.8%	0.1%	0.0%	0.5%	0.5%	3.1%	0.2%	2.2%	3.1%	4.0%	3.7%	7.9%	52.2%
TOTAL													
count	715	12	11	20	21	113	10	65	122	113	77	182	1461
row %	48.9%	0.8%	0.8%	1.4%	1.4%	7.7%	0.7%	4.4%	8.4%	7.7%	5.3%	12.5%	100.0%
col%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
tot %	48.9%	0.8%	0.8%	1.4%	1.4%	7.7%	0.7%	4.4%	8.4%	7.7%	5.3%	12.5%	100.0%

#3 - TIMES CIRCULATED BY PUBLICATION DATE

CIRC	1900-1949	1950-1954	1955-1959	1960-1964	1965-1969	1970-1974	1975-1979	1980-1984	1985-1989	1990-1994	1995-1999	2000	2001	2002	2003	TOTAL
0-5																
count	0	0	0	0	1	0	1	2	4	18	55	31	30	27	21	190
row %	0.0%	0.0%	0.0%	0.0%	0.5%	0.0%	0.5%	1.1%	2.1%	9.5%	28.9%	16.3%	15.8%	14.2%	11.1%	100.0%
col%	0.0%	0.0%	0.0%	0.0%	100.0%	0.0%	33.3%	18.2%	25.0%	37.5%	25.2%	30.4%	30.6%	38.6%	65.6%	31.4%
6+																
count	1	1	0	1	0	3	2	9	12	30	163	71	68	43	11	415
row %	0.2%	0.2%	0.0%	0.2%	0.0%	0.7%	0.5%	2.2%	2.9%	7.2%	39.3%	17.1%	16.4%	10.4%	2.7%	100.0%
col%	100.0%	0.0%	0.0%	100.0%	0.0%	100.0%	66.7%	81.8%	75.0%	62.5%	74.8%	69.6%	69.4%	61.4%	34.4%	68.6%
TOTAL																
count	1	1	0	1	1	3	3	11	16	48	218	102	98	70	32	605
row %	0.2%	0.2%	0.0%	0.2%	0.2%	0.5%	0.5%	1.8%	2.6%	7.9%	36.0%	16.9%	16.2%	11.6%	5.3%	100.0%
col%	100.0%	0.0%	0.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

#4 - CIRCULATION BY DEWEY DECADE

CIRC	FIC	PER	000-099	100-199	200-299	300-399	400-499	500-599	600-699	700-799	800-899	900-999	TOTAL
0-5													
count	53	7	1	4	1	31	1	8	23	24	16	21	190
row %	27.9%	3.7%	0.5%	2.1%	0.5%	16.3%	0.5%	4.2%	12.1%	12.6%	8.4%	11.1%	100.0%
col%	17.9%	63.6%	14.3%	36.4%	12.5%	58.5%	20.0%	28.6%	32.4%	53.3%	76.2%	42.9%	31.4%
tot %	8.8%	1.2%	0.2%	0.7%	0.2%	5.1%	0.2%	1.3%	3.8%	4.0%	2.6%	3.5%	31.4%
5+													
count	243	4	6	7	7	22	4	20	48	21	5	28	415
row %	58.6%	1.0%	1.4%	1.7%	1.7%	5.3%	1.0%	4.8%	11.6%	5.1%	1.2%	6.7%	100.0%
col%	82.1%	36.4%	85.7%	63.6%	87.5%	41.5%	80.0%	71.4%	67.6%	46.7%	23.8%	57.1%	68.6%
tot %	40.2%	0.7%	1.0%	1.2%	1.2%	3.6%	0.7%	3.3%	7.9%	3.5%	0.8%	4.6%	68.6%
TOTAL													
count	296	11	7	11	8	53	5	28	71	45	21	49	605
row %	48.9%	1.8%	1.2%	1.8%	1.3%	8.8%	0.8%	4.6%	11.7%	7.4%	3.5%	8.1%	100.0%
col%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
tot %	48.9%	1.8%	1.2%	1.8%	1.3%	8.8%	0.8%	4.6%	11.7%	7.4%	3.5%	8.1%	100.0%

APPENDIX D

Collection Management Plan for the Tompkins County Public Library

COLLECTION MANAGEMENT PLAN for the Tompkins County Public Library

Approved by the Tompkins County Public Library Board of Trustees March 2005

Pages 4-7, 11, 13, 16 -23.

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Pages 4-7

PROFILE OF THE TOMPKINS COUNTY PUBLIC LIBRARY AND ITS COMMUNITY

Given to the citizens of Ithaca in 1864 by Ezra Cornell as the Cornell Free Library, the Tompkins County Public Library serves the residents of Tompkins County and, as the Central Library for the Finger Lakes Library System, serves libraries and library users in the counties of Cayuga, Cortland, Tioga, and Seneca.

With a library materials collection of over 250,000 items, the library is the largest and busiest public library within the five county region. Through the Finger Lakes Library System and the South Central Regional Library System, access to other library collections is virtually unlimited.

The Library supports four independently chartered libraries in Tompkins County: Newfield, Groton, Trumansburg and Dryden, and three all-volunteer community libraries: Danby, Caroline, and Lansing, with interlibrary loan and reference services.

As the Central Library for the 32 member libraries in the Finger Lakes Library System, the Tompkins County Public Library receives state aid to support collection development in the non-fiction collections. The library also receives an annual grant for Central Library Development activities, some of which is used to purchase information resources. The rules and regulations of these two grants have a significant effect on the nature and character of the collection.

Tompkins County is a mix of city and country, rural, urban and suburban. About 46 % of the population lives within the City and Town of Ithaca, while the remaining population resides in the surrounding towns and villages of Groton, Trumansburg, Newfield, Dryden, Lansing, Danby, Caroline, Enfield and Ulysses.

User statistics indicate that registered borrowers from these communities roughly match the 2000 census figures. Forty-five percent of the 96,501 residents of Tompkins County are registered borrowers and have used their card within the last three years. Among the registered borrowers, 80% are adults, 12% children, and 8% young adults. The Library serves a diverse community, of which 14% of households speak a language other than English.

The presence of Cornell University, Ithaca College and Tompkins Cortland Community College results in a highly educated, informed and mobile user population. While each of these institutions has fine libraries, faculty, students, and staff frequently use the public library to support their research projects and their leisure reading.

The elementary and secondary school libraries within Tompkins County are organized through the Tompkins Seneca Tioga BOCES School Library System. While the school libraries play an important role in helping children and young adults with curriculum-based information needs, often the public library is used by teachers and students as a supplement to their school libraries.

There are a few large businesses in Tompkins County, such as NYSEG, Emerson Power Transmission Corp and Borg Warner Automotive. The majority of businesses in Tompkins County are defined as small (ten employees or fewer). Flourishing businesses are focused on high technology products and the service industry.

Collection management decisions are the responsibility of the professional staff. Collecting and interpreting data regarding the collection is part of the everyday operation of the library. Collection development supports the library's mission statement and the library's strategic plan.

MISSION STATEMENT

The Tompkins County Public Library enhances the lives of all people in Tompkins County by connecting them to the world's wisdom, knowledge and culture through free and open access to information and creative expression in many formats.

PURPOSE OF THE PLAN

The Collection Management Plan is a tool which will assist selectors of all formats of library materials in the selection, acquisition, and withdrawal of materials for all age levels served by the Library.

Goals

1. Assure that materials in the collection support the mission, roles, and goals of the Library.
2. Provide for the systematic assessment of the Library's collection in terms of use, age, condition, and scope of materials.
3. Provide a balance of viewpoints and formats on the subjects in the collection.
4. Provide in a timely manner collections which reflect the current interests and needs of the community.
5. Provide detailed and specific guidelines which state at what level specific segments of the collection will be developed and maintained, as a tool to make day-to-day acquisition and weeding decisions.
6. Provide a rationale for incorporating technology which enhances the use of the collection through electronic information resources and a variety of media formats.
7. Provide guidelines for weeding so that obsolete, worn and out-of-date materials are removed from the collection, resulting in accurate, current, appealing, and usable materials. Patron suggestions, comments, and ideas about the collection and its development are encouraged and welcomed.

MATERIAL SELECTION AND ORGANIZATION

Selection Organization

Ultimate responsibility for material selection rests with the Director, who operates within the framework of policies set by the Library Board of Trustees. The Director determines the budget, guidelines, and organizational structure for other professional librarians who select materials.

Selection Criteria

To build collections of merit and usefulness, materials must be measured by objective guidelines. All acquisitions, whether purchased or donated, are considered in terms of the following standards. An item need not meet all of the criteria in order to be acceptable. When judging the quality of materials, several criteria and combinations of criteria may be used. Some materials may be judged primarily on artistic merit, while others are considered because of scholarship, value as human document, or ability to satisfy the recreational and entertainment needs of the community.

General Criteria

1. Insight into human and social conditions.
2. Present and potential relevance to community needs and interests, including patron demand and specific requests.
3. Appropriateness and effectiveness of the medium to the content.
4. Relation to existing collection and other materials on the subject.
5. Reputation and significance of the author.
6. Objective reviews and acclaim by critics, reviewers, professional selection tools and the public.
7. Accuracy of content.
8. Quality and suitability of the physical format, including adequate binding, print size, durability and illustration for print format; technical and production quality, creativity, originality, and availability of equipment for non-print formats.
9. Price.

In applying these criteria, the selectors will use the following guides:

1. Knowledge of the community.
2. Professional literature available to the librarian.
3. Professional abilities to evaluate materials.
4. Needs of the collection with regard to scope of information, topics, levels of interest.
5. Comparison with other materials in the collection.
6. Budget.
7. Availability on interlibrary loan.

DEFINITION OF COLLECTION LEVELS

An abbreviated form of the American Library Association "Guidelines for the Formulation of Collection Development Policies" is being used to define the collection levels in this plan. The definitions were intended for academic and research libraries, but at this time they are the standards by which libraries' collections can be compared. The levels describe the difficulty of the material and do not refer to its quality. A book which exhibits high qualities in method of

presentation, accuracy of facts, readability, indexing, illustrations, or imagination can be at a low level of difficulty. For the purposes of collection development, difficulty and quality are treated differently.

The following definitions and codings are used:

CODE DEFINITION

0 Out of Scope - The Library does not collect this subject.

1 Minimal Level - A subject area in which few selections are made beyond very basic works. Coverage can be uneven and not systematic; or even, with basic authors, core works, or a spectrum of ideological views represented.

2 Basic Information Level - A selective collection of materials that serves to introduce and define a subject and to indicate the following varieties of information available elsewhere. Materials at this level include basic reference tools and general works devoted to major topics and figures in the field. Basic information is sufficient to provide patrons with general information.

3 Study or Instructional Level - A collection that is adequate to impart and maintain knowledge about a subject in a systematic way but at a level less than research intensity. The Support Level collection contains a wide range of works, a significant number of classic or retrospective materials, complete collections of the works of more important writers, and selections from the works of secondary writers. The collection is adequate to support independent study and most learning needs through undergraduate levels.

4 Research Level - A collection that includes the major published source materials required for dissertation and independent research.

5 Comprehensive Level - A collection which includes all significant works of recorded knowledge. The library collects primarily at the minimal basic informational level.

SELECTION TOOLS

Selection of materials is done from book reviews in professional and popular journals and magazines, subject bibliographies, annual lists of recommended titles, publishers catalogs, patron requests, and sales representatives. The standard selection tools usually used are: Library Journal, Booklist, School Library Journal, Kirkus Reviews, VOYA, Wilson Library Bulletin, Publishers' Weekly, RQ, New York Times Book Review, AAAS Science Books & Films.

MATERIAL FORMAT

Formats include books, periodicals, serials, audio books, compact discs, feature and nonfiction videos and DVDs, and computer-based electronic resources. The library anticipates patrons' interest in new technologies which provide information, enrichment or entertainment, and advance their use wherever it is appropriate and within budgetary means.

Materials are purchased in the most appropriate format for library use. Factors considered in selecting resources include ease of use, appropriateness to the library setting and services,

durability, and usage frequency and patterns. Books are generally purchased in hardcover edition because of their durability. Paperback editions may be purchased when hardcover is either unavailable or too costly or to provide multiple copies. Young adult fiction is purchased primarily in paperback format. Spiral bound and loose-leaf binder formats are generally not purchased.

Textbooks are only purchased in areas where there is little or no material in any other format or where they add substantially to the collection. The library does not acquire used textbooks or purchase textbooks used by local educational institutions.

Society is visually oriented and the library's audio-visual collections represent a significant percentage of circulation statistics. The library recognizes the informational and educational value of audio-visual materials and its collections will include format appropriate materials such as DVDs, videos, CDs, and audio books.

The library's material budget contains categories for books (children, young adult, and adult), audio-visual materials (children and adult), periodicals (children and adults), microfilm (adult), and electronic resources. Acquisitions reflect community interests, patron requests, and collection balance and quality among formats and subject coverage. Approximately 60% of the materials budget is spent on adult collections and 40% on youth services collections. Budget allocation mirrors the circulation percentages between the two collections. Children's materials serve pre-school through grade 5; and young adult materials serve middle school, grades 6-8.

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ADULT COLLECTION DESCRIPTIONS OF CLASSIFICATION

NONFICTION

The adult nonfiction section of the library contains information resources in the form of books and audio-visual materials which can be borrowed. The collection also includes materials suitable for high school students....

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SUBJECT : 300 - Social Sciences

The first decade of the 300s, general materials on the social science covering sociology, anthropology, marriage, the family, ethnic groups, sex roles, aging and retirement, and social interaction are purchased at a level for the general reader and for solving daily practical problems.

The 310s, Statistics, are minimally collected with some standard works on methodology and statistical surveys of population. Most statistical material is in the Reference collection.

The 320s, Politics and Government, are purchased at a level for the general reader and for solving practical problems, such as acquiring citizenship. Works on current situations and

politics are discarded when interest has passed, in order to make room for new titles in current demand.

The 330s, Economics, which includes personal finance, investing, and real estate, needs to be weeded frequently to keep the information current.

The 340s, Law, are intended to guide the general reader and are not intended to replace the advice of a professional.

The 350s, Public Administration and Military Science, include basic material with an emphasis on United States and New York State government.

The 360s, Social Problems and Services, deals with a wide variety of topics. Books are here about welfare and social security, crime, crime prevention, and law enforcement, disabilities, adoption, foster care, substance abuse, environment, sanitation, pollution, housing issues, poverty; associations and secret societies. Books are selected with an emphasis on problem solving books for the general reader and informational books for the interested citizen and student. There is high interest in true crime books.

The 370s, Education, focuses on the needs of parents of students from preschool through college age, and on the needs of students for vocational guidance, career choices and test preparation. Some general education theory is included, but the coverage is not intended for the serious student of education.

The 390s, Etiquette, Customs, Folklore, include popular material on most major holidays, including holidays on the international level and on contemporary etiquette. Folklore materials complement the collection of Youth Services.

DEWEY DECADE	SUBJECT	LEVEL COLLECTED
300	Sociology	2
310	Statistics	1
320	Political Science	2
330	Economics	2
340	Law	2
350	Public Administration, military science	2
360	Social Problems	2
370	Education	2
380	Commerce, Communication, Transportation	2
390	Customs, Etiquette Folklore	2

Pages 16-23

SUBJECT: 700 - The Arts

The primary focus in this area is the hobbyist and the general reader.

As a general rule, fine arts books tend to be expensive. TCPL selectors need to keep in mind that an expensive fine art book may be the only copy available within the entire library system. Our ownership and housing of well-reviewed but expensive art books fills one of TCPL's roles as Central Library. Fine arts books tend not to become dated so, depending upon condition,

may be kept for years. **Books with bindings in poor condition that we would otherwise wish to retain will be rebound as the bindery budget allows.** Price guides for collectors, on the other hand, need to be weeded and updated frequently.

The 700 decade, Art History and Generalities, covers special collections, primitive art, books covering more than one artist.

The 710s, Landscaping, is popular in our area where gardening is prevalent. Some publishers issue annual surveys of ideas for landscapers and these are considered for inclusion in this collection.

The 720s, Architecture, is intended to guide the general reader, and not to replace the advice of a professional. Since historical surveys, from the pyramids to skyscrapers, are found here, as well as material on domestic architecture, this collection is popular both with students and the home owner or do-it-yourselfer.

The 730s, Sculpture and Plastic Arts, treats of ceramics, jewelry making, sculpture, carving and carvings, coins and coin collecting, etc. Books on technique are selected for use by the craftsperson. Books with fine illustrations of works by specific artists are selected for the enjoyment of the general reader.

The 740s, Drawing and Decorative Arts, include books of techniques for the aspiring artist or craftsperson as well as illustrated books of works by artists and craftsmen, and books cataloged under caricatures and cartoons, comic books, strips, etc., and graphic novels. How-to-do it books are selected with the hobbyist in mind -- books on needlework, stained glass, flower arranging, interior decoration, etc. Efforts are made to retain the traditional patterns and methods for many of the arts and crafts, at the same time keeping up-to-date with current designs. Well-illustrated books on antiques and collectibles are selected for the enjoyment and self-education of the general reader. Here also are found graphic novels.

The 750s, Painting and Paintings, include books on the technique of painting as well as books with ample illustrations of the works of specific artists. Books will be selected on a wide variety of artists and attempts will be made to fill in gaps for artists requested or types of art. This area is purchased for the amateur painter, the student, the collector, etc. Much of this material is expensive and is in the oversize collection. Books in this section are good candidates for purchase with memorial funds. Art books tend not to become dated, so condition or duplication of titles will be the main factor in weeding decisions.

The 760s, Graphic Arts, concerns prints and printmaking. Books on postage stamps and paper money are also here. Titles are purchased to instruct the amateur printmaker as well as books on specific printmakers for the general reader or general collector.

The 770s, Photography, contains some technical material written for the practicing photographer. However, books collected are those suitable for the hobbyist and general reader. Collections of photographs, by subject and photographer, are found here.

The 780s, Music, is another of the more popular sections of the 700s. Books on how to play instruments, collections of songs and libretti, music appreciation and history are found here. The collection is intended to guide the general reader and instruct the amateur, and is not intended for the professional musician.

The 790s, Recreation, Sports and the Performing Arts, is the most heavily used section of the 700s. Books are collected for the general reader on every sport, with the emphasis on sports popular in this country. Books on the performing arts are collected for the general reader with the awareness that television, the movies, and the theatre are very popular. The Library collects histories and biographies of the stars. Books on the outdoor life are also popular in this community. An effort is made to have breadth as well as depth in some of the most popular areas collected in this section.

DEWEY DECADE	SUBJECT	LEVEL COLLECTED
700	Art history, Generalities	2
710	Landscaping	1
720	Architecture	2
730	Plastic arts	2
740	Drawing, handicrafts	2
750	Painting	2
760	Graphic Arts	2
770	Photography	2
780	Music	2
790	Recreation, Performing Arts & Sports	2

SUBJECT: 800 - Literature

The 800s are comprised of materials on the topics of American literature, English literature, and literature of other languages in the forms of poetry, drama, essays, humorous writings, and criticism, style manuals, and handbooks on English composition, preparing and giving speeches, and writing letters and other items for publication.

The focus of this section is on American and English literature for the general reader. World literature includes a sampling of translated modern and classic titles and representative authors of that literature.

Fiction works are shelved in the fiction collection. Anthologies of fiction by more than one author are found here in the 800s.

DEWEY DECADE	SUBJECT	LEVEL COLLECTED
800	Literature and Rhetoric	2
810	American Literature	2
820	English Literature	2
830-890	World Literature	1

SUBJECT: 900 - Travel and History

The 900s include travel, geography and history of the world, from ancient times to the contemporary. The focus is on the interest of the general reader.

A representative selection of books on geography and history of all nations in the world is collected. Emphasis is on the United States, and on New York State, and Tompkins County history for local history purposes.

DEWEY DECADE	SUBJECT	LEVEL COLLECTED
900	Generalities	2
910	Travel, geography	2+
930	Ancient history	2
940	European history	2
950	Asian history	2
960	African history	2
970	North American history	2+
980	South American history	2
990	Oceanian, Australian, etc. history	2

BIOGRAPHY

The biography section consists of factual materials about people from all walks of life, nationalities, and throughout history to the present. Collective biographies, individual biographies, autobiographies, and personal narratives are included.

Titles in this area are retained based on the popularity of the biography and on the lasting importance of the subject of the book.

SECTION	LEVEL COLLECTED
Biographies	2

LOCAL HISTORY

The local history collection serves the general reader, the student, and the local history researcher. Coverage is primarily of the Tompkins County area, government, businesses, and people, and, secondarily, of the surrounding counties and New York State. Printed genealogical material is included if it is relevant to the broader scope of local history. Publications by local authors are included in local history if the content is described within this collection's scope.

The collection consists of reference on open shelves and in locked cases and circulating materials, which, though shelved separately in the general reference area, contain some identical titles. Particularly fragile and/or unique materials, which do not circulate, are stored in locked bookcases, accessible to patrons upon presentation of a library card or other identification at the Reference Desk.

Materials include books and pamphlets. Other library materials related to local history but not in the local history collection are microfilms of local newspapers, maps, and censuses, which are shelved separately in another area of the library.

Manuscript materials and reports, meeting minutes, papers of local municipal government bodies are not collected.

Emphasis is on preservation and repair because often replacement copies or subject coverage is either unavailable or inadequate

Frequent circulation is not necessarily a criterion for retention.

This library recognizes the important role of a separate organization, the History Center of Tompkins County, as a resource of local history materials which compliments and supplements the library's collection with both manuscript and printed materials. Those wishing to donate manuscript materials may be referred to them.

SECTION	SUBJECT	LEVEL COLLECTED
Local History	Local History	3

REFERENCE

The reference collection contains materials from all the Dewey classifications in the form of books, serials, electronic information resources, maps, pamphlets and documents. This material is used in the library and does not circulate. The aim of the collection is to provide current, accurate information in response to patrons' questions and information needs for solving practical problems, researching special interests and research for the independent learner and students from the high school through lower college level. We do not collect bibliographies or materials for in-depth research projects or papers.

The collection includes general and subject sets and encyclopedias. There are resources on locating products and companies, statistics, financial information on stocks, bonds and mutual funds, New York State laws and statutes, consumer information guides, vehicle evaluation guidebooks, medical dictionaries and consumer health works. The collection includes general almanacs; directories of associations, publications and media, state and federal government agencies and legislative bodies and addresses. Books of quotations, specialized dictionaries, literary references, and poetry indices are included.

Materials on company addresses and officers, financial information, and investment services such as Value Line and Morningstar are included. There is also information for those who are investigating starting a new business. A special effort is made to compile information on local companies and businesses.

Reference resources in which information changes regularly are updated more frequently than resources which provide historical or cumulative information (i.e. biographical dictionaries, literary criticism, literary reference directories, etc.). Resources which include statistical, scientific, financial, medical, legal information or addresses are replaced as frequently as budget allows. A new encyclopedia is purchased annually in rotation so that each set is updated every 3 or 4 years. World Book is updated every 2 years as the budget allows. Whenever possible, items ordered on a regular basis are placed on standing order.

Older editions of resources where currency is important are not kept in reference, with the exception of the World Almanac and Statistical Abstracts. Some older editions of reference books are moved into circulation when the new editions arrive. These include encyclopedias, price guides, travel guides and market guides such as artists, poets and writers markets.

Need for additional circulating materials and currency of information are used to make this determination.

Databases are purchased to enhance and expand the informational resources of the library. A database is defined as an organized body of information in a computerized format. Products with remote access licenses are preferred to in-library use only databases. Databases include

but are not limited to directories, indexes, full-text journals, periodicals and reference books, encyclopedic resources, and instructional materials.

The library purchases a license to access the information in the database. This information is available to all users within the library and to library cardholders from remote locations.

Selections of databases are based on currency of the information and relevance to the general public, the information and research needs of the adult learner, and for students from elementary through high school, who need materials for personal interest or school projects.

Public Access Documents - Reports, studies and documents on current local issues and hot topics are kept in reference for the duration of the hearings or until the issues are resolved. Additional copies, when available, may be placed in circulation. Frequently these are reports that by law must be made available to the public for comments and information. Historical retention of these documents is not done due to the format of the materials and the lack of space.

Government Documents

The Tompkins County Public Library is one of a number of libraries in the state that receives government documents as part of the New York State depository program. The documents are cataloged and added to the collection. These documents are primarily reference material and do not circulate, although the occasional document is more appropriate for circulation and will be cataloged for that collection. The number of documents received by the library has been greatly reduced due to the availability of these resources online.

The subject matters covered in the documents are statistical information, departmental reports, budgets and spending, state regulatory materials and consumer information.

Documents are kept until we receive a new edition or for five years.

FICTION

The Fiction collection includes classic novels, award winners and “best of” titles, popular authors, best sellers, and genre fiction. The purpose of the fiction section is both to entertain and enrich human understanding through the use of the author’s imagination, rather than in a factual manner. American authors are emphasized, with a secondary focus on English authors. New editions/translations of classics and English language translations of contemporary world language novels are also in this collection.

Purchasing decisions are influenced by the circulation of the author’s previous titles, media coverage, requests from library users, and selection by book clubs or talk shows. Whenever possible, regardless of format, the integrity of a series is maintained. Didactic fiction in which the characters and narrative are subordinate to the message is not collected.

Collected short stories by a single author are shelved with the individual works by that author; and those by multiple authors are shelved in the 800s.

The Fiction genres, Mystery, Science Fiction/ Fantasy and Western titles, are shelved in separate areas in the Fiction Area. The Mystery section is comprised of detective and mystery novels. Espionage and romantic suspense novels are shelved in the general fiction section. The

Science Fiction and Fantasy section is comprised of classic and contemporary novels. The nature of science fiction and fantasy is that it tends to be published in series in which the plot tends to rely on previously published titles. The selector thus has to make a special effort to acquire and retain all titles in a series. The Western section is comprised of novels where the setting is the American West, generally during the 1800s or early 1900s.

SECTION	LEVEL COLLECTED
Fiction	2
Fiction Genres	2

MASS MARKET PAPERBACKS

Mass market editions of fiction titles which are popular in the regular collection, classics, best sellers, genre fiction, and award and “best of” titles are in this collection. Occasionally, very popular non-fiction titles are added to the collection.

SECTION	LEVEL COLLECTED
Mass Market Paperbacks	1

WORLD LANGUAGES

The world language collection contains primarily fiction titles.

Language selection reflects patron needs and interests. Collection activity is constrained by availability. Disparity in the amount of materials for each language is influenced by the low volume of publishing in some languages or difficulty in obtaining what is published.

This collection is complemented by acquisitions of world language and bilingual children's books, world language grammar and dictionaries (400's), audiovisual formats of world films, and, language instructional materials in various formats.

SUBJECT	LEVEL COLLECTED
World Language	1

LARGE TYPE

Titles in large type format are selected to meet the recreational interests and information needs of adults who require a larger than usual font size in order to read comfortably.

The collection consists of fiction and nonfiction titles whose purchase is influenced by the popularity of the author's titles already in the regular or large type collection, media attention, or awards and “best of” lists for the original format edition.

Selection of large type is limited by the number of books available in large type.

SUBJECT	LEVEL COLLECTED
Large Type	1

ADULT LITERACY

The adult literacy collection is for the adult learning to read or the non-English speaking adult learning English as a Second Language (ESL). Here are English language fiction and nonfiction topics in usage/workbooks, easy readers geared specifically toward adult interests, and how-to books for both the ESL student and adult learner. Recordings are included also with accompanying printed materials for reading along.

SUBJECT	LEVEL COLLECTED
Adult Literacy	1

APPENDIX E

Toronto Public Library - Selected Sample Collection Development Statements

Sample Collection Development Statement #1

North York Central – Collection Development Statement - Children's Fiction

Sample Collection Development Statement #2

North York Central – Collection Development Statement - Children's Non-Fiction

Sample Collection Development Statement #3

North York Central - Society & Recreation Department – Collection Overview for Canadian History (971)

Sample Collection Development Statement #1

North York Central – Collection Development Statement - Children's Fiction

CLASSIFICATION: FIC

SCOPE OF SUBJECT AREA: Contains all major current children's authors in Canada and the United States with representation from Britain and Australia and some notable translations from other countries. Most of the major Children's Award Books books are purchased. Selected Canadian and American awards are made reference and kept on the CJ Awards shelf. Approximately 50% of fiction is bought in an uncatalogued paperback format which is provided through the Automatic Release Plan. Catalogued hardcover fiction is selected at the Children's Materials Selection Committee. Core lists are developed through the CMSC and are used to maintain Core collections and to replace material.

CURRENCY: (refer to weeding guidelines) North York Central keeps last copies of important fiction titles and may ask the system to provide them when necessary to fill a gap.

INTELLECTUAL LEVEL & USERS: Fiction for children in grades 4 – 6 with some selected cross-over Teen material for 12 – 13 yrs.

GEOGRAPHICAL COVERAGE: n/a

SPECIAL CONSIDERATONS:

Books being withdrawn from the collection and falling within the guidelines of the Osborne Collection are offered to them.

Sample Collection Development Statement #2

North York Central – Collection Development Statement - Children’s Non-Fiction

CLASSIFICATION: 001 – 999, includes Reference, CJ, and Parents Collection

SCOPE OF SUBJECT AREA: The scope of this collection encompasses the whole Dewey Range and is the only complete general collection in a building of special collections. It meets the needs of children but in fact serves a very large and diverse group of both children and adults, because of its comprehensiveness and range of reading levels.

As in the Fiction Collection, the material is purchased at a weekly selection meeting of the Children’s Materials Selection Committee. Each Central Children’s librarian in the Department is responsible for a Dewey area to weed, maintain and select. Catalogues are initialled for possible purchase by the librarians and the final selection is made by the Senior Librarian at the selection meetings where samples are seen. Tallies of new book purchases are kept in 9 areas, from 001 –900.

Purchasing is done to support both school and recreational needs, but no textbooks are bought. Multiple copies are bought for high demand topics as the budget allows. Non-Fiction purchasing accounts for approximately 2/3 of the hardcover print budget, and close to 50% of the overall print budget. Hardcovers are purchased whenever possible, and never bought through the ARP.

CURRENCY: Very important (refer to weeding guidelines). The non-fiction is replaced in a two-year replacement plan cycle coordinated by Collection Management for the system. The Department librarians have a special role in weeding the non-fiction first, and providing copies of replacement slips for the Regions to use as a basis for their replacements 6-weeks in advance of the system deadline. The Senior Librarian sees all replacements.

INTELLECTUAL LEVELS & USERS: Books are purchased to meet the varied reading and comprehension requirements of children from grades 1 – 6, although young adults, adults and ESL students also use the collection.

GEOGRAPHICAL COVERAGE: n/a

SPECIAL CONSIDERATIONS:

Central Children’s does not keep last copies of non-fiction

Sample Collection Development Statement #3

North York Central - Society & Recreation Department – Collection Overview for Canadian History (971)

INTRODUCTION - This is an extensive collection of material that covers Canadian history from the earliest times to the present, as well as biographical material, information on specific ethnic groups such as Chinese Canadians, and concepts such as nationalism and multiculturalism. The collection is in-depth and serves as a third tier resource for TPL.

USERS - The collection serves students of all ages as well as adult recreational readers with an interest in Canadian history, politics, and current events. Common topics for school projects are Confederation, the War of 1812, the Rebellion of 1837, the conscription crisis of World War I, Quebec separatism, the Great Depression, and the Prime Ministers.

COLLECTION - The collection consists mainly of print materials, including current reference sources such as almanacs and directories, and many circulating monographs ranging from popular level materials to more scholarly works. Audio-visual materials are also collected, primarily videos and DVDs. These include biographies of prominent Canadians as well as documentaries of significant events, such as the Halifax explosion of 1917. Major sets include *Canada: a People's History* (on DVD and video) and *Structures* (video), an introduction to prominent buildings and historic sites in Toronto. Maps, atlases, periodicals and electronic databases supplement the collection.

The collection contains works by the following prominent historians:

- Irving Abella
- Carl Berger
- Michael Bliss
- Robert Bothwell
- Robert Craig Brown
- J.M. Bumsted
- J.M.S. Careless
- Ramsay Cook
- Gerald M. Craig
- Douglas Creighton
- W.J. Eccles
- J.L. Granatstein
- Arthur Reginald Marsden Lower
- Andrew Malcolm
- Edgar McInnis

- Kenneth William Kirkpatrick McNaught
- Dale Miquelon
- Desmond Morton
- W.L. Morton
- George Woodcock

Popular authors include:

- Pierre Berton
- Barry Broadfoot
- Stevie Cameron
- Stephen Clarkson
- John Robert Colombo
- Charlotte Gray
- William Kilbourn
- John Ralston Saul
- Jeffrey Simpson

971 General history of Canada
- this section also includes biographies of the Prime Ministers and works on various ethnic groups, e.g. Chinese Canadians (see also 305.89 for ethnic groups)

971.01 – 971.06 Canadian history by time period
971.01 – Early history to 1763, New France
971.02 – Early British rule, 1763-1791
971.03 – Upper and Lower Canada, 1791-1841
971.034 – War of 1812 (**see also 973.523**)
971.038 – Rebellion of 1837
971.04 – Province of Canada, 1841-1867
971.049 – Confederation
971.05 – Period of Dominion of Canada, 1867-
971.06 – 1911-1999
971.0623 – Great Depression
971.07 – 2001-

971.1 – 971.9 Canadian history by province/region
971.1 – British Columbia

971.2 – Prairie Provinces
971.23 - Alberta
971.24 - Saskatchewan
971.27 - Manitoba
971.3 – Ontario
 971.3541 - Toronto
971.4 – Quebec
971.5 – Atlantic Canada
971.51 – New Brunswick
971.6 – Nova Scotia
971.7 – Prince Edward Island
971.8 – Newfoundland and Labrador
971.9 – Northern Territories

KEY REFERENCE TITLES

CR 317.1 CAN Canada year book (annual) - Statistics Canada compendium of brief articles and statistical tables on agriculture, the arts, business, communications, education, environment, geography, government, health, law, manufacturing, finance, demographics, science & technology, travel & tourism.

CR 920 CAN Canadian who's who (annual) - Contact information and brief data on education, career, memberships, and awards for over 13,000 current Canadians from all areas of endeavour, chosen on the basis of merit.

CR 971 C Chronicle of Canada (1990) - Sidebar chronologies are accompanied by photographs and mini-essays written in the style of contemporary newspaper articles. Covers significant events from Canada's earliest history to 1989.

CR 971.00202 FIT Fitzhenry & Whiteside book of Canadian facts & dates, 13th ed. (2005) - Brief descriptions of significant events and dates from prehistory to 2003, arranged chronologically.

CR 971.0025 CAN Canadian almanac and directory (annual) - This standard reference contains a comprehensive directory with national listings for arts & culture, broadcasting, finance, education, government, law, health care, libraries, publishing, religion, sports, transportation, and utilities. The almanac section gives an overview of Canadian history & geography, pictures of flags & emblems, and diagrams, maps, statistics & tables for science, economics, government, vital statistics, awards, weights & measures, etc.

CR 971.004 E Encyclopedia of Canada's Peoples (1999) - Describes 119 ethnic groups, including aboriginal peoples and immigrants, arranged alphabetically. Substantial articles cover each people's origins, migration & settlement, economic life, family, community, religion, politics, education, relations with other groups, and suggestions for further reading.

CR 971.005 CAN Canada (*World Today* series) (annual) - Overview of Canadian history and current information on politics, culture, economics, and foreign relations. Includes sections on each province, political parties, recent elections, and biographical sketches of notable figures.

CR 971.0099 D The Prime Ministers of Canada (1994) - Lively biographies of each Prime Minister from Macdonald to Chretien. Circ copy also available.

CR 971.06092 MACL Maclean's people: a gallery of Canadian greats (2001) - Profiles from the magazine's archives on prominent political leaders, athletes, businessmen, entertainers, writers, and artists.

(OS) R 911.71 C Concise historical atlas of Canada (1998) - Based on the 3-volume edition published 1987-1993, this single volume work offers full-colour maps depicting environmental change, explorers' routes, aboriginal peoples, territorial growth, population changes, migration, transportation & trade routes, economic production, wars, and urbanization.

R 920 D Dictionary of Canadian biography (1966-) = This national biography is a work in progress. It is arranged chronologically, with the latest volume covering 1921-1930. The biographies are substantial and arranged alphabetically within each volume, according to the subject's year of death. It is also available at the free website www.biographi.ca/EN/index.html.

R 971 BUM A History of the Canadian peoples, 3rd ed. (2007) - This best-selling textbook integrates the social, cultural, economic, and political history of Canada, from pre-contact times to the present. Brief biographies of famous and lesser known Canadians and excerpts from key documents supplement the text. A circ copy is also available.

R 971 GIL Canada: a people's history (2000) 2 vol. - This richly-illustrated tie-in to the CBC TV series incorporates diaries, letters, and other personal accounts to tell the history of Canada. A circ copy is also available.

R 971 ILL The Illustrated history of Canada, rev. ed. (2002) - An authoritative text with chapters written by leading historians. Heavily illustrated with engravings, cartoons, maps, posters, and photos.

R 971.003 CAN Canadian encyclopedia: year 2000 edition (2000) This single volume contains all the articles from the 4-volume 1988 edition and has updated many of them. A-Z entries on all aspects of Canada, with black & white illustrations. Electronic version available through TPL's databases. For students and the general public.

R 971.003 OXF Oxford companion to Canadian history (2004) - Encyclopedic, authoritative guide to significant events, issues, institutions, places and people, from Canada's earliest history to the present day. Suitable for students and the general public.

R 971.1 REK The Illustrated history of British Columbia (2001) - Lavishly illustrated text with over 300 photos, posters and paintings.

R 971.1003 ENC The Encyclopedia of British Columbia (2000) - A-Z articles on all subject areas, plus 6 feature essays on the economy, First Nations, history, literature, natural history, and physical geography. Many photos, drawings, maps and charts. A circ copy is also available.

R 971.24 ENC The Encyclopedia of Saskatchewan (2005) - A-Z entries cover all aspects of the province's history and peoples. Also includes 20 in-depth thematic essays on topics such as aboriginal peoples, agriculture, arts & culture, the economy, etc. Illustrated with numerous photos.

R 971.27003 ENC The Encyclopedia of Manitoba (2007) - A-Z entries on all aspects of the province's history, arts, politics, nature, geography, business and sports. Well-illustrated with many photos.

PERIODICALS

Beaver: Canada's History Magazine – reference, bimonthly, 1971-
- stresses the history of northern Canada

Canadian Historical Review – reference, quarterly, 1920-
- contains peer-reviewed articles and book reviews

Canadian Journal of History – reference, 3 issues/year, 1975-
- scholarly journal covering all periods and fields of history in addition to Canadian history

Ontario History – reference, quarterly, 1947-
- good articles, maps and book reviews on local history

WEBSITES - See the VRL category *History: Canadian History*.

See also:

-*Geography, Travel & Tourism: County & Area Studies: Canada*

-*Geography, Travel & Tourism: Explorers, Geographers and Travelers*

-*People and Communities: Biography: Canada*.

CURRENCY

Weeding is based on condition and use; age is of less importance. It is important to maintain coverage of significant events and periods. Biographies and classic titles are kept indefinitely. Reference books are withdrawn when outdated or superseded by a new edition. Key titles which have been worn out or have gone missing should be reordered.

The Society & Recreation Department works in conjunction with the Canadiana Department and the Toronto Reference Library to ensure that there is a comprehensive historical collection within the Toronto Public Library.

July 2008

APPENDIX F

Worksheet for the Collection Plan

_____ name of library **Public Library**

Collection Plan for 2009-2011

Collection Size:

Based on population served, the collection size for this community should be : _____

At present, we have _____ volumes.

We need to add _____ (optional, depending on circumstance)

Collection Allocation:

Our present Library Holdings by material breakdown are as follows:

Insert chart -

Materials spending

Our present (2008) materials budget spending is _____

It was broken down into these groupings:

Insert chart

Long term strategies Goals for 2009-2011

Based on what we know of our community, users and the present collection, the five goals for the library collection over the period from 2009 to 2001 will be:

- 1.
- 2.
- 3.
- 4.
- 5.

Annual plans - Targeted areas for 2009

The list of targeted areas for the first year of our plan is as follows:

- 1.
 - 2.
 - 3.
 - 4.
- (or more)

Buying plan

Our buying plan for the first year of the plan will be as follows:

Insert chart

APPENDIX G

Resources to get Started

Arizona State Library, Archives and Public Records. ***Collection Development Training for Arizona Public Libraries***. 2008. Main web page is: <http://www.lib.az.us/cdt>

“20 Maxims for Collection Building” by Barbara Genco, as told to Raya Kuzyk, ***Library Journal***, Sept.15, 2007. Posted at www.libraryjournal.com/article/CA6476396.html

“Get it in Writing: A Collection Development Plan for the Skokie Public Library” by Merle Jacob, ***Library Journal***, Sept. 1, 1990, p.p. 166-169.

In 1998, the librarians at Skokie Public Library published a revised edition called ***Collection development and resource access plan for the Skokie Public Library***

Two American examples of collection plans, both posted on the web, are:

Kansas City Public Library Collection Development Plan January 2000.

Posted at http://www.kclibrary.org/files/docs/coll_dev.pdf. The document is long at 63 pages but many of the pages are profiles of individual branches. The key is to look at the style and format used in this very thorough document.

Tompkins County Public Library Collection Management Plan March 2006.

Posted at www.tcpl.org/policies/collectiondevelopmentplan2006.pdf. This document has 33 pages of text and 15 pages of appendixes. Excerpts of this publication are included as **Appendix D** of this publication.

Two interesting textbooks to get you started:

The Fundamentals of Collection Development and Management, by Peggy Johnson, Chicago: American Library Association, 2009. 2nd edition (1st edition was in 2004). Cost \$70.00

Analyzing Library Collection Use with Excel by Tony Greiner and Bob Cooper. Chicago: American Library Association, 2007.

APPENDIX H

Lists for Qualitative Analysis

Adult Non-Fiction			Possible Points	Actual Points	Own
	Topic/Author	Title, specifics			
000	Computers	"for Dummies"	4		
		books written in the last 3 years	0		
		Internet searching - Canadian - 1 or 2 years old	0		
001.9	Bryson, Bill	<i>A short history of nearly everything</i>	1		
010		<i>Reading guides for book groups</i>	1		
020	Library Science	<i>The Reading room</i>	1		
030		<i>Guinness Book of World Records</i>	1		
070	Journalism	Bio's of journalists e.g Dan Rather	4		
090	Rare books	History of books and printing	4		
100	Philosophy	dictionary or encyclopedia of philosophy	4		
130	Paranormal		4		
133	Astrology	Various handbooks, how-to's	4		
	Witchcraft	Look for current information, look for good coverage	4		
150	Psychology	Applied psychology	4		
		Myers-Briggs	0		
		Other personality tests	0		
153.44	Gladwell, Malcolm	<i>Blink</i>	1		
153.9	Kurzweil, Ray	<i>The singularity is near: when humans transcend biology</i>	1		
160	Logic		4		
170	Ethics	Animal Rights	4		
174.25	Munson, R	<i>Raising the dead: organ transplants, ethics and society</i>	1		
200	Religion	<i>Bible</i>	1		
		look for info on Islam, Catholicism, Protestantism, etc.	4		
301	Ball, Philip	<i>Critical mass: how one thing leads to another</i>	1		
302	Gladwell, Malcolm	<i>The Tipping Point</i>	1		
303.4834	Lewis, Michael	<i>Next: the future just happened</i>	1		
303.4971	Foot, David	<i>Boom bust and echo</i>	1		
304.60971	Adams, Michael	<i>Sex in the snow</i>	1		
305	Anthropology		4		
306.1	Thomas, Douglas	<i>Hacker culture</i>	1		
310	Almanacs		1		
320	Political science	UN	4		
		Slavery	0		
		Rules of order	0		
330	Economics	Canadian Markets (or 658)	4		
330	Levitt, Steven D	<i>Freakonomics</i>	1		

Adult Non-Fiction			Possible Points	Actual Points	Own
	Topic/Author	Title, specifics			
331	Career info		4		
332	Pape, Gordon	Buyer's guides to RRSPs, Mutual Funds, etc...	4		
333.95	Wilson, Edward O.	The future of life	1		
338	Business	Business bio's, best practices, etc.	4		
338.88	Klein, Naomi	No logo	1		
340	Law	look for Canadian law, divorce, etc.	4		
342	Income tax		4		
350	Military	books on naval forces, military science, ships, tanks, etc.	4		
361.613	Stein, Janice	The cult of efficiency (Massey lecture)	1		
362.6	Cason, Ann	Circles of care : how to set up quality home care for the elderly	1		
363.192	Lambrecht, Bill	Dinner at the new gene café	1		
364	True crime		4		
370	Education	books on schooling, education	4		
		books on schools and universities	0		
	Hayden, Torey		1		
	Kropp, Paul		1		
380	Transport	Canals	4		
		Liners	4		
		Railroads	4		
390	Customs		4		
391	Costume		4		
394.10973	Schlosser, Eric	Fast food nation	1		
395	Manners		4		
398	Folklore		4		
411	Robinson, Andrew	Lost languages : the enigma of the world's undeciphered scripts	1		
419		American sign language	1		
420	English	grammars	4		
		new words, slang, fun with language	0		
510	Mathematics		4		
519.2	Gigerenzer, Gerd	Calculated risks:how to tell when numbers deceive you	1		
520	Astronomy	The night sky guides	4		
		Star charts	4		
520	Ferris, Timothy	Seeing in the dark : how backyard stargazers...	1		
523.1	Lavin, Janna	How the universe got its spots:Diary of a finite time...	1		
526.62	Sobel, Dave	Longitude (D and M Smith)	1		
530	Physics		4		
530.12	Hawkins, Stephen	The universe in a nutshell	1		
550.92	Winchester, Simon	The map that changed the world	1		
551		Plate tectonics:an insider's history of the modern theory of earth	1		
560	Paleontology		4		
570	Life sciences		4		

Adult Non-Fiction			Possible Points	Actual Points	Own
	Topic/Author	Title, specifics			
580	Botanical sciences	field guides to weeds, trees, shrubs, wild flowers	4		
590	Zoology	Insects, birds, animals	4		
598		birders' handbook - Sibley's or DK	4		
599.9	Olson, Steve	Mapping human history:discovering the past through our genes	1		
610	Medicine	Alternative medicine	4		
		Anatomy of the human body	4		
		Medical dictionary, physician's home guide, or other like	4		
613.71	Austin, Denise	Pilates for everybody	1		
615.5	Whorton, James	Nature cures : the history of alternative medicine in America	1		
616.722	Arthritis		4		
616.9	Preston, Richard	The demon in the freezer (may also be classed as FIC)	1		
618	Child care		4		
620	Engineering		4		
629.2275	Motorcycles		4		
		also cars, trucks, etc.	4		
		LemonAde	1		
		New car buying guides	1		
629.829	Brooks, Rodney	Flesh and machines : how robots will change us	1		
630	Agriculture	Orchards	4		
		Beekeeping	4		
		Domestic animals - goats, sheep etc.	4		
635	Gardening	inspirational as well as how-to	4		
635	Reader's digest	New Illustrated Guide to Gardening in Canada	1		
635.09713	Cullen ,mark	Mark Cullen's Ontario gardening	1		
635.909713	Whysall, Steve	100 Best Plants for the Ontario garden	1		
636	Pets		4		
640	Home economics	Consumer buying guides	4		
641	Foods	Cookery from around the world	4		
		look for health conscious, up-to-date, attractive cookery books	4		
641.22	MacNeil, Karen	The Wine Bible	1		
641.23		books on beer and other potables	4		
650	Business	Books on resumes	4		
658		small business handbook	4		
659	Collins, Jim	Good to great	1		
		books by management gurus, leadership, etc.	4		
680	woodworking		4		
684		Do-it-yourself guides	4		
690	Building	Carpentry	4		
		Log home building	4		
700	Art	general works on art	4		
720	Architecture	look for a variety of styles, eras, etc.	4		

Adult Non-Fiction			Possible Points	Actual Points	Own
	Topic/Author	Title, specifics			
728		house plans	4		
737	coins		4		
740	Drawing		4		
740's		textile arts of all sorts. Crochet, needlepoint, embroidery, spinning,	4		
745	Antiques		4		
		Sally Melville's The Knitting Experience	1		
746	Knitting		4		
750	Painting	look for how-to's and specific artists	4		
759	stamps		4		
760	collectibles		4		
770	photography		4		
780	music	songs	4		
		Bio's of musicians	4		
		The orchestra	4		
791	movies	movie guides, "the making of" etc.	4		
		bio's of stars	4		
792	dance	how to's	4		
		bio's	4		
795	games	rules of the game	4		
796	sports	look for up-to-date stuff, timely.	4		
799	hunting and fishing		4		
800	Literature	quotes, guides to lit, etc	4		
810	Reader's guides		4		
813		Genreflecting	1		
814.54	Smith, Steve	Duct tape is not enough (humour)	1		
		look for Grizzard, Bailey in humour section	4		
819		Can Lit	4		
909.097	Lawrence, James	Rise and fall of the British empire	1		
914.204	Bryson, Bill	Notes from a small island	1		
917.304	Least Heat Moon, W	River Horse	1		
917.404	Bryson, Bill	A walk in the woods	1		
919.8904	Wheeler, Sara	Terra incognita	1		
910's	guides	Eyewitness guides	4		
		Lonely Planet guides	4		
		nothing older than 3 years	0		
928	Genealogy		4		
929.2	McCourt, Frank	Angela's ashes	1		
945.8	Robb, Peter	Midnight in Sicily	1		
973.0946	Cronkite, Walter	Around America	1		
			424	0	
		Total Score		0%	0%

Juvenile Non-Fiction			Possible Points	Actual Points
	Topic/Author	Title, specifics		
000	Computers	books written in the last 3 years	4	
		Internet searching - Canadian - 1 or 2 years old	0	
020	Library Science		4	
030		Guinness Book of World Records	1	
		Chicken Soup for the teenage soul	1	
130	Paranormal		4	
133	Astrology	Various handbooks, how-to's	4	
	Witchcraft	Look for current information, look for good coverage	4	
200	Religion	Bible	1	
		look for info on Islam, Catholicism, Protestantism, etc.	4	
305	Anthropology	peoples of the world	4	
310	Almanacs		1	
	Year books		1	
320	Political science	UN	4	
		Slavery	4	
330	Economics		4	
331.31	Springer, Jane	Listen to us	1	
340	Law	look for Canadian law, divorce, etc.	4	
349.71	Spencer, Bev	You can't do that in Canada, crazy laws from coast to coast	1	
350	Military	books on naval forces, military science, ships, tanks, etc.	4	
362.8392	Englander, Anrenee	Dear Diary, I'm pregnant	1	
363.25	Bowers, Vivien	Crime science	1	
364	True crime		4	
370	Education	books on schooling, education	4	
380	Transport	Canals	4	
		Liners	4	
		Railroads	4	
390	Customs		4	
391	Costume		4	
393.3	Funston, Sylvia	Mummies	1	
395	Manners		4	
398	Folklore	are there collections as well as single story books	4	
398.2	Andrews, Jan	Out of the everywhere	1	
419		American sign language	1	
420	English	grammars	4	
		new words, slang, fun with language	4	
428.1	Williams, Helga	Wordplay	1	
500	Science	experiments	4	
502.82	Levine, Shar	Fun with your microscope	1	
509.2271	Shell, Barry	Great Canadian scientists	1	
510	Mathematics	shapes	4	

Juvenile Non-Fiction			Possible Points	Actual Points	
	Topic/Author	Title, specifics			
510.8342	Wyatt, Valerie	<i>The math book for girls</i>	1		
520	Astronomy	The night sky guides	4		
		Star charts	4		
530	Physics		4		
530	Wishinsky, Frieda	<i>What's the matter with Albert?</i>	1		
534.078	Levine, Shar	<i>The science of sound and music</i>	1		
551.34	Jackson, Lawrence	<i>Castles in the sea - all about icebergs</i>	1		
560	Paleontology		4		
567.9	Tanaka, Shelley	<i>Graveyards of the dinosaurs</i>	1		
569.67	Hehner, Barbara	<i>Ice age mammoth</i>	1		
570	Life sciences		4		
577	Suzuki, David	<i>You are the earth</i>	1		
578.77	Conlan, Kathy	<i>Under the ice</i>	1		
580	Botanical sciences	field guides to weeds, trees, shrubs, wild flowers	4		
590	Zoology	Insects, birds, animals	4		
591.96	Bateman, Robert	<i>Safari</i>	1		
599.5	Mason, Adrienne	<i>The world of marine mammals</i>	1		
609.71	Hughes, Susan	<i>Canada Invents</i>	1		
610	Medicine	Alternative medicine	4		
		Anatomy of the human body	4		
		Books on boy's and girl's bodies	4		
612.63	Douglas, Ann	<i>Before you were born</i>	1		
616.722	Arthritis		4		
620	Engineering		4		
621.38	McLeod, Elizabeth	<i>Alexander Graham Bell</i>	1		
629.13	Bushy, Peter	<i>First to fly</i>	1		
629.4	Nicolson, Cynthia	<i>Exploring space</i>	1		
629.2275	Motorcycles		4		
		also cars, trucks, etc.	4		
629.45	Bondar, Roberta	<i>On the shuttle</i>	1		
630	Agriculture	Orchards	4		
		Beekeeping	4		
		Domestic animals - goats, sheep etc.	4		
635	Gardening		4		
636	Pets		4		
641	Foods	Cookery from around the world	4		
		look for health conscious, up-to-date, attractive cookery books	4		
684		Do-it-yourself guides	4		
690	Building		4		
700	Art	general works on art	4		
709.71	Rhodes, Richard	<i>A first book of Canadian art</i>	1		
720	Architecture	look for a variety of styles, eras, etc.	4		
737	coins		4		
740	Drawing		4		
740's		textile arts of all sorts. Crochet, needlepoint,	4		

Juvenile Non-Fiction			Possible Points	Actual Points	
	Topic/Author	Title, specifics			
		embroidery, spinning,			
746	Knitting		4		
748.291	Houston, James	Fire into ice: adventures in glass making	1		
750	Painting	look for how-to's and specific artists	4		
759	stamps		4		
759.11	Wistow, David	Meet the group of seven	1		
770	photography		4		
780	music	songs	4		
		Bio's of musicians	4		
		The orchestra	4		
780	Dunleavy, Deborah	The Kids Can Press jumbo book of music	1		
790.1	Baillie, Marilyn	The anti-boredom book	1		
790.1922	Drake, Jane	Kids and grandparents:an activity book	1		
791	movies	movie guides, "the making of" etc.	4		
		bio's of stars	4		
791.309	Granfield, Linda	Circus	1		
792	dance	how to's	4		
		bio's	4		
795	games	rules of the game	4		
796	sports	look for up-to-date stuff, timely.	4		
796	Batten, Jack	The man who ran faster than anyone	1		
796	Cooper, John	Rapid Ray : the story of Ray Lewis	1		
769.962	Hall, Greg	How hockey works	1		
799	hunting and fishing		4		
800	Literature	quotes, guides to lit, etc	4		
		riddles, puns, jokes	4		
		poetry	4		
800	Silverstein, Shel	Where the sidewalk ends	1		
819		Can Lit	4		
819.16	Becker, Helaine	Mama likes to mambo	1		
917.104	Bowers, Vivein	Wow Canada	1		
919.1	Moore, Christopher	The Big Book of Canada : exploring the provinces and territories	1		
921	Frank, Anne	Diary of a young girl	1		
928	Genealogy		4		
929.92	Owens, A	Canada's maple leaf:the story of our flag	1		
932	Bailey, Linda	Ancient egypt	1		
938	Bailey, Linda	Ancient Greece	1		
940.1	Bailey, Linda	Middle ages	1		
940.17	Tnaka, Shelley	In the time of knights	1		
940.5426	Alen, Thomas B.	Remember Pearl Harbor	1		
941.5481	Bartoletti, Susan C	Black Potatoes	1		
966	Raskin, Lawrie	52 days by camel	1		
971		Canadian Cities Series	4		
971	Bowers, Vivien	Only in Canada: from the colossal to the kooky	1		
971.002	Wyatt, Valerie	The kid's book of Canadian firsts	1		

Juvenile Non-Fiction			Possible Points	Actual Points	
	Topic/Author	Title, specifics			
971.0099	Hancock, Pat	<i>The kids book of Canadian prime ministers</i>	1		
971.2	Morck, Irene	<i>Five pennies: a prairie boy's story</i>	1		
971.9	Greenwood, Barbara	<i>Gold rush fever</i>	1		
973.7115	Greenwood, Barbara	<i>The last safe house: a story of the underground railway</i>	1		
978.0082	Savage, Candace	<i>Born to be a cowgirl</i>	1		
		Totals	353		
		Percentage		0%	0%

	Juvenile Fiction		Possible Points	Actual Points	
Author	Title				
Alcott, Louisa May			1		
Alexander, Lloyd		awards	1		
Anderson, Laurie H	Catalyst	YA	1		
Avi		awards	1		
Babbitt, Natalie	Tuck everlasting		1		
Banks, Lynne Reid			1		
Bardi, Abby	The book of Fred	YA	1		
Bechard, Margaret	Hanging on to Max	YA	1		
Bedard, Michael	A darker magic (TPL)		1		
Bell, William	Zack (TPL)	YA	1		
Bellairs, John			1		
Black, Holly	Tithe: a modern fairy tale	YA	1		
Blume, Judy			1		
Bradford, Karleen	There will be wolves (TPL)	YA	1		
Brooks, Martha	Being with Henry (TPL)	YA	1		
Buffie, Margaret	Who is Frances Rain? (TPL)		1		
Burnford, Sheila	The incredible journey (TPL)		1		
Burtinshaw, Julie		YA	1		
Butcher, Kirstin		YA	1		
Byars, Betsy			1		
Carter, Ann Laurel		YA	1		
Chan, Gillian		YA	1		
Cooper, Susan			1		
Curtis, C. P.	Bud, not Buddy (TPL)		1		
Dahl, Roald			1		
Danziger, Paula			1		
DiCamillo, Kate	The Tale of Despereaux		1		
Doyle, Brian			1		
Ellis, Deborah	Looking for X (TPL)		1		
Ellis, Sarah	Back of beyond (TPL)	YA	1		
Fast, A. D.		YA	1		
Fitzhugh, Louise			1		
Fleischman, Paul			1		
Frechette, Carol		YA	1		
Friesen, Gayle	Janey's girl		1		
Goobie, Beth		YA	1		
Giff, Patricia Reilly			1		
Grahame, Kenneth	The wind in the willows		1		
Hahn, Mary Downing			1		
Hewitt, Marsha	One proud summer (TPL)		1		
Holman, Linda	Raspberry house blues		1		
Houston, James	(TPL)		1		
Howe, James			1		
Hughes, Monica	Keeper of the Isis light)TPL)		1		

	Juvenile Fiction		Possible Points	Actual Points	
Author	Title				
Hunter, Bernice	<i>Booky : a trilogy (TPL)</i>		1		
Hurwitz, Johanna			1		
Ibbitson, John	<i>Jeremy's war (TPL)</i>		1		
Johnston, Julie	<i>In spite of killer bees</i>		1		
Johnston, Julie	<i>Hero of lesser causes (TPL)</i>		1		
Johnston, Julie	<i>Adam and Eve and Pinch Me (TPL)</i>	YA	1		
Katz, Welwyn	<i>Witchery Hill (TPL)</i>		1		
King-Smith, Dick			1		
Korman, Gordon	<i>I want to go home (TPL)</i>		1		
Kovalsky, Maryann	<i>Rain, rain</i>		1		
Kovalsky, Maryann	<i>Omar on ice (TPL)</i>		1		
Kropp, Paul		YA	1		
Lawrence, Ian	<i>The wreckers (TPL)</i>		1		
LeGuin, Ursula			1		
Lewis, C.S.			1		
Little, Jean	<i>Willow and twig (TPL)</i>		1		
Little, Jean	<i>Emma's magic winter (TPL)</i>		1		
Lottridge, Celia	<i>Ticket to Curlew (TPL)</i>		1		
Lowry, Lois			1		
Lunn, Janet	<i>Root cellar (TPL)</i>		1		
MacLachlan, Patricia			1		
Matas, Carol	<i>Lisa (TPL)</i>		1		
McKay, Sharon	<i>Charlie Wilcox (TPL)</i>	YA	1		
McNaughton, Janet	<i>The saltbox sweater</i>		1		
McNaughton, Janet	<i>To dance at the Palais Royale (TPL)</i>	YA	1		
Milne, A. A.			1		
Montgomery, L.M.	<i>Anne of Green Gables (TPL)</i>		1		
Myers, Walter Dean			1		
Norton, Mary			1		
O'Brien, Robert C			1		
Oppel, Kenneth	<i>Silverwing Trilogy (TPL)</i>		1		
Paterson, Katherine			1		
Paulsen, Garry		YA	1		
Pearson, Kit			1		
Pinkwater, Daniel			1		
Pullman, Philip	<i>His dark materials trilogy</i>	YA	1		
Raskin, Ellen			1		
Richardson, Bill	<i>After Hamelin</i>		1		
Richler, Mordecai	<i>Jacob stories (TPL)</i>		1		
Roberts, Ken	<i>The thumb in the box (TPL)</i>		1		
Sachar, Louis			1		
Schwartz, Alvin			1		
Scrimger, Richard	<i>Nose from Jupiter (TPL)</i>		1		
Scieszka, Jon			1		
Smucker, Barbara	<i>Underground to Canada (TPL)</i>		1		
Spinelli, Jerry			1		

	Juvenile Fiction		Possible Points	Actual Points	
Author	Title				
Stinson, Kathy	<i>King of the castle</i>		1		
Stroud, Jonathan			1		
Trembath, Don	<i>Frogface and the three boys (TPL)</i>		1		
Trembath, Don	<i>Tuesday Café (TPL)</i>		1		
Truss, Jan	<i>Jasmine</i>		1		
Walters, Eric			1		
White, E. B.			1		
Wieler, Diana	<i>RanVan the Defender (TPL)</i>	YA	1		
Wilson, Budge	<i>The leaving (TPL)</i>	YA	1		
Wilson, Eric			1		
Wishinsky, B	<i>Crazy for chocolate</i>		1		
Wishinski, Frieda	<i>No frogs for dinner</i>		1		
Withrow, Sarah	<i>Bat summer</i>		1		
Withrow, Sarah	<i>Box girl</i>		1		
Woodson, Marion			1		
Wright, Betty Ren			1		
Wynne-Jones, Tim	<i>Lord of the fries</i>		1		
Wynne-Jones, Tim	<i>The boy in the burning house</i>		1		
Wynne-Jones, Tim	<i>Some of the kinder planets (TPL)</i>		1		
Yee, Paul	<i>Tales from Gold Mountain (TPL)</i>		1		
Yolen, Jane			1		
	Totals		111		
	Percentage			0%	0%

	Adult Fiction		Potential Points	Actual Points	
Author	Title				
Anderson Dargaz, Gail			1		
Armstrong, Kelley	speculative		1		
Austen, Jane			1		
Badami, Anita Rau			1		
Barnes, Linda	mysteries		1		
Batten, Jack	Canadian		1		
Berg, Elizabeth			1		
Bird, Sarah	any title	YA	1		
Block, Francesca Lia		YA	1		
Bohjalian, Chris			1		
Brookner, Anita			1		
Buchanan, Edna	mysteries		1		
Burnard, Bonnie	A good house		1		
Butler, Octavia			1		
Chevalier, Tracy			1		
Child, Lee	Jack Reacher series		1		
Cisneros, Sandra	Caramelo		1		
Cornwell, Bernard	Grail Quest series		1		
Cornwell, Bernard	Starbuck series		1		
Cornwell, Bernard	Sharpe series	YA	1		
Cruisie, Jennifer			1		
deBernieres, Louis			1		
deLint, Charles	Onion girl	YA	1		
Dietrich, William			1		
Dobyns, Stephen	Church of the dead girls		1		
Doyle, Roddy			1		
DuMaurier, Daphne			1		
Dunn, Mark		YA	1		
Dunnett, Dorothy	Lymond series		1		
Dunnett, Dorothy	Niccolo series		1		
Eco, Umberto			1		
Fforde, Jasper			1		
Foster, Alan Dean	s.f.	YA	1		
Fraser, George M	adventure		1		
Fyfield, Frances			1		
Gaiman, Neil			1		
Garcia Marques, Gabriel			1		
Giardini, Anne	The sad truth about happiness		1		
Gibson, William			1		
Gough, Lawrence	Canadian mystery		1		
Haddon, Mark			1		
Hardy, Thomas			1		
Harris, Charlaire			1		
Hayter, Sparkle		YA	1		

	Adult Fiction		Potential Points	Actual Points	
Author	Title				
Heyer, Georgette			1		
Hornby, Nick			1		
Howard, Audrey			1		
Huff, Tanya		YA	1		
Humphreys, Helen			1		
Irving, John			1		
Jin, Ha	The crazed		1		
Johnston, Wayne			1		
Kay, Guy Gavriel	Fionavar tapestry	YA	1		
Kinsella, W.P.	baseball stories	YA	1		
Klasky, Mindy	The girl's guide to witchcraft		1		
Landvik, Lorna	Angry housewives eating bonbons		1		
Lansens, Lori			1		
Lehane, Dennis	mysteries		1		
Lethem, Jonathan			1		
Lin, Ed	Waylaid		1		
Lipman, Elinor			1		
Lodge, David			1		
Lynds, Gayle			1		
Maguire, Gregory			1		
Mapson, Jo-Anne			1		
Martel, Yann	Life of Pi	YA	1		
McCammon, Robert R.	Boy's life	YA	1		
McEwan, Ian			1		
McKillip, Patricia A.			1		
McKinley, Robin		YA	1		
Mistry, Rohinton			1		
Moore, Christopher	any title	YA	1		
Niffenegger, Audrey			1		
Orwell, George			1		
Otto, Whitney			1		
Palahniuk, Chuck		YA	1		
Parker, T. Jefferson			1		
Pears, Iain			1		
Perez-Reverte, Arturo			1		
Powers, Tim	speculative		1		
Pratchett, Terry	Discworld series	YA	1		
Pym, Barbara			1		
Rankin, Ian			1		
Richler, Mordecai			1		
Roy, Arundhati			1		
Rushdie, Salman			1		
Russell, Mary Doria	The sparrow	YA	1		
Russo, Richard	Straight man		1		
Sawyer, Robert J.			1		
Selby, Mary	That awkward age		1		

	Adult Fiction		Potential Points	Actual Points	
Author	Title				
Seth, Vikram	<i>An equal music</i>		1		
Seth, Vikram	<i>Suitable boy</i>		1		
Shaw, Rebecca	<i>Talk of the village</i>		1		
Shields, Carol			1		
Shreve, Anita			1		
Shute, Nevil			1		
Smiley, Jane			1		
Spruill, Steven		YA	1		
Stephenson, Neal	<i>Cryptonomicon</i>	YA	1		
Steinbeck, John			1		
Tartt, Donna	<i>The little friend</i>		1		
Taylor, Timothy			1		
Tepper, Sheri S.			1		
Toole, John Kennedy	<i>A confederacy of dunces</i>		1		
Trott, Susan			1		
Urquhart, Jane			1		
Vanderhaeghe, Guy			1		
Whitnell, Barbara	<i>The view from the summer house</i>		1		
Wilhelm, Kate			1		
Wilson, F. Paul	Repairman Jack series		1		
Wright, Richard B.	<i>Clara Callan</i>		1		
			111		
	Total Score			0%	0%

	Picture Books	Possible Points	Actual Points	
Author	Title			
Allard, Harry		1		
Bailey, Linda	<i>Gordon Loggins and the three bears</i>	1		
Bailey, Linda	<i>The best figure skater in the whole wide world</i>	1		
Barclay, Jane	<i>How cold was it</i>	1		
Barton, Byron		1		
Bedard, Michael	<i>The clay ladies</i>	1		
Bianchi, John	<i>Snowed in at Pokeweed Public School (TPL)</i>	1		
Bogart, Jo Ellen	<i>Gifts (TPL)</i>	1		
Bourgeois, Paulette	<i>Franklin stories (TPL)</i>	1		
Brett, Jan		1		
Brown, Marcia		1		
Brown, Margaret		1		
Burningham, John		1		
Carle, Eric		1		
Crews, Donald		1		
dePaola, Tomie		1		
Edwards, Wallace	<i>Alphabeasts</i>	1		
Fagan, Cary	<i>Gogol's coat</i>	1		
Feiffer, Jules		1		
Fernandes, Eugenie	<i>Sleepy little mouse</i>	1		
Fitch, Sheree		1		
Fox, Mem		1		
Freeman, Don		1		
Galdone, Paul		1		
Gay, Marie-Louise	<i>Stella stories (TPL)</i>	1		
Gibbons, Gail		1		
Gilman, Phoebe	<i>The wonderful pigs of Jillian Jiggs (TPL)</i>	1		
Hartry, Nancy	<i>Jocelyn and the ballerina</i>	1		
Henkes, Kevin		1		
Hughes, Shirley		1		
Hutchins, Pat		1		
Isadora, Rachel		1		
Jam, Teddy	<i>Night cars (TPL)</i>	1		
Jam, Teddy	<i>Fishing summer (TPL)</i>	1		
Keens-Douglas, Richardo	<i>The nutmeg princess (TPL)</i>	1		
Khalsa, Dayal Kaur	<i>Tales of a gambling grandma</i>	1		
Kimmel, Eric		1		
Kovalsky, Maryann		1		
Kraus, Robert		1		
Kusugak, M.A	<i>Baseball bats for Christmas (TPL)</i>	1		
Lawson, Julie	<i>Bear on the train</i>	1		
Lawson, Julie	<i>Emma and the silk train</i>	1		
Lawson, Julie	<i>The dragon's pearl (TPL)</i>	1		
Lesynski, Loris	<i>Boy soup (TPL)</i>	1		

	Picture Books	Possible Points	Actual Points	
Author	Title			
Little, Jean	<i>I know an old laddie</i>	1		
Lobel, Arnold		1		
Macauley, David		1		
Martin, Bill		1		
Mayer, Mercer		1		
McFarlane, Sheryl	<i>Waiting for the whales (TPL)</i>	1		
McKibbon, Hugh	<i>The token gift (TPL)</i>	1		
Milich, Zoran	<i>The city abc book</i>	1		
Muller, Robin	<i>The magic paintbrush (TPL)</i>	1		
Munsch, Robert	<i>Paper bag princess (TPL)</i>	1		
Nichol, Barbara	<i>Dippers (TPL)</i>	1		
Noble, Trinka		1		
Oxenbury, Helen		1		
Parish, Peggy		1		
Reid, Barbara	<i>The party (TPL)</i>	1		
Ruurs, Margriet	<i>Emma's cold day</i>	1		
Rylant, Cynthia		1		
Schwartz, Roslyn	<i>The Mole Sisters and the rainy day (TPL)</i>	1		
Sharmat, M. W.		1		
Siddals, M	<i>Millions of snowflakes</i>	1		
Smucker, Barbara	<i>Selina and the shoo-fly pie</i>	1		
Steig, William		1		
Stinson, Cathy	<i>Red is best (TPL)</i>	1		
Thompson, Richard	<i>The follower</i>	1		
Van Allsburg, Chris		1		
Waddell, Martin		1		
Wallace, Ian	<i>Duncan's way</i>	1		
Wallace, Ian	<i>Chin Chiang and the dragon's dance (TPL)</i>	1		
Wells, Rosemary		1		
Wiesner, David		1		
Wilson, Budge	<i>A fiddle for Angus</i>	1		
Wood, Audrey	<i>The napping house</i>	1		
Wynne-Jones, Tim	<i>Zoom at sea</i>	1		
Yee, Paul	<i>Roses sing on new snow (TPL)</i>	1		
Zelinsky, Paul		1		
	Totals	79		
	Percentage		0%	0%