

Lisa A. McCracken. Children's Multicultural Fiction Titles and Their Presence in Public Middle School Libraries in Fairfax County, Virginia. A Master's Paper for the M.S. in L.S degree. August 2013. 50 pages. Advisor: Sandra Hughes-Hassell

Recent statistics indicate that many minority populations are not being well served by our educational system. Multicultural literature in school libraries can have a role in reversing this trend, through literature's role as counter-storytelling.

This study examines the library collection of public middle schools in Fairfax County, Virginia for the number of African American and Hispanic fiction titles relative to the entire fiction collection and how many ALA award titles each school holds compared to their ethnic population. All had some titles regardless of ethnic population and showed a trend toward more titles with a higher ethnic population. However, percent titles held was very low relative to percent population. Total ethnic award titles collected were also low indicating an underused resource.

#### Headings:

Children's Literature - Characters of Color

Coretta Scott King Award

Multiculturalism

Newbery Medal

Pura Belpré Award

School libraries – Collection development

CHILDREN'S MULTICULTURAL FICTION TITLES AND THEIR PRESENCE IN  
PUBLIC MIDDLE SCHOOL LIBRARIES IN FAIRFAX COUNTY, VIRGINIA

by  
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## Introduction

When children are not able to find themselves or their lives reflected in classroom literature, they are less engaged and interested in the reading process. Beyond that, the subtle message is that school is for someone else, not people like you.

- (Colby & Lyon, 2004, p. 26)

The importance of providing multicultural books and other resources in a collection is a key tenet of modern librarianship. Even monocultural communities benefit from these resources by increasing empathy and tolerance and preparing students for the global community in which they will need to live and work (Agosto, "The Cultured Word"). For multicultural communities, the benefit of these resources is even more striking. Studies have shown that many minority students have better recall and comprehension of texts when the imagery and content is consistent with their home culture (Bell and Clark; Agosto, "The Cultured Word"; Steffensen, Joag-Dev and Anderson; Erten and Razi). Considering that the most recent U.S. Department of Education data shows 51 percent of African American, 49 percent of Hispanic, and 53 percent of American Indian fourth grade students scored below basic in reading as compared to 22 percent of whites and 20 percent of Asian Americans, the needs of minority readers is a crucial one for the US educational system ("NAEP 2011").

Additionally multiple research studies have shown that many if not a majority of students' actual information needs are non-school related (Agosto and Hughes-Hassell, 1395). From lifestyle to relationships, extracurricular activities and part time jobs these information needs are more in line with Robert J. Havighurst's developmental tasks of

adolescence than the average school curriculum. Havighurst's developmental tasks emphasize the essential adolescent quest of exploring and forming all the aspects of identity (Havignurst). For teens with any type of experience outside the dominant culture, exploring these issues will be integral to forming their identity. With the pressure on rigid standards and to teach to the test growing, the school library might be the only place some students have to freely explore their own interests and essential personal growth.

The fact that the American school system does not seem to be serving certain segments of the population is even more concerning considering that ethnic "minorities" are quickly becoming the majority of Americans. For instance, the latest US census reports "More than half of the growth in the total population of the United States between 2000 and 2010 was due to the increase in the Hispanic population" (Ennis, Rios-Vargas, and Albert 2). It is important for public schools in particular to get in front of this trend. Beyond our basic responsibility to educate our citizens, schools have additional opportunities. The census bureau has already reported in May 2012 that there is a majority "minority" among children under one. The non-white population under one is 50.4% compared to 36.6% of the general population ("Most Children Younger Than Age 1 Are Minorities"). Schools will be some of the first places that will need to deal with this minority majority.

The rapid changes in demographics pose additional challenges and opportunities for a library collection. In communities in transition it may take time for new populations to integrate into positions as teachers, coaches and principals to serve as role models and mentors to students. Curriculums and instructional materials can sometimes take a long time to change due to inertia and lengthy approval processes. School library collections

could serve a key role as a relatively quick way to integrate resources for evolving or transitioning communities. Fiction can provide familiar stories and languages to serve as transitional texts as well as examples of others who have handled similar transitions.

In MLS programs and internationally in library and education literature, multicultural teaching and collection development are emphasized as key to a successful school library program. However, little research has looked at exactly how well libraries are creating library collections that reflect the demographic makeup of the community. This study seeks to fill this gap. Specifically it addresses the following research questions: Do schools with higher African American and Hispanic populations have higher percentages of their fiction collections reflecting characters and stories relevant to their minority students? Do school library collections in monocultural communities reflect the diversity of the whole region, country or world and not just their own population? Do schools use American Library Association awards as collection development tools to select *quality* multicultural titles and not just quantity representations of these populations? How does their use of ethnic awards compare to use of a broader award such as the Newbery? If this research establishes that library multicultural collections are substantially low compared to demographic data, future research will be needed to examine what barriers stand in the way and what tools are available or could be created to address them.

Additionally, while there are many articles advocating for multicultural collections from public and school libraries around the world, (Steed; Eby) none have been found that make any recommendations as to acceptable quantities. What should be the acceptable quantities? Should they be matched to the school demographic

percentages, the county, country or world? There is probably no one answer to this and all of these factors should be taken into consideration. While quotas have their own problems such as the potential to value quantity over quality, could the complete lack of any discussion regarding quantity lead to libraries with *any* amount of multicultural books to believe they are meeting multicultural goals? Could quantity recommendations from the literature or a respected body such as ALA bring pressure to increase the funding needed to refresh holdings as the community changes? This study will establish baseline data on what quantities of ethnic titles are in collections now to support further studies along this line.

## **Literature Review**

### **1.1 Role of Multicultural Fiction in Personal Development**

Literature, fictional narrative, has been valued since storytelling began for education and personal growth. From classic myths and urban legends to historic epics, satire, and teen dramas we use fiction to pass on information, learn language and social skills, make sense of the world around us, try on new personas, share new experiences, and more. There is no question that literature has much to offer a developing mind. But how much does it matter what stories are told? Critical Race Theory (CRT) came from critical legal studies related to race and is now being used as a lens to see the challenges and potential solutions in a range of fields. CRT starts with the assumption that racism and racist experiences are not rare exceptions but “so enmeshed in the fabric of our social order it appears both normal and natural to people in this culture” (Ladson-Billings 11). A one size fits all approach to education from curriculum, instruction, assessment, and school funding makes the school setting particularly vulnerable to racial inequality

(Ladson-Billings 18). CRT has been used to illuminate many issues in education and librarianship in research literature, especially the importance and impact of multicultural literature (Hughes-Hassell, Barkley, and Koehler).

A key feature of CRT is the importance of storytelling to understand and influence racial realities. “For the critical race theorist, social reality is constructed by the formulation and the exchange of stories about individual situations” (Ladson-Billings and Tate 57). Storytelling is important in understanding the present reality of racism and the perspective of the dominant culture. Both as individuals and a society, the dominant culture uses stories to justify why they deserve the position and privileges they enjoy and often claim why the current situation really benefits everyone. “Thus oppression is rationalized, causing little self-examination by the oppressor” (Ladson-Billings 14). Even many of the narratives and laws of the civil rights movement have arguably benefited the white majority more than the minority the ‘story’ claims to help. Any person only exposed to stories that reflect this altered version of causality will be affected whether they believe them or not.

CRT also argues that storytelling has an important role in changing this reality. “Historically, storytelling has been a kind of medicine to heal the wounds of pain caused by racial oppression” (Ladson-Billings and Tate 57). Telling and hearing stories of personal experiences different from the dominant culture (“counter-storytelling” in CRT) is a form of “psychic self-preservation” (Ladson-Billings 13) for members of outgroups as well as a means for communicating the experience to the dominant culture. Considering the importance of these stories, the voice of minorities has not had the role it should in many important issues especially the field of education (Ladson-Billings 14).



Anecdotal stories by people first encountering literature that reflects their experiences are themselves powerful counter-stories that support the importance of this literature (Hughes-Hassell 213-214).

Research into concrete strategies for changing racist thoughts and practices supports the role of storytelling as proposed by CRT. A recent study compared 18 different methods theorized to reduce implicit prejudice. Some of the most effective strategies all involved “exposure to counterstereotypical exemplars” (Lai et. al. 42). For instance, subjects read fictional stories where the characters behaved differently than stereotypes would predict. When subjects were asked to imagine themselves in these scenarios, increasing involvement, this was also significant in reducing implicit prejudice. This sounds exactly like the traditional role of fiction, to explore a wider range of experiences than possible in real life. Furthermore, researchers reported “the most effective interventions leverage multiple strategies” (Lai et. al. 37). The longer, immersive experience of a novel offers the opportunity to use many of these strategies together.

## **1.2 Importance of Multicultural Fiction on Educational Measures**

Beyond supporting identity development and teaching empathy, one clear educational benefit of multicultural collection is the potential direct benefit on reading ability. Reading comprehension is not just a question of grammar and vocabulary. No written text is entirely free of context and a requirement for *some* prior knowledge. For true comprehension of a text, readers need to be able to integrate the text with their existing sociocultural knowledge. There are a number of papers supporting this greater reading fluency for culturally familiar texts across cultures such as India (Steffensen,

Joag-Dev, & Anderson), Turkey (Erten and Razi), and Hispanic and other bilingual populations (Agosto "The Cultured Word").

One example of research demonstrating this effect was Bell and Clark's 1998 study with African American school children. All 109 students were divided into three main groups with equal distribution of ages, reading ability and genders. Each group heard a different type of story 1) Black imagery with African American cultural theme content, 2) Black imagery with Euro-American cultural themed content or 3) Euro-American imagery and Euro-American cultural themed content. Two different stories were read. One to grade levels 1 and 2 and another to grade levels 3 and 4. At the end of listening to a cassette tape reading of the stories, students were asked four recollection and two comprehension questions.

Overall the findings indicated that the students had an easier time both recalling and comprehending information that was consistent with their home culture. The effect was even more pronounced in the third and fourth graders than the first and second graders. Significantly, "performance was relatively depressed for males at the third-fourth grade level who were exposed to the stories depicting white imagery" (Bell and Clark 471). Also interestingly, comprehension in male students was more affected by the type of imagery depicted, where for females it was more the themes of the stories that seemed to affect comprehension more. Both aspects are important for different students to be able to access this knowledge in different ways.

While all readers must eventually learn to read outside their sociocultural comfort zone, multicultural students can be at a greater disadvantage when progressing to different stages of learning requiring reading of more complex texts. If they are

struggling to translate both a new skill and a new culture at the same time, let alone a new language, these initial challenges could discourage students and lead them to believe that this is not a skill they are good at or will ever be good at. At every stage of reading, multicultural resources can be thought of as transitional texts for students progressing from picture books to chapter books to novels. Additionally, “motivation is a key determinant of reading success” (Hughes-Hassell, Barkley and Koehler). Some students have been living in a school environment that has so far failed to provide them with any texts or activities that *demonstrate* that reading has use and relevance in their lives. Having texts in our libraries and schools that reach out to our students where they are is crucial to bringing them back and fostering a desire to learn.

### **1.3 Role of the School Library in Adolescent Development**

“The mission of the school library program is to ensure that students and staff are effective users of ideas and information. The school librarian empowers students to be critical thinkers, enthusiastic readers, skillful researchers, and ethical users of information...”

- American Association of School Librarians (AASL)  
Empowering Learners: Guidelines for School Library Programs

The school library has had a changing role over the years. The current mission statement outlined above can be interpreted a number of different ways. Especially in the era of high stakes testing and dwindling funds and staff, the school library’s role can often be restricted to only the ideas and information necessary to meet immediate educational goals. While this is a critical contribution of school libraries, there is strong evidence for the need of a wider role. In *Access to Resources and Services in the School Library Media Program: An Interpretation of the Library Bill of Rights*, the American Library Association goes into more detail about how the Library Bill of Rights ideally

should play out in a school library, including the important role of the library as a leader in intellectual freedom. The document specifies that “[library] resources include materials that support the intellectual growth, personal development, individual interests, and recreational needs of students.” Further recommendations that “School library media specialists [should] resist efforts by individuals or groups to define what is appropriate for all students or teachers to read, view, hear, or access via electronic means” lends weight to the professional responsibility school librarians have to make sure library resources serve the entire range of students’ information needs, many if not most of which are non-school related.

Robert J. Havighurst described eleven developmental tasks of adolescence in his classic work *Developmental Tasks and Education*. Most of these key tasks necessary to becoming a healthy, productive member of society would not be covered by educational testing. Tasks such as developing a personal sense of identity, stable and productive peer relationships, a personal value system and learning to manage a new physical and sexual identity are all areas where fiction reading can make a substantial contribution. For teens with a racial or ethnic background outside of the dominant culture, exploring this aspect of their heritage is much more likely to be integral to developing a personal sense of identity than with white teens (B. Tatum). They live in a world where people are using that fact to identify and judge them. Teens will need to process for themselves what this means for them. Literature can be an important tool to explore this portion of their identity and what others in their situation have experienced.

## 1.4 Role of Book Awards in Collection Development

One important factor to consider in multicultural collection development is the shortage of *any* published works in this field, let alone quality ones. The Cooperative Children's Book Center at the School of Education of the University of Wisconsin-Madison receives copies of trade books published each year by the major publishers as well as many minor ones and has been tracking the number of multicultural books published for over 25 years. "The news in terms of sheer numbers continues to be discouraging: the total number of books about people of color—regardless of quality, regardless of accuracy or authenticity—was less than eight percent of the total number of titles we received" (Horning, Lindgren, and Schliesman). Looking at the holdings of award winning titles can be a spot check not just for quality but to see if a library with a low percentage of ethnic titles has simply exhausted the market. Comparing the use of ethnic book awards to a more general and well known award such as the Newbery can help give a better picture of if or how these awards are being used.

Surface inclusion of diverse characters and situations in the library collection is a shallow first step. Quality texts are needed and book awards by respected organizations can be a good start to finding them. Ideally we should be aiming for what Alfred Tatum calls "enabling texts" in his book *Reading for their Life* about how schools can do better at serving the reading needs of African-American adolescent males. He described four characteristics that students found significant and meaningful that we should aim at for all our students.

1. The texts promoted a healthy psyche.
2. They reflect an awareness of the real world,
3. They focus on the collective struggle of African Americans.

4. They serve as a road map for being, doing, thinking, and acting.  
(A. Tatum 76)

Many book awards of all types have their roots in advocating for better collection development and publishing practices. Over time, ethnic awards have seen “maybe we needed this in the bad old days but not anymore” debates similar to the current Supreme Court battles over affirmative action (Aronson; Pinkney). However the fact remains that minority authors, illustrators and stories remain a tiny fraction of the publishing world, especially when compared to national demographics. These awards remain an important collection development tool for librarians and teachers. The American Library Association sponsors three literary awards that are often used by librarians in collection development. These include the Coretta Scott King Award, the Pura Belpre Medal, and the John Newbery Medal.

### **Coretta Scott King Award**

“The genesis of the Coretta Scott King Award was an observation: During ALA Conference, two librarians, Glyndon Flynt Greer from New Jersey and Mabel McKissick from Connecticut, met by chance at the booth of book publisher John Carroll. In the course of conversation, both women reflected on the fact that throughout the history of the Newbery and Caldecott awards, no work by an ethnic minority author or illustrator had ever been selected. The year was 1967! It is reported that John Carroll, hearing the conversation, remarked, “Why don’t you ladies do something about it?” So began the history of the Coretta Scott King Award.”

- The Coretta Scott King Award: A Thirty Year Perspective (Smith 1)

The Coretta Scott King Book Awards are given annually to African American authors and illustrators for children’s and young adult books that “demonstrate an appreciation of African American culture and universal human values” (Hawkins). The award was first given in 1969 for writing and has grown to include several categories including illustration, an award for recognizing new talent and a lifetime achievement

award that can be bestowed on an author, illustrator or practitioner using African American literature to engage children and young adults. Even Marc Aronson who argued against a current need for ethnic awards acknowledged that when the award was first started “it was probably necessary to force publishers, reviewers, and librarians to see how talented black artists and authors were....creatin[ing] a sales channel that previously had not existed” (272).

### **Pura Belpré Medal**

The Pura Belpré medal is named after the first Latina children’s librarian in the New York City Public Library system. She was well known as a puppeteer, storyteller, author and radio personality bringing traditional Puerto Rican stories to her patrons and a wider audience. Trevino’s history of the award and recipients, *The Pura Belpré Awards: Celebrating Latino Authors and Illustrators*, tells the story of how librarians struggling to find books and resources that reflected Latino faces, language and experiences proposed an award to encourage authors, illustrators and publishers in these areas. It is co-sponsored by the Association for Library Service to Children (ALSC), a division of the American Library Association (ALA), and the National Association to Promote Library and Information Services to Latinos and the Spanish-Speaking (REFORMA), an ALA affiliate.

The Pura Belpré medal is the newest book award examined in this study. The first award was given in 1996 and only biennially until 2008. It is now an annual award to “recognize outstanding original works written or illustrated by a Latino/Latina author or illustrator that portray, affirm, and celebrate the Latino/Latina cultural experience.” (“The

Pura Belpré Award Committee Manual”) The relative newness of the award and small number of recipients could mean this award is not as well known or used by librarians.

### **Newbery Medal**

The Newbery Medal is regarded as the first children’s book award in the world.

Founded in 1922, the initial purpose of the award was described as:

"To encourage original creative work in the field of books for children. To emphasize to the public that contributions to the literature for children deserve similar recognition to poetry, plays, or novels. To give those librarians, who make it their life work to serve children's reading interests, an opportunity to encourage good writing in this field."

- “The John Newbery Medal” Association for Library Service to Children

Each year there is one winner and one to five “honor” books. Unlike the Coretta Scott King and Pura Belpré awards, there are not separate categories for illustrators or lifetime achievement awards. These accomplishments are recognized separately by other awards such as the Caldecott for illustration. While theoretically both fiction and nonfiction books are eligible for all three awards the Newbery so seldom recognizes nonfiction that a separate award for information texts, the Robert F. Sibert Informational Book Award, was created in 2001.



## **Methodology**

### **2.1 School and Ethnicity Selection**

This study focused on the library collections of middle schools in Fairfax County, Virginia. Fairfax county is a suburb of Washington DC, geographically compact (395 square miles) but with a dense (1,096,798 people in 2011) and diverse population. Historical data over the last 20 years shows that, like many places in the county, the demographics are changing significantly over time. From 1990 to 2010 U.S. Census figures show a decrease from 81.3% to 62.7% in persons checking “white” only on the census form. With 37.3% of the population identifying as a person of color, 15.6% Hispanic and 44% of elementary students speaking a language other than English at home with more than 100 different languages represented in the county. The population of students having significant ties to a culture other than the dominant American Anglo-European one is approaching a majority (County of Fairfax, Virginia “Languages Spoken at Home”; “Economic and Demographic Information”).

While each school purchases their own books and many schools do write their own collection development policy there are county wide policies that need to be incorporated. County policies for both school library and instructional materials do make mention of collecting for diversity but do not specify any standards or sources for specific details on how to do so. Regulation 3013, “School Library Collection Development” states “The collection should support the diverse interests, needs, and viewpoints of the school community” (1). Library materials selected should be “taking into consideration diverse interests, abilities, backgrounds, reading levels, maturity levels, native languages, and students’ extracurricular interests” (2). According to FCPS policy, library materials

are not technically considered instructional materials for the classroom without going through an approval process. However the School Library Collection Development Regulation does instruct readers to also see Regulation 3011, “Treatment of Women and Minority Groups in Instructional Materials,” implying that these guidelines should be taken into consideration when selecting library materials. Regulation 3011 on minority groups does give slightly more detail about how to achieve diversity goals. For instance it is suggested that materials “show men, women and members of minority groups in roles of equivalent status and leadership positions” (1). Selectors should also avoid materials that “Depict outmoded roles and/or behavior patterns” (2). Most importantly for this study, Regulation 3011 specifically instructs to avoid materials that “Demonstrate gender bias and/or minority stereotyping by omission” (2).

The Fairfax County Public Schools’ “Report of Student Membership by Ethnicity, Race and Gender” was examined to collect demographic information on middle schools in the county (13). Only middle schools that contained grades 7-8 were examined; the few schools that were grades 6-8, combined with secondary schools or other specialized facilities were excluded leaving 20 middle school libraries. See Appendix A for a table of demographics for the schools studied. While one county might seem like a small sample, the population density and ethnic diversity found in such a small geographic region provided a fascinating picture.

Fairfax County schools track seven broad categories of ethnic demographics: American Indian/Alaska Native, Asian, Black/African American, Hispanic/Latino-Any Race, Native Hawaiian/Other Pacific Islander, Two or More Races and White. While “multicultural” can and should have a number of definitions much wider than race and

ethnicity including religion, economics, gender, sexual orientation, age and abilities considered outside the dominant culture, this study focused on two of the most studied ethnic categories, Black/African American and Hispanic/Latino-Any Race. These are two groups that have had significant research and publications available on them and are often covered in the popular press as well so it could be expected that librarians are aware of the need to collect for those populations. The Hispanic community for this county is a relatively new and fast growing one compared to the African American community (FCPS “Report of Student Membership” 5).

## **2.2 Subject Heading Sample and Search**

The county uses Library of Congress cataloging terms to describe its holdings. For this study, cataloging terms were first browsed to find appropriate terms and patterns of terms to construct a query to search for fiction titles about African American and Hispanic characters. All cataloging is done centrally by a small staff and while some changes can be made by school librarians, catalog subject headings are impossible to change from the typical school librarian workstation. A request would need to be made to the cataloging department and the change would be reflected county-wide. The county also uses a single catalog system and interface for all schools, controlling for any difference in search strategies or results.

There are a few factors that may contribute to over reporting of titles. There is less consistency in how audio books are cataloged. Since there can be multiple versions or formats, they often show up as multiple records instead of one record showing multiple copies. Copies of the title in languages other than English also show up as separate records.

Both of these catalog searches lump together incredibly diverse populations. From rural to urban and region and country of origin, members of these groups have as diverse needs and interests as any population of students. The searches done in this study are extremely rough tools to find clues as to how librarians might be collecting for their particular populations. As many relevant terms as possible were included in a single query to control for titles that might have more than one catalog term attached to them. Catalog terms for African American subjects seemed very consistent so a relatively simple query could be used: (African American\$) SAME fiction. For the Hispanic title search, catalog items were more complicated and items needed to be included from the different countries. To keep the query short enough to accommodate field limits, catalog terms for all Spanish speaking areas in the Americas were browsed first to see which ones had any holdings in middle schools. Several countries did not have any fiction titles cataloged.

((Brazilian OR Chilean OR Argentine OR Costa Rican OR Salvadoran OR Panamanian OR Dominican OR Honduran OR Mexican OR Cuban OR Hispanic) SAME American\$) SAME Fiction  
 OR  
 ((Argentines OR Salvadorans OR Mexicans OR Cubans) SAME United States) SAME Fiction  
 OR  
 (Mexicans OR Puerto Ricans) SAME Fiction

For the Hispanic title search there were also a few search terms with a very small number of books that could not be incorporated into the main query and those were added to the totals manually after first checking that the titles they covered did not have any additional catalog terms that would have included them in the first search.

Once the queries were generated, the catalog for each middle school was searched to see how many total fiction titles about African American or Hispanic characters a

school library carried. The total number of fiction titles held by each school was also collected. The percentage of books for a particular ethnicity was compared to the percentage of that ethnicity present in the student population. This measurement only documented the quantity of ethnic titles. To sample the quality of these titles, the number of ALA awards titles held at each school was collected as well.

### **2.3 Award Fiction Title Sample and Search**

Middle school is a key time in students' identity development, including racial identity. Social grouping by race often begins around sixth or seventh grade (B. Tatum 52). Middle schools were also chosen as the focus of this study because of the practical necessity to find the most comparable book awards for an age range to use as a spot check for quality titles. Initially high schools were proposed for examination but while the ALA has the Michael A. Printz award specifically for young adult books, most of the titles in the list of Coretta Scott King and Pura Belpré award winners are not aimed at the high school age group. With a greater number of Coretta Scott King and Pura Belpré award winning books aimed at middle school grades, a better comparison award to use as a benchmark if schools are using ALA awards at all for collection development was thought to be the Newbery award. Since all three awards are sponsored by the same organization and winners are announced at the same time this might make it more likely that librarians would know about, trust and use all three awards.

To account for the range of reading levels present in middle school students, fiction titles were included in the study if there were one or more reviews that recommended the title for an age range that included 7<sup>th</sup> grade or 12 years of age, for example 5-8<sup>th</sup> grade or 7-9<sup>th</sup> grade. Books that were universally recommended for 9<sup>th</sup> grade or higher were excluded as that recommendation can sometimes be about content rather than reading level. A list of

award winning and honored titles for the three awards going back to 2000 was compiled. Even with looking at middle school vs. high school, there was still a huge difference in the number of titles. The list of Newbery award titles was 46, almost twice as much as the 26 Coretta Scott King titles and more than three times the 13 Pura Belpré titles. See Appendix B for the lists of award titles used in the study and the form used to collect the data.

Once the list of titles was generated, the catalog for each middle school was searched to see if that school library carried the title. The number of copies of the resource was recorded including electronic and audio copies and copies in other languages. The percentage of award winning titles held by each school was calculated and compared to the percentage of that ethnicity present in the student population.

## **Findings**

### **3.1 Percentage of ethnic titles held vs. ethnic population present**

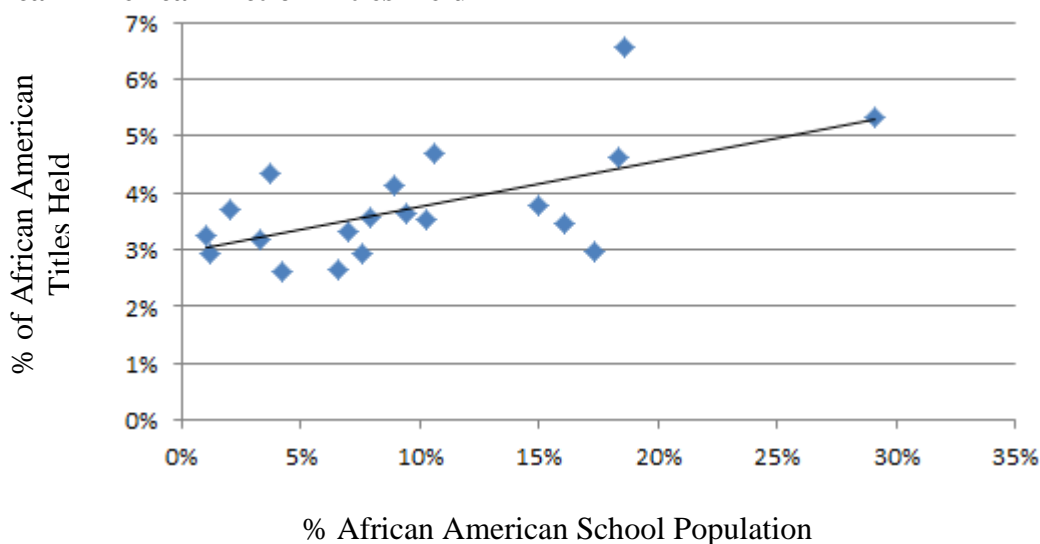
When data was collected, the percentage of ethnic titles held and the ethnic population present in each school was plotted on a scatter plot graph. These representations did show a positive association between the two variables for the county overall. The trend lines also showed that there would be a minimum amount of ethnic titles held in monocultural schools as well. Unfortunately, the actual percentages of ethnic titles held were very low compared to county and country population percentages. See Appendix C for a table of values.

#### **3.1.1 African American Fiction Collections**

Figure 1 shows the relationship between African American school populations and African American fiction collections. Visually there is a strong correlation and the Pearson's correlation coefficient ( $r$ ), a measure of how well the values would fit an imaginary line showing a direct, strong linear relationship between the two variables, was 0.602. On a scale of 0 (zero correlation) to 1 (perfect positive correlation) this is indicative of a stronger relationship between the two variables. The  $p$  value is a measurement of how likely it is to observe this data assuming there is no relationship between the two variables. For the sample size of 20 schools, the  $p$  value is 0.0025 or 0.25%. At far less than 5% there is little likelihood that the results seen are due to chance. However the actual variation in the amount of titles was not very much. The twenty schools' African American fiction holdings only ranged from 2.65% to 6.56% of the collection with an average of 3.75%. The percent of African American fiction titles does

increase with the African American population but does not increase proportionally. The difference between the highest and lowest collection holdings was 3.91% and the difference between the highest and lowest African American populations was 20.9%. Even with an average African American school population of 9.9% and a range from 1% to 29.1%, the African American collection at a school was at most 6.56%. This is also far from the national population average of 12.6% as recorded in the 2010 US Census. (Rastogi et. al.) The trend line indicates that there should at least be a minimum amount of African American titles any school would have regardless of the demographics of the school.

**Figure 1: Percentage of African American School Population vs. Percentage of African American Fiction Titles Held**



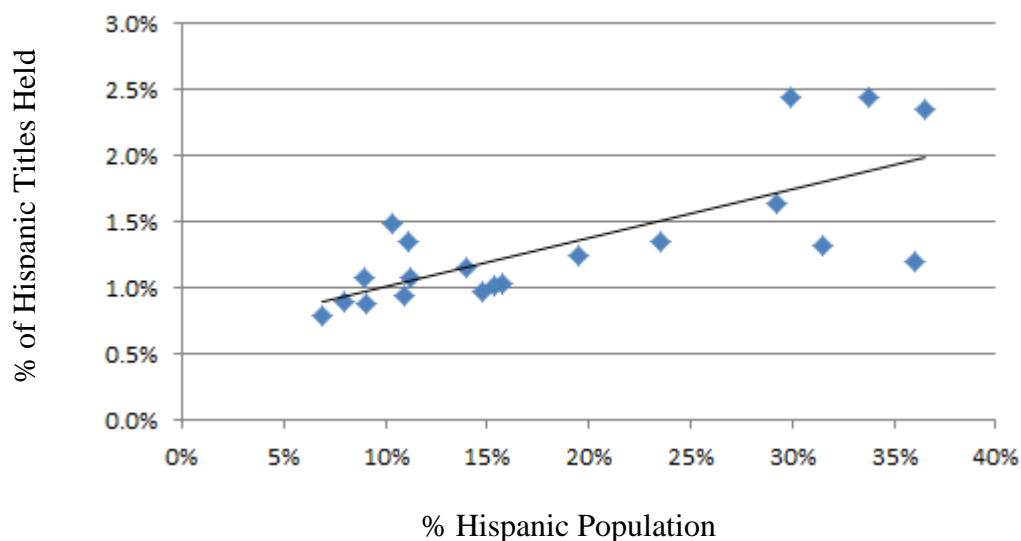
### 3.1.2 Hispanic Fiction Collections

Figure 2 shows the relationship between Hispanic school populations and Hispanic fiction collections. Visually and statistically this was the strongest correlation seen. The Pearson's correlation coefficient ( $r$ ) for the graph is even better at 0.738 with a  $p$  value of 0.0010, indicating a very strong relationship between these two factors. Again



as seen in the African American data, while there are a minimum number of titles that a school could be expected to hold even with zero Hispanic population, this would be only a tiny fraction of the collection. There is a correlation between these two factors, but absolute numbers are very low. Hispanic fiction holdings only ranged from 0.79% to 2.44% of the collection with an average of 1.33%. In real numbers, the schools averaged just 65 Hispanic books each for between 55 and 380 Hispanic students at each school. The highest percentage of Hispanic fiction titles held by any school, 2.44%, is less than half of the lowest percentage of Hispanic population of any of the schools examined, 6.90% and well below the national population at 16.3% (Ennis, Rios-Vargas, and Albert 3).

**Figure 2: Percentage of Hispanic School Population vs. Percentage of Hispanic Fiction Titles Held**



### **3.2 Percentage of award winning titles held vs. ethnic population present**

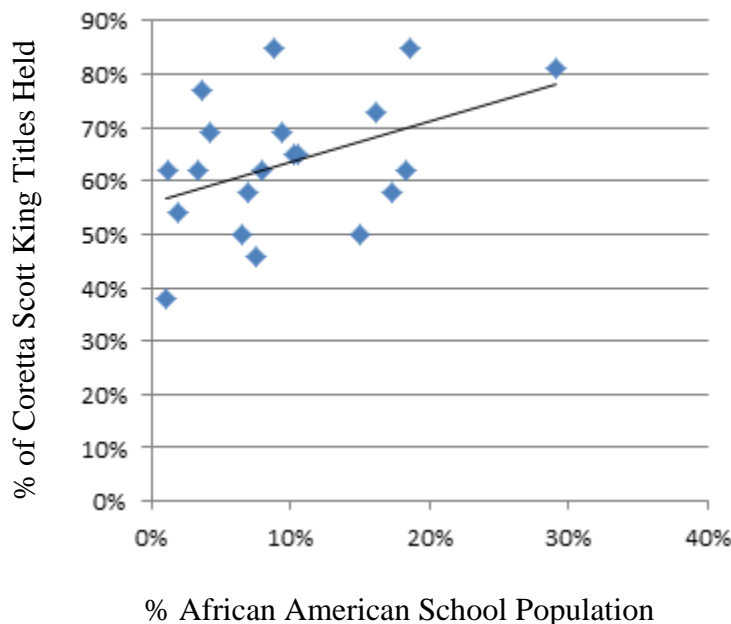
When data was collected, the percentage of ethnic award titles held and the ethnic population present in each school was also plotted on a scatter plot graph. These

representations did show a general positive association between the two variables but much weaker than the general ethnic collection data. There was great variety between individual schools especially with the Pura Belpré awards. The average percentage of titles held for Newbery award was significantly higher than either ethnic award.

### **3.2.1 Coretta Scott King Award**

For the twenty schools examined, most did have more than half the award titles on the list, regardless of African American population. The schools' holdings ranged from 38% to 85% and averaged 63.5% titles held. When viewed on a scatter plot graph (Figure 3) there was a very rough trend towards a positive correlation between higher African American populations and higher numbers of Coretta Scott King Titles held. However, the Pearson's correlation coefficient ( $r$ ), was only 0.43. On a scale of 0 (zero correlation) to 1 (perfect positive correlation) this is only indicative of a moderate relationship between the two qualities across the county. The p value for the sample size of 20 schools is 0.029. At less than 5%, this indicates the correlation is not due to chance. While the school with the highest African American population had one of the highest number of titles (29% AA and 81% CSK titles), there were other schools with more titles and much smaller African American populations.

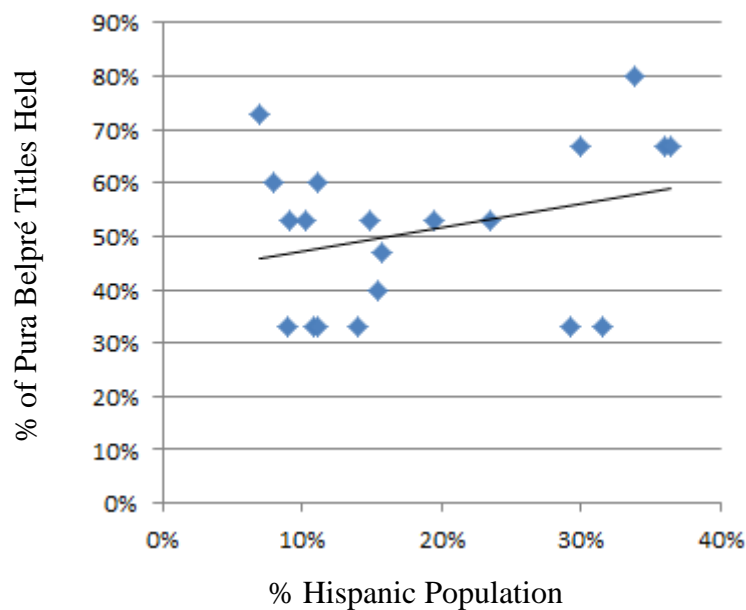
**Figure 3: Percentage of African American School Population vs. Percentage of Coretta Scott King Titles Held**



### 3.2.2 Pura Belpré Award

The twenty schools examined had a similar range of award holdings compared to the CSK titles, from 33% to 80%, but had a lower average of 51.3% Pura Belpré titles held. Looking at a scatter plot graph of the data (Figure 4), it could be argued that there was a slight trend towards a positive correlation between higher Hispanic populations and higher numbers of Pura Belpré titles held. However, the Pearson's correlation coefficient ( $r$ ) for these measurements was 0.29, indicating a low correlation between the two factors. The  $p$  value for this data was also 0.107 which indicates that there is almost an 11% possibility that this already low correlation is due simply to chance, meaning no definite conclusions can be drawn from this data alone. We can only talk about possible trends that can be further investigated.

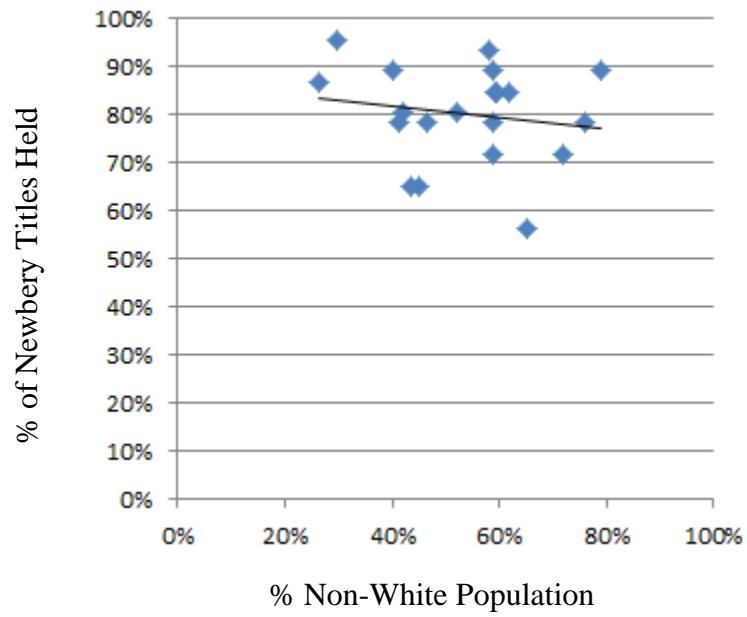
**Figure 4: Percentage of Hispanic School Population vs. Percentage of Pura Belpré Titles Held**



### 3.2.3 Newbery Medal

In contrast to the two awards above, the schools' Newbery holdings ranged from 57% to 96% and averaged 80%. The *lowest* percentage held, 57%, was still above the *average* of Pura Belpré titles held, 51.3%, despite having three times as many titles on the Newbery list. A scatter plot graph of percent Newbery titles held relative to the non-white population (Figure 5) did not show any relationship between the two values with a Pearson's correlation coefficient ( $r$ ) of -0.17 and a  $p$  value of 0.242. This is not unexpected as ideally the Newbery award represents general excellence in literature. It would be hoped that all schools would have a high percentage of these titles regardless of the student population.

**Figure 5: Percentage of Non-White School Population vs. Percentage of Newbery Medal Titles Held**



## Discussion

Most of the data categories examined, except the Pura Belpré award titles, saw a significant positive correlation with ethnic population. African American, Hispanic and Coretta Scott King titles for a population increased as that population increased.

Relatively monocultural school populations also saw a minimum number of ethnic titles as well to support student appreciation of diverse cultures. However, the percentage of holdings for a given population generally remained well below the school, county or national averages for that population. In fact, given the low numbers it actually seems strange that there is such a linear correlation between ethnic population and ethnic holdings. Further research is needed to see if there are factors that are influencing this trend.

The Hispanic collections relative to the Hispanic population were especially low. Schools averaged 0.79% to 2.44% of the collection with an average of 1.33% when the lowest percentage of Hispanic students at any school was 6.90%. This tiny amount of titles reflecting the lives of such a large percentage of students seems intuitively alarming but without authoritative recommendations for appropriate quantities, it might be difficult to persuade administrators and others that these numbers are not adequate.

The much lower number of general and award winning Hispanic books compared to African American ones may be due to the fact that this population is a relatively more recent arrival in the county and the Pura Belpré a newer award. School libraries usually only have a fixed budget per year to buy new materials. Population changes can potentially move faster than the acquisitions budget can keep up with it. While this gives hope that collections will rise over time, the Hispanic population has been growing

steadily and significantly for the last 20 years and the African American population has been growing as well. If the collection hasn't grown to represent the population organically in twenty years, new explicit interventions and strategies need to be attempted.

The fact that many Coretta Scott King and Pura Belpré titles were not held, even by schools with high African American and Hispanic populations, seems to indicate that these are at least a few existing and relatively easy collection development tools that are being underutilized. While it could be argued that not every title would be appropriate to every school, the same could be said about Newbery titles as well and a much higher percentage of those titles were held by every school. It is interesting that there is such a strong correlation between Hispanic population and Hispanic titles (even if the total collection numbers are low) and there is no correlation with the Belpré award. There were a few schools with a range of Hispanic populations that had approximately 80% of the Pura Belpré titles. This might indicate that those particular schools were aware of the award but others were not. Considering the reported difficulty of finding quality ethnic titles we actually hoped to see no correlation to the ethnic award titles. The pattern seen should have been similar to the relationship seen with the Newbery award, with most schools having a majority of the titles. What other key multicultural resources may be left behind? The role multicultural literature has to play as counter-storytelling has too much potential to combat racism to leave things the way they are (Hughes-Hassell).

### **Limitations of the Study**

One of the limitations mentioned earlier was that there is the possibility that the results obtained might actually be *over* estimating the numbers of Hispanic or African

American titles. Considering how low the totals were, this should not change the conclusion that these collections need expanding and improving. There is always the potential that queries were constructed incorrectly. The Hispanic query trying to incorporate subject headings from most of the countries in South America did get very complicated. While it is possible there might be other awards that are more commonly used in the county that still leaves these two valuable awards underutilized as collection development resources. This study also does not address the importance of collections reflecting students' home language, another key factor for multicultural populations.

### **Future Research Directions**

While research on the benefits of multicultural collection development exists and opinion pieces on resources to collect titles, there has been little research about how this advice is being used in the real world and what stumbling blocks exist. Until the larger patterns of behaviors and challenges are spotted, each librarian may feel like they are struggling alone and administrators may not know the needs of the community. The low number of Hispanic and African American titles in the middle school libraries is concerning but could be caused by a wide range of factors. A repetition of this study of other grade levels within the county and other regions of the country would shed light on if this is a localized or endemic issue. More research is needed to determine what are the most significant barriers and best possible solutions. A web based survey of librarians would provide a relatively easy, inexpensive opportunity to quickly reach a large number of librarians. The option to answer the survey anonymously would also give potentially pressured librarians a way to express any concerns and reveal any rule bending they have been doing in response to challenges.



A librarian survey would need to cover the potential challenges already seen in sample interviews, including reduced staff with increased workloads and little time or administrative support for professional development. With less time, collection development nets become narrower. Librarians may rely on only a few key sources for reviews and information about new books. Smaller presses marketing to smaller audiences can be left out. Looking to published articles on multicultural collection development can also have its own challenges. A list of books helps a librarian in the short term and can hint at future avenues but does not give them tools to find quality materials next year. A resource listing the “best \_\_\_\_\_-American books” can be useful for backfilling to support shifting demographics, but again, it is already out of date when it is printed.

In addition, many school districts have requirements that a resource should only be purchased when the librarian has a certain *number* of positive reviews from *approved* sources to support it. FCPS Regulation 3013 required two positive reviews from professionally recognized journals or personal examination of the book (3). A list of excellent books for which you can’t find “acceptable” supporting reviews can be more frustrating than helpful and personal examination of each of those titles is rarely possible or practical. Anecdotal evidence suggests that many librarians have developed work-arounds or bent the rules to acquire titles they felt strongly should be included in the collection. However this could leave them vulnerable if a title was ever challenged or they were subject to review.

If this next round of research does show common challenges across the county then county wide solutions could be found. Those individual librarians who have

knowledge or sources of knowledge could share them with the rest of the county through various forums such as list-servs, in-service days, and creation of resources to share. The county could support individual efforts through awarding professional development points or decide to create county resources that would provide some baseline lists of resources and learning opportunities. County guidelines on collection development could be adjusted to include high quality but non-traditional review sources like blogs. Because the lack of time, funding and expertise in this field is potentially a nationwide issue, any solutions here could be published and made available to a wider audience as well.

The shortage of ethnic titles overall is still an important factor influencing multicultural collection development. We should not have to be hunting so hard for multicultural titles after so many years of lobbying on the topic. A recent example of librarian discussion on the topic was School Library Journal's "2013 Middle Grade Black Boys: Seriously People?" (Bird). Elizabeth Bird found only five titles published in 2013 for middle grades with male African American protagonists. Even the extensive conversation in the comments section only turned up a few more titles. Beyond librarians, popular publications such as NPR and the New York Times have also recently noted this problem with the Hispanic community. The New York Times notes that students, teachers and researchers all notice the lack of diversity in children's fiction (Rich). Despite many theories in the publishing world on why the market for Spanish language and interest books is small, NPR reported on a Spanish language book sale that generated far greater attendance and sales than expected (Schmidt). We can hope this additional awareness and exposure will lead to greater availability of titles but the still relatively low numbers of African American titles after years of exposure seems to point to a need for

new strategies. Both of the articles described various parties blaming each other for the shortage. Readers complain they can't find anything to buy and publishers complain that people don't buy the books they have. Research is needed to find true solutions to the question of how to get greater diversity in trade fiction and how to get these titles into school libraries.

## Conclusion

The increase in globalization means that knowledge of diverse cultures is important to every American. Additionally, United States schools and communities are becoming more and more diverse, soon to become a minority majority. The recent statistics from the Department of Education indicate that many populations, including the African American, Hispanic and American Indian citizens, are not being adequately served by our educational efforts. This could soon result in the *majority of our citizens* being ill-prepared for the 21<sup>st</sup> century workforce. Multicultural literature that reflects the lives and values of the students served in school libraries can have a role in reversing this trend through literature's role as counter-storytelling. The results of this study suggest that efforts to include these titles in school libraries are not keeping up with the potential demand based on population numbers.

This study demonstrated that there does seem to be an effort to have some multicultural titles even in monocultural populations and an increase in relevant titles based on the population. However, relative to school, county, or country population statistics the total numbers of titles held seems inadequate. Lack of quantifiable recommendations in the library field on what a good collection should look like could hamper efforts. Ethnic awards are a good starting place for collecting quality multicultural titles but this study indicated that schools are not taking full advantage of these tools. Further study is needed to determine if this trend is common to other districts and age levels, what attitudes or barriers are influencing the results seen here, and what can be done to increase the presence of these valuable texts in schools.

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## **Appendix A: FCPS Middle School Membership by Ethnicity and Race**

\*Schools not included in this analysis.

(Fairfax County Public Schools. "Report of Student Membership." 13)

	American Indian/Alaska Native		Asian		Black/ African American		Hispanic/Latino - Any Race		Nat. Hawaiian/ Other Pacific Islander		Two or More Races		White		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
A	3	0.2%	477	35.1%	128	9.4%	109	8.0%	0	0.0%	72	5.3%	569	41.9%	1,358
B	1	0.1%	110	13.8%	8	1.0%	55	6.9%	0	0.0%	37	4.6%	589	73.6%	800
C	2	0.2%	160	19.1%	66	7.9%	117	14.0%	0	0.0%	31	3.7%	462	55.1%	838
D	2	0.2%	241	22.3%	45	4.2%	98	9.1%	1	0.1%	48	4.4%	646	59.8%	1,081
E*	2	0.1%	217	15.1%	150	10.4%	660	45.8%	0	0.0%	42	2.9%	370	25.7%	1,441
F*	4	0.5%	112	12.7%	255	29.0%	183	20.8%	3	0.3%	47	5.3%	276	31.4%	880
G	2	0.2%	136	14.4%	84	8.9%	320	33.8%	1	0.1%	42	4.4%	361	38.2%	946
H*	1	0.1%	168	19.9%	175	20.7%	298	35.3%	2	0.2%	19	2.2%	182	21.5%	845
I	2	0.2%	126	13.1%	145	15.0%	227	23.5%	1	0.1%	66	6.8%	397	41.2%	964
J	0	0.0%	141	14.0%	66	6.6%	159	15.8%	1	0.1%	55	5.5%	584	58.1%	1,006
K	5	0.4%	316	27.1%	82	7.0%	367	31.5%	1	0.1%	65	5.6%	328	28.2%	1,164
L	2	0.3%	161	20.9%	124	16.1%	277	36.0%	0	0.0%	44	5.7%	162	21.0%	770
M	2	0.2%	300	25.1%	44	3.7%	123	10.3%	2	0.2%	49	4.1%	675	56.5%	1,195
N*	1	0.1%	297	21.0%	87	6.2%	247	17.5%	3	0.2%	68	4.8%	708	50.2%	1,411
O	4	0.3%	292	23.6%	127	10.3%	242	19.5%	2	0.2%	62	5.0%	510	41.2%	1,239
P	1	0.1%	328	29.5%	118	10.6%	171	15.4%	4	0.4%	37	3.3%	453	40.7%	1,112
Q	3	0.2%	320	25.1%	25	2.0%	115	9.0%	1	0.1%	62	4.9%	751	58.8%	1,277
R*	3	0.3%	227	24.3%	112	12.0%	428	45.7%	2	0.2%	18	1.9%	146	15.6%	936
S*	0	0.0%	167	13.9%	89	7.4%	160	13.3%	1	0.1%	69	5.7%	718	59.6%	1,204
T	1	0.1%	400	39.3%	34	3.3%	111	10.9%	0	0.0%	60	5.9%	412	40.5%	1,018
U	2	0.2%	70	5.5%	237	18.6%	380	29.9%	3	0.2%	55	4.3%	524	41.2%	1,271
V	3	0.3%	193	18.5%	181	17.3%	116	11.1%	2	0.2%	50	4.8%	499	47.8%	1,044
W	3	0.4%	146	18.0%	62	7.6%	120	14.8%	1	0.1%	47	5.8%	434	53.4%	813
X	1	0.1%	79	9.5%	10	1.2%	93	11.2%	1	0.1%	64	7.7%	583	70.2%	831
Y	3	0.3%	115	13.0%	162	18.3%	258	29.2%	1	0.1%	37	4.2%	309	34.9%	885
Z	4	0.4%	53	5.4%	284	29.1%	356	36.5%	2	0.2%	41	4.2%	236	24.2%	976
<b>Total</b>	<b>57</b>	<b>0.2%</b>	<b>5,352</b>	<b>19.6%</b>	<b>2,900</b>	<b>10.6%</b>	<b>5,790</b>	<b>21.2%</b>	<b>35</b>	<b>0.1%</b>	<b>1,287</b>	<b>4.7%</b>	<b>11,884</b>	<b>43.5%</b>	<b>27,305</b>

## Appendix B: Award Titles Used

### Coretta Scott King Award Titles

<b>Title</b>	<b>Author</b>	<b>Year</b>	<b>Winner/ Honor</b>
Never forgotten	McKissack, Pat	2012	AH
One Crazy Summer	Williams-Garcia, Rita	2011	AW
Lockdown	Myers, Walter Dean	2011	AH
Ninth Ward	Rhodes, Jewell Parker Rhodes	2011	AH
Yummy: The Last Days of a Southside Shorty	Neri, G	2011	AH
Zora and Me	Bond, Victoria	2011	AH
Mare's War	Davis, Tanita S.	2010	AH
The Rock and the River	Magoon, Kekla	2010	NT
Becoming Billie Holiday	Weatherford, Carole Boston	2009	AH
Elijah of Buxton	Curtis, Christopher Paul	2008	AW
November Blues	Draper, Sharon	2008	AH
Copper Sun	Draper, Sharon	2007	AW
Day of Tears: A Novel in Dialogue	Lester, Julius	2006	AW
Dark Sons	Grimes, Nikki	2006	AH
The Legend of Buddy Bush	Moses, Shelia P.	2005	AH
Who am I without him? : short stories about girls and the boys in their lives	Flake, Sharon G.	2005	AH
The First Part Last	Johnson, Angela	2004	AW
The Battle of Jericho	Draper, Sharon	2004	AH
Bronx Masquerade	Grimes, Nikki	2003	AW
The Red Rose Box	Woods, Brenda	2003	AH
The Land	Taylor, Mildred	2002	AW
Money Hungry	Flake, Sharon	2002	AH
Miracle's Boys	Woodson, Jaqueline	2001	AW
Bud, Not Buddy	Curtis, Christopher Paul	2000	AW
Monster	Myers, Walter Dean	2000	AH
Francie	English, Karen	2000	AH

## Pura Belpré Award Titles

<b>Title</b>	<b>Author</b>	<b>Year</b>	<b>Winner/ Honor</b>
Aristotle and Dante Discover the Secrets of the Universe	Saenz, Benjamin Alire	2013	AW
The Revolution of Evelyn Serrano	Manzano, Sonia	2013	AH
Under the Mesquite	McCall, Guadalupe Garcia	2012	AW
Maximilian & the Mystery of the Guardian Angel	Garza, Xavier	2012	AH
The Dreamer	Ryan, Pam Muñoz	2011	AW
The Firefly Letters	Engle, Margarita	2011	AH
90 Miles to Havana	Flores-Galbis	2011	AH
Return to Sender	Alvarez, Julia	2010	NW
The Tequila Worm	Canales, Viola	2006	AW
Becoming Naomi León	Ryan, Pam Muñoz	2006	AH
Before We Were Free	Alvarez, Julia	2004	AW
Cuba 15	Osa, Nancy	2004	AH
Esperanza Rising	Ryan, Pam Muñoz	2002	AW

## Newbery Medal Titles

<b>Title</b>	<b>Author</b>	<b>Year</b>	<b>Winner/ Honor</b>
The One and Only Ivan	Applegate, Katherine	2013	W
Splendors and Glooms	Schlitz, Laura Amy	2013	H
Three Times Lucky	Turnage, Sheila	2013	H
Dead End in Norvelt	Gantos, Jack	2012	W
Inside Out and Back Again	Lai, Thanhha	2012	H
Breaking Stalin's Nose	Yelchin, Eugene	2012	H
Moon Over Manifest	Vanderpool, Clare	2011	W
One Crazy Summer	Williams-Garcia, Rita	2011	H
Heart of a Samurai	Preus, Margi	2011	H
Turtle in Paradise	Holm, Jennifer L.	2011	H
When You Reach Me	Stead, Rebecca	2010	W
The Evolution of Calpurnia Tate	Kelly, Jacqueline	2010	H
Where the Mountain Meets the Moon	Lin, Grace	2010	H
The Mostly True Adventures of Homer P. Figg	Philbrick, Rodman	2010	H
The Graveyard Book	Gaiman, Neil	2009	W
The Underneath	Appelt, Kathi	2009	H
Savvy	Law, Ingrid	2009	H
After Tupac and D Foster	Woodson, Jacqueline	2009	H
Elijah of Buxton	Curtis, Christopher Paul	2008	H
The Wednesday Wars	Schmidt, Gary D.	2008	H
Feathers	Woodson, Jacqueline	2008	H
The Higher Power of Lucky	Patron, Susan	2007	W
Penny from Heaven	Holm, Jennifer L.	2007	H
Hattie Big Sky	Larson, Kirby	2007	H
Rules	Lord, Cynthia	2007	H
Criss Cross	Perkins, Lynne Rae	2006	W
Whittington	Armstrong, Alan	2006	H
Princess Academy	Hale, Shannon	2006	H
Kira-Kira	Kadohata, Cynthia	2005	W
Al Capone Does My Shirts	Choldenko, Gennifer	2005	H
Lizzie Bright and the Buckminster Boy	Schmidt, Gary D.	2005	H
The Tale of Despereaux	DiCamillo, Kate	2004	W
Olive's Ocean	Henkes, Kevin	2004	H

Continued



<b>Title</b>	<b>Author</b>	<b>Year</b>	<b>Winner/ Honor</b>
Crispin: The Cross of Lead	Avi	2003	W
The House of the Scorpion	Farmer, Nancy	2003	H
Pictures of Hollis Woods	Giff, Patricia Reilly	2003	H
Hoot	Hiaasen, Carl	2003	H
A Corner of the Universe	Martin, Ann M.	2003	H
A Single Shard	Park, Linda Sue	2002	W
Everything On a Waffle	Horvath	2002	H
A Year Down Yonder	Peck, Richard	2001	W
Because of Winn-Dixie	DiCamillo, Kate	2001	H
Hope Was Here	Bauer, Joan	2001	H
Joey Pigza Loses Control	Gantos, Jack	2001	H
The Wanderer	Creech, Sharon	2001	H
Bud, Not Buddy	Curtis, Christopher Paul	2000	W
Getting Near to Baby	Coulombis, Audrey	2000	H
Our Only May Amelia	Holm, Jennifer L.	2000	H

## Appendix C: Ethnic Titles Held vs. Ethnic Population

### African American Fiction Collection

	A	B	C	D	G	H	I	J	L	M	O	P	Q	T	U	V	W	X	Y	Z	Avg.
Total Fiction	6218	3544	4538	7702	5225	5611	4446	5070	4926	4482	6438	5231	4096	5239	3732	6047	4973	5725	3496	4250	5049.5
No. of AA books	226	115	161	200	216	211	118	169	170	194	228	245	151	167	245	179	146	168	162	226	184.85
% AA books	3.63	3.24	3.55	2.6	4.13	3.76	2.65	3.33	3.45	4.33	3.54	4.68	3.69	3.19	6.56	2.96	2.94	2.93	4.63	5.32	3.8%
% AA population	9.4	1	7.9	4.2	8.9	15	6.6	7	16.1	3.7	10.3	10.6	2	3.3	18.6	17.3	7.6	1.2	18.3	29.1	9.9%

### Hispanic Fiction Collection

	A	B	C	D	G	H	I	J	L	M	O	P	Q	T	U	V	W	X	Y	Z	Avg.
Total Fiction	6218	3544	4538	7702	5225	5611	4446	5070	4926	4482	6438	5231	4096	5239	3732	6047	4973	5725	3496	4250	5049.5
Query	56	28	52	67	126	76	46	65	59	65	80	53	44	49	89	81	48	60	57	99	
Manual Search				1	1			2		2					2			1		1	
Total Hispanic Books	56	28	52	68	127	76	46	67	59	67	80	53	44	49	91	81	48	61	57	100	65.5
% Hisp. Books	0.9	0.79	1.15	0.88	2.43	1.35	1.03	1.32	1.2	1.49	1.24	1.01	1.07	0.94	2.44	1.34	0.97	1.07	1.63	2.35	1.3%
% Hisp. population	8	6.9	14	9.1	33.8	23.5	15.8	31.5	36	10.3	19.5	15.4	9	10.9	29.9	11.1	14.8	11.2	29.2	36.5	18.8%