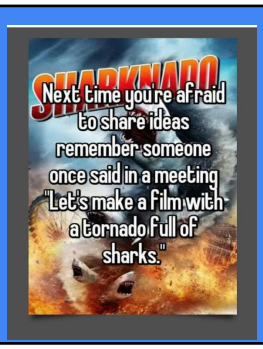
This Wyoming State Library production of “Weeding the School Library Collection” will start momentarily.




# Weeding the School Library Collection

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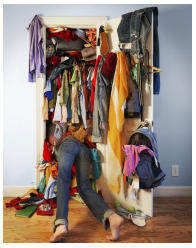
## Objectives

1. **What is weeding?** *Weeding defined.*
2. **Why do we need to weed?** *Purposes of removing items from collection.*
3. **Who does the weeding?** *Looking at which people do what jobs.*
4. **How do I weed?** *Steps for removing items from the collection.*
5. **When do I weed?** *Finding the right time for the task. Or not the right time.*
6. **I weeded, now what?** *Finding a place for your weeded items.*

## Neat or not? Accessible or not?

## When your closet gets too full…



## How it looks in a library…

## Challenges to Weeding

Weeding is a way to freshen up your collection and make sure that only relevant, appealing materials remain.

Challenges to weeding:

- **Time**: among the other responsibilities of a school librarian, weeding is the Least fun and potentially the most troublesome.
- **Assistance**: Weeding can be overwhelming when doing it alone.
- **Subjectivity**: "How can we possibly get rid of these books? I selected them!" or "I loved these books growing up!" or "these cost a lot of money!" Or.....
- **Perceptions**: Many people think that getting rid of any materials is wasteful or wrong.

## What Weeding is NOT

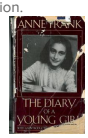
"Weeding is not an excuse for purging the collection of material, ideas, aesthetics, or even technology with which you disagree. Deselection is a very different process from censorship. Deselection asks the questions: 'Would I add this item to the collection today?' Censorship asks: 'How can I rid the collection of this item?'"

-Francisca Goldsmith, *Crash Course in Weeding Library Collections* (2016)

## What is Weeding?

Weeding (deselection) is the maintenance part of the collection development cycle. It is the systematic selecting of materials based on criteria and permanently removing them from the collection.

*Even if the content is good, most kids will just see the outdated cover and pass it by.*




*An important classic in a middle or high school, but needs to be replaced.*

*I grew up reading this series...today's kids favor other series'.*

Book covers retrieved from Awful Library Books http://awfullibrarybooks.net/

## Why do we need to weed?

**Weeding helps to:**

- Keep the collection relevant to the community the library serves.
- Reduce overcrowding.
- Make it easier for students and teachers to find what they are looking for.
- Make space for new items.
- Ensure the library has current, accurate materials.
- Keep the collection fresh and appealing.

## Who does the weeding?

- Weeding is done by those working in the library. Typically, the certified school librarian or district librarian will have the final say to keep or weed, but library assistants can pull books for the librarian to look through. This can be especially helpful if the school librarian manages libraries at more than one building.
- If the school libraries is not staffed by a certified school librarian, the person in charge of the library is responsible for the task.
- People who are aware of the criteria, the curriculum, and teacher/students needs are the best people to do the weeding.

## How do I weed?

1. The first step is to **consult your district's selection/deselection policy**. Talk to your principal if you do not know where this is located. This is an extremely important step! If there is no policy consider writing one. Many books are available that can help, or talk with another librarian about it.

2. Library Management Systems like Follett offer a "Collection Analysis" option. This is a helpful way to look over the collection and see details about items, including age and quantity of titles.

## How do I weed (cont.)

3. Several weeding methods have been developed, and choosing one is often difficult. Most librarians I know use a combination of methods. These are two of the most popular methods, (though *Library Girl* Jennifer LaGarde proposes using the F.R.E.S.H. method. You can find the link on the resources slide):

- CREW
- MUSTIE

4. Heather Booth, in her article *Weeding Blind*, discusses the value of using more than one method. Her usual method was printing out a report on items that hadn't circulated. That is an important factor, but so is looking at the item and seeing its condition, as she discovered during one weeding session when the circ report was not available. Another caveat to simply looking at a printed report: sometimes it is worth the effort to promote an item that has not circulated in a while.

## CREW Method

Continuous
Review
Evaluation and
Weeding

This is part of a collection development process than a method. It can incorporate other methods, like MUSTIE. The CREW manual has a lot of great weeding tips. More information can be found on the resources slide.

## How do I weed: CREW Formula

Retrieved from *CREW: A Weeding Manual for Modern Libraries*
www.tsl.state.tx.us/ld/pubs/crew/index.html

3/X/MUSTIE

Number of years since item's copyright date
How long it has been since last checkout
MUSTIE method

*Overview Chart of CREW Formulas*

| Dewey Class | CREW Formula |
|---|---|
| 000 | |
| 004 | 2/3/MUSTIE |
| 005 | 3/3/MUSTIE |
| 020 | 10/3/MUSTIE |
| 030 | 3/3/MUSTIE |
| Other 000s | 5/3/MUSTIE |
| 100 | |
| 101 | 10/3/MUSTIE |
| 137 | 10/3/MUSTIE |
| 150 | 10/3/MUSTIE |
| 155 | 10/3/MUSTIE |
| 170 | 10/3/MUSTIE |
| 200 | |
| 292 | 10/3/MUSTIE or 5/3/MUSTIE |
| 290 | |
| 220 | 3/3/MUSTIE |
| 230 | 3/3/MUSTIE |
| 231 | 5/3/MUSTIE |
| 232 | 3/3/MUSTIE |
| 240 | 5/3/MUSTIE |
| 250 | 5/3/MUSTIE |
| 260 | 5/3/MUSTIE |
| 270 | 10/3/MUSTIE |
| 291 - 294 | 10/3/MUSTIE |
| 296 | 5/3/MUSTIE |
| 298 | 3/3/MUSTIE |
| 300 | 10/3/MUSTIE |
| 306 | |
| 307 | 10/3/MUSTIE |
| 310 | 10/3/MUSTIE |
| 320 | 5/3/MUSTIE |
| 330 | 3/3/MUSTIE |
| 340 | 5/3/MUSTIE |
| 370 | 7/3/MUSTIE |
| 380 | 10/3/MUSTIE |

| Dewey Class | CREW Formula |
|---|---|
| 610 | 3/3/MUSTIE |
| 615 | 5/3/MUSTIE |
| 630 | 3/3/MUSTIE |
| 635 | 10/3/MUSTIE |
| 636 | 3/3/MUSTIE |
| 640 | 5/3/MUSTIE |
| 649 | 5/3/MUSTIE |
| 650 | 3/3/MUSTIE |
| 658 | 10/3/MUSTIE |
| 700 | |
| 709 | 5/3/MUSTIE |
| 720 | 5/3/MUSTIE |
| 727 | 5/3/MUSTIE |
| 740 | 3/3/MUSTIE |
| 770 | 3/3/MUSTIE |
| 780 | 10/3/MUSTIE |
| 782 - 792 | 10/3/MUSTIE |
| 800 | |
| 808 | 3/3/MUSTIE |
| 810 | |
| 813 | 3/3/MUSTIE |
| Personal Travel 910 | 3/3/MUSTIE |
| 920 - 999 | 10/3/MUSTIE |
| ALL 920 s | 3/3/MUSTIE |
| F (Fiction) | 3/3/MUSTIE |
| Graphic Novels | X/5/MUSTIE |
| E (Easy Readers/ Picture Books) | X/3/MUSTIE |
| JF (Juvenile Fiction) | X/3/MUSTIE |
| YA Fiction (Teen Fiction) | 3/3/MUSTIE |
| J and YA Non-fiction | Use adult criteria (and review children's general criteria) |
| Periodicals/ Newspapers | 3/X/X |
| Government Documents | 3/X/X |
| Local History | X/X/X |
| Reserve | WORST |
| Film Formats | 2/1/WORST |
| Audio Formats | X/3/X |

# MUSTIE

**M**isleading information is contained in the book
**U**gly enough, or soiled enough that students will not use it
**S**uperseded information and a newer edition needs to be purchased
**T**rivial contribution to the collection and/or low quality
**I**rrelevant to the curriculum or community interests
**E**lsewhere- this item or information can be found easily elsewhere

**Weeding Checklist**

- ❑ How often has it been used in the last three years?
- ❑ Is it in poor physical condition?
- ❑ Does it contain inaccurate, outdated information?
- ❑ Is the tone condescending or biased?
- ❑ Does it promote stereotypes (gender, age, race, ethnic background, etc.)?
- ❑ Is the reading level appropriate for our students?
- ❑ Is it relevant to the curriculum?
- ❑ Is the format appropriate?
- ❑ Is it useful to students and classroom teachers?
- ❑ Is there another copy?
- ❑ Is there a newer edition?
- ❑ Is the information available in other formats?
- ❑ Is the information or title available in other locations?
- ❑ Is the information unique in any way?
- ❑ Is it listed in any current core collections, indexes, or recommended lists?
- ❑ Is it of local or regional interest?
- ❑ Is it an award winner or a classic?

From *Less is More: A Practical Guide to Weeding School Library Collections* (2006) by Donna J. Baumbach and Linda L. Miller

# How do I weed: Procedures

Procedures:

- Remove item from shelf or space
- Remove the catalog entry
- Remove library identification marks: barcodes, property stamps (cover with marker), etc.
- Stamp or write 'DISCARD' in the book

## When do I weed?

- Routinely for a set amount of time
- Annually
- Whenever there is a spare moment (not ideal!)

Done on a regular basis weeding will not be overwhelming. Some librarians choose to do one section at a time. This eliminates a lot of stress, plus there is a sense of completion after each section, which can help keep morale up. Nonetheless, you will need to find what works for you based on your situation and schedule.

## What do I do with weeded items?

- Have a book sale
- Recycle
- Upcycle: depending on the type, books can be used in artwork, black-out poetry, collages, and more.
- Donate to organizations like Operation Book or local organizations. The Resources slide list other organizations that accept or even buy discards.
- Throw away: Some items just need to be thrown out. Perhaps they are too ragged and disgusting to handle, or the information they contain is no longer accurate. In that case, to allow it to be used would be disseminating misinformation and that is anathema to librarianship.

## Review

1. Weeding defined.
2. Purposes of removing items from collection.
3. Looking at which people do what jobs.
4. Steps for removing items from the collection.
5. Finding the right time for the task. Or not the right time.
6. Finding a place for your weeded items.

# Resources

FOR WEEDING

Collection Maintenance, Section 4-Self-paced tutorial on basics of weeding from Idaho Commission for Libraries
http://libraries.idaho.gov/files/able/able4/player.html

*Crash Course in Weeding Library Collections* (2016) by Francisca Goldsmith (avail. at WSL)

*CREW: A Weeding Manual For Modern Libraries* (ed. 2012). Available online at: www.tsl.state.tx.us/ld/pubs/crew/index.html

*Crying Over Spilled Milk* article by Gail Dickinson http://bit.ly/1eRJisw

*Less is More: A Practical Guide to Weeding School Library Collections* by Donna J. Baumbach and Linda L. Miller (avail. at WSL)

Library Girl's Take on Weeding-F.R.E.S.H.
http://www.librarygirl.net/2013/10/keeping-your-library-collection.html

*Weeding Blind* by Heather Booth
www.teenlibrariantoolbox.com/2016/01/weeding-blind/

*Weeding the School Library: A Counterpart to Selection* pamphlet by California Dept. of Ed http://bit.ly/1ZJJvFp

FOR RECYCLING/UPCYCLING

Better World Books: www.betterworldbooks.com

Book Prospector: www.bookprospector.com

Discover Books: www.discoverbooks.com

Operation Paperback: www.operationpaperback.com

*Wait! Don't get rid of that...Giving is good! A profile of needs and guide to giving library material to the Wyoming State Institution Libraries* by Wyoming State Library http://will.state.wy.us/ldo/GivingIsGood.pdf

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Find the recording and link to slides at **wyominglibraries.org**