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A SCHOOL LIBRARY COLLECTION ANALYSIS FOCUSED ON RESOURCES  
AVAILABLE FOR FIFTH GRADE RESEARCH TOPICS

by  
Carol A. Moroz

A Thesis

Submitted in partial fulfillment of the requirements of the  
Master of Arts Degree  
of  
The Graduate School  
at  
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May 2, 2005

Approved by  
Advisor

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## ABSTRACT

Carol A. Moroz  
A SCHOOL LIBRARY COLLECTION ANALYSIS FOCUSED ON RESOURCES  
AVAILABLE FOR FIFTH GRADE RESEARCH TOPICS  
2004/05  
Dr. Marilyn Shontz  
Master of Arts in School and Public Librarianship

The purposes of this study were to determine (a) the areas of study fifth grade students at Lakehurst Elementary School were asked to research, (b) whether the current library print collection was sufficient to meet the students' needs in terms of both quantity and quality, (c) the additional print resources which would be necessary to create a useful set of print resources, and (d) the cost of these additional print resources. Current print resources and resources considered for purchase were assigned a rating from zero to four on a Usefulness Rating Scale designed by the researcher, with a zero indicating a resource that would not be useful to the fifth grade research topics and a four indicating an extremely useful resource.

Based on an analysis of the sections of the Lakehurst Elementary School library relevant to the research projects assigned by the fifth grade teachers, the current collection was insufficient to support the five assigned projects. During the course of this research project, \$2,872.66 was spent to purchase 146 new resources, and the usefulness rating of all Dewey Decimal areas reviewed was increased.

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## CHAPTER ONE

### INTRODUCTION

#### Statement of Problem and Relevance

The library at Lakehurst Elementary School is the media center in a kindergarten through eighth grade school that houses approximately 11,000 items. The library is under the direction of a media specialist who teaches classes as well as selecting, acquiring, and maintaining library resources. These resources include books, magazines, journals, and other media. Many books presently in the Lakehurst Elementary School Media Center are not current but instead are out-of date, providing students with information which is not recent and therefore of questionable relevance. Younger students at Lakehurst Elementary School who are asked to write combination book/research reports are hard pressed to find current editions, while older students can rarely find any helpful curricular resources in print. The new emphasis in the library is research and research skills, yet the print collection is inadequate for this purpose.

Recent technological additions to the library include ten computers and one printer for student use, a teaching computer linked to a television and SmartBoard, and a computer used for circulation (checking items in and out of the library). Expenditures for technology in order to bring the library up-to-date have led to the neglected print collection. As a result, students conducting research are hard pressed

to locate print resources which are current and relevant to the curriculum and their assignments.

Library journals and literature are filled with admonitions regarding the importance of providing patrons with current resources which meet their needs. *Information Power: Building Partnerships for Learning* (American Association of School Librarians [AASL], 1998), considered by most to be the definitive guide for school media specialists, consistently emphasized the role of the media specialist as a leader not only in the school but in the district, collaborating with teachers and providing students and teachers alike with materials and information which are aligned with, and supportive of, the curriculum. *Information Power* went on to state “the library media program must provide access to all the information and instruction that students and others need for active, authentic, information based learning. The school library media program requires a budget that supports the continuous collection of information in all formats...” (AASL, 1998, p. 109).

#### Purpose

This action research project concentrated on fifth grade research projects, investigating two aspects of the library’s print collection. First, the researcher determined the print resources needed to adequately provide the students with the information they need to meet curricular requirements. The necessary topics as well as the quantity and quality of needed print resources were considered. Subsequently, the researcher determined the necessary investment needed to provide the fifth grade students with these print resources.



## Research Questions

1. What areas of study were fifth grade students at Lakehurst Elementary School asked to research?
2. Was the current library print collection sufficient to meet their needs in terms of both quantity and quality?
3. If not, what additional print resources would be necessary to create a useful set of print resources and how much would they cost?

## Operational Definitions

Curriculum	The prescribed course of study for fifth grade students at Lakehurst Elementary School
Fifth grade research projects	Approximately five assignments per academic year which require fifth grades students at Lakehurst Elementary School to research, or investigate, various areas of study in depth
Fifth grade students	Those students of Lakehurst Elementary School enrolled in grade five for the 2004-2005 school year
Fifth grade teachers	Those teachers at Lakehurst Elementary School who taught grade five for the 2004-2005 school year
Librarian	The media specialist who works in the library at Lakehurst Elementary School
Library	The media center at Lakehurst Elementary School; used interchangeably with media center in this study
Print	Books containing information printed in ink on paper

Print collection	The entire library's print holdings
Print resources	Those book resources used by students to complete their fifth grade research projects; used interchangeably with resources and books in this study
Research skills	Those abilities or techniques which allow fifth grade students to efficiently locate information and use it effectively
Resources	Materials, limited to books in this study, found in the media center which provide information to students and other patrons

#### Assumptions and Limitations

It was assumed that the failure of students and faculty to find print resources that supported the curriculum was due to the lack of such resources in the collection and not to a failure to search the library properly. It was further assumed that the school's emphasis on research would continue and that the results of this study would continue to be relevant in subsequent years.

The quantity of books required to meet the requirements of the fifth grade research projects was determined by a consensus of the fifth grade teachers at Lakehurst Elementary School. The usefulness of the books both before and after this study was determined by the librarian at the school.

The scope of this study was limited to five fifth grade research projects at Lakehurst Elementary School. Although older students were also assigned research projects, and had similar difficulty locating current and relevant resources, the fifth

grade students were asked to complete more research projects during one school year than students in other grades. This study was considered the first step in a comprehensive study to determine the resources required to satisfy the research requirements of all students at Lakehurst Elementary School.

The effectiveness of this study was limited by the current cataloging of the collection. Many resources within the collection were outdated and many of these items retained their original, and now outdated, Dewey designations. When reviewing various sections of the collection, some resources may not have been located due to improper cataloging, and some unrelated resources may have been unnecessarily reviewed for the same reason.

## References

American Association of School Librarians & Association for Educational Communications and Technology. (1998). *Information power: Building partnerships for learning*. Chicago: American Library Association.

## CHAPTER TWO

### REVIEW OF RELATED LITERATURE

In business, giving the customer what they want is a key to success. Librarianship is no different. Professional literature and textbooks are replete with the necessity of building library collections that satisfy the needs of patrons. It is in providing patrons with the resources they want or need that libraries remain viable.

#### Guidelines of the American Association of School Librarians

In 1990, the American Association of School Librarians [AASL] adopted its Position Statement on the Role of the School Library Media Program. At that time, they stated that school library media programs should provide materials needed to both support the school curriculum and to provide opportunity for further inquiry beyond the curriculum guidelines, providing resources to “satisfy the educational needs and interests of students” (§ 1). In meeting the needs of all students, the collection must also reflect the learning abilities, backgrounds, and interest of its patrons (§ 3). Eight years later, the AASL re-emphasized their concern for meeting the needs of students and teachers in *Information Power (IP)*.

*Information Power: Building Partnerships for Learning* (AASL, 1998) is considered by most to be the definitive guide for school media specialists. The book provided media specialists with concrete goals to be met in order to build a strong school library program, as well as the underlying principles that supported these goals.

Chapter 4 of *Information Power* presented “Learning and Teaching Principles of School Library Media Programs” (AASL, 1998, p. 58). The fifth principle in this chapter dealt with the necessity of providing students, teachers, and administrators with resources that helped meet the learning goals of the school community. In order to do so, *IP* stated, media specialists needed to collaborate with teachers and administrators “to ensure that the full range of information resources is available to promote student learning” (AASL, 1998, p. 66), as well as “...provide...information resources to meet the learning needs of all learners” (AASL, 1998, p. 66). From this, one can see that the media specialist was responsible for providing resources for both students and teachers which supported the school’s curriculum. Even when dealing with the curriculum requirements of a single grade, the material needed to include varied reading levels in order to meet the needs of all learners. In addition, a goal in fulfilling the eighth principle of *Information Power*’s Chapter 4 dealt with the necessity of providing students and teachers with access to additional resources, appropriate to their level of learning, that could help them satisfy personal questions derived from their studies.

Keeping in mind that libraries and media centers were information providers, Chapter 5 of *Information Power* provided media specialists with principles and goals for the access and delivery of information. *IP* stated that it was imperative for the media center to provide physical access to the information which allowed students and teachers to satisfy their information needs. In addition, the media center’s collection needed to be developed to include a variety of materials to help meet the curricular needs of all learners. By so doing, the collection would “promote active, authentic

learning by providing a variety of formats and activities for linking information literacy with curricular objectives” (AASL, 1998, p. 90). One goal in Chapter 5 for media specialists was to encourage students to become life-long learners, capable of directing their own inquiries throughout their lives, and able to locate, evaluate, and effectively use the vast body of knowledge available in today’s world.

By providing physical access to materials for inquiry and learning, the media specialist makes it possible for students to practice information literacy skills, able to effectively locate, evaluate, and use information. Media center collections which do not possess relevant or current information are worthless in this regard.

#### Recommendations of Other Experts

Although *Information Power* is considered the definitive work in media center planning and administration, it is far from alone in its insistence that effective media centers provide relevant materials that satisfy the information needs of both students and teachers. In their book *Operating and Evaluating School Library Media Programs: A Handbook for Administrators and Librarians*, Bernice L. Yesner and Hilda L. Jay (1998) stated: “The goal is to have a collection that supports all areas of the curriculum and all student ability levels” (p. 130). Their book gave guidelines for administrators and librarians to recognize both positive and negative elements in a school library program. They emphasized the need for media center collections to provide information on topics covered by the current curriculum and considered it a warning sign when assignments were not made because the media center collection did not contain relevant resources. Yesner and Jay mentioned the need for ongoing collection development, considering the changing needs of students and teachers based

on changing curriculums and new information. They also warned readers of the necessity of a well-balanced collection. With the limited budgets of most school media centers, difficult choices needed be made when selecting materials to be purchased. If a media specialist chose to concentrate available funding on one particular subject area, teachers and students would be unable to utilize the media center for other subjects. However, if the funding was spread equally among the subject areas, with little or no regard as to its possible usefulness to the school community, chances were that no area would contain enough depth of information to be useful, resulting in a virtually useless media center. Thus, a media specialist needed to carefully decide how to use available funds to build a collection which would be most useful to the students and teachers it serves (Yesner & Jay, 1998).

In her book *Achieving a Curriculum Based Library Media Center Program: The Middle School Model for Change*, Jane Bandy Smith (1995) explained that the primary concern of a school media specialist was to ensure that the media center's resources were well utilized (Smith, 1995, p. 48). She also explained that this could be best accomplished when the collection was aligned with the school's curriculum.

It is the opinion of the researcher that if one is encouraging students to maximize their learning through the use of additional resources, those resources can and should be made available to students through the media center collection.

Dr. David V. Loertscher, a university professor, former media specialist, and past president of the American Association of School Librarians (AASL), is well known for his emphasis on evaluating and building media center collections. In his book *Collection Mapping in the LMC*, Dr. Loertscher (1996) stated "The single reason



for building a library media collection in the school is to support the curriculum of that school” (p. 1). He also said that it was the responsibility of the media specialist to deliver “the best materials to the learner at the right time” (Loertscher, 1996, p. 1). This means that the collection needed to be kept up-to-date, changing with the times and with changes in curriculum, constantly in a state of flux and always remaining useful to both students and teachers. Otherwise, the collection died “a slow, silent death” (Loertscher, 1996, p. 1), gradually becoming useless.

Dr. Loertscher provided media specialists with seven standards for evaluating and building a school media center collection. Four of the seven dealt with the necessity of providing materials which supported the school’s curriculum, a goal specifically stated in Loertscher’s second standard (Loertscher, 1996, p. 6). He explained that the media center must provide resources, varied according to needs, interests, and media type, to support curricular subject areas. Loertscher stated that this necessitated both analysis of the current collection and planning for future purchases. On-going acquisitions needed to meet curricular needs, and collections needed to be changed, by both purchases and collection weeding, to meet changing needs. Dr. Loertscher was realistic in his understanding of the limitations of media center budgets. He specifically stated that “no school can afford to own everything” (Loertscher, 1996, p. 8), and suggested that libraries share and borrow resources in order to meet the needs of their patrons. However, his emphasis on the necessity of providing students and teachers with relevant and current material was uncompromising.

## Theory in Practice

This emphasis on curricular relevance in regard to media center collections is not strictly a textbook issue. Lest one think that it is strictly an adage taught in professional librarianship classes and then forgotten in the real world, interested persons need only review professional library literature to confirm that practicing librarians and media specialists concur with the opinions of the experts.

Ann M. Reidling (2001) conducted a survey via a listserv, requesting the job descriptions of school library media specialists around the country. The responses were combined to develop an overall description of what school library media specialists actually did. A number of responsibilities listed in the results showed that school library media specialists were actually heeding the advice of the experts. Reidling's study showed that school library media specialists were evaluating their programs and resources to ensure maximum use, as well as providing guidance in resource selection. Collections were being developed to provide curriculum support for both students and teachers, and were being kept "current, appropriate, and curriculum-relevant" (§ 4). Media centers were providing access to materials in a variety of formats, as well as an atmosphere conducive to use by students and teachers. This study showed that respondents who were working school library media specialists were actually practicing what was preached.

In her article "Collection Development," Susan Martimo Choi (2000) provided readers with five questions that should be considered when developing a library collection, as well as guidelines to be considered when attempting to answer those questions. She first recommended that the patrons be considered, who they were

(students, teachers, community members) and what their abilities, needs, and interests were. Next, librarians needed to consider what *should* be in the library. This included a consideration of the library's purpose, the school's curriculum, and expectations of library use by the students. Choi (2000) also suggested librarians consider what *should not* be in the library, including materials that were "outdated, irrelevant, or not needed" (§ 4). Choi admonished school library media specialists to consider both current and future curriculums when selecting materials and to focus not only on new purchases but on the weeding of materials that were in poor condition, outdated and/or inaccurate. In addition, she stated it was important to ensure that an adequate amount of appropriate resources were available for the assignments teachers were planning.

Arlene Kachka (2001) echoed Choi's concerns. In her article "Evaluating Your Library Media Center Collection," Ms. Kachka emphasized the importance of providing a media center collection which met the needs of its patrons. She specifically stated the importance of weeding and of keeping students informed via an updated collection. Rather than guessing at the collection's usefulness, Kachka suggested that school library media specialists survey students to determine whether their needs were being met.

Although Kachka's suggestion was not mentioned in any of the previous literature, it is definitely a tool which could be helpful in determining the usefulness of a media center's collection.

An article by Carol A. Doll (1997) also emphasized the need for current collections. Although she discussed the pros and cons of different methods of evaluating library media center collections (quantity, age, professional lists or

bibliographies), one concept that was not open for debate was the necessity of providing material that supported the current curriculum. That included updating collections and weeding material that was outdated.

Dr. Doll (1997) addressed another aspect of collection development, and that was whether books were really necessary in this age of Internet access. Since Internet access was not available to all students, searching can be difficult, and material may not always be authoritative or reliable, she concluded it should not be considered a replacement for information in books. Outdated and/or inadequate collections can prevent students from developing the information literacy skills they need to become successful learners and effective consumers of information.

#### Importance of Weeding Collections

One misconception, more prevalent outside the field of librarianship than within it, is that any book is better than no book. The professional literature was consistent in its emphasis that old books cause more harm than good.

Terrence E. Young, Jr. (2001), in his article "Library 'Science' Rules," emphasized the need for outdated science books to be weeded from the collection. He stated that although some sections of an older book may be useful, older science books did not provide up-to-date safety information and sometimes assumed technical skills that today's readers did not possess. Scientific equipment had changed radically through the years; illustrations or directions referred to equipment no longer in existence. Many older science books were gender-biased; racial bias was present as well.

Science books are not the only area where bias may be present. Doug Johnson published an article entitled “Weed!” in 2003 and pointed out the consequences of an outdated collection. Many books had been published in the past that were geared to one gender or the other. Racial bias was prevalent, even accepted, while today it is simply unacceptable.

Providing students with inaccurate material defeats the purpose of teaching students to locate and use information; as users of inaccurate resources they become erroneously informed rather than uninformed.

In his article advising librarians to weed, Johnson (2003) explained that weeding allowed library patrons to be more successful in finding useful or current information, locating their choices more easily without having to reject many old and dirty books before locating a good one. Weeding also allowed visitors to recognize a need for more materials. If the shelves were full, observers would only see a myriad of books, not the old, outdated, and biased information inside them. Dr. Marilyn Shontz, a university professor, agreed. She has told her classes, school library media specialists-in-training, “You’ll never get money as long as you keep the old books. Throw them away and create a crisis” (Brown, 2000, ¶ 15).

#### Application of Theory

In March 2004, Dorren Klausnitzer published an article entitled “School Libraries Not Stacking Up.” The article addressed the condition of public school libraries in the state of Tennessee. Students she interviewed complained that books were too outdated to use for school work. Teachers, librarians, and administrators all agreed that school libraries in Tennessee were in crisis. Tennessee had a state school

library requirement of 12 items per student, yet there was no mandate regarding the age of the items. Some schools did not meet the minimum item requirement, while the average book age varied among library type and location from 16 to 25 years old. Not only did the old books provide biased and outdated information, as discussed previously, but the minimum item requirement in Tennessee was a central cause of the crisis. Without available funding to purchase new materials, some school librarians were afraid to weed their shelves; if they removed the old, biased, and inaccurate books, they would fail to meet the 12 item per student state requirement. On the other hand, by not providing their students with current, useful information, they were failing to educate their students in the necessary skills of information literacy as well as perpetuating biases that are no longer tolerated.

In 1996, the principal of Pierce Elementary School in Philadelphia, Shively D. Willingham, closed the school library due to the old and outdated information on its shelves. "I would rather have nothing, or close the library, than have children exposed to these kinds of books," he said (Manzo, 1999, ¶ 6). Willingham's decision was based on the belief that outdated information was more dangerous than no information at all.

Library experts agree. Dr. Marilyn Shontz stated: "Old books do more harm than good. Outdated books keep stereotypes alive" (Brown, 2000, ¶15). Harriet Selverston, past president of the AASL concurred. "Outdated books give students misinformation. Our mission is to give them correct and credible information" (Brown, 2000, ¶ 12). Baltimore library coordinator Della Curtis also agreed. "We betray children when we put outdated information on our shelves," she said. "We're

working toward a better understanding of a global world, toward multicultural sensitivity. These goals are not promoted by outdated information” (Brown, 2000, ¶ 13). All three experts agreed that no books were better than outdated books.

With strong feelings about the necessity of providing students with current, useful books, Ms. Curtis led a successful mission for library funding in Baltimore County, Maryland. They began by weeding shelves, making deficiencies in the collection obvious. A detailed report of the currency and size of collections as well as the number of items per pupil was then prepared, along with a budget request of \$10,529,000 over a three-year period (Curtis, 2000, ¶ 17). Due in large part to the thoroughness of their report, the budget request was approved.

According to M. Ellen Jay, past president of the AASL, technology was one reason that book collections in many school libraries were allowed to age to such an extreme extent. She stated that many administrators shared the misconception that the Internet provided access to all the resources students needed and that the need for print resources had come and gone (Manzo, 1999, ¶ 19). Biennial studies by Dr. Marilyn L. Miller and Dr. Marilyn L. Shontz confirmed this trend. Every two years, Miller and Shontz request information regarding school library media center collections and funding from media specialists via mailed questionnaires. In their 1999-2000 study, they found that although library funding had increased, expenditures did more to increase technological resources than to update book collections. Their survey showed that 68% of responding media specialists estimated that more than 10 % of their collection was outdated, with 23% of the respondents estimating that more than 30% of their collection fell into the outdated category (Miller & Shontz, 2001).

## Library Power Studies

The Library Power program provided grants to improve seriously outdated school library media center book collections. The results of this program pointed to the teaching and learning success generated by updated book collections. Dianne McAfee Hopkins reviewed the Library Power program in her 1999 article “The School Library Collection: An Essential Building Block to Teaching and Learning.” Recognizing the impossibility of collaborating with teachers and teaching information literacy skills with outdated and/or inaccurate resources, Library Power grants provided funding to library media centers for current and accurate resources that were aligned with the curriculum “in sufficient quantity for use by students and teachers” (Hopkins, 1999, ¶ 13). Dr. Hopkins’ survey of Library Power grant recipients found that teachers, principals, and librarians all considered the updated collections to be assets to teaching and learning. These collections, which were aligned with the curriculum, allowed for collaboration between teachers and media specialists as well as provided teachers with resources for instruction. More students used the library with greater frequency and their attitudes toward the library became more positive (Hopkins, 1999, Contributions of the Library Collection section, ¶ 2). In everyone’s view, updated collections made possible through Library Power funding made positive contributions to teaching, learning, and attitudes.

An individual Library Power success story was the Lakeside Academy of Math, Science, and Technology, a magnet school in Chattanooga, Tennessee. Grant funding made it possible for them to update their collection with materials that supported their curriculum. To provide maximum access to the library resources,



classes visited the library on a flexible (as needed) schedule and teachers and librarians collaborated on library projects. A review of the school's test scores found that there was a positive correlation between improved test scores and library usage. In addition, "teachers who had the highest library usage also had the highest test scores" (Pharr, 2002, ¶ 9).

#### State Studies of School Library Media Programs

Lakeside Academy's experience was not an isolated one. The review of the literature thus far has discussed the improbability of students mastering information literacy skills when provided with outdated and inaccurate print resources, as well as the inability of media specialists to collaborate with teachers if the library media center's collection was outdated and/or did not support the current curriculum. The experience of Lakeside Academy highlighted a further benefit to students who were provided with current, curriculum-aligned library collections; their standardized test scores increased. This phenomena was highlighted in a series of state studies, many conducted by Keith Curry Lance.

Dr. Keith Curry Lance was a university professor and Director of the Library Research Service, Colorado Department of Education. He performed studies in a number of states which demonstrated a positive correlation of increased library funding and current, curriculum-relevant resources to increased standardized test scores. In his 2001 article "Proof of the Power: Quality Library Media Programs Affect Academic Achievement," Dr. Lance reviewed earlier research. He said that "one of the most consistent strands of research on this topic is evidenced by studies that demonstrate the value of quality collections and books and other materials

selected to support the curriculum...” (Lance, 2001, Information Access and Delivery Role section, ¶ 1).

In 1991, Lance published his study of library programs and their effect on student achievement. Although he and his fellow researchers found that schools in Colorado with library media programs and greater library spending had higher standardized test scores, the implication was a general one with few specifics. In subsequent studies, the survey instrument was adjusted to provide more specifics regarding the attributes of a successful school library media program. He surveyed library media programs in Colorado and Pennsylvania and found the same positive correlation between school library collections and standardized test scores. “Where library media programs are better staffed, better stocked, and better funded, academic achievement tends to be higher” (Lance, 2001, RESULTS - LM Program Development section, ¶ 1).

In 1999, Lance completed a second study in Colorado. Designed to obtain more specific information, the study found that there were higher test scores in schools with more library media expenditures per student, as well as more volumes per student. Also determined to be significant was the time spent by library media staff planning with, and identifying resources for, teachers (Lance, 2001).

Lance’s 1999 Pennsylvania study found increased reading scores in schools which spent more money on their library media program and had more resources, including both print and Internet sources. Achievement test scores were also higher when collaboration between teachers and library media specialists was present (Lance, 2001).

In 2001, Lance and his fellow researchers turned their attention to Oregon. Again they found that increased expenditures and collection size were indicative of higher achievement test scores. They found that collaboration of library media specialists with teachers as well as the availability of supporting resources through local collections and/or interlibrary loan resulted in higher test scores (Lance, 2001).

It is important to note that these studies by Lance and others found correlations of increased library media expenditures, collection size, and collaboration to increased achievement test scores. Although they did not investigate the *quality* of the library media center collections, this researcher believes that library literature has established the fact that outdated material does not lend itself to collaborative efforts, nor does new material purchased without regard to curricular relevance. The conclusion may therefore be drawn that expenditures would be used for current resources, as opposed to those that are outdated, and that new purchases would lend themselves to collaboration and curricular support.

The connection to current resources was specifically identified in Lance's 2002 report of the study in the state of Iowa. Fourth grade reading scores were found to be higher where library media programs had "collections containing volumes with more recent copyright dates..." (Rodney, Lance, & Hamilton-Pennel, 2002, p. 42).

Similar to the studies in other states, Robert Burgin and Pauletta Brown Bracy performed an analysis in North Carolina. In addition to increased expenditures, they also specifically found that higher achievement test scores were present when school library media centers had newer books (Burgin & Bracy, 2003).

## Summary of Literature Review

The importance of current and accurate resources in school library media centers was a theme repeated throughout textbooks and professional literature in the field. Current and curriculum-relevant resources contributed to increased collaboration between teachers and library media specialists, as well as providing students with opportunities to learn and practice information literacy skills. Studies have shown that sufficiently funded school library media collections where collaboration between teachers and library media specialists was practiced were indicative of increased standardized achievement tests scores among students, highlighting the need for current, accurate, and relevant resources in library media centers.

A review of the literature clearly showed a positive correlation between current and relevant library media center resources, increased collaboration and library usage, and standardized achievement test scores.

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## CHAPTER THREE

### STUDY METHODOLOGY

#### Research Design and Justification

The library at Lakehurst Elementary School has been traditionally used for the circulation of books read for pleasure. In light of research demonstrating the benefits of a formal, research-based library program, the decision was made to implement such a program and change the focus of the school's library collection. However, a cursory review of the collection indicated that it might not be adequate to support a research-based library program. In order to determine whether the current collection would support a program change, an action research design was chosen. The decision was made to carefully review the collection in light of research projects assigned, determine what appropriate resources were currently available, and what additional resources, if any, would be needed to support both students and teachers in the completion of these projects.

#### Statement of Purpose

The purpose of this study was to investigate two aspects of the library's print collection. First, the researcher determined the print resources necessary to adequately provide the fifth grade students with the information they needed to meet the curricular requirements of fifth grade research. Both the topics of the required projects and the quantity and quality of needed print resources were considered.



Subsequently, the researcher determined the necessary monetary investment needed to provide the fifth grade students with these print resources.

#### Research Questions

1. What areas of study were fifth grade students at Lakehurst Elementary School asked to research?
2. Was the current library print collection sufficient to meet their needs in terms of both quantity and quality?
3. If not, what additional print resources would be necessary to create a useful set of print resources and how much would they cost?

#### Context of the Study

The Borough of Lakehurst was one square mile completely surrounded by Manchester Township in Ocean County, New Jersey. At the time of the 2000 census, the total population was 2,522 individuals, with 45% between the ages of 25 and 54. Seventy-three percent of the adult population had at least a high school diploma. Regarding household income, 82% reported \$74,999 or less, with 98% at \$149,999 or less. Eighty-four percent of the population was white and 8% was African American (U.S. Census Bureau, n.d.). The Borough of Lakehurst was home to the Lakehurst Air Engineering Center, where the Hindenburg burned in 1937.

Lakehurst Elementary School was the only school in the borough, serving students from preschool through eighth grade. High school students attended nearby Manchester High School. The elementary school had approximately 475 students and 82 staff members. Due to the transitory nature of United States military personnel and the proximity of the Air Engineering Center, a relatively large percentage of students

enter and leave the district each year [18.3% in 2003-2004] (G. DeNitto, personal communication, December 1, 2004).

### Population and Sample Selection

Because the two fifth grade teachers assigned the highest number of research projects throughout one year, fifth grade research projects were targeted for this study. These projects were designed to supplement the fifth grade curriculum and were a good starting point for this on-going study.

In order to determine the areas of the collection which needed to be analyzed, it was first necessary to consider the research projects assigned to the fifth grade students at Lakehurst Elementary School. Listed below are the details of these five projects.

For the first project, small groups used print and Internet resources to study one region of the United States, researching each state within that region. Multimedia presentations (including PowerPoint and display boards) of their findings needed to include the state flag, flower, capital, and song, as well as poems about and recipes from their state.

For the second project, small groups used print and Internet resources to research the ancient civilizations of the Aztec, Incan, Anasazi, and Mayan tribes. They prepared fact cards and illustrations to summarize their findings and present the information to the rest of the class.

For the third project, each individual student researched the life of a famous African American by reading a biography about that person and finding supplemental information on the Internet. They wrote a report summarizing their findings and

dressed a cut-out oaktag figure in appropriate clothing. Working together, the class then created a time-line, by birth date, of the individuals studied.

The fourth project required small groups to use their science textbooks, as well as library print resources, encyclopedias, and the Internet to research all nine planets. Scaled models of each planet were cut from oaktag and colored appropriately. These models, along with a fact card for each planet, were then arranged into a mobile of the solar system and displayed in the classroom.

Finally, for the fifth project small groups used print resources, the Internet, and a Webquest to research a regional Native American culture (Iroquois, Hopi, Lakota, or Tlingit), finding information about food, religion, housing, government, games, clothing, and geographical location. The results of their research were organized in model format and presented to the class (J. Gangemi, personal communication, October 4, 2004).

### Variables

The variables considered in this study were the topics of the five research projects identified by the fifth grade teachers, the number of print resources determined by the fifth grade teachers to be necessary for students to complete their assignments, the number of useful print resources available before and after this study, and the average usefulness rating of the available print resources before and after the study as determined by the researcher.

### Method of Data Collection

The collection of data required a two-step process. It was first necessary to identify the useful library resources already in place to support these five projects.

Once that was accomplished, it was determined whether additional resources were needed and, if so, what resources could best satisfy the needs of the fifth grade teachers and students.

In order to identify the useful library resources already in place, a computerized shelf report was produced by library's automated circulation system, showing book titles, call numbers, and publication date. Only the reference section and the books in applicable Dewey Decimal areas were considered (see Table 1).

Table 1

*Dewey Decimal Classes Reviewed for Available Resources*

<u>Research Project</u>	<u>Dewey Decimal Class</u>
The United States	917
	973 – 979
Ancient Civilizations	709
	970
	972
	980
	985
Famous African Americans	B((io)graphy)
	92
	920
The Planets	523
Native Americans	970

This report revealed a shortcoming in the Follett database; the publication date was not included in the records of many of the older books. A manual review of these books was required to determine the publication date. In addition, very few books about African Americans were catalogued as such. This necessitated a manual review of the applicable Dewey sections to determine the available resources.

The shelves in all applicable Dewey sections were also manually reviewed by the researcher to confirm that the identified resources were actually available and to identify any useful resources that were not listed by the Follett system. During this manual review, resources were rated on a researcher-designed Usefulness Rating Scale of 0-4, with 0 indicating a resource that would not be useful to the assigned project, 1 indicating a barely useful resource, 2 indicating a resource that would be somewhat useful, 3 indicating a resource that would be very useful, and 4 indicating an extremely useful resource. In addition, during this review process, resources in these areas of the collection were considered for possible weeding.

An extensive review of possible additions to the collection was then conducted using Follett's Titlewave and Amazon.com. Most of the books purchased for the library at Lakehurst Elementary School were purchased from Follett. Titlewave eased the process of data collection by providing a plethora of information about its books as well as convenient search methods, including interest and reading levels, date of publication, and Dewey Decimal classification, in addition to the standard title, author, and subject searches. It also provided published reviews for many of its offerings. Amazon.com was used for its review feature as well. Like Titlewave, it provided

copies of published reviews when they were available. However, it also offered readers' reviews.

## Instrumentation

Resources available in the current collection were included on the *List of Available Resources*, which detailed the book titles, call numbers, and publication dates. A separate list was prepared for each of the five research projects (see Table 2).

Table 2

### List of Available Resources

Book title	Call number	Publication date	Usefulness rating	Comments
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Resources which were not currently available but which were identified as useful additions to the collection were detailed on the *List of Future Purchases*. Again, a separate list was created for each research topic. The list included titles, call numbers, authors, publication dates, and cost (see Table 3).

Table 3

### List of Future Purchases

Dewey		Publication		Usefulness		
Book title	number	Author	date	Cost	rating	Comments

## Validity and Reliability

The validity of the printed shelf list was assured by the manual shelf review which followed. Although this method of analysis could be repeated elsewhere, the results in a different library would be expected to vary from the results achieved in this study.

The validity of the subjects reviewed was ensured by consultation with the fifth grade teachers assigning the research projects. In order to identify the correct Dewey Decimal classes for these subjects, the *Abridged Dewey Decimal Classification and Relative Index* (1997) was consulted by the researcher.

The Usefulness Rating Scale designed by the researcher was assumed to be valid for this study. Dr. Marilyn Shontz reviewed the initial form of the *List of Available Resources* and *List of Future Purchases* and made suggestions for changes that made these tables more effective for data analysis.

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## CHAPTER FOUR

### ANALYSIS OF DATA

#### Profile of the Sample

The library collection of Lakehurst Elementary School was analyzed to determine its usefulness in regard to the fifth grade research projects. A computerized shelf report was produced by the library's automated circulation system, Follett, and reviewed by Dewey Decimal classification to identify useful resources. The shelves were then physically reviewed by the librarian to confirm that the identified resources were actually available and to identify any useful resources that were not identified by the Follett system.

#### Analysis of the Data

Once a computerized shelf report was produced by the library's automated circulation system, the report was reviewed by Dewey Decimal classification to identify resources applicable to each of the fifth grade research projects. These resources were reviewed by the researcher for actual content and currency, and rated on a researcher-designed Usefulness Rating Scale of 0 to 4. Those rated 0 were considered applicable to the project topic but useless to the fifth graders; a rating of 1 indicated a barely useful resource, 2 represented a somewhat useful resource, 3 indicated a very useful resource, and a 4 was awarded to those resources considered extremely useful. The average usefulness rating of each area of the collection before

and after the study was calculated by multiplying the number of resources receiving each rating by the rating number itself, adding these products together, and dividing by the total number of resources rated. Changes in the usefulness rating and the total number of resources available for each research project are summarized in Figure 1 and Table 14.

### Project One

For the fifth grade project on the regions of the United States, the 917 and 973 – 979 print sections of the library Dewey Decimal system were reviewed. This review identified 363 resources in the collection (Table 4). Each of these resources was reviewed by the researcher for actual content and currency. Of the 363 resources reviewed, 182 resources dealt with subjects other than those being studied by the fifth graders and were designated *not applicable* (N/A). The remaining 181 resources, those considered possibly useful for the project, were reviewed for their actual usefulness. Using the Usefulness Rating Scale of 0 to 4, with 0 being useless and 4 being extremely useful, 123 resources received a rating of 0, eight resources received a 1 rating, 20 received a 2, three received a 3, and 27 received a 4. At the completion of the first review for Project 1, by multiplying the number of books receiving each rating by the rating itself, adding these products together, and dividing by the total number of resources rated, the average usefulness rating of this area of the collection was determined to be only .91.

Using Follett's Titlewave and Amazon.com, a search was conducted for print resources to be added to the collection. Many titles were available but an effort was made to add only quality resources to the collection. Available reviews were restart

Table 4

*List of Available Book Resources – The United States*

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>The Discovery of the Americas</i>	917.04 Mae	1990	N/A	
<i>Forty Days Lost, as told to Ben East</i>	917.1 Eas	1979	N/A	
<i>A Prairie Boy's Winter</i>	917.1 Kur	1973	N/A	
<i>Canada in Pictures</i>	917.1 Nac	1972	N/A	WEED
<i>Mistaken Journey</i>	917.11 Eas	1979	N/A	
<i>Ontario</i>	917.13 Har	1975	N/A	WEED
<i>The Mexicans</i>	917.2 Coy	1970	N/A	WEED
<i>Mexico is People: Land of Three Cultures</i>	917.2 Nol	1973	N/A	WEED
<i>Mexico</i>	917.2 Ros	1975	N/A	WEED
<i>Hello, Mexico</i>	917.2 Wee	1970	N/A	WEED

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Away to Central America</i>	917.28 Nev	1967	N/A	(Ancient people)
<i>American Virgin Islanders</i>	917.29 Hol	1974	N/A	WEED
<i>Cuba in Pictures</i>	917.291 Hav	1974	N/A	WEED
<i>The American Heritage Book of Natural Wonders</i>	917.3 Ame	1963	N/A	Keep (history)
<i>Chinatown Sunday: The Story of Lilliann Der</i>	917.3 Bal	1973	N/A	Keep (history)
<i>Far-Flung America</i>	917.3 Car	1979	0	WEED
<i>The Way It Was – 1876</i>	917.3 Hil	1975	N/A	Keep (history)
<i>Inside United States</i>	917.3 Jam	1990	N/A	
<i>What So Proudly We Hail</i>	917.3 Kry	1968	N/A	
<i>The Fifties: The Way We Really Were</i>	917.3 Mil	1975	N/A	(history)
<i>The United States of America: A State-By-State Guide</i>	917.3 Mil	1999	3	
<i>The Young United States, 1783 to 1839</i>	917.3 Tun	1969	N/A	(history)

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Our National Parks</i>	917.302 Mea	1992	2	
<i>Colonial Living</i>	917.32 Tun	1957	N/A	(history)
<i>Upper Atlantic: New Jersey, New York</i>	917.4 Ayl	1987	2	O/D – usable info
<i>Maine</i>	917.41 Car	1966	0	WEED
<i>Maine</i>	917.41 Car	1979	0	WEED
<i>Time of Wonder</i>	917.41 McC	1957	N/A	Caldecott
<i>New Hampshire</i>	917.42 Car	1967	0	WEED
<i>New Hampshire</i>	917.42 Car	1979	0	WEED
<i>Vermont</i>	917.43 Car	1967	0	WEED
<i>Vermont</i>	917.43 Car	1979	0	WEED
<i>Massachusetts: From Its Glorious Past to the Present</i>	917.44 Car	1965	0	WEED
<i>Massachusetts: From Its Glorious Past to the Present</i>	917.44 Car	1978	0	WEED

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Who's That Stepping on Plymouth Rock?</i>	917.44 Fri	1975	N/A	
<i>Rhode Island</i>	917.45 Car	1968	0	WEED
<i>Rhode Island</i>	917.45 Car	1978	0	WEED
<i>Connecticut</i>	917.46 Car	1966	0	WEED
<i>New York</i>	917.47 Car	1978	0	WEED
<i>Rice Cakes and Paper Dragons</i>	917.47 Rei	1973	N/A	Interesting info
<i>Pennsylvania</i>	917.48 Car	1966	0	WEED
<i>Pennsylvania</i>	917.48 Car	1978	0	WEED
<i>A Field Guide to the Pine Barrens of New Jersey</i>	917.49 Boy	1991	2	Good, diff info
<i>New Jersey (2)</i>	917.49 Car	1965	0	WEED
<i>New Jersey</i>	917.49 Car	1978	0	WEED
<i>The Story of New Jersey</i>	917.49 Hag	1948	N/A	

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>The Encyclopedia of New Jersey</i>	917.49 New	1994	3	
<i>The Tavern at the Ferry</i>	917.49 Tun	1973	N/A	History
<i>Lower Atlantic: North Carolina, South Carolina</i>	917.5 Ayl	1988	2	O/D – usable info
<i>The Southeast: Georgia, Kentucky, Tennessee</i>	917.5 Ayl	1988	2	O/D – usable info
<i>Delaware</i>	917.51 Car	1967	0	WEED
<i>Delaware</i>	917.51 Car	1978	0	WEED
<i>Maryland</i>	917.52 Car	1978	0	WEED
<i>District of Columbia: From Its Glorious Past</i>	917.53 Car	1966	0	WEED
<i>District of Columbia: From Its Glorious Past</i>	917.53 Car	1979	0	WEED
<i>The First Book of Washington, D.C.</i>	917.53 Eps	1961	N/A	WEED
<i>West Virginia</i>	917.54 Car	1968	0	WEED
<i>West Virginia</i>	917.54 Car	1979	0	WEED

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Jamestown: The Beginning</i>	917.55 Cam	1974	N/A	History
<i>Virginia</i>	917.55 Car	1967	0	WEED
<i>Virginia</i>	917.55 Car	1978	0	WEED
<i>North Carolina: From Its Glorious Past to the Future</i>	917.56 Car	1965	0	WEED
<i>North Carolina: From Its Glorious Past to the Future</i>	917.56 Car	1979	0	WEED
<i>South Carolina</i>	917.57 Car	1967	0	WEED
<i>South Carolina</i>	917.57 Car	1979	0	WEED
<i>Georgia</i>	917.58 Car	1967	0	WEED
<i>Georgia</i>	917.58 Car	1979	0	WEED
<i>Florida</i>	917.59 Car	1978	0	WEED
<i>The South: Alabama, Florida, Mississippi</i>	917.6 Ayl	1988	2	Some usable info
<i>Alabama</i>	917.61 Car	1968	0	WEED



Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Alabama</i>	917.61 Car	1978	0	WEED
<i>Mississippi</i>	917.62 Car	1978	0	WEED
<i>Louisiana</i>	917.63 Car	1967	0	WEED
<i>Louisiana</i>	917.63 Car	1978	0	WEED
<i>Texas</i>	917.64 Car	1978	0	WEED
<i>Oklahoma: From Its Glorious Past to the Present</i>	917.66 Car	1965	0	WEED
<i>Oklahoma: From Its Glorious Past to the Present</i>	917.66 Car	1979	0	WEED
<i>Arkansas</i>	917.67 Car	1967	0	WEED
<i>Arkansas</i>	917.67 Car	1978	0	WEED
<i>Tennessee</i>	917.68 Car	1968	0	WEED
<i>Tennessee</i>	917.68 Car	1978	0	WEED
<i>Kentucky</i>	917.69 Car	1967	0	WEED

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Kentucky</i>	917.69 Car	1979	0	WEED
<i>Western Great Lakes: Illinois, Iowa, Minnesota, Wisconsin</i>	917.7 Ayl	1987	2	O/D-usable info
<i>The Amazing Voyage of the New Orleans</i>	917.7 Sai	1980	N/A	(history)
<i>Ohio: From Its Glorious Past to the Present</i>	917.71 Car	1978	0	WEED
<i>Indiana: From Its Glorious Past to the Present</i>	917.72 Car	1966	0	WEED
<i>Indiana: From Its Glorious Past to the Present</i>	917.72 Car	1978	0	WEED
<i>Illinois</i>	917.73 Car	1979	0	WEED
<i>Michigan</i>	917.74 Car	1964	0	WEED
<i>Michigan</i>	917.74 Car	1978	0	WEED
<i>Found Alive</i>	917.74 Eas	1979	N/A	(story)
<i>Frozen Terror</i>	917.74 Eas	1979	N/A	(story)
<i>Wisconsin</i>	917.75 Car	1964	0	WEED

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Wisconsin</i>	917.75 Car	1978	0	WEED
<i>Minnesota</i>	917.76 Car	1966	0	WEED
<i>Minnesota</i>	917.76 Car	1978	0	WEED
<i>Iowa: From Its Glorious Past to the Present</i>	917.77 Car	1964	0	WEED
<i>Iowa: From Its Glorious Past to the Present</i>	917.77 Car	1979	0	WEED
<i>Missouri: From Its Glorious Past to the Present</i>	917.78 Car	1966	0	WEED
<i>Missouri: From Its Glorious Past to the Present</i>	917.78 Car	1978	0	WEED
<i>The Cowboy Encyclopedia: The Old and New West</i>	917.8 Gra	1951	N/A	Intrsting, hist info
<i>The Lewis and Clark Expedition, 1804-06</i>	917.8 Lac	1974	N/A	(history)
<i>The Story of the Lewis and Clark Expedition</i>	917.8 Ste	1978	N/A	(history)
<i>Kansas: From Its Glorious Past to the Present</i>	917.81 Car	1965	0	WEED
<i>Kansas: From Its Glorious Past to the Present</i>	917.81 Car	1979	0	WEED

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Nebraska</i>	917.82 Car	1967	0	WEED
<i>Nebraska</i>	917.82 Car	1978	0	WEED
<i>South Dakota</i>	917.83 Car	1966	0	WEED
<i>South Dakota</i>	917.83 Car	1978	0	WEED
<i>North Dakota</i>	917.84 Car	1968	0	WEED
<i>North Dakota</i>	917.84 Car	1979	0	WEED
<i>Montana</i>	917.86 Car	1979	0	WEED
<i>Wyoming: From Its Glorious Past to the Present</i>	917.87 Car	1966	0	WEED
<i>Wyoming: From Its Glorious Past to the Present</i>	917.87 Car	1979	0	WEED
<i>Colorado</i>	917.88 Car	1967	0	WEED
<i>Colorado</i>	917.88 Car	1978	0	WEED
<i>New Mexico</i>	917.89 Car	1967	0	WEED

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>New Mexico</i>	917.89 Car	1978	0	WEED
<i>The Pacific: California, Hawaii</i>	917.9 Ayl	1988	2	O/D-some int info
<i>Illinois: From Its Glorious Past to the Present</i>	917.9 Car	1963	0	WEED
<i>Arizona: From Its Glorious Past to the Present</i>	917.91 Car	1966	0	WEED
<i>Arizona: From Its Glorious Past to the Present</i>	917.91 Car	1979	0	WEED
<i>Utah: From Its Glorious Past to the Present</i>	917.92 Car	1965	0	WEED
<i>Utah: From Its Glorious Past to the Present</i>	917.92 Car	1979	0	WEED
<i>Nevada: From Its Glorious Past to the Present</i>	917.93 Car	1964	0	WEED
<i>Nevada: From Its Glorious Past to the Present</i>	917.93 Car	1979	0	WEED
<i>California</i>	917.94 Car	1978	0	WEED
<i>California In Words and Pictures</i>	917.94 Fra	1977	0	WEED
<i>The Cruise of the Arctic Star</i>	917.94 O'D	1973	N/A	WEED

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Oregon: From Its Glorious Past to the Present</i>	917.95 Car	1965	0	WEED
<i>Oregon: From Its Glorious Past to the Present</i>	917.95 Car	1978	0	WEED
<i>Idaho</i>	917.96 Car	1968	0	WEED
<i>Idaho</i>	917.96 Car	1979	0	WEED
<i>Washington: From Its Glorious Past to the Present</i>	917.97 Car	1979	0	WEED
<i>Mount St. Helens Volcanic Eruption: May 18, 1980</i>	917.97 Ham	1988	N/A	(history)
<i>Alaska: From Its Glorious Past to the Present</i>	917.98 Car	1965	0	WEED
<i>Alaska: From Its Glorious Past to the Present</i>	917.98 Car	1978	0	WEED
<i>Alaska</i>	917.98 Ped	1968	0	WEED
<i>The New Enchantment of America: Hawaii</i>	919.69	1979	0	WEED
<i>American Reference Library, 2000 (CD Rom)</i>	973 Ame	2000	N/A	History
<i>How We Named Our States</i>	973 Arn	1965	1	Historical info

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>The Presidents in American History</i>	973 Bea	1981	N/A	
<i>Steven Caney's Kids' America</i>	973 Can	1978	N/A	Interesting/historical
<i>America: A Patriotic Primer</i>	973 Che	2002	N/A	
<i>Naval Battles and Heroes</i>	973 Cro	1960	N/A	History
<i>The Presidents: Tidbits and Trivia</i>	973 Fra	1982	N/A	
<i>The Shawnee</i>	973 Ful	1992	N/A	
<i>The Blackfoot</i>	973 Hah	1992	N/A	
<i>The LIFE History of the United States: The New World</i>	973 Lif	1963	N/A	
<i>The LIFE History of the United States: The Growing Years</i>	973 Lif	1963	N/A	
<i>The LIFE History of the United States: The Making of a Nation</i>	973 Lif	1963	N/A	
<i>The LIFE History of the United States: 1829 – 1849</i>	973 Lif	1963	N/A	
<i>The LIFE History of the United States: Before 1775</i>	973 Lif	1963	N/A	

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>The LIFE History of the United States: 1775 -1789</i>	973 Lif	1963	N/A	
<i>The LIFE History of the United States: 1789 -- 1829</i>	973 Lif	1963	N/A	
<i>The Comanche</i>	973 Lod	1992	N/A	
<i>The Julian Messner United States Question and Answer Book</i>	973 Lod	1984	1	Intrstg state facts
<i>Chinese (2)</i>	973 May	1990	N/A	
<i>Filipinos</i>	973 May	1990	N/A	
<i>Land of the Free</i>	973 Mea	1961	N/A	WEED-old, ugly
<i>The Fifty States</i>	973 Mea	1992	2	O/D-usable info
<i>Our People</i>	973 Med	1994	N/A	
<i>The United States</i>	973 San	1994	2	
<i>So You Want To Be President?</i>	973 St	2000	N/A	
<i>The United States of America</i>	973 Ste	1994	N/A	Hard to locate info



Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>America's Top 10 National Monuments</i>	973 Sto	1998	1	
<i>The Chinese in America</i>	973 Sun	1972	N/A	WEED
<i>The Spice of America</i>	973 Swa	1983	N/A	
<i>African Americans: Voices of Triumph – Perserverance</i>	973 Tim	1993	N/A	
<i>Black Fighting Men in U. S. History</i>	973 Wak	1971	N/A	
<i>The Last Cow on the White House Lawn</i>	973.02 Seu	1978	N/A	
<i>Asian Indians</i>	973.04 Gor	1990	N/A	
<i>Territories and Possessions: Puerto Rico, U. S. Virgin Islands</i>	973.09 Ayl	1988	N/A	
<i>The Grolier Library of North American Biographies (10)</i>	973.092 Gro	1994	N/A	
<i>The New World, 1500 – 1750</i>	973.1 Far	1976	N/A	Graphic novel
<i>Who Discovered America? Settlers &amp; Explorers</i>	973.1 Lau	1970	N/A	
<i>The Story of the Mayflower Compact</i>	973.2	1967	N/A	WEED-old,ugly,OD

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>The Fight for Freedom, 1750 – 1783</i>	973.2 Far	1976	N/A	Graphic novel
<i>Christmas on the Mayflower</i>	973.2 Hay	1956	N/A	WEED
<i>Pilgrim Thanksgiving</i>	973.2 Hay	1955	N/A	WEED
<i>Colonial Life</i>	973.2 Kal	1992	N/A	
<i>The Story of Jamestown</i>	973.2 Pro	1969	N/A	
<i>Founding the American Colonies</i>	973.2 Rei	1989	N/A	
<i>The First Book of the Early Settlers</i>	973.2 Ric	1959	N/A	(history)
<i>The Story of the Mayflower Compact</i>	973.2 Ric	1967	N/A	(history)
<i>Lexington, Concord, and Bunker Hill</i>	973.3 Ame	1963	N/A	(history)
<i>The American Revolution, 1760 – 1783</i>	973.3 Bil	1958	N/A	WEED-old,ugly,OD
<i>Sybil Rides for Independence</i>	973.3 Bro	1985	N/A	
<i>Lexington and Concord</i>	973.3 Col	1975	N/A	WEED-old,ugly,OD

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Black Heroes of the American Revolution</i>	973.3 Dav	1976	N/A	Keep
<i>What's the Big Idea, Ben Franklin?</i>	973.3 Fri	1976	N/A	
<i>The American Revolution: A Picture Sourcebook</i>	973.3 Gra	1975	N/A	Keep
<i>Jack Jouett's Ride</i>	973.3 Hal	1973	N/A	WEED – old, ugly
<i>The Story of Benjamin Franklin</i>	973.3 Joh	1978	N/A	
<i>The American Revolution: "Give Me Liberty, or Give Me Death"</i>	973.3 Ken	1994	N/A	
<i>The First American Revolution</i>	973.3 Lom	1974	N/A	WEED-old, ugly
<i>In 1776 (2)</i>	973.3 Mar	1994	N/A	
<i>The Story of the Boston Tea Party</i>	973.3 Phe	1973	N/A	(history)
<i>Know Your Declaration of Independence &amp; the 56 Signers</i>	973.3 Ros	1963	N/A	(history)
<i>The Declaration of Independence</i>	973.3 Ste	1995	N/A	
<i>The Revolutionary War</i>	973.3 Ste	1991	N/A	

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>The Golden Book of the American Revolution</i>	973.33 Ame	1959	N/A	History-lots of info
<i>The Story of the Bonhomme Richard</i>	973.35 Ric	1969	N/A	WEED-old,ugly,OD
<i>Spies of the Revolution</i>	973.38 Bak	1962	N/A	(history)
<i>The U. S. Emerges, 1783 – 1800</i>	973.4 Far	1976	N/A	Graphic novel
<i>Washington's Birthday</i>	973.4 Fra	1990	N/A	
<i>The Story of Thomas Jefferson</i>	973.4 Joh	1979	N/A	
<i>Presidents Day</i>	973.4 Mac	1997	N/A	
<i>The Story of Monticello</i>	973.4 Ric	1970	N/A	(history)
<i>Americans Move Westward: 1800 – 1850</i>	973.5 Far	1976	N/A	Graphic novel
<i>Problems of the New Nation: 1800 – 1830</i>	973.5 Far	1976	N/A	Graphic novel
<i>The First Book of the War of 1812</i>	973.5 Mor	1961	N/A	WEED-old,ugly,OD
<i>The Civil War</i>	973.7 Bie	1991	N/A	

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>The Battle of Gettysburg</i>	973.7 Car	1990	N/A	
<i>The Civil War: American Tragedy</i>	973.7 Car	1992	N/A	
<i>Sherman's March</i>	973.7 Dav	1980	N/A	(history)
<i>The Golden Book of the Civil War</i>	973.7 Fl	1960	N/A	History-lots of info
<i>Gettysburg: A Journey in Time</i>	973.7 Fra	1975	N/A	Sketches; photos
<i>Lincoln's Birthday</i>	973.7 Fra	1990	N/A	
<i>Story of Abraham Lincoln</i>	973.7 Joh	1977	N/A	
<i>An Album of the Civil War</i>	973.7 Kat	1974	N/A	Sketches; photos
<i>The Civil War: "A House Divided"</i>	973.7 Ken	1994	N/A	
<i>The Lincoln Memorial</i>	973.7 Mil	1966	N/A	(history)
<i>The Civil War</i>	973.7 Pra	1982	N/A	(history)
<i>Civil War Soldiers</i>	973.7 Ree	1993	N/A	(history)

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>The Story of the Gettysburg Address</i>	973.73 Ric	1969	N/A	(history)
<i>The Industrial Era: 1865 – 1915</i>	973.8 Far	1976	N/A	History; graphic nov
<i>Brave Eagle's Account of the Fetterman Flight</i>	973.8 Gob	1972	N/A	History; interesting
<i>Red Hawk's Account of Custer's Last Battle</i>	973.8 Gob	1969	N/A	History; interesting
<i>The Tragedy of Little Bighorn</i>	973.8 Hal	1989	N/A	(history)
<i>The United States in the Spanish-American War</i>	973.8 Law	1976	N/A	(history)
<i>The Trouble They Seen: Black People Tell The Story of</i>	973.8 Tro	1976	N/A	(history)
<i>America Becomes a World Power: 1890 – 1920</i>	973.91 Far	1976	N/A	History; graphic nov
<i>America Today: 1945 – 1976</i>	973.91 Far	1976	N/A	History; graphic nov
<i>1920 -1940: The Roaring Twenties &amp; The Great Depression</i>	973.91 Far	1976	N/A	History; graphic nov
<i>World War II, 1940 – 1945</i>	973.917 Far	1976	N/A	History; graphic nov
<i>John F. Kennedy</i>	973.922 Lan	1986	N/A	Biography

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Mid-Atlantic: Delaware, Maryland, Pennsylvania</i>	974 Ayl	1988	2	Interesting; backgrd
<i>Northern New England: Maine, New Hampshire, Vermont</i>	974 Ayl	1988	2	Interesting; backgrd
<i>Southern New England: Connecticut, Massachusetts, Rhode Island</i>	974 Ayl	1988	2	Interesting; backgrd
<i>Maine</i>	974.1 Ken	1999	4	
<i>Maine</i>	974.1 Tho	1985	0	WEED
<i>Vermont</i>	974.3 Tho	1987	0	WEED
<i>The First Thanksgiving Feast</i>	974.4 And	1984	N/A	History & photos
<i>Witch Hunt: It Happened in Salem Village</i>	974.4 Kre	1989	N/A	Witchcraft
<i>Massachusetts</i>	974.4 Mcn	1998	4	
<i>The Plymouth Thanksgiving</i>	974.4 Wei	1967	N/A	History, good setup
<i>Rhode Island</i>	974.5 Tho	1986	0	WEED
<i>Connecticut</i>	974.6 McN	1999	4	

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Connecticut</i>	974.6 Tho	1986	0	WEED
<i>Massachusetts</i>	974.6 Tho	1985	0	WEED
<i>The Erie Canal</i>	974.7 And	1964	N/A	History
<i>The Statue of Liberty: Birth to Rebirth</i>	974.7 Bur	1985	N/A	History
<i>The Statue of Liberty</i>	974.7 Fis	1985	N/A	Hist; photo; sketch
<i>New York</i>	974.7 Hei	1999	4	
<i>Statue of Liberty</i>	974.7 Mer	1985	N/A	History
<i>How They Built the Statue of Liberty</i>	974.7 Sha	1985	N/A	Keep – History
<i>The Legend of New Amsterdam</i>	974.7 Spi	1979	N/A	WEED; old, ugly
<i>In Search of Liberty: The Story of the Statue of Liberty</i>	974.8 Bel	1984	N/A	Keep – History
<i>Pennsylvania</i>	974.8 Tho	1986	0	WEED
<i>The Story of the Liberty Bell</i>	974.81 Mil	1965	N/A	Keep – History



Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Indian Place-Names in New Jersey</i>	974.9 Bec	1964	N/A	Keep – good info
<i>New Jersey</i> (2)	974.9 Fre	1993	2	
<i>New Jersey</i> (3)	974.9 Kum	1998	4	
<i>New Jersey Jeopardy!: Answers and Questions About Our State</i>	974.9 Mar	1991	N/A	Keep for Jersey unit
<i>Jersey's Story</i>	974.9 O'C	1958	0	WEED; old, ugly
<i>New Jersey</i>	974.9 Ste	1998	4	
<i>New Jersey</i>	974.9 Tho	1986	0	WEED
<i>A Historical Album of New Jersey</i>	974.9 Top	1995	3	
<i>Atlantic: District of Columbia, Virginia, West Virginia</i>	975 Ayl	1988	2	History
<i>Hurricane Hugo</i>	975 Ham	1990	N/A	History
<i>Christmas in the Big House, Christmas in the Quarters</i>	975 McK	1994	N/A	Keep
<i>The Lenapes</i>	975.1 Gru	1989	N/A	Keep

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>The Indians of New Jersey: Dickon Among the Lenapes</i>	975.1 Har	1963	N/A	Keep; history
<i>Delaware</i>	975.1 Tho	1987	0	WEED
<i>Maryland</i>	975.2 Bur	1999	4	
<i>Maryland</i>	975.2 Tho	1986	0	WEED
<i>The Story of the White House</i>	975.3 Mil	1966	N/A	History; keep
<i>The Burning of Washington: August 1814</i>	975.3 Phe	1975	N/A	History
<i>The Story of the Capitol</i>	975.3 Pro	1969	N/A	History
<i>Washington, D. C.</i>	975.3 Ste	1999	N/A	
<i>Washington, D. C.</i>	975.3 Tho	1987	N/A	WEED
<i>The Story of the White House</i>	975.3 Wat	1991	N/A	Outdated; new one?
<i>Virginia</i>	975.5 Bla	1999	4	
<i>The Story of Mount Vernon</i>	975.5 Mil	1965	N/A	Keep

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>The Silver Mace: A Story of Williamsburg (2)</i>	975.5 Pet	1956	N/A	WEED; old, ugly
<i>The Story of Arlington National Cemetery</i>	975.5 Ste	1979	N/A	History
<i>Virginia</i>	975.5 Tho	1986	0	WEED
<i>North Carolina</i>	975.6 Hin	1998	4	
<i>North Carolina</i>	975.6 Tho	1987	0	WEED
<i>South Carolina</i>	975.7 Ste	1999	4	
<i>South Carolina</i>	975.7 Tho	1987	0	WEED
<i>Georgia</i>	975.8 Rob	1999	4	
<i>Georgia</i>	975.8 Tho	1986	0	WEED
<i>Florida</i>	975.9 Hei	1998	4	
<i>Everglades</i>	975.9 Rom	1988	1	WEED
<i>Florida</i>	975.9 Tho	1986	0	WEED

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>South Central: Arkansas, Kansas, Louisiana, Missouri, Oklahoma</i>	976 Ayl	1988	2	Good hist info
<i>Alabama</i>	976.1 Dav	1999	4	
<i>The Creeks</i>	976.1 Hah	1992	N/A	Keep
<i>Mississippi</i>	976.2 Geo	1999	4	
<i>Louisiana</i>	976.3 Hin	1998	4	
<i>Louisiana</i>	976.3 Tho	1985	0	WEED
<i>Last Stand at the Alamo</i>	976.4 Car	1990	N/A	History
<i>Texas</i>	976.4 Hei	1999	4	
<i>The Story of the Alamo</i>	976.4 Ric	1970	N/A	WEED; old, ugly
<i>Texas</i>	976.4 Tho	1986	0	WEED
<i>Oklahoma</i>	976.6 Ree	1998	4	
<i>Oklahoma</i>	976.6 Tho	1987	0	WEED

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Tennessee</i>	976.8 Tho	1986	0	WEED
<i>Kentucky</i>	976.9 Tho	1986	0	WEED
<i>Eastern Great Lakes: Indiana, Michigan, Ohio</i>	977 Ayl	1988	2	Good hist info
<i>The Ottawa</i>	977 McC	1992	N/A	Keep
<i>Ohio</i>	977.1 Hei	1999	4	
<i>Indiana</i>	977.2 Tho	1986	0	WEED
<i>The Story of the Great Chicago Fire, 1871</i>	977.3 Phe	1971	N/A	History
<i>Illinois</i>	977.3 San	1998	4	
<i>Illinois</i>	977.3 Tho	1987	0	WEED
<i>Michigan</i>	977.4 Hin	1998	4	
<i>Wisconsin</i>	977.5 Bla	1998	4	
<i>Wisconsin</i>	977.5 Tho	1986	0	WEED

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Iowa</i>	977.7 Tho	1986	0	WEED
<i>Missouri</i>	977.8 Hin	1999	4	
<i>Missouri</i>	977.8 Tho	1986	0	WEED
<i>Growing Up In the Old West</i>	978 Alt	1989	N/A	
<i>Cowboys and Cattle Country</i>	978 Ame	1961	N/A	Good hist info
<i>The Great Plains: Montana, Nebraska, North Dakota, So. Dakota</i>	978 Ayl	1988	2	Good hist info
<i>The Southwest: Colorado, New Mexico, Texas</i>	978 Ayl	1988	2	Good hist info
<i>The Big Book of Cowboys</i>	978 Fle	1950	N/A	WEED; outdated
<i>The Pawnee</i>	978 Hah	1992	N/A	Keep
<i>Cowboy</i>	978 Mur	1993	N/A	Keep
<i>Cowboys</i>	978 Sil	1975	N/A	WEED
<i>The Story of the Homestead Act</i>	978 Ste	1978	N/A	History

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Lewis and Clark</i>	978 Sul	1999	N/A	
<i>Exploring the American West</i>	978.01 Col	1989	N/A	History
<i>Lawmen of the Old West</i>	978.02 Col	1990	N/A	History
<i>Kansas</i>	978.1 Rob	1999	4	
<i>Nebraska</i>	978.2 McN	1999	4	
<i>The Story of Mount Rushmore</i>	978.3 Pro	1969	1	History
<i>South Dakota</i>	978.3 Tho	1987	0	WEED
<i>North Dakota</i>	978.4 Tho	1986	0	WEED
<i>Glacier</i>	978.652 Roo	1988	1	o/d; useful info
<i>Yellowstone</i>	978.752 Mar	1988	1	o/d; useful info
<i>New Mexico</i>	978.9 Ken	1999	4	
<i>Carlsbad Caverns</i>	978.9 Sot	1988	1	o/d; interesting info

	Call	Publication	Usefulness	
Book title	number	date	rating	Comments
<i>New Mexico</i>	978.9 Tho	1986	0	WEED



consulted for each possible resource and few resources were considered for purchase that were not recommended or did not receive positive reviews (Table 5).

Of the 181 applicable resources in the Dewey Decimal sections for Project 1, a total of 124 resources were weeded from the collection, leaving 57 useful resources in these sections of the Dewey Decimal system. After adding the selected 52 new resources (Table 5), the number of resources increased from 57 to 109. Seven remaining resources had a rating of 1, 20 had a 2, three remained with a 3, and 79 had a 4. A recalculation of the average usefulness rating of this section of the collection showed that it increased from .91 to 3.41 after an expenditure of \$985.40.

#### Project Two

The fifth grade research project regarding ancient civilizations dealt with four very specific cultures: the Aztec, Incan, Mayan, and Anasazi tribes. A review of the applicable Dewey Decimal sections (709, 970, 972, 980, and 985) found only 15 resources which were identified as useful. Eight resources received a usefulness rating of 1, four received a 2, two were awarded a 3, and only one received a 4, giving the current collection a usefulness rating of 1.73. With a total of 55 resources in this section, 40 were not applicable to the project (Table 6).

A review of Follett's Titlewave and Amazon.com was conducted for quality resources regarding the four civilizations studied by the fifth grade. As mentioned earlier, only recommended resources, or those with positive reviews, were considered for addition to the collection. In this case, 17 new resources were purchased (Table 7) at a cost of \$339.38, and this section's usefulness rating was increased from 1.73 to

Table 5

*List of Future Purchases – The United States*

Book title	Dewey		Publication		Usefulness	
	number	Author	date	Cost	rating	Comments
<i>Alabama</i>	976.1	Welsbacher, Anne	2003	\$18.95	4	
<i>Alaska</i>	979.8	Niz, Xavier	2003	18.95	4	
<i>Arizona</i>	979.1	Adamson, Thomas K.	2003	18.95	4	
<i>Arkansas</i>	976.7	Olien, Rebecca	2003	18.95	4	
<i>California</i>	979.4	Glaser, Jason	2003	18.95	4	
<i>Colorado</i>	978.8	Christian, Sandra J.	2003	18.95	4	
<i>Connecticut</i>	974.6	Pell, Ed	2003	18.95	4	
<i>Delaware</i>	975.1	Welsbacher, Anne	2003	18.95	4	
<i>Florida</i>	975.9	Christian, Sandra J.	2003	18.95	4	
<i>Georgia</i>	975.8	Sullivan, Jody	2003	18.95	4	

Book title	Dewey		Publication		Usefulness	
	number	Author	date	Cost	rating	Comments
<i>Hawaii</i>	996.9	Sullivan, Jody	2003	18.95	4	
<i>Idaho</i>	979.6	Hodgkins, Fran	2003	18.95	4	
<i>Illinois</i>	977.3	Sievert, Terri	2003	18.95	4	
<i>Indiana</i>	977.2	Pell, Ed	2003	18.95	4	
<i>Iowa</i>	977.7	Christian, Sandra J.	2003	18.95	4	
<i>Kansas</i>	978.1	Olien, Rebecca	2003	18.95	4	
<i>Kentucky</i>	976.9	Niz, Xavier	2003	18.95	4	
<i>Louisiana</i>	976.3	Glaser, Jason	2003	18.95	4	
<i>Maine</i>	974.1	Knox, Barbara	2003	18.95	4	
<i>Maryland</i>	975.2	Pell, Ed	2003	18.95	4	
<i>Massachusetts</i>	974.4	Hodgkins, Fran	2003	18.95	4	
<i>Michigan</i>	977.4	Knox, Barbara	2003	18.95	4	

Book title	Dewey	Author	Publication	Usefulness		
	number		date	Cost	rating	Comments
<i>Minnesota</i>	977.6	Glaser, Rebecca Stromstad	2003	18.95	4	
<i>Mississippi</i>	976.2	Deady, Kathleen W.	2004	18.95	4	
<i>Missouri</i>	977.8	Hodgkins, Fran	2004	18.95	4	
<i>Montana</i>	978.6	Graf, Mike	2004	18.95	4	
<i>Nebraska</i>	978.2	Christian, Sandra J.	2004	18.95	4	
<i>Nevada</i>	979.3	Glaser, Jason	2004	18.95	4	
<i>New Hampshire</i>	974.2	Knox, Barbara	2004	18.95	4	
<i>New Jersey</i>	974.9	Boraas, Tracey	2004	18.95	4	
<i>New Mexico</i>	978.9	Covert, Kim	2004	18.95	4	
<i>New York</i>	974.7	Sturm, Ellen	2003	18.95	4	
<i>North Carolina</i>	975.6	Boraas, Tracey	2004	18.95	4	
<i>North Dakota</i>	978.4	Glaser, Rebecca Stromstad	2004	18.95	4	

Book title	Dewey	Author	Publication	Usefulness		
	number		date	Cost	rating	Comments
<i>Ohio</i>	977.1	Sturm, Elen	2003	18.95	4	
<i>Oklahoma</i>	976.6	Boraas, Tracey	2004	18.95	4	
<i>Oregon</i>	979.5	Graf, Mike	2004	18.95	4	
<i>Pennsylvania</i>	974.8	Glaser, Jason	2004	18.95	4	
<i>Puerto Rico</i>	972.95	Boraas, Tracey	2004	18.95	4	
<i>Rhode Island</i>	974.5	Deady, Kathleen W.	2004	18.95	4	
<i>South Carolina</i>	975.7	Christian, Sandra J.	2004	18.95	4	
<i>South Dakota</i>	978.3	Adamson, Thomas K..	2004	18.95	4	
<i>Tennessee</i>	976.8	Hodgkins, Fran	2004	18.95	4	
<i>Texas</i>	976.4	Sievert, Terri	2003	18.95	4	
<i>Utah</i>	979.2	Deady, Kathleen W.	2004	18.95	4	
<i>Vermont</i>	974.3	Knox, Barbara	2004	18.95	4	

Book title	Dewey	Author	Publication	Cost	Usefulness	Comments
	number		date		rating	
<i>Virginia</i>	975.5	Anderson, Judy Lloyd	2004	18.95	4	
<i>Washington</i>	979.7	Covert, Kim	2004	18.95	4	
<i>Washington, D.C.</i>	975.3	Glaser, Jason	2004	18.95	4	
<i>West Virginia</i>	975.4	Hodgkins, Fran	2004	18.95	4	
<i>Wisconsin</i>	977.5	Covert, Kim	2004	18.95	4	
<i>Wyoming</i>	978.7	Covert, Kim	2004	18.95	4	

Table 6

*List of Available Book Resources – Ancient Civilizations*

Book title	Call number	Publication	Usefulness	Comments
		date	rating	
<i>Leonardo and His World</i>	709 Sac	1980	N/A	
<i>The Art of the Plains Indians</i>	709.01 Glu	1975	N/A	
<i>The Art of Ancient Egypt</i>	709.32 Glu	1962	N/A	
<i>The Art of Ancient Rome</i>	709.37 Glu	1965	N/A	
<i>The Art of Ancient Greece</i>	709.38 Glu	1963	N/A	
<i>Away to Central America</i>	917.28 Nev	1967	1	
<i>Story of Cochise</i>	970 Joh	1977	N/A	
<i>North America</i>	970 Sam	1998	N/A	
<i>The Apaches and Navajos</i>	970.004 Doh	1989	N/A	
<i>The Iroquois</i>	970.004 Doh	1989	N/A	

Book title	Call number	Publication		Usefulness	Comments
		date	rating		
<i>North American Indians</i>	970.004 Has	1997	N/A		
<i>Eskimos</i>	970.004 Hug	1984	N/A		
<i>The Sioux</i>	970.004 Lan	1989	N/A		
<i>North American Indian</i>	970.004 Mur	1995	N/A		
<i>Indian Legacy</i>	970.004 Poa	1981	2		
<i>Talking Bones</i>	970.004 Ste	1978	N/A		
<i>Columbus Day</i>	970.01 Fra	1990	N/A		
<i>Early Exploration of North America</i>	970.01 Poo	1989	N/A		
<i>Great Indian Tribes</i>	970.1 Jac	1970	3		
<i>Story of Christopher Columbus</i>	970.1 Joh	1977	N/A		
<i>A Pictorial History of the American Indian</i>	970.1 LaF	1956	N/A		
<i>In 1492</i>	970.1 Mar	1991	N/A		



Book title	Call number	Publication		Usefulness	Comments
		date	rating		
<i>Before the Indians</i>	970.1 May	1969	N/A		
<i>Indians</i>	970.1 Tun	1959	N/A		
<i>The First Book of the Ancient Maya</i>	970.3 Bec	1965	2		History; have to look for info
<i>The First Book of the Aztecs</i>	970.3 Bec	1966	2		History; have to look for info
<i>The Apache Indians: Raiders of the Southwest</i>	970.3 Ble	1951	N/A		WEED: old, ugly
<i>The Cherokee: Indians of the Mountains</i>	970.3 Ble	1952	N/A		WEED; old, ugly
<i>Indians of the Longhouse: The Story of the Iroquois</i>	970.3 Ble	1950	N/A		Some good info; old, ugly
<i>The Navaho: Herders, Weavers, and Silversmiths</i>	970.3 Ble	1958	N/A		WEED; old, ugly
<i>Plains Indians</i>	970.3 Dav	1977	N/A		
<i>Delawares</i>	970.3 Dob	1963	N/A		WEED; old, ugly
<i>The Native Americans, Navajos</i>	970.3 Erd	1978	N/A		WEED; outdated
<i>Child of the Navajos</i>	970.3 Rei	1971	N/A		WEED; outdated

Book title	Call number	Publication		Usefulness	Comments
		date	rating		
<i>Three Little Indians</i>	970.3 Stu	1974	N/A	WEED; old, outdated	
<i>Settlers and Strangers</i>	970.4 Bak	1977	N/A		
<i>Hollering Sun</i>	970.4 Woo	1972	N/A		
<i>Bury My Heart at Wounded Knee</i>	970.5 Bro	1971	N/A		
<i>Aztec, Inca &amp; Maya</i>	972 Baq	1993	4		
<i>Inside Mexico</i>	972 Jam	1989	1	More present-day info	
<i>Mexico</i>	972 Mex	1987	1	More present-day info	
<i>They Lived Like This: The Ancient Maya</i>	972 Neu	1966	3		
<i>Mexico, Giant of the South</i>	972 Smi	1983	1	Myths and legends	
<i>Guatemala</i>	972.81 Cum	1990	N/A		
<i>Guatemala, Central America's Living Past</i>	972.81 Per	1982	1	Some history	
<i>El Salvador: Beauty Among the Ashes</i>	972.84 Ada	1986	1	Little history info	

Book title	Call number	Publication		Usefulness	Comments
		date	rating		
<i>Nicaragua: Struggling With Change</i>	972.85 Ada	1987	N/A		
<i>Nicaragua</i>	972.85 Cum	1990	N/A		
<i>Cuba</i>	972.91 Mor	1999	N/A		
<i>Puerto Rico</i>	972.95 Tho	1986	N/A		
<i>Amazonian Indians</i>	980.3 Hug	1979	N/A		
<i>Mystery in Peru: the Lines of Nazca</i>	980.45 McM	1977	N/A		
<i>The Incas and the Spanish Conquest</i>	985 Bla	1980	1	High reading level; hard to locate	77
<i>Kingdom of the Sun: The Inca, Empire Builder</i>	985 Kar	1975	2		
<i>The Incas: People of the Sun</i>	985 Von	1961	1	Some good info; hard to locate	

Table 7

*List of Future Purchases – Ancient Civilizations*

Book title	Dewey	Author	Publication	Usefulness		
	number		date	Cost	rating	Comments
<i>Ancient America</i>	970.01	Wood, Marion	2003	\$34.96	4	Highly recommended
<i>The Aztec Empire</i>	972	Stein, R. Conrad	1996	23.94	4	Recommended
<i>The Aztec News</i>	972	Steele, Philip	2001	18.50	4	Recommended
<i>The Aztecs</i>	972	Chrisp, Peter	2000	20.95	4	Recommended
<i>The Aztecs</i>	972	Rees, Rosemary	1999	21.95	4	Highly recommended
<i>The Crafts &amp; Cultures of the Aztecs</i>	972	Jovinelly, Joann	2002	21.95	3	Recommended(teacher)
<i>Maya Civilization</i>	972	Netzley, Patricia D.	2002	21.96	3	
<i>The Mayans</i>	972.81	Kallen, Stuart A.	2001	21.96	4	“Solid resource”
<i>The Mystery of the Maya</i>	972	Lourie, Peter	2001	16.96	3	Recommended
<i>Secrets of Ancient Cultures: Maya</i>	972.81	Braman, Arlette N.	2003	10.96	3	Recommended(teacher)

Book title	Dewey	Author	Publication	Cost	Usefulness	Comments
	number		date		rating	
<i>What the Aztecs Told Me</i>	972	Libura, Krystyna	1997	13.56	4	
<i>Your Travel Guide – Ancient Mayan</i>	972.81	Day, Nancy	2001	19.95	4	
<i>The Inca Empire</i>	985.019	Nishi, Dennis	2000	21.96	4	
<i>The Incas</i>	985	Rees, Rosemary	1999	21.95	4	Highly recommended
<i>Secrets of Ancient Cultures: The Inca</i>	985	Braman, Arlette N.	2004	10.96	3	(teacher)
<i>The Lost World of the Anasazi</i>	978.9	Lourie, Peter	2003	16.96	3	Recommended
<i>Anasazi</i>	979	Larson, Timothy	2001	19.95	3	

2.72. In total, 32 useful resources were available for this project. Eight resources remained with a usefulness rating of 1, four had a 2, nine had a 3, and 11 had a 4.

### Project Three

The current library collection was more useful for the project regarding famous African Americans. A manual review of the Dewey Decimal classes 92, 920, and biography sections of the library was necessary to identify useful resources, as the cataloguing in the Follett circulation system was found to be lacking in this area. This review identified 86 useful resources (Table 8). Even so, the current selection's usefulness rating was 2.05, with two resources receiving a rating of 0, 20 receiving a 1, 40 receiving a 2, 20 receiving a 3, and four receiving a 4. Twenty-one of these resources were selected for weeding, leaving 65 resources available for Project 3.

While resources were available through Follett's Titlewave to support this project, many received lukewarm reviews. Much effort was made to select only recommended or positively reviewed resources, as well as books about African American individuals with whom the students were familiar. It should be noted that the added books about Martin Luther King Jr. were selected not only in support of this project but for the school community at large. Thirty resources were purchased for the price of \$524.55 (Table 9), bringing the number of useful resources to 95. These resources increased the collection's usefulness rating for this section from 2.05 to 2.77. Eight of the resources in this section had a usefulness rating of 1, 34 had a 2, 25 had a 3, and 28 had a 4.

Table 8

*List of Available Book Resources – Famous African Americans*

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>George Washington Carver: Plant Doctor</i>	92 Car	1989	2	Lower level
<i>Bill Cosby</i>	92 Cos	1986	2	
<i>Tony Dorsett</i>	92 Dor	1979	1	WEED; old, ugly
<i>Reggie Jackson</i>	92 Jac	1979	3	
<i>Lionel Richie</i>	92 Ric	1986	1	o/d; lwr lvl
<i>Tina Turner</i>	92 Tur	1986	1	o/d; lwr lvl
<i>Stevie Wonder</i>	92 Won	1986	1	o/d; lwr lvl
<i>Famous Black Entertainers of Today</i>	920 Abd	1974	0	WEED; old, ugly
<i>Top 10 Baseball Base Stealers</i>	920 Bja	1995	2	Keep; o/d
<i>Black Stars</i>	920 Bri	1974	1	WEED; old, ugly

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Women Who Shaped History</i>	920 Buc	1966	3	Well-written
<i>George Washington Carver</i>	920 Car	1990	3	
<i>Frederick Douglass</i>	920 Dou	1988	2	Keep; hghr lvl
<i>Ralph Ellison</i>	920 Ell	1988	2	Keep; hghr lvl
<i>Duke Ellington</i>	920 Ell	1988	2	Keep; hghr lvl
<i>The Champions</i>	920 Gar	1970	1	WEED; old
<i>Marcus Garvey</i>	920 Gar	1988	2	Unfamiliar
<i>Matthew Henson</i>	920 Hen	1988	2	Keep; hghr lvl
<i>Great American Athletes of the 20<sup>th</sup> Century</i>	920 Hol	1972	1	WEED; old, ugly
<i>Langston Hughes</i>	920 Hug	1988	2	Keep; hghr lvl
<i>Scott Joplin</i>	920 Jop	1988	2	Unfamiliar
<i>Sidney Poitier</i>	920 Poi	1988	2	o/d



Book title	Call	Publication	Usefulness		
	number	date	rating	Comments	
<i>Track &amp; Field</i>	920 Pot	1993	1	Few African Amer.	
<i>Jackie Robinson</i>	920 Rob	1987	2	Keep; hghr lvl	
<i>The Heavyweight Championship</i>	920 Rya	1993	1	Keep	
<i>Paul Robeson</i>	920 Rob	1988	2	Unfamiliar	
<i>Jackie Robinson</i>	920 Rob	1987	2	Higher level	
<i>Baseball's Most Valuable Players</i>	920 Vec	1966	1	WEED; old,ugly	
<i>Phyllis Wheatley</i>	920 Whe	1988	2	Keep; hghr lvl	∞
<i>African Americans: Voices of Truimph-Perserverance</i>	973 Tim	1993	2		
<i>Civil War Soldiers</i>	973.7 Ree	1993	3		
<i>Black Heroes of the American Revolution</i>	973.8 Dav	1976	2		
<i>Henry Aaron: Quiet Superstar</i>	B Aaron	1969	2	WEED; old	
<i>Kareem!: Basketball Great</i>	B Alcin	1975	2	WEED; old	

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Muhammed Ali</i>	B Ali	1988	2	o/d; higher level
<i>Marian Anderson</i>	B Anderson	1972	1	WEED
<i>Arthur Ashe</i>	B As	1975	1	WEED; old, ugly
<i>Crispus Attucks: Boy of Valor</i>	B Att	1965	2	WEED; old, ugly
<i>She Wanted to Read: The Story of Mary McLeod Bethune</i>	B Bethune	1966	2	Old; ugly
<i>Barry Bonds</i>	B Bon	1995	3	WEED; o/d
<i>Jim Brown Runs with the Ball</i>	B Br	1972	2	WEED; old, ugly
<i>Through My Eyes</i>	B Bri	1999	2	Unappealing
<i>Earl Campbell</i>	B Campbell	1980	1	WEED; old, ugly
<i>George Washington Carver: A Photo-Biography</i>	B Car	2000	2	Lower level
<i>Wilt Chamberlain</i>	B Chamberlain	1970	2	Keep
<i>Ray Charles</i>	B Charles	1973	2	

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Duke Ellington: The Piano Prince and His Orchestra</i>	B Ell	1998	3	Lower level
<i>Dr. J: The Story of Julius Erving</i>	B Erving	1976	1	WEED; old, ugly
<i>Ella Fitzgerald</i>	B Fitz	1988	2	Higher level
<i>Amos Fortune: Free Man</i>	B For	1950	3	Newbery
<i>Mumbet: The Story of Elizabeth Freeman</i>	B Freeman	1970	2	
<i>Fannie Lou Hamer</i>	B Hamer	1972	2	Old; ugly
<i>Elvin Hayes</i>	B Hayes	1980	1	WEED; old, ugly
<i>Coming Home: From the Life of Langston Hughes</i>	B Hug	1994	3	
<i>Langston Hughes, American Poet</i>	B Hughes	1974	2	Old, ugly
<i>Langston Hughes: Young Black Poet</i>	B Hughes	1972	2	Old, ugly
<i>Kareem Abdul-Jabbar</i>	B Ja	1977	1	WEED; old, ugly
<i>The Picture Life of Jesse Jackson</i>	B Jackson	1972	2	WEED; o/d

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Mahalia Jackson: Queen of Gospel Song</i>	B Jackson	1974	1	WEED; old, ugly
<i>Young Reggie Jackson: Hall of Fame Champion</i>	B Jac	1996	3	Lower level
<i>Derek Jeter</i>	B Jet	2000	3	
<i>James Weldon Johnson</i>	B Joh	1988	2	
<i>The Life and Legend of George McJunkin</i>	B McJunkin	1973	3	
<i>Martin Luther King</i>	B Kin	1985	3	
<i>A Picture Book of Martin Luther King Jr.</i>	B Kin	1989	2	Lower level
<i>Dreams: The Story of Martin Luther King, Jr.</i>	B Kin	1999	3	
<i>Martin Luther King Jr.</i>	B King	1990	4	
<i>Martin Luther King Jr. (2)</i>	B King	1985	3	
<i>Sports Great Karl Malone</i>	B Mal	1995	4	
<i>Arthur Mitchel</i>	B Mit	1975	1	Variety

Book title	Call	Publication	Usefulness	
	number	date	rating	Comments
<i>Muhammad Ali</i>	B Muh	1975	0	WEED; old, ugly
<i>Sports Great Shaquille O'Neal</i>	B One	1995	3	
<i>Scottie Pippen: Prince of the Court</i>	B Pip	1993	3	
<i>Determination: The Story of Jackie Robinson</i>	B Rob	1999	3	Higher level
<i>Jackie Robinson</i>	B Rob	2001	2	Higher level
<i>Barry Sanders</i>	B San	2000	3	
<i>Gale Sayers: Star Running Back</i>	B Say	1978	1	Higher level
<i>Sojourner Truth</i>	B Tru	1988	2	
<i>Harriet Tubman: Black Liberator</i>	B Tub	1974	2	Higher level
<i>Nat Turner</i>	B Tur	1988	2	WEED; old, ugly
<i>Booker T. Washington: Leader of His People</i>	B Was	1962	1	O/D; lower level
<i>Tiger Woods: Lion on the Links</i>	B Woo	1996	2	

	Call	Publication	Usefulness	
Book title	number	date	rating	Comments
<i>Tiger Woods</i>	B Woo	1999	3	
<i>Tiger Woods</i>	B Woo	2001	4	
<i>Malcolm X: By Any Means Necessary: A Biography</i>	B X, Malcolm	1993	4	

Table 9

*List of Future Purchases – Famous African Americans*

Book title	Dewey	Author	Publication	Usefulness		
	number		date	Cost	rating	Comments
<i>The Day Martin Luther King Jr. Was Shot</i>	323.4	Haskins, Jim	1992	\$ 9.96	3	Photo; “must”
<i>A Dream of Freedom: The Civil Rights Movem</i>	323.1196	McWhorter, Diane	2004	16.96	4	
<i>George Washington Carver: The Peanut Scient</i>	630	McKissack, Pat	2002	13.95	3	Lwr lvl; h rec
<i>Happy Birthday, Martin Luther King</i>	323	Marzollo, Jean	1993	14.40	4	Lower rdglvl
<i>I Have a Dream</i>	305.896	King, Coretta Scott	1997	14.40	4	Higher level ∞
<i>I’ve Seen the Promised Land</i>	323	Myers, Walter D.	2004	16.89	4	
<i>Martin Luther King Jr.</i>	323	Hatt, Christine	2004	21.95	4	Higher level
<i>Martin Luther King, Jr.</i>	323	McLeese, Don	2003	14.45	4	Lower rdglvl
<i>Martin Luther King Jr.</i>	323	Roop, P. & C.	1998	16.95	4	
<i>The Voice That Challenged a Nation</i>	782.1	Freedman, Russell	2004	15.30	4	M. Anderson

Book title	Dewey	Author	Publication	Usefulness		
	number		date	Cost	rating	Comments
<i>Zora Hurston and The Chinaberry Tree</i>	813	William Miller	1994	10.96	3	Lower rdglvl
<i>Colin Powell: Straight to the Top</i>	355	Blue, Rose	1997	17.92	4	
<i>Colin Powell</i>	355	Passaro, John	2000	19.95	4	
<i>A Picture Book of Thurgood Marshal</i>	347.73	Adler, David A.	1997	16.10	3	
<i>Chris Rock</i>	792.7	Blue, Rose	2000	22.95	4	
<i>Cuba Gooding Jr.</i>	791.43	Edelson, Paula	2000	22.95	4	
<i>Denzel Washington</i>	791.43	Hill, Anne E.	2000	22.95	4	
<i>Jesse Owens</i>	796.42	Gentry, Tony	1990	22.95	3	
<i>Oprah Winfrey</i>	791.43	Nicholson, Lois P.	1999	22.95	4	
<i>Queen Latifah</i>	782.4216	Bloom, Sarah R.	2000	22.95	4	
<i>Tyra Banks</i>	746.9	Levin, Pam	2000	22.95	4	
<i>Can You Imagine?</i>	813	McKissack, Pat	1997	14.95	3	Autobiogr.



Book title	Dewey	Author	Publication	Usefulness		
	number		date	Cost	rating	Comments
<i>Carter G. Woodson: The Man Who Put</i>	973	Haskins, Jim	2000	18.95	4	Highly rec
<i>Condoleezza Rice: National Security Advisor</i>	355	Ditchfield, C.	2003	22.12	4	Rec
<i>Coretta Scott King: Civil Rights Activist</i>	323	Mattern, Joanne	2003	12.95	4	Rec
<i>The Greatest: Muhammad Ali</i>	796.83	Myers, Walter D.	2001	14.40	4	
<i>Leon's Story</i>	975.6	Tillage, Leon W.	1997	12.75	4	Highly rec
<i>Promises to Keep: How Jackie Robinson...</i>	796.357	Robinson, Sharon	2004	14.40	4	Rec
<i>Rosa Parks: My Story</i>	976.1	Parks, Rosa	1992	15.29	4	
<i>Terrell Davis: Toughing It Out</i>	796.332	Stewart, Mark	1999	17.95	4	

## Project Four

The current library collection at Lakehurst Elementary School received an initial usefulness rating of 2.29 for the fifth grade planet project. A review of the 523 Dewey Decimal section showed 75 resources. Thirty-seven of these were designated *not applicable* and 38 were considered useful to the research project. Three resources received a usefulness rating of 0, eight resources received a 1, ten received a 2, nine received a 3, and eight received a 4 (Table 10). Eight resources were chosen for weeding.

Many quality resources were available for purchase for this research project. A review of available recommendations resulted in the purchase of 32 new resources (Table 11), which cost \$527.26 and brought this section's usefulness rating from 2.29 to 3.16. Of the 62 useful resources in this section, three had a rating of 1, 12 had a 2, 19 had a 3, and 28 had a 4.

## Project Five

Similar to the project regarding ancient civilizations, the Native American project dealt with four very specific cultures: the Tlingit, Lakota, Iroquois, and Hopi tribes. Very few possible resources were available in the current collection, yet most of those were either very or extremely useful. A review of the 970 Dewey Decimal section found only 8 resources which could be used in support of this project (Table 12), one of which was rated a 1 in usefulness, one was rated 2, five were rated 3, and one was rated 4. The initial usefulness rating was determined to be 2.75. Thirty-two additional resources in this section did not apply to the project.

Table 10

*List of Available Book Resources – The Planets*

Book title	Call	Publication	Usefulness	Comments
	number	date	rating	
<i>The Universe: From Flat Earth to Black Holes</i>	523 Asi	1980	1	
<i>Skyguide, a Field Guide for Amateur Astronomer</i>	523 Cha	1982	3	
<i>Astronomy</i>	523 Cou	1983	1	
<i>Astronomy</i>	523 Fra	1983	N/A	Easy; too simple; too little info
<i>Sky Above, World Beyond</i>	523 Her	1983	2	
<i>Questions Kids Ask About Space and Stars</i>	523 Que	1989	N/A	
<i>A Book of Outer Space for You</i>	523.01Bra	1970	1	WEED; old, outdated, too little info
<i>How was the Universe Born?</i>	523.1 Asi	1988	N/A	
<i>Our Milky Way and Other Galaxies</i>	523.1 Asi	1988	N/A	
<i>The Universe</i>	523.1 Ber	1971	1	WEED; old, ugly

	Call	Publication	Usefulness	Comments
Book title	number	date	rating	
<i>The Milky Way, Galaxy Number One</i>	523.1 Bra	1969	N/A	
<i>Pluto</i>	523.1 Vog	1994	4	
<i>The Sun and Its Family</i>	523.2 Adl	1969	N/A	
<i>The Kingdom of the Sun</i>	523.2 Asi	1963	N/A	
<i>Our Solar System</i>	523.2 Asi	1988	2	
<i>Comets, Meteoroids, and Asteroids</i>	523.2 Bra	1974	N/A	
<i>The Planets, Exploring the Solar System</i>	523.2 Gal	1982	4	
<i>Space Puzzles: Curious Questions and Answers</i>	523.2 Gar	1971	2	
<i>The Long View Into Space</i>	523.2 Sim	1979	3	
<i>Solar System</i>	523.2 Sol	1997	4	Teacher – CD-Rom
<i>An Album of Voyager</i>	523.2 Sol	1990	3	
<i>The Moon and Its Exploration</i>	523.3 Apf	1982	N/A	

Book title	Call number	Publication date	Usefulness rating	Comments
<i>The Earth's Moon</i>	523.3 Asi	1988	N/A	
<i>The Moon: Earth's Natural Satellite</i>	523.3 Bra	1972	N/A	WEED; old, ugly
<i>The Moon Seems to Change</i>	523.3 Bra	1960	N/A	Good for young children
<i>The Magic School Bus Lost in the Solar System</i>	523.3 Col	1991	2	Big Book; may be useful for teacher
<i>The Magic School Bus Lost in Solar System (2)</i>	523.3 Col	1990	2	Informative; for younger children
<i>Exploring the Moon</i>	523.3 Gal	1966	N/A	
<i>The Asteroids</i>	523.4 Asi	1988	N/A	
<i>Mars: Our Mysterious Neighbor</i>	523.4 Asi	1988	3	
<i>Saturn: The Ringed Beauty</i>	523.4 Asi	1988	3	
<i>Uranus, the Sideways Planet</i>	523.4 Asi	1988	2	
<i>Venus, Near Neighbor of the Sun</i>	523.4 Asi	1981	2	Higher reading level; hard to locate info
<i>A Book of Planets for You</i>	523.4 Bra	1966	1	WEED; old, ugly, outdated

Book title	Call number	Publication date	Usefulness rating	Comments
<i>A Book of Venus for You</i>	523.4 Bra	1970	1	WEED; old, ugly, outdated
<i>The Planets in Our Solar System</i>	523.4 Bra	1981	2	Younger reading level; easy to access
<i>Saturn: The Spectacular Planet</i>	523.4 Bra	1983	3	
<i>Exploring the Planets</i>	523.4 Gal	1958	0	WEED; much info, very outdated
<i>Journey to the Planets</i>	523.4 Lau	1982	3	Ugly (replace?)
<i>The Giant Planets</i>	523.4 Nou	1982	N/A	
<i>The Giant Planets (2)</i>	523.4 Nou	1974	0	WEED
<i>Jupiter</i>	523.4 Sim	1985	3	
<i>Saturn</i>	523.4 Sim	1985	3	
<i>Mars and the Inner Planets</i>	523.4 Vog	1982	2	Hard for 5 <sup>th</sup> graders to read
<i>Jupiter</i>	523.4 Vog	1993	4	
<i>Mars</i>	523.4 Vog	1994	4	

Book title	Call	Publication	Usefulness	Comments
	number	date	rating	
<i>Saturn</i>	523.4 Vog	1993	4	
<i>Uranus</i>	523.4 Vog	1993	4	
<i>Venus</i>	523.4 Vog	1994	4	
<i>A Book of Mars for You</i>	523.43 Bra	1968	1	WEED; old, ugly, outdated
<i>Shooting Stars</i>	523.5 Zim	1958	N/A	WEED
<i>Comets, Meteors, and Asteroids</i>	523.6 Ber	1981	N/A	
<i>Comets and Meteors</i>	523.6 Fic	1982	N/A	
<i>The Long Journey from Space</i>	523.6 Sim	1982	N/A	
<i>Comet Watch: The Return of Halley's Comet</i>	523.6 Win	1986	N/A	
<i>Comets</i>	523.6 Zim	1957	N/A	
<i>The Sun and Its Family</i>	523.7 Adl	1958	1	Outdated, but some interesting history
<i>The Sun</i>	523.7 Asi	1988	N/A	

	Call	Publication	Usefulness	Comments
Book title	number	date	rating	
<i>The Sun: Star Number One</i>	523.7 Bra	1964	N/A	
<i>The Sun</i>	523.7 Lam	1982	N/A	
<i>Good Morning, Mr. Sun</i>	523.7 Pol	1963	N/A	Easy non-fiction
<i>Our Friend, the Sun</i>	523.7 Pol	1963	N/A	Easy non-fiction
<i>The Sun</i>	523.7 Zim	1953	N/A	WEED
<i>The Stars</i>	523.8 Adl	1956	N/A	WEED
<i>Stars and Galaxies</i>	523.8 Apf	1982	N/A	
<i>Stars</i>	523.8 Asi	1968	N/A	
<i>Quasars, Pulsars, and Black Holes</i>	523.8 Asi	1988	N/A	
<i>The Big Dipper</i>	523.8 Bra	1962	N/A	
<i>A Book of Stars for You</i>	523.8 Bra	1967	N/A	
<i>What's in the Names of Stars and Constellations?</i>	523.8 Lim	1976	N/A	



	Call	Publication	Usefulness	Comments
Book title	number	date	rating	
<i>The Stars by Clock &amp; Fist</i>	523.8 Nee	1956	N/A	WEED
<i>The Stars Tonight</i>	523.8 Pol	1967	N/A	
<i>Find the Constellations</i>	523.8 Rey	1976	N/A	

Table 11

*List of Future Purchases – The Planets*

Book title	Dewey	Author	Publication	Cost	Usefulness	Comments
	number		date		rating	
<i>Destination: Jupiter</i>	523.45	Simon, Seymour	1998	\$ 10.96	4	
<i>Destination: Mars</i>	523.43	Simon, Seymour	2000	16.89	4	
<i>Do Stars Have Points?</i>	523	Berger, M. & G.	1998	9.96	3	
<i>The Incredible Journey to the Planets</i>	523.2	Harris, Nicholas	2002	13.56	4	
<i>Jupiter</i>	523.45	Asimov, Isaac	2002	18.50	4	Recommended
<i>Jupiter, Saturn, Uranus, and Neptune</i>	523.4	Vogt, Gregory	2001	20.95	4	Recommended
<i>A Look at Jupiter</i>	523.45	Spangenburg, Ray	2001	16.56	4	
<i>A Look at Mars</i>	523.43	Spangenburg, Ray	2000	16.56	4	
<i>A Look at Mercury</i>	523.41	Spangenburg, Ray	2003	16.56	4	
<i>Mars</i>	523.43	Asimov, Isaac	2002	18.50	4	Recommended

Book title	Dewey	Author	Publication	Usefulness		
	number		date	Cost	rating	Comments
<i>Mars, The Fourth Planet</i>	523.43	Cole, Michael D.	2002	17.95	4	
<i>Mercury</i>	523.41	Asimov, Isaac	2002	18.50	4	Recommended
<i>Mercury</i>	523.41	Simon, Seymour	1992	10.96	3	
<i>Mercury and Pluto</i>	523.41	Miller, Ron	2003	20.95	4	
<i>Mercury, Venus, Earth, and Mars</i>	523.4	Vogt, Gregory	2001	20.95	4	Recommended
<i>Near Planets</i>	523.4	Kerrod, Robin	2000	18.95	4	
<i>Neptune</i>	523.48	Asimov, Isaac	2002	18.50	4	Recommended
<i>Neptune</i>	523.4	Simon, Seymour	1991	10.96	3	
<i>Our Earth and The Solar System</i>	523.2	Graun, Ken	2001	13.56	3	
<i>Our Solar System</i>	523.2	Simon, Seymour	1992	20.89	3	
<i>Planets Around the Sun</i>	523.4	Simon, Seymour	2002	11.86	4	
<i>The Planets in Our Solar System</i>	523.4	Branley, Franklyn M.	1998	9.36	3	

Book title	Dewey		Publication		Usefulness	
	number	Author	date	Cost	rating	Comments
<i>Pluto</i>	523.48	Vogt, Gregory	2000	14.95	3	L rdg lvl
<i>Pluto and Charon</i>	523.48	Asimov, Isaac	2002	18.50	4	Recommended
<i>Pluto and the Search for New Planets</i>	523.48	Vogt, Gregory	2001	20.95	2	Recommended
<i>Saturn</i>	523.46	Asimov, Isaac	2002	18.50	4	Recommended
<i>The Solar System and the Stars</i>	523.2	Fredette, Nathalie	2001	24.50	3	Recommended
<i>Space: Stars, Planets, and Spacecraft</i>	520	Becklake, Sue	1998	10.56	2	H. recommended
<i>Uranus</i>	523.47	Asimov, Isaac	2002	18.50	4	Recommended
<i>Venus</i>	523.42	Asimov, Isaac	2002	18.50	4	Recommended
<i>Venus</i>	523.4	Simon, Seymour	1992	10.96	3	
<i>Facts on File Stars &amp; Planets Atlas</i>	520	Ridpath, Ian	2001	18.95	3	H rdg lvl; rec

Table 12

*List of Available Book Resources -Native Americans*

Book title	Call number	Publication		Usefulness	Comments
		date	rating		
<i>Story of Cochise</i>	970 Joh	1977	N/A		
<i>North America</i>	970 Sam	1998	N/A		
<i>The Apaches and Navajos</i>	970.004Doh	1989	N/A		
<i>The Iroquois</i>	970.004Doh	1989	4		
<i>North American Indians</i>	970.004 Has	1997	3		
<i>Eskimos</i>	970.004Hug	1984	N/A		
<i>The Sioux</i>	970.004 Lan	1989	N/A		
<i>North American Indian</i>	970.004Mur	1995	3		
<i>Indian Legacy</i>	970.004	1981	1		Some info about Iroquois
<i>Talking Bones</i>	970.004 Ste	1978	N/A		

Book title	Call number	Publication		Usefulness	Comments
		date	rating		
<i>Columbus Day</i>	970.01 Fra	1990	N/A		
<i>Early Exploration of North America</i>	970.01 Poo	1989	N/A		
<i>Great Indian Tribes</i>	970.1 Jac	1970	3		
<i>Story of Christopher Columbus</i>	970.1 Joh	1977	N/A		
<i>A Pictorial History of the American Indian</i>	970.1 LaF	1956	3		Good info:old,ugly,falling apart
<i>In 1492</i>	970.1 Mar	1991	N/A		
<i>Before the Indians</i>	970.1 May	1969	N/A		
<i>Indians</i>	970.1 Tun	1959	3		Good info: old, ugly
<i>The First Book of the Ancient Maya</i>	970.3 Bec	1965	N/A		
<i>The First Book of the Aztecs</i>	970.3 Bec	1966	N/A		
<i>The Apache Indians: Raiders of the Southwest</i>	970.3 Ble	1951	N/A		WEED: old, ugly
<i>The Cherokee: Indians of the Mountains</i>	970.3 Ble	1952	N/A		WEED: old, ugly

Book title	Call number	Publication		Usefulness	Comments
		date	rating		
<i>Indians of the Longhouse: The Story of the Iroquois</i>	970.3 Ble	1950	2		Some good info: old, ugly
<i>The Navaho: Herders, Weavers, and Silversmiths</i>	970.3 Ble	1958	N/A		WEED: old, ugly
<i>Plains Indians</i>	970.3 Dav	1977	N/A		
<i>Delawares</i>	970.3 Dob	1963	N/A		WEED: old, ugly
<i>The Native Americans, Navajos</i>	970.3 Erd	1978	N/A		WEED: outdated, "present" day
<i>Child of the Navajos</i>	970.3 Rei	1971	N/A		WEED: outdated, "present" day
<i>Three Little Indians</i>	970.3 Stu	1974	N/A		WEED: outdated, old
<i>Settlers and Strangers</i>	970.4 Bak	1977	N/A		Little info, hard to locate
<i>Hollering Sun</i>	970.4 Woo	1972	N/A		
<i>Bury My Heart at Wounded Knee</i>	970.5 Bro	1971	N/A		
<i>The Shawnee</i>	973 Ful	1992	N/A		
<i>The Blackfoot</i>	973 Hah	1992	N/A		

Book title	Call number	Publication		Usefulness	
		date	rating	Comments	
<i>The Comanche</i>	973 Lod	1992	N/A		
<i>The Lenapes</i>	975.1 Gru	1989	N/A	Keep	
<i>The Indians of New Jersey: Dickon Among the Lenapes</i>	975.1 Har	1963	N/A	Keep – history	
<i>The Creeks</i>	976.1 Hah	1992	N/A	Keep	
<i>The Ottawa</i>	977 McC	1992	N/A	Keep	
<i>The Pawnee</i>	978 Hah	1992	N/A	Keep	



The search of Follett's Titlewave and Amazon.com revealed a limited number of quality resources available for this project. The purchase of 15 new resources (Table 13), at a cost of \$496.07, raised the number of useful books in this section to 23 and the usefulness rating from 2.75 to 3.17. This updated section had one book with a usefulness rating of 1, one with a 2, 14 with a 3, and 7 with a 4.

Table 13

*List of Future Purchases – Native Americans*

Book title	Dewey	Author	Publication	Cost	Usefulness	
	number		date		rating	Comments
<i>The Iroquois</i>	976	Sneve, Virginia Driving Hawk	1995	\$17.05	3	Higher reading lvl
<i>Meet Mindy: A Native Girl</i>	979.1004	Secakuku, Susan	2003	14.88	3	Hopi
<i>The Tlingit</i>	979.8004	Bial, Raymond	2003	27.36	4	Recommended
<i>The Iroquois</i>	973	Bial, Raymond	1999	27.36	3	Recommended
<i>Ency - Native Amer Tribes</i>	970 Ref	Malinowski;Sheets;Schmittroth	1999	194.96	4	Hr rdg lvl; h. rec
<i>Hopi</i>	979.1004	Ryan; Schmittroth, ed.	2003	17.96	3	
<i>Lakota</i>	978.004	Ryan; Schmittroth, ed.	2002	17.96	3	
<i>The Iroquois: SixNationCo</i>	974.004	Englar, Mary	2003	17.95	4	
<i>The Iroquois</i>	974	Press, Petra	2001	16.95	3	Lwr rdg lvl; rec
<i>Hopi</i>	979.1004	Stout, Mary	2005	18.50	4	“solid choice”

Book title	Dewey	Author	Publication	Usefulness		
	number		date	Cost	rating	Comments
<i>Gift Horse: A Lakota Story</i>	978	Nelson, S. D.	1999	12.70	3	Highly rec
<i>Children of the Tlingit</i>	979.8	Staub, Frank	1999	17.95	3	
<i>North, South, East, West</i>	973	Bol, Marsha C.	1998	21.20	4	For teachers
<i>Atlas of the North AmerInd</i>	970 Ref	Waldman, Carl	2000	49.50	3	Hr(8.9) rdg lvl; h rec
<i>The Ency -Native America</i>	970 Ref	Griffin-Pierce, Trudy	1995	23.79	4	Hr(7.2) rdg lvl, h rec

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## CHAPTER FIVE

### SUMMARY AND CONCLUSIONS

#### Summary

Based on an analysis of the relevant sections of the library at Lakehurst Elementary School, the current collection was insufficient to support the five research projects assigned by the fifth grade teachers. Despite the large number of books in the collection, the outdated and irrelevant materials were not adequate to meet the information needs of the fifth grade students and teachers.

During the course of this research project, \$2,872.66 was spent to purchase 146 new resources. Although this made the collection much more useful for the five fifth grade research projects, there was still room for improvement.

#### Discussion of Results

The fifth grade teachers required each student to have their own book for the research project on the United States. The updated collection of 109 books (Table 14) could accommodate both classes (between 40 and 50 students on average) concurrently.

While the total number of useful books for the United States project dropped from the beginning to the end of this study, the reason for the decrease was explained by the number of books rated 0 on the Usefulness Rating Scale. One-hundred-twenty-three of the 181 useful books at the beginning of the study were rated 0 at the

beginning of the study. These books could not be classified as *not applicable* as their subject was the topic being studied; however, they were very outdated and their lack of current information earned them a 0 rating. Taking this into consideration, the number of useful books rated 1 to 4 in this Dewey Decimal section increased from 58 at the beginning of the study to 109. In addition, despite the net decrease in the number of books, it is important to note that the usefulness rating of the books available for this research project increased (Figure 1).

For the ancient civilizations project, the fifth grade students were divided into four groups, one for each civilization. The fifth grade teachers preferred that each student have one library book to use as a resource. The updated collection of 32 books (Table 14) was deemed sufficient for the students if one class at a time were studying the Aztec, Incan, and Mayan civilizations. However, there were only two quality books available for those studying the Anasazi. A discussion on February 1, 2005 with the fifth grade teachers, Janet Gangemi and Sue Tonzola, revealed that since students work in groups, duplicate purchases would not be helpful. They would prefer that each student in a group have a different resource. The acceptable resources for this project also included the Internet, as well as encyclopedias and other reference materials. In addition, the Lakehurst Elementary School library was a patron of the Ocean County library. To provide the fifth grade students with a successful research experience, the librarian needed to borrow additional materials to supplement the school's collection until additional quality resources became available.

The fifth grade teachers required each student to have one book for the project on famous African Americans. The updated collection of 95 books (Table 14) could accommodate both classes concurrently.

For the fifth grade planet project, each class was divided into nine groups, one for each planet. The science textbook was a major resource for this project, as was the Internet. The teachers required each group to use two additional non-fiction sources in the completion of this project. The updated collection of 62 books (Table 14) was able to provide resources for only one class at a time. However, this was not deemed to be a problem, according to the fifth grade teachers, who often shared resources and rarely taught material at the exact same time. (J. Gangemi, personal communication, February 2, 2005).

Arrangements for borrowing materials from the Ocean County Public Library would have to be made when the fifth graders studied Native Americans. Although the updated collection of 23 books (Table 14) contains an adequate number of books on the Iroquois, there would not be enough resources for the groups researching the Hopi, Lakota, and Tlingit tribes. Again, compromising quality for quantity was not an option; it was noted that the usefulness rating of the resources available for this project increased from 2.75 to 3.17 (Figure 1). Collection development in this area needed to be ongoing. As with the ancient civilizations project, duplicate books to be used within the same group would not be useful. In addition to the tribe-specific books, there were at least 3 general reference books that students should find helpful, as well as the Internet and a WebQuest provided by the teachers.

It was difficult to locate quality resources which supported the specific Native American tribes and ancient civilizations which were studied by the fifth grade. In both cases, additional resources were still needed; future purchases were needed when they became available. Compromising quality to provide quantity was not an option, however; although lacking in quantity, the available resources in the updated collection were quality materials (Figure 1).

### Conclusions

The usefulness rating of all areas was increased (Figure 1), as was the number and percentage of useful books in all but one Dewey Decimal section (Table 14). It is important to note that each of the sections reviewed contained material that may be of use and/or interest to grades kindergarten through four and six through eight, and that must be considered when reviewing these results.

Figure 1

#### *Change in Usefulness Rating of Applicable Resources*

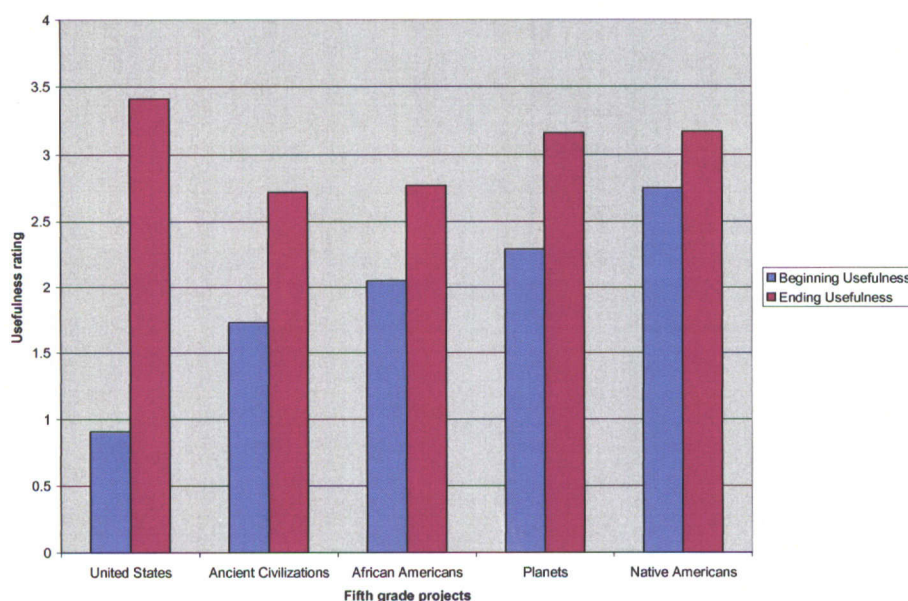




Table 14

*Change in Number of Useful Books*

<u>Project Title</u>	<u>Beginning # of Books</u>	<u>Beginning # of Useful Books</u>	<u># of Books Weeded</u>	<u># of New Books</u>	<u>Ending # of Useful Books</u>
United States	363	181	124	52	109
Ancient Civilizations	55	15	0	17	32
African Americans	N/A	86	21	30	95
The Planets	75	38	8	32	62
Native Americans	40	8	0	15	23

Recommendations

It is imperative that the library resources at Lakehurst Elementary School support the curriculum. Old and outdated materials must be weeded or replaced and new materials must be purchased, keeping the information needs of both students and teachers in mind. As mentioned earlier, additional quality resources were needed for two of the fifth grade projects, ancient civilizations and Native Americans. In addition, the library's resources continue to be reviewed for relevance to the curriculum of kindergarten through fourth grade and sixth through eighth grade. Sixth grade students research animal habitats, slavery, the Holocaust, and biographies of the presidents. Seventh grade students research new technology, animal behaviors, and King Tut. The eighth grade research topics are new technology, American immigration, the development of child labor laws, and biographies of classic authors. Remaining Lakehurst Elementary School library print resources must be updated as

soon as possible to support the curriculum by including current and relevant information on all of these topics.

On a practical level, budget restraints must be considered, and expenditures must be made in a responsible fashion, purchasing current and up-to-date quality materials to be used by both students and teachers. There is more work that needs to be done, but for now, the fifth grade at Lakehurst Elementary School will be better served by its library.

Other school libraries in New Jersey may find it beneficial to perform a similar study to determine the usefulness rating of their collection in light of the state's changing curriculum. As this study of the library at Lakehurst Elementary School showed, shelves that were full of resources cannot be assumed to be useful to the students or patrons they serve.

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