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Advisor: Sandra Hughes-Hassell

Diversity and inclusion are hot topics in the world of education and libraries are in a position to be at the forefront of this movement given their close relationship with the public. Having diverse books in a library collection is one part of ensuring a more diverse and inclusive space. Teens and young adults are readers who greatly benefit from having diverse materials available to them. To examine whether or not diverse YA books are available and searchable via subject headings two public libraries in North Carolina were examined. The subject headings assigned to 60 chosen YA books proved to be a sufficient and easy way to search for and find these materials. Despite being able to find these diverse books via the catalog there are still ways to improve the way libraries are organizing their materials on the shelves to ensure diverse books can be found.

#### Headings:

Public Libraries -- cataloging

Diversity

Inclusion

Young Adults

Teens

Diverse Books

SUBJECT HEADINGS FRIEND OR FOE?: CATALOGING DIVERSE YA BOOKS IN  
PUBLIC LIBRARIES

by  
Sarah C Williams

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Approved by

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Sandra Hughes-Hassell

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## Introduction

Diversity and inclusion are currently two hot topics in the world of education. Libraries are not exempt from following the trend of becoming more diverse and inclusive, they are, if anything, critical to the cause given the direct relationship between libraries and the public. Public libraries are unique in that they can be an “extraordinary instrument for fostering plurality and the opening up of society and boosting the value of diversity” (Sole & Pinen, 2008, p. 2). Public libraries have the ability to diversify their programming and collections, creating a more inclusive environment for their patrons and the community at large. They also have the ability to set standards and guidelines for diversity and inclusion, work with schools and local community centers, and provide resources that the public might not otherwise have access to. It is important to note that cultural competency should always be at the forefront of every library and librarians mission, and without it we cannot possibly strive to have an inclusive and diverse space or collection. Constantly recognizing one’s cultural competence journey is key to success, especially when it comes to working with populations such as teens and young adults who have specific needs (Stivers, 2017).

Diversity in a library reflects the diversity of the community it serves and the world at large, allowing patrons and users to both see themselves in the collection and learn more about others at the same time. This concept known as “windows and mirrors” works by

allowing readers to see themselves (a mirror) and also by “showing them someone who is different to expand their views” (a window) (Bronson, 2016, p. 28). This can be particularly important for children and young adults who are forming views of their own identity and how they fit into society at large. Pleasure reading can be beneficial to teens and young adults for a variety of reason. A 2011 study by Vivian Howard showed that teens used reading as a way to help them overcome and deal with obstacles and issues such as disability, understand social issues, connect with others, and understand their own feelings and behaviors. The definition and view on what is “diversity” for the purpose of this study, follows the eloquently put statement from Nicole Overton in her 2016 essay and is as follows:

“The word “diversity” encompasses acceptance and respect. Diversity is understanding that each individual is unique and recognizing our individual differences in regards to race, ethnicity, gender, sexual orientation, socioeconomic status, age, physical abilities, religion, and political beliefs. It’s about moving past just being tolerant and actually embracing and celebrating the richness of each individual.” (p. 13)

Given the importance of diverse materials for teens and young adults it is crucial that libraries have these materials and that people are able to find them. Library cataloging can either hinder or help this matter, depending on how the books have been entered and what attributes they’ve been given. In a public library books are cataloged using the Dewey Decimal Classification system (DDC). The Online Computer Library Center (OCLC), the company who own rights to and publishes the DDC, explain that this system assigns books a call number that correlates to the way the books are shelved, and for nonfiction this number is based on classes (similar to the concept of subject area). For fiction, books are given a call number that references the last name of the author, and

often times can include letters that indicate the genre or type of book. For example, a young adult book may have YA proceeding the author's last name, a juvenile book would have J, etc. (<https://www.oclc.org/en/dewey.html>). Given that this system for cataloging is not very detailed on the content of the book, therefore public libraries often borrow subject headings from the Library of Congress Subject Heading (LCSH) list; which is an approved list of subject headings used by the Library of Congress and many academic libraries in their catalogs. Public libraries assign these subject headings in a way that suits their needs, but not in a uniform or systematic way.

The purpose of this study is to analyze two public library catalogs too see if the subject headings assigned to certain books reflect the content of these books. The books chosen for this study are all deemed as being diverse or having diverse content. Three areas of diversity were chosen, race/ethnicity (specifically African American experiences), sexuality/gender, and disability/illness. Authorities on each of these topics were selected as a way to choose the books for this study and to ensure authenticity when it comes to these diverse topics. The ALA has details on each of the awards chosen for this study and all of the books were retrieved via lists on the ALA website. As the ALA explains, the Coretta Scott King Book Awards are granted to “outstanding African American authors and illustrators of books for children and young adults that demonstrate an appreciation of African American culture and universal human values.”

(<http://www.ala.org/emiert/cskbookawards>), these books speak to the race/ethnicity topic for this study. The Stonewall Book Awards are the “first and most enduring award for GLBT books”, represent the LGBTQIA (gender/identity) books chosen. Finally, there is the Schneider Family Book Awards which “honor an author or illustrator for a book that

embodies an artistic expression of the disability experience for child and adolescent audiences.” (<http://www.ala.org/glbtrt/award/stonewall/honored>), this list was consulted for the books about disability/illness. In order to judge whether or not the subject headings do reflect the content of these books, I will be analyzing the subject headings for words or phrasing that match the topic they have been awarded for representing. For instance, if a book has won the Coretta Scott King award and it does not have a subject heading that mentions “African Americans”, “race”, “social justice”, or the like, then it is not represented as diverse for the purpose of this study. The object here is to see whether or not a person searching for specific subject headings would be able to find these books, and thereby whether or not the subject headings and method of cataloging is doing justice by the books and the patrons of the libraries.

## **Literature Review**

### **1.1 Why Diverse Representation Matters**

Research in the area of diversity in public library catalogs focusing mainly on whether or not the diverse materials are present in the libraries. Many studies have been done to show how diverse books are becoming more and more available to the public through library collections. There is a big push within the past few years for public libraries to offer multicultural or diverse children’s and YA books, and the benefits of having these types of materials has been studied. In 2016 alone Goldsmith and Diamant-Cohen, So Jung, and Gilmore and Howard all offer views on how diversity and inclusion can be explored and taught to children through books. These studies promote differences and

understanding and advocate that public libraries do their part by offering diverse materials. It's also been noted that "there is increasing awareness among authors, publishers, librarians, and the general public of the need for teen books to feature diverse characters" (Chapman & Birdi, 2016, p. 3).

As previously stated, the ability of library users to see "mirrors and windows" in the library collection can be vitally important for a variety of reasons. Teens and young adults are particularly in need of these "mirrors and windows" to assist them with formation of their own identities and understanding of the world. It has been stated that by reading "teens gain significant insights into self-identification, self-construction, and self-awareness, all of which aid them in the transition from childhood to adulthood." (Howard, 2011, p. 53). It stands to reason then that if reading can help teens to form such vital things as their identities, they would need to see a vast array of perspectives in the books they are reading. Teenage years (generally speaking 11-18) can be the first time that the "various levels of power and privilege in the world" are exposed to a person. (Meminger, 2011, p. 11). Teens of color face challenges that are unique to them in that "on a daily basis, they must navigate a world where other people are making assumptions about who they are and what they can achieve based on their skin color." (Hughes-Hassell, 2013, p. 218). These assumptions may hinder the formation of their identities and their perceptions of how they fit in society. Even perceptions of reading habits have been skewed by societal norms; "Literacy has been gendered based on the cultural expectations of males and females in our society, and literacy practices have been studied through the lens of those cultural assumptions." (Brendler, 2014, p. 221). This is why it is so important for libraries to have diverse materials for teens and young adults to read. By



reading, they are better able to make sense of the concepts of society that they are being introduced to in a way that allows them to explore and learn on their own terms rather than the terms that society has defined for them based on aspects like their skin color, sexuality, gender, or abilities.

Children and teen readers are often subjects of studies regarding diverse books in public libraries, much more than adult books and nonfiction. This speaks to the fact that academics are focused on future readers, where public libraries are heading, and the kinds of progress that can be made. While there is much work being done regarding the presence of diverse books, it's not enough. Stated succinctly; "Ensuring that a library's collection includes GLBT-related material is a necessary starting point, but it is equally important that these titles are catalogued in a way that makes them accessible and easily retrievable" (McClary & Howard, 2007, p. 150). This could be said to be true of all diverse materials, LGBTQ included (referred to as GLBT in this article).

It is important to note that not all teens are going to want to read these diverse materials, or they may think that they don't. Often times if teens are told that they should read something, it makes them not want to purely because the material is treated as something that would be good for them and "books about marginalized teens are not medicine or antidotes" nor should they be treated as such (Meminger, 2011, p. 10). While it may be good for teens to read these materials, they may not know that until they've been exposed to the material itself. Meminger, (2011) while speaking from personal experience said that in her teen years she didn't know what she was missing until it was literally placed in her hands. This can be true for many teens and young adults. Dervin's Sense-Making

model, as quoted by Todd in a 2003 article, explains that “people's daily lives and experiences provide the context for Information seeking. Situations arise where people's understanding of many things is incomplete or blocked” (p. 31). Librarians play a key role as a bridge between the user and their needs, given that the user (in this case teens and young adults) may not have the experiences or understanding to know what they are looking for or what they need. Librarians can make sure that these reluctant teens are given what they need rather than what they think they want when it comes to reading materials. Overall a key takeaway point is that “If library patrons don’t want to read a particular book, then that’s their choice, but they should definitely be presented with the option” (Overton, 2016, p. 14).

## **1.2 Cataloging and Classification**

The literature surrounding public libraries and the way they classify books often calls for a change. Dewey, it is often viewed, is not the best system given the needs of today, and it falls short in many respects due to today’s user being more used to a Google style of search rather than a controlled vocabulary (Gray & Hurko, 2012). While there are some scholars that claim Dewey and LCSH are successful, there are a greater number who feel that now is the time for a new way of cataloging within libraries. Those who advocate for Dewey claim that it is “kept up-to-date by continuous revision” (Taylor et al., 2006, p. 98) but recognize that “there is inevitably bias in any classification” (Taylor et al., 2006, p. 100). One of the flaws of the traditional type of classification system is the fact that “the creation of subject headings and the assigning of particular works to them is a matter of judgment” (Hargraves, 2007, p. 86). This judgment and the decisions made based on it are “framed as objective and neutral but are always ideological and worked to correct

bias in library structures” (Drabinski, 2013, p. 94). It is impossible to remove bias from a system that is created by people, and subject headings are ultimately created by catalogers despite any controlled vocabularies or guide lines put in place. Currently librarians and scholars are publishing materials that make a case stating that “Library of Congress Classification (LCC) and Library of Congress Subject Headings (LCSH) fail to accurately and respectfully organize library materials about social groups and identities that lack social and political power” (Drabinski, 2013, p. 95). Lacking “social and political power” can be easily translated to “diverse” and applies to the communities that are in great need of correct representation in library catalogs. Even within academic libraries research has been done to show that within the humanities “many synonyms may be used to describe a single concept, and terms may vary in precision” (Knapp et al., 1998, p. 406) and it becomes difficult for the searcher to imagine all of the terms that might have been used. The ambiguity that exists within the area of subject headings leads to issues in all areas of education and academia. Given the debate about subject headings, it is imperative to make sure that they are doing what they set out to do in a way that properly represents the books they are assigned to. This study seeks to answer whether or not the current way of cataloging with subject headings is appropriate.

It is also important to consider possible consequences of subject headings in regard to what they can mean for diverse materials. While shedding light on diverse books by use of subject headings can be beneficial to those who want to read the books, it also draws attention to the fact that if these books are cataloged with their unique diverse characteristics, it is because they are seen as “other”. By “othering” these books, the library is saying that these traits are not “the norm” and must be distinguished as such.

This could be viewed by some as harmful and exclusionary. As Drabinski stated in a 2013 article regarding Queer Theory and possible applications in library catalogs; “sexual identity categories...are always reliant on the presence of an outside or an other without which the category cannot exist: in order for the category of lesbian to exist, everything that is not-lesbian must also exist” (p. 104). Considering the fact that not-lesbian does not and has never existed as a category in library catalogs it stands to reason that the diverse categories are viewed as “others” and they do not have a counterpoint to create balance. Diversity in public libraries is an important and ever changing part of library services and duties to the public they serve. By analyzing how they are displaying their diverse collection items one could gain a better understanding of the collection, it’s purpose, and how the library is using it to reach their diverse public.

## **Method**

In order to perform this study, it is first necessary to recognize what the diverse books are and what book lists are comprised of them. In order to do this, it was crucial to distinguish awards and sources that are viewed as reliable in the library science community. This is why the Coretta Scott King Award, Stonewall Award, and Schneider Family Book Award lists were chosen. Winners of these awards have been distinguished as being excellent examples of literature that contain aspects specific to the awards topic area. These award lists can all be found on the American Library Association (ALA) website, which is a reputable and well-known source of information for libraries across the country.

Two public library catalogs were chosen to analyze in this study. These public libraries are both found in North Carolina and have close proximity to each other. The first library system chosen was Durham County Library, of Durham North Carolina. The second library was Chapel Hill Public Library of Chapel Hill North Carolina. These libraries are similar in that they are in the same area of the state therefore serve similar populations, but also greatly differ due to their size. Durham's library system consists of many branches whereas Chapel Hill only has one location. This impacts how users will find books given that Durham may not have a book at all of their locations, and they will have to specify which location they want if only one branch is available to them (accounting for travel, hours, etc.).

Durham County Library uses an Online Public-Access Catalog (OPAC) that allows users to search in many ways. The main search bar for the catalog has two drop-down boxes, defaulted to "All Fields" and "Everything" that can be narrowed by fields such as Author or Title, and by type of resource such as DVD or Nonfiction. Subject Headings are an option for search in one of these drop-down boxes, allowing users to search or the subject headings that the library has chosen to include from the LCSH's assigned to the book. Users can also limit search results by location, type of material, etc. once they have made a search by use of a tool bar on the left hand side of the search results. The OPAC also has a button for a Google preview that lets the user see the Google book (when available), but this is the only link to any external resources outside of the libraries catalog.

Chapel Hill's OPAC includes many more options and resources for users in many respects. The full MARC record, for example, is available for users to see, and there is an option for commenting and tagging books in a way similar to social media sites. The main search bar however only has one drop-down box with options for Author, Title, and the like. There is a left hand side tool bar similar to Durham's that has limiting options, but it includes many more aspects than Durham's. For example, Reading Level and Rating are able to be added to a search to narrow results. Reading lists and awards won are also added to the catalog records for each resource, which can be incredibly useful for anyone who is searching for a specific type of book. Unfortunately, users do have to go to the Advanced Search in order to easily search by Subject, and it isn't as readily accessible as Durham's set up. Overall both OPAC's allow the user to search by Subject, and both include the LCSH's that have been assigned to the individual resource, though there is no uniformity in how the LCSH's were chosen.

Sixty total books were chosen for this study, 20 from each category specified earlier according to the award lists chosen. All of the books chosen are either Juvenile or Young Adult and all are fiction. This choice was due to the necessity of diverse books for teens and young adults and the impact that pleasure reading can play on their lives. The tables below (figures 1-3) show the books chosen for this study.

<b>Title</b>	<b>Author</b>	<b>Year Pub</b>
The Sun is Also a Star	Yoon, Nicola	2016
All American Boys	Reynolds, Jason & Kiely, Brendan	2015
Brown Girl Dreaming	Woodson, Jacqueline	2014
When I Was the Greatest	Reynolds, Jason	2014
The Crossover	Alexander, Kwame	2014

How it Went Down	Magoon, Kekla	2014
P.S. Be Eleven	Williams-Garcia, Rita	2013
Darius & Twig	Myers, Walter Dean	2015
Words with Wings	Grimes, Nikki	2013
Ninth Ward	Rhodes, Jewell Parker	2010
Lockdown	Myers, Walter Dean	2010
Zora and Me	Bond, Victoria	2010
The Rock and the River	Magoon, Kekla	2009
Keeping the Night Watch	Smith, Hope Anita	2008
Becoming Billie Holiday	Weatherford, Carole Boston	2008
Elijah of Buxton	Curtis, Christopher Paul	2007
Brendan Buckley's Universe and Everything In It	Frazier, Sundee Tucker	2007
Copper Sun	Draper, Sharon M.	2006
The Road to Paris	Grimes, Nikki	2006
The Legend of Buddy Bush	Moses, Shelia P	2004

Figure 1. Coretta Scott King Award Winners- Race/Ethnicity books chosen

<b>Book Title</b>	<b>Author</b>	<b>Year Pub</b>
If I Was Your Girl	Russo, Meredith	2016
When the Moon Was Ours	McLemore, Anna-Marie	2016
Unbecoming	Downham, Jenny	2016
The Porcupine of Truth	Konigsberg, Bill	2015
Wonders of the Invisible World	Barzak, Christopher	2015
I'll Give You the Sun	Nelson, Jandy	2014
Fat Angie	Charlton-Trujillo, E. E,	2013
Two Boys Kissing	Levithan, David	2013
Aristotle and Dante Discover the Secrets of the Universe	Sáenz, Benjamin Alire	2012
Drama	Telgemeier, Raina	2012
Gone Gone Gone	Moskowitz, Hannah	2012
October Mourning: A Song for Matthew Shepard	Newman, Lesléa	2012
Sparks: The Epic, Completely True Blue (Almost) Holy Quest of Debbie	Adams, S. J.	2011
Putting Makeup on the Fat Boy	Wright, Bill	2011
Pink	Wilkinson, Lili	2011
Almost Perfect	Katcher, Brian	2009
Will Grayson, Will Grayson	Green, John & Levithan, David	2010

Love Drugged	Klise, James	2010
The Vast Fields of Ordinary	Burd, Nick	2009
The Manny Files	Burch, Christian	2006

Figure 2. Stonewall Award Winners- LGBTQIA books chosen

<b>Book Title</b>	<b>Author</b>	<b>Year Pub</b>
When We Collided	Lord, Emery	2016
As Brave As You	Reynolds, Jason	2016
The Unlikely Hero of Room 13B	Toten, Teresa	2015
The War That Saved My Life	Bradley, Kimberly Brubaker	2015
Fish in a Tree	Hunt, Lynda Mullaly	2015
Girls Like Us	Giles, Gail	2014
Rain Reign	Martin, Ann M.	2014
Rose Under Fire	Wein, Elizabeth	2013
Handbook for Dragon Slayers	Haskell, Merrie	2013
A Dog Called Homeless	Lean, Sarah	2012
The Running Dream	Van Draanen, Wendelin	2011
Wonderstruck	Selznick, Brian	2011
Close to Famous	Bauer, Joan	2011
Five Flavors of Dumb	John, Antony	2010
After Ever After	Sonnenblick, Jordan	2010
Anything But Typical	Baskin, Nora Raleigh	2009
Marcelo in the Real World	Stork, Francisco X	2009
Waiting for Normal	Connor, Leslie	2008
Reaching for Sun	Zimmer, Tracie Vaughn	2007
Rules	Lord, Cynthia	2006

Figure 3. Schneider Family Book Award Winners- Disability/Illness books chosen

When examining the catalog record for the chosen book I recorded how many subject headings had been assigned to each book in each of the two OPAC's and also how many of these subject headings refer back to the category that they belong to in accordance with the award they have won. The "total" number of subject headings and the "diverse" number of subject headings were recorded in a spreadsheet for examination. The diverse



subject headings must have had some direct correlation with the category I assigned them to based on the award they won in order to be counted. For example, if an ambiguous term such as “Coming of age” (in place of an LGBTQIA specific term for the experiences portrayed) or “Police brutality” for a book concerning race issues was used I didn’t count it as being diverse due to the fact that it wouldn’t be something an OPAC user might search for when looking for books on specific topics. While these ambiguous terms may correlate in some way to the overall diverse themes, they do not only speak to the aspects of diversity that these books contain.

## **Findings**

The two library OPAC’s both pleased and surprised me in the way they represented these diverse materials. Most pleasing was the fact that out of the 60 books chosen, thereby 120 records (60 for each OPAC), only two items were not found in the catalogs; Chapel Hill Public Library does not offer the title “Fat Angie” found in the LGBTQIA figure below, and Durham County Library does not have “Reaching for Sun” listed in the disability/illness figure. That shows that these two libraries offer diverse materials in the areas of African American, LGBTQIA, and Disability/Illness fiction for young adults and keep up to date on books that have received awards for excellence. Overall there were very few records that didn’t include at least one of the diverse subject headings that I was looking for. Of the 120 records examined only 17 were void of any diverse subject headings. I considered a record to be successfully represented if it had at least one diverse subject heading, and was very pleased to see how many records fit this criterion.

The most common diverse subject heading for the first set of books (figure 4.) was “African American” (often times “African American authors” or “African American fiction”). This fit well with the Coretta Scott King Award and its goals. Of the three sets of data this was the most successful in applying diverse subject headings. This leads me to believe that when it comes to race or ethnicity it is easier to apply subject headings due to a lack of ambiguity; if an African American author wrote the book it is one way to ensure that this book has a subject heading with “African American” as keywords.

<b>Title</b>	<b>Durham Sub Head</b>	<b>Chapel Hill Sub Head</b>
The Sun is Also a Star	1 total; 0 diverse	3 total; 1 diverse
All American Boys	5 total; 4 diverse	5 total; 4 diverse
Brown Girl Dreaming	9 total; 5 diverse	4 total; 2 diverse
When I Was the Greatest	6 total; 1 diverse	7 total; 1 diverse
The Crossover	6 total; 1 diverse	6 total; 1 diverse
How it Went Down	6 total; 3 diverse	5 total; 2 diverse
P.S. Be Eleven	2 total; 1 diverse	4 total; 1 diverse
Darius & Twig	6 total; 2 diverse	8 total; 2 diverse
Words with Wings	4 total; 1 diverse	4 total; 0 diverse
Ninth Ward	6 total; 2 diverse	6 total; 1 diverse
Lockdown	7 total; 1 diverse	7 total; 1 diverse
Zora and Me	3 total; 2 diverse	7 total; 2 diverse
The Rock and the River	5 total; 4 diverse	6 total; 4 diverse
Keeping the Night Watch	3 total; 1 diverse	4 total; 1 diverse
Becoming Billie Holiday	1 total; 1 diverse	4 total; 1 diverse
Elijah of Buxton	3 total; 2 diverse	5 total; 2 diverse
Brendan Buckley's Universe and Everything In It	6 total; 1 diverse	8 total; 1 diverse
Copper Sun	4 total; 4 diverse	5 total; 3 diverse
The Road to Paris	3 total; 1 diverse	3 total; 1 diverse
The Legend of Buddy Bush	5 total; 4 diverse	10 total; 3 diverse

Figure 4. Coretta Scott King Award Winners- Subject Headings

The second set (figure 5.) was a bit more varied in the popular subject headings used. Due to the fact that this category, LGBTQIA, is more varied than the first, which only refers to one specific race/ethnicity, it made sense that this topic would be more widespread. Quite often “Homosexuality” was applied to cover a range of sexual identities and “Gender Identity” was applied to books with reference to gender (such as one with a transgender character). This set also held the most zeroes when it came to those that didn’t have a diverse subject heading, leading me to believe that often times LGBTQIA books are harder to identify or assign specific subject headings to. Gender and sexual orientation are often thought of as more of a fluid subject and the terminology is different amongst various communities. As stated by McClary and Howard, “part of the difficulty of assigning subject headings to GLBT materials is applying terminology appropriately and accurately.” (2007, p. 152).

Most troubling about this section was the use of ambiguous and seemingly meaningless terms. Rather than specifying the aspects of the relationship that qualify it to fall into the LGBTQIA category terms like “Interpersonal relations” Or “Dating (social issues)” were used. These “fluff” subject headings as I came to view them, seemed to be used in place of one that would specify more clearly what the book was about. Often times these subject headings would be present when there was not a diverse one assigned, leading me to believe that they were used in place of a diverse subject heading. This could be viewed problematic due to the fact that it makes these books harder to find, and the subject heading assigned doesn’t truly capture the content of the book. On the other hand, this could show that these diverse aspects aren’t being “othered”; they are being viewed as

having more standard or normalized content given strides in the way society is viewing these topics and changing perceptions of what sexuality and gender are.

<b>Title</b>	<b>Durham Sub Head</b>	<b>Chapel Hill Sub Head</b>
If I Was Your Girl	8 total; 4 diverse	3 total; 1 diverse
When the Moon Was Ours	10 total; 1 diverse	4 total; 1 diverse
Unbecoming	9 total; 0 diverse	7 total; 0 diverse
The Porcupine of Truth	4 total; 1 diverse	6 total; 0 diverse
Wonders of the Invisible World	6 total; 1 diverse	7 total; 1 diverse
I'll Give You the Sun	7 total; 1 diverse	8 total; 1 diverse
Fat Angie	3 total; 0 diverse	Not in Catalog
Two Boys Kissing	4 total; 2 diverse	4 total; 2 diverse
Aristotle and Dante Discover the Secrets of the Universe	5 total; 1 diverse	5 total; 1 diverse
Drama	5 total; 0 diverse	11 total; 0 diverse
Gone Gone Gone	3 total; 1 diverse	2 total; 0 diverse
October Mourning: A Song for Matthew Shepard	4 total; 2 diverse	6 total; 2 diverse
Sparks: The Epic, Completely True Blue (Almost) Holy Quest of Debbie	4 total; 1 diverse	5 total; 1 diverse
Putting Makeup on the Fat Boy	7 total; 1 diverse	8 total; 1 diverse
Pink	7 total; 1 diverse	8 total; 1 diverse
Almost Perfect	7 total; 1 diverse	8 total; 1 diverse
Will Grayson, Will Grayson	6 total; 1 diverse	7 total; 1 diverse
Love Drugged	5 total; 1 diverse	6 total; 2 diverse
The Vast Fields of Ordinary	10 total; 3 diverse	6 total; 2 diverse
The Manny Files	5 total; 0 diverse	5 total; 0 diverse

Figure 5. Stonewall Award Winners- Subject Headings

The final set (figure 6.) most commonly had “People with disabilities” as a subject heading, though I was pleased to see how many subject headings specifically named the disability or illness the books content referenced, such as “Autism” or “Dyslexia”. The variety of disabilities and illnesses covered by this set of books shows how wide the

Schneider Family Book Awards go, and many different groups of people are represented under this topic.

<b>Title</b>	<b>Durham Sub Head</b>	<b>Chapel Hill Sub Head</b>
When We Collided	5 total; 2 diverse	4 total; 2 diverse
As Brave As You	7 total; 1 diverse	8 total; 2 diverse
The Unlikely Hero of Room 13B	6 total; 2 diverse	6 total; 2 diverse
The War That Saved My Life	4 total; 1 diverse	4 total; 2 diverse
Fish in a Tree	5 total; 1 diverse	4 total; 1 diverse
Girls Like Us	4 total; 1 diverse	4 total; 1 diverse
Rain Reign	3 total; 1 diverse	4 total; 2 diverse
Rose Under Fire	4 total; 0 diverse	5 total; 0 diverse
Handbook for Dragon Slayers	7 total; 1 diverse	8 total; 1 diverse
A Dog Called Homeless	7 total; 3 diverse	7 total; 4 diverse
The Running Dream	6 total; 3 diverse	7 total; 3 diverse
Wonderstruck	6 total; 2 diverse	8 total; 2 diverse
Close to Famous	5 total; 0 diverse	7 total; 0 diverse
Five Flavors of Dumb	7 total; 2 diverse	9 total; 2 diverse
After Ever After	7 total; 1 diverse	8 total; 1 diverse
Anything But Typical	3 total; 1 diverse	3 total; 1 diverse
Marcelo in the Real World	3 total; 2 diverse	3 total; 2 diverse
Waiting for Normal	4 total; 0 diverse	6 total; 0 diverse
Reaching for Sun	Not in Catalog	6 total; 2 diverse
Rules	3 total; 2 diverse	3 total; 2 diverse

Figure 6. Schneider Family Book Award Winners- Subject Headings

Despite there being many hot topic issues surrounding Dewey, LCSH's, and the way that current OPAC searching works, this study shows that the way books are currently being cataloged does allow users to find them based on certain desirable aspects of the book. These diverse books can be easily found in a catalog via their subject headings due to the fact that the vast majority have been assigned appropriate subject headings. Subject headings are also clickable in each of the library OPAC's meaning that the user can find a

subject heading they like and see what other books have been assigned to that heading; this is a sort of “read alike” or “similar books” style of search.

## **Conclusion**

The possible implications of diverse books being poorly or improperly cataloged are many. Many believe that due to the current state of classification and organization “...biased ideological stories continue to be “told” by the organizational systems. As users interact with these structures to browse and retrieve materials, they inevitably learn negative stereotypes about race, gender, class, and other social identities” (Drabinski, 2013, p. 97). This can lead to confusion and perpetuation of misconceptions, which is damaging to both the people within the diverse communities and those who are not a part of these communities but may stumble across the library subject headings. Patrons should be able to find “resources that can help them to strengthen their identity” in the library (Sole & Pinen, 2008, p. 5), and not be subjected to incorrect, stereotypical, and outdated materials and classifications.

Library catalogs are often given a bad reputation when it comes to the way that the cataloging is done. This study shows that when it comes to diverse books the catalog represents them in a way that allows them to be searchable and easily found by users. However, there is still work that needs to be done when it comes to how libraries organize their books. Searching for books via the library catalog is only one way that a library user might find a book. Browsing the shelf is another way that users, teens and

young adults included, will look for books in a library. Unfortunately, due to the fact that fiction is shelved according to author last name according to Dewey, public libraries do not have a system that allows users to browse based on specific aspects of books when they are browsing the shelves. Suggestions for how to correct these types of issues are broad. There are those who wish to “genrefy” the collections (use a genre or bookstore type of organization system rather than assigning DDC call numbers), and many libraries have already begun doing this with their nonfiction sections. The downside to separating the diverse books might be that the teens looking for them don’t want to be seen looking for them. A LGBTQIA display might make a teenager feel uncomfortable if they are not out or do not want anyone to see them looking for books about sexuality and gender identity. Discreet ways of displaying these types of books, perhaps a small sticker on the spine or a bookmark sticking out of the top might be better ways to allow people to see the diverse books but not in a way that draws attention.

Given that many teen collections (YA books specifically) are quite small an undertaking to make diverse book more recognizable is often a reasonable one. The subject headings could even be used to facilitate either a new type of organization or a new way of marking books (such as with stickers or bookmarks). Along with “genrefication” the BISAC Subject Headings List has been suggested as an alternative to DDC. The BISAC “is a standard used to categorize books based on topical content in the book industry of the United States” (Martínez-Ávila, 2016, p. 655). By using this existing system libraries could avoid in-house classification which would save them time and resources and create more consistency. It should be noted that “those libraries adopting BISAC in the United States were dropping the DDC and using the bookstore scheme as a classification system

for the physical classification and arrangement of books” (Martínez-Ávila, 2016, p. 656). This means that an overhaul of not only the catalog but the collection arrangement would be necessary to adopt this system in order for it to run efficiently. This solution would solve the issue of the shelving in libraries but also changes the way they are cataloged, which isn’t necessarily an issue as shown by this study.

Tagging and folksonomies have also been proposed to an alternative to DDC and LCSH. Folksonomies, defined as “rich vocabularies generated by users to categorize, find, and share their own resources” (Adler, 2006, p. 310). Tagging is a concept borrowed from social media in which users can assign “tags” (words and phrases) to categorize a book. The Chapel Hill Public Library allows users to apply tags to the books in their catalog. Gerolimos (2013) explores how a tagging system with a non-controlled vocabulary can be beneficial to a library catalog due to the user-driven and user defined aspects. There are those that believe that “controlled subject headings are more efficient than keyword searching or social tagging and yield higher quality results” but in the same token admit that tagging and user driven systems allow things like popular or slang to be added which subject headings do not include (Grey & Hurko, 2012, p. 16). Controlled vocabularies must be explained or properly taught to users in order to be most effective whereas a tagging system would allow the users to define the terms used in the catalog. Adding a tagging system where there isn’t one, for instance the Durham County Library OPAC, might help to add more perspective to the catalog by allowing uses to add in natural and preferred language.



While there are certainly ways to improve the way diverse books are found within libraries, this study shows that the catalog records containing subject headings are indeed a great way to find books with diverse aspects. Subject headings can be searched for and clicked on, leading to other similar books and assisting the user further in their search. The way library books are shelved does not lend itself to finding diverse materials however, and this problem can be corrected in a variety of ways. The need for teens and young adults to distinguish and find these materials is paramount, and libraries should do all they can to get these diverse books into the hands of the readers who need them most.

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