

# Library Collection Development for Professional Programs: Trends and Best Practices

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## Chapter 13

# Developing a Juvenile Literature Collection in an Academic Library

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### **ABSTRACT**

*Maintaining a juvenile collection in a university setting requires a careful consideration of both the juvenile materials market and the academic uses of juvenile materials. Because juvenile materials can range from pre-reader items to young adult literature and may exist in different locations and under different authorities within the academy, juvenile collection management can be a complex task. The purpose of this chapter is to serve as a guide to collection managers charged with developing and maintaining a juvenile collection for use by professional programs in education and librarianship. Discussions on the nature and uses of juvenile materials in the academy, collection policies, and evaluation strategies for juvenile collections, selection tools, and resources available to librarians, and emerging issues in juvenile collection management are included.*

### **INTRODUCTION**

In the field of education, both K-12 educators and school librarians are expected to be well acquainted with juvenile literature, including its interpretation and effective use in teaching and reading for personal enjoyment. While juvenile literature and materials are usually associated with

public and school libraries, professional programs in the university often include courses that require students to evaluate and incorporate juvenile literature into their projects and assignments. In professional programs for school librarianship where entire courses are built around juvenile literature and media, the need for the university to provide a comprehensive juvenile collection

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is even greater. Librarians charged with developing juvenile collections must consider not only the professional programs, which may require use of the materials, but also the tools and vendors needed to successfully maintain a relevant juvenile collection. The charge of managing a juvenile collection can appear to be a daunting task for academic librarians who may not have taken children's literature courses in expectation of collecting juvenile materials for their college or university. However, given the right tools and a good amount of determination, academic librarians may develop their knowledge and skills to become quite successful as juvenile literature librarians (Hirsch, 2006).

This chapter provides a brief review of: the need for juvenile literature collections in academic libraries, the nature of juvenile collections and their role in the academy, the establishment of collection development policies to meet the needs of educators and librarians, workable collection evaluation measures, selection tools and resources available to juvenile collection managers, and current issues in juvenile materials. After reading this chapter, academic librarians charged with developing and maintaining juvenile collections will be able to advocate for these collections and effectively manage them.

## **BACKGROUND**

### **Why Juvenile Literature Collections in Academic Libraries?**

As children represent a significant portion of patrons in public and school libraries, few people would question the need to maintain a juvenile collection at these locations. However, the justification for collecting juvenile literature at an academic library may not be readily apparent. For that reason, it is important to answer questions as to why an academic library would collect children's books and other juvenile materials.

The primary reason for collecting juvenile literature in the academy is to support academic programs in the field of education. For most teacher education programs, students are encouraged to gain a general knowledge of the history and development of children's literature as well as a basic understanding of child development and how children typically respond to what they read based on their level of maturity. As a result of these studies, teacher education students often come to the library to check out books to complete assignments and prepare lesson plans using resources that meet specific pedagogical criteria. Juvenile collections support not only the students, but they also support the faculty who teach courses on children's literature and conduct related research (Bay, 2001). Therefore, it is important for academic libraries that support programs in education to build and maintain an up-to-date juvenile collection in order to adequately serve their students and faculty.

Another academic program which requires the study of juvenile literature is school librarianship. In the same manner as those enrolled in teacher education programs, students in school librarianship programs must become familiar with the general corpus of children's literature so that as library professionals they may develop collections to support the curricula and personal reading interests for patrons at the schools where they will work. These university students will likely refer to items in a juvenile collection as they learn about evaluating collections, assessing needs, identifying selection criteria, avoiding bias and censorship, promoting literacy, and using information resources to support classroom instruction.

The use of children's literature for academic study may also extend beyond the fields of education and library science. Crosetto and Horan (2007) write that researchers in other academic fields, especially in the social sciences, may choose to study juvenile literature. They add that "Academics are conducting research about children's literature. Statistics document this activity and

further indicate that this research is increasing” (p. 104). As a result, the use of juvenile literature in new fields of research only adds to the value of having a juvenile collection in academic libraries.

Finally, one must consider the growing cultural influence of children’s literature in western society. To illustrate this point, Crosetto and Horan (2007) mention the enduring popularity of the *Harry Potter* series by J. K. Rowling. The books have been culturally significant enough to inspire some universities to offer courses or seminars that study Rowling’s writing. They also add that the publication of the *Norton Anthology of Children’s Literature* is an additional sign that juvenile literature has gained greater acceptance as a valid literary genre for academic study. Consequently, the fact that the English departments of several colleges and universities are expressing greater interest in children’s literature presents yet another significant reason for academic libraries to collect children’s books and other juvenile materials.

### **Understanding the Nature of Juvenile Literature**

For the librarian who lacks experience or education related to juvenile literature, an initial review of the wide variety of children’s materials may be somewhat overwhelming. When evaluating a potential resource, academic librarians who select for various academic fields primarily have to consider information content and item format. However, when selecting juvenile materials, additional factors should be considered. Children’s books are produced in a variety of different types based on certain key factors. The most important factor is the reading level of the child, which usually corresponds to the grade level and age. Williams (2010) provides the following examples of terms relating to reading level:

- **Preschool:** Ages birth to 5
- **Primary:** Ages 5-8, grades 1-3
- **Elementary:** Ages 6-12, grades 1-6

- **Intermediate:** Ages 8-11, grades 3-6
- **Middle School:** Ages 10-13, grades 5-8
- **Junior High:** Ages 12-14, grades 7-9
- **Secondary:** Ages 12-19, grades 7-12
- **Young Adult:** Ages 12-19, grades 7-12
- **High School:** Ages 14-19, grades 9-12

Another factor to consider is the level of development in regard to fine motor skills as well as how rough a small child might treat a book or other item. Consequently, juvenile material is often produced in a wide range of sizes and structural properties related to age and development. Board books, for example, are made for very small children because they are easier for little hands to manage, and they endure rough treatment better than paperback books.

Finally, an additional factor for consideration is the question of genre and form. As with adults, juvenile users are motivated by the choice of reading content. This issue goes beyond simple classifications such as fiction and non-fiction, or even subject genres such as romance, humor, adventure, fantasy, or science fiction. Some subgenres become current trends and new ones develop periodically. The unprecedented popularity of young adult literature demonstrates that the current trend in young adult genres is expanding the body of readers beyond that of the age range intended by the publishers. Consumers of all ages are reading the popular young adult book series such as *Harry Potter*, as well as *Percy Jackson and the Olympians*, *Twilight*, the *Southern Vampire Mysteries*, and the *Hunger Games* trilogy.

Along with subject genre, librarians should also be familiar with the literary form. Of particular importance is the graphic novel, which during the last decade “exploded in popularity and began to appear on recommended reading lists” (Williams & Peterson, 2009, p. 166). Although there is some debate as to the precise definition and specific characteristics of a graphic novel, a review of the literature reveals that the form is distinguished from comics, particularly due to

the fact that graphic novels are monographs as opposing to ongoing episodic serials. As Williams and Peterson (2009) indicate, graphic novels are often placed with manga in the bookstores, but they are not the same since manga books are a specific style of “Japanese comic books” (p. 167). What is essential to know is that the use of graphic novels in education is increasing. As Downey (2009) describes, “What was once disregarded as a lower form of literature has evolved into pop culture artifact, then into a tool to lure the reluctant reader, and now a medium to increase literacy comprehension” (p. 186). The growing body of literature in education concerning the pedagogical use of graphic novels demonstrates that this form of juvenile literature has earned a place in the academic juvenile collection.

### **Print Resources**

Traditionally, the juvenile collection at an academic library consists of print materials, the vast majority of which are books. These may include the following varieties: toy books, alphabet books, counting books, wordless books, big books, picture books, controlled-vocabulary books, chapter books, and graphic novels. Because familiarity with the various types of children’s books is important, academic librarians who manage juvenile collections may need to develop a whole new vocabulary of book terms. They may wish to consult an education textbook on children’s literature in the classroom or audit a children’s literature course.

Another print resource for children is the juvenile reference collection. Children’s reference collections almost always include encyclopedias, dictionaries, thesauri, and various multi-volume reference sets oriented toward young readers. Additional items often include books on topics of interest such as nature, sports, games, entertainment, and children’s literature itself. However, the use of print reference books by children is

in decline due to their skill and familiarity with searching for information on the Internet. These print reference books may still be needed in the academic library so that students can learn to use them effectively in the modern classroom or school library.

A final type of print resource to consider is the journal or magazine. Several popular children’s magazines contain news, stories, puzzles, games, hands-on activities and other creative ideas. Several noteworthy children’s magazines are juvenile editions produced by publishers or organizations known for their popular magazines for adults. Examples include: *National Geographic Explorer*, *Time for Kids*, and *Sports Illustrated for Kids*. School librarians and classroom teachers frequently use magazines not only to teach their students about subjects covered in the publications, but also to begin teaching them the basics of research and how to use periodicals for writing reports and other papers. While children’s magazines may be intended for home subscription, library subscriptions to children’s magazines form an essential part of a well-developed juvenile collection.

### **Electronic Resources**

With the ongoing shift from the use of print to electronic resources, children’s literature has also been experiencing a move to the digital medium. As with print books, children’s e-books may also be classified by criteria such as reading level or whether they are picture books or chapter books. Children’s e-books are available to be read via a computer, an e-reader, or one of many commercially available handheld devices. Users may access e-books via online subscription or free online digital libraries such as the *International Children’s Digital Library* (<http://en.childrenslibrary.org>). E-books may also be purchased online and downloaded to a computer or portable device. Most modern academic libraries subscribe to e-book collections for their adult

users, and many of the same providers can include children's books as part of their subscription packages. Some services provide children's e-books with animation and sound to enhance the reading experience. More recent innovations in e-books include the sales of books on USB flash drives and the digital distribution of books by libraries. The latter service allows library patrons to download e-books on their computers, e-readers, and portable devices with access for the duration of the circulation period.

Juvenile reference books are also often available in electronic format. Academic libraries may find that they have been granted access to a broad array of juvenile electronic resources through membership in a consortium. Electronic resources, or e-resources as they are often called, include online dictionaries, encyclopedias, almanacs, biographical databases, news, image collections, maps, and other online reference sources on specialized topics. Several of these e-resources are produced by ProQuest, Gale/Cengage Learning, EBSCO, and Britannica.

Contrary to the current situation with academic serials, children's serials remain more accessible in print than in electronic format. This may be a reflection of children's reading styles and preferences. Popular juvenile magazines typically have related websites with sample articles, games, and other fun materials, but these sites usually lack an electronic edition of a full issue of the publication. Digital editions for teachers can be purchased with classroom print subscriptions to certain magazines such as those published by *Weekly Reader*. For popular children's titles marketed primarily toward individual subscriptions, the print edition is often the only option available to libraries. Libraries may get access to some titles through online databases. The drawback to this is that online databases often provide the text without the associated images or graphics that are found in the print versions. Since children's serials make great use of illustrations, the text-only editions suffer a loss of significant content in comparison to the print, thereby limiting their utility in a professional education program.

## **Audiovisual Resources**

Up to the present, audiovisual resources for children have primarily been available on a physical medium such as a compact disc, a DVD, a Blu-ray disc, or a USB flash drive. However, the commercial market for music and movies is currently moving toward digital delivery rather than the use of physical media. Music, audiobooks, movies, and instructional videos for children are easily available with content designed for the different interests and development levels of all ages. Instructional videos may combine text, image, and sound that corresponds to a viewer's vocabulary and reading level much in the same way picture books or chapter books do for pedagogical purposes. Educational programs, feature films, television programs, and music may be purchased online for home use or bought through specific vendors for classroom and library collections.

## **Curriculum Materials**

It may appear odd to consider curriculum materials (textbooks, readers, etc.) as juvenile literature, but these materials are designed to be used by children. The main difference that distinguishes curriculum materials from commercial literature is that curriculum materials are produced for pedagogical reasons and not for entertainment alone. Curriculum materials include all of the formats and varieties mentioned earlier: books, serials, electronic resources, and audiovisual material. Curriculum materials should be considered an essential part of an academic juvenile collection, as teacher education students are often required to access them for graded assignments and projects.

## **JUVENILE COLLECTIONS IN THE ACADEMY**

An important factor to consider when developing and managing juvenile collections is the locations where they may be found in the academy. In survey

data on sixty academic libraries, Frierson-Adams (2001) reported that almost two-thirds of responding institutions house their juvenile materials in separate collections within their main libraries. Other locations for separate juvenile collections included education department buildings and curriculum labs. Only 17 percent of libraries interfiled their juvenile materials with the main collection (p. 31). The location of the juvenile collection(s) within the academy will impact both collection policies and circulating policies. In some cases of separate collections within the academy, there will be separate collection managers in charge of collecting different types of juvenile materials. In such cases, coordinated collection development and management policies are crucial to efficiently managing collecting budgets and effectively meeting user needs. Understanding the specific purpose for each specialized collection begins with an examination of their locations.

### **Library Circulating Collections**

Undoubtedly most juvenile print materials acquired by academic libraries are located in general circulating collections. This is especially true for audiovisual materials and children's books, excluding curriculum materials. The placement of these items in the circulating collection allows students and faculty to have more accommodating physical access to them. In many cases, teacher education students who are working in school classrooms via field experience placements may take books and other materials they have borrowed from their college or university library for use with school children in the field. More often they may need to use the items in their university classes as part of a presentation or simulated classroom instruction. In any case, the majority of the items placed into circulation are there to support the academic programs for which they were acquired.

Children's print periodicals are typically shelved with the circulating books but do not circulate. However, it is becoming less common

to find bound print editions of children's magazines in academic libraries. Because the focus of many college and university libraries has been to extend access via electronic databases, existing print subscriptions may often be found in education libraries or curriculum materials centers serving as branch libraries of a single university library system.

Although curriculum materials may be placed within a general circulating collection, it is most common to find them as a separate collection. These materials are collected to be used specifically by teacher education students and faculty. Universities may instead choose to place them in locations close to the facilities housing their teacher education program. At other institutions, however, curriculum materials and other juvenile literature are acquired and maintained in a departmental collection as described below.

### **Departmental Collections**

While some academic libraries house the juvenile collection within the library, the academic librarian may need to become familiar with departmental collections housed elsewhere on the campus. Departmental collections may be found in curriculum materials centers, learning resources centers, or education libraries. The purpose for these collections is to provide resources to aid the educational and professional development of pre-service professional education students. Departmental collections usually contain juvenile materials used for teaching such as subject specific kits, games, study prints, audio and video resources, etc. Professional educational materials covering aspects of teaching children and youth, K-12 textbooks, classroom management, and assessment materials may also be found in a departmental collection. Access to digital curricular resources such as *Discovery Education* ([www.discoveryeducation.com](http://www.discoveryeducation.com)) and *Learn360* ([www.learn360.com](http://www.learn360.com)) may be provided through a department. The academic librarian should look



for opportunities to collaborate with the professional staff supporting a departmental collection to ensure patrons are well served and efforts are not duplicated.

## **Library Special Collections**

Another location in the academic library that may house a significant collection of juvenile print materials is the special collections department. Juvenile materials may be located in special collections for a number of reasons related to rarity, value, physical properties, provenance, and subject. Fundamentally, the placement of material in special collections adds an extra level of security to the material at the expense of a degree of access to users. Materials in special collections generally do not circulate and may be restricted to use within the special collections reading room. This should not, however, remove them from consideration when accounting for useful juvenile materials available in the academy.

The location of juvenile materials within special collections depends on the collection policies of the unit and a number of intrinsic qualities of the materials themselves. In some cases, a juvenile collection may exist as a distinct collection within special collections. A number of special collections departments in the United States have built very strong juvenile collections numbering in the tens of thousands of volumes and ranging from the 17<sup>th</sup> century to the present. In other cases, juvenile materials may be found within topic collections focused on a particular subject rather than a class of materials. Special collections departments often identify subjects (e.g. aviation, civil rights, or Alabama history) and build comprehensive collections around them. Juvenile materials on these subjects are an important piece of the subject collection, even if they are neither rare nor valuable. In both of the above cases, juvenile acquisitions to the special collections may be duplicated in the academic

library's circulating collections so that they may be used more fully in professional programs.

Finally, rarity, value, provenance, or a mix of these elements may be reasons for a juvenile item to become part of a rare books collection. Juvenile works from the 17<sup>th</sup> and 18<sup>th</sup> centuries are exceedingly rare and, when available, command very high prices. For education students and teacher educators, these early juvenile works, though rare, may be critical for their research. Even more modern juvenile works, such as first editions and author-inscribed volumes, may also be found in special collections. For example, first edition, first printing editions of J. K. Rowling's first book, *Harry Potter and the Philosopher's Stone*, command between 25 and 50 thousand dollars from collectors. As lesser-valued editions and printings can be made available in circulating collections, collectable volumes have less utility for professional education and librarianship programs in the university.

## **ESTABLISHING COLLECTION DEVELOPMENT POLICIES FOR JUVENILE LITERATURE**

Many academic libraries have a general collection development policy in place that may be found in print or online. Unfortunately, these policies may need revision and may be underutilized by librarians as they select and purchase new items. Often this has much to do with the generality of most plans in contrast to the specific needs of individual subject selection. Some academic libraries do prepare subject-area policies including policies for juvenile materials. The culture of the individual library will play a key role in determining whether an officially approved policy for juvenile materials is required or even desired. In any case, it is wise at least to create a written plan for collecting juvenile literature that follows the institution's general collection development

policy, if one exists. For that purpose, the following section describes some important factors to consider and include when preparing either a plan or an approved library policy.

### **The Professional Curricula**

As library collections are created to support research and teaching in the academy, a collection policy should acknowledge the curricula of the programs it supports. While only a few of the courses in education and school librarianship may directly address juvenile literature, the collection policy for juvenile literature should acknowledge that these courses exist and that they need a strong, current juvenile collection to support their objectives. A published policy should give the collection manager the broad selection guidelines to build a collection that meets professional development needs. As changes occur in the program curricula, the collection policy will need revision. Future modifications to the requirements for accreditation will also require changes to the policy to ensure that library resources are sufficient for maintaining target levels during accreditation review.

### **Stakeholder Input**

Acknowledging in the collection policy that the library welcomes acquisitions suggestions from stakeholders serves several purposes. First, it is an acknowledgement of reality. Most academic libraries have mechanisms for faculty, staff, and students to make purchase requests and collection policy should acknowledge this. Second, because a collection policy is as much as a public statement as it is a guideline for collection developers, acknowledging the role of stakeholder input serves as a solicitation for suggestions. Accepting input from knowledgeable and engaged juvenile collections users can both save time and build a base of support for continued development of the collection. Bay (2001) strongly suggests using education faculty who teach and research juvenile

literature as a key resource for stakeholder input. He adds that “probably the most important step towards effective management of such a collection is identifying these faculty members and speaking with them at the earliest opportunity. Not only do these people know a great deal about the art and science of selecting books for children, but they are also probably very familiar with the strengths and weaknesses of the collection” (p. 2).

### **Determining the Location of Juvenile Materials in the Academy**

As noted earlier, juvenile materials may be located in several units within the academy, both inside the library and outside it. The collection policy, as a public document, can also serve to clarify to users the process by which locations for juvenile materials are selected. Explaining the process by which materials are selected for general collections, special collections, and departmental collections can pre-emptively answer the inevitable “Why is this item located here?” questions that can arise. Where juvenile resources exist outside of the library, as in departmental collections, the collection policy can guide users to those materials. It may also assist staff in the acquisitions unit of the library in correctly choosing the proper location for newly acquired items.

### **General De-Selection Guidelines**

Finally, if the juvenile collection is occasionally weeded, it is very advisable to include de-selection guidelines in the collection policy. While weeding collections is a routine task in public libraries, academic libraries have traditionally shown great reluctance to discard items from their collections. Rather than discarding items in poor condition, or those that are unused or superseded by newer editions, academic libraries have often chosen closed stacks or remote storage for these materials. Weeding of materials from academic library collections can be a highly controversial activity,

exposing the library to charges of censorship or poor stewardship of resources (Metz & Gray, 2005). Dubicki (2008) recommends convincing not only librarians but also faculty and administrators that the contents of the collection would be improved if some materials were withdrawn. Whether the collecting policy is public or internal, an established policy for weeding can blunt potential criticism by explaining the rationale behind it and addressing user concerns over access and censorship. Metz and Gray (2005) advocate a strong public-relations approach to weeding, including advance publicity, engagement with faculty and administrators, and a willingness to be flexible with demands from within and outside the university. If possible, de-selection guidelines may also include a statement regarding the disposal of the weeded material, assuring readers that discarded materials are made available to other institutions and the public rather than being destroyed.

### **Collection Development Policies as a Helpful Tool**

A collection development policy serves as a general guideline to aid selecting librarians in their task of building the collection. Written policies will fail to help if they are so rigid that they hinder the librarians in doing their job to support the academic programs they serve. Likewise, general and vaguely written collection policies provide no guidance whatsoever. When drafting a new collection policy, it is helpful to examine the policies of several other peer libraries to note what constitutes a useful policy. The policy should be re-examined regularly to keep it up-to-date and to maintain its effectiveness as a tool.

### **COLLECTION EVALUATION MEASURES**

Evaluating the juvenile collection in an academic library is an important aspect of the develop-

ing and maintaining the collection (Hoffman & Wood, 2005). At the beginning of the evaluation process, it is recommended that the purpose for such a collection in the academic library be reviewed and quantitative and qualitative sources of evaluative data be collected. Determining the collection's strengths, how it compares to similar collections at peer institutions, and how the collection meets patrons' needs are important to consider. Conducting a collection evaluation process for the juvenile collection in an academic library can be a systematic way to learn what is in the collection and to determine what items to purchase (Kerby, 2006).

Traditional and easily available evaluation measures include determining the average copyright age of the collection and examining circulation statistics from an integrated library system report. The data yielded in these reports may not be as important for a juvenile collection in an academic library that supports research, but the average copyright data could yield useful results if the collection needs to maintain current topics related to science, technology, and social studies. While circulation statistics may provide valuable information about areas of the juvenile collection that are heavily used, these data should be used cautiously for evaluative purposes. Disadvantages of relying on circulation data to evaluate a collection include the fact that in-library use of the materials is usually not included and such data only shows what a user found in the collection not what the user may have desired to find (Bishop, 2007).

Quantitative and qualitative patron satisfaction survey data may help determine how well the collection functions to serve patron needs. If the academic librarian collaborates with faculty who use juvenile books and resources in the curriculum, data collected from the collaboration can be used to evaluate the collection. For example, such data may include, but are not limited to, syllabi with assignments and activities, reading or resource lists, and faculty comments regarding

how well the collection meets the requirements of academic assignments.

Another evaluation method is to compare a sample of the juvenile collection to professional bibliographic selection tools such as those in *The Wilson Core Collections* (e.g., *Children's Core Collection*, *Middle and Junior High Core Collection*, and *Senior High Core Collection*). Just how much the collection should match the items found in a bibliographic selection tool is a subjective decision for the academic librarian; however, a high match should generally indicate the quality of the collection.

Collection mapping offers a systematic method to determine how a collection meets curriculum needs. Bishop (2007) states that "Collection mapping is a visual display of the strengths and weaknesses of a library collection" (p. 155). The collection map will indicate the average age of the books, classification areas for the materials, number of juvenile titles in each classification area, number of quality titles recommended for the classification area, and the number of items needed for curriculum purposes. When using a collection mapping process, the academic librarian will gain knowledge of the curriculum where the juvenile materials are used. With this knowledge, the academic librarian can develop the juvenile collection to meet specific emphasis areas.

Academic librarians should review national and state curriculum standards to develop an understanding of K-12 curriculum. Oftentimes these standards are published with suggested activities for integrating them into the curriculum. A review of these sources can provide information on which book titles and audiovisual materials are covered at various grade levels. With this information a librarian can then examine his or her juvenile collection in order to determine potential gaps.

Recent trends with evaluating curriculum materials center collections have included collaborative strategies and emphasis related to how learners would use a collection. In addition to using traditional collection assessment strategies,

Teel (2008) reported on the success of using a collaborative collection development model to achieve a useful collection of juvenile literature and curriculum resources. The collection was collaboratively developed based on identified needs and suggestions for resources that correlated to coursework, classroom units of instruction, and curriculum standards. Meyer (2012) discussed the changing perspective in education to emphasize the learner and learner characteristics in terms of information storage and information disseminations. Working collaboratively to select resources that support student learning, the collection manager "in a learner-centered collection serves as a guide for the learner" (p. 79).

## **SELECTION TOOLS AND RESOURCES**

Having evaluated the juvenile collection to identify current needs, selecting librarians should then consider how their materials budget may best be used to address any weaknesses. If done carefully, selection is not a quick and easy process. It requires time to research available resources and to evaluate the ones, which appear to be most appropriate to meeting the needs of the library. However, the process is made easier by the availability of several selection tools, which may provide essential information about potential acquisitions. This section describes many of the tools available to academic librarians for selecting juvenile materials. The information provided is not exhaustive, and there are many similar resources available to academic librarians beyond those mentioned in this section.

### **Reviews in Periodicals**

Since it is not possible to physically examine every title available for purchase, the use of written reviews is essential to the selection process. An important factor to keep in mind is the source of

the review. Academic librarians usually prefer reviews written by other librarians, especially other academic librarians. Academic experts in juvenile literature and school librarians are also valuable reviewers. However, general reviews from reputable sources such as the *New York Times Book Review* should not be ignored either. Local newspapers may be a good source for regional and state authors.

The following are some helpful resources for finding reviews of children's literature. Many academic libraries carry a print subscription, especially those who serve a program in school librarianship. However, electronic access is available through many databases including those from EBSCO, Gale, ProQuest, and Lexis Nexus.

- **ALAN Review:** published by the Assembly on Literature for Adolescents, National Council of Teachers of English (1979-; ISSN 0882-2840). *The ALAN Review* is published three times a year; it contains articles on young adult literature and its teaching, interviews with authors, reports on publishing trends, current research on young adult literature, a section of reviews of new books, and ALAN membership news. An electronic archive of past issues is available.
- **Booklist:** published twice each month by the American Library Association (1905; ISSN 0006-7385). Considered the premier book review journal, *Booklist* annually publishes over 8,000 recommended-only reviews of books, audiobooks, reference sources, video, and digital video titles.
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- **Horn Book Guide to Children's and Young Adult Books:** published biannually by The Horn Book (1989-; ISSN 1044-405X). The *Horn Book Guide* contains only reviews of children's and young adult hardcover trade books published in the United States. *The Horn Book Guide Online* (<http://archive.hbook.com/guide/guideonline.asp>) is a fully searchable subscription database of more than 80,000 authoritative and concise reviews.
- **Horn Book Magazine:** published six times a year by The Horn Book (1924-; ISSN 0018-5078). The *Horn Book Magazine* publishes insightful reviews for books and audiobooks valuable to children's and young adult literature.
- **Library Media Connection:** published six times a year by Linworth Books/ABC-CLIO (2003-; ISSN 1542-4715). *Library Media Connection* (LMC) provides over 1,500 reviews to books, software, videos, and online resources to guide purchase decisions.
- **School Library Journal:** published twelve times a year by Media Source Inc. (1954-; ISSN 0362-8930). *School Library Journal* (SLJ) is a primary resource for reviews of juvenile materials including books, audiovisual material, and electronic resources.
- **Voice of Youth Advocates or VOYA:** published bi-monthly April through February by E. L. Kurdyla Publishing (1978-; ISSN 0160-4201). *VOYA* annually publishes more than 2,200 reviews of young adult literature, and it is the leading library journal dedicated to the needs of young adult librarians, the advocacy of young adults, and the promotion of young adult literature and reading. Online exclusive reviews appear on VOYA's website, <http://www.voya.com>.

## Bibliographies of Juvenile Resources

Bibliographies are useful collection development tools and can provide a benchmark for evaluating or maintaining a current juvenile collection. These resources can also be useful when developing a core juvenile collection. Timely access to the latest bibliography of juvenile resources can present a challenge, because by the time a bibliography appears in print format, the resources may be dated. The academic librarian will need to critically appraise sources to determine if they provide the best resources for their patrons. While some of these are available in print format, electronic access is becoming a trend.

- *A to Zoo: Subject Access to Children's Picture Books* (Libraries Unlimited)
- *Best Books for Children* (Libraries Unlimited)
- *Best Books for Middle School and Junior High Readers, Grades 6-9* (Libraries Unlimited)
- *Best Books for High School Readers, grades 9-12* (Libraries Unlimited)
- *Best Books for Boys* (Libraries Unlimited)
- *Best New Media, K-12* (Libraries Unlimited)
- *Beyond Picture Books* (Libraries Unlimited)
- *Children's Core Collection* (Salem Press; print and online subscription)
- *Middle and Junior High Core Collection* (Salem Press; print and online subscription)
- *Senior High Core Collection* (Salem Press; print and online subscription)

## Online Resources

There is a wealth of information on children's literature and children's authors in several of databases to which academic libraries subscribe. Some of these databases are electronic equivalents to print publications of the same name.

- *BooksInPrint.com*<sup>TM</sup> (R. R. Bowker): The electronic version of a traditional resource, this database provides easy searching with a variety of options and limiters. The resulting records provide bibliographic data, publisher information, reviews, author biography, variety of formats, and stock availability.
- *Children's Core Collection* (EBSCO Publishing): This database features a selected collection of children's books for preschool readers through sixth grade. Fiction and nonfiction works, story collections, picture books and magazines recommended for readers are included. Professional literature for the librarian—both periodicals and books—is also covered. The records provide bibliographic data with annotations and citations to related reviews.
- *Children's Literature Comprehensive Database* (Children's Literature Comprehensive Database Company): A subscription database providing a treasure trove of information about children's books and their authors, it features many search options and limiters including awards data, reading lists, best books, and subject headings. Review records are generally from 1993 to present. The records provide bibliographic data, biographical information on authors, annotations, lexile data, call numbers, links to MARC and WorldCat records, and more.
- *FirstSearch / WorldCat* (Online Computer Library Center—OCLC): Librarians should never forget the powerful tool they have in the OCLC *FirstSearch* database. The records for all varieties of juvenile materials can help selectors find the physical description of the item, the important bibliographic data, the various editions available, and which libraries have acquired them.

## ***Developing a Juvenile Literature Collection in an Academic Library***

- *Gale's Literary Index* (Gale Cengage Learning): A free index that provides quick and easy access to author and title listings from over 130 literature products from Gale and the imprints Charles Scribner's Sons, St. James Press, and Twayne Publishers. Searching by author, users will find a bibliography of works along with references to Gale publications that contain entries on the author. The bibliographies are especially helpful when researching a particular series or the author's works in general.
  - *Graphic Novels Core Collection* (EBSCO): A searchable database of nearly 2,000 recommended titles with descriptive and evaluative annotations plus the cover art of this popular literary format.
  - *Literature Resource Center* (Gale Cengage Learning): This source is a comprehensive and reliable online database that covers all types of literature, including juvenile titles. Search results include articles of literary criticism, biographical articles, reviews, and related news.
  - *Middle and Junior High Core Collection* (EBSCO): This searchable database of over 9,000 entries provides indispensable help with collection development and maintenance, curriculum support, readers' advisory and general reference for fiction and nonfiction materials suitable for use in grades five through nine. Entries provide complete bibliographic data, price, subject headings, a descriptive annotation, and evaluative quotations from a review when available.
  - *SB & F / Science Books & Films* (American Association for the Advancement of Science - AAAS): SB&F is an online global critical review journal devoted exclusively to print and non-print materials in all of the sciences for all age groups (K-college, teaching and general audience). Offered as an online-only format, SB&F offers thousands of book, DVD, website, and software package reviews, designed to help librarians efficiently navigate the modern information landscape.
  - *Senior High Core Collection* (EBSCO): A selective list of books recommended for young people in grades 9 through 12 that is invaluable for collection development and maintenance, reader's advisory and curriculum support. It contains more than 40,500 entries for fiction and nonfiction works, including listings of review sources and other aids for librarians. Entries provide complete bibliographic data, price, subject headings, a descriptive annotation, and evaluative quotations from a review when available.
- In addition to searching the subscription databases, academic librarians may also search free Internet websites for information about resources they are considering. However, it is important to use cautious judgment when reading reviews posted on the Internet. Some reviews are the products of paid reviewers from a newspaper or magazine. Others are posted by the general public and often lack accuracy and credibility. Frequently the reviews do not provide details, but state that the reader liked it or did not like it. Sometimes reviewers use the review process to express inappropriate opinions and bias. Nevertheless, online reviews can be of value for careful research of children's books and other materials. The following are examples of websites that can be helpful with selection.
- **Amazon.com:** The giant bookseller on the Web, Amazon.com has become one of the most successful online businesses in the world. Buyers can find all sorts of items beyond just books, e-books, and audiovisual materials. The reviews for items are heavily used and librarians are undoubtedly among the users who read them.

Although they can be helpful, it is important to be cautious since there is no sure way of identifying the reviewers to check for bias or to verify how well they really know the resource they are evaluating.

- **Barnesandnoble.com:** Still the leader in brick and mortar bookstores, Barnes and Noble provide online shopping with reviews similar to those of Amazon.com. It is not a bad idea to compare reviews for the same item from both websites along with any other bookstore chains who provide user reviews online. Librarians may also wish to search *barnesandnoblereview.com*. Unlike the reviews found at the Barnes and Noble online store, the Barnes and Noble Review is an online publication with credible reviewers. However, the bulk of the reviews do not pertain to children's literature and a review may not be available for many titles.
- **Goodreads.com:** Online social networks can also be informative about potential acquisitions. Goodreads is a reader's online network. Users may search for titles to find a summary, read others' reviews, rate the book themselves, and post their own reviews.
- **NYTimes.com:** The New York Times online website provides access to the newspaper's book reviews dating back to 1981. This is a very helpful resource since the reviewers are more qualified and carry more credibility than many reviewers online.

There are literally dozens of other websites with reviews for juvenile literature. One may simply search the title of the resource in a search engine and find a number of reviews in the results list. But it is still best to pick websites wisely and not depend on the results of a broad Internet search. In conclusion, librarians should start first with the information found in the databases and then proceed to the Internet for supplemental research.

## Awards

One resource essential to librarians selecting juvenile literature is the rather large group of awards, medals, and honors given each year for children's books and other juvenile materials. The awards are used by teachers as well as school and public librarians to select items that have been deemed as distinguished works in children's literature. Academic libraries collect titles from these lists because students and faculty will need them for course assignments, resource evaluation, and for use in instructional design projects.

Due to the large number of awards for children's books, selecting librarians need to remember that it neither necessary nor advisable to collect the winners of every award. As part of the collection development policy or plan, librarians should consult faculty who teach juvenile literature for their recommendations concerning which award winners should be acquired annually. Table 1 represents a sample list of significant awards and medals.

## Reading Lists

If the selecting librarian is new to the field of education, it is easy to forget about reading lists as helpful selection tool. Reading lists provide the titles that teachers are having students read. A list may be part of a reading program such as Accelerated Reader or it may be published by the state or by a local school district. It is recommended to search the websites of districts in the region near the college or university to find titles that teachers will be using in class. Selectors should also search for the reading lists from their state to see if the titles are part of the library collection.

## Peer Libraries

Another information resource for collecting juvenile literature is a comparison of the library collection to that of peer institutions. There are



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Table 1. Sample selection of awards and medals for juvenile literature

Name	Scope
Batchelder Award	Foreign language books translated and published in English
Boston Globe - Horn Book Award	Children's and Young Adults book; (Picture books, fiction, and poetry, nonfiction)
Caldecott Medal	Picture books
Carnegie Medal	Children's video productions
Coretta Scott King Award	African American authors and illustrators; diversity-related books
Geisel Award	Beginning readers books
Golden Kite Award	Children's books; awarded by peers
Great Graphic Novels for Teens	Top ten list produced annually by the Young Adult Library Services Association (YALSA)
Green Earth Award	Children's books on environmental issues
Newbery Medal	Children's chapter books
Odyssey Award	Audio-books for children
Printz Award	Young adult books
Pura Belpré Award	Latino/Latina authors; Latin culture books
Sibert Medal	Informational books for children
Wilder Award	Authors and illustrators with long-lasting contributions to children's literature

some important criteria to remember when determining which libraries should qualify as peers. The size of the institution along with the size of the programs in education and school librarianship is a primary consideration. Geography can also be a factor. It can be helpful to look first at peer libraries within the same state or region since reading lists and local interests (especially in regard to regional and local authors as well as cultural/historical materials) are more likely to be similar than those of institutions in other regions.

Though comparison can be instructive, selecting librarians need to use caution when researching the collections of peer libraries for collecting purposes. It is not uncommon for some librarians to select titles solely because certain peers have acquired them already. Whereas others do not acquire items owned by peers because they strive to build a more unique collection. In either case, it defeats the true purpose of building the collection to base decisions solely on what the peer institutions have or do not have. Comparison with peers

is but one data point among many to evaluate when making decisions. It can also be useful to note if a particular items is being acquired by a large number of academic libraries or by only very few. In these cases, the selector should consider what characteristics of the item may be influencing the decisions of other librarians in other places.

### Input from Stakeholders

Finally, one of the key resources for selecting new items is input from the stakeholders in the juvenile collection. At this point, academic librarians must use good communication skills and collegiality with the faculty of the college of education who teach courses that address the use of juvenile literature in schools. The liaison responsibilities require that librarians strive to maintain the best possible relationship with the both faculty and students so that the stakeholders know that they may have input into the acquisition of materials and that they feel comfortable and welcome in

maintaining a conversation about the collection with their library liaison.

It is also important to identify which faculty members are the primary experts on children's literature and its use in schools. These individuals can become the most treasured allies in developing a collection that effectively serves the institution as a whole. Of course, there may be additional experts from outside the college or university who are willing to provide helpful information. The assistance of knowledgeable people is of great value in the process of selecting and purchasing.

Of the resources outside of the college or university, the most significant may be the local and state school districts. In addition to the aforementioned reading lists, the resources used by the districts are important materials to be considered for collection. For example, the current textbooks and ancillary materials adopted by the schools are invaluable resources for any curriculum materials collection. Supplementary materials including audio-visual and online resources are also important items that will support the teacher education and school librarianship programs.

## **CURRENT ISSUES AND FUTURE TRENDS**

The charge of collecting juvenile literature accompanies a number of important issues that greatly affect juvenile collection development and management in academic libraries. The meager amount of published literature on juvenile collections in academic libraries does not aid in precisely identifying issues and trends which academic librarians may be encountering. Nonetheless, librarians managing juvenile collections should consider a number of important issues such as: (1) new developments in technology; (2) innovative methods of promoting juvenile collections in academic libraries; and (3) licensing and digital rights. Growing research interest in children's books should foster fresh ideas to facilitate col-

lection management and to expand the body of published literature.

## **New Technologies**

As with all other areas of librarianship, recent developments in technology are a driving force in the direction of the profession. As mentioned before, both children's monographs and serials are still predominantly found in print. However, with the growing popularity of e-books and portable wireless e-readers, consumers are beginning to switch their preference to electronic format. At present, the transition is occurring more rapidly in the public libraries where services are common that allow for downloading e-books directly to an e-reader. Academic libraries likely will follow this trend in the near future as more academic materials become available via these services (Tomlinson & Lynch-Brown, 2010).

Of equal significance is the development of newer instructional technologies. The current use of interactive electronic whiteboards for instruction in many K-12 classrooms is particularly important since this technology allows teachers to "add interest and depth to their lessons by accessing photographs, drawings, maps, video and audio clips and related sources of information" (Tomlinson & Lynch-Brown, 2010, p. 243). New compatible curriculum materials will find a vibrant market of consumers and compatible children's literature will undoubtedly appear as well. Indeed devices with interactive children's books have already been in the stores for several years. The librarian collecting juvenile literature will need to keep abreast of how these materials are being used in the schools and how they may be collected by the library for the students in teacher education.

## **Promoting the Juvenile Collection**

Another current issue is the effort to promote the juvenile collection to the general audience of library patrons. Even some users in the teacher

education programs may not be fully aware of the juvenile holdings and their location. Hirsch (2008) suggests traditional tactics such as direct communication with students and faculty in which the librarian promotes new acquisitions or makes announcements. She also encourages librarians to create displays and exhibits for which the “visual attractiveness of children’s literature is a wonderful asset to aid its promotion” (p. 14). On the other hand, new and creative ideas for promotion may increase both awareness of the collection and stakeholder input. Charnigo and Suther (2007), for example, describe an annual event called “Popcorn n’ Picture Books” in which a year’s worth of new acquisitions are promoted while students and faculty are invited to “sit back, relax and enjoy pizza and popcorn during an evening of readings, book browsing a preview of the year’s Andrew Carnegie Medal for Excellence in Children’s Video winner” (p. 24).

### **Licensing and Digital Rights Issues**

With the increased use of emerging technologies to enhance instruction in professional education programs, faculty and pre-service teacher education students have easier access to digital content and multimedia materials. Determining what is and is not permissible presents new challenges. While it has been acceptable practice to checkout a juvenile book and use it with K-12 students, does that same practice hold true for sharing an e-book? The management of digital rights presents issues for all collection managers, especially in regard to access and fair use. Digital copyright is an emerging international issue and one that has not been settled and standardized across national borders. The right for purchasers of digital media to migrate to modern formats and to conduct digital preservation is a technical issue best left to legal professionals. As legal issues surrounding digital rights evolve, collection managers must rely on counsel from the academy’s legal staff when appropriate.

Another issue relates to the technologies and strategies for controlling access and use of digital media. When acquiring digital media or digital content stored on vendors’ servers through a subscription, the question of enduring access is important to address. The individual library must determine how comfortable they feel about spending funds for access that is not granted in perpetuity. Academic librarians should be knowledgeable about current policies, practices, and issues related to the use of digital media.

Until licensing and digital rights issues are clarified in both law and commercial practice, juvenile collection managers may be at an advantage relative to their colleagues charged with managing traditional academic collections. The demand for digital juvenile content lags behind the demand for digital scholarly materials normally associated with academic libraries. Juvenile collection managers may be able to look to the experiences of the academic publishing industry as a foreshadowing of what is to come and learn from the experiences of their academic library colleagues.

### **SUMMARY AND CONCLUSION**

The information and guidelines of this chapter provide a basic foundation for academic librarians who are unfamiliar with managing juvenile collections and are newly assigned to the task. A clear understanding of the purpose for developing the collection and the nature of the wide range of materials is the essential starting point. It is highly recommended that collection managers begin educating themselves right away concerning all of the different types of juvenile materials and how they are used by the students and faculty in the professional programs. After acquiring a fundamental understanding of the nature and use of the materials, a collection development policy or plan should be drafted and reviewed at least once a year.

The evaluation of the collection is an ongoing process—it is what is occurring when librarians select items to fill specific needs. However, a more organized and formal measure of the collection is needed from time to time. It is also important to remember that portions of the collection should be evaluated each year for selection and de-selection purposes. The primary question to continue asking is whether or not the collection is currently meeting the needs of the related professional programs.

The selection tools and resources discussed in this chapter are but a sample to help one get started. The examples given are representative of the most influential and most frequently used tools at present. There are, however, more resources available and even more will come with time. The habit to avoid is to narrow one's focus on a handful of tools and not expand the resources, which one consults when selecting items. As mentioned before, the help of an experienced manager of juvenile collections is of very high value. The experts can help guide others in the art and science of using selection tools.

In conclusion, it is obvious that juvenile literature is a unique area of collection for academic libraries. It may provide equally unique issues and opportunities in collection management that collectors of other academic fields might not encounter, but as noted above, the importance of the use of juvenile literature in education along with the growing interest in it for academic research will work to preserve the ongoing presence of children's books and other related materials in the academy.

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## KEY TERMS AND DEFINITIONS

**Accelerated Reader:** A reading program produced by Renaissance Learning, Inc. In this program students select books at the appropriate

reading level, read them, and take quizzes on them. The students receive rapid feedback about their performance.

**Alphabet Books:** Picture books written to teach letter sounds to young children. Alphabet books typically provide each letter accompanied by selected words that begin with that letter. The pictures usually correspond to the sample words.

**Big Books:** Large editions of books that are designed so that a large number of children can see the words and pictures within a group or classroom setting.

**Board Books:** Books made for very small children that have few pages, all of which are made of thick firm paperboard.

**Chapter Books:** Books that are intended for readers between the ages of 7 and 10. They are divided into short chapters and may range in length typically between 50 and 150 pages.

**Controlled-Vocabulary Books:** Picture books for which the text is written using only words from selected basic vocabulary lists. Typically, the words are repeated several times within the text to help reinforce learning.

**Counting Books:** Picture books written to teach basic numbers to young children. Since the books are intended for very young readers, most cover the numbers 1 to 10.

**Curriculum Standards:** Statements that express the expected learning outcomes for students in specific grades or courses in schools.

**Digital Rights:** Legal rights, copyrights in particular, which address the permissions individuals may have to access and/or use digitized content available online or via other computerized communications systems.

**Graphic Novels:** A narrative work of literature presented in “sequential art” format similar to comics. Unlike comics, graphic novels are monographic works and not on-going episodic serials. Graphic novels may consist of multiple volumes.

**Picture Books:** Books for which the illustrations play an equally significant role as the text does in presenting the story to the reader.

**Toy Books:** Books that have features, which allow them to be manipulated as well as read. Examples include pop-up books or books with any movable features.

**Wordless Books:** Picture books that do not have any text, but the narrative is told only through illustrations.