
The selection of resources is one of a librarian’s most important responsibilities. It impacts the level of access to information that patrons have. The selection process becomes more complex when the library’s mission supports a specific population, children and young adults, with distinct needs and limitations. Public and school librarians were interviewed on their perceptions of influences on the selection process emphasizing access to health related topics as defined in North Carolina’s curriculum for fifth and sixth graders. In addition to responses from the interviews, a collection analysis was performed to determine the level of access afforded to patrons in the existing library collections. It was determined that the public library provides the broadest level of access across the health subject headings while school libraries provided greater depth in specific subject headings. This suggests collaboration between these libraries would provide a higher level of access to information for patrons.

Headings:

- Public libraries – collection development
- School libraries – collection development
- School libraries – North Carolina
- Public libraries – North Carolina
- School and public library relations – North Carolina
COLLECTION DEVELOPMENT IN SCHOOL AND PUBLIC LIBRARIES: AN
ANALYSIS OF HEALTH RELATED TOPICS

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Introduction

One of the most defining characteristics of a library is the resources that compose the library collection. Even the most casual observer may gain some insight into the mission of the library by looking at the resources selected for inclusion. Beyond supporting the mission of the library, the collection determines the level of access patrons have to information. For these reasons and more, the selection of resources is one the library staff’s most important responsibilities. Therefore the library staff is equally defining of the library’s collection as the resources themselves. As such, librarians particularly those who are responsible for collection development, need to be cognizant of the internal and external influences that may impact the selection process and ultimately patrons’ information access.

The selection process becomes more complex when the library’s mission is in support of a specific population with distinct needs and limitations like children and young adults. This environment is most commonly found in schools with the library media center. A school library functions under a two part mission with its main responsibility supporting all areas of the school curriculum. While the curriculum establishes a highly structured and focused environment, “the purpose of education is not only to communicate factual information, but to develop in the young the ability to discriminate and choose.”1 This speaks to the school library’s second mission component, the promotion of literacy. Literacy is not simply the ability to read and write, it is also the ability to construct meaning through the analysis and synthesis of language
found in any format whether it is written, spoken, or seen. School libraries accomplish this component of their mission by meeting the recreational reading and information needs of its students. These recreational resources are still expected to have some educational value to justify their inclusion in the school library.

The library needs of children and young adults are not solely addressed within a school setting. The public library also recognizes the needs of this distinct population, however, it does so with a broader scope. The public library’s mission provides an environment in which a wide variety of leisure and information resources are available with little or no regard for their educational significance. In the public library setting, access to information is not as constrained by the institution’s mission. In fact, the mission requires that the collection of the library be as inclusive as possible.

In light of the selection differences between school and public libraries, one might assume that public libraries are providing access to more diverse information resources. Schools provide varying levels of access to information on similar topics depending on the age of the students it is serving. Elementary school students’ access to information about sexual matters is very different from what is available at the high school level. Since these differences are reflections on their institution’s missions, the different degrees of patron access do not seem particularly troublesome. Is this true? Should differing levels of access to resources and subsequently information be cause for concern?

The American Library Association (ALA) attempts to answer this question by defining the role of libraries in the Library Bill of Rights with particular regard to the library collection in Article II. Article II states first, “Libraries should provide materials and information presenting all points of view on current and historical issues.” It goes
on to state, “Materials should not be proscribed or removed because of partisan or doctrinal disapproval.” These principles are equally applicable to school libraries as noted in the ALA’s Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights. This document states that the school library should “provide resources and services that create and sustain an atmosphere of free inquiry” where patrons are not limited by age or grade level in accessing information. Beyond the responsibility of the school library as an institution to provide unbiased access to resources and services, it is the responsibility of librarians to safeguard and advocate the freedom to read of children and young adults. As affirmed in the Freedom to Read statement, librarians need to select resources that “enrich the quality and diversity of thought and expression.”

With these guidelines in mind coupled with the special limitations experienced by children and young adults anywhere from the physical challenges of transportation to the library to cultural challenges relative to the value a family may place on libraries and information, there may be cause for concern.

Conversely one could argue that the access afforded to children and young adults by mission difference between the school and public libraries is more reflective of the reality in which these institutions function rather than the prescribed tenents of ALA. In particular, Martin Fricke, et. al. suggest that ALA’s unconditional expectations of libraries is unrealistic based on the societal expectations communities have for their public institutions. Fricke, et. al. argues that the Library Bill of Rights’ negative stance against denying access based on age is reactionary and unnecessarily resolute. Rather, they argue, libraries as institutions in the community have a responsibility for the welfare of the community especially to its young people. As such, there are instances when it is
appropriate for “libraries and librarians [to] be paternalistic” and to act to restrict young people’s access until they can distinguish for themselves between appropriate and unsuitable material. For this reason, the Library Bill of Rights should not be taken absolutely but rather as a moderated set of guidelines.

**Purpose of this study**

In light of this disagreement, how are libraries actually responding to meet the needs of the children and young adult patrons they serve through their collections? To answer this question, one must not only investigate the collections of public and school libraries but also the internal and external influences on the selection process. In order to illustrate more clearly potential differences and/or similarities between these different institutions, it is useful to focus on one subject area that presents multiple viewpoints on similar topics and is represented in the school curriculum while also fostering individual inquiry. Students in North Carolina receive instruction on issues related to health as part of the Healthful Living curriculum. Topics discussed as part of this curriculum include:

- identifying and reducing risk-behaviors that contribute to disease, injury, and death,
- increasing behaviors that promote a more positive self-image,
- understanding of appropriate levels of physical activity for a healthy lifestyle,
- the value of abstinence regarding sexual activity, alcohol, and drug use,
- increased awareness, and
- respect for cultural diversity.

These topics impact students inside and outside of the classroom and prompt questions and information seeking. For these reasons, an investigation of the extent of complementary between the selections by public and school librarians are within the curriculum required subject area of healthful living was conducted.


**Literature Review**

Providing information access to patrons is one of the main purposes of the library collection and services. For the purposes of this study the level of access that students have in three elementary schools, three middle schools, and one public library within the same school district were considered. The school district being studied was chosen for its proximity. It consists of nine elementary, four middle, and two high schools and serves a student population of more than ten thousand. One branch of another public library shares its collection with middle and elementary school libraries at the same site. The founding dates of the school range from the mid-60s to 2003 and the school district has the highest local funding per student compared to other school districts across the state. The largest employer in the district is the state’s largest research university and its companion hospital.

The collection focus in this study was the portion of the collection targeted for fifth graders in the elementary school and sixth graders in the middle school. These grade levels were chosen for the students’ close developmental proximity and the curriculum similarity in healthful living, although these resources are housed within collections that have different age considerations. Material in the elementary school collection is focused downward as the fifth grade is the oldest student group the library serves, while the middle school’s collection is focused upwards with sixth graders being the youngest student group served. As for the public library, the children’s collection was examined; it contains materials for pre-school through eighth grade. It is important to remember that patrons of the public library actually have potential access to all the collections in the public library not just those in the children’s collection.
A comparison between the collections of public and school libraries with regard to the curriculum was conducted by Kathleen Garland in the late eighties. First, she considered the similarity between materials circulated between the two libraries by type, fiction or nonfiction, and subject area. Secondly she examined how closely these choices matched up with the school’s curriculum with particular regard for nonfiction choices. She found that eighty percent of the nonfiction circulated in both libraries matched the curriculum. This study provides evidence that patrons have sought out resources in both the public and school library to meet their information seeking needs in support of the overall school’s curriculum.

The following two studies examined the collections of school or public libraries when addressing a specific topic. Vandelia VanMeter conducted a study in the late eighties in which she studied school libraries’ inclusion of materials in the collection on sensitive issues including AIDS, child abuse, and homosexuality. She surveyed librarians through a questionnaire on the content of their collection in the identified subject areas, the availability of materials in these subject areas, the inclusion of these subject areas in the curriculum, and the level of access through subject heading searches. She determined that materials dealing with the identified topics were included based on their inclusion in the school curriculum and the availability of appropriate material on the topic for that age level.

Similarly, in the mid-nineties, Judith Serebnick and Frank Quinn conducted a study in which they attempted to measure the diversity of public library collections based on the level of inclusion of controversial material. As part of their study Serebnick and Quinn used questionnaires as well as content analysis measures to investigate the
relationship between the depth of the library collection and what was being published on the pre-identified subject areas. They found that the most prominent influence was the rate of circulation for materials on these issues. Higher circulation fostered higher levels of diversity in the library’s collection for those subject areas that material was available for inclusion. VanMeter and Serenbick and Quinn’s studies provide insights into the influences on the subject area collection process that impact the depth of access patrons have to information.

**Methodology**

Building on this past research, this study will look more specifically at the content of both the public and school library’s collections to determine the scope of access to health information that students have. Consideration will be given to the two main components that drive the selection process: first, what is published at the time of selection consideration and second, the external and internal influences on individual libraries.

**Creating the Sample Set**

In order to compare the content of the public and school library collection in a manageable way a sample of nonfiction resources published between 1999 and 2003 on health topics for juveniles was used. Similar to the studies by Serebnick and Quinn, the electronic database, *Books In Print* (BIP), was utilized. To ensure the broadest inclusion of health topics a search by subject was conducted using the term – juvenile nonfiction health. Subject headings that contained biography were excluded as were books without reviews. The decision to include only reviewed material is based on the widely held practice by librarians to use reviews as a sorting mechanism to reduce the field of
potential purchases. In this study, limiting by reviews reduced the pool of potential books to be included in the sample set from 1724 to 623.

After identifying books with subject headings of juvenile nonfiction health, this set of books was filtered based on audience grade. BIP identifies the intended audience the book is written for with phrases such as pre-school through third grade, fourth grade through seventh grade, first grade through fifth grade, seventh grade through all upper grades, and third grade through seventh grade. Since the option to search by this field is not possible based on the variable range of grades, a manual elimination of books whose audience range did not include either fifth or sixth grade was conducted. This along with the removal of duplicates reduced the data set to 368. Duplicates included books that were republished in paperback in a later year. Since such a large dataset would not allow for qualitative analysis of the library collections, a sample of this data set was drawn. To ensure randomness in the sample set and not favor the inclusion of one subject area over another, every fourth title was selected. This provided a sample set of 91 titles (see Appendix A).

Comparison with BIP

Information on each of the titles in the sample set was collected including the title, author, publisher, year of publication, cost, subject headings (at least two and up to five), audience, and which journal provided a review. This information is used to determine if any characteristic(s) is influencing what is being included in the collection. A second list of the sample set’s subject headings (Appendix B) were compiled. This information was used to analyze the library’s collection of books on the same subjects. Using the sample set, three elementary, two middle schools and one public library’s collections were examined. Title searches were performed on the sample set; thirty-four
title matches were found. Similarly, subject searches were carried out on the library’s collections using the subject heading list. Titles, authors, and publication year of 1014 matches were collected. Using the information gathered from these searches, conclusions about the external influences on the collection can be drawn.

As a result of the small number of institutions included in the study, interviews instead of questionnaires were used to explore the influences that impact the library collection. In compliance with the University of North Carolina at Chapel Hill’s policy on the use of human subjects in research, approval from the Institutional Review Board was sought. An abstract of the study, proposed interview questions, and consent form were submitted to the Board (see Appendices D & E). Approval for the study was granted and requests were made of seven librarians whose collections were examined; only six interviews were granted.\(^1\) In all cases, the librarian charged with selection in each institution holds a MLS and in the case of the school librarians are state certified media specialists. Interviewees were provided with interview questions (Appendix C) ahead of and during the interview. Topics covered in the interview included the librarian’s collection process and the role of the curriculum in that process. Librarians were also asked about collecting in specialty subject areas including health, the role of challenges in their selection process, and collaboration with other libraries. Interviews lasted between forty-five and sixty minutes with all questions being answered.

**Results**

The results of this study are organized into three parts: the interviews, collection analysis, and comparison. The interview portion is arranged by question followed by an overall comparison of the institutions to each other.

\(^1\) The librarian that did not participate was unavailable during this stage of the research to be interviewed. The librarian did not decline to participate because of the nature of the research.
**Interviews**

Question one considers the level of library experience as well as any related library or education experience. All the librarians in this study had over five years of experience as children and young adult librarians. The average number of years of experience was fourteen, however when considering their overall library experience, including work in academic, special libraries, and public libraries, their average experience increased to eighteen years. Those with prior experience in a library setting believed this experience provided support for their current work. In particular, one school librarian had been a classroom teacher which she felt helped her better to understand the curriculum and the instructional resources teachers need.

The years of experience a librarian has greatly impacts the collection. With experience comes knowledge about authors and publishers over time and the reliability of vendors and their products. Experience is not only gleaned from the resources coming in and out of the library, but also from the patrons the library serves, what authors and subjects circulate, which type of resource, primary and/or secondary, do teachers prefer to use in support of their classroom instruction, and for school librarians their familiarity with the curriculum. These experiences internally influence where librarians turn for information about new resources as well as what they choose to ignore. To avoid being unduly biased by past experience, having a set of external criteria is important in providing open access to information.

Before addressing external criteria discussed in question three, question two attempts to identify other internal influences in the selection process such as the librarians’ goals for their collections. The school librarians unanimously agreed that their selection goals were two-fold. They believe their first priority as a school library is to
support all areas of the school curriculum followed by their second goal of reading. Different terms were used to describe this second goal including, “promote,” “recreational,” “leisure,” and “appreciation.” Additionally, all the school librarians agreed that reading was not restricted to a particular type and collected in both fiction and nonfiction. Examples given for non-curriculum related reading materials included comic books, transportation related (cars), sports, drawing, magic, and dinosaurs. Conversely, the public librarian believes her first and only priority is collecting the widest variety of recreational and informational materials. For the public librarian, curriculum issues are not considered except in an indirect manner as a result of patron, i.e. student requests.

With consideration for multiple goals, school librarians prioritize what is selected for inclusion. Materials that directly support the curriculum and classroom teacher instructional needs are met first. When funds are available, they are used to support recreational reading material. It should be noted that there is no clear split between most curriculum based and recreational based materials. Since literacy is a component across the school curriculum and in particular regard to language arts, many materials are dual purpose. The North Carolina Standard Course of Study specifically speaks to this in the language arts goals and objectives. For fifth grade, Goal 1, Objective 3 states students will “increase reading and writing vocabulary through wide reading” it relates to Goal 2, Objective 3 indicating students will “read a variety of texts such as fiction, nonfiction, [periodicals], poetry and drama.” Goal 2, Objective 6 goes further by asking students to “analyze choice of reading materials congruent with purposes (e.g., reading for information, reading to extend content area learning, reading for pleasure, entertainment).” Similarly, for sixth grade language arts course of study, Goal 5,
Objective 2, expects students to “study the characteristics of literary genres (fiction, nonfiction, drama, and poetry) through reading a variety of literature and other text (e.g., novels, autobiographies, myths, essays, magazines, plays, pattern poems, blank verse).”

Despite the clear language arts curriculum alignment, librarians must support all other areas, including science and social studies, and therefore often rely on outside sources of funding to support their second goal (promoting reading) in the selection process. The librarians in this study reported the most commonly used sources for these funds were from the PTA and book fairs. Librarians may also apply for grants like those offered by the Public School Foundation which at least one librarian mentioned along with two additional grants from an outside individual and organization. The public librarian does not feel hindered by these priorities and is able to select in any and all areas. In this particular public library, the librarian did not feel that funding restricted her overall selection choices.

Having identified some internal influences on selection, question three asks how selection choices are made when external factors are taken into consideration. Unlike the public library, only half the school libraries had a written selection policy. However, with a new district initiative, all school libraries will have one by the end of the school year. This is a more site specific document that is in addition to the general selection policy established by the school district. A comprehensive selection system was used in only one school. The librarian utilized a rotating system in which particular areas of the collection were reviewed every three years for weeding and confirmation of their alignment with the curriculum. This system however, did not prevent selection in all areas of the collection each year, rather it provide a system to prioritize.
Across the board, all the librarians interviewed relied on reviews as a primary criterion for selection. Reviewing journals mentioned included *School Library Journal*, *Booklist*, *Horn Book Guide*, *VOYA*, and *Bulletin for the Best Children’s Books*. The other most frequently mentioned identifier for new selections were recommendations from patrons, teachers, staff, and students. Such requests often speak to the age and depth of the collection. The age and availability of multiple or similar copies of resources in time sensitive or primary subject areas, like science and social studies, are more likely to be reviewed and/or requested. Additionally, some librarians consult other school librarians on/about their collections for depth comparisons in a subject area. This was not the case with the public librarian.

A related criterion to depth is space allotment. Space allotment was not a primary factor in the selection process overall. It was generally agreed that space would be found, usually as a result of weeding the existing collection or utilizing storage space, if it was believed the resource(s) contributed to the overall value of the collection. It was uncommon in any of the libraries to select solely on the familiarity of an author or publisher. This speaks positively for a higher level of access in the libraries based on the concerns raised with question one. Consideration regarding challenges will be addressed in question six, while a more in-depth investigation of internal and external influences of the resources used to identify materials is continued in question four.

As a result of the broad nature of the curriculum for school libraries and the wide variety of interests of patrons in the public library, question four attempted to address how librarians establish what to collect in subject areas outside of their general expertise. In both institutions, the librarians seek subject expertise from within their staff. In
particular, school librarians consult with subject teachers/specialists about selection choices as well as other school personnel like counselors and the school nurse. In the public library, the reference librarians and other staff are consulted but unlike in the school, expertise is not necessarily formally acquired but rather derives from personal interest in subjects. School librarians also consult resources and staff at the Department of Public Instruction and use subject bibliographies.

In relying on resources that provide expertise in areas outside their own training, librarians are ensuring a higher level of quality and accuracy in materials they select. These consultations also provide an opportunity for feedback and insight into current and future issues in the field which allow librarians to anticipate patrons’ future needs better. Although positive procedures are mentioned, a hidden influence is also at work. Individual librarians are left on their own to acknowledge when it is appropriate to seek out external resources.

Question five specifically targeted the influences on a particular aspect of the curriculum instead of the more generalist influences on the selection process in the previous questions. All librarians agreed that they select material that goes beyond what is required in the health curriculum. Similar to the philosophy used in selecting reading material, health topics that focus on the interests and experiences of the patron are collected. For elementary school, librarians mentioned the inclusion of materials on ADHD, chicken pox, and puberty. The middle school librarians indicated they collect on topic such as self-mutilation, homosexuality, eating disorders, depression, vegetarianism, suicide and rape. In the public library, the age limitations associated with elementary or middle schools are not present and allows for collection in all areas identified in the
health curriculum including the human body, nutrition, hygiene, diseases. Beyond these curriculum topics, the public library has selected material on tattooing, body piercing, and breast feeding.

Going beyond the curriculum in information topic areas is essential for students to build their own understanding and shapes their decision making in the future. By collecting beyond what is defined in the curriculum to include topics that impact students’ in their daily lives, a collection provides a higher level of access to information. However, the need to be cognizant of the internal influences is important. When collecting beyond what is stated in the curriculum, school librarians are relying on what they believe to be relevant to students. This is particularly true when personal topics are considered like homosexuality. It is also important to be mindful that most topics associated with health issues are dynamic so the currency of the collection is equally important to the content coverage. One other note, several librarians indicated that some resources that deal with sensitive topics like drugs, alcohol, and depression are available in the counselors’ and/or nurse’s office instead of the library. The impact this has on access is not investigated in the research. However, it may be something to consider since, as two librarians noted, material on sensitive topic like sex and puberty are less frequently checked out of the library by students, instead they are reviewed in-house.

Potential barriers to information are discussed further in question six which considered the impact of challenges on the selection process. All librarians reported that during their tenure none of them had a health or related material formally challenged or reconsidered for inclusion in the collection. In all cases where concerns were raised with library material, the concerns were addressed to the satisfaction of the patron by either
the librarian herself or other, staff like the principal or other librarians. In general, the concerns were based on the appropriateness of the subject or the language used. This is consistent with the national trend. Additionally, concerns were raised across material type with both fiction and non-fiction resources. In only one instance did a librarian mention a belief that materials that were missing were being taken by another staff member whom she believed objected to the topic.

The lack of challenges and limited number of concerns impacts access to information in the collection in a positive way. This is particularly true when taking into account responses to question five in which school librarians were asked if they were collecting in areas beyond the curriculum that have weaker links to the educational goals of the school. An underlying factor identified by several librarians is the community in which the school district and public library reside. As mentioned previously, the community is home to a large research university and in close proximity to several other institutions of higher education. Such the presence of these institutions, the librarians believe, foster free expression and high educational expectations.

Despite the lack of challenges to materials in their libraries, several school librarians noted that they had not selected material because of potential concerns the material could raise. One example was several decisions not to include books that had been awarded the Newbery Medal or Honor Award. This is because the awards include works considered for audiences up to age fourteen. Winners that reflect the higher end age group could be inappropriate in the elementary school either because the content may be too mature or the reading level too advanced. In another instance of non-selection, material, despite appropriate content and reading level, may not be included because of
sensitivity to social or cultural norms. An example of this would be books about guns which could be perceived as at odds with the schools’ active campaign against weapons and youth violence. In all instances, school librarians indicated that if requests for these materials were made, they would direct students to external resources like the public library.

Such internal decisions impact information access for patrons. It is important to be mindful that decisions such as these discussed above are selection choices and not censorship. As Henry Reichman of ALA’s Intellectual Freedom division notes selection “is carried out by trained professionals, familiar with the wide variety of available choices and guided by a clear grasp of the educational purpose to be fulfilled [while] the censor's judgment is that of the individual, and it is most frequently based on criteria that are inherently personal and often intolerant.”

In light of the outside referral that school librarians provide, question seven asks librarians about their collaborative relationships, if any, with other institutions. While this does not speak specifically to an internal or external influence on the selection process, it does impact access. Two schools collaborate with their local public library in all levels of their selection process. This is the result of their collections being housed together in one space. As previously mentioned, an elementary and middle school library included in this study share their collection with a branch of the public library. As a result they often collaborate with one another regarding selection decisions. Shared or overlapping selection purchases are often rotated among their individual budgets. Such a system allows them to provide more resources collectively than they would be able to provide individually. Other than this instance, school librarians and the public librarian
did not collaborate with each other on any topic including selection. One librarian
mentioned a past collaborative experience she had had with a public library in another
district. Again due to the proximity of a branch of the public library to the
“neighborhood” school, students routinely relied on materials from both institutions.
While they did not collaborate on what they selected, communication about upcoming
school projects and other curriculum related issues occurred.

The school librarians indicated that they were more likely to collaborate with each
other rather than with the public library. Materials are borrowed and circulated among
the school libraries when needed usually to address acute resource needs. Only one
librarian mentioned checking out material from the public library to supplement her
collection for an upcoming school project. The public librarian indicated a willingness to
collaborate with school librarians on meeting student need. In particular, she noted how
helpful notification of upcoming school projects would be helpful.

The lack of collaboration between public and school libraries affects student
access to information. As previously mentioned, students at the elementary and middle
school are rarely able to get to a public library without adult assistance. Several
librarians at both the elementary and middle school level commented that the school
library is the only library most of their students have access to. However, collaboration
can provide a higher level of access to information. It can create an awareness of the
curricular and recreational needs of patrons and also provide an opportunity for fiscal
efficiency through programs like interlibrary loan. Such collaboration however, takes
initial funding and a long-term time commitment.
Collection Analysis

Through the interviews, it is clear that these participating librarians believe they should collect actively to provide broad access to materials and their practice follows their belief. An analysis of the libraries’ health collections was performed to determine if the goal of broad access is reflected in the materials contained in the collection. The analysis began with a comparison between a sample set and the existing collection. This was followed by a more in-depth examination of the composition of the existing collection frequency of title matches across libraries, the depth and age of each individual library’s health collection using pre-identified subject headings, and alignment with the curriculum for the appropriate grade level.

Sample Set

Ninety-one books were identified by the sample set (see Appendix A). Thirty-six of these titles matched a title in at least one of the seven libraries (39.5%). To understand why fewer than half of the sample set titles were included in the libraries’ collections, a more detailed look at the characteristics of the sample is necessary. Characteristics examined were the location of the titles, their publication date and the title’s intended audience. Reviews were not significant since all titles had to have a review in order to be part of the original data set. The subject headings associated with these titles will be discussed in the examination of the libraries’ existing collection.

Twenty-three of the thirty-five matches were located in one middle school collection, Middle School-C. The public library and another middle school, Middle School-A, had the second highest match with seven titles. Only one title on nutrition was located in three institutions, two elementary and one middle school, while five of the titles appeared in two collections in various middle and public library combinations.
these five titles, four dealt with diseases and three were part of the same series. An external influence on Middle School-C’s, the age of the collection, may account for their unusually high number of matches with the sample set compared with the other institutions. Middle School-C is one of the newest schools in the district; it had been open fewer than five years. With such a new collection, its material is more likely to be skewed toward more recently published works. The influence of publication date is discussed next.

Overall twenty-three, or 66%, of the title matches between the sample set and the existing collection in one of the libraries were published during 1999 or 2000. In contrast, twelve, or 34%, of the matches were published between 2001 through 2003. These percentages may be misleading as the sample set is skewed to earlier published works. Approximately half the sample set was published during the first two years of the sample time frame. This is a result of a larger number of titles published on these topics during these years. For this reason, it is likely that a higher number of titles would be included in the sample set from these years.

While the librarians did not specifically mention publication year as an external influence, the publication date may have had an indirect impact on their selection choices. Since both the sample and the librarians’ selection options are dependent on a title being reviewed, the time it takes for a new title to be reviewed and published impacts the selection process. A larger number of earlier works would have completed the review process while newer titles may still have been in the review process. Additionally, time is a factor when considering titles included as part of year end or organization affiliated bibliographies. Additionally, more established collections are likely to have more subject
depth and therefore not need to supplement the collection with a larger number of newly published titles. This may account for the low number of matches (only one title match with the sample set) for the two oldest schools in the study, Elementary School-A and Middle School-B. The age of the existing collection will be discussed in more detail below.

The intended audience of the title is another characteristic to consider in explaining why a sample set title matched a title in an existing collection. The public library’s title matches with the sample set were selected with the widest intended audience range, ranging from pre-school through all upper grades. This is consistent with the age of patrons served by the public library. Of the school libraries, Middle School-C’s library had the next widest range of intended audience titles. Its titles ranged from third grade through twelfth grade. The other school libraries had more moderate ranges, from third grade to eighth grade. Half the titles in the overall sample set had intended audience ranges that included both fifth and sixth grade while the remaining titles included either fifth or sixth grade. A title’s intended audience was not specifically mentioned by the librarians in their interviews as an external influence. However, intended audience and publication year indirectly impact what is selected for a library’s collection and therefore the level of access to information. The inclusion of books slightly below or slightly above the grade level the librarian is collecting for, supports a higher level of information access. First, it ensures that information on a topic may be found at multiple reading levels. Secondly, it assures the patron a wider scope of topics in which information may be found.
Based on the results of the sample set, some patrons are able to access information on current health issues across a wide range of topics and audience levels. This is particularly true at the public library. To understand better why the titles in the sample set were not more widely chosen for inclusion, an examination of the libraries’ existing collections was useful. This examination provides further insight into how the librarians’ selection choices reflect what was stated in their interview responses. The existing collections also provided a better basis to compare the complementariness of the school and public libraries.

*Existing Collections*

In order to make comparisons between the sample set and the existing collections, information on existing collections was gathered based on the subject headings of the titles in the sample set (Appendix C). Using these pre-identified subject headings titles, authors and publication dates were collected from each library collection. The public library followed closely by Middle School-A had the highest overall number of titles in these subject areas. Middle School-A is the one middle school affiliated with a public library branch so this evidence continues to support the observation made from the sample set analysis that public libraries provide a higher level of access to health-related information. Middle School-B, one of the oldest schools in the district, had the second highest number of titles in these subject areas. It is important to note, that in this study two of the schools were less than five years old, which may contribute to the shallowness of their collections. These observations suggest that the public library and older libraries are providing more depth on these health topics. However, quantity alone does not provide enough information in which to make accurate observations about the level of information access, as demonstrated by one library’s affiliation with a public library.
Considering more fully the age of the existing library collection and distribution of health topics using the pre-identified subject headings provides clearer indicators for selection choices.

In considering the age of the existing collection, the publication, or copyright date, of the titles was used. Titles were sorted into three categories: Pre-1994, 1994-1998, and 1999-2003. Titles that were more than ten years old were considered dated and eligible for weeding while the second category included works published in the last ten years up to 1998. The third category contained titles published during the years used to compile the sample set. As expected, the collections with the highest percentage of titles with publications dates prior to 1994 were the two oldest schools, Elementary School-A at 59% and Middle School-B with 77%. Similarly, the two schools with the highest percentage of titles post-1994 were the two newer schools, Elementary School-C and Middle School-C. The public library and the two school libraries affiliated with the public library branch, Elementary School-B and Middle School-A, had the most balanced collections.

By adding this one additional characteristic, the perspective on the collections’ level of access is sharply altered. The older school libraries had a larger quantity of titles implying greater depth in these health subject headings, however, the titles were noticeably older bringing their quality and their overall value to the collection into question. In fact, Middle School-B’s collection consisted of only seventeen titles with publication dates equal to the sample set. This represents 9% of the studied portion of the existing collection. Conversely, Elementary School-C and Middle School-C had the lowest percentage of titles in their collections with publication dates pre-1994. This
suggests that despite a lack of depth, these libraries have quality collections in terms of accuracy, currency, and relevancy. However, the depth of their collections limited the level of access to a narrower range of viewpoints and topics. For these reasons, an examination of the libraries’ distribution of the pre-identified particular subject headings was conducted.

The *disease* subject heading had the highest number of titles across all the collections with 215 titles, followed by *substance abuse* and *general* with 135 and 132 respectively. The *disease* subject heading included topics such as cancer, diabetes, eating disorders, epilepsy, and asthma. The *general* subject heading covered topics like allergies, death, medicine, and psychology. Consistent with the largest collections overall, the public library followed by Middle School-B had the highest number of titles about diseases. These findings were consistent with the sample set distribution overall as well with the title matches. In the sample set, *disease* led with thirty-eight titles, followed by *general* with thirteen and *substance abuse* at nine. The high number of titles in these subject headings may be a result of the quantity of titles published on this topic. However, the numbers alone do not tell enough about the distribution of the collections since the size of these libraries’ collection varies. Therefore the percentage of the collection these titles represent must be considered.

When the percentage of the collection is taken into consideration, Middle School-C had the highest percentage, 35%, of its collection composed of titles about diseases rather than the public library or Middle School-B. However, Middle School-B remained as the library with the most depth with regard to the overall collection of titles on substance abuse and general health topics. The public library as previously noted had the
most balanced collections across the subject headings followed closely by Elementary School-B and Elementary School-A. This suggests that the elementary schools have more balanced coverage across the subject heading topics. Alternately, the remaining middle school libraries seemed to cluster around particular topic areas, diseases and substance abuse. Again this may be a result of curricular differences, which will be discussed next. Middle School-C had the most similar distribution to the sample set. Among similar institutions, the elementary school libraries had the greatest depth in the diet followed by the disease subject areas. As noted previously, the middle school libraries mirror that of the overall library picture, disease followed by substance abuse. Finally the public library’s collection seemed to balance between the schools’ differences with disease then diet composing their largest areas of depth by subject heading.

The school librarians indicated that the curriculum was their first priority when making selection choices for the collection. A closer look at the topic similarities and differences in the fifth and sixth grade may shed light on the distribution of the subject headings across the various institutions. The healthful living goals and objectives for fifth and sixth graders are very similar. In both grades students are expected to learn about personal health behaviors, implementation of stress management and relationship skills, develop the ability to access health risks and their corresponding protective measures, as well as learn behavior management skills for addressing nutrition-related health concerns. The goals also address substance abuse, having a physically active lifestyle, respect for diversity including disabilities, responsible personal and social behavior in physically active settings, and competence in physical activities and literacy. Differences occur in some of the objectives of these goals. Sixth grade focuses on
asthma while fifth graders on sun related health issues as apart of Goal 1. Goal 2
objective also differs with sixth graders learning about water safety, preventing spinal
cord injuries and hearing impairment; fifth graders study first aid, preventing tooth decay,
and disease transmission. The focus of the substance abuse goals is also different. While
fifth grade is learning about alcohol and tobacco, sixth graders focus on additional drugs
and substance abuse. 18

Considering the strong similarities in the healthful living goals of fifth and sixth
graders, the difference in depth for these topics in the libraries of the elementary and
middle school is not accounted for adequately. This suggests that other influences are
impacting what is selected for inclusion. This influence may be a result of the curriculum
needs of the other grade levels present within the elementary and middle school and
served by the library. Additionally, it should be noted that the high occurrence of
disease-related materials in all institutions studied in the sample set is probably a
reflection of the crossover nature of disease as a topic. Disease impacts physical fitness,
nutrition, and substance abuse. This is similarly true of nutrition related topics, which
represent a large number of titles in the existing collection.

Summary of Existing Collection Analysis

The analysis of the sample set and existing collections support the librarians’
claims that they collect beyond the curriculum. However the level of access as noted by
the age of titles and the libraries’ depth in particular subject headings was variable by
type and grade level affiliation of the institution. Some comparisons have already been
made among the libraries in an effort to better understand selection choices and
ultimately the level of access afforded to patrons.
Older libraries provided more subject depth but fewer current titles while newer libraries had more recently published titles but were shallower in their subject heading coverage. The shallowness of Middle School-C’s collection accounted for its higher percentage of titles on diseases, the subject heading with the largest representation in the sample set. These collection characteristics were balanced in the public library and the school libraries with public library branch affiliation, Elementary School-B and Middle School A. The public library, Elementary School A, and Middle School-B provided titles with a broad range of subject headings published over a moderate range of years. The fifth and sixth grade healthful living curriculum did not appear to influence selection choices significantly. The distribution of subject heading between the libraries of the elementary and middle school was inconsistent with the curriculums’ differences and similarities for these identified grades. Rather the collection was influenced to a greater extent by the other grade levels represented in the school. This has the effect of limiting the access in the elementary school and broadening the access in the middle school setting. In contrast, the balanced approach used by the public library better supports the curricular needs because it doesn’t favor one age group over another. In this study, the public library was shown to be an equalizer between the elementary and middle school library collections.

**Conclusions**

The mission of the library, perceptions by librarians of the influences on the collection process, and analysis of the library collections helps to determine the level of access to information that patrons have when using a library. The selection process allows librarians an opportunity to bring the ideals of the library’s mission into a tangible reality. How a librarian perceives his/her role in mission realization through the selection
process shapes the level of access that patrons have to information. Phyllis Van Orden and Kay Bishop describe two perceptions of the librarian, protector or advocator, in *The Collection Programs of Schools*:

One position, the protector, assumes that adults know what is best for children, what will harm them, what information they need, and how their needs should be met. Such protectors create barriers. The other position, the advocator, assumes an open stance, perceiving children as capable of defining both their information needs and their resource needs. The protector limits the level of access that students have while the advocator provides a broad level of access. Based on their responses during the interviews, the librarians in this study perceive themselves as advocators who wanted to provide a high level of access to information.

In order to implement the role of the advocator successfully, Van Orden and Bishop indicate that potential barriers to access must be avoided. One obstacle is “a lack of policies and practices that demonstrate a commitment to intellectual freedom.” The librarians interviewed in this study indicated that they have, or will have, written policies and practices that support intellectual freedom. One such practice in the school library is selecting resources that are not specifically addressed in the school’s curriculum. They indicate that they use this practice when selecting in both fiction and nonfiction, including many of the health related titles examined in this study.

Evidence from the collection analysis supports this practice; however, the level of access is inconsistent or variable by institution. Based on this study some of the variance can be attributed to the differing depths of the health collection by subject heading and age of the existing collection. The overall makeup of the institution’s patrons or audience is also a factor. This indicates that while the effort to provide a high level of access is
present, practice does not occur in a vacuum. Other influences impacting the selection choices of the library and the level of access.

In their interviews, the librarians discussed how they met their patron’s information needs and some of the external and internal influences impacting their selection choices. Since school librarians in their selection decisions identified the curriculum as their first priority, they are at a perceived advantage over the public library in their ability to identify and meet their patrons’ educational information needs. This is a direct result of students’ educational information needs being spelled out very clearly in the curriculum’s goals and objectives. However, as already established it is not only the curriculum needs of its patrons that school libraries wish to meet but also their recreational and personal information needs. This levels the field for comparing the influences experienced by both public and school libraries despite their differing missions.

Reviews and recommendations were the primary influences in the selection process for all libraries. These influences have the highest potential impact on the level of access afforded to patrons. In general these influences promote a high level of access. Reviews bring attention to the quality titles published while recommendations highlight areas of interest to the patron that may not be addressed elsewhere. Recommendations by teachers and staff are likely to be based on subject expertise as well which improves the level of access beyond the area of the librarian’s expertise. An obvious gap, however, is the material that is not reviewed or that the reviewer considered to be of low quality. This is not a concern in subject areas that are prolifically published as there are a number of alternative choices; it is more limiting in those areas that see less publishing. The
public librarian addressed this concern when she noted that even if a book has a less than stellar review as long as it is not factually inaccurate and it is the only available title on that subject, she will select it anyway.

Other influences discussed during the interviews were perceived as having less impact on the librarians’ selection choices. These influences include the age of the collection, availability of titles, space allotment, the lack of challenges to selected materials, and the curriculum. The librarians reported that these external factors did not prohibit them from making selection choices if those selections would meet patrons’ information needs. While the information gained in the interviews addressed the librarians’ perceptions of the level of access provided to patrons through their selection choices, the collection analysis provided evidence from the existing collection on the actual level of access.

Overall the public library provided the widest level of access to health topics identified in this study. Their selections from the sample set accounted for the widest intended audience range. This indicates that the public library is selecting titles at various reading levels on these health subjects. Additionally when the existing collection is examined the public library contains the highest number of titles in these subject headings followed by the middle school affiliated with the public library branch, Middle School-A. Even when publication year is taken into account, the public library’s collection continues to provide broad access. The collection is centered around the middle and most recent publication dates, 1994-1998, and 1999-2003. In contrast, the school library, not affiliated with a public library, with the largest number of titles in these subject headings had the highest percentage of titles in the pre-1994 category.
Similarly, the newer school libraries’ were equally skewed with the highest percentage of their titles published between 1999 and 2003. While the age of the institution (the public library was founded in the 1950s) accounts for its subject depth, this characteristic in contrast to the school libraries, has not sacrificed currency.

Even when considering the impact that the fifth and sixth grade health curriculum has on the distribution of subject headings across the libraries, the public library is most reflective of the curriculum similarities. The elementary school libraries were slanted toward diet and nutrition then diseases and the middle schools tilted toward disease and substance abuse. The public library is not drawn up or down toward a particular range of ages or their affiliated curriculum needs; its collection is more inclusive across the subject headings. The overall collection size of the public library’s children and young adult collection must be larger than any single school library so any title would have a greater chance of being selected for inclusion in public library.

Despite the data supporting the broadness of the public library’s access, the evidence does not translate to the depth of access. In fact the school libraries provided a higher level of access than the public library when subject headings are considered independently. However, instead of increasing access, this specialization negatively impacts patrons’ overall access to information by limiting the scope of materials available on health-related topics. This impact is particularly troublesome when, as pointed out earlier by several school librarians, the school library is the only library most of their students have access.

While the data in this study supports the claim that public libraries provide wider access to more diverse information resources, this evidence also supports the argument
that the public and school libraries are complementary. But, what does complementary mean in this environment? And is complementariness a good, neutral, or bad quality for patrons’ level of access to information?

One way to compare collections is to look at the similarity of the public and school libraries. Using the data collected in this study, one indicator would be the number of matching titles across the libraries. Unfortunately, there were few titles (ninety-five) that matched a title in the public library and at least one title in a school library. This represents less than 10% of the titles collected for comparison in this study. The similarities of subject headings in the school and public libraries could also be considered. The public library and at least one of the school libraries had matching subject headings. Despite these matches, subject headings are too broad for this to be a stronger indicator of their similarity.

Therefore, in this study complementariness is being used to describe an environment in which a library with a breadth of resources in a subject or topic area supplements the gaps of another library’s shallow collection. In fact an ideal for this complementariness already exists in the district with the middle and elementary school that shares its collection with a branch of a public library. In this library, resources and expenses are accounted for in such a way as to maximize the quantity and quality of information. This system affords the school library students with the level of access experienced by patrons of the public library in this study. But, what of the other school libraries and the public library? This study supports collaboration between school and public libraries with the breadth and depth of patrons’ level of access in mind.
The level of collaboration would most likely impact the level of access concurrently. While every selection choice is not suggested, an overall familiarity with the other institutions services and information provisions would benefit the patrons. This is particularly true for the patrons discussed in the study, children and young adults. Because they have such unique needs, creative methods for meeting and identifying their information needs are warranted. At the most basic level, maintaining an open channel of communication about current issues and future needs would likely improve patrons’ level of access. A elaborate model of collaboration as experienced by a school in Memphis is discussed in the article “Partnerships: Schools, Libraries, and the Community.” This school and public library cross promote programs including summer reading and take field trips between the institutions. Such trips provide benefits for both libraries. In particular the public libraries increases students’ exposure to their programs and materials as well as an opportunity to sign students up for a library card. Schools introduce students to another resource and are able to underline the purpose of the library. The librarians interviewed in the study are already half way to a collaboration as they have already identified similar collection goals and a desire to meet their patrons’ academic and recreational information needs.

Limitations

In consideration of the timeframe in which research was conducted several limitations need to be pointed out. These limitations are also indicators of where future research on this topic may benefit. One of the most significant limitations was the consideration of only nonfiction titles. In schools as well as in the public library, students frequently seek information in fiction as well as nonfiction. The use of fiction to understand health issues, particularly those an individual is individually experiencing
may be even more important because fiction provides an escapist element that nonfiction does not. Additionally, most of the school libraries had fiction or biographical resources dealing with health issues identified in this study.

This reflection on the collection also speaks to another limitation of the study – the pre-identified nature of the subject selection. The libraries’ entire health collections were not analyzed, rather only the portion that matched the subject heading identified in the sample set. A more inclusive analysis could provide greater in-depth data on the existing collection as it would not rely on the cataloging data of the resource. In addition to considering the larger health titles, an expansion in the number of schools and libraries samples would be helpful. Institutions from different districts might show a different alignment of similarities and differences between the public and school library. A larger sample would also allow for more sophisticated statistical analysis as well.

These additional considerations in future studies would provide better evidence in which to make more generalized recommendations on how to improve the level of access for patrons through collaboration. Ultimately, libraries with overlapping collection goals should make an effort to take advantage of the fiscal and access benefits of collaboration.
6 Fricke, 488
15 Reichman, p.17-18
17 Reichman, p.7

**Bibliography**


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Polio
Polio Epidemic
Pregnancy
Rebuilding the Body
Relieve the Squeeze
Safety at School
Safety on Your Bicycle
Sick!
Smallpox
Smoking
Spinal Cord Injuries
Stem Cell Research
Stem Cells
Steroids Drug Dangers
Teen Mothers
Teen Pregnancy
Teens with Cancer
The Kid's Survival Guide
The Making of my Special Hand
Tooth Decay and Cavities
Toothworms and Spider Juice
Vaccinations
Vegetables
Vitamins and Minerals for a Healthy Body
Why Do My Eyes Itch?
World Health
Yoga

Gordon  diseases  2003  juvenile
Silverstein  diseases  2001  sixth grade thru twelfth grade
Sherrow  diseases  2001  fourth grade thru tenth grade
Lamb  pregnancy  2001  sixth grade thru eighth grade
Fullick  general  2002  sixth grade thru eighth grade
Strauss  diseases  2000  third thru sixth grade
Mattem  safety  1999  juvenile
Mattem  safety  1999  Sixth Grade thru All Upper Grades
Newton  diseases  2000  Fourth Grade thru Sixth Grade
Ridgway  diseases  2000  Fourth Grade thru Sixth Grade
Morgan  general  2002  sixth grade thru eighth grade
Landau  impairments  2001  sixth grade thru twelfth grade
Viegas  general  2002  juvenile
Greenberg  general  2003  juvenile
Monroe  substance abuse sexuality & physical  1999  Fourth Grade thru Tenth Grade
Endersbe  pregnancy sexuality & physical  1999  Fourth Grade thru Sixth Grade
Hurley  pregnancy  2000  sixth grade thru ninth grade
Stewart  diseases  2001  sixth grade thru ninth grade
Llewellyn  first aid physical  2002  juvenile
Heelan  impairments  2000  first grade thru fifth grade
Silverstein  personal hygiene  1999  Third grade thru fifth grade
Ichord  personal hygiene  2000  fourth grade thru eighth grade
Silverstein  general  2002  third grade thru fifth grade
Klingel  diet & nutrition  2002  pre-school thru All Upper Grades
Royston  diet & nutrition  2003  juvenile
Royston  general  2003  third grade thru fifth grade
foley  general  2003  juvenile
Silas  fitness & exercise  2003  juvenile
**Subject Headings**

Diet & Nutrition  
Disease  
First Aid  
Fitness & Exercise  
General  
Maturing  
Personal Hygiene  
Physical Impairment  
Safety  
Sexuality & Pregnancy  
Substance Abuse

**Sub-Categories of Subject Headings**

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Appendix C – Interview Questions

1. How long have you been a <children and young adult or school> librarian?

2. Who is responsible for selecting materials for the library?
   
   Follow Up Questions: What is your goal for collection development?
   What do you believe is the role of the <school or public> library to provide materials in support of the state curriculum?
   Should <school or public> libraries provide materials beyond what is defined in the state curriculum?

3. What criteria do you use to make a selection? What resources do you use to identify materials for selection?
   
   Follow Up Questions: Do you have a selection collection policy?
   What impact does the: budget, depth and age of current collection, space allotment, alternative format availability, recommendation by school personnel, reviews, possibility of challenges have on your selection process?

4. How is your selection process different when selecting in a particular subject area as opposed to selecting fiction or general reference works?
   
   Follow Up Questions: Do you consult subject experts or specialized subject resources?

5. Does your collection address health issues not identified in the school’s curriculum?
   
   Follow Up Question: What roles does the library collection play in teaching the health curriculum?

6. Have materials relating to health been challenged in your library?
   
   Follow Up Questions: How did you handle the challenge?
   Is any topic or genre targeted for challenges?
   Have you not selected material that met your selection criteria because of its potential to be challenged?

7. Do you collaborate with the <school or public> library as part of your selection process? Would you?
Appendix D – Interview Request Letter

Colleen Clancy
School of Library and Information Science
University of North Carolina at Chapel Hill
910-233-0500
cclancy@email.unc.edu

Date

<Participant>
<Title>
<School>
<Address>
<City, ST Zip>

Dear <Name of Participant>,

I am a Master’s student in the School of Library and Information Science program at the University of North Carolina at Chapel Hill. I am writing to request your participation in my research project examining how children and young adult librarians select materials to be included in the library’s collection. I am specifically interested in the selection process for materials used by fifth and sixth graders in support of the healthful living curriculum.

By identifying the internal and external influences that impact the selection process, I hope to develop recommendations that address the quality and depth of materials available for students. As part of my research, I will be examining the selection practices of school and public librarians in an effort to identify collaboration opportunities between their institutions in meeting students’ needs.

In an effort to understand how children and young adult librarians use the selection process, I would like to interview you. The interview would last for approximately thirty minutes at a time and place of your convenience the last week of February or first week of March. I have included a list of questions that will be discussed during the interview for your review. A summary of the results of this research will be made available to participants to view along with electronic access to the completed work.

If at any time during the interview or after the interview, you wish to discontinue your participation you may do so. Additionally, you may decline to answer any question(s) asked during the interview for any reason if you so choose. I will make every effort to protect your privacy. Neither your name nor your school, district, or library affiliation will be identified in the research paper.
If you have any questions or concerns about study please contact me via phone, 910-233-0500, or email, cclancy@email.unc.edu. You may also contact my faculty advisor, Dr. Evelyn Daniel at (919) 962-8062 or via email at daniel@ils.unc.edu.

The Academic Affairs Institutional Review Board (AA-IRB) at The University of North Carolina at Chapel Hill has approved this study. If you have any questions about your rights as a research participant in this study, please contact the AA-IRB at (919) 962-7761 or at aa-irb@unc.edu.

As a participant you decide whether or not to participate in the interview by responding to this request. You will have the opportunity to sign a consent form at the time of the interview affirming your agreement to the interview and being a participant in this research.

Thank you for your consideration of this request and I look forward to hearing from you.

Sincerely,
Colleen Clancy
Appendix E – Consent Form

Collection Development in School and Public Libraries

I am a Master’s student in the School of Library and Information Science program at the University of North Carolina at Chapel Hill. Your participation is requested in my research project examining how children and young adult librarians select materials to be included in the library’s collection. I am specifically interested in the selection process for materials used by fifth and sixth graders in support of the healthful living curriculum.

By identifying the internal and external influences that impact the selection process, I hope to develop recommendations that address the quality and depth of materials available for students. As part of my research, I will be examining the selection practices of school and public librarians in an effort to identify collaboration opportunities between their institutions in meeting students’ needs.

In an effort to understand how children and young adult librarians use the selection process, I would like to interview you. The interview would last for approximately thirty minutes at a time and place of your convenience during the month of February. A list of questions that will be discussed during the interview had been sent to your earlier. A summary of the results of this research will be made available to participants to view along with electronic access to the completed work.

If at any time during the interview or after the interview, you wish to discontinue your participation you may do so. Additionally, you may decline to answer any question(s) asked during the interview for any reason if you so choose. I will make every effort to protect your privacy. Neither your name nor your school, district, or library affiliation will be identified in the research paper.

If you have any questions or concerns about study please contact me, Colleen Clancy, via phone, 910-233-0500, or email, cclancy@email.unc.edu. You may also contact my faculty advisor, Dr. Evelyn Daniel at (919) 962-8062 or via email at daniel@ils.unc.edu.

The Academic Affairs Institutional Review Board (AA-IRB) at The University of North Carolina at Chapel Hill has approved this study. If you have any questions about your rights as a research participant in this study, please contact the AA-IRB at (919) 962-7761 or at aa-irb@unc.edu.

I agree to be interviewed on my collection development practices. I have read the questions that will be discussed during the interview and have had a chance to ask any questions I may have had and they have been answered to my satisfaction.

I will keep one copy of this consent form for my records, and give the other signed copy to the researcher.

_________________________________________  _______
Signature of Participant     Date