



### Dewey or Don't We: Transitioning to a Deweyless Library

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Director for Anythink Libraries

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St. Vrain Valley School District

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### Transfer (Big Picture Ideas)

- Recognize that there are many different types of valid ways to organize a library collection.
- Have an understanding that a 'customer-first' mentality keeps a business thriving.
- Think beyond 'business-as-usual' in order to survive and thrive.

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### Understandings

- Identify potential strategies and partners in helping to transition part or all of their library collection to a "Bookstore Model" and the many ways that can look
- Understand how this model has benefitted end users such as K-12 students and public library patrons.

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### Benefits

- What are the benefits you foresee in transitioning to this model?

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### Challenges

- What are some challenges you see in transitioning?

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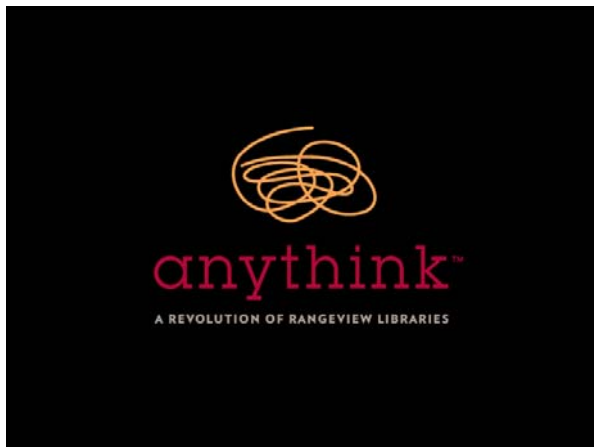
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### WHY WE DROPPED DEWEY

- What are some of the reasons your library is considering dropping Dewey?




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### WHY WE DROPPED DEWEY

- Eliminate barriers
  - Dewey was intimidating
  - Dewey was a 'secret' code
  - Dewey was constraining




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### WHY WE DROPPED DEWEY

- Experience model
  - Focus on customer experience
  - Connections over control
  - Staff flexibility




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## WHY WE DROPPED DEWEY

- Browsability
  - Self-service
  - Better merchandising
  - Encounter vs. search




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## WHY WE DROPPED DEWEY

- Symbolic
  - The Anythink brand
  - Welcoming spaces
  - Information as experience
  - Customer-driven




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## THE PROCESS – STEP ONE

- Identify categories

CKB070000	COOKING / Methods / Quick & Easy
CKB110000	COOKING / Methods / Raw Food
CKB109000	COOKING / Methods / Slow Cooking
CKB081000	COOKING / Methods / Special Appliances
CKB089000	COOKING / Methods / Wok
CKB117000	COOKING / Pet Food *
CKB071000	COOKING / Reference
CKB031000	COOKING / Regional & Ethnic / General
CKB001000	COOKING / Regional & Ethnic / African
CKB002000	COOKING / Regional & Ethnic / American / General
CKB002010	COOKING / Regional & Ethnic / American / California Style
CKB002020	COOKING / Regional & Ethnic / American / Middle Atlantic States

from <http://www.bisg.org/what-we-do/0-136-bisac-subject-headings-list-major-subjects.php>




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## THE PROCESS – STEP ONE

- Category criteria
  - Size (number of items)
  - Community relevance
  - Community interest
  - Exists in BISAC Subject Headings list




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## THE PROCESS – STEP ONE

BISAC	Call # Line 1	BISAC 2	Call # Line 2	BISAC 3	Call # Line 3	Call # Line 4	Collection Code	Item Type
Agriculture	FARMING							
Antiques and Collectibles	ANTIQU						aanti	x
Architecture	ARCHITEC						aarch	x
Art	ART						aart	x
	ART	History	HISTORY				aart	x
	ART	Drawing	DRAWING				aart	x
	ART	Techniques	TECHNIQ				aart	x
	ART	Performance	PERFORM				aart	x
	ART	Photography	PHOTOG				aart	x
Biography and Autobiography	BIOGRAPH					Last name of Subject (Collective biography by first significant word of title)	abio	x




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## THE PROCESS – STEP ONE

- How would you break down science materials at your library?




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## THE PROCESS – STEP TWO

- Reclassify the collection
- Behind the scenes
- Batch change by Dewey class
- Do the 'potpourri' one-by-one




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## THE PROCESS – STEP THREE

- Create a map
- Pull shelf list
- Relabel
- Reshelve

Holidays	Government	Business	Home	He
	Careers	Home	Clothing	Craft
	Animals	Science	Garden	
	Animals			




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## UNEXPECTED BENEFITS

- Flexibility
- Collection analysis
- Co-browsing
- Merchandising
- Staff understanding




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### Are You Ready To Transform The Way You Think About Books?

- If the answer is no, maybe you should stick with Dewey a little while longer
- If the answer is yes, consider the following:
  - Connections between collections
  - A rock and a blade of grass
  - Where should I start

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### Reasons Why

- Decimals are not taught until 2<sup>nd</sup> half of 3<sup>rd</sup> grade- the Dewey Decimal System requires mastery of this in order to use it.
- Some libraries do not allow younger readers into the nonfiction section for that reason.
- 96 % Kinders observed at Red Hawk choose nonfiction over Picture Books. They were able to navigate the nonfiction section unaided by adults.
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### The Data

- Looking for changes in book selection habits
- Baseline statistics on all Erie Feeder System 4th graders
- Followed these same students as 5th graders when Red Hawk Elementary opened in 2010.
- Surveys
- Observations

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What Data Would Make An Impact on Your Principal, Superintendent?

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### Surveys and Observations

- Surveys of teachers and students confirm the library is easier to use than a traditional school library
- Students checking out a wider variety of books than they had previously
- Online catalog stations are only used when a specific title is needed
- This system promotes browsing
- Easily navigated by the youngest library users

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### Feeder Wide Statistics

- Baseline data of all 4<sup>th</sup> graders in the Erie Feeder System
- Book check out data collected on these same students as 5<sup>th</sup> graders and 6<sup>th</sup> graders
  - Empowered students
- Kindergarten & 1st grade easily able to navigate nonfiction- they routinely chose non fiction books over picture books. This is not typical of other elementary schools.
- Data shows that Black Rock and Erie Elementary students continued the same pattern of book check outs as 5<sup>th</sup> graders as they had as 4<sup>th</sup> graders.

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### Red Hawk Statistics

- 100% of Red Hawk 5<sup>th</sup> graders checked out a book in a new category
- This model motivates those students who evaded checking out books-A few 4<sup>th</sup> graders only checked out 1-2 books during the entire school year. Those same students as 5<sup>th</sup> graders at Red Hawk checked books out every week.
- Non fiction check outs doubled and in some cases tripled at Red Hawk.
- These same tendencies are carrying over as 6<sup>th</sup> graders at Erie Middle.
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### Benefits for Librarians

- Much more in touch with their collections
- Better able to guide students and staff to the right resources
- Less time needed to help students navigate a classification system, more time available to help students and staff with research questions

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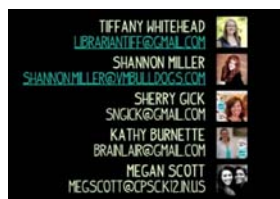
### Resources

November/December 2013 issue of Knowledge Quest:

<http://www.ala.org/aasl/kg/v42no2>

Ditching Dewey: Genreification in your library:

<http://www.ala.org/aasl/ecollab/ditching-dewey>




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## Resources

Red Hawk Elementary library scraps Dewey Decimal System for bookstore model  
[http://www.timescall.com/news/longmont-local-news/ci\\_18517432](http://www.timescall.com/news/longmont-local-news/ci_18517432)

Would your elementary library work better if you scrapped Dewey for the bookstore model?  
<http://blog.schoollibrarymedia.com/index.php/2011/07/23/would-your-elementary-library-work-better-if-you-scrapped-dewey-for-the-bookstore-model/>

St. Vrain Media Services Blog  
<http://blogs.stvrain.k12.co.us/mediaservices/>

Using the Bookstore Model of Classification on an Elementary School Library (SlideShare)  
<http://www.slideshare.net/svvsdlibraries/using-the-bookstoremodelofclassificationin3withlinks>

St. Vrain Valley School District secures copyright on new library classification system  
[http://www.timescall.com/news/longmont-schools/ci\\_21002903/st-vrain-valley-school-district-secures-copyright-new71AD1D-Search-www.timescall.com-www.timescall.com](http://www.timescall.com/news/longmont-schools/ci_21002903/st-vrain-valley-school-district-secures-copyright-new71AD1D-Search-www.timescall.com-www.timescall.com)

## Resources

"The Dewey Dilemma" by Barbara Fister

<http://lj.libraryjournal.com/2010/05/public-services/the-dewey-dilemma>

Anythink Tank

<http://www.anythinklibraries.org/anythinktank>

BISG BISAC Subject Headings List

<http://www.bisg.org/what-we-do-0-136-bisac-subject-headings-list-major-subjects.php>

## Contact Information

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<https://www.facebook.com/pages/SVVS-Libraries/180902413910>
- Blog:  
<http://blogs.stvrain.k12.co.us/mediaservices/>



On the web:  
<http://cslinsession.cvlisites.org>



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