The effectiveness of stock selection policy and practice for children and young people in promoting inter-cultural understanding

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YURIKO NAKANO

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Abstract

As British society is becoming increasingly more diverse, 'social exclusion' is seen as a significant problem in this country. Public Libraries are regarded as important institutions which have a great potential to tackle social exclusion, and this is strongly emphasized in the Government policy documents.

The research aims to investigate the effectiveness of the current stock selection policy and practice of public libraries, in the light of promoting inter-cultural understanding among children. The focus is particularly placed upon the selection of children's fiction, written in other languages than English, and written in English by authors from other cultures.

In this research, a number of city and county councils' stock policy for children was analysed. Two case studies were conducted in Sheffield City and Derbyshire County, in order to determine current stock selection practices. This included interviews with members of the stock selection committee, or librarians who are in charge of acquisition of children's stock. Also, interviews with librarians, and observations of shelves in the Central and three branch libraries in both library authorities were conducted in order to have a further insight of the arrangement of children's fiction, and the use of materials by children.

Results showed that not very many library authorities make their stock policy available on their websites. The two case studies showed that the stock selection practices changed to the use of supplier selection in both library authorities. It was also revealed that materials for children written in other languages than English were limited to mono/dual language picture books, with the small exceptions. Fiction written in English by authors from other cultures are also limited, and arranged mixed with other English literature. Thus, in terms of reflecting cultural diversity, the shelves did not seem to appear the effective stock selection in both library authorities.

Table of contents

Chapter 1: Introduction

1.1. Introduction to the study

Having had a constant influx of immigrant, today's Britain is a considerably diverse country (Coleman, 1981). In addition, the expansion of the EU and a wider acceptance of international students from all parts of the world in universities have resulted in newcomers keep arriving to this country. Following this, society is becoming increasingly more diverse in many parts of Britain. However, at the same time, it has been noticed that there are people who are marginalized from the main stream, without fully participating into the society which they belong to. 'Social exclusion' is seen as a significant problem in this county.

The economical disadvantages had been considered as the main cause of social exclusion for a long time. However, in recent years, a more complex, multi-dimensional nature of this problem has been identified. Consequently, the way of thinking that social exclusion is a problem of society as whole, rather than that of individuals has become the mainstream. A number of researchers have highlighted economical situations, geographical contexts, and physical, racial and cultural backgrounds, as factors which can directly contribute to social exclusion. In addition to these factors, there are also several background factors which are indirectly related to the problem (Muddiman, 2000, Train et al, 2000, Hicken, 2004). Moreover, it is considered that social exclusion could happen to anyone, both in rural and urban areas, and both groups and individuals, and both adults and children (DCMS, 1999).

It is argued that there are a considerable numbers of children, who are living in the poverty in many parts of the country. Also the effect of racism and class discrimination is still apparent in UK society (Vincent, 2000). In this circumstance, children can also feel isolated or excluded from the society, especially when they have inadequate self-esteem and self-confident. And this is often related to their ethnicities, religious faith, sexuality,

abilities and social class (Sim, 2001).

Meanwhile, the notion, how a society can be more inclusive, has been also taken into consideration. Since the New Labour came into the power in 1997, the Government has placed tackling social exclusion as one of its highest priorities, and has remarked public libraries as institutions which could greatly contribute to tackle social exclusion. This is largely because, the nature of public libraries, which is open to all, matches the basic concept of social inclusion (DCMS, 1999). In addition, public libraries help developing skills and confidence for both communities and individuals by supporting lifelong learning offering an access to a wide range of information, which are essential to fully engage themselves with their societies (Executive Advisory Group, 2002).

Among many public library services, in this study, the focus was placed upon the public libraries' stock provision for children. Needless to say the benefit to improve children's literacy skills, it is said that reading also facilitates their personal and social developments. Especially, reading fiction has a great potential to make children aware of other cultures, which were previously unfamiliar to them, and this facilitates positive attitudes towards them (Elkin and Lonsdale, 1996). Moreover, through reading fiction, children can relive other people's lives with main characters; this enables them to be aware of ideas and emotions of others at the same time of that of themselves (Elkin. et al, 2003). Thus, it is said that reading has significant influence on children in shaping their attitudes towards the others and society.

Traditionally, public libraries have been serving to all citizens in a whole community, regardless of race, gender, culture and religious backgrounds. Moreover, as society is becoming increasingly more diverse, they have developed the idea of 'multicultural librarianship'. It is regarded that public libraries should provide services equally to ethnic, linguistic and cultural minorities in a community, and the services should include the stock provision in community languages (IFLA, 1998). Furthermore, it is also suggested

that public libraries can encourage mainstream British society to accept people, who have different cultural, religious and linguistic backgrounds, by providing materials, which enable all communities to learn about diverse cultures (Clough and Quarmby, 1978, Coleman, 1981, Dewjee, 1992).

The stock is one of the most important assets in public libraries. It can be said that all library services are provided based on their stock. Furthermore, one thing should be noticed is that materials in public libraries are selected before being provided. What materials public libraries provide has a considerable impact on children's reading. Thus, stock selection has long been considered as one of the cornerstones of children's librarianship (Hill, 1973, Blanshard, 1998). Therefore, children's librarians have been selected materials with great care in consideration with their impact on children. However, for various reasons, such as, the cut in budget and in a number of staff, and the shift of managerial strategy to which is more users' demand focused approach have significant impact on the way of selecting materials. Consequently, the traditional stock selection has been challenged (Kinnel, 1991).

Stock policy is another important issue when considering stock selection practice. This is because stock policy is an authoritative document which supports consistent, systematic and non-biased stock selection. It explains how decisions are made regarding acquisition of materials, and makes it clear what the users' can expect from their library. Also, it describes the aims which a council is trying to achieve through its stock provision (Clayton and Gorman, 2001). For that reason, it is said that stock policy should be prepared in each library authority, and make it accessible to both staff and users (British National Bibliography Research Fund Report 92, 1998).

Thus, the purpose of this research is to investigate the policy and practice of stock selection for children's fiction, in the light of promoting inter-cultural understanding. Children are tomorrow's adults. By serving children well, it can be said that public

libraries are playing an important role, not only for the current society, but also for the future society. An inclusive society, where people can make sense of and celebrate diverse cultures, can be brought only when there is a mutual understanding between people. Thus, this study is designed to invest to the stock provision for children in both sides; ones who are coming to this country, and others who are in the side of acceptance. In order to have a national picture of stock policies, a number of city and county council's websites were checked, and once obtained, the contexts of policy were analysed. Then, in order to investigate current practices, two case studies were conducted, and Sheffield City and Derbyshire County were chosen for the case studies' samples. Comparing two authorities' stock selection practices, it is aimed to gain deeper insight of how stock selection could be undertaken more effectively in order to fulfill the role of public library to promote inter-cultural understanding among children.

1.2. Aim and Objectives:

This study is designed to fulfill following aims and objectives:

1. To investigate the current situation of stock policy of public libraries.
2. To investigate the current stock selection practice in Sheffield and Derbyshire Libraries.
3. To investigate the effectiveness of their stock selection policy and practice in the light of promoting inter-cultural understanding.
4. To highlight the key areas and issues should be concerned in order to improve stock selection.

Based on the above concepts in mind, a set of research questions are formulated.

1. What kinds of stock policies are prepared by public library authorities in England?
2. What kinds of practices are undertaken to select materials for children's fiction in Sheffield and Derbyshire Libraries?
3. To what extent can current policy and practice account for promoting inter-cultural understanding among children?

4. What are the key factors that could influence on the stock selection?

5. What kind of training regarding stock selection is given to the member of library staff?

6. What kind of training regarding multicultural librarianship is given to the member of library staff?

Chapter 2: Literature Review

Britain has a long history of having a constant influx of immigrant and a majority of them have settled permanently in the U.K (Coleman, 1981). Consequently, British society is considerably diverse in many urban areas. Elkin and Kinnell (2000: 3) describe today's UK society as a place where there are "many religious faiths contrasting with growing secularization, increased Europeanization, and multiculturalism and international awareness in a rapidly shrinking world". Although this is a description made almost a decade ago, this tendency is still in apparent today's society.

The concern, however, is that people may not be fully participating in the society, or they may be excluded from the main stream of the society, and it is feared that this trend may be increasing. Organizations, including the British government, have been started to tackle on this problem earnestly, and since the New Labour came into the power in 1997, the Government has put the highest priority on tackling social exclusion. In policy documents, the importance of public libraries as social institutions is strongly emphasized.

2.1. What causes social exclusion and who is excluded?

First of all, it is essential to have a clear idea of the problem which pertinent to this research. The literature review begins with defining the concept of social exclusion, and its causes.

'Social exclusion' is a tem which is often associated with notions, being 'disadvantaged' or 'deprived', to describe the social division (Muddiman, 2000). There has been a tendency to consider that the economical disadvantage was the major reason for preventing people from fully participating in the society which they belong to, and this has been considered as a problem of individuals rather than that of society as whole (Coleman, 1981, Muddiman, 2000, Train et al, 2000, Hicken, 2004, Pateman, 2005).

However, in recent years, a more multi-dimensional nature of this problem has been identified by a number of researchers. It has been suggested that social exclusion could be caused by cultural issues and societal problems. This way of thinking has become dominant in many areas of research. Economical situations, geographical contexts, and physical, racial and cultural backgrounds have been highlighted as factors, which can directly contribute to social exclusion (Muddiman et al, 2000, Train et al, 2000, Pateman, 2005). At the same time, several background factors linked to social exclusion, such as, economical disadvantages, educational skills, housing and living environments, neibourhood deprivation, physical disadvantages, have also been identified (Train et al, 2000, Hicken, 2004, Pateman, 2005). Based on these factors, Hicken (2004: 45) distinguished between groups of people who seem to be prone to be socially excluded, namely: "the poor, the disabled, the unemployed, black and ethnic minorities, the young and old, the educationally and culturally deprived, the disadvantaged in inner cities and rural areas". Thus, social exclusion is considered as a societal problem, which could affect both individual and groups, directly and indirectly. Also, it is said that this could happen both in urban and rural areas (DCMS, 1999). Because of the nature of this problem, it is said that wider cooperation with various organizations is needed in order to tackle social exclusion.

2.2. Social exclusion and children and young people

Although there is fairly much literature on social exclusion, most accounts do not place particular focus on children and young people.

Elkin and Lonsdale (1996) state that the society where children are growing up is considerably diverse, especially, where various cultures, languages, and religions are coexisting. Having received immigrants from all parts of the world, children in the U.K may have different ethnic origins, cultural and religious backgrounds, and may speak languages other than English. Moreover, children and young people tend to experience considerable changes in themselves during the process of growing up, such as

continuous encounters with new emotions, new relationships, and the real life experiences (Elkin and Kinnell, 2000).

In these circumstances, children can also feel isolated or excluded from the society. This often happens when children do not have adequate self-esteem and self-confidence. Moreover, this is often related to their particularities, such as their sexuality, ethnicity, religious faith, abilities and social class (Sim, 2001). It is argued that there is a considerable number of children, who are living in the poverty in the UK society and where the effect of racism and class discrimination is still apparent. Also, it is asserted that problems related to children and young people, such as unemployment, vandalism or truancy, are often the results of societal problems, and they tend to be related to factors associated with social exclusion behind them. Furthermore, children and young people are particularly sensitive to the impact of social changes. Practiced according to the national and local government, library service is also under the influence of the political policies. These include: provision of public libraries, the education and training for librarians who are specialist in children's librarianship, and funding situation. These issues also could indirectly affect children and young people (Coleman, 1981, Vincent, 2000).

2.3. Government Action: Tackling social exclusion

When discussing social exclusion, it is essential to examine the Government policies and attitudes towards social exclusion. As pointed out by a number of researchers, this is a societal issue, thus, the attitude of the Government exerts considerable influence on this problem. Since the New Labour came into the power in 1997, the Government has put tackling social exclusion as one of the highest priorities and set up 'Social Exclusion Unit' to tackle this problem. Following this, several documents regarding social exclusion have published.

'Bringing Britain Together: a national strategy for neibourhood renewal' was published in

1998. This is a parliamentary report, which aims at developing approaches to this problem with more integrated and sustainable ways (Social Exclusion Unit: 1998). A year later, the Government also set up 'the Sure Start Programme' in 1999, in order to advance early education and family support, including childcare and healthcare for the benefit of children and their parents (SureStart:,2007).

Then, 'Library for All: Social Inclusion in Public Libraries' was published in 1999, in order to provide practical guidance for public libraries to tackle social exclusion. In this document, the Government clearly states that public libraries are one of the most likely organizations, which can bring positive changes into society, thus public libraries are expected to play active roles in a central position of the communities. This document encourages public library authorities to advance a strategic plan in order to make communities sustainable, and suggests several points to consider. Based on that, public library authorities are expected to build their strategies. In this document, the Government clearly shows its positive attitude towards public libraries, because of their potential to tackle social exclusion by providing equal access to a wide range of information, and promoting life-long learning (DCMS, 1999).

Another document, 'Framework for the Future' was published in 2003, in order to develop the mutual agreement between the local and national governments on the modern missions of library service. The Government defines modern missions of public libraries as advancing cohesion in communities and facilitating civic values. Thus, with their modern missions, namely, building identity of a community, and advancing citizenship, the Government expects that public libraries can play positive role in tackling social exclusion (DCMS, 2003).

As it can be seen in the number of governmental publications, public libraries have again become regarded as essential institutions in society with the missions of tackling social exclusion, and bringing inclusive society where people can live together with fully

engaging themselves in a society.

2.4. The role of public libraries in multicultural society

As it can be seen in above sections, public libraries are considered as institutions which play a positive role in today's society. Some people have questioned the basic roles of libraries in the age of computer but the important role of public libraries have again remarked with its potentiality for tackling social exclusion. The economical value of sustaining public libraries is also often discussed. However, in this paper, the literature regarding public libraries' role of developing citizenship is the main focus.

The roles of public libraries can be roughly identified as 'promoting pleasure of reading', 'providing access to non-biased, wide range of information', and 'facilitate life-long learning'. In short, it can be said that all these roles are related to 'citizenship', and fundamentally, developing 'democracy'. For that, librarianship is defined as a "profession dedicated to social justice values" (Executive Advisory Group, 2002: 5). Similarly, Roach and Morrison (1998) describe public libraries as accelerators of local democracy, as they could give newcomers keys to enter the wider society. Thus, Vincent (2007) argues that public libraries should work to promote social justice and advance community cohesion.

Kerslake and Kinnell (1998) also justify libraries' existence by their relation to citizenship. Citizenship includes the right to access to information. Thus, public libraries' role lies upon widening and protecting the right to access to information for citizens even in the society where information is considered as a type of commodity. Moreover, citizens must be ensured that they have the right to advance their literacy skills, including information literacy, in order to fully engage themselves with the society, as an inclusive society. In essence, an inclusive society, should encourage people to live together in terms of engagement with the society (Executive Advisory Group, 2002).

It is also said that public libraries are acting a role as 'meeting-place' where people can,

and have to, be exposed to the values and interest of others and be tolerant towards others (Audunson, 2005, Aabo, 2005). Aabo (2005) states that by offering a meeting-place, public libraries are developing shared identity, which counteracts the fragmentations often happens in today's digital society.

For children and young people, libraries are also considered as essential, as they are unique institutions which offer neutral spaces with a wide range of materials(Elkin and Kinnell, 2000). By using them, children can excise their imagination and literacy within a pleasure of reading. Hence, they can enhance skills which are essential to full participation in the society.

2.5. Multicultural Librarianship

Traditionally, libraries have been serving to all citizens in a whole community, regardless of race, gender, cultural and religious backgrounds. Libraries have considered it important to value all the cultures within a community and to be tolerant with other cultures and values related to them (Hall, 2005). Moreover, as society becomes increasingly more culturally diverse; they have developed the concept of 'multicultural librarianship'. The aim here is to attempt to reach all citizens, including those who are marginalized from the main stream of the library services.

In the 1970's, Clough and Quarmby (1978) suggested several ways in which public libraries could serve to enhance a multicultural society. Their research, 'A public library service for ethnic minorities in Great Britain' (1978), suggests that public libraries should provide materials which reflect the changing profile of communities, and support and develop the mutual understanding of cultures. Public libraries can play an important role by making needed information available, and providing a wide range of books which help people to understand historical, geographical, social and cultural backgrounds of people who together make up the British society. Moreover, public libraries can counteract against prejudice and help to develop racial justice in a community, by providing

materials which enable all communities to learn about diverse cultures, and also by excluding materials which show prejudice and discrimination. Dewjee (1992) argues this is also applicable in areas where White British are predominant, because the U.K, as a country, is a multi-racial and multi-cultural society. It is essential to provide opportunities and means for the present and future generation of children in order to learn and value all the cultures in the U.K and all over the world.

Zielinska and Kirkwood (1992) identify the two main benefits that ethnic group members could gain from the library services. First of all, it is accepted that language can help to reinforce and perpetuate notions of cultural identity. Reading in mother tongue can play an important role in maintaining and developing people's ideas and emotions associated with cultures. Thus, this promotes the cohesion among people within ethnic minority groups. Secondly, reading literature of the country they are immigrated helps to understand their new country, as Imaginative literature explains the people's feelings and attitudes in their new country. It is suggested that this enables newcomers to settle down in their new environments more easily. Betten (2003) states that folk's identity would be preserved only when children of the folk know the history and traditions, and gain the ability to record personal experiences. Similarly, Agosto (2001) refers to Lambert's description of two types of young bilingual people, one is additive and the other is subtractive. It is argued that when children from ethnic minority groups gain additive bilingualism, they can value both home language and school language, and then the family traditions and culture can be maintained. Therefore, providing materials in their language helps maintaining not only their language, but also their own cultural identity.

A decades ago, IFLA (1998) produced 'Multicultural Communities Guideline for Library Services', with the belief that multicultural librarianship drastically facilitates harmony and equality in a community. Although recognizing its difficulty, it suggests that public libraries should provide the same level and standards of materials and service to all ethnic, linguistic and cultural minorities, and cultural diversity should also be reflected in the

member of staff in libraries. As core actions, it suggests that libraries should develop their collections, regardless printed or digital, and services which reflect diverse and multilingual society. Meanwhile, libraries should allocate resources in order to preserve cultural heritage, which includes oral, indigenous and intangible cultural heritages. Moreover, in order to bridge resources and users, professional education and training, which focus upon multicultural librarianship, is essential for library staff. Through these trainings, library staff should be trained for serving diverse community better, being aware of sensitive issues, such as cross-cultural communication, and anti-discrimination (IFLA, 1998).

However, in recent years, it is argued that this approach still leaves the fundamental problem unsolved. While focusing on the resource and stock provision, it is pointed out that this approach deals with this issue only as a 'management of the ethnic minorities' problem'. By ignoring the problem in the structure of administration, in most library authorities, a management team still consists only of white, middle class staff, and cultural diversity is not really reflected. In contrast, 'anti-racism' approach tries to look at more institutional sides of the problem, and claims the wider recruitments of administrative level library staff from ethnic minorities. Also this approach tries to advance deeper involvements of ethnic minorities in deciding about the library services to them, and priorities of provision (Roach and Morrison, 1998).

2.6. Promoting inter-cultural understanding through reading fiction

In this research, the benefit of reading fiction for children is one of the central concerns. If an inclusive society is a place where people make sense of and celebrate diverse cultures around them, 'understanding' is a key. Moreover, 'understanding' is considered as quality people can gain by reading imaginative literature. Thus, this could help bring about a more inclusive society.

Much literature says that reading has a considerable power. Castagna (1982: 75)

describes a book as "a time bomb planted in the nervous system", and argues that reading often changes people's ways of thinking and attitudes towards life, and by changing people, books have often changed the course of history.

Reading has been seen as an activity which can contribute to facilitate personal and social development for children. Many researchers and librarians point out how reading fictions can help children to have wider understanding about the others, self and the world. There are clear benefit of advancing children's literacy skills, it is also suggested that reading facilitates children's personal and social developments. Living in imaginative stories, readers can travel beyond time and boarders and relive other people's lives with main characters in books (Elkin. et al, 2003). This can introduce children to a wider views, new ideas and impressions, which facilitates their tolerance, compassion and understanding (Colwell, 2000). Moreover, as literature reflects the cultures of all people who make up the society, books have the great potential to make children aware of other cultures, which were previously unfamiliar to them (Elkin and Lonsdale, 1996). Thus, It is considered that reading can have a considerable effect on shaping children's attitude towards the others and society.

Moreover, although it is not the case of children's reading in particular, some researchers support the benefits of reading. For example, Usherwood and Toyne (2002) investigated the reason why people read. There can be many reasons why people read, such as to gain insights into the experiences of the other people, and to understand and appreciate their community and the world at large. They cite the respondent's comment that briefly expresses the benefit of reading: "you're more tolerant because you're more understanding" (Usherwood and Toyne,2002: 39). Also, Thomas (2007) refers to Andre Maurois's remark which describes books as a "gateway to other people's minds", and "the best key to an understanding of social groups that we never frequent".

As reported above, reading can have a strong impact on children's cognitive

development, and can facilitate understanding not only of themselves but also of the others. With this belief, a considerable number of librarians have been working towards promoting intercultural understanding through children's books. This idea can be seen in practices of some institutions. For example, one of an illustrative example of this comes from the foundation of the International Youth Library in Munich, Germany, by Jella Lepman in 1949. The International Youth Library was established with the vision of people who endeavor to help children to understand core, shared valuea in society and the global values in various cultures (Nist, 1981). The founder, Jella Lepman, hoped to arouse a new understanding for other people and nations, in a completely devastated county by the war, through the communication regarding children's literature and through the selection of stock. The website of the library explains this concept has been maintained since its foundation. Thus, they serve adults, who are working in this field, by initiating a discourse regarding children's literature, and by offering a wide range of materials for researchers from all over the world. At the same time, they serve children, by providing a selection of books, by organizing exhibitions, and by publishing a list of recommended books (International Youth Library). Similarly, the American Library Association has been organizing the Batchelder Award since 1968. Mildred L. Batchelder was a children's librarian and the former executive director of the Association for Library Service for Children. She also believed that it is important to provide children good books from different parts of the world in order to develop their understandings of people from foreign cultures and eradicate cultural barriers (Association for Library Service for Children, 2007). It is believed that sharing the same stories by translation helps children become aware of children in other countries and facilitate empathy towards others (Joels, 1999).

As it has been much argued by many academic and library professionals, reading has a considerable impact upon children's cognitive development and it facilitates mutual understanding across the cultures.

2.7. Stock selection

2.7.1. Policies

Finally, the literature regarding stock policy and practice has been consulted, as library collections are the base for which every library service consists. Building better stock by conducting effective and rational stock selection is essential to provide quality library services. Moreover, this cannot happen without appropriate policies regarding stock.

Much has been said in literature regarding the stock policy, and most of them say that having written documents regarding stock give organizations considerable advantages. Clayton and Gorman (2001) identify several advantages of developing these policies. First of all, these policies clearly explain to the users how decisions are made regarding library materials that relate to tax expenditures. Furthermore, they manifest the libraries' priorities, the organizational visions and objectives, thus the library users could presume what they could expect through library services. It is also crucial for the staff to clearly understand organizational goals, because it prevents bias and personal favouritism from intervening in the selection process. Furthermore, having policies would make it easier to deal with complaints regarding including and excluding materials.

Gill et al (2001) also claim in 'IFLA/UNESCO Guidelines for Development' that the requirement for each public library is to have a written Collection Management Policy in order to make sure the library collections constantly develop following a consistent approach. It states that the policy should include the universal purposes of public libraries, each organisation's own library service plan, and also the specific policy that a library authority tries to accomplish. Regarding the stock selection for children, clear standards, and knowledge of books and children are required for several reasons. Chambers and Stoll (1996) identify the difference between selecting fictions for children and that for adult. They point out that children's librarians take greater care in selecting fiction, considering its coherence with educational aims and moral sense.

2.7.2. Practice

There are two main approaches for stock selection, one is centralized and the other is de-centralized. Centralized selection is defined as the treatment of whole stock as a single unit, while de-centralized selection is defined as each branch library has its own stock holding. In the former approach, an authority carries out the stock selection, in a sense of adding each title to the whole one stock and distributing newly added stock for branch libraries. Then, the requests are thought to be satisfied by the active rotation of stock within the city. This often allows an authority to take risks in their selection as budget can be relatively high for each title. On the other hand, in latter approach, selectors tend to make safer decisions. As budget which each branch has is often relatively small, they tend to stock the basics for the first hand. However, this approach has also advantages, such as decision-making is left for branch librarians who work closer to the public in the area, and more librarians can be directly involved in the stock selection (Chambers and Stoll, 1996).

Stock selection and management have been considered as one of the most critical aspects of children's librarianship (Hill, 1973, Blanshard, 1998). However, for various reasons, the traditional practice and rationale behind stock selection have been questioned. For example, the restriction in the expenditure on materials is one reason. Also, following the cut in number of staff, and placing priorities for other activities deprive librarians of their time available for stock selection. Also, implementation of the supplier selection as more cost effective alternative, and the introduction of an approach which is more customer oriented also gave considerable influence on stock selection practice (British National Bibliography Research Fund Report 92, 1998). In particular, the shift to customer oriented in managerial approach has resulted in providing more popular materials which appeal wider audience. Thus, pro-quality approach which had been dominant in children's stock selection has been challenged (Kinnell, 1991).

It should be noted that it is argued that stock selection is one of the key methods of

making impact on social inclusion. Vincent (2000) argues that stock selection is a key from where librarians can make positive impact on tackling social exclusion, and selection process is very important to make librarians realize the issues related to the book publishing which is deeply connected to their profession. By selecting and rejecting materials, they can directly combat racism and sexism shown in children's materials. In addition, they could show their positive attitudes to seek books which are not on the mainstream publishing lines. This could be a considerable impact on the publishing industry with their power of purchasing (Kinnell, 1991). Furthermore, consultation with considerable amount of books, they could have a wider awareness of action of writers, illustrators, publishers and reviewers. This could lead to further connection between these people and further cooperation in making positive changes in the publishing industry (Cole and Usherwood, 1996).

As it can be seen in above sections, each area of study related to this research seems have been well researched. However, most of them seem to remain as rather fragmentary. Only Vincent's study relates social inclusion and stock selection, in terms of children's librarianship. Moreover, regarding multicultural librarianship, even though there are several comprehensive studies on this subject, the majority of the literature seems rather dated. If public libraries try to achieve more inclusive society, which is the Government's highest priorities, the relationship between each area should be more fully considered. To conclude this literature review, it seems to be timely to evaluate the effectiveness of current policy and practice of stock selection for children, in the light of facilitating inter-cultural understanding among children through reading fiction. It is hoped that this research could contribute to bring all issues together, and could highlight the key issues should be considered in order to carry out effective stock selection which can contribute to advance social inclusion.

Chapter 3: Methodology

This chapter explains the methodology used in this research. It focuses on the advantages and disadvantages, and the relevance to the research of each method. The potential limitations of the study will also be considered.

3.1. Approach

3.1.1. Inductive study

An inductive approach has been adopted within a number of social science studies. This approach enables researchers to pull consistencies and patterns in events, which can be generalized though the carefully planed data collection process and the process of analysing collected data. While researchers make hypothesis to be tested when they employ deductive approach, with inductive approach, researchers try to create the meanings or patterns of events through the process of the research (Gray, 2004). This study is aimed at investigating the effectiveness of stock selection practice, inductive approach seems to be more appropriate.

3.1.2. Qualitative study

In this study, qualitative research is employed. Jupp (2006: 248) defines qualitative research as a "research that investigates aspects of social life which are not amenable to quantitative measurement". In qualitative studies, focuses are placed upon creating meanings and interpretations of social phenomena in particular contexts (Jupp, 2006). Qualitative research is often applied with an inductive view in order to turn the social phenomena visible (Bryman, 2004). This approach attempts to understand the meaning which people bring to the case (Ritchie and Lewis, 2003). Thus, this is more appropriate approach for this research which deals with the event happening in local authorities.

3.1.3. Triangulation

In order to achieve deeper insight into the topic area, data triangulation, using mixed

method approach was applied to this study. Data triangulation is a way of analyzing data, using two or more combined methods to investigate an event (Jupp, 2006). The effectiveness of stock policy and practice can not be drawn only from one data, as they are mutually influenced by several aspects related to the practice. The organizational philosophy and aims of stock must give influence on the practice of selecting materials, as the practice is carried out supported by the policy. At the same time, by revising the way of selection, policy would be affected by the practice. There should be consistency in each other. Therefore, applying data triangulation seems to be the most beneficial, as it can reveal the whole picture of the stock selection, and from data collected by this method, the effectiveness can be measured.

3.1.4. Case studies

Case study is defined as "an approach that uses in-depth investigation of one or more examples of a current social phenomenon" (Jupp, 2006: 20). This is the most applicable strategy for the research which poses 'how' or 'why' questions, in order to illustrate insightful characteristics of things happening in the real life (Yin, 2003). Moreover, by designing a study using the mixture of methods, such as observation, interview, or focus group, a 'whole picture' of a case being studied can be build up (Wellington and Szczerbinski, 2007). As employing several methods to see the case, it is hoped that this methods enable to illustrate the case holistically (Creswell, 2003). Thus, an embedded, multiple-case study was designed for this study, by mixing three data collection methods, document analysis, interview and observation; document analysis could give 'written evidence', interview will explain the practice undertaken and use of materials by children that the researcher can not observe, and observations may reveal the reality brought by the practice. Furthermore, two case studies were carried out in different places, namely, in Sheffield and Derbyshire. By comparing two practices, it is hoped that the advantages and disadvantages of these two practices can be identified more clearly, and more practical and beneficial recommendations can be made. While a case study has the great advantage of illustrating immediate reality and of proving greater insights of a

situation, it may be questionable whether any theories informed by case studies can be considered generalizable or fully representative of a given situation. However, it is also argued that a case can be related to the other cases, sometimes this is more important than generalize things (Wellington and Szczerbinski, 2007).

3.2. Data collection methods

3.2.1. Document analysis

Documents are considered as one of the important sources in case study, as it can "corroborate and augment evidence from other source" collected (Yin, 2003: 87). By analysing documents, the researcher can compare it to the collected data in order to examine whether it is contradictory or corroboratory. Then the problems that need to be further investigated can be identified (Yin, 2003). Written documents are the main vehicle on which organizations rely in order to obtain rational and impersonal decision-making in administration (Hall and Hall, 1996). As public libraries' stock selection depends on each authority's policy, it would be especially beneficial to consult documents regarding the stock selection. Moreover, now is the time for many authorities to experience radical changes in the way of selecting materials, it would be the right time to investigate the context of policies and its relation to the effectiveness of practices.

3.2.2. Interviews

Interviews are the typical methods which can be associated with both qualitative and quantitative research, however, contexts and settings of interview can vary enormously (Jupp, 2006). In this research, two interviews were conducted. One is to find out the stock selection practice, and the other is to understand how selected materials are arranged and used. In consideration of the disadvantages of unstructured interviews, which are time-consuming, and may increase the potential bias (Jupp, 2006), semi-structured interviews were designed, and face-to-face interviews were conducted. As the interviews were set in semi-informal situation, which may disorder the interview, the employed method would enable the researcher to keep the flow and gain the

necessary information effectively. Open-questions are designed in order to give freedom to speak about the use of materials by children that may vary in each situation.

3.2.3. Observation

There are several ways of conducting observations: it can depend on the degree of a researcher's involvement and the degree of structure of observations (Wellington and Szczerbinski, 2007). In this study, the researcher was a 'complete observer' who had no involvement in the event. With respect of the structure, observation was conducted in order to have insight in the natural setting of each library, namely, how children's fiction, both written in other languages than English, and written in English by the author from other cultures, is arranged. In order to avoid the pitfalls of this kind of observations which can become completely unstructured, a checklist was made, and the observations were carried out with the list.

3.3. Procedure

3.3.1. Document analysis

In order to understand the national picture, total number of 37 websites of city and county council's in each region in England was checked. This is to know how many local governments make stock policy available to users through their websites. Once having obtained stock policies, their contexts have been analysed in order to ascertain:

1. If the authority have separate policy for children or it is one part/section of overall policies.

2. If the policy demonstrates the authority's attitude to celebrate cultural diversity by providing fiction written in other languages than English.

3. If the policy demonstrates the authority's attitude to celebrate cultural diversity by providing fiction written in English to facilitate children's awareness of the diverse culture around them.

As one of the case study samples, Derbyshire County Council's stock policy, though it is just a draft, was especially carefully analysed in order to know if the practice reflects the aims and objectives of the library services described in the policy.

3.3.2. Visits 1: Interview to the stock selection committee

Two authorities, Sheffield City and Derbyshire County, were visited in this research. This was mainly for practical reasons, such as the geographical position. Moreover, as these two library authorities have different demographical backgrounds, it was considered to be a rational comparison. In order to gain insight into how materials are selected professionally, two library authorities were visited and the interviews were conducted. In Sheffield City, foreign language materials are selected by other librarians, who speak the language, therefore, further visit was carried out in order to comprehend how materials for ethnic minority communities are selected. In Sheffield, librarians in the stock selection committee were chosen as interviewees, as they are directly involved in the stock selection and know the practice more than anyone else. In contrast, Derbyshire County has no stock selection committee. Thus, Stock Service Manager and a children's librarian, who is in charge of acquisition of children's materials, were chosen as interviewees.

3.3.3. Visits 2, 3: interview to librarians and observation

It is important to know how materials are arranged and used by children after acquisition. Thus, Central Library and other three branch libraries in both library authorities were visited in order to know how fictional materials are arranged in each library, and the interview for librarians working in each library was carried out in order to know how children actually use those materials. As the centralized stock selection are employed by both authorities, it seemed to be beneficial to do further investigation on how branch librarians are involved in stock selection, and what are their attitudes regarding stock selection.

Furthermore, they are directly interacting with children users, thus, it is hoped that how children, both from ethnic minority groups and White British, are using materials can be illustrated. It is important to approach children with different characteristics: children from ethnic minorities who come to England, and White British children who are predominant and are generally more on the side of acceptance. It is because children on both sides are expected to respect each other and to grow up adults who can create a more inclusive society. Observations were conducted in each library in order to invest how stock selection policy and practice are reflected in natural settings. In Sheffield, branch libraries in ethnically diverse areas were chosen, as this would be rational for this research. As Derbyshire County is not as ethnically divers as Sheffield, branch libraries are chosen by their sizes.

3.4. Limitation

3.4.1. Ethnicity and Language

Interview is said to represent 'personal' and 'social' interaction (Jupp, 2006). It is reported that how carefully an interview designed, it could be too imprecise and this could allow variance when conducting interview (May, 2001). As being international student, the researcher had no shared or similar culture in common with the interviewees. This could result in the different interpretation of the questions or perception towards the issue. Especially the topic is related to cultural and political dimensions; it might be a sensitive issue for some people. Some interviewees might feel uncomfortable to discuss issue related to ethnicity, and the results of the interview could have been varied from when a student who shares the culture conducted the interview. However, it is hoped the neutrality of the researcher would help avoiding biased interview, which could be made by a researcher from the same ethnic background.

3.4.2. Time available

As the time available for the research was limited, the researcher could check only limited number of local governments' websites. This resulted in limiting the number of

policies to consult. However, document analysis of other council's policies was carried out in order to gain some insight into the nature of existing policy. This information can be used as a reference point when analyzing stock policy of the two case authorities. Therefore, it is hoped that this would not compromise, or interfere with the results of this study.

Chapter 4: Findings

This chapter explores the findings of the research. The context of stock policies, which obtained through the local government websites, is discussed. Then, the findings of the two case studies, conducted in Sheffield City Libraries and Derbyshire County Libraries, are analysed and discussed. The findings of the case studies include the practice of stock selection for children's fiction, written in other languages than English, and written in English by the authors from other cultures. The data gained from the visits to the Central and three branch libraries in each authority were collected through interviews with librarians. Observations were also made in order to have insight into the arrangements of fictional materials.

4.1. Findings from document analysis

4.1.1. Stock policies in England

Only 14 out of 37 City and County Councils, of which their websites were checked, make stock policy available online, and the contexts of policies tend to vary from authority to authority. This shows the perceived reluctance to putting time and effort into making a stock policy, which might be soon outdated with the rapid changes within these organisations. This might also be the result of the lack of a national standard; as it can be seen from the fact that CILIP has not currently produced any document regarding stock selection for children's fiction.

Among the fourteen authorities which have stock policy, Leeds City seems to have the most comprehensive one which covers all essential points. Leeds City prepares 'Stock Management Policy' in order to provide the idea of what users can expect, and it clearly states that it is the City's responsibility to provide materials which reflect a diverse society, and provide fair and impartial services which meet the need of all individuals and communities within a city. It is also declared materials in English which mirror the cultural diversity are provided. Although they do not have a separate policy for children's stock,

they have a section in the general stock policy. Multicultural issues are repeated in this section. It is stated that a multicultural society should be reflected in all children's materials, and Leeds City endeavors to provide materials which represent positive images and positive role models of all cultures and traditions. From this, it is presumed that fictional materials written in English which reflect the cultural diversity, together with materials in community languages, are provided (Leeds Library and Information Service, 1999).

Cornwall County is the only one among the fourteen authorities which prepares separate policies for children's stock. Nonetheless it is a concise report, it covers multicultural issues using the term 'socially inclusive'. It describes that positive images of diverse cultures, social groups, and also genders should be displayed in the stock, and the stock should be socially inclusive. However, regarding selecting fiction, cultural diversity is not mentioned, and materials in community languages seem to be limited to dual language picture books. The policy also indicates that they have regular stock selection meetings, which regarded as a part of the training opportunities, thus, members of staff in branch libraries are also encouraged to attend (Cornwall County Council, 2005).

Birmingham City, Brighton & Hove City and West Sussex County also have stock policy which is adequate in the context of mentioning both children and multicultural issues. Birmingham City, as it may be of its diverse population, repeatedly mentions about reflecting cultural diversity and meet the need of diverse communities. Children and diverse communities are considered as the particular focus groups, and the policy states that stock for children and young people is aimed at introducing them to diverse cultures and various life situations, in order to facilitate their sensitivity toward others. It also clearly states that materials in other languages than English is provided to reflect the cultural and ethnical diversity of the city. However, although it mentions the provision of materials in community languages, it is not clear whether it is for adults or for children, or for both (Birmingham Library and Archives Service, 2008). Brighton & Hove City and

West Sussex County just briefly states that the aim of the stock is to meet the demands of the whole community, irrespective of age, gender, sexual orientation, ethnicity, religion or ability, and ability. This is restated in the section of stock for children that stock should meet the needs of particular groups of users, such as ethnic minorities, children with special needs, LGBT families, and reflect the value of cultural diversity (Brighton & Hove City Library Service, 2005, West Sussex County Council Library Service, 2005).

Surprisingly, the stock policy of Knowsley Metropolitan Borough, Surrey County, Hampshire County, Dorset County, Warwickshire County and Lincolnshire County mentions neither children nor cultural diversity. Although only Surrey County mentions the provision of materials in community languages, however, wording related to multicultural issue, such as 'cultural diversity', do not appear in its objectives or aims of the stock (Surry County Council, 2008). Similarly, Shropshire County's policy has some mention of children, but nothing regarding 'ethnic minority' or 'cultural diversity' can be found. For teenage collection, fiction is defined as valuable source which help them to explore themselves and the world around them, however following sentences imply that this is about more 'drug and alcohol abuse' related issues (Shropshire County Library Service, 2008). Leicestershire County just briefly mentions that materials written in other languages than English will be provided when there is a need (Leicestershire County Council, 2007).

4.2. Findings from the case studies

4.2.1. Sheffield City

Sheffield is a city lies in the Southern part of Yorkshire and has a population of 525,800. Having a long history of accepting immigrants, Sheffield is an ethnically diverse city and about 14 % of the population are Black and include other ethnic minorities. The largest ethnic minority groups of people are Pakistani, African-Caribbean, Indian Bangladeshi, Somali and Yemeni. The Chinese community is also a sizable group relative to the others. The population is becoming even more and more diverse, and recent trends show

overseas students coming to the University and economic immigrants from other EU countries (Sheffield City Council, 2008).

Reflecting this fact, Sheffield Public Libraries have a long tradition of serving a multicultural society and providing equitable service to ethnic minority communities within the city. The service provided to ethnic minorities by Sheffield Libraries dates back to 1983, when the 'Ethnic Minority Unit' was created to meet the needs of ethnic minorities. A year later, the name of the unit was changed to the 'Multicultural Support Unit', with clearer aim to facilitate multiculturalism. Since then, Sheffield Libraries have been trying to provide appropriate services to ethnic minority citizens by creating posts which in charge of working with communities, by employing staff from ethnic minority groups, and by giving training sessions for cultural awareness to all staff working in their libraries. As a result, 4% of total staff is from ethnic minority groups and some of whom are in charge of stock selection and creating bibliographical records for materials in community languages. It has been hoped that these attempts would break down potential barriers, and develop the stock for ethnic minorities. (Dutch, 2008).

4.2.1.1. Stock selection policy for children's materials in Sheffield

Sheffield Libraries do not have any policy regarding stock selection. They have only a brief statement, which is not available for the general public, and further policy is not currently being prepared.

4.2.1.2. Stock selection practice for children's fiction in Sheffield

Sheffield Libraries employ a centralized stock selection for children's materials. Children's fiction is selected by the stock selection committee which consists of four librarians; a Young People's Library Officer, a librarian from the central library and two librarians from branch libraries. Meetings are held every Tuesdays. Previously materials were selected weekly among approval collections provided by a library supplier, however, online selection using a library supplier's website has been introduced since January

2008. The decision was made by the strategy group, and this resulted in many changes in the stock selection. The main reason of the introduction of online selection is to improve their speed in providing newly published books to the users, as previous method took a number of weeks to put newly published materials on to the library shelves. Although the use of children's library services meets the required national standard (Public Library Service Standard), however, the rate of use remains stable and is not increasing. They are therefore attempting to increase the use of library services for children by providing new books at the time of their publications.

Librarians in the committee have identified some problems related to online selection using a supplier's website. The main problem is that they have no physical contacts with books they are selecting. Although the library supplier provides fairly detailed data, however, there are limitations. For example, annotations are given so that they know the storyline. However, neither comprehensive flow of the story nor the use of language, which is vital information for selecting or rejecting materials for children, can be evaluated. Moreover, sometimes even cover photos are not provided as they have to select books much in advance of the actual publishing dates. However, it is also pointed out by librarians that it is important to try new things and modernize the system in order to bring a change in statistics.

Sheffield Public Libraries have a total budget of ￡1.4 million for library materials and ￡200,000 of this is for children's materials. Several focus areas have been identified, critically, the promotion of reading for pleasure among children is emphasised. As a unique practice of promoting pleasure of reading, Sheffield City organizes its own annual book awards which directly involve children in the process of selection by voting which book they like the most. The award winning books are bought for all libraries in Sheffield City. Moreover, consultations with children, through focus groups and reading groups, are also considered vital in understanding the user demand. Similar to recent trends, 'the user demand' is considered one of the most important aspects in the stock selection.

Furthermore, in the past two years, focus has been placed upon acquiring a wider range of materials, including books written in other languages than English. Materials in community languages are selected by different committee, by librarians who can speak the various languages.

4.2.1.3. Selecting fictions for multicultural materials in Sheffield

Approximately ￡44,000 is spend on multicultural materials for adults and children a year, and about 20 community languages are covered in central and branch libraries (Dutch, 2008). As multi-cultural materials are selected by other librarians who speak particular language, and librarians in two committees continually communicate and exchange information about materials they acquire in order to keep the balance and share the objectives. However, with only a few exceptions, such as some books in Chinese, children's materials in community languages are limited to mono/dual language picture books.

They also use a supplier called 'Bright Books', which specializes in lending materials written in other languages than English to public libraries. When the community profile is sent to the supplier, then materials are chosen and sent by the supplier. This practice is undertaken with the notion of the 'value for money'. In order to keep up with demographical changes within the city, it is considered that borrowing the materials which meet the needs of currently existing communities is more cost-effective rather than buying materials that might not be used in the future. Regarding materials for ethnic minorities, the focus is placed upon meeting current needs, lifestyle and community, rather than the future use.

4.2.2. Derbyshire County

Derbyshire lies in the East Midland region, and has a population of 981,270 (Derbyshire County Council, undated). Although it located next to Sheffield City, Derbyshire County is not ethnically as diverse as Sheffield, and 96% of its population are White British

(Derbyshire County Council: 2001?). Derbyshire County provides very well used library services which is ranked as the eighth busiest library in the U.K. The city, Derby, has its own library system, however, the rest of the county is served by the Derbyshire County Council.

4.2.2.1. Stock selection policies for children's materials in Derbyshire

A copy of 'Stock Policy for Adults' and Children's Books' is available on request through the County Council's website. However, the policy is only a draft, and it has not been updated since 1999. The reason why they stopped updating the draft is simply a lack of time; however, currently it is being redone. Children's section was completed and had been used since 1999. However, while overall aims and objectives remain the same at the time of the policy was written, a few parts, such as selection criteria, are needed to be updated, as they have introduced new methods of selecting children's materials.

Stock policy for children and young people is a part of the general policy, and it covers a number of factors, such as: aims, budget/fund spending plans, selection policies, criteria and maintenance, circulation programme, stock promotion, and monitoring and evaluation. As stock selection practice has changed following the managerial restructure in 1997, this is a part they need to rewrite. Considering this, however, it may not be the right time to discuss this particular context. However, as long as they make these policies available, even though only on request, they must keep in mind that users expect library services to operate according to this draft.

It is clearly stated that the positive values of a multicultural society should be reflected in the stock. However, it does not mention materials written in other languages than English, or materials written in English by authors from other cultures. It is needed to be clearer on how they can achieve the aim of reflecting the positive value of a multicultural society. The demands of children are deemed as an important aspect for the selection. Thus, members of staff are encouraged to talk to children and young people in order to

understand their needs, in consideration of their known tastes and preference influenced by popular culture. Also, it states that specialist knowledge, and enthusiasm for children's literature and other resources are the essential skills for stock selection (Libraries and Heritage Department, 1999).

4.2.2.2. Stock selection practice for children's fiction in Derbyshire

In Derbyshire Libraries, a selection committee does not exist, and children's materials are chosen by children's librarians at any time. Following the restructure in 2007, supplier selection has been introduced and actually started practicing in April 2008. The main reason of introducing supplier selection is to be cost-effective. They use a supplier called 'Askews Library services', and 'Cascade' is a stock selection system provided by this supplier. This system was created with the help of an experienced ex-librarian who had great amount of experience in acquisitions so that the points which librarians care when they select materials are reflected in the system. This enables each authority to carry out selections based on its own needs by making detailed configurations. Regarding materials for children and young people, entities can be defined by authors, publishers, buyers' choice, Dewey range, series, and subject areas, and further refinement can be made by age range, countries of origin, the ratings (Askew Library Service, 2006).

With this system, they select materials in three months advance of the actual publishing dates, thus, the same problem is identified, which is 'no physical contacts with books'. It is mentioned that librarians were upset about the introduction of supplier selection and doubted the maintenance of quality of the stock. However, things are gradually getting better and librarians are fairly confident in selecting materials through this supplier's website.

Derbyshire Libraries have total amount of budget for children's materials of ￡230,350, and ￡142,350 is spent for fiction. Other than this, they have ￡2,000 of budget for community language materials, which covers limited fiction and mono/dual language

picture books.

4.2.2.3. Selecting fictions for multicultural materials in Derbyshire Public Libraries

Materials in community languages are provided through the same supplier as Sheffield, 'Bright Books'. Thus, they also borrow multicultural materials from the supplier. In Derbyshire, materials written in other languages than English are very limited. Only Chesterfield Library, which is the Central Library, has the collection of foreign languages materials for children, which is, however, limited. Mono/dual language picture books are provided in branch libraries, however, the titles they have in their collection is rather restricted.

4.3. Findings from the case studies 2: interviews to librarians

This section reports the findings from interviews carried out the Central and three branch libraries in each library authority. Interview was held within each library and interviewees were librarians working in each library directly interacting children users.

4.3.1. Sheffield City

Apart from the Central Library, which is located in the town centre, three branch libraries visited are located in ethnically diverse areas of the city. Therefore, each library has a considerable number of ethnic minority user groups, and each library provides materials written in its community languages, but this is limited to materials for adults and very small children. Two libraries have highlighted the fact that the ethnic profile of many users is becoming increasingly diverse. This may be due to more mature international students and their family coming to the university, and staying for several years.

The libraries visited all collect materials according to their local community profiles. In terms of children's materials, each library covers three or four main community languages; however, with exception of small collection in Chinese, they are limited to mono/dual picture books for children. The attitude of celebrating cultural diversity by

providing materials in other languages applies only for collections for adults and for very small children. The reason that they do not have fictions in other languages for older children is explained that children from ethnic minority groups read in English more, especially once they start schooling. Thus, it is estimated that there is no substantial demand for fiction.

As fiction for older children, except a few limited collections of Chinese materials, is not stocked in any library, the findings of the use of materials written in other languages than English are limited to the use of mono/dual language materials. Dual language picture books are used by ethnic minority children and parents who want to read in their languages. A librarian in branch 1 reported that users sometimes ask if there are books written in their language, and when they find picture books in their own language, they often look very happy.

In branch 4, they organized a promotional event for the Chinese community. A Chinese librarian contacted the community and school, and invited them to the library to promote their collection in Chinese. After that event, the rate of use of Chinese materials increased significantly. It was identified that Chinese people are encouraged to read in their own language in order to maintain their culture, in addition to the language.

By contrast, some ethnic minorities, such as Yemeni or Somali, people learn their language mainly due to religious reasons, as they often have to read the Koran in classical Arabic. As the above examples illustrates, the use of materials in their language can depends on the specific characteristics of each community, as well as availability of materials in each language. In addition, dual-language materials are often used in school for their cultural awareness classes.

Fiction in English, but written by authors from other culture, is arranged mixed with other genres of English literature. Sheffield Libraries do not use DDC (Dewey Decimal

Classification), instead, they use their own classification system using genres, such as 'everyday life' or 'adventure', so it is not obvious where the author of the story comes from. It was pointed out all librarians interviewed that children seem not to care the country of origin of authors; they read if the book is attractive to them.

A library assistant in branch 2 mentioned that she felt it rather discriminative to have a separate collection, such as a 'Black Collection'. This is a controversial issue that there are many opinions on it. This problem is rather complicated. When a story is a translation originally published in other countries, they can be arranged separately using DDC system. However, when a story is originally written in English by British author who is from an ethnic minority, it can be mixed with other English stories unless they make separate collections, such as a 'Black Collection'.

Two of interviewees were members of the stock selection committee, therefore, they were directly involved in stock selection. However, every librarian stated that they are often active in giving opinions or requests to the members of committee. Generally speaking, whenever they find a gap in their collection and they received requests from users, they communicate with the committee and people in the committee try their best to find materials requested from branch librarians. Thus, they can have regular contacts regarding the stock, and a librarian who is in the committee also pointed out that all branch librarians are very enthusiastic and active regarding stock management.

However, not many librarians have had training on stock selection, and it varies from librarian to librarian. For example, a librarian in branch 1 had done an assistant librarian course at a college, and the course covered the stock selection issue. In addition, she was in charge of the acquisition of African-Caribbean materials for adults and thus had prior training regarding in stock selection. Also, librarians in branch 2 reported that she had a general training in children's librarianship which also covered stock selection. However, as there is no regular training on stock selection, even a member of the

committee pointed out that she had never had training regarding stock selection. A librarian in branch 3 mentioned that each librarian has some areas of specialization. Thus, stock selection can be the responsibility of someone who is in charge of it. On the other hand, an assistant librarian in branch 3 expressed his enthusiasm to explore fictions from other cultures and he would appreciate some training on this issue.

In Sheffield Libraries, cultural awareness training is obligatory for all library staff. All of them had completed introductory courses on the cultural aspects of Bangladesh, Pakistani, Chinese and African-Caribbean communities, and how to serve them better. However, these courses are limited to only an introduction to the cultures: there is no in-depth follow up.

4.3.2. Derbyshire County

As Derbyshire County is not as ethnically diverse as Sheffield, thus, branch libraries visited were chosen by their relative sizes. The Central Library and one branch library were considered large, but medium sized and small sized were also visited in order to compare how the situation could vary in regards to size.

First of all, the Central Library is only one library which has permanent collection in other languages other than English. When there is a need in a branch library, materials will be sent from the Central Library. The central library collects a limited number of fiction in other languages and dual-language picture books. There are many duplications for dual language picture books, so, some of them are arranged and mixed with English picture books. Others are arranged on the separate shelves, which are for multicultural materials. No particular communities are identified as user groups, even if they have some users from other cultures, it is often either only a family unit, or a few families already have settled down in the area for a long time. They are considered rather as individuals than communities. For that reason, each library has no particular language to collect.

With the exception of a few titles in the Central Library's collection, works of fiction written in other languages than English is not stocked In Derbyshire Libraries. Therefore, the findings are limited to the use of dual-language picture books here as well. In addition, as it is considered as there are no ethnic minority users as community units, the question of the use of materials as community is considered not applicable for all libraries which were visited. In the larger library, it was reported that recently many polish families had moved into its service area. Accordingly, the library obtained some materials in Polish. However, this is limited to materials for adults, as the children can usually read in English. It was pointed out that dual-language picture books are read by White British children especially when their parents think it important for their children to know there are many languages and cultures around them.

Derbyshire Libraries also do not use DDC to classify fiction. Consequently, users often do not know the authors' counties of origin. Moreover, it was mentioned that in smaller-sized library that almost all the fiction is English literature. It appears that they do not use DDC because there is not enough fiction from other cultures. This tendency seems to be applicable to the other branch libraries.

As there is no stock selection committee, children's librarians communicate informally, using telephone or emails. All librarians said they are actively communicate with people who are in charge of acquisition. And so, communication between them considered fairly good.

A Librarian in the Central Library explained they used to have training on stock selection, so existing experienced librarians had some prior training. This policy was, however, discontinued: as a result, the younger librarians have had no training on stock selection, except training on weeding materials. There is no training on multicultural librarianship, either. One librarian mentioned 'equality and diversity training' which is given to all the staff in the County Council, and this covers cultural awareness issue, but, this was not

library related.

4.4. Findings from the case studies 3: Observations

At the same time with interviewing librarians, observations were also carried out in these case studies. How materials are arranged was the biggest concern as it depends on how they can create a multicultural atmosphere.

4.4.1. Sheffield City

In Sheffield Libraries, fiction is arranged by genres. In the each section of genre, materials are arranged with the first letter of the authors' surnames. Therefore, users cannot tell the nationality of the author from by the classification. It is presumed that this reflects the librarians' comments that children do not care so much where the authors come from, and they tend to read fiction when a book is considered attractive to them. It was surprising that they had no children's fiction in other languages than English, even though it is an authority which aims to celebrate cultural diversity. They cover number of community languages for dual language picture books and for adult materials, nevertheless, there is a considerable gap in their collection in regard to provide materials in other languages only for small children and adults.

4.4.2. Derbyshire County

In Derbyshire Libraries, fiction is arranged by the first letters of the authors' surnames. Accordingly, countries of origin of authors can not be shown by the classification. In addition, they do not seem to have enough titles of fiction written by authors from other cultures. As the region is predominantly White British, it is understandable that providing materials in other languages would not be their first priority. However, works of fiction in English, which may reflect current cultural diversity, are not in evidence either. The point to be made is that they should be given a wider representation.

Overall, it was clear that the librarians provided quality library services as seen in their

welcoming atmosphere and professional attitudes, however, in regard to multicultural issues, the aims stipulated in their policy draft are not actually reflected in the types of works seen on their library shelves.

Chapter 5 Discussion

In this chapter, key findings which are obtained from the research will be discussed. There are three main issues which is going to be discussed; stock policy related issues, stock selection practice related issues, and multicultural librarianship related issues. In these three main categories, some key features are pointed out and discussed.

5.1. Stock Policy related issues

5.1.1. Lack of policy

As it can be seen in the findings, it was significant that there are so many library authorities which do not make their stock policy available to users. From this, it can be assumed that many authorities undertake stock selection without any policy. In addition, fourteen policies, which gained through the local authorities' websites, show that the context and structure of policy tend to vary from authority to authority. As the two case studies' results show, Sheffield Libraries have no written stock policy, while Derbyshire Libraries have only a draft which is outdated. However, echoing with Hill (1973), Blanshard (1997) and Gill. et al. (2001), there is general agreement on the importance of preparing a written policy. Thus, this situation can be problematic from several aspects. As the literature shows, libraries should provide consistent, systematic and neutral services to the community. And the services should be carefully planned based on the organizational aims and objectives. A written policy enables staff to share the organizational aims and objectives, and they can consult it whenever necessary. Thus, having a written policy would prevent library staff from making haphazard decisions with biased view and personal favouritism. Also, very importantly, a written policy would be an authoritative provision against being influenced by changes in the political climates. For users, as Clayton and Gorman (2001) pointed out, it clearly explains how decisions are made regarding library stock, and it is important as this is related to the tax expenditure. Also, based on its policy, users can expect what can be provided through library services. It is for this reason that having an appropriate written policy is vital for each library

authority. In addition, it is deplorable that CILIP has not currently published any documents regarding stock selection for children. Considering the reason why Derbyshire Libraries could not have updated their policy, which was simply lack of time, this situation could be applicable for other library authorities. Moreover, as it can be seen in several governmental documents, libraries are expected to play an active role in tackling social exclusion. However, there is no consistency on this issue in the policies consulted. CILIP could help, for example, by creating a model policy, on which each public library authorities can expand according to their local profile. This would help not only increasing the number of authorities which manage libraries according to their policies, but also keeping the national standard among local library authorities.

5.1.2. What makes a good policy?

The findings show that Leeds City prepares a comprehensive policy regarding stock. It starts with outlining the purpose of having a policy and objectives of the stock, by which users can know what the city is trying to achieve with the library stock. Similarly, Derbyshire County, even though it is still a draft, also starts their policy with the purpose of the stock policy and its organizational aims of the stock. These examples give an idea of what makes a good policy in terms of benefits for staff and users. While most authorities' policies explain their procedure regarding stock selection and what they collect, however, the most important thing, 'why' they do it often remains unexplained. As it is pointed out by Cole and Usherwood (1996), when a policy has no underlying philosophy, it is not convincing that the practice undertaken is really worthwhile than a practice undertaken without a policy. Especially because, as it can be seen in the literature, librarianship is a profession related to social justice, organizational philosophy should be reflected in its policy.

5.1.3. How could a policy be used effectively?

Having said that a written policy can give considerable benefits to both staff and users, it is also important to consider how policy is used in the reality. Derbyshire County had

written a draft of a policy in 1999, however, it has not been revised, or even not updated since then. Even though the practice has radically changed following the organizational restructure, the draft has been left as in 1999 version, and the change is not reflected in its policy. In this situation, even if an authority has a written policy, it could not play its role, and it would rather make staff and users confused. As a policy is a tool on which practice is undertaken, it should be actually used as a document. Staff should reflect and develop their services based on their organizational goals, which are written in the policy. In contrast, Leeds City states that its policy is regularly updated by reviewing its stock management within Leeds Library and Information Service. Moreover, Leeds City's policy can be regarded as a reliable document, as it clearly states that both staff and users can find an answer in its policy when they have questions related to the stock policy and practice. It declares that the policy is 'authoritative guidance', and always available in libraries as well as on the website, both for staff and users. In this way, policy and practice could have consistency and be mutually developed. Thus, having regular revisions is essential, as well as making it available to all the staff and current and potential users (British National Bibliography Research Fund Report 92, 1998).

5.2. Stock Selection Practice related issues

5.2.1. Supplier selection

Both Sheffield City and Derbyshire County have introduced the supplier selection, and the central point, however, is that they are doing stock selection online. Two concerns should be made clear in terms of the supplier selection; first of all, books to be consulted could be limited as the first selection is made by a supplier. Secondly, as identified by both authorities, decisions have to be made without physical contacts with books, in much advance time of actual publishing. The reasons of the introduction of supplier selection vary in two library authorities, Sheffield City explained it was to develop the speed in the supply of newly published books, while Derbyshire County pointed out that it was mainly budget related. It may also be worth noting that, even though they mentioned its difficulty, librarians in both authorities showed fairly positive attitudes towards the

supplier selection. As the findings show, librarians in Sheffield said that it is important to modernize the practice, in order to make change in statistic. Similarly, librarians in Derbyshire said that they are fairly confident now in maintaining the quality of stock, even decisions are made based on limited information provided on the supplier's website. However, a librarian in Derbyshire also admitted that they are now more reactive rather than proactive towards stock selection. This may not only because of the introduction of the supplier selection, and there might be several related reasons, such as managerial shift towards customer oriented approach. However, this attitude of being reactive could result in giving rather unfavourable impacts on the publishing industry as whole, in turn, on library services as well. Libraries have power to lead the situation within the publishing industry by selecting and rejecting materials together with its power of purchasing (Kinnell, 1991). Also, Cole and Usherwood (1996) remark that if libraries would introduce policies and practice to be eager in obtaining materials, which are not on the mainstream publishing lines, the situation could be changed. Thus, it should be in consideration whether libraries are not limiting themselves to the range of books they can obtain by introducing the supplier selection, while being cost-effective and time-efficient. Also, it must be worth considering that the introduction of online selection, where librarians can select materials alone, could limit the training opportunity on stock selection for novice librarians. As mentioned in Cornwall County Council's policy (2005), stock selection meeting is an important training opportunity, where novice librarians can learn skills from experienced librarians. It is considerably beneficial for novice librarians to know how experienced librarians select and reject materials, based on their knowledge of children, children' literature and their own stock.

5.2.2. Centralised Stock Selection

Both Sheffield and Derbyshire employ the centralized stock selection. However, there is difference between two authorities; Sheffield Libraries still have the stock selection committee which consists of Service Manager and three representative librarians from the central and branch libraries. Also, they have regular meetings. In contrast, stock

selection committee does not exist any more in Derbyshire Libraries. As the literature shows, employing centralized stock selection or de-centralized stock selection depends on a library authority's perception of its stock. When there is active discussion on what to buy and how to distribute to branch libraries, a centralized stock selection could work well. However, as in Derbyshire Libraries, having no stock selection committee seems to be a little problematic. It would be a problem to Give all the responsibility of stock selection to a very few librarians. Even though there is enough communication between librarians through telephone or email, it seems to be easy to have imbalance in the selection of materials. Even though Sheffield Libraries still have regular stock selection meetings, however, it is pointed out that, as they introduced online supplier selection, the stock selection meeting might be challenged in the near future. The authorities should rethink what is the merit of having stock selection meeting, where librarians can have active discussion, in terms of building rational collection with which their organizational aims and objective can be achieved.

5.2.3. Staff training

It has been revealed that neither Sheffield nor Derbyshire provide any regular staff training on stock selection. The results of interview show that some librarians in Sheffield have had training on stock selection. However, the bodies of providing training were varied from librarian to librarian. One librarian said that she had training within a course at a college, while other librarian said she had training given by the City Council within the general training for children's librarians. Thus, they have no training or very occasional, training on stock selection. In Derbyshire Libraries, even though they used to have training on stock selection, however, it is discontinued. Now in Derbyshire, materials are selected by some children's librarians, who have had training offered by the County Council and enough experiences through the general working environment. However, it is questioned how their skills can be passed on to the next generations of librarians without any training and any stock selection meetings.

Moreover, the findings show that all librarians, even though not directly, they are actually involved in stock selection by giving opinion and telling the gap in stock to the selection committee or people in charge. As they all pointed out that stock selection committee or people in charge try their best to find requested materials, it can be assumed that their opinions are valued. In this sense, all staff must understand organizational objectives, and should be able to reflect them on the stock through the training, which is given regularly by the same body.

5.3. Celebrating diversity and promoting inter-cultural understanding

5.3.1. Fiction for older children from ethnic minority groups

The findings show that materials provided for children from ethnic minorities are very limited to mono/dual language picture books in both Sheffield and Derbyshire. The difference is that Sheffield Libraries had the focused ethnic minority groups in each library visited, while Derbyshire Libraries did not have any particular focused groups of ethnic minority. Having a focus on particular ethnic minority groups, collections in Sheffield Libraries showed rational stock selection for materials written in other languages than English. In addition, it can be assumed that Sheffield Libraries provide adequate service to ethnic minorities by providing sufficient materials in community languages. However, this is applicable only for adults and very small children. Therefore, the considerable gap can be seen from the lack of materials for older ethnic minority children. In Derbyshire, the Central Library is the only one library which has materials written in other languages. However, with an exception of having a few fictional materials in other languages, majority of them are limited to dual language picture books. So far as branch libraries are concerned, they only stock very limited number of dual language picture books, which were arranged completely mixed with English picture books.

Librarians in Sheffield explained that they do not provide fiction in community languages for older children because children can read in English. Moreover, once children start schooling, they seem to prefer to read in English, as they have no problem with English

abilities. However, as echoing with Betten (2003) and Agost (2001), reading in their languages has considerable impact on maintaining their cultures. Reading in mother tongue reinforces and perpetuates notions of cultural identity, and it is said that this is the area where public libraries can play an important role. Even though children from ethnic minority groups have no problem with English as a language, it is still important to develop library collection to reflect cultural diversity and value all the cultures within the community. It is also particularly important in terms of maintenance their culture and traditions. Especially in Sheffield, where each library has focused community groups, and materials are provided for adults and small children, it leaves a question why they think they do not have to provide materials for older children who are in the important process of growing up making their own identity and developing their cognitive, emotional and social developments. As an illustrative example of branch 3, if they know that libraries provide materials in their own language, they may actively use them, even though they can read in English. Therefore, making the gap in their collection for ethnic minorities by not serving older children would be a considerable problem. However, it must be difficult to develop a foreign language collection if each authority has to try from the scratch. There are number of restrictions which make developing foreign language collection difficult, such as; budget, local government's interest, availability of materials, lack of qualified staff from ethnic minority communities, inefficient time and resource for cataloguing and proceeding. As an illustrative example, unique partnership with CAVAL Collaborative Solutions (CAVAL) and Foreign Language Bookshop (FLB) in Australia would be worth noting. CAVAL, who has skills in language and creating catalogue, and FLB, who has skills in selection and acquisition, has been working collaborate in order to provide shelf-ready, non-English materials to libraries in Australia and New Zealand. In addition to their deep insight in each county's publishing trends and the ability to access to publications, which are gained through regular visits to several countries, FLB also prepare materials ready for prospected heavy use. Together with the CAVAL's skills in creating catalogues in a number of languages, this collaboration helps public libraries not only in developing their wider collection of foreign materials effectively and efficiently, but

also in ensuring the standard and quality of collections, which cover both classics and modern popular literature in their language (Henczel, 2008).

5.3.2. Fiction written in English by authors from other cultures

It is crucial to have a mutual understanding in order to bring an inclusive society in a real sense. This is resounded in many literature that providing materials written in English is vital to help children understanding the cultures around them. Echoing with Elkin and Lonsdale (1996), books have a great potential to make children aware of the other cultures, and this shared experience greatly contribute to form their positive attitudes towards people from other cultures. Living in a diverse country, White British children are also expected to know about other cultures, which are together making up their society. However, materials written by authors from other cultures seemed rather limited in the shelves of libraries in both authorities. Sheffield Libraries stock fiction written in English by authors from other countries or from ethnic minority groups. However, materials are classified by genres, and not by the authors' county of origin. In this way of classifying, already limited titles, compare to the number of titles in other English literature, are easily submerged in other English literature. It was explained by number of librarians that children tend to read fiction when they find it attractive, regardless of where the stories come from. In Derbyshire, it was pointed out by a branch librarian that they do not classify materials with DDC, because they do not have enough titles for foreign literature to arrange separately. It is controversial that they provide so few titles from other cultures, even though aim of stock is described to 'reflect the positive values of multi-cultural society'. From this point, it can be said that classifying fiction with DDC would make it apparent whether they have balanced fictional materials which represent all cultures around them. By finding the gap and filling this gap, it can be said that this practice would facilitate to explore more literature from other culture.

However, having mentioned in findings, it is a little problem in case of fiction written by authors from British ethnic minorities. When stories are written originally in English, even

if it is written by ethnic minority authors, they can be classified just as 'English Literature'. Therefore, libraries sometimes have to make separate collection such as a 'Black Collection' when they want to arrange fiction written by authors from ethnic minority groups separately from other English literature which is written by White British authors. However, this is controversial, as it can be seen from an assistant librarian's comment in Sheffield. She mentioned that she felt uncomfortable as it seemed rather discriminative for those people when her library had a special collection of materials written by Black authors. This is an issue which needs to be more openly debated involving people from the groups to investigate how they want to be represented in their libraries.

It was significant, so far as children's fiction concerns, English literature is still dominant in the shelves. If fiction in community languages for older children is not provided, and if cultural diversity is not reflected in fiction written in English, libraries could not say that they are playing its important role to facilitate inter-cultural understanding, which is vital to make an inclusive society. Furthermore, when considering this issue, it would be beneficial to have staff from ethnic minority groups in administrative level. This would change the culture of authorities, and help to reflect a real need of ethnic minorities.

To conclude this discussion, the two case studies showed that practices and theories do not always correspond to each other, and sometimes remain controversial. It should be taken into consideration that they should keep consistency in theory and practice, in order to bring coherency in their services. Also, it should be worth considered again, what libraries can bring into the society with the library stock, and each issue should be considered again in relation to the stock and its potential for promoting inter-cultural understanding.

Chapter 6:
Conclusions and Recommendations

This chapter brings together the major points of the findings of the research, and the discussed issues, referring to the research questions set out in Chapter 1. Recommendations are made based on the literature and some practices undertaken in other places.

6.1. Conclusions

Even thought stock policy is considered as an important document, on which consistent and systematic library service can be ensured, it is revealed that there are only few library authorities prepare stock policy and make it available online. In addition, the context of policies tends to vary authority to authority. Sheffield Libraries has no policy regarding stock selection, and Derbyshire Libraries has only a draft, which was written in 1999 and already outdated. Moreover, the process of stock selection in Derbyshire has changed following the introduction of the supplier selection, however, this is not reflected in the draft of their policy. Stock policy of Derbyshire Libraries can be obtained on request through the County Council's website, thus, it would be a problem that the County provides an unreliable document to citizens. Leeds City Libraries prepares a comprehensive stock policy, which explains not only the process of stock selection and the types of materials they collect, but also the philosophy, the aim of the stock and the organizational objectives they try to achieve through the stock provision. Also, their policy is regularly revised, and it is demonstrated that the document is dependable by stating that the policy is an 'authoritative guidance', which is always available to staff and users in libraries and on the website.

Both Sheffield Libraries and Derbyshire Libraries have introduced the supplier selection and they are selecting materials for children online. Also, both of them employ centralized stock selection. However, while Sheffield Libraries has the stock selection committee,

which consists of Service Manager and three representatives from the Central and branch libraries and is held every Tuesday, Derbyshire Libraries has no stock selection committee. Librarians in the Central and branch libraries in both library authorities mentioned that they have active communication with the stock selection committee or people who are in charge of acquisition by emails or telephone. Not only when a library receive requests from users, but also when librarians find a gap in their collection, they contact with acquisition team. From this, it can say that all members of staff are actually involved in stock selection. However, Sheffield Libraries do not give any regular or standardized training on stock selection. In Derbyshire, they have training only on weeding materials. This disclosed that the novice librarians have no opportunities to learn the stock selection.

The central focus of this research was to investigate the effectiveness of current policy and practice of selecting fiction for children the light of promoting intercultural understanding. The visits revealed the insufficiency in providing fiction which could facilitate intercultural understanding. Even in Sheffield, where a culturally diverse city, except the only limited titles of Chinese collection, fiction written in other languages than English is not provided. They provide only mono/dual language picture books and fiction for adults. Also, fiction written by authors from other cultures is mixed with English literature so the shelves do not really seem to reflect the diverse cultures in the city. In Derbyshire, except few titles in other languages in the Central Library, fiction in other languages is not provided. This is because of the County's demographical profile, which is not very culturally diverse. However, as mentioned in a branch library, even fiction written in English by authors from other culture is also very limited.

A librarian assistant in Sheffield mentioned that the usage of Chinese language collection has considerably increased after a promotional event about their collection to the Chinese community. Even though it was explained the high English ability of children from ethnic minority groups is the reason that they do not provide fiction for them.

However, this example shows there is user's demand. Even though children can read in English, some of them still might want to read in their original languages. Moreover, this is an issue, which is related to the maintenance of cultures. Reading stories in their languages helps to maintain their culture and their identity as a folk. Therefore, not only linguistic aspect, but also cultural aspect should be taken into consideration.

Moreover, as pointed out by some librarians, the way of arranging fiction sometimes might be controversial. Some people might feel uncomfortable to have separate collections of specific groups of people. Thus, more open debates are needed to discuss how to arrange fiction, not only inside the library, but also with involving citizens. Furthermore, when considering this issue, it would be beneficial to have staff from ethnic minority groups in administrative level. This would help to reflect a real need of ethnic minorities.

Public libraries are expected to display their attitude to celebrate cultural diversity and support the maintenance of all cultures within the community as institutions of facilitate social inclusion. Also, librarians should undertake stock selection more proactively to advance intercultural understanding, as librarianship is described a 'profession dedicated to social justice values'. Children are tomorrow's adults. When children are well served, it could be said that that is one of the surest ways of bringing an inclusive society.

6.2. Recommendations

6.2.2. Recommendations for organisations

1. Sheffield Libraries should prepare a stock policy and make it available to users and all members of staff.

2. Derbyshire Libraries should update their draft as soon as possible and make it available to users and all members of staff.

3. Once they prepare an appropriate policy, both library authorities should be sure that it is used as a reliable document and regularly revise, and update when necessary.

4. CILIP should help local library authorities in making policy, for example, by preparing a model stock policy which covers general philosophy of public librarianship and objectives of national level, in order to reduce time and effort of local library authorities, and help maintain coherency in policies among local library authorities.

5. Both authorities, Sheffield City and Derbyshire County, should ensure training opportunity for children's librarian on stock selection and management.

6. Both authorities, Sheffield City and Derbyshire County, should consider again about providing fiction, written in other languages than English, and written by authors from other cultures. Also, they need to have open debates with citizens on the way of arranging their multicultural collections.

7. Cultural diversity should be reflected in the members of staff. This should be not only the front-line staff, but the staff in administration level.

8. Public libraries should develop a stronger partnership with other institutions which specialized in the acquisition and selection of foreign language materials and in the creation of bibliographical data. This would be preferable, if the partnership is national level, then, the standard and quality of stock for ethnic minorities can be ensured.

9. One of the reasons of the introduction of supplier selection is considered the lack of the time available for stock selection. In order to maintain quality of the stock, some organizations or committees could be set up by skilled children's librarians. This could make it possible to undertake a concentrate evaluation and selection for children's fiction, and create booklists of quality children's literature. This also could help not to

miss materials, which are not in the main stream of publishing. This also would help enabling to keep national standard in quality children's literature.

6.2.3. Recommendations for further research

1. This research has looked at just few policies which were available online. Also, it was focused only on Cities and County Councils. More holistic research should be carried out in order to invest national picture of public libraries' stock policy.

2. This research undertook two cases studies in Sheffield City and Derbyshire County. However, investigate another library authorities would reveal different practices. Also, comparing to other countries' practices, where multicultural librarianship is more advanced, would be helpful to find good practices.

3. In this paper, nothing has mentioned about non-fictional materials, as it was out of the research focus. However, visits showed that Sheffield Libraries stock non-fictional materials for introducing other cultures. This was explained there are the needs for homework and cultural awareness classes in schools. It would be interesting to invest the provision of non-fictional materials, and its relation to the school curriculum. Or a comparison of attitudes or practices regarding promoting cultural awareness between schools and public libraries would also be worth investigated.

4. Further study on other types of provision, such as audio-visual, electronic, or non-tangible cultural heritages, would be worth investigated, as the situation of publishing considerably varies from county to county.

5. As ways of arranging multi-cultural stock are often controversial and different opinions are heard. Thus, it would be beneficial to explore different of ways of arrangement of multicultural materials, and explore views of groups of users who are from ethnic minorities.

6. Lastly, an investigation into the institutional structure of library authorities would reveal interesting results. To explore how cultural diversity is reflected in administrative level would be beneficial to have other aspects and advance the situations.

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