

The Folke Bernadotte Memorial Library's Children's Literature Collection:
An Evaluative Study

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ABSTRACT

During the spring of 1992 a study was conducted to evaluate the quality and depth of the Folk Bernadotte Library's Children's Literature Collection in order to identify specific needs and to aid the decision-making in retrospective and on-going collection efforts. The evaluation focusses on three major questions: Are books owned representative of quality standards as established by three or more reviews? Do books owned represent an acceptable percentage of recommended titles? Are students of children's literature satisfied with the resources of the collection? The results indicate that the quality and quantity of the collection is adequate; however, students perceive the collection to be less than acceptable. These observations have resulted in a number of recommendations that focus on improving the general organization and accessibility of the collection. The results also indicate a need to establish a consistent acquisition policy for children's literature materials.

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Introduction

The Folke Bernadotte Library holds approximately 230,000 books. The Children's Literature Collection is located on the first floor and includes over 4000 titles of mostly fictional works from picture books to young adult literature.

Fictional titles are classified according to a Library of Congress-based local system from PZ1 to PZ94.3. Topical books use standard LC class numbers. PZ1's (picture books) and PZ7's (K-6 level books) represent the majority of the collection. Activity books and teacher's aids are classified with the education materials in the LB section and are not included in the children's literature collection. New titles are selected each year by a faculty member of the Education Department or on request. The collection was weeded extensively about ten years ago, but still includes a good number of older titles.

The purpose of this project was to evaluate the quality and depth of the Folke Bernadotte Library's Children's Literature Collection in order to identify specific needs and to aid the decision-making in retrospective and on-going collection development efforts. Children's literature is an increasingly important part of the elementary school's reading program. With more than forty thousand children's books in print, Gustavus students need to be exposed to

quality literature for children. Such exposure can help them to select, evaluate, and recommend literary experience for children who come from diverse backgrounds and have varying needs. Students can learn to make reading good literature an enjoyable experience for children. However, this cannot happen unless our students grow to know and appreciate children's books of excellence and quality. To provide a good learning environment for our students, the Folke Bernadotte Library aims to include quality books in the areas of modern fantasy, poetry, contemporary realistic fiction, historical fiction and biography, picture books, non-fiction and informational books, as well as selected current reference sources.

Since we believe that an adequate¹ children's literature

¹ The word adequate is used somewhat arbitrarily throughout this paper. Since there are no published standards for a children's literature collection in an undergrad library of our size, we are unable to cite a definition of this word based on previous research. For the purposes of our research, we are defining "adequate" to be an acceptable quality of books as evaluated by the percentage of titles that appear in Book Review Digest and an acceptable quantity of recommended books as evaluated by the number of books in the collection that are recommended by "Best in Children's Literature" lists published annually. We have determined that 73% books reviewed is indicative of a more than adequate collection, and 30% of books listed on best in literature lists indicates a collection quantity and quality that is barely adequate (at least 33% would perhaps be a more acceptable percentage).

collection is a necessary resource for a college that has a teacher training program, we set out to evaluate our library's existing collection along three major areas: quantity of books; quality of the books on the shelves; and the collection's accessibility to students looking for specific books. Since the scope of this evaluation was limited to one semester, we chose to focus on English language fiction with imprint dates from 1981 to 1991. Titles were rated for quality by examining reviews listed in Book Review Digest. The quantity and quality of books in the collection was measured by comparing annually published lists of the best in children's literature against the library's holdings. Student satisfaction was determined by administering a questionnaire survey to current and former students of GAC's children's literature classes. Our evaluation focussed on three major questions: Are books owned representative of quality standards as established by three or more favorable reviews? Do books owned represent an acceptable percentage of recommended titles? Are students of children's literature satisfied with the resources of the collection?

Methodology

The first question, "Are books owned representative of quality standards as established by favorable reviews?" was addressed by randomly selecting titles from our shelf list and looking to see if these titles were reviewed in Book Review Digest.² We limited the pool of titles to books with imprint dates from 1981 to 1991 that were classified as either a PZ1 (picture books and general children's literature) or a PZ7 (general juvenile literature). We chose Book Review Digest as our measuring tool because in order to appear in the digest, books must receive at least three reviews. Our shelf list had a total of 637 titles with imprints from 1981 to 1991 catalogued as either a PZ1 or a PZ7. We decided to check every third title.

In order to determine if our collection contained an acceptable quantity of recommended children's books, we compared book titles appearing on "Best Children's Books" against the library's collection. The "Best Children's

² To qualify for inclusion in BRD a book must have been published or distributed in the United States and Canada. Children's literature must receive at least three reviews from any variety of journals including *School Library Journal*, *Bulletin of the Center for Children's Books*, *The Horn Book*, or *Interracial Books for Children Bulliten*, among others in order to appear in BRD.

Books" list is a combination of the American Library Association's list of "Notable Children's Books" and the *School Library Journal's* "Best Books of the Year." We searched our on-line PALS system to see how many of the titles that appeared on the "Best Children's Books" lists from 1981 to 1989 were a part of our collection. We also checked the collection to see if it contained all of the Newbery and Caldecott award-winning books from 1981 to 1992.

The third question this study attempts to answer is "Are students of children's literature satisfied with the resources of the collection?" In order to determine student satisfaction, a questionnaire survey was administered to current and past students of children's literature (ED22). The survey asked questions about the perceived quality, quantity and accessibility of the children's literature collection. While evaluating the children's literature collection we also investigated the way books were catalogued and arranged on the shelves. Specifically, we examined the categories used to arrange children's literature by classification number. Alongside our evaluation of the extent of the actual collection, we also theorized about ways of better organizing the collection in order to make the arrangement methods more consistent and more "user-friendly."

Results

The Folke Bernadotte Library has a total of 637 children's literature titles with imprint dates from 1981 to 1991 that are catalogued as either a PZ1 or a PZ7. Of these 637 titles, we searched Book Review Digest for 212 randomly selected titles (one-third of the books listed on the shelf lists). We discovered that 180 out of 247 or 73% of the books in our collection with imprint dates from 1981 to 1991 were listed in Book Review Digest. This means that 73% of our collection received a review in three or more of the following journals: (list journals in BRD).

To measure the quality and quantity of our collection we compared lists of the "Best Children's Books" from 1981 to 1989 against our holdings to see what percentage of books appearing on those lists we owned. A search of the library's catalog yielded the following results:

Table 1

1981	25 out of 104 titles listed	24%
1982	37 out of 113 titles listed	32.7%
1983	43 out of 88 titles listed	48.9%
1984	33 out of 74 titles listed	44.6%
1985	28 out of 93 titles listed	30%
1986	22 out of 84 titles listed	26.2%
1987	28 out of 100 titles listed	28%
1988	21 out of 83 titles listed	25.3%
1989	9 out of 94 titles listed	9.5%

From 1981 to 1989 the "Best in Children's Book" recommended a total of 833 books. Our library's children's literature collection owns 246 of the books recommended; that is nearly 30% of the titles recommended by the Notable Children's Books Committee of the Association for Library Service to Children of the American Library Association and the *School Library Journal's* "Best Books of the Year" for the years 1981 to 1989. We also checked our library's holdings to see if we owned a copy of the Newbery and Caldecott award winning books from 1981 to 1991. Our collection has both the Caldecott and Newbery award winning books from 1982, 1983, 1984, 1986, 1988, and 1989. See appendix C for a list of award-winning books from the last ten years that the library does not own.

The questionnaire survey administered to the ED22 (Children's lit) students was designed to measure student's perceptions of the accessibility, usefulness, and quality/quantity of the library's children's literature collection. The survey asked ten questions which students were asked to respond to by circling the scaled response that best reflected their opinion (i.e. strongly agree, agree, etc., frequently, sometimes, etc.). The final half of the survey asked a series of open-ended question that students were asked to respond to by listing titles, authors or

categories of children's lit or by making comments in a short answer format.

The majority of the students questioned did not find the library's children's literature collection easily accessible. When asked to respond to the statement "It is easy to successfully search for and find books in the Folke Bernadotte Library's Children's Literature Collection," 50% of the students disagreed and 4% disagreed strongly. 38.2% agreed that it was easy to successfully search for and find books, but no one agreed strongly that books were easy to search for and find. When presented the statement "The books are organized on the shelves in a way that makes them easy to locate," 2.86% of the respondents strongly agreed and 37.1% agreed; 48.6% disagreed and 11.4% strongly disagreed. However, most of the students find the PALS on-line system to be a useful way to locate children's books; 24.2% strongly agreed, 39.4% agreed, and only 21.2% disagreed and another 15% disagreed strongly.

The second section of the scaled responses asked questions concerning the adequacy of the children's lit collection for completing assignments for education classes at Gustavus. When asked to respond to the statement "The Folke Bernadotte Library's Children's Literature Collection

is adequate for completing ED22 (children's literature) assignments," 58.8% of the students disagreed; 14.7% strongly disagreed and only 2.9% strongly agreed while 17.6% agreed. Forty percent of the respondents said they frequently use other resources (i.e. other libraries, private literature collections) to complete assignments for classes which require children's books; 14.3% said they always do and 37% said they sometimes do. Only 8.57% of the respondents said they never use other resources to complete assignments requiring children's literature. When asked to rate the library's literature collection as an overall reference section of professional and personal purposes, no one gave the collection a rating of excellent. 2.9% of the students rated it as good; 58.8% said it was fair, and 38.2% of the respondents perceived it as poor.

Finally, on the scaled questions, students were asked to rate the quality (does the library have recommended titles and authors) and quantity (are there a variety of books representing different genres) of the library's existing collection. 58.8% of the students rated the quality of the collection as fair; 26.4% said it was good and only 14.7% said it was poor. When asked to rate the quantity of books in the collection 51.5% thought it was fair; 9.1% called it

good but 39.4% said it was poor.

The last section of the survey consisted of five open-ended questions that asked students to recommend titles, authors and categories of books they thought the library's collection should include. Then the survey asked students what they would like to see changed about the library's children's literature collection and also asked for additional comments. For a complete listing of student's responses to these questions see Appendix B.

Most of the suggestions and comments students made about improving the collection involved the organization and accessibility of the current collection. Students feel that the collection needs to be organized in a more user-friendly manner. They would also like to see more shelf space allocated to the collection, as well as locating it in an area with more adequate lighting and space. Several students expressed that the shelves' close proximity to the computers make it difficult to comfortably search for and locate books. Another request that was made frequently was to keep the jacket covers on the books. Students explained that the covers make the books more attractive and appealing to young children. Students also expressed a desire to have a greater variety of books; more multi-cultural titles and more award-

winning books.

As part of our evaluation of the children's literature collection, we spent some time investigating the way books are classified and arranged on the shelves. The library uses a Library of Congress-based local system that classifies books from PZ1 to PZ94.3. The majority of the books in the library's collection fall in the category PZ1 (general picture books) or PZ7 (general juvenile literature). However, other categories, such as PZ8 (fairy tales), PZ10.3 (animal stories) and PZ14.9 (stories about dolls and toys) also have a limited number of books assigned to them. Some preliminary surveying of the collection's shelflist and the PALS on-line cataloguing system revealed some inconsistencies in the assigning of subject headings to particular categories and also some somewhat arbitrary placement of certain books in particular categories. Notes were made concerning specific books that seemed to be inappropriately placed to be turned over to the cataloging department of the library for assignment of a more useful classification number.

Discussion

A general survey of the children's literature collection reveals that the majority of the books owned are recommended titles. Contrary to student perceptions and our own expectations, we found that 73% of the books in the collection (with imprint dates 1981-1991) have been reviewed by three or more sources. This appears to indicate that the collection's quality is adequate, if not even high.

The quantity and quality of our collection was examined by comparing lists of recommended children's books against the library's collection. Again we discovered that the library owned a much higher percentage of books than we had anticipated (nearly 30%). While this number may seem somewhat low, it must be kept in mind that the library is an academic library on a college campus and not a public library catering part of its collection specifically to a younger audience. However, this search also revealed the inconsistent buying procedures for adding to the collection each year. Large discrepancies existed from year to year in terms of what percentage of recommended titles the library owns. For example, the library has 48.9% of the recommended titles from 1983, but only 9.5% of the recommended titles

from 1989. This inconsistency is also apparent by the fact that the library owns the Caldecott and Newbery award winning books from only six of the past eleven years. In order to maintain and continue to build a high quality children's literature collection, we recommend that a more consistent purchasing procedure be used when making decisions about which books to buy each year. Later in this paper we will discuss possible guidelines for recommending books for purchase.

Although our survey of the quantity and quality of the library's children's literature collection found the collection to be of better quality than we had anticipated, the questionnaire survey completed by the students who use the collection most frequently revealed significant differences in student perceptions of the accessibility, usefulness and quality of the collection. Over half of the respondents did not find it easy to successfully search for and find books in the library's collection. Sixty percent of the students disagreed that the books are organized on the shelves in a way that makes them easy to locate, and 36% of the respondents did not find the PALS on-line system to be a useful way to locate children's books. Seventy-three percent of the students did not find the library's children's

literature adequate for completing children's literature assignments.

These perceptions are not indicative of a high quality children's literature collection and project a high degree of user dissatisfaction. However, when students were asked to name specific titles and authors they would like to see included in the collection, they frequently listed authors and titles that the library does indeed own. When students were asked to list five books they would like to see included in the library's collection, the library does have four out of the nine books that were mentioned most frequently. Students were also asked to name specific authors they think the collection is lacking. They mentioned a total of 22 names. The two names that appeared most frequently were Dr. Seuss and Tomie de Paola. However, the library does have 26 books by Dr. Seuss and 23 written and/or illustrated by Tomie de Paola. However, when searching the on-line PALS system for these two authors in particular, if Dr. Seuss is misspelled (i.e. SUESS) a listing of his books will not appear. Similarly, de Paola must be entered into the computer with a space between the "e" and the "P" or his book's titles will not appear. These results suggest that while there is evidence that the library's children's

literature collection can be expanded and improved, a more immediate need might be to better educate students about how to locate titles, authors and subjects more efficiently. For example, by using the limiting command "SH MNGI," students could immediately access the collection. Concurrently, the library staff could investigate whether or not the current method of organizing children's literature books is the most effective and efficient way possible.

Along with student concerns about effectively being able to locate and find books in the library's collection, they also expressed some dissatisfaction with some physical aspects of the collection including lighting, space and proximity to the computers installed adjacent to the book shelves. Students find it difficult to browse for books when students are working at the computers next to the book shelves. They would like to see more shelf space devoted to children's literature so that there is more room to browse for and locate books. Students expressed repeatedly that they would like the book covers to be left on the books. The original covers make the books more colorful and more appealing; students felt that this is an important feature when selecting books for children.

Recommendations

After surveying the library's children's literature collection, and evaluating it for its quality, quantity, and student satisfaction of its resources, we would like to make the following recommendations for its improvement.

-- Establish an acquisition policy for the collection.

The current method of selecting titles for purchase has resulted in a haphazard expansion and updating of the collection. Table 1, which delineates by year the number of recommended books owned, is evidence of the sporadic attention which has been given to the collection. The library staff, in consultation with children's literature faculty in the education department, should devise a children's literature acquisition policy that clearly outlines guidelines for selection and purchase of titles, and allocation of funds for this purpose. We further recommend that this committee take note of student's observations of gaps that exist in the current collection including categories and authors that are not sufficiently represented (see Appendix B for student's comments). In addition, appendix D contains a list of titles and authors that as evaluators, we recommend the library purchase and add to the collection immediately. This list includes Newbery and Caldecott award winning books from the past ten years, as well as titles that were frequently mentioned by students as books they would like to see included in the collection.

-- Simplify the classification system and provide better subject access for books in the collection.

There are some inconsistencies in the assigning of subject headings to particular categories of children's literature. Also, some books have been placed in categories somewhat arbitrarily. Books that were inappropriately placed need to be assigned a more useful classification number. The cataloging department of the library needs to review its

classification system and determine if all the of the classification numbers it currently uses are necessary. Also, better subject access for books in the collection would make a search by subject that is limited to the children's literature collection a very useful method for locating books. This is one way of addressing students' concerns that they cannot easily search for and find books in the collection.

-- Prepare a written guide for students with special search hints and bibliographic instructions.

Much of the dissatisfaction that the students expressed about the collection stemmed from difficulty they had accessing titles and authors. There are a variety of "helpful hints" that could greatly increase student's success in locating titles, authors and subjects. For example, students can limit a search specifically to the Children's literature collection by using the command "SH MNGI." Thirty-six percent of the students surveyed did not find use of the PALS on line cataloguing system to a useful way to locate books. A written guide specifically for users of the children's literature collection would most likely significantly increase the usefulness of the collection to students, as well as their level of satisfaction with the collection.

-- Make the collection more physically accessible.

Students expressed dissatisfaction with the location in the library of the children's literature collection. The books shelves' close proximity to the macintosh computers make it difficult to browse for and locate books. They also reported that the shelf area is crowded and poorly lit. A children's literature collection differs in some ways from other aspects of an academic library in that selecting children's literature requires a certain amount of browsing and time spent among the shelves perusing a variety of titles. The library staff should consider ways to make the collection more physically accessible so that students can comfortably search for and find books.

-- Leave the covers on the books.

One of the comments most frequently made by students on the questionnaire survey was leave the covers on the books. Students find the books without covers unappealing. The jacket covers of children's books are often very colorful and eye-catching. It is difficult to select books that would interest children without being able to see the book covers. Again, because the nature of this type of collection requires a certain amount of browsing among the shelves, we recommend reviewing the library policy to remove all book covers and leaving the covers on the books in the Children's Literature collection in order to assist students in selecting books for children.

-- Review students' comments for suggestions for further research.

Appendix B contains a complete list of comments made by students on the questionnaire survey that was distributed to students of children's literature. We recommend that these comments be reviewed for suggestions for areas of further research. For example, a frequent comment that was made was to update the collection. This suggests that the current collection not only should have newer titles added to it, but also that older titles need to be weeded out. The library staff may find a variety of the students' comments helpful as they continue to update and improve the collection.

Appendix A

year in school _____

major _____

male _____ female _____

Please answer the following questions by either circling the word which best reflects your opinion or by short answer.

I.

It is easy to successfully search for and find books in the Folke-Bernadotte library's children's literature collection.

strongly agree agree disagree strongly disagree

The books are organized on the shelves in a way that makes them easy to locate.

strongly agree agree disagree strongly disagree

The PALS on-line system is a useful way to locate children's books.

strongly agree agree disagree strongly disagree

Do you use the PALS system to search for titles and authors? yes no
If no, how do you find specific titles and authors?

Do you spend time looking at the shelves to search for titles and authors? yes no

Do you search the PALS on-line system by subject (by typing su or te) to look for books?

frequently sometimes rarely never

II.

The Folke-Bernadotte library's children's literature collection is adequate for

completing ED22 (Children's literature) assignments.

strongly agree agree disagree strongly disagree

Do you use other resources (i.e. other libraries, private literature collections) to complete assignments for your classes which require children's books?

always frequently sometimes never

Do you use the Folke-Bernadotte children's literature collection to prepare for assignments for classes other than ED22 (Children's literature) ?

frequently sometimes rarely never

Rate the Folke-Bernadotte library's children's lit collection as an overall reference section for your professional and personal purposes.

excellent good fair poor

How many hrs/wk (on average) do you spend with materials from the collection?

less than 1 1-2 3-4 5-6 more than 6

III.

Rate the quality of the books in the existing collection (does the library have recommended titles and authors?)

excellent good fair poor very poor

Rate the quantity of books in the existing collection (are there a variety of books representing different genres?)

excellent good fair poor very poor

List specific categories (i.e. historical fiction, concept books, etc.) you think the collection is lacking.

List specific authors you think the collection is lacking.

List 5 books you would like to see included in our collection.

IV.

What would you like to see changed about the Folke-Bernadotte library's children's literature collection?

Additional comments:

Appendix B

List specific categories you think that collection is lacking.

- Upper Elementary books such as reading books, novels.
- I really don't feel that I can judge this adequately. Many of the above responses have been made because of what I've heard in class from others.
- Modern fantasy
- Modern fantasy, primitive art
- concept books, more modern fiction
- historical fiction and modern fantasy
- ethnic books
- all categories
- up-to-date authors -- Prelutsky, etc.
- ecology, trade books
- quality, current literature; big books; historical fiction; fantasy
- trade/concept; historical fiction; reference books -- informational
- concept books; big books; realistic fiction; nonfiction and fantasy
- multicultural books
- modern; non-realistic picture books; picture books of a high quality artistic nature
- the whole collection needs to be updated! There are very few books. There are so many wonderful children's books out there, but there are so few in our library!
- all areas
- modern fantasy; realistic fiction
- modern realistic fiction; recent books
- older elementary/preteen age books (Judy Blume, Natalie Babbit, etc.)
- Modern fantasy; modern realistic fiction.
- there should be more books in all categories
- Each category is represented, however, the categories can be enhanced by including more variety in each.
- social studies; concept books; historical facts
- Children's collection resource people -- well acquainted with children's literature; Children's Literature Review -- Complete set; Children's books on literature and art like Come look to me: Exploring Landscape Art with Children by Gladys S. Blizzard; Award-winning books in all major lit categories example Where the Wild Things Are.
- most categories need work
- trade books
- books by the same author (more so we can see a variety of works); many of the mores (?) are very old and not very colorful or attractive.

Categories mentioned most frequently and number of times mentioned

modern fantasy -- 7

modern realistic fiction -- 6

concept books -- 4

multicultural books -- 2

List 5 books you would like to see included in our collection. *

The Mitten Jan Barret

Miss Rumphius

more Eric Carle and Ezra Jack Keats books, more multicultural

The Great Brain Series, My Side of the Mountain, The Giving Tree, Where the Red Fern Grows

Where the Wild Things Are by Maurice Sendak, *Anastasia Krupnik* by Lois Lowry, *The Great Gilly Hopkins* by Katherine Paterson, *Bridge to Terabithia* by Katherine Paterson, *Roll of Thunder, Hear my Cry* by Mildred Taylor

Where the Wild Things Are Sendak, *Roll of Thunder, Hear My Cry, The Bronze Bow* Speare, *Anastasia Krupnik*, Curious George books (the series)

Where the Red Fern Grows, The Giving Tree

any five award winning books

The Angry Ladybug Carle, *The Quiet Grasshopper* Carle, poem books (humorous poetry). Prelutsky

Where the Wild Things are, On the Day You Were Born, Oh the Places You'll Go Seuss

The Rain Forest, Color, Martin Luther King: Free at Last, books which are informational

The Best Christmas Pageant Ever, Alexander and the Terrible, Horrible, Awful, No Good, Very Bad day, The Wreck of the Zephyr, Tuck Everlasting, How Pizza Came to Queens

The Great Gilly Hopkins, Magic Pebble, Tuck Everlasting

Where the Wild Things Are, Oliver Button is a Sissy DePaola, *Where the Sidewalk Ends* (all his books)

The Chronicles of Narnia C.S. Lewis

Caldecott and Newberry Award winning books -- all of them!

A Ring of Endless Light, Wizard of Earthsea, I Never Saw Another Butterfly, Tuck Everlasting

Bridge to Teribithia, Tuck Everlasting, Summer of the Swans, Summer of my German Soldier

A Chair for my Mother

Where the Wild Things Are, A Light in the Attic, Where the Sidewalk Ends big books

Where the Red Fern Grows, Witch of Blackbird Pond

Where the Wild Things Are, more multicultural topics/books, current books as they become available or at least a listing

Peter Pan, Anne of Greene Gables series

Hatchet, Dogsong

The Velveteen Rabbit, Tuck Everlasting

* titles that were mentioned more than once *and* are not already a part of the collection appear in Appendix D.

List Specific authors you think the collection is lacking.

author's name -- number of times name appeared

Dr. Seuss -- 10
Tomie DePaola -- 7
Beverly Cleary -- 4
Maurice Sendak -- 4
Judy Blume -- 3
Paul Goble -- 3
Eric Carle -- 2
Nancy Carlson -- 2
Katherine Paterson -- 2
Judith Viorst -- 2
Jan Barrett -- 1
Gary Paulsen -- 1
Shel Silverstein -- 1
C.S. Lewis -- 1
Peter Spier -- 1
Barbara Robinson -- 1
Mercer Mayer -- 1
Robert Peck -- 1
Alexandra Day -- 1
Jack Prelutsky -- 1
Lois Lowry -- 1
Madeline L'Engle -- 1

What would you like to see changed about the Folke-Bernadotte library's children's literature collection?

-It needs to be organized in a way that is more easily accessible to users. The organization seems confusing and awkwardly done. Clarification needs to be made as to its order.

-Improved selection of books (more variety). Newer books. Keep the covers on the books, more award winning books (Caldecott, etc.) Get several of famous author/illustrator (lg. collection).

-It would be helpful to display children's literature in user oriented way e.g. New Books, Subject Areas, etc. Perhaps modeled after libraries in area like Minn. Valley Regional Library Children's room

-We just need more of the recommended, award-winning books. And I mean loots more. New books need to keep being added to keep it current.

-I think that the library needs to try to expand the children's literature section so that there is a greater selection.

- I've frequently found books mishelved. This causes a problem with locating books. the range of topics the books cover needs to be expanded.

-I would like to see the collection moved to another area that has more adequate space and lighting.

-I think that the library needs to devote more than two bookshelves to children's literature. It should be enlarged and should contain a great variety of books.

-A better, larger, more well-defined area reserved for children's books

-expand, update the collection; add more books with multicultural emphasis -- books taken from other cultures (variety)

-Leave covers on book! they look so unappealing without the original covers -- you can't tell anything from a solid blue cover. Ugh; more books! Pay closer attention what books are critically acclaimed and recommended; look to the Bookmark for good book ideas. They have a wonderful selection.

-Including more recent publication; w/o generic covers

-Expanded, moved to more accessible part of building; promoted better

-Make it a priority! We use the books a lot and there are a lot of EI Ed majors

-Make it easier to find the books! They aren't all in alphabetical order! Change that!

-The books for older kinds (4th -6th grade) are plentiful but there is not much in the way of truly engaging picture books for the younger age groups.

-easier access to the books; variety of books; leave the original covers on the books

-a more diverse(multicultural) selection; wider variety (of authors and subjects!); more recently published books; easier access (not in a main traffic area -- by the computers -- maybe a separate section/room); more books!

-It seems that this collection is quite old and has not been updated for quite a awhile. I also would prefer having covers on the books because they are more attractive to young children. it is also difficult to find what we're looking for. the section needs to be expanded.

-make it easier to browse and to locate books; update with more current books; get better quality literature.

-newer titles; systemized better; get rid of the old; better (newer) set of encyclopedias

- more books -- greater selection; new books -- recent authors
 - Add more books! Especially award winning books. Update the collection.
 - change the way it is arranged; one section by topic, one by author, one by whatever is not working at all. It is difficult to search the entire collection.
 - It is too crowded. Dark and in basement; maybe some more books.
 - I think overall, I would like to see more of a collection of upper elementary books. this includes modern fantasy and historical fiction.
 - Expand the collection; A list or display of new children's books that come in for everyone to see; Not so close to the computers. It is hard to get at the books when people are using the computers.
 - It generally needs to be more extensive! It also needs more award-winning books; Jacket covers should be left on.
 - More books! More award-winning books; Leave the jacket covers on -- the book covers are so drab.
 - The biggest change I would like to see is an updated version of books. A lot of the books are very old.
 - It needs to be organized in a different way, it is very difficult to find books
 - easier way to browse shelves for books, all books located on PALS, Have the book jackets on the books. more updated selection of children's lit. that is current today.
- New books!

Additional comments:

I don't think our collection is extremely poor we just need an easier way to find and locate them. Maybe just a card catalog for children's books or a certain command on the computer.

I use the children's section of the library quite frequently, and sometimes have a hard time in finding the books suggested to read.

I feel our library needs to get more current books. Our library is very limited and out of date.

Gary Paulsen books are fabulous!

This should've been done long ago!

Its frustrating for Ed. Majors to get the lower treatment in yet another area (bad lab, bad building, mediocre resources and also children's lit). I would hope that with the great number of Ed. students you would consider sinking some money into the literature.

I'm happy that the collection is being evaluated because the selection is definitely lacking

I usually rely on my own personal collection. The Bookmark has an excellent selection though its small.

Appendix C

Caldecott and Newberry winners (from 1980-1991) that the Folke-Bernadotte library is missing:

- 1981 Fables written & illus. by Arnold Lobel
Jacob Have I Loved by Patterson
- 1985 St. George and the Dragon adapted by Margaret Hodges, illus. by Trina Schart Hyman
The Hero and the Crown by McKinley
- 1987 Hey Al by Arthur Yorinks, illus. by Rickhard Egielski
The Whipping Boy by Fleischman
- 1990 Lon Po Po: A Red-Riding Hood Story from China translated by Ed Young, edited by Patricia Gauch
Number the Stars by Lowry
- 1991 Black and White by David Macaulay
Maniac Magee by Spinelli

Appendix D

Titles recommended for purchase

Where the Wild Things Are

Where the Red Fern Grows

Bridge to Teribithia

Roll of Thunder, Hear My Cry

Fables

Jacob Have I Loved

St. George and the Dragon

The Hero and the Crown

Hey Al

The Whipping Boy

Lon Po Po: A Red Riding Hood Story from China

Number the Stars

Black and White

Maniac Magee