

THE PROVISION AND PROMOTION OF CULTURALLY DIVERSE TEXTS FOR
CHILDREN AND YOUNG ADULTS IN SCOTTISH PUBLIC LIBRARIES.

Angela Howell

This dissertation was submitted in part fulfilment of requirements for the
degree of MSc Information and Library Studies.

DEPT. OF COMPUTER AND INFORMATION SCIENCES
UNIVERSITY OF STRATHCLYDE

MAY 2017

Declaration

This dissertation is submitted in part fulfilment of the requirements for the degree of MSc of the University of Strathclyde.

I declare that this dissertation embodies the results of my own work and that it has been composed by myself. Following normal academic conventions, I have made due acknowledgement to the work of others.

I declare that I have sought, and received, ethics approval via the Departmental Ethics Committee as appropriate to my research.

I give permission to the University of Strathclyde, Department of Computer and Information Sciences, to provide copies of the dissertation, at cost, to those who may in the future request a copy of the dissertation for private study or research.

I give permission to the University of Strathclyde, Department of Computer and Information Sciences, to place a copy of the dissertation in a publicly available archive.

(please tick) Yes No

I declare that the word count for this dissertation (excluding title page, declaration, abstract, acknowledgements, table of contents, list of illustrations, references and appendices is **19, 105**. I confirm that I wish this to be assessed as a Type 1 2 3 4 5 Dissertation (please circle)

Signature: Angela Howell

Date: 02/05/17

Acknowledgments

I would like to thank my supervisor, Professor Ian Ruthven for his patience and my partner Javier for all of his support.

Abstract

In light of reports regarding the high level of racist and xenophobic abuse experienced by young people in Scotland, this research explores the role that public libraries can play in tackling discrimination and promoting a more open, socially inclusive society. Based on the belief that access to diverse narratives can help to combat prejudice and increase feelings of inclusion, the specific focus of the research is on provision of stock in public libraries which reflects cultural diversity.

The aim of the research is to assess both current holdings of culturally diverse texts for children and young adults in Scottish public libraries, and investigate the consideration given to such resources in collection development and stock promotion practices. The discussion explores the impact of supplier selection on current and future provision; the value attributed to culturally diverse texts by library authorities; the importance given to cultural representation versus linguistic representation in Scottish public libraries and the impact of “perceived demand” on provision.

It was discovered that a quarter of Scottish library authorities give consideration to culturally diverse titles for children and young adults in collection development policies, while over half of all library services include representation of cultural diversity as a more general stock criteria. While, a similar number of authorities included culturally diverse texts for children in their supplier selection, the comments of respondents raised concerns over staff reliance on mainstream suppliers and the potentially negative effect this could have on future provision. An assessment of initiatives currently in place to promote culturally diverse resources to children found that the majority of library authorities had devised at least one method of targeting this stock to young library patrons. The responses indicated that approaches to promotion of culturally diverse titles varied according to the authority, with some employing an “inclusive” approach and others a more tokenistic approach.

Table of Contents

1. Introduction.....	1
1.1 Rationale.....	1
1.2 Aims and Objectives.....	2
1.3 Research Methods.....	3
1.4 Definitions.....	3
2. Literature Review.....	5
2.1 The case for the inclusion of culturally diverse resources for children.....	5
2.1.1 Reading and empathy.....	5
2.1.2 Culturally diverse texts and children.....	6
2.1.3 Culturally diverse communities and stock provision in public libraries.....	7
2.2 Factors impacting on provision of culturally diverse texts.....	8
2.2.1 Collection development theory in public libraries.....	8
2.2.2 Professional policies.....	9
2.2.3 Publishing Industry.....	10
2.3 Research problem.....	12
3. Methodology.....	13
3.1 Research Sample.....	13
3.2 Checklist study.....	16
3.2.1 The checklist: selection and criteria.....	16
3.2.2 Limitations of the list.....	21
3.3 Checklist catalogue survey.....	21
3.3.1 Checklist catalogue survey analysis.....	22
3.3.2 Limitations of the checklist catalogue survey.....	22
3.4 Freedom of Information requests	24
3.4.1 Collection development measurement.....	26
3.4.2 Collection development content analysis.....	28
3.4.3 Limitations of collection development research methods.....	29
4. Findings: catalogue survey and collection development and promotion.....	31
4.1 Catalogue survey.....	31

4.1.1 Check-list results by library authority.....	31
4.1.2 Checklist results: frequency of titles and discussion.....	33
4.2 Collection development policies.....	35
4.2.1 Culturally diverse resources for children in collection development policies.....	36
4.2.2 Cultural diversity in collection development policies.....	37
4.2.3 Linguistic diversity in collection development policies.....	37
4.3 Supplier selection.....	38
4.4 Promotion of culturally diverse stock to library users.....	40
4.4.1 Initiatives to promote culturally diverse resources.....	41
4.5 Combined analysis.....	43
4.6 Findings summary.....	48
5. Discussion and recommendations.....	49
5.1 How do Scottish public library authorities address culturally diverse narratives for children and young adults in collection development?.....	49
5.1.1 Collection development policies.....	49
5.1.2 Supplier selection.....	50
5.1.3 Urban/rural divide.....	50
5.1.4 Emphasis on linguistic Representation.....	51
5.2 How do Scottish public libraries promote culturally diverse texts to children and young adults?.....	53
5.3 How can Scottish public libraries develop their collection development and promotion practises to ensure that culturally diverse texts for children and young adults are fairly represented and visible?.....	54
5.3.1 Collection development policies.....	54
5.3.2 Selection practises.....	55
5.3.3 Promotion of culturally diverse titles.....	56
6. Conclusion.....	57
6.1 Summary of findings.....	57
6.2 Suggestions for future research.....	57
7. Bibliography.....	58
Appendix 1.....	60
Appendix 2.....	65

List of Tables

Table 1: Public library services in Scotland by local council and operating charitable trust.....	15
Table 2: Scottish library authorities organised by local council type.....	28
Table 3: No of checklist titles held by Urban authorities.....	32
Table 4: No of checklist titles held by Towns authorities.....	32
Table 5: No of checklist titles held by Rural authorities.....	32
Table 6: No of checklist titles held by Mixed authorities.....	32
Table 7: No of Scottish library services that hold each checklist title.....	34
Table 8: No of checklist titles held by authorities who mention cultural diversity for children in their collection development policies.....	44
Table 9: No of checklist titles held by authorities who do not mention cultural diversity for children in their collection development policies.....	44
Table 10: No of checklist titles held by authorities who have initiatives to promote culturally diverse literature.....	45
Table 11: No of checklist titles held by authorities who have no initiatives to promote culturally diverse literature.....	46
Table 12: No of checklist titles held by library authorities that consider culturally diverse literature in supplier selection.....	47
Table 13: No of checklist titles held by authorities that do not include culturally diverse literature in supplier selection.....	47

List of Figures

Figure 1: Checklist titles by age group.....	19
Figure 2: Checklist titles by genre.....	20
Figure 3: Checklist titles by content.....	20

1. Introduction

1.1 Rationale for the research

A 2005 report by the Information, Analysis and Communication Division of the Scottish Executive Education Department described racism and xenophobia as being a part of everyday life for minority ethnic and non-British students in Scottish schools (Information, 2005). While the Scottish Government has taken steps to improve the situation and, indeed the Scottish educational Curriculum for Excellence places emphasis on producing global citizens, in 2013 the BBC reported that 1, 274 incidents of racism had occurred in Scottish schools between 2011- 2012 (BBC, 2013). Sadly, in the past few years, discrimination against those perceived as “other” has been given validity with the increase of anti-immigrant and anti-migrant rhetoric featured in UK wide public and political debates. In 2013, the Council of Europe's human rights commissioner described the language used to refer to immigrants by UK politicians as “shameful” and warned that such discourse could heighten social exclusion and lead to long term problems (Travis and Shiv, 2013). In 2016, the year of the UK’s historical decision to leave the European Union, NewStatesman (2016) revealed that concern surrounding immigration is what led to this monumental vote. The BBC also reported on an increased number of hate crimes within the UK in the months immediately following the EU referendum (BBC, 2017). While, in Scotland the majority voted to remain in the European Union and votes for anti-immigration parties such as UKIP have remained low, there is no denying that the current and future political and social turbulence in the UK will have an impact and potentially exacerbate problems of intolerance, which the above reports reveal, were already established in Scotland. As such, now more than ever, it is essential to educate people about diversity and promote inclusion.

Audunson (2005) argues that public libraries were born out of multiculturalism and, as institutions that are open to all, are ideally placed to assist in the construction of a more open and accepting society. Libraries can achieve this in several ways but one of the most significant is through the provision of diverse narratives which can serve to foster empathy and understanding. As Epstein (2017) notes, interaction with those we consider “other” forces us to challenge our existing preconceptions of that group which in turn reduces prejudice. When direct engagement is not an option, accessing culturally diverse narratives can produce the same result. Studies have shown that reading has the power to improve empathy by allowing us to enter the mind and feel the emotions of someone else. When we read a book, we immerse ourselves in the point of the view of the characters, even if we originally perceive them to be different from us, and so find it difficult to

maintain this emotional distance after the book is finished (Usherwood and Toyne, 2002). In addition to fostering empathy, the provision of culturally diverse narratives in libraries is beneficial to minority cultural groups, who are still under-represented in literature. The limited portrayals of characters from minority groups in books has a damaging effect on their self-esteem and perception of themselves in society (Campbell Naidoo, 2014). This is particularly devastating among children and teenagers whose identities and worldviews are still in flux.

The aim of this research then is to assess provision of culturally diverse narratives in Scottish public libraries and evaluate how, and if, narratives of this type are considered within collection development practises and stock promotion activities. The research will concentrate specifically on the stock offering for children and teenagers. The rationale for focusing on children is that reading can play a significant part in the personal and social development of children. If children are given early access to resources in which they see themselves represented, it can increase their self-belief. Additionally, by adulthood, prejudices which lead to intolerant behaviour are already deep-rooted and difficult to combat. However, the attitudes of children are not yet fully established which means that positive interventions can have a more powerful impact. Arguably then, if we want to create a more inclusive, accepting society, the best way is to educate children about the diversity of the world we live in by ensuring it is reflected in the books they read (Abrams and Killen, 2014). In order that the texts can be of benefit to all children, only texts in English language will be considered. This research is inspired by the belief that the provision of culturally diverse resources for children and teenagers in public libraries can increase feelings of inclusion and also cultural awareness which can serve to lessen hostilities between different groups in the community.

1.2 Aims and objectives

The assessment of the provision of culturally diverse texts for children and young adults seeks to answer the following questions:

- How do public library authorities in Scotland address culturally diverse texts for children and young adults in collection development?
- How do Scottish public libraries promote culturally diverse texts for children and young adults to library users?
- How can Scottish public libraries develop their collection development and promotion practises to ensure that culturally diverse texts for children and young adults are fairly represented and visible?

The research objectives are:

- To assess holdings of culturally diverse texts for children and young adults in Scottish public libraries.
- To examine consideration of culturally diverse texts for children and young adults in the collection development policies of Scottish public libraries.
- To examine consideration of culturally diverse narratives for children and young adults in collection development practises such as supplier selection.
- To evaluate consideration of culturally diverse texts for children and young adults in stock promotion activities.
- To make recommendations regarding collection development and stock promotion practises for the provision of culturally diverse texts for children and young adults.

1.3 Research methods

In order to answer the research question, the following steps were taken: a quantitative checklist study was undertaken to assess holdings of culturally diverse titles for children and young adults; questionnaires were sent to the thirty-two public library authorities via Freedom of Information requests and content analysis was carried out on collection development policies and supplier specification documents also acquired via Freedom of Information requests. The findings from the various stages of the methodology are later discussed with reference to the literature in order to draw conclusions and offer recommendations for improved provision. To the researcher's knowledge, no other study regarding the provision of culturally diverse texts for children has been undertaken in Scotland. As such, this research was largely exploratory and will hopefully provide a starting off point for future research within this sample area.

1.4 Definitions

The research adheres to UNESCO's definition of culture as being:

The set of distinctive spiritual, material, intellectual and emotional features of society or a social group, and that it encompasses, in addition to art and literature, lifestyles, ways of living together, value systems, traditions and beliefs (UNESCO, 2001)

It also agrees with the belief expressed by UNESCO (2001) that culture is at the centre of debates regarding social fragmentation, cohesion and identity. Campbell Naidoo (2014) states that a person's culture is defined, among other things, by their ethnicity, race, religious beliefs, nationality and cultural heritage. As such, the researcher's understanding of a culturally diverse text is one that tackles the experience of a shared, cultural group and which tackles themes pertaining to the ethnicity, nationality or cultural heritage of the central protagonists. The titles must feature a central character who belongs to a cultural group outside of the majority culture which, for the purposes of this research, is White Anglo-American.

For the purposes of this research, those of ages two up until thirteen will be considered children. Thirteen years to seventeen years will be considered young adults or teenagers. The research will focus on the provision of texts for both of these age groups.

2. Literature Review

To the researcher's knowledge there are no studies which explore the consideration of cultural diversity in the development of children's and young adult's collections in Scottish public libraries. Previous studies regarding the provision of culturally diverse stock for both adults and children in public libraries are discussed below. While the researcher has made an effort to focus primarily on the UK, the shortage of studies meant it was necessary to discuss findings from Danish and American research. In order to put forward a case for the inclusion of culturally diverse literature for children, it was necessary to draw upon research from the fields of education and psychology.

2.1 The case for the inclusion of culturally diverse resources for children

The researcher's conviction that culturally diverse texts are relevant and beneficial to children and young adults is based upon research pertaining to the power of reading to foster empathy and the use of multicultural curricula in classrooms to challenge negative cultural prejudices. With more specific reference to children from minority culture, previous studies focus on public library provision for minority cultural groups and demonstrate the need for narratives that are culturally representative.

2.1.1 Reading and empathy

The ability to understand how other people feel is one of the most necessary social skills. Previous studies have demonstrated that reading fiction is one way to nurture empathy. Studies in the area of cognitive criticism, supported by neuroscience argue that the brain interacts with fictional characters, events and worlds as though they were real. As such reading fiction can cause the brain to provoke cognitive and emotional responses to the real world (Nikolajeva, 2012).

While research suggests that children do not fully develop empathy until adolescence, Nikolajeva (2012) argues that reading fiction can potentially support and speed up the process of developing empathy in children. She also argues that as children have more limited experience of emotions, reading fiction is one fundamental way of helping children develop empathy in real life (Nikolajeva, 2012).

A study undertaken by The Reading Agency (2015) also found that for children and younger people, reading fiction had increased not only knowledge of the self but also of others, which had the potential to lead to higher levels of social interaction and increases in social and cultural capital. Usherwood and Toyne (2006) have demonstrated the power of fiction reading to improve readers' awareness and

understanding of different cultures. Public library users interviewed by Usherwood and Toyne remarked on their ability to view the world from different perspectives and relate to other people as a result of reading imaginative fiction (Usherwood and Toyne, 2002)

2.1.2 Culturally diverse texts and children

Studies have revealed that children experience culture via the values and behaviour of their families; their daily interactions and the stories and characters they encounter in film, television and books (Derman-Sparks and Ramsey, 2002).

Derman-Sparks and Ramsey (2002) argue that the messages children receive regarding different cultural groups from their parents, peers and the media may be blatant or they may be discrete and contradictory. Using the example of a school environment where all the managerial and teaching staff are white while all the maintenance staff are black, they argue that children will begin to understand racial hierarchies even if the school curriculum intends to be inclusive. The issue of representation is key to children's development. If a child never sees their cultural group represented in books or in the media, or worse continuously represented in a negative light, they receive the message that society does not perceive their culture to be important. Such an acknowledgment is likely to have a significant impact on the child's self-esteem (Campbell Naidoo, 2014). If children from the dominant culture do not have access to narratives of other cultural groups, they can fail to develop the skills necessary to perform in today's multicultural society (Campbell Naidoo, 2014). Lack of diversity in the narratives that children have access to can lead to children from dominant cultural groups believing that their worldview is either the only one or the only correct one (Derman-Sparks and Ramsey, 2002). Such beliefs can of course lead children to reject those who do not fit in with their worldview when encountered.

Abrams and Gillen (2014) argue that if such social attitudes are cultivated during childhood, they will consequently impact on adult behaviour. They suggest that children who exclude others on the basis of misconceptions or stereotypes, may continue to do so as adults and perpetuate negative or divisive social and professional patterns. Similarly, children who are consistently excluded may struggle to cultivate healthy relationships as adults. Preventing exclusion during childhood is one way to reduce social and cultural exclusion experienced by adults and one way to tackle exclusion among children is to foster understanding and empathy. One method of cultivating understanding is to provide children with access to various cultural groups through books, films and games. Exposing children to resources

that celebrate diversity whilst also highlighting the commonality of all groups can help children to feel unique but also connected to others and this can reduce prejudice (Villarica, 2012).

Levin (Levin, 2007) believes that multicultural or culturally diverse literature has the capability to increase empathy, foster respect for the “other” and highlight the common traits that unite all cultural groups. Through helping children understand themselves and their wider community, it can also instil in children a sense of belonging and boost self-esteem. Campbell Naidoo (2014) highlights the role that public libraries can play as the providers of stories in their many formats. Through the provision of culturally diverse collections, libraries can challenge negative assumptions about other groups and facilitate acceptance.

In order for this to be the case though, diverse reading materials must feature frequently in library displays. The tendency to highlight diversity at rare moments in the calendar year will only suggest to children that their culture is a novelty. In a similar manner, librarians must be careful in the selection of materials deemed to be culturally diverse. It is important to provide authentic texts that are truly reflective of the culture and avoid tokenism (Iwai, 2015). Campbell Naidoo (2014) warns against the “5 F’s approach” (Foods, Festivals, Folklore, Fashion and Famous people). While including texts which discuss these elements of a culture is not wrong, it would be an error to only include such materials in a library collection. To do so would only reinforce a sense of otherness rather than commonality.

2.1.3 Culturally diverse communities and stock provision in public libraries

Elkin et al (Elkin et al., 2003) state that it was of the utmost importance that public libraries reflect the needs of the entire community they serve irrespective of age, gender, class and race. In the literature, consideration of how public libraries can meet the needs of ethnic minority communities has tended to focus on the provision of foreign language resources. Vincent (2009) provided an overview of public library provision for black and ethnic minority communities from 1969 up until 2009. His discussion of library stock concentrated solely on the improved provision of community language materials in 2009 than in previous periods. He also raised concerns over the libraries’ ability to fully meet the needs of all users due to remaining issues with obtaining resources in the less common languages.

Also in 2009 Anna Listwon and Barbara Sen published their case study of Public library services provision for the Polish communities in England. In their study, participants noted their appreciation of the availability of Polish language texts but expressed a desire not just to read texts translated into Polish but also to have access to literature by Polish authors. This finding suggests that immigrant and ethnic minority library users do not simply wish to access resources in their mother tongue but they

would like to see their culture as being represented on the library shelves (Listwon and Sen, 2009). Berger (2002) also found that many library users from ethnic minority backgrounds sought materials which helped them to stay in touch with their cultural heritage. They were more interested in texts which dealt with the cultural aspects of their mother countries, i.e. the history or contemporary politics. Like the participants in Listwon's study, they expressed a preference for original language fiction as opposed to texts translated into the languages of their mother tongues. Berger's study also found that there was little demand for materials in their native language from younger library users, who preferred to read in Danish (Berger, 2002).

Birdi et al (2012) take this discussion further. They note that many members of the ethnic and cultural minority groups in the UK are now second or third generation. Having been born in the UK and grown up speaking English, they have less need for texts in the language of their mother counties. They may however have a desire to read about the culture of their mother country, particularly as Birdi et al suggest, if they live in an area without an established immigrant culture. They may also wish to access texts which portray their own experiences of belonging to more than one culture or living in multicultural Britain.

Pettingill and Morgan (1996) looked at libraries promoting cultural diversity not through the provision of linguistic resources but canonical multicultural texts. Working within an academic context, their project assessed a university library's material on US immigrant and minority groups by comparing the library catalogue to various bibliographies covering multicultural resources. While this approach is limited, it puts forward the idea that a library collection should be constructed to mirror the ethnic and cultural heritage of its users.

2.2 Factors impacting on provision of culturally diverse texts

This section of the literature review focuses on factors which will affect the provision of culturally diverse narratives for children and young adults.

2.2.1 Collection development theory in public libraries

Given the focus of this research is on stock provision, it was deemed particularly pertinent to explore the principal theories of collection development, including the intrinsic complexities and challenges of creating a good collection. For McColvin (1925) demand is the factor which should most determine book selection and management in a public library. McColvin describes book selection as a two- step

process of demand and supply where the patrons' demands are identified and then evaluated. Books are assessed by their capacity for inspiring personal fulfilment and happiness. While McColvin (1925) states that demand should be adhered to, he also advocates for the provision of resources that can "improve" the reader. For him, the capacity of library books to educate, broaden horizons and encourage intellectual thought is of the utmost importance. He stresses the importance of meeting public demand but ultimately gives the stock selector the authority to assess if the demand is legitimate and in the user's best interest (McColvin, 1925)

Usherwood (2007) also addresses demand as being a major factor affecting library stock selection. However, whereas McColvin argues that this should be the case, Usherwood expresses concerns over merely satisfying demands which he views as being much more intrinsically linked to market forces. Usherwood questions if perhaps the role of a public library is to stock and promote resources that are not wholly dependent on the market place. He also questions whether public library stock should go beyond simply meeting user demands (Usherwood, 2007).

Usherwood (2007) remarks that due to budget restraints, public library stock selectors can only justify purchasing the most popular and frequently used materials that meet the needs of the community. His concern is that the concept of value in stock is being lost in order to meet perceived demand.

This conflict between value and demand reveals itself also in Birdi et al's (2012) study. Her interviews with librarians demonstrated a debate about providing stock which was in demand within the community, that reflected the community versus providing stock deemed to be of benefit to the community regardless of its demographics. Some librarians, for example, felt it was important to provide multicultural texts in predominately white areas in order to acclimatise users to other cultures and ethnicities. Other library staff, however, felt that it was of little value to display stock that would be issued very rarely (Birdi et al., 2012)

2.2.2 Professional policies

In their guidelines for children's library services, IFLA (2003) state that the goals of the children's library service are to provide every child with the right to cultural development, to champion the freedom and safety of children, to give children the freedom to grow, encouraging them to become assured people who will strive for a peaceful world.

In terms of selection criteria for materials, IFLA (2003) stipulate that resources must reflect a whole host of values and opinions, be representative of local community culture and serve as an introduction

to the global community. It is also stated that in multilingual countries, children should be provided with access to print and audio-visual materials in their mother tongue.

SLIC (SLIC, 2016) in their improvement model for Scottish public libraries make no specific mention of public library provision for children. They do, however promote the idea that the public library should welcome all members of the community regardless of age, gender or ethnic group and that the library should actively promote social cohesion and well-being. While the improvement model does not make reference to specific user groups, it does acknowledge the importance of providing for different user needs. Cultural diversity within local communities is recognised under quality indicator “Reading Experience” where provision of foreign language resources is mentioned and the importance of considering how many community languages are supported is also highlighted. There is, however, no discussion of narratives which reflect the cultural diversity of the community and the wider world.

Among the ethical principles for library and information professionals, CILIP include “respect for diversity within society” and the “promoting of equal opportunities and human rights” (CILIP, 2012).

While CILIP’s ethical principles, IFLA’s guidelines and SLIC’s public library improvement model for Scotland all recognise the importance of catering to diverse communities, it appears that catering to culturally diverse communities predominately equates to the provision of foreign language material in terms of stock provision. Only IFLA in their guidelines for children’s libraries, acknowledge the importance of resources that open a window onto the wider world.

2.2.3 Publishing Industry

The UK publishing industry has often been criticised for an extreme lack of cultural and racial diversity in terms of the stories and authors published. Following a US study which revealed that in 2013 only 93 books for children were about black people out of a total of 3,200 published, children’s authors in the UK were keen to assert that cultural and ethnic diversity in children’s literature remains incredibly low in the UK also (Flood, 2014). A 2015 report published by Spread the Word, a writer development agency in London reported that 74% of those employed by large publishing houses and 97% of literary agents found the industry to be “only a little diverse” or “not diverse at all.” The report found that many UK authors from Black, Asian and minority ethnic backgrounds felt that their writing was expected to conform to cultural stereotypes in order to avoid alienating majority culture readers. It was also remarked that unintentional cultural biases of literary editors greatly affect the works which make it into print, with more nuanced depictions of cultural groups often being rejected on the basis of lack of “authenticity” (Word, 2015).

Another finding of the study was that the vast majority of UK BAME writers published produce literary fiction as opposed to genre works such as science-fiction or fantasy novels (Word, 2015). This has the effect of keeping BAME authors out of the mainstream which severely limits the chances of their works being included in library collections, with the current influence of market forces on library collections (Usherwood, 2007). Author and senior commissioning editor for children's fiction at Oxford University Press Jasmine Richards and Tom Bonnick, commissioning editor at Nosy Crow also asserted that publishers pressurising BAME writers to only write about BAME issues can result in genre fiction being largely homogenised. Richards commented on the dominance of white Anglo-American characters in children's fantasy and adventure stories, in particular (Eyre, 2015). While the two are not mutually exclusive, it stands to reason that if BAME authors face more obstacles to publication and feel they need to minimise the culturally diverse aspects of their works to avoid ostracising readers, less and less culturally diverse narratives will make it into the world and onto library shelves. Additionally, if the works of BAME authors are only supported when they are writing about aspects of their cultural heritage or their communities, then the diversity of narratives featuring children of BAME backgrounds is sadly limited. Furthermore, if culturally diverse aspects of narratives are reduced or modified to avoid challenging the existing perception of a cultural group, there is the danger of perpetuating what author Chimamanda Ngozi Adichie refers to as the "single story" wherein repeating the same tales of a cultural group result in that group being defined by that story alone (Ngozi Adichie, 2009). Such narrow representations are harmful in that they allow those outside of that cultural group to form preconceptions about them and they influence how those within the group view themselves.

There are many organisations and people who are working to increase visibility of culturally diverse children's literature and raise awareness of the importance of representation. The "We need diverse books" campaign launched in the US, which sought to promote all diversity of experience including cultural, ethnic, religious, gender, LGBT and people with disabilities, received significant coverage and support in the UK (Flood, 2014). Inclusive Minds is an organisation that advocates for increased diversity in children's literature. They have formed a group of diversity ambassadors, all are young people from different backgrounds who have experience of being excluded on the basis of their race, culture, gender or sexuality. These ambassadors will be contactable by authors and publishers via Inclusive Minds to answer questions and provide suggestions on how those involved in the industry can create more diverse, representative narratives (UK, 2017). Other organisations dedicated to increasing cultural awareness through children's literature is the International Board on Books for Young People (IBBY), a committee of authors, teachers, librarians, publishers and academics. The UK

national centre for children's books, Seven Stories have also released lists of culturally diverse texts for children, intended to assist teachers and librarians in their selection of books for children.

2.3 Research Problem

The literature review has discussed the concepts of demand in terms of book selection in public libraries and outlined some of the factors which will impact on a library's choice of materials including recommendations from governing institutions and the texts made available by mainstream publishers. It has demonstrated that in terms of stock provision for culturally diverse communities, demand has, to an extent, shifted from linguistic representation to cultural representation. It has indicated both the need for, and the benefit, of fiction which depicts the experience of belonging to two different cultures or living in a multicultural environment. The capacity of imaginative fiction to improve children's cultural awareness and understanding has also been highlighted. We have acquired an understanding of the environment in which book selection occurs and understood how the inclusion of culturally diverse fiction in public libraries can be beneficial to children and young adults from both minority culture backgrounds and white Anglo-American backgrounds. However, we have gained very little understanding of the ways in which public libraries are engaging with culturally diverse fiction for children, if at all. The absence of information pertaining to the provision of culturally diverse materials for children in Scotland makes this research pertinent. Scotland, with its diversity of urban and extremely rural communities, will also allow us to draw conclusions about how rigidly the stock selection principle of demand is adhered to and the effect this has on provision.

3. Methodology

A descriptive survey methodology was used to assess the provision of culturally diverse reading materials for children and young adults in Scottish public libraries. The methodology consisted of a quantitative checklist study to assess holdings of culturally diverse titles for children and young adults; questionnaires to the thirty-two public library authorities sent through Freedom of Information requests and content analysis of collection development policies and supplier specification documents also acquired via Freedom of Information requests. The Freedom of Information requests contained a mixture of closed and open ended questions pertaining to collection development, supplier selection and the promotion of culturally diverse children's literature. A mixed methods approach was put in place to analyse the data gathered. Both the checklist survey results and the responses to the questions were analysed quantitatively to produce descriptive statistics. Whereas the responses to the open questions about promotion of materials, and also the additional commentaries provided by respondents regarding supplier selection were assessed qualitatively along with the contents of policy documents to provide an understanding of the consideration given to culturally diverse reading materials in collection policy and promotion.

3.1 Research Sample

Scotland was chosen as the location for this research project as preliminary reading indicated that no other study regarding the provision of culturally diverse children's texts had been carried out in this area. A previous research project which focussed on the provision of materials in Scottish public libraries for the LGBT community had, however, uncovered findings with regards to the provision of culturally diverse or multicultural literature. These findings included that seven Scottish public library authorities had selection criteria in place relating to the inclusion of culturally diverse reading materials in their collections. It was also noted that a further five Scottish authorities listed the inclusion of culturally diverse reading materials as one of their aims (Broadley, 2015). These findings indicate that the provision of works which reflect cultural diversity is given importance in just under half of the local authorities. They also raise further questions which justify the need for a research project within this geographic location. The questions are: is policy being translated into practise?; what do the various authorities understand culturally diverse materials to be? And is it a priority to provide such materials to children? A further question is in which authorities is cultural diversity an important consideration?

Scotland also presents an ideal location as it covers a range of urban and rural communities including some of the most rural areas in the United Kingdom. Across these communities, the demographics also differ significantly. In Orkney, for example, 99% of residents identify as White British, whereas in Glasgow, by comparison 12% of locals come from state that they come from ethnic minority backgrounds (Census, 2011). These significant differences will help us to understand if culturally diverse stock for children is provided in areas where there is a perceived need or if indeed it is a priority nationwide.

Lastly, Scotland consists of thirty- two public library authorities which was deemed achievable within the time- frame of this project.

Table 1: Public library services in Scotland by local council and operating charitable trust

Local Council = 19	Operating Charitable Trust =13
Aberdeen City	
Aberdeenshire	
Angus	Angus Alive
Argyll and Bute	
Clackmannanshire	
Comhairle nan Eilean Siar	
Dumfries and Galloway	
Dundee	Leisure and Culture Dundee
East Ayrshire	East Ayrshire Leisure
East Dunbartonshire	East Dunbartonshire Leisure and Culture Trust
East Lothian	
East Renfrewshire	East Renfrewshire Culture and Leisure
Edinburgh city	
Falkirk	Falkirk Community Trust
Fife City	Fife Cultural Trust
Glasgow	Glasgow Life
Highland Council	High Life Highland
Inverclyde Council	
Midlothian	
Moray Council	
North Ayrshire	
North Lanarkshire	Culture NL
Orkney Islands Council	
Perth and Kinross	Culture Perth and Kinross
Renfrewshire	
Scottish Borders	Live Borders
Shetland	
South Ayrshire	
South Lanarkshire	South Lanarkshire Leisure and Culture
Stirling	
West Dunbartonshire	

3.2 Checklist study

A checklist of fifty culturally diverse fiction and nonfiction titles for children and teenagers was used to assess holdings of culturally diverse reading materials in Scottish public libraries. The online catalogues of the thirty-two public library authorities were searched for each title of the checklist and holdings were assessed to explore the provision and availability of culturally diverse titles for children in Scottish public libraries. Further information on the checklist can be found below.

Previous studies concerned with diversity of library collections had used checklists as a way of assessing holdings (Chapman and Birdi, 2016, Broadley, 2015, Pettingill and Morgan, 1996) and so the researcher was reassured that this was a suitable way to ascertain holdings of culturally diverse materials for children and young adults.

3.2.1 The checklist: selection and criteria

In keeping with the methodologies of previous checklist studies, it was initially the researcher's intention to compile a list of titles using various bibliographies and the shortlists from recognised children's literature awards. However, there was concern regarding the completeness of such a list given the researcher's limited background in selecting reading materials for children. Furthermore, it would have been difficult to ensure that a list of titles selected by one researcher alone would be balanced and not overly influenced by the worldview of the researcher. Chapman and Birdi (2016) in their checklist study to assess holdings of LGBT fiction for teenagers in English public libraries created their own list but asked key LGBT librarians, booksellers, activists and academics to test the validity of their checklist, thus limiting the interference of personal biases in the selection process. Ideally, this study would have taken a similar approach but unfortunately, lack of connections with experts in the fields of children's literature and librarianship combined with the time restrictions of the project, made this unrealistic. It was decided then, that using an already existing compilation of children's texts as the checklist was the best way to address the researcher's concerns, within the timeframe of the project.

Before a compilation was chosen, preliminary reading was undertaken to inform criteria that the titles on the list should adhere to. Villarica (2012) and Levin (2007) both suggest that texts chosen for children with the aim of promoting inclusiveness should emphasise similarities between groups while drawing attention to differences. Levin (2007) advocates for literature that covers universal themes such as family, relationships and growing up. Birdi et al, in their 2012 study of public library services for ethnic minority groups highlighted the need for library stock that reflects the experiences of users. Such experiences may include moving to a new place, being in a minority group or living in multicultural Britain. As such it was decided that titles on the list should feature narratives depicting the “immigrant experience” of integrating into a new culture or belonging to two different cultures. Furthermore, as this research stems from the conviction that access to diverse narratives can help to combat exclusion and lessen hostilities through raising cultural awareness, it was deemed necessary to include texts which dealt in a direct manner with exclusion, discrimination and prejudice. The list selection was also influenced by the recommendations Yuko Iwai (2015) makes to educators regarding multicultural texts to use in the classroom. Iwai advocates for the use of multicultural texts in a variety of genres: graphic novels, poetry, folk tales and biographies; as different children will engage with different forms of narrative. Similarly, a diversity of genres can help to underline the fact that there is a wealth of perspectives in the world (Iwai, 2015). Iwai (2015) also advises that any multicultural texts should not conform to stereotypes pertaining to different races and ethnicities but rather portray characters as individuals. Characters from minority groups should also feature as prominent characters and not only as support to the White leading protagonist. While Iwai is in favour of texts which include elements of authentic culture, she warns against the practise of tokenism, for example representing all Japanese characters in kimonos. In addition to these recommendations regarding content, it was also of great importance that all titles featured on the list were in print and available for purchase in the UK.

With these suggestions in mind, the researcher searched the web pages of book trusts and committees such as Scottish Book Trust and the International Board on Books for Young People for a suitable reading list, before deciding upon “Diverse Voices: the 50 best culturally diverse children’s books.” This list was published by The Guardian newspaper in 2014 and was compiled by Seven Stories: The National Centre for Children’s Books after consultation with the Guardian’s children’s book editor and library specialists from Book Trust and Youth Libraries Group. The list contains fifty titles which are categorised into age groups from Early Years to 13+ years. Works of fiction and nonfiction are both featured on the list and various genres including poetry and graphic novels are incorporated. In terms of content, major themes of the narratives are change; adapting to a new

home; conflict; intolerance and acceptance; family relationships and friendships. Many of the stories feature British black, Asian and minority ethnic characters as the principal protagonists, while the rest include characters from countries such as Poland; Somalia; Algeria; Mongolia; China; Afghanistan; Philippines; Lebanon and Pakistan. The list includes stories that are set both within the UK and outside of it. The checklist is comprised of stories written by UK and International authors, some of whom are well-established and others who are lesser known or new authors. The vast majority of titles were published by large publishing houses such as Macmillan Children's books but a few were published by smaller, independent presses. While some of the books were originally published outside of the UK, all of them are in print in the UK and available for sale. This was verified by searching amazon.co.uk for all titles on the list.

Charts 1 to 3 below demonstrate the quantity of titles on the checklist which belong to each age group, genre and content type. The age groups featured on the list are early years, 5+ years, 8+ years and 13+ years. The genre types identified are General fiction, poetry, non-fiction, graphic novels, wordless stories and plays. It was also decided to categorise the titles into specific content types. Consulting sites such World cat and Amazon, the researcher used their subject access headings and plot summaries in addition to her own knowledge of the texts to decide the content type of each title. The content types created are as follows:

- Identity
Included in this type are titles which touch upon identity politics or in which characters are considering their identities in ways that relate to their racial and/or cultural group.
- Cultural aspects
Included in this type are titles which consider aspects that are very specific to a culture or country, for example a cultural tradition or festival. Titles which can be defined as folklore have also been included in this category.
- Universal themes
Included in this type are titles whose main themes or focus are universal, such as family and friendships.
- Immigrant experience
Included in this type are titles which recount stories of moving countries or adapting to a

new home or country. It is worth noting that titles included in this category may deal with either the experience of refugees or migrants.

- Social issues/conflict.

Included in this type are titles which deal with societal problems such as poverty, exclusion, racism and/or others types of prejudice. Texts which discuss war and conflict have also been inserted into this group.

While it was difficult to categorise the titles in this fashion, given that all texts are complex and could simultaneously belong to several categories, it was considered important to do so in order to ensure that the list was not too narrow but rather included titles which depicted a wealth of experiences and perspectives on a variety of topics. Categorising the checklist titles by content type was also deemed important for the analysis of public library holdings. If, for example, the libraries held a high proportion of texts which dealt with cultural aspects such as folklore, but a small number of titles dealing with universal themes, this might be an indicator of a tokenistic approach to the provision of culturally diverse resources. A full list of the checklist titles, including author and publisher information, in addition to the genre and content type they were assigned, can be found in Appendix 1.

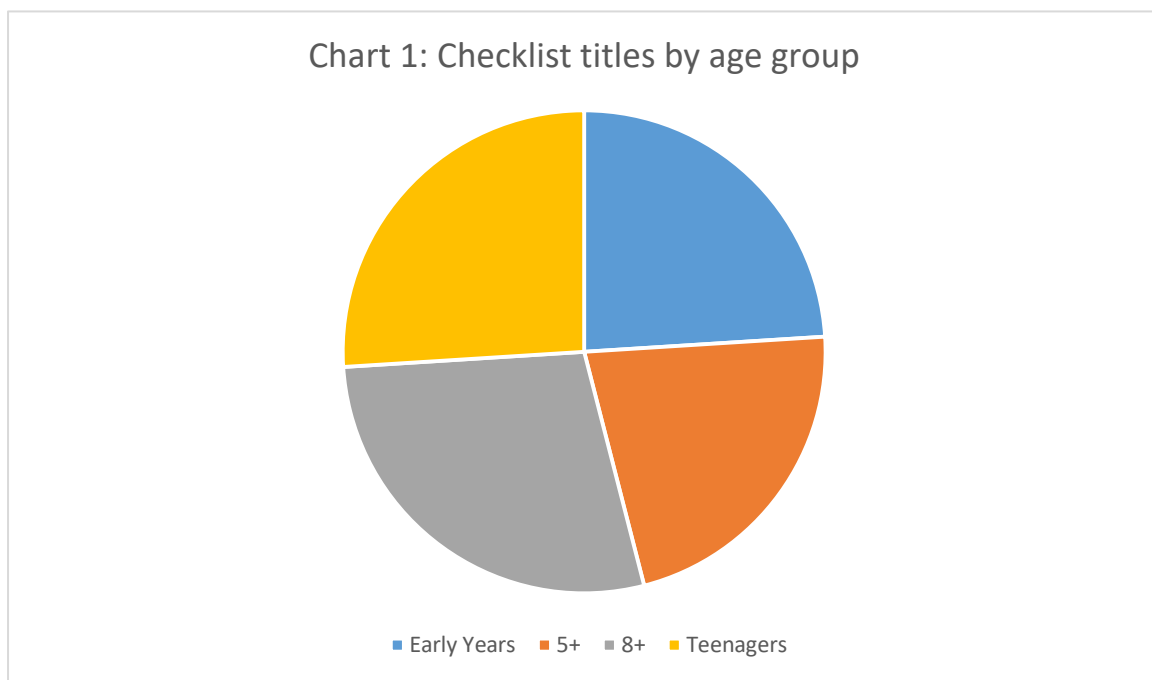


Chart 2: Checklist titles by genre

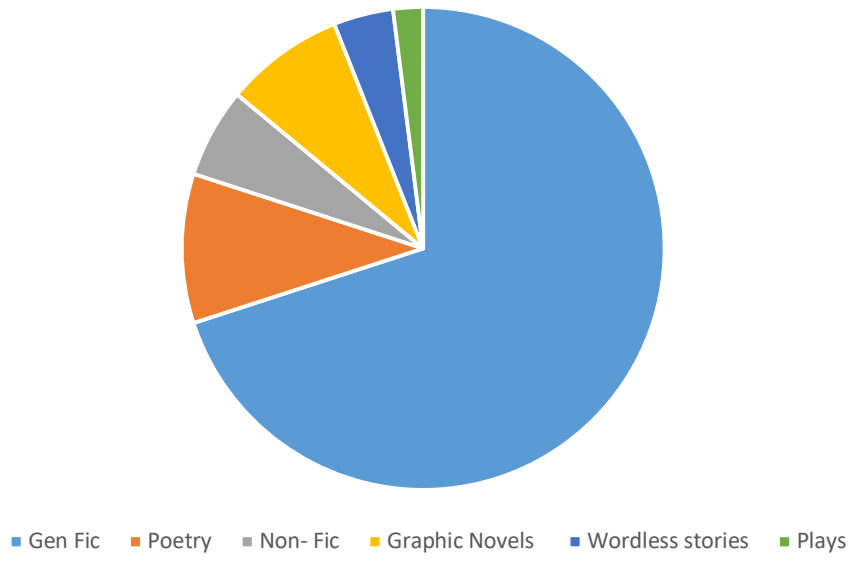
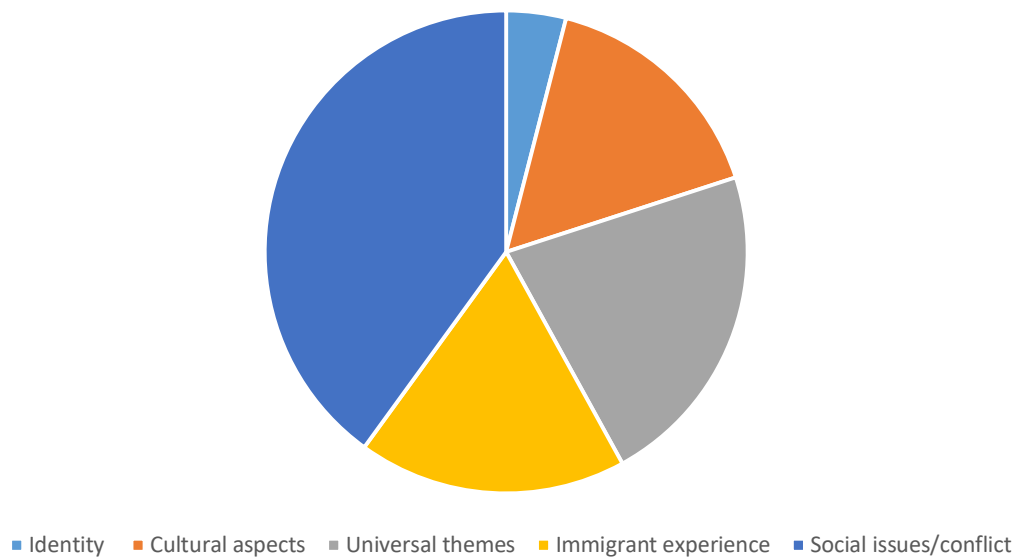


Chart 3: Checklist titles by content



3.2.2 Limitations of the list

The list selected has several limitations. Firstly, any texts published after 2014 have not been considered as the list was released in that year. Some of the texts featured are also quite old, *Handa's Surprise*, for example was first published in 1995. However, the book has since been reprinted which is a sign of its continuing popularity. Secondly, there is a predominance of texts on the list featuring characters or cultural aspects of African countries and a shortage of texts depicting characters from Asian countries with only one title featuring a Chinese character and none at all from Japan. Additionally, gypsy/traveller minorities are not at all represented.

There was the further concern that the list is not representative of the demographics in Scotland, the chosen research sample. In Scotland, the Asian population is the largest minority ethnic group and the researcher did consider that the checklist should reflect this by holding a higher percentage of titles featuring Asian characters or cultural aspects of Asian countries

(<http://www.gov.scot/Topics/People/Equality/Equalities/DataGrid/Ethnicity/EthPopMig>).

However, it was rationalised that while representation is a key concern, the emphasis of this research is on cultural diversity in general and the ways in which culturally diverse reading materials can benefit all, not just the groups being portrayed. There was the further concern that if representation was made the principal issue, the researcher would not have a strong case for including diverse literature in communities where there is very little cultural variation.

3.3 Checklist catalogue survey

The catalogue searching component of the research took place over a three- week period. Each of the fifty titles on the list was checked against the Online Public Access Catalogues (OPACs) of the thirty- two Scottish Public Library authorities. Most titles were checked through a title alphabetical search, however a secondary author alphabetical or advanced search where title and author were searched together was employed if a text could not be retrieved by the catalogue on the first attempt. This more robust search strategy was put in place to reduce the risk of the researcher recording inaccurate data over a basic spelling error in the search query. The secondary search also allowed the researcher to ascertain if the library held other titles in the same series or by the same author. Where this was the case, it was noted in an excel spreadsheet along with the number of copies held by each authority. Titles which appeared on the catalogue but did not have any holdings and those on order were not counted.

The catalogue searching as the first phase of the methodology was exploratory in nature. The researcher approached the process openly, with the intention of noting anything of interest which might inform the questions put to authorities through the Freedom of Information requests. An observation log was maintained throughout this primary stage and data such as the collection a title pertained to; the subject and index terms used to describe a title and the formats available was documented. This data was not analysed, it was recorded solely to assist the researcher identify potential themes and points of discussion for the following stages of the research.

3.3.1 Checklist catalogue survey analysis

The findings of the checklist study were analysed using Microsoft Excel. The quantitative data regarding the titles held by each authority was extracted from the spreadsheet to create descriptive statistics which were recorded in tables. Once the total numbers of titles held by each library authority were verified, they were compared and contrasted on the basis of authority type (urban, rural, mixed or towns) to explore patterns of stock provision. After the second phase of the methodology was complete, the holdings of each authority were considered in light of their use of supplier selection, their inclusion of culturally diverse children's resources collection development policies and the existence of initiatives to promote culturally diverse resources. Again, the numbers were compared and contrasted to investigate possible correlations between the quantity of titles held and collection development methods. The frequency of each checklist title by age group was also extracted and recorded to assess if a particular age group, genre or content type was better represented in library collections and possibly allow the researcher to draw conclusions about the types of resources public libraries are acquiring.

3.3.2 Limitations of the checklist catalogue survey

Due to time constraints of the project, it was necessary to limit the number of titles on the list to a manageable quantity. As such the checklist chosen for this first part of the research contains only fifty titles and so cannot way be described as representative of the number of culturally diverse titles for children in print. As a result, it is difficult to form definitive conclusions about the holdings of culturally diverse materials for children in Scottish public libraries. It is possible that the findings of this research do not accurately reflect the quantity of titles held, as the libraries may possess other

titles to those featured on this checklist, which would equally fit the researcher's description of culturally diverse fiction.

Unfortunately, it is extremely complicated to capture a more complete picture as there are very few subject access terms frequently used within the sample areas which express cultural diversity. During the catalogue searching phase, the researcher noted that cultural diversity as a subject access term did not appear at all. The word multicultural was used by three authorities to describe checklist titles. The first authority M2 had used the subject access heading multiculturalism for one title on the list. A separate search for multiculturalism as a subject located nine titles, one of which belonged to a junior fiction collection. M6 used the term multicultural on one occasion for one title on the list. A separate search for multicultural found five children's titles, two of which were foreign language texts. The final authority, T8 did not use multicultural as subject access heading but had a folksonomy feature built into the catalogue. Of the fifty checklist titles, six titles had been tagged as multicultural. One of these titles had also been tagged with the term cultural awareness. Follow up searches for these tags on T8's catalogue yielded fifty-one titles, including a mixture of adults and children's fiction and nonfiction, for multicultural and thirteen titles, again including a combination of adult's and children's fiction for cultural awareness. None of the other authorities utilised similar subject headings but various titles were described in terms of the nationality of the central characters, for example "Polish people Great Britain". The researcher did consider searching the catalogues for each subject access heading which denoted a nationality or cultural background to form a more comprehensive understanding of provision but given the vast number of different subject access headings, this was simply not feasible within the time frame of the research. Furthermore, the fact remained that the cultural aspects of many titles on the list had not been acknowledged at all in the subject terms so searches of this kind would still not be definitive. The absence of a general subject access term to describe culturally diverse titles for children and young adults makes it difficult to gain a clear picture of the provision of culturally diverse fiction in Scottish public libraries. It may also suggest that culturally diverse titles for children are not set apart but rather form part of general fiction collections. While the researcher does not believe that culturally diverse resources for children should form a separate collection, but rather that general children's fiction collections should be more culturally diverse, the absence of suitable subject access headings presents an obstacle to a comprehensive assessment of holdings.

3.4 Freedom of Information requests

The second phase of the methodology consisted of sending Freedom of Information requests to each of Scotland's 32 public library services.

Under the Freedom of Information (Scotland) 2002 act, members of the public are entitled to request and receive information from public bodies, if the requested information is held. Under the Freedom of Information (Scotland) Act 2002 (Designation of Persons as Scottish Public Authorities) Order 2013, charitable trusts and other bodies which are publicly funded or responsible for the provision of public services may also be subject to freedom of information. As such, it was possible to send requests to all of the thirty- two library services in Scotland, thirteen of which are now run by charitable trusts.

The first stage of catalogue searching allowed the researcher to discover if culturally diverse children's texts were held by the libraries. The Freedom of Information requests were sent to obtain a deeper understanding of the consideration given to culturally diverse materials in public libraries. The requests sought to discover if provision of culturally diverse texts forms part of the library collection development policy and to gain an understanding of how such stock comes to be in the library, for example, if supplier selection is utilised. The researcher also hoped to learn if and how culturally diverse texts are promoted to child and young adult library users. Additionally, access to each library service's most recent collection development policy was requested through Freedom of Information enquiries.

Previous research by Scanlon (2012) and Broadley (Broadley, 2015) found that the majority of Scottish Public libraries had a written policy on their stock management processes. As such the researcher felt confident of obtaining these documents. The websites of each of the relevant authorities were searched to find the policies. Drawing on the experience of both Scanlon (2012) and Broadley (2015), various combinations of the following search terms were used: collection; library; policy; stock management; collection development. If the policy could not be found using this search criteria, one last attempt was made to locate the necessary documents from a standard Google search.

After thorough exploration of the websites pertaining to the library services, FOI requests were sent either by email to the indicated point of contact or via an online form on the Freedom of

Information webpage of the local authority or charitable trust. On two occasions, it was necessary to send emails via an online general enquiry form as there was no clear procedure for making an FOI request listed on their websites. In both instances, the charitable trusts responded to the enquiry promptly and forwarded the requests on to the appointed Freedom of Information officer.

Where the collection development policies had not been found online, the FOI requests were used to obtain copies. If the policy had been located, the FOI requests were used to verify that this was the most up-to-date version. In formulating the FOI request, the researcher made an effort to follow the advice of the Information commissioner and keep questions specific and simple. In addition to the request for a copy of the collection development policy, the following questions were asked to each public library service:

1. Is supplier selection used for acquiring fiction and nonfiction for children and young adults? Are titles which reflect cultural diversity included in the stock profiles given to suppliers to aid selection? Can copies of these be provided?
2. Are there any initiatives currently in place to promote culturally diverse fiction and nonfiction to children and young adults? If so, please provide details.

Preliminary reading and the observations made during the catalogue searching phase of the methodology helped to inform the questions to be put to the library authorities. The researcher noted during this first stage of the methodology that library service M8 had a "Syrian collection" consisting of fifty fiction and nonfiction titles aimed primarily at children. This was of interest as it appeared to form part of an outreach initiative. The researcher was keen to verify this and also gain an understanding of the rationale behind putting such a collection together. The following additional question was then also asked to M8 only:

5. Upon searching your online catalogue, I noticed that you have a "Syrian collection" consisting of approximately fifty fiction and nonfiction titles. Was this collection created in the library service? To what end? Was this part of a wider initiative?

As this question was put to one authority only, there was no point of comparison and so the response could not be analysed quantitatively. However, the information was deemed to be of value to the research in that it provides an insight into the ways in which libraries target specific texts to specific users and the intended outcomes of such initiatives. It was the discovery of this collection during the catalogue searching that encouraged the researcher to include the questions pertaining

to the promotion of diverse literature, in the hope that such information could be analysed qualitatively to provide a deeper understanding of libraries' engagement with such resources and how they perceive their worth. Such information could then be utilised by the researcher to help identify potential themes and form conclusions about the provision of culturally diverse literature in Scottish public libraries.

Other information used to identify potential patterns related to the use of supplier selection in Scottish public libraries. In their responses to the supplier selection questions, several authorities very helpfully provided additional comments which helped the researcher to better comprehend their engagement with suppliers. For example, if they only allocated a certain percentage of their budget to suppliers or were completely dependent on them.

3.4.1 Collection development measurement

In order to facilitate analysis of the data collected, each of the thirty-two public library authorities were categorised by authority type. The authority types were identified as Urban, Towns, Rural or Mixed in accordance with a classification scheme designed by Scanlon (2012). Scanlon's scheme itself was adapted from the Scottish Government Urban/Rural Classification 2013-14 which uses the criteria of population (based on statistics released by the National Records of Scotland) and accessibility (based on driving time to distinguish between accessible and remote parts of the country) to group areas into one of six categories (Government, 2014). The six categories are as follows:

- Large Urban Areas: Consist of areas with a population of 125,000 people or more
- Other Urban Areas: Areas with a population of 10,000 to 124,999 people.
- Accessible small towns: Areas populated by 3,000 to 9,999 people that are within a 30-minute drive to a larger town consisting of 10,000 people or more.
- Remote Small towns: Areas populated by 3,000 to 9,999 people that have a driving time of more than 30 minutes to reach a town with a population of 10,000 people or more.
- Accessible rural: Areas populated by less than 3,000 people that are within a 30-minute drive to a larger area consisting of 10,000 people or more.
- Remote rural: Areas populated by less than 3,000 people that have a driving time of more than 30 minutes to reach a town with a population of 10,000 people or more.

Scanlon's scheme amended the above six categories to four categories. In her scheme, Large Urban Areas becomes Urban; Other Urban areas and accessible small towns combine to form the Towns category and remote small towns, accessible rural areas and remote rural areas combine to form the rural category. Population density of the combined categories was used to define an area as either Urban, Towns or Rural. For example, if 70% of the population lives in a large urban area, that area would be defined as Urban. If the combined population of the area fell below 70%, the area would be defined as Mixed (Scanlon, 2012). Please see Table 2 for the classification of each authority. The researcher utilised both the classification designed by Scanlon and the rules (outlined above) for placing an area into a category. As such all library authorities fall into the same categories identified by Scanlon in 2012 with the exception of North Lanarkshire which now falls into the Towns category based on the updated version of the Scottish Government's Urban/Rural classification from 2014 (Government, 2014).

The classification scheme devised by Scanlon (2012) was particularly useful to this research as it allowed for an Urban/Rural variable. This variable was sought by the researcher in order to enable comparison between the various community types served by Scottish public libraries. As discussed in the literature review, the acquisition of library stock is often based on perceived demand. The researcher was interested to uncover if culturally diverse resources for children were given greater consideration in Urban areas where there is greater perceived demand owing to the diverse demographics of the cities. However, as Birdi et al (2012) indicate the need, but not necessarily the perceived demand, for culturally diverse literature may be greater in areas that are predominately white British where networks of minority communities are less established. In these communities, library resources which reflect diversity can have the power to make members of minority cultural and ethnic groups feel less isolated. They can also serve to acclimatise white British users to the existence of other cultural groups even if they have limited direct experience with them. The Urban/Rural variable allowed the researcher to explore this further.

Other variables for each library service were the existence of a collection development policy, the inclusion of culturally diverse resources for children in the policies, the use of supplier selection, the inclusion of culturally diverse resources for children in supplier specifications and lastly the existence of initiatives to promote culturally diverse resources. If it was stated in collection development policies under aims or criteria, that children's resources must reflect their own and others cultural heritage; global culture; a range of cultures; multicultural society or positive images of all cultures, it was understood as consideration being given to culturally diverse literature. The consideration given

to culturally diverse children’s resources in supplier selection was determined through the responses to the FOI requests and its inclusion in the supplier specifications that were supplied.

Table 2: Scottish library authorities organised by local council type (Scanlon 2012)

	Urban	Towns	Rural	Mixed
	Aberdeen City	Clackmannanshire	Argyll and Bute	Aberdeenshire
	Dundee	Falkirk	Comhairle nan Eilean Siar	Angus
	East Renfrewshire	Fife	Orkney	Dumfries and Galloway
	Edinburgh	Inverclyde	Shetland Isles	East Ayrshire
	Glasgow	Midlothian		East Dunbartonshire
	Renfrewshire	North Ayrshire		East Lothian
		North Lanarkshire		Highland
		South Ayrshire		Moray
		West Lothian		Perth and Kinross
				Scottish Borders
				South Lanarkshire
				Stirling
				West Dunbartonshire
Total	6	9	4	13

3.4.2 Collection development content analysis

The responses to the FOI requests were recorded in a table. The collection development policies obtained, either through the local authority’s website or via the Freedom of Information request, were stored securely. The contents of the policies were then analysed to ascertain the following:

- If the local authority possessed a separate collection development policy for children and young adults. Or, if the collection development policy had a specific section dedicated to the selection of children's resources.
- If the collection development policy made any reference to cultural diversity as a consideration in the selection of children's resources.
- Lastly, any discussion of the provision of foreign or Dual-language resources for children was noted.

While this research is principally concerned with the provision of diverse narratives in English for children and young adults, any consideration of foreign language titles was recorded due to the researcher's prediction that the provision of foreign language resources is still given more importance in public libraries.

Perusing the first few policy documents revealed that many policies did not outline criteria specifically for the inclusion of children's books in the collection. The researcher was then unsure if the same criteria was being applied to adults and children's resources. As such, any inclusion of cultural diversity was recorded in the findings to avoid doing the libraries in question a disservice. Close attention was paid to the language used to infer cultural diversity in the policies and all references were recorded in a separate document. The language used is significant as it allows us to understand the benefits librarians perceive culturally diverse resources to bring.

3.4.3 Limitations of collection development research methods

One limitation of the research method is that the assessment of collection development policies and supplier specifications do not provide a fully comprehensive overview of collection development practises in Scottish public libraries. Several authorities in their responses stated that librarians were principally responsible for the selection of stock but unfortunately the researcher did not acquire any data with regards to the involvement of librarians. If it were possible to revise, the researcher would add questions pertaining to the part of librarians in collection development and management. The questions added would enquire if there were specific librarians responsible for selecting resources for children and young adult users. A secondary question would be whether a specific librarian or team of librarians were responsible for selecting resources which reflected cultural diversity. Some authorities provided information regarding the percentage of budgets allocated to

supplier selection without being prompted to do so which allows us to understand the extent that the libraries in question depend on the stock expertise of suppliers. One further revision would be to include a question about the proportion of the children's book budget that is allocated to suppliers.

The questions regarding supplier selection would also be amended to appear as three distinctly different questions in a numbered list. A few respondents did not answer all of these questions which may be due to the fact that it was not as easy for the respondents to keep track of each part of the request. Displaying the questions as three separate questions may have improved the quality of responses received.

Another revision would be to include an explanation of what the researcher meant by the term "culturally diverse." While the absence of a definition provided an interesting insight into what library staff understood by the term, it resulted in many respondents discussing foreign language resources instead of texts in English. In the end, the data was still valid and enabled the researcher to form an impression of provision of culturally diverse resources in a more general way. However, a definition would have removed the ambiguity and potentially improved the quality of data.

One final revision would be to add an enquiry into the inclusion of culturally diverse literature in library displays and book promotion initiatives. When asked if they had any initiatives in place to promote culturally diverse literature to children, several respondents answered that they had no initiatives in place whereas others replied that such resources were featured as a matter of course in library events and promotions aimed at children. It is possible that those who answered no, do in fact include such fiction in their displays but didn't feel this information was relevant to the question that was asked. As such this question would be added to not only gather data on initiatives in place to promote cultural diversity specifically but to gain an understanding of the inclusion of diverse resources in existing library promotions and schemes.

4. Findings: catalogue survey and collection development and promotion

In order to assess holdings of culturally diverse texts for children and young adults, a checklist catalogue survey was undertaken. The consideration given to culturally diverse texts for the specified user group in collection development and promotion was explored through content analysis of collection development and supplier specification documents in combination with analysis of the responses to the FOI requests. It is hoped that when the component parts of the research are combined, the extent to which collection development policies are put into practise, and how successfully Scottish public libraries make culturally diverse texts available to children, will be discernible.

4.1 Catalogue survey

The online catalogue (OPAC) of each of the thirty-two public library authorities was searched for the checklist titles. The results are outlined below, with the library services categorised by authority type in accordance with the coding scheme. The frequency of each checklist title is also documented below.

4.1.1 Check-list results by library authority

Tables 3 to 6 below show the number and percentage of check-list titles held by each library authority. The overall average number of titles held is 25 (50%). Urban library authorities hold the highest number of check-list titles with an average of 31 (61%). All of the Urban authorities held over half of the titles on the check-list, however there is a significant variation between U1 which held 40 and U2 which held 25 titles. Mixed authorities followed Urban with an average of 26 (52%). Rural library authorities hold 23 (46%) titles on average, whereas Town authorities hold slightly less with an average of 22 (43%). Significant variation can be seen once again with the Towns authorities, with 34 being the highest number of titles held and 6 the lowest.

A total of 20 authorities held over 50% of the titles on the check-list. All of the remaining authorities held over 25% of the check-list titles with the exception of T1 which held 6 of the listed titles (12%).

<i>Table 3: No of checklist titles held by Urban authorities</i>							
	U1	U2	U3	U4	U5	U6	Average
No	40	25	36	28	29	27	31
%	80	50	72	56	58	52	61

<i>Table 4: No of checklist titles held by Towns authorities</i>										
	T1	T2	T3	T4	T5	T6	T7	T8	T9	Average
No	6	17	23	16	28	27	27	17	34	22
%	12	34	46	32	56	54	54	34	68	43

<i>Table 5: No of checklist titles held by Rural authorities</i>					
	R1	R2	R3	R4	Average
No	17	21	27	26	23
%	34	42	54	52	46

<i>Table 6: No of checklist titles held by Mixed authorities</i>														
	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	M11	M12	M13	Average
No	28	25	26	34	19	38	31	23	33	33	14	20	17	26
%	56	50	52	68	38	76	62	46	66	66	28	40	34	52

4.1.2 Checklist results: frequency of titles and discussion

Table 7 depicts the number of library services that held each title on the check-list. Each title had been described in the methodology by the age group of the intended readership, the genre it belonged to and its content category, discussed previously. When recording the number of library services in possession of each individual title, the researcher was seeking potential patterns. The researcher was keen to assess, for example, if the most commonly held titles or the least commonly held titles had characteristics in common such as belonging to the same genre or containing similar content or themes. Investigation, however did not reveal any evident patterns between the number of holdings and the genre or content.

Twenty- three out of the fifty titles are held in over 50% of the public library authorities. Young adult texts (13+ years) appear to be the best represented of the four age groups with nine out of thirteen texts being held in over 50% of Scottish public library authorities. This is followed by 8+ years with six out of fourteen titles held in public libraries; 5+ years with four out of eleven titles held in over 50% of authorities and Early Years (Under 5 years) with four out of twelve titles held.

Only two titles on the list were held by all 32 public library authorities: *Handa's Surprise* by Eileen Browne and *Noughts and Crosses* by Malorie Blackman. The first title is a classic Early Years picture book intended for children under the age of five. The second is the first book in a very popular Young adult series which has won several awards and been adapted for TV and theatre. Both authors are UK based and have published more than one title. Additionally, both titles were published by well-known presses such as Corgi (a popular imprint of Random House) and Walker Books. The only title on the list not to be held by any of the library services is *Moonfleece* by Philip Ridley. *Moonfleece* is a critically acclaimed play which deals with themes of racism, homophobia and the rise of right-wing politics. It was published by Methuen Publishing, a more specialist press which largely publishes music and drama texts. This may be the reason for its absence from Scotland's public libraries' collections. Similarly, the second least commonly held title *The Island* by Armin Greder, was published originally by an Australian independent publishing house. The publishers and, in the case of Armin Greder, the relatively low profile of the authors seem to be more viable reasons for their very limited representation in Scottish public libraries.

Table 7: No of Scottish library services that hold each checklist title.

Title	No
Amazing Grace by Mary Hoffman	22
Fruits: A Caribbean Counting Poem by Valerie Bloom	6
The Goggle-Eyed Goats by Stephen Davies	14
Handa's Surprise by Eileen Browne	32
Hue Boy by Rita Phillips Mitchell	7
Leon and Bob by Simon James	21
Not so Fast Songololo by Niki Daly	5
Over the Hills and Far Away by Elizabeth Hammill	13
Ramadan Moon by Na'ima B. Robert	15
Rastamouse and the Crucial Plan by Michael De Souza	14
So Much by Trish Cooke	16
Where's Lenny by Ken Wilson- Max	6
Azzi In Between by Sarah Garland	25
Kasia's Surprise by Stella Gurney	13
Betsey Biggalow is here by Malorie Blackman	14
The Colour of Home by Mary Hoffman	11
Fly, Eagle, fly! By Christopher Gregorowski	5
A Hen in the Wardrobe by Wendy Meddour	19
Mirror by Jeannie Baker	12
Mufaro's Beautiful Daughters by John Steptoe	9
Number 1 Car Spotter by Atinuke	9
Under the Moon and Over the Sea: A Collection of Caribbean Poems by John Agard and Grace Nichols	16
Walter Tull's Scrap Book by Michaela Morgan	19
Boy Overboard by Morris Gleitzman	23
The Island by Armin Greder	3
Journey to Jo'Burg by Beverley Naidoo	19
The Life of Stephen Lawrence by Verna Allette Williams	11
Little Leap Forward by Guo You,	15
Oranges in No Man's Land by Elizabeth Laird	25

A Nest of Vipers by Catherine Johnson	7
Talking Turkeys by Benjamin Zephaniah	15
Tall Story by Candy Gourlay	26
Too Much trouble by Tom Avery	9
Trash by Andy Mulligan	29
The Trouble with Donovan Croft by Bernard Ashley	10
The Unforgotten Coat by Frank Cottrell Boyce	27
The Wheel of Surya by Jamila Gavin	8
Apache by Tanya Landman	24
The Arrival by Shaun Tan	24
Artichoke Hearts by Sita Brahmachari	23
Blood Donors by Steve Tasane	14
The Breadwinner by Deborah Ellis	27
Moonfleece by Philip Ridley	0
Half-Caste and Other Poems by John Agard	7
Noughts and Crosses by Malorie Blackman	32
Palestine by Joe Sacco	11
Persepolis 1 and 2 by Marjane Satrapi	26
Refugee Boy by Benjamin Zephaniah	22
(Un)arranged Marriage by Bali Rai	24
The Weight of Water by Sarah Crossan	30

4.2 Collection development policies

The collection development policies of Scottish public libraries were studied to assess the consideration given to culturally diverse fiction for children and young adults. In addition to mentions of culturally diverse fiction in English, attention was also paid to the presence of dual or foreign language titles for younger library users within collection development policies. This information was considered in order to test the researcher's hypothesis that Scottish public libraries place greater emphasis on linguistic rather than cultural representation when providing for diverse communities and that little importance is given to providing diverse narratives to all children.

A total of twenty-nine collection development policies were gathered for analysis. Nine authorities verified that the policies found online were the most recent, and a further eighteen provided a copy of their collection development policy for analysis. Of these eighteen authorities, three responded that their policies were currently under revision but they kindly provided the most up-to-date versions available in order to assist with the research. One of these was a draft copy of the policy undergoing review whereas another was a “very old” policy that, to the researcher’s knowledge, is still in place. A further two authorities stated that their policies were under review and as such did not provide any copies. However, their 2010 policies had been obtained from searching their website and so were utilised to reach a more complete analysis of the treatment of culturally diverse children's fiction in Scottish public libraries. Another authority provided a collection development policy from 2016 but noted that their policies were updated every two years and so would be reconsidered in 2018. Only three collection development policies were not obtained. One authority stated that their collection development processes are now completely automated since they installed evidence based stock management tool, Collections HQ. They did not clarify but it is assumed that since procedures became automated, they no longer produce collection development policies. The second authority did not have one at present, whereas the third did not have an up-to-date copy as the policy is currently being revised. They offered to scan a copy of the older policy to help with the research but this sadly arrived too late to be included in the analysis.

In summary, collection development policies were obtained from five urban authorities; eight town authorities; twelve mixed and four rural, providing fair representation of all authority types and enabling the researcher to reach a comprehensive analysis. Unfortunately, the potential impacts of this research are very limited due to the fact that many of the policies examined will be out of date in the next few years.

4.2.1 Culturally diverse resources for children in collection development policies

Seventeen library authorities out of the twenty-nine who supplied collection development policies, outline criteria specifically for the selection of children’s resources. Of these sixteen, four Urban and four Mixed authorities refer to cultural diversity in relation to children and young people.

Throughout the policies, cultural diversity is expressed in a variety of ways. For U1 and U5 publications which “help children reflect their own and others’ cultural heritage” are featured under selection standards for children and young people. Whereas M6 and U3 give consideration to stock which presents “positive images of all children and teenagers, including children and teenagers from

minority ethnic communities.” For U4 and M13 it is important to supply children and young people with resources that “reflect positive images of other cultures”. In the policies of M2 and M8, cultural diversity is not specifically referenced but it is stated that stock will “reflect diversity and equality and be representative of all shades of religious, moral and political opinion.” M8 also mentions that stock will “support the needs of those whose first language is not English and the represent the linguistic cultural diversity of the community.”

The language used in these policies, suggest that culturally diverse resources are provided with the intention of guiding children towards greater understanding of themselves and the people around them. The emphasis on positive images of all people also suggests that public library authorities acknowledge that such stock has the power to lessen prejudices and boost acceptance.

4.2.2 Cultural diversity in collection development policies

It must be noted that while only eight authorities stipulate cultural diversity as a selection criteria for children's and young adult's stock, seventeen authorities (comprising four Urban, seven Mixed, four Towns and two Rural) consider cultural diversity when purchasing stock more generally. Once again, cultural diversity is referred to in terms of promoting positive awareness of diversity and multicultural societies and supporting equality. For M1, the provision of resources that will “promote and support race equality and an understanding of cultural diversity”, is considered a way to achieve their policy objective of contributing to the development of a socially inclusive community.

4.2.3 Linguistic diversity in collection development policies

Twenty-five out of the twenty-nine libraries that supplied their policies discussed provision of dual-language and foreign language resources. In almost every instance, the foreign languages considered are the ones spoken by members of the community served. For example, T1 refers to their collection of Polish language books to meet the needs of the largest non-English language group in their community. T7 states that they currently hold collections in Gaelic, Urdu and Cantonese in response to the needs of current library users. The procurement of foreign language titles is discussed in terms of representing and meeting the needs of the local community. It is given significance by the vast majority of Scottish public library authorities in their collection policies with several also

highlighting their collaborations with local ethnic minority cultural groups and organisations to ensure that the provision is sufficient (T6, M9, M11, T4).

Of these twenty-five authorities, eight authorities (Four Urban, One Rural, One Towns and Two Mixed) state that they provide dual or foreign language titles for children and young adults if required.

Cultural diversity is mentioned generally in over 50% of the policies gathered for analysis, indicating that Scottish public library authorities are keen to offer their users collections that are egalitarian and representative of the wider world. Given that just over 50% of the policies contain specific criteria for children's and young adult's collections, it is more difficult to gauge how important public libraries consider culturally diverse fiction to be for the healthy development of children and young adults. The fact that it is blatantly referred to in the selection criteria in eight of the policies is promising. However, it is clear that in terms of meeting the needs of diverse communities, the greater emphasis is placed on linguistic representation with almost all policies discussing foreign language resources for patrons of minority ethnic origins and cultural groups.

4.3 Supplier Selection

All thirty-two public library authorities responded to the first question regarding supplier selection issued via the Freedom of Information request. Twelve authorities (38%) stated that they used supplier selection to acquire both fiction and non-fiction stock for children and young adults. A further three authorities, M3, M7 and M11, replied that it is currently used for children's and young adult's fiction only, however M7 did confirm that supplier selection would also be used to choose children and Young adult non-fiction as of April 2017.

Partial or full supplier selection is used then by a total number of fifteen authorities for the purpose of acquiring books for children and young adults: five of the six Urban authorities (83%); one Towns authority (11%) and nine Mixed authorities (69%). It is not currently utilised by any of the Rural authorities.

Of the fifteen authorities who use supplier selection to acquire children's fiction, seven provided copies of their supplier specifications. These specifications, where provided, were combined with the authorities' responses to the second supplier selection question regarding the inclusion of texts

which reflect cultural diversity in supplier stock selection documents, to fully assess the consideration given to culturally diverse books for children in supplier specifications. In this way, it was confirmed that seven authorities (U1, U4, U5 M1, M2, M11 and T3), include titles which reflect cultural diversity in the supplier specifications. Six authorities stated that the supplier selection specifications did not specifically address titles which reflect cultural diversity (U2, U3, M3, M4, M7 and M10). One authority, M8 did not respond to the question regarding the inclusion of culturally diverse literature in their supplier specifications nor did they provide a copy of their supplier selection profile so there was no way of assessing if cultural diversity was acknowledged in the supplier stock selection process. Whereas M9, provided the following response which made it difficult to ascertain if cultural diversity is given serious consideration:

The selection criteria specify that titles given 5 stars, 4 stars or 3 stars by the supplier will be the primary selection method. This will ensure the quality of the publication, and other factors such as whether the title is a local or Scottish publication, or if it reflects cultural diversities can then be considered. (M9)

The 5-star rating scheme referred to above is a supplier initiative whereby the supplier attaches 1-5 star ratings to authors, with 4 and 5* being attributed to the biggest name authors and 1* usually referring to reprints. Library authorities can enter the quantity of titles they require by an author directly or they can choose by genre, specifying that they would only like to receive titles by 5* authors in Science Fiction, for example. This system is used, to the researcher's knowledge, by two of the authorities. M2 specifies that 3* and below should be excluded for the "Stories from other cultures, countries, religions etc." genre, while U4 requests only 5* titles within the "Stories from other cultures, countries, religions etc." genre category. This means that the only culturally diverse children's literature that is likely to be supplied is that written by high profile authors or alternatively, releases that are highly anticipated. It is improbable that first time authors will be included in public library collections or titles published by smaller, independent presses. It also limits the chances of translated titles forming part of the collection. As such, the culturally diverse collections held in these libraries will be representative of a fraction of titles published.

The above comment from M9 also suggests that, while the inclusion of titles that reflect cultural diversity in library collections is considered, it is a secondary concern. It also conveys a dependence on suppliers to define the quality of a title. This reliance on supplier's and passive approach to acquiring culturally diverse resources for children is exhibited again in the commentary from M10.

They state: "Titles which reflect cultural diversity are not specifically included in stock profiles. We would expect suppliers to provide culturally diverse materials as a matter of course" (M10).

T3 can also be described as passive in their approach to acquiring diverse fiction. In their supplier specification, they express their aim that stock should "Reflect positive images of other races, cultures, genders & social groups" but they do not put this forward as criteria nor is it recognised as a genre.

In contrast, for M11 stock acquired from their principal supplier was not deemed sufficient to truly cater to the diverse communities they serve. They stated that while titles and authors reflecting cultural diversity were included in supplier specifications, additional processes such as customer requests, were put in place to meet local needs. Titles requested by library patrons would then be leased from an alternative, specialist supplier. U2 seconded this sentiment, explaining that only a small percentage of their budget was allocated to suppliers and that was primarily for the purchasing of mainstream titles. Additional quantities would then be given to branch supervisors to purchase resources which would meet specific local needs and "reflect any cultural differences" (U2). They also highlighted previous issues with suppliers and their limited range of Scottish titles, but stated that the situation had since improved. The implication is that major suppliers located outside of Scotland were less informed than the librarians about the resources of Scottish interest. The librarians in question sought to remedy this problem in order to ensure a more developed collection. This example, while not immediately relevant to this research, nevertheless highlights the need for librarians to maintain good product knowledge and not solely depend on the suppliers.

4.4 Promotion of culturally diverse stock to library users

In addition to assessing library holdings, it was deemed important to consider how such stock was made available and promoted to users. The researcher believes that culturally diverse fiction can help to foster both a sense of belonging for minority groups and also cultural awareness for all, but it can only do this if it is visible and accessible. Derman-Sparks (2002) touched upon the covert messages that children receive and how these shape their worldview. If children only ever see book covers which feature white, Anglo- American children, this sends a powerful message regarding whose narrative is valid in society. For this reason, in addition to holding diverse fiction, it is important that libraries include it in displays and promotions. The researcher sought to assess how

stock was advertised to library patrons through the Freedom of Information requests and also through observing how the various library catalogues functioned.

4.4.1 Initiatives to promote culturally diverse resources

All of the authorities were asked via the Freedom of Information requests whether they had any initiatives currently in place specifically to promote culturally diverse fiction and nonfiction to children and young adults. Eight authorities (R1, M4, U4, T5, T7, R4, M10 and M12) responded that they did not have any initiatives in place for the purpose of promoting culturally diverse fiction. T7 did provide a list of initiatives, however as none had the promotion of culturally diverse fiction and non-fiction as an aim, they could not be included in the results. R4 explained their lack of initiatives, citing budgetary constraints as an obstacle to the organisation of outreach events and special promotions. The remaining authorities cited a number of various different promotion events. For the purposes of clarity, these have been organised into categories below.

Resources to support Syrian Refugees

Four (M7, M8, T1 and U6) of the twenty-four authorities who put forward at least one initiative for the promotion of diverse stock, mentioned promotion and outreach activities tailored specifically to young Syrian refugees. M7 procured a collection of award-winning wordless, picture books from across Europe. According to research, such books can help people who are dealing with trauma. M7 had purchased these books to support newly arrived Syrian families. M8 had also put together a Syrian collection, containing approximately sixty resources comprising of foreign and dual language titles for children, dictionaries for children, books about Islam and Christianity and a variety of English language fiction titles suitable for young readers which deal with the immigrant experience. When questioned, the library authority responded that the aim of this collection was to “provide helpful information to the community to support the Refugee families.” The interesting thing here is that titles in English are available, making them accessible to majority culture children and enabling them to learn about the experiences of this recently arrived group. At the same time, immigrant children can see their experiences represented in fiction. The provision of educational books for children about a variety of faiths also enables them to reach an understanding of each other which would hopefully lead to acceptance. It is an example of a library service using culturally diverse resources not only as a means of

supporting a new group in the community but also as a means of enabling the immediate community to offer their own support.

Promotion of language Stock

Thirteen of the twenty- four library authorities highlighted projects that existed to promote stock in other languages. M2, M3 and M5 all cited initiatives to raise awareness of Gaelic language and culture. M1, M2, M7, T4, M9, T8, M11, M13, U2 and U5 all referred to Bookbug packs and sessions in a variety of world languages such as Polish, Gaelic, French, Spanish and Italian as a means of promoting culturally diverse fiction and non-fiction to children and families.

Themed collections for schools

M1 and M6 discussed the production of curricular kits for use in local schools as a way of promoting culturally diverse fiction and non-fiction to children and young adults. These kits include books and games relating to various countries, world religions, festivals and cultural practises. R3 also cites a project with local schools whereby a “Modern World” genre box is offered to assist with the teaching of school subjects with a cultural element, such as social sciences. M3 commented that promotion of culturally diverse stock generally occurs within the education sector and is often the remit of teachers and school librarians. It was stated that it is difficult for branch libraries to directly reach children and families.

General stock

R2, U1, U3, U4, T3, T6, T8 and T9 all state that while there are no initiatives with the sole focus of promoting culturally diverse fiction and non-fiction, such stock is included as a matter of course in book displays and already existing reading initiatives such as the Summer Reading Challenge. T3 stated that they regularly select fiction which promotes cultural diversity to feature in their Primary 7 Book Awards Initiative and also a literature quiz event. They mentioned a few titles which they had previously included in these events, two of them feature on the researcher’s checklist. T2 do not currently have any initiatives in place but would like to offer a reading group for young adults where they would promote a wide variety of culturally diverse titles and authors.

Displays on special dates

M6 also cited craft activities and special book displays in branch libraries to recognise historic dates and world festivals, for example Black History Month.

In summary, twenty-four out of the thirty-two authorities (75%) had at least one initiative in place to highlight culturally diverse literature for children and young adults and target those resources to users who may benefit from them. Of those twenty-four, thirteen (54%) focused on raising awareness of foreign language resources and using these to engage with families and young children. Eight authorities (33%) stated that while there were no initiatives with the sole aim of promoting culturally diverse literature, such literature was always included as a matter of course in all reading events aimed at children and young adults. Four authorities (17%) had created special collections targeted at Syrian refugees. A further three authorities (12%) cited collaborations with local schools and one authority (4%) discussed special displays to coincide with important dates and events.

4.5 Combined analysis

After the findings of checklist catalogue survey had been assessed and the quantitative analysis of the collection development documents and FOI responses had been completed. The data gathered concerning the library holdings of each authority was revisited and re-evaluated in light of the following variables: the authority's inclusion of culturally diverse texts for children in collection development policies; their use of supplier selection; their inclusion of culturally diverse texts for children in supplier specification and lastly the existence of promotional activities for culturally diverse texts in their branch libraries.

Of the library authorities who have a policy in place specifically for children's collections, those who make reference to cultural diversity as a selection criteria have a higher average number of titles (29) than those who do not (24). Please see tables below.

Table 8: No of checklist titles held by authorities who mention cultural diversity for children in their collection development policies.

Library authority	No of checklist titles held
U1	40
U3	35
U4	28
U5	29
M2	25
M6	38
M8	23
M13	17
Average	29

Table 9: No of checklist titles held by authorities who do not mention cultural diversity for children in their collection development policies.

Library authority	No of checklist titles held
U2	25
M1	28
M10	33
M11	14
T6	27
T7	27
T8	17
R2	21
R3	27
Average	24

The library services who have initiatives in place to promote culturally diverse literature to children and young adults have a lower average number of titles (24) than those who do not (27). Please see tables below.

<i>Table 10: No of checklist titles held by authorities who have initiatives to promote culturally diverse literature</i>	
Library authority	No of checklist titles held
U2	25
U5	29
U6	27
M1	28
M2	25
M3	26
M5	19
M6	38
M7	31
M8	23
M9	33
M11	14
M13	17
T1	6
T4	16
R3	27
Average	24

Table 11: No of checklist titles held by authorities who have no initiatives to promote culturally diverse literature

Library authority	No of checklist titles held
U1	40
U3	35
U4	28
M4	34
M10	33
M12	20
T2	17
T3	23
T5	28
T6	27
T7	27
T8	17
T9	34
R1	17
R2	21
R4	26
Average	27

The library authorities who used supplier selection had a higher average of check-list titles (28) than those who did not (23.) Of the library authorities who used supplier selection, those who included titles which reflected cultural diversity in their supplier specifications actually had a lower average of check-list titles (27) than those who did not (30). Please see tables below.

<i>Table 12: No of checklist titles held by library authorities that consider culturally diverse literature in supplier selection</i>	
Library authority	No of checklist titles held
U1	40
U4	28
U5	29
M1	28
M2	25
M11	14
T3	23
Average	27

<i>Table 13: No of checklist titles held by authorities that do not include culturally diverse literature in supplier selection.</i>	
Library authority	No of checklist titles held
U2	25
U3	35
M3	26
M4	34
M7	31
M10	33
Average	30

4.6 Findings summary

Seventeen of the thirty-two authorities (53%) had a separate policy or stock selection criteria in place for children and young adults. Cultural diversity as a consideration when selecting books and other materials for this user group was referred to by just under half of these authorities. Culturally diverse literature for children and young adults was also given consideration in the supplier specifications of just under half of the library authorities who made use of supplier selection.

The assessment of holdings of culturally diverse literature for children in the thirty-two library authorities indicates how successfully collection development policies were put into practise. Twenty of the thirty-two authorities held over half of the checklist titles, whilst the remaining authorities with the exception of one, held over a quarter of the checklist titles.

In terms of promotions, half of the library authorities have at least one initiative in place to increase visibility of cultural diversity. However, the vast majority of initiatives mentioned consisted of promoting foreign language resources to children and families via events like Bookbug. While, eight of the thirty-two authorities stated that culturally diverse literature would be featured as a matter of course in all library initiatives aimed at children and young adults.

5. Discussion and recommendations

The results from the checklist survey and analysis of the FOI responses and collection development documents are considered below to provide answers to the research questions. Throughout reference is made to the literature in order explain findings and support recommendations.

5.1 How do Scottish public library authorities address culturally diverse narratives for children and young adults in collection development?

5.1.1 Collection development policies

Scottish public libraries address culturally diverse narratives for children and young adults within their collection development policies. It is difficult to provide a completely accurate assessment of how many do so, as not all authorities supplied a separate policy for the development of children's collections or had a designated section in their policy which outlined specific criteria for selecting resources for children. Certainly, of those seventeen authorities where the criteria for children's resources was made explicit, eight discussed the necessity for children's narratives to promote diversity, equality and positive images of all cultural groups. Therefore, it can be said with complete assurance that at least a quarter of Scottish library authorities feel it is important to provide children's books which are diverse and representative of the wider multicultural society and have enshrined this belief in their acquisitions policies.

The language used in the policies when discussing cultural diversity helped to give the researcher a sense of the library services' perceived outcomes of providing such literature. The language used in all of the policies expressed a sense of inclusiveness. Almost all of the policies, expressed a need to reflect all cultural groups in a positive manner. Two authorities, in particular stated that books purchased should "help children reflect their own and others' cultural heritage." This suggests that the library services in question subscribe to the concept that literature has the capacity to be both a window and a mirror of the world, thus allowing readers to better understand themselves and the wider society (Epstein, 2017). It further suggests that the literature purchased is intended to be both representative of minority groups and educational for the majority cultural group. Two other authorities discuss cultural diversity in terms of the other. They state that children's books should reflect positive images of other cultures. This would suggest, that for these authorities, culturally

diverse fiction is a tool with which to teach majority culture children about cultural awareness and perhaps lessen prejudices. For these authorities, there is no suggestion of diverse books being used to represent particular cultural groups in the wider community.

5. 1.2 Supplier selection

It was observed that culturally diverse literature for children was somewhat disregarded in supplier selection, with less than half of the fifteen authorities who use supplier selection, requesting titles within the “Stories from other cultures, countries, religions etc” genre of the supplier specification. Furthermore, the respondents’ comments on supplier selection suggest that the inclusion of texts which reflect cultural diversity is not a primary concern, with the quality of the text being the main priority. While, this is of course understandable, the scheme used by the suppliers the researcher encountered to evaluate quality raised cause for concern. In these schemes, the quality of a text was based on who authored it. As a system, this is flawed in that it would be discriminatory against new or lesser known authors and, of particular relevance to this research, would diminish the chances of translated works or works by non- Anglo American authors being included in collections. Another issue which caused concern was the expectation voiced by another authority that stock provided by suppliers would automatically be reflective of cultural diversity, and so there was little need to make a specific request for titles in this genre. This is problematic because suppliers largely offer mainstream titles, and as we have seen in the literature review, the mainstream publishing industry is heavily criticised for its lack of diversity. While, ideally culturally diverse perspectives and characters would feature heavily in the mainstream publications and genre fiction, we have observed that BAME authors have a greater chance of being published by mainstream presses when writing literary fiction, and more specifically literary works which tackle BAME issues (Word, 2015). The same could be said for any minority group, whether it be cultural or ethnic. This highlights the lack of diverse perspectives covered in literature printed by mainstream publishers and by extension, the lack of perspectives offered by mainstream suppliers. Therefore, Scottish public libraries should be more sceptical of supplier provision and active in their approach to collection development.

5.1.3 Urban/rural divide

At policy level, four Urban and four Mixed authorities considered cultural diversity as a criterion when purchasing books for children’s collections. Cultural diversity is not discussed in relation to children and young adults in the collection development policies of any of the Rural or Towns

authorities. The majority of Urban authorities also give consideration to culturally diverse materials in supplier selection, with 3 out of 5 urban authorities including such resources in their supplier specifications. Of the two remaining Urban authorities, one commented that culturally diverse materials would be purchased as part of a different budget allocated to branch libraries. None of the Rural authorities utilised supplier selection. Therefore, it can be argued that the cultural diversity of children's resources is given greater consideration in Urban areas, whose communities are made up of various different cultural groups than in Rural Areas.

The suggestion that Urban areas give greater priority to culturally diverse resources for children is supported by the findings of the checklist survey, with Urban authorities having on average the highest number of checklist titles. The Urban authorities also performed consistently well, with all library services holding over half of the checklist titles. However, Rural authorities, with an average of 23 titles, did not hold the lowest average as expected but rather came in just above Towns authorities who held a marginally lower average of 22. There was significant variation in the number of titles held by the Towns library authorities, with one library service holding a high number of 34 titles and another holding the lowest number of 6. While the fact that Urban library authorities performed well both in terms of holdings and consideration within collection development practises is undeniable, the variation of averages among the library services of Towns authorities suggests that the number of titles held does not depend solely on authority type.

5. 1.4 Emphasis on linguistic Representation

The data gathered revealed that eight authorities discuss the provision of dual and foreign language stock for children and young adults. Among those who prioritise the provision of foreign language materials are four Urban, two Mixed, one Rural and one Town authority. Interestingly, these authorities are not the same as those who highlight culturally diverse resources for children and teens in their collection development policies. This would suggest that, culturally diverse literature and foreign language literature are acquired with different purposes in mind. The language used in discussions of community language stock always implies representation. It is described as meeting a need. By comparison, culturally diverse fiction is described as representative by some authorities and for others as educational. It is never referred to as meeting a need and it would then appear to be viewed as inessential. This would explain the disparity between the number of authorities who include community language stock in their profiles for adults and those who include culturally diverse resources for adults in their profiles.

Twenty-five of the twenty-nine authorities who supplied copies of their collection development policies discussed the provision of foreign and dual language books more generally, without specific reference to children. As touched upon above, such resources were always supplied in response to perceived local demands and were made available in the languages most commonly spoken in the local communities. In their collection policies, many library authorities also provided details of community collaborations to ensure that the foreign and dual language collections were fully representative of the languages of the library patrons. While, the significant attention given to community language resources demonstrates the intention of Scottish public libraries to be fully inclusive and cater to the needs of the whole community, it highlights the fact that far fewer library services view the provision of culturally diverse fiction as a means of meeting the same aim. As discussed in the literature review, many library patrons from minority cultural groups wish to see not only their languages represented but their cultures, in the form of narratives which touched upon aspects of their cultural heritage or which reflected the complex cultural identities of many second and third generation immigrants (Birdi et al., 2012, Listwon and Sen, 2009, Berger, 2002). Texts of this type, by comparison, are given less consideration in stock policies with only seventeen authorities making reference to cultural diversity more generally.

There could be a number of reasons for this significant disparity. Firstly, the assessment of a community's language requirements is much simpler than navigating the complexities of various cultural heritages to recommend titles which are reflective of a group's experience or cultural identity. There is also, of course the daunting prospect of getting it wrong and causing offence. Secondly, selecting books that are reflective of the various cultural groups that make up a community and the wider world, would require a vast product knowledge on the part of the librarians responsible for ordering stock. The researcher would argue however, that it is crucial that Scottish libraries find ways to overcome these obstacles in order to provide collections that are at once truly representative of their patrons and that can help promote greater acceptance among community members.

5. 2. How do Scottish public libraries promote culturally diverse texts to children and young adults?

Scottish public libraries attempt to increase the visibility of culturally diverse children's texts in a number of ways. These include the curation of special collections which are targeted at specific user groups; collaborations with local schools to provide books and other materials to provoke discussion about different countries and cultures; special displays and activities to coincide with topical cultural events and world festivals. Some initiatives mentioned were intended to provide support to a very specific user group, for example the collection of wordless books obtained by authority M7 to aid Syrian refugees in dealing with their trauma. Another authority also put together a similar collection but they included in it educational resources about Islam and a wealth of culturally diverse fiction in English, thus widening the audience. This initiative offers the perfect example of how libraries can help create social cohesion, using library resources to educate two different groups about each other.

Several authorities cited family storytelling sessions in community languages as events to promote culturally diverse literature. While, such initiatives do not fit in with the primary concern of this research which is the promotion of culturally diverse resources in English language for the benefit of all children, it cannot be denied that such events can contribute to cultural awareness within the community. Audunson (2005), highlights the importance of libraries' role as meeting places where people are visible to each other despite the social and cultural barriers which would usually prevent their interaction. Audunson (2005) argues that this awareness of each other, even without engagement can help to foster acceptance. Several librarians interviewed in Birdi et al's (2012) study also commented on the value of community language stock and events being visible to the wider community in order to provide exposure to other groups and hopefully promote tolerance.

A quarter of library authorities stated that culturally diverse literature was consistently included in displays and all events and initiatives aimed at younger library users, such as reading challenges and book groups. According to the literature, incorporating diverse narratives into general events is a more inclusive approach which can lead to true acceptance because the emphasis is on the content of the books and the emotions or discussions that may organically arise from interaction with it. As opposed to the emphasis being on a cultural aspect of the text which can have the effect of reinforcing the sense of other (Campbell Naidoo, 2014). This is the concerning aspects of the school

collaborations cited by several authorities, that while well intentioned they can actually focus too much on the “exoticness” of cultural groups with the end result that the differences between cultural groups are grievously exacerbated. Similarly, only including culturally diverse resources in displays on special days, such as the anniversaries of historic events can be viewed as a tokenistic approach which serves to remind minority cultural groups that their narratives do not merit recognition all year round. The use of displays, when they are the sole form of promoting diverse fiction, can be perceived as a novelty and as such their impact is limited (Iwai, 2015). Therefore, while displays are an established and effective way of promoting materials, the researcher would highlight the need for diverse resources to be visible in library displays as a matter of course, and not only on specific days in the calendar.

One respondent stated that promotions to highlight culturally diverse materials were under the remit of school librarians and educators. While the researcher acknowledges, the difficulty faced by public librarians in reaching out to children and younger users, she would argue that as public institutions who aim to be fully inclusive, libraries have a duty to promote diverse materials. Such resources need to be visible in libraries to effectively send the message that they are institutions for all.

5. 3. How can Scottish public libraries develop their collection development and promotion practises to ensure that culturally diverse texts for children and young adults are fairly represented and visible?

5.3.1 Collection development policies

It is recommended that all Scottish public library services produce a separate policy for the development of children’s collections or dedicate a section in their policies in which to discuss the types of resources required to meet the needs of children and young adult library users specifically. Given that child library patrons will have different emotional and developmental requirements to adults, the researcher considers it to be imperative that they are very clearly acknowledged in collection development policies. Furthermore, as collection development policies can serve as guidelines staff can refer to when considering new stock, the researcher recommends that the importance of providing culturally diverse fiction for children and young adults be recognised in the policies of all authorities. This could be expressed as follows:

We regard children and young people as a priority. It is our aim to ensure that every child in the city has library membership. Therefore, we will provide an appropriate range of stock using the following selection criteria... Publications which promote positive images and help children reflect their own and others' cultural heritage (U5)

The inclusion of statements such as the one above can help to give validity to culturally diverse fiction and nonfiction and highlight their relevance to children and young adult users.

5. 3.2 Selection practises

The comments provided by respondents regarding the use of supplier selection brought two main issues to the forefront. The first is that complete dependence on mainstream suppliers will have a negative impact on the diversity of public libraries' collections. One respondent in particular remarked that they used mainstream suppliers solely for the acquisition to mainstream titles, owing to the unavailability of Scottish interest resources in the supplier's offering. They then made the decision to limit their use of supplier selection and allocate remaining budget to branch librarians for the acquisition of more specialist resources. The researcher would recommend that Scottish public libraries follow this model, making use of supplier selection with restraint and awareness of its limitations. It is also suggested that use of mainstream suppliers be supplemented by the use of more specialist suppliers to provide a more complete range of stock.

The second issue this commentary highlights is the need for knowledgeable library staff to be heavily involved in collection development. In the above example, knowledge of the literary scene and publishing industry in Scotland helped library staff to identify the gaps in supplier provision and seek ways to fill these gaps in their collection. If library staff have no understanding of the children's titles which reflect diversity or the authors and publishers producing these texts, they are less able to critically assess the offering from mainstream suppliers and notice the deficiencies. The degree of staff involvement in collection development has not been explored by the researcher, however it is a suggestion that specific library staff members be appointed as advisors on the titles to acquire for children's collections. These staff would be responsible for building knowledge of the culturally diverse titles available and identifying the gaps in terms of cultural representation in their current children's collections. Collaborations with organisations such as IBBY and Seven Stories could provide support to librarians in charge of selecting stock for children. Additionally, many library services referenced their partnerships with local minority ethnic cultural organisations to ensure

adequate provision of community language stock. Librarians could draw upon these existing partnerships to enquire as to the deficiencies in their collections in terms of culturally representative texts. Such engagement with community groups could help librarians understand the types of resources required to meet the cultural and emotional needs of children from minority cultural groups. It would be a significant step towards providing a library collection that is more relatable to all of the children in the community and may help to strengthen the libraries' relationships with their patrons.

5.3.3 Promotion of culturally diverse titles

It is recommended that titles for children and teens which feature a culturally diverse range of characters be regularly included in library promotions and displays. Many children and teens from minority cultural groups in Scotland cited misrecognition as an everyday part of their lives. Misrecognition is when mistaken assumptions about an individual, perhaps regarding their religious beliefs or cultural background on the basis of their appearance and it occurs largely due to lack of cultural awareness. A report highlighted that when young people constantly have to explain or define their identities to others, it can have a negative impact on well-being (Scotland, 2016). The simple act of increasing the number of diverse resources that young people have access to and using them to provoke discussion, for example in a book group, could serve to improve cultural sensitivity. This would be beneficial both for the children who identify as part of a cultural minority group and for those who do not. As Epstein (2017) remarks if we promote to children resources which reflect the reality of today's multicultural society, they will feel less apprehension regarding "the other" which could ameliorate future relationships between communities.

6. Conclusion

The intention of this research was to examine provision of culturally diverse texts for children and young adults in Scottish public libraries. Due to the absence of similar studies in the chosen sample area, this research was exploratory in nature, with the researcher seeking primarily to gain an insight into the current state of provision. Further research would be required in order to obtain a more complete understanding of the provision.

6.1 Summary of findings

The research uncovered that culturally diverse materials for children and young adults are given consideration in collection development by a quarter of Scottish library services. However, over half of the authorities consider culturally diverse literature for adults in the collection development policies and substantially more give consideration to foreign or dual language resources for adults. The wording within the policy documents suggests that culturally diverse titles in English are not yet viewed to be as pertinent to library users as foreign or dual language materials.

Current provision varies according to the library authority but across all authorities the average number of checklist titles held was approximately 50% which is encouraging. Urban authorities performed particularly well, with each library service in this authority type holding over half of the checklist titles.

In terms of promoting culturally diverse titles to children and young adults, the majority of library authorities had at least one initiative in place. The current initiatives demonstrated a diversity of approaches to promotion of such materials. Some authorities opted for an inclusive approach where culturally diverse titles were incorporated into existing events, whereas concern was raised over the potential tokenistic approaches employed by some authorities.

6.2 Suggestions for future research

Comments from some of the library authorities touched upon the role of library staff in the selection of culturally diverse resources, which was unfortunately not covered by the current research. One suggestion for a future research project would be a more detailed investigation of collection development practises in Scottish public libraries with consideration of the part played by librarians. Another area of interest would be the impact software packages like Collections HQ are having on collection development.

In terms of provision of culturally diverse texts for children in Scottish public libraries, the researcher believes that a more in- depth consideration of library holdings is particularly pertinent. As discussed in the methodology, assessing the holdings of such resources is challenging due to lack of common subject access terms. A more extensive checklist study may allow for more reliable findings.

It is hoped that this research can act as a starting point and may encourage future students to undertake studies in this area.

Bibliography

- Abrams, D. and Killen, M. (2014) 'Social Exclusion of Children: Developmental Origins of Prejudice', 70(1), pp. 1-11, Available: Journal of Social Issues.
- BBC (2013) *Figures show 1, 274 racist incidents in Scottish schools*. BBC. Available at: <http://www.bbc.co.uk/news/uk-scotland-scotland-politics-23739952>.
- BBC (2017) *'Record hate crimes' after EU referendum*: BBC. Available at: <http://www.bbc.co.uk/news/uk-38976087>.
- Berger, Å. (2002) 'Recent trends in library services for ethnic minorities – the Danish experience', *Library Management*, 2002, Vol.23(1/2), p.79-87, 23(1/2).
- Birdi, B., Wilson, K. and Mansoor, S. (2012) "'What we should strive for is Britishness': An attitudinal investigation of ethnic diversity and the public library", *Journal of Librarianship and Information Science*, 2012, Vol.44(2), pp.118-128, 44(2).
- Breslin, F. and McMenemy, D. (2006) 'The decline in book borrowing from Britain's public libraries: a small scale Scottish study', *Library Review*, 55(7), pp. 414-428.
- Broadley, A. (2015) *The Provision of Lesbian Fiction in Public Libraries in Scotland*. University of Strathclyde [Online] Available at: https://local.cis.strath.ac.uk/cis/research/publications/papers/strath_cis_publication_2686.pdf (Accessed).
- Campbell Naidoo, J. (2014) *The Importance of Diversity in Library Programs and Material Collections for Children*. Available at: http://www.ala.org/alsc/sites/ala.org.alsc/files/content/ALSCwhitepaper_importance%20of%20diversity_with%20graphics_FINAL.pdf.
- Census, S. s. (2011) *Ethnicity, Identity, Language and Religion*. Available at: <http://www.scotlandscensus.gov.uk/ethnicity-identity-language-and-religion> (Accessed: 16/05/17).
- Chapman, E. and Birdi, B. (2016) "'It's woefully inadequate": Collections of LGBTQ* fiction for teens in English public libraries.', *Journal of Research on Libraries and Young Adults.*, 7(1).
- CILIP 2012. Ethical principles for library and information professionals.
- Derman-Sparks, L. and Ramsey, P. G. (2002) 'What If All the Kids are White?: Multicultural/Anti-Bias Education with White Children'.
- Elkin, J., Train, B. and Denham, D. (2003) *Reading and reader development: the pleasure of reading*. London: Facet Publishing.
- Epstein, B. (2017) 'Why children's books that teach diversity are more important than ever.', *The Conversation*. Available at: <https://theconversation.com/why%ADchildrens%ADbooks%ADthat%ADteach%ADdiversity%ADare%ADmore%ADimportant%ADthan%ADever%AD721461/4>.
- Eyre, C. (2015) 'Diversity drive on track in children's but call for more BAME authors', *The Bookseller*.
- Flood, A. (2014) "'We Need Diverse Books'- calls for more representative writing for children', *The Guardian*. Available at: <https://www.theguardian.com/books/2014/may/01/we-need-diverse-books-campaign-children>.
- Government, T. S., Geographic Information Science and Analysis Team, R.a.E.S.a.A.S.D. (2014) *Scottish Government Urban/Rural Classification 2013-2014*: The Scottish Government.
- IFLA (2003) *Guidelines for Children's Libraries Services*.
- Information, A. a. C. D., Department, S.E.E. (2005) *Minority Ethnic Pupils' Experiences of School in Scotland*.
- Iwai, Y. (2015) 'Using Multicultural Children's Literature to Teach Diverse Perspectives', *Kappa Delta Pi Record*, 51(2), pp. 81-86.
- Levin, F. (2007) 'Encouraging Ethical Respect through Multicultural Literature', *Reading Teacher*, 61(1), pp. 101-104.

- Listwon, A. and Sen, B. (2009) 'Public library services and the Polish community in England: case study', *Library Review*, 2009, Vol.58(4), p.290-300, 58(4).
- McColvin, L. R. (1925) *The theory of book selection for public libraries*. Grafton: Grafton.
- The danger of a single story* (2009). TED.
- Nikolajeva, M. (2012) 'Reading Other People's Minds through Word and Image', *Children's Literature in Education*, 43(3), pp. 273-291.
- Pettingill, A. and Morgan, P. (1996) 'Building a retrospective multicultural collection: a practical approach', *Collection Building*, 1996, Vol.15(3), p.10-16, 15(3).
- Ragnar, A. (2005) 'The public library as a meeting- place in a multicultural and digital context; The necessity of low-intensive meeting-places', *Journal of Documentation*, 61(3), pp. 429-441.
- Scanlon, R. (2012) *An Investigation of the Collection Management Policies of Scottish Public Libraries*. University of Strathclyde [Online] Available at: https://local.cis.strath.ac.uk/cis/research/publications/papers/strath_cis_publication_2666.pdf (Accessed).
- Scotland, C. f. E. f. R. E. i. (2016) *Racial Equality and Scottish School Education: Ensuring today's young people are tomorrow's confident citizens*. Available at: <https://research.ncl.ac.uk/media/sites/researchwebsites/youngmuslims/IAA%20Briefing%20-%20Racial%20Equality%20and%20Scottish%20School%20Education.pdf>.
- SLIC (2016) *How Good is our Public Library Service?: A Public Library Improvement Model for Scotland*. Available at: <http://scottishlibraries.org/media/1084/hgiopls-landscape-web-2017.pdf>.
- Travis, A. and Shiv, M. (2013) 'European watchdog accuses Britain of shameful rhetoric on migrants', *The Guardian*. Available at: <https://www.theguardian.com/uk/2013/mar/29/eu-watchdog-britain-shameful-rhetoric-migrants>.
- UK, I. 2017. Young Ambassadors for Inclusion- A new project with Inclusive Minds. www.ibby.org.uk.
- UNESCO 'UNESCO Universal Declaration on Cultural Diversity.', *General Conference of UNESCO*, Paris.
- Usherwood, B. (2007) *Equity and excellence in the public library [internet resource] : why ignorance is not our heritage*. Aldershot
- Aldershot, England ; Burlington, VT: Aldershot : Ashgate.
- Usherwood, B. and Toyne, J. (2002) 'The value and impact of reading imaginative literature', *Journal Of Librarianship And Information Science*, 2002 Mar, Vol.34(1), pp.33-41, 34(1).
- Villarica, H. (2012) 'Research-Based Advice on Teaching Children Not to Be Racist', *The Atlantic*. Available at: <https://www.theatlantic.com/health/archive/2012/04/research%ADbased%ADadvie%ADon%ADteaching%ADchildren%ADnot%ADto%ADbe%ADracist/255736/>.
- Word, S. t. (2015) *Writing the future: Black and Asian Writers and Publishers in the UK Market Place*.

Appendix 1: Checklist of culturally diverse titles for catalogue search

The titles have been organised by the age group of the intended readership, includes the genre and content type assigned by researcher.

Early Years

1. Amazing Grace

By Mary Hoffman, illustrated by Caroline Binch (Frances Lincoln Children's Books)

Genre: General fiction; Content type: Identity

2. Fruits: A Caribbean Counting Poem

By Valerie Bloom, illustrated by David Axtell (Macmillan Children's Books)

Genre: Poetry; Content type: Content type: Cultural aspects

3. The Goggle-Eyed Goats

By Stephen Davies, illustrated by Christopher Corr (Andersen Press)

Genre: General fiction; Content type: Cultural aspects

4. Handa's Surprise

By Eileen Browne (Walker Books)

Genre: General fiction; Content type: Universal themes

5. Hue Boy

By Rita Phillips Mitchell, illustrated by Caroline Binch (Frances Lincoln Children's Books)

Genre: General fiction; Content type: Universal themes

6. Leon and Bob

By Simon James (Walker Books)

Genre: General fiction; Content type: Universal themes

7. Not So Fast Songololo

By Niki Daly (Frances Lincoln Children's Books)

Genre: General fiction; Content type: Universal themes

8. Over the Hills and Far Away

By Elizabeth Hammill, illustrated by 77 artists (Frances Lincoln Children's Books)

Genre: Poetry; Content type: Cultural aspects

9. Ramadan Moon

By Na'ima B. Robert, illustrated by Shirin Adl (Frances Lincoln Children's Books)

Genre: Nonfiction; Content type: Cultural aspects

10. Rastamouse and the Crucial Plan

By Michael De Souza, illustrated by Genevieve Webster (Little Roots)

Genre: General fiction; Content type: Universal themes

11. So Much

By Trish Cooke, illustrated by Helen Oxenbury (Walker Books)

Genre: General fiction; Content type: Universal themes

12. Where's Lenny?

By Ken Wilson-Max (Frances Lincoln Children's Books)
Genre: General fiction; Content type: Universal themes

Younger readers (5+)

13. Azzi In Between

By Sarah Garland (Frances Lincoln Children's Books)
Genre: Graphic novel; Content type: Immigrant experience

14. Kasia's Surprise

By Stella Gurney, illustrated by Petr Horacek (Walker Books)
Genre: General fiction; Content type: Immigrant experience

15. Betsey Biggalow is here

By Malorie Blackman, illustrated by Jamie Smith (Random House Children's Books)
Genre: General fiction; Content type: Universal themes

16. The Colour of Home

By Mary Hoffman, illustrated by Karin Littlewood (Frances Lincoln Children's Books)
Genre: General fiction; Content type: Immigrant experience

17. Fly, Eagle, Fly!

By Christopher Gregorowski, illustrated by Niki Daly (Frances Lincoln Children's Books)
Genre: General fiction; Content type: Cultural aspects

18. A Hen in the Wardrobe

By Wendy Meddour (Frances Lincoln Children's Books)
Genre: General fiction; Content type: Immigrant experience

19. Mirror

By Jeannie Baker (Walker Books)
Genre: Wordless story; Content type: Cultural aspects

20. Mufaro's Beautiful Daughters

By John Steptoe (Puffin Children's Books)
Genre: General fiction; Content type: Cultural aspects

21. Number 1 Car Spotter

By Atinuke (Walker Books)
Genre: General fiction; Content type: Universal themes

22. Under the Moon and Over the Sea: A Collection of Caribbean Poems

Edited by John Agard and Grace Nichols (Walker Books)
Genre: Poetry; Content type: Cultural aspects

23. Walter Tull's Scrap Book

By Michaela Morgan (Frances Lincoln Children's Books)

Genre: Nonfiction; Content type: Identity

Older Readers (8+)

24. Boy Overboard

By Morris Gleitzman (Puffin Children's Books)

Genre: General fiction; Content type: Immigrant experience

25. The Island

By Armin Greder (Allen and Unwin)

Genre: Graphic novel; Content type: Social issues/conflict

26. Journey to Jo'Burg

By Beverley Naidoo (HarperCollins)

Genre: General fiction; Content type: Social issues/conflict

27. The Life of Stephen Lawrence

By Verna Allette Wilkins, illustrated by Lynne Willey (Tamarind)

Genre: Nonfiction; Content type: Social issues/conflict

28. Little Leap Forward

By Guo You, co-written by Clare Farrow and illustrated by Helen Cann (Barefoot Books)

Genre: General fiction; Content type: Social issues/conflict

29. Oranges in No Man's Land

By Elizabeth Laird (Macmillan Children's Books)

Genre: General fiction; Content type: Social issues/conflict

30. A Nest of Vipers

By Catherine Johnson (Random House Children's Books)

Genre: General fiction; Content type: Social issues/conflict

31. Talking Turkeys

By Benjamin Zephaniah (Puffin Children's Books)

Genre: Poetry; Content type: Universal themes

32. Tall Story

By Candy Gourlay (David Fickling Books)

Genre: General fiction; Content type: Universal themes

33. Too Much Trouble

By Tom Avery (Frances Lincoln Children's Books)

Genre: General fiction; Content type: Social issues/conflict

34. Trash

By Andy Mulligan (David Fickling Books)

Genre: General fiction; Content type: Social issues/conflict

35. The Trouble with Donovan Croft

By Bernard Ashley (Oxford University Press Children's Books)

Genre: General fiction; Content type: Social issues/conflict

36. The Unforgotten Coat

By Frank Cottrell Boyce (Walker Books)

Genre: General fiction; Content type: Immigrant experience

37. The Wheel of Surya

By Jamila Gavin (Egmont)

Genre: General fiction; Content type: Social issues/conflict

Teenage (13+)

38. Apache

By Tanya Landman (Walker Books)

Genre: General fiction; Content type: Social issues/conflict

39. The Arrival

By Shaun Tan (Hodder Children's Books)

Genre: Wordless book; Content type: Immigrant experience

40. Artichoke Hearts

By Sita Brahmachari (Macmillan Children's Books)

Genre: General fiction; Content type: Social issues/conflict

41. Blood Donors

By Steve Tasane (Walker Books)

Genre: General fiction; Content type: Social issues/conflict

42. The Breadwinner

By Deborah Ellis (Oxford University Press Children's Books)

Genre: General fiction; Content type: Social issues/conflict

43. Moonfleece

By Philip Ridley (Methuen)

Genre: Play; Content type: Social issues/conflict

44. Half-Caste and Other Poems

By John Agard (Hodder Children's Books)

Genre: Poetry; Content type: Social issues/conflict

45. Noughts and Crosses

By Malorie Blackman (Random House Children's Books)

Genre: General fiction; Content type: Social issues/conflict

46. Palestine

By Joe Sacco (Jonathan Cape)

Genre: Graphic novel; Content type: Social issues/conflict

47. Persepolis 1 and 2

By Marjane Satrapi (Vintage)

Genre: Graphic novel; Content type: Social issues/conflict

48. Refugee Boy

By Benjamin Zephaniah (Bloomsbury Children's Books)

Genre: General fiction; Content type: Immigrant experience

49. (Un)arranged Marriage

By Bali Rai (Random House Children's Books)

Genre: General fiction; Content type: Social issues/conflict

50. The Weight of Water

By Sarah Crossan (Bloomsbury Children's Books)

Genre: General fiction; Content type: Immigrant experience

Appendix 2- Example Freedom of Information request

Dear FOI Officer,

I am a postgraduate student at the University of Strathclyde. I am researching the provision of culturally diverse fiction and nonfiction to children and young adults (from early years to 13+ years) in public libraries for my dissertation for an MSc in Information and Library Studies.

Under the Freedom of Information (Scotland) Act, I would like to request the following information:

1. Could you please supply a copy of the most recent version of the library's stock management policy? The policy may also be known as a collection development policy or stock selection policy or similar.

OR

I have found a copy of the library service's stock management policy online, however if there is a more recent version, could you please provide it? The policy may also be known as a collection development policy or stock selection policy or similar.

2. Is supplier selection used for acquiring fiction and nonfiction for children and young adults? Are titles which reflect cultural diversity included in the stock profiles given to suppliers to aid selection? Can copies of these be provided?
3. Are there any initiatives currently in place to promote culturally diverse fiction and nonfiction to children and young adults? If so, please provide details.

I would be grateful if you could supply this information in electronic form to this email address, angela.howell@hotmail.co.uk

If you are not the appropriate authority for this request, or for part of it, please let me know as soon as is convenient. If any clarification regarding this request is required, I can be reached on 07985299*** or angela.howell@hotmail.co.uk.

Yours sincerely,

Angela Howell