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Qualitative Study of Realistic Fiction Subject Headings in a Middle School Library

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Qualitative Study of Realistic Fiction Subject Headings in a Middle School Library

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Abstract

The purpose of this study was to explore the variety of realistic fiction topical subject headings in a middle school library compared to the language commonly used by adolescents in their catalog searches. The research sought to find which topics were most popular among adolescents reading contemporary realistic fiction, how well BISAC tags correspond with Sears subject headings, and how teacher librarians can improve catalog searches for students. This summative analysis examined existing documents to find the frequencies of the various Sears/BISAC subject headings and analyzed the similarities and differences between the two. The study found a wide range of discrepancies between coding systems and recommended using more than one set of subject headings in the middle school catalog.

QUALITATIVE STUDY OF REALISTIC FICTION SUBJECT HEADINGS
IN A MIDDLE SCHOOL LIBRARY

A Graduate Research Paper
Submitted to the
Division of School Library Studies
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In Partial Fulfillment
Of the Requirements for the Degree
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UNIVERSITY OF NORTHERN IOWA

by
Kathleen Michaelson
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has been approved as meeting the research requirement for the
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ABSTRACT

The purpose of this study was to explore the variety of realistic fiction topical subject headings in a middle school library compared to the language commonly used by adolescents in their catalog searches. The research sought to find which topics were most popular among adolescents reading contemporary realistic fiction, how well BISAC tags correspond with Sears subject headings, and how teacher librarians can improve catalog searches for students. This summative analysis examined existing documents to find the frequencies of the various Sears/BISAC subject headings and analyzed the similarities and differences between the two. The study found a wide range of discrepancies between coding systems and recommended using more than one set of subject headings in the middle school catalog.

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CHAPTER 1

INTRODUCTION

After months of perfunctory book skimming, Kishonna was engrossed in *If You Find Me* by Emily Murdoch (2013). She told the teacher librarian that the characters were very much like her and her sister and begged for more stories that were “real.” While exploring the title’s topical subjects, the eighth-grader was thrilled to find more Domestic fiction titles dealing with child abuse, secrecy, and family life. These topics made her teachers cringe, but they turned a ‘hater’ into an avid reader.

Problem Statement

Contemporary realistic fiction for adolescents is no longer relegated to topics of puberty and hand-holding. Popular authors negotiate timely themes that reflect modern teen angst such as peer pressure, family relationships, sexuality, racism, abuse, and mental health. Though some parents and teachers would like to protect young minds from gritty tales, today’s teens desire more mature content, and actively seek out books that deal with the “everyday and epic dangers” (Alexie, 2011, p. 4) that they may be facing.

Relevance of Realistic Fiction in the Lives of Teens

The everyday dangers that affect 12 to 17-year-old students are universal and well-documented. According to the Centers for Disease Control and Prevention (CDC, 2014), it is estimated that 1 in 4 U.S. children experience some form of abuse or neglect, and even those unharmed at home run the risk of physical and/or sexual dating violence at rates of 21% among females and 10% among males (CDC, 2016).

The lives of Iowa students in particular are alarmingly reflected in the Iowa Youth Survey, which questions students in grades 6, 8, and 11 about their “attitudes and experiences regarding alcohol and other drug use and violence, and their perceptions of their peer, family, school, and neighborhood/community environments” (State of Iowa, 2016, para. 3). The 2016 results offer a glimpse into the challenges that 12 to 17-year-old students face. Among eighth-grade students alone, 41% report being bullied in the last 30 days, and 50% felt worthless in the same time span. Others are unhappy or unsafe at home, worry about familial substance abuse, and 13% considered suicide. These numbers are not helped by high rates of homelessness and poverty, with 13.3% of families with children under 18 years living below the poverty line, a number that jumps to 36.8% in single-parent households (State Library of Iowa, 2010).

As adolescents mature, there is a sharp increase in their perception that they cannot ask questions or discuss their concerns with anyone at home (Iowa Department of Public Health, 2016, p. 128). For these students, books offer a non-threatening means of exploring difficult situations and developing their own judgements without fear of repercussions (Diaz, 2014, p. 2).

Given that 43% of Iowa 8th grade students do not read for fun (IDPH, 2016, p. 16), the relevance and timeliness of realistic fiction have the potential to draw in the most reluctant of readers. Teens are intrigued by the controversiality and authenticity of realistic fiction, as it gives voice to issues that are already on their minds (Cox Clark, 2007). Realistic fiction allows students to safely discuss tough situations and explore the decisions made by characters, without the fear of anyone getting into trouble (Diaz, 2014).

Sharon Draper, a teacher, and author of numerous young adult books, writes with this in mind, "I write about lockers, and homework, and teachers, and librarians; I write for 21st century kids" (Hinton, 2009, p. 61). With an audience comprised of adolescents, there is a weighty responsibility to create characters that resonate with real teens.

Realistic fiction for young adults is driven by characters, not messages, so writers navigate complex issues with honesty (Stone, 2006, p. 465). Writing honestly requires using language that teens use and confronting the issues that they face. As Carolyn Mackler, author of *The Earth, My Butt, and Other Big, Round Things* explains, "I don't throw in sex or swear words just to hook a reader. I put it in if it's in the context of a story, and I try to have my characters make smart choices" (Whelan, 2009, p. 30). While parents and teachers may not want to believe that teens swear or encounter difficult circumstances, they cannot "edit reality... to control what's existing in the world" (Whelan, 2009, p. 30).

In discussing his treatment of issues like bullying, rape, and suicide in his bestseller, *Thirteen Reasons Why*, Jay Asher admits that "the most responsible thing I could do was write the book as raw and honest as I could" (Diaz, 2014, p. 2). Telling stories in which teens can see themselves or their peers assures them that they are not alone in their experiences and instills understanding and empathy for the plight of others (Stone, 2006).

Sherman Alexie, bestselling author of *The Absolutely True Diary of a Part-Time Indian*, is one of many realistic fiction authors compelled by the need to be truthful with teens, without glossing over important topics or drilling morals into their storylines that might detract from their authenticity. He explains, "I don't write to protect them. It's far

too late for that. I write to give them weapons—in the form of words and ideas—that will help them fight their monsters. I write in blood because I remember what it felt like to bleed” (Alexie, 2011, p. 4).

In response to a critic’s censure of his “depravity” and “hideously distorted portrayals” (Alexie, 2011, p. 2), Alexie wrote, “Does [she] honestly believe that a sexually explicit YA novel might somehow traumatize a teen mother... that a YA novel about murder and rape will somehow shock a teenager whose life has been damaged by murder and rape?” (p. 2). He testifies to the influence of realistic fiction by saying:

There are millions of teens who read because they are sad and lonely and enraged. They read because they live in an often-terrible world. They read because they believe, despite the callow protestations of certain adults, that books—especially the dark and dangerous ones—will save them.

As a child, I read because books—violent and not, blasphemous and not, terrifying and not—were the most loving and trustworthy things in my life...I read books about monsters and monstrous things, often written with monstrous language, because they taught me how to battle the real monsters in my life. (p. 4).

In penning books that give voice to the disenfranchised, Alexie and other YA authors are not only writing books that save teens, but teaching them how to save themselves.

Intellectual Freedom

These are the realities in which students live, yet there are those who feel that they need to be protected from crimes that may have already been committed against them (Alexie, 2011). Some parents and teachers object to fictional content that they deem to be *too* realistic, especially that which contains profanity, sexuality, religious views, violence, rebellion, racism/sexism, substance abuse/abuse, suicide/death, crime, crude behavior, or depressing/negative ideas (Curry, 2001, p. 31). These concerns cause some adults to

challenge a book's inclusion in their library collection, and cause many more adults to prevent children from reading them.

Most content challenges are made in the middle grades, where adolescents are “developing cognitively, physically, and psychosocially” (Bucher & Manning, 2007, p. 1), and at very different rates. Libraries must therefore develop collections that include a wide variety of subjects and reading levels to accommodate the needs of students “at different stages in their personal development” (American Library Association, 2014, para. 3). When faced with such an enigmatic task, some librarians self-censor, avoiding controversial books out of fear that they might offend (Whelan, 2009).

As there are no standards for adolescent maturity and development, libraries must adhere to the *Library Bill of Rights*, which ensures unmitigated access to resources that meet student needs and interests regardless of their “origin, age, background, or views” (ALA, 2006, para. 2). An interpretation of the *Bill of Rights, Access to Library Resources and Services for Minors* details that “Constitutionally protected speech cannot be suppressed solely to protect children or young adults from ideas or images a legislative body believes to be unsuitable for them” (ALA, 2014, para. 5), and that only parents or guardians may guide and restrict their children's access to such materials (ALA, 2014).

In educational settings, the American Association of School Librarians (2009) advocates that, “learners have the right to a relevant, balanced, and diverse school library collection that represents all points of view” (p. 37). Many of the subjects within realistic fiction relate to personal issues, so a diverse collection that includes varied subjects and approaches is invaluable in helping teens to “examine all sides of a question, cause, or movement before making up their own minds” (Bucher & Manning, 2007, p. 9).

A large part of one's development and maturation process is advanced by reading realistic fiction, as it promotes the "ability to think abstractly, to make moral judgments, and to perceive events in situational contexts" (Bucher & Manning, 2007, p. 8). AASL (2007) Standard 4.1.2 states, "Students who read books that are meaningful to them are then able to "make connections with self, the world, and previous reading" to better understand the world, and their place within it.

Readers' Advisory

In addition to protecting intellectual access, teacher librarians stay up-to-date with reading materials that are popular among their students, and with society at large (AASL, 2009, p. 18). The school library collection should therefore reflect the needs and interests of students, and appeal to "differences in age, gender, ethnicity, reading abilities, and information needs" (p. 38).

The diversity in student needs and interests amplifies the demand for readers' advisory. Teacher librarians strive to match students with books that will interest them and motivate them to read, yet students who seek controversial or mature content are often less likely to seek help in locating titles (McClary, 2007). Adolescents will frequently choose to anonymously search the library catalog rather than have a potentially embarrassing conversation with an adult. Readers' advisory is further complicated by library catalogs that contain synonymous topical subject headings and library classifications that may not be cross-referenced. A Destiny catalog subject or keyword search for *Lesbian romance* may not yield any results, yet the topic might be found in *Coming out, Homosexuality, Identity, Lesbian mothers, Lesbians, LGBTQ, or Love stories*. The same problem applies to current social and political topics that do not

yet have library catalog subject headings (Berman & Gross, 2017, p. 353), such as *Sexting*, *Black lives matter*, *Fake news*, or *Alt-right*.

Analyzing library collection subject headings via the online catalog will improve readers' advisory by raising awareness among library staff and enhancing access by creating local subject headings and adding cross-references (Berman & Gross, 2017, p. 350).

Rationale

Engaging realistic fiction allows adolescent readers to safely explore harsh topics and subject matter that will help them to navigate their realities and give them insight into the plight of others. In their efforts to ensure unrestricted access to the genre, Teacher Librarians should analyze the subject headings within it to make sure that their collections and information retrieval systems reinforce access as well. Thoughtful consideration of topical trends and how they are cataloged will provide insight for collection development and improved access for catalog users.

Deficiencies

Evidence has shown that young adults often read contemporary realistic fiction containing newly burgeoning subject matter. Additionally, the relationship between catalog terminology and common language has been explored in relation to culture and sexuality. Further analysis of topical subject headings and library classifications is needed in YA realistic fiction to better inform readers' advisory, improve catalog use, and assist in collection development.

Summary of Problem Statement

The vocabulary of library catalog subject headings does not translate well into the common language of adolescents searching the library catalog for realistic fiction.

Purpose Statement

The purpose of this study is to explore the variety of topical subject headings used for realistic fiction in a middle school library and compare it to the language commonly used by adolescents to describe topics of popular realistic fiction titles.

Research Questions

1. Which topics are most popular among adolescents reading contemporary realistic fiction?
2. How well do BISAC tags correspond with Sears subject headings?
3. How can teacher librarians improve catalog searches?

Assumptions

Library catalogs utilize terminology that does not match the common language of students. This makes it difficult for students to find what they need, since they may not be willing or able to verbalize exactly what they are looking for in a book, or why they enjoy contemporary realistic fiction. Library catalogs can provide improved access to the realistic fiction collection by using subject headings with vocabulary familiar to students.

CHAPTER 2

LITERATURE REVIEW

The purpose of this study is to evaluate the variety of topical subject headings and search terms utilized within the contemporary realistic fiction genre of a middle school library collection. Previous research has explored the evolution and prominence of realistic fiction for adolescents, the role of readers' advisory on sensitive topics, and the importance of catalog vocabulary that evolves with user needs and interests. These studies will identify topics and themes for the catalog content analysis in the current study.

Realistic Fiction for YA

Several studies in particular have explored how the popularity of contemporary realistic fiction has increased with its inclusion of timely and relevant topics like sexuality, mental illness, and other subjects that teens are more comfortable reading about than discussing. One such study analyzed the characteristics of young adult books to see how they met the needs of adolescents. Melanie Koss and William Teale (2009) gathered a list of 59 books that represented a sample of current YA books, which were then read, coded and analyzed for patterns and trends. Their findings revealed that YA literature was predominantly contemporary realistic fiction with a shift from coming-of-age stories toward themes of fitting in, dealing with life changes, and bullying and abuse. This change in focus was attributed to the increasingly complicated lives of teens influenced by media and consumerism. Writing styles showed increased use of flashbacks, multiple narrators, poetry, and journals, but featured fewer multicultural, GLBTQ, or disabled characters than the researchers expected to find (Koss & Teale, 2009). These findings

inform the current study identification of popular realistic fiction topics because the researcher may assess whether popular topics among her students include fitting in, dealing with life changes, bullying, and abuse.

As Koss and Teale identified, bullying is a widespread theme in realistic fiction. A related study analyzed well-known young adult novels to explore how fictional depictions of bullying have changed since the Columbine shooting. Lourdes Lopez-Ropero (2012) examined narrative techniques and themes focusing on homophobia, jock culture, rampage shootings, and girl-on-girl violence, finding that bullying is used in YA fiction as a tool for addressing relevant adolescent issues like difference and discrimination, and that character differences or flaws are shown as strengths that can positively influence others. The novels also seemed to carry the underlying belief that bullying was not an adolescent issue, but a symptom of a societal intolerance toward deviations from the norm. The general lack of support or guidance from adult characters portrays them as “part of the same diseased environment” (p. 155) that condones stereotyping, oppression, intolerance, and discrimination (Lopez-Ropero, 2012).

As universal as these themes are in the lives of teens, some adults still shy away from them. In a title ownership analysis, Ken Coley (2002) proposed that many teacher librarians avoid adding controversial YA material to their school library collections, and questioned whether they self-censor because the content is more likely to be challenged in middle and high schools. At these levels, frequently-challenged content included profanity, sexuality, religion/witchcraft, violence/horror, rebellion, racism/sexism, substance use/abuse, suicide/death, crime, crude behavior, and depressing/negative tone. Coley compiled a list of twenty YA titles with frequently-challenged content that met

other criteria for books that should be included in high school library collections. These titles were then searched in the OPAC of each of one hundred Texas high schools. Based on their inclusion of less than half of the titles, 82% of the schools practiced self-censorship, and 18% of the schools owned none of titles on the sample list. The data also indicated that smaller libraries were less likely to own books that could be considered controversial (Coley, 2002).

These studies inform the current study through exploration of contemporary realistic fiction topics and themes that affect teens, and the importance of their inclusion in school library collections.

Readers' Advisory & Information Seeking

Librarians are the best resource for teens seeking information, yet readers' advisory is sometimes complicated by reluctance to ask for materials of a personal or sensitive nature.

Judah Hamer (2003) examined how young gay males sought information about coming out. In a series of 75-minute interviews, Hamer asked eight volunteers in their late teens and early 20s about what they did to find information, what factors affected their searches, and which information sources were most useful prior to coming out. Their information-seeking goals were narrowed down to three: how to go about self-labeling; potential consequences for self-identifying as gay; and developing better understanding of gay identity. Participants responded that they went through phases where they did no research at all, or hid their information-seeking for feared consequences of discovery. In these instances, their best resources were television and

the internet, especially tools like online chat rooms and message boards that enabled them to connect with other gay people (Hamer, 2003).

In another study regarding the necessity of information and education, Natalia Tukhareli (2011) sought to identify materials and techniques for bibliotherapy in the library setting with African children and young adults affected by HIV/AIDS. The study focused on using developmentally appropriate literature to educate youth about HIV/AIDS, foster self-awareness and sense of belonging, decrease stigma, and create a safe place through literature. Weekly read-aloud, storytelling, and discussion sessions (45 minutes for children and young adults; 1.5 hours for adults) were held over the course of three months, educating on the scientific, social, and emotional, aspects of HIV/AIDS. At the conclusion, Tukhareli conducted interviews with 23 HIV-positive adults (age 20-58) and 59 HIV-positive and HIV-free children and young adults (age 6-19). Group interviews and quizzes indicated that 92% of young participants demonstrated increased knowledge about HIV/AIDS and related issues, and showed understanding that they were not alone in their circumstances. Of these young participants, 78% acknowledged decreased fear about HIV/AIDS, and increased comfort levels in thinking and talking about HIV/AIDS. In one-on-one interviews, 91% of adult participants reported decreased levels of isolation, improved self-esteem, increased positive thinking, and strengthened coping skills, and another 41% developed action plans to make positive changes in their lives (Tukhareli, 2011).

Ya-Ling Lu took a more generalized approach to how librarians help students cope with difficult circumstances, analyzing the role of readers' advisory and its focus on the reader. Lu's 2008 investigation considered whether children's librarians provided

services or activities to help children cope with personal difficulties, what questions were frequently asked, and how this related to traditional readers advisory. Lu spent ten to fifteen hours a week for four months observing and recording questions received by the librarians in three southern California public libraries that served diverse populations. Four white female librarians kept logs of queries that were then analyzed for 'coping' questions, or those that sought information to help with personal difficulties. The questions were then broken into user groups according to who needed the information, an adult or a child (questions asked on behalf of children were placed in the child category), with the majority of the requests falling under the child category. Lu determined that readers' advisory encompasses many coping issues, especially those related to behaviors, emotions, relationships, achievement, and empathy (Lu, 2008). These studies (Hamer, 2003; Lu, 2008; and Tukhareli, 2011) will guide the current study through their insight on information-seeking behaviors and readers' advisory in relation to sensitive or personal issues.

Keywords and Subject Headings

Library catalogs are often the first choice for students seeking information in a library about a topic that they would rather not discuss with an adult. However, catalog terminology poses a challenge for these students because a subject search requires them to use common language in their queries.

One such difficulty is the consistency with which subject headings are applied to library materials, as studied by Carrie McClary and Vivian Howard (2007). This study examined whether GLBT-specific subject headings are appropriately and consistently applied to young adult (YA) and adult fiction, what GLBT-specific subject headings were

used, and whether subject headings were consistently and appropriately applied to provide a clear indication of subject matter. A list was compiled of 21 YA and 19 adult (1982-2005) works of fiction that were marketed as YA, had identifiable GLBT content, and had received at least one book review according to Book Review Index. These titles were then searched in the catalogs of five urban Canadian public libraries to determine whether or not the terminology being used was offensive or out of date, but also whether or not the terminology was suited to the target audience of the titles. The researchers found wide variations between the catalog records of the various library systems, resulting in an average of 49.6% of the total records containing GLBT-specific subject headings, though only 23% of the YA titles received GLBT-specific subject headings. Adult titles with GLBT-specific subject headings were labeled with identity-appropriate terms like “Lesbians” or “Gay Men,” but YA titles tended to be euphemized with subject headings such as “Self-Perception,” “Interpersonal Relations,” and “Sex Role,” or assigned a more generalized subject heading, “Homosexuality.” Although this more general term was consistently used, it is not very likely to be used by teens (McClary & Howard, 2007).

As indicated in the McClary and Howard study, subject heading descriptors are not always inclusive of certain groups. In a similar study, Martha Russell (1991) compared the descriptors used in Sears and Library of Congress subject headings for the Spanish language to determine whether foreign-language literature was classified on a national basis or on a linguistic basis, and how to classify the various ethnic groups that speak Spanish. Russell found several inconsistencies in terminology, beginning with the classification of groups. Sears and LCSH both used the descriptors “Latin Americans”

and “Spanish Americans,” and “Hispanic Americans,” but only Sears included a descriptor for “Mexican-American” with no equivalent descriptors for Cuban, Dominican, Colombian, or Puerto Rican Americans. She then surveyed students in her Spanish classes to determine whether they would search for a book using one of 31 subject headings that were common in her curriculum. Of the 54 students surveyed, only 11 recognized the majority of the subject headings that appeared in the school library. Based on these results, Russell determined that the cultural gaps and inconsistencies between Sears and LCSH created a need for more specialized student instruction in library catalog usage (Russell, 1991).

Marguerite Horn (2002) narrowed her field of study to analyzing controlled vocabulary and cross-referencing in basic catalog searches involving only one word, “garbage.” Noting that the average catalog user does not know the difference between keyword searching and subject searching, Horn performed test searches for “garbage” as a subject, subject word, and keyword in two large Geac ADVANCE catalog systems at the University at Albany, State University of New York (UAlbany) and New York University (NYU). In both OPACs, a subject search for “garbage” directed users to search "organic wastes" or "refuse and refuse disposal, but only three of 71 combined results contained “garbage” in the bibliographic record. A subject word search yielded eight low-precision results, such as “garbage can models of decision making” and “Memphis (Tenn.)--Garbage strike 1968.” A final keyword search yielded 187 results, 63 of which were unrelated to waste products and included literary and song titles. Based on these results, Horn recommended making changes to local catalogs to improve access, including redefining a *keyword* search as a *subject keyword* search including access to the

authority file to improve precision and recall (Horn, 2002). These studies about subject and keyword searching will inform the current study through their focus on the importance of keywords and subject headings, particularly those regarding diverse and burgeoning themes and topics.

CHAPTER 3

METHODOLOGY

The local middle school catalog utilizes Sears subject headings, which often differ from those used by book publishers and sellers. The purpose of this study was to explore the variety of topical subject headings used for middle school realistic fiction and the common language of adolescents used to describe topics of popular realistic fiction titles.

Research Design

This qualitative study used popular titles to examine the middle school library catalog and "get some evidence on which to base a decision" (Wildemuth, 2016, p. 22) about how to improve its efficacy. As Booth (2006) points out, "Information professionals should not only react to problems that arise in their professional practice. They should proactively question their current practices, constantly seeking ways to improve the resources and services they provide" (Wildemuth, 2016, p. 21). The results of this study will be applied to my library catalog in high-interest and curricular categories to "improve the services" offered in the middle school library (Wildemuth, 2016, p. 23).

Sample Description

This analysis focused on 39 titles in the Follett Destiny catalog of an urban Iowa middle school library that were featured on two or more Young Adult Library Services Association (YALSA) realistic fiction recommendation lists (see Appendix A). These titles were found through the YALSA Book Finder (YALSA, 2017) site under Realistic Fiction, then filtered by Best Fiction for Young Adults, Popular Paperbacks for Young

Adults, Quick Picks for Reluctant Readers, and Teens' Top Ten. I then narrowed the list to the 39 copies owned by my middle school library.

Data Collection

For each of the 39 titles selected, I identified the assigned Sears subject headings, Common Genres and Topics (found in Follett Titlewave), and Book Industry Standards and Communications (BISAC) Subject Codes. I then compared those subject headings to local student search statistics and local circulation rates over the last calendar year. Since these records were “created during...normally occurring activities,” they provide natural data (Wildemuth, 2016, p. 167) on how catalog terminology relates to student usage.

Data Analysis

This summative analysis examined the frequencies of the various Sears/BISAC subject headings within existing documents to determine which coding system was more teen-friendly, and how to best employ subject headings within the local catalog to improve student searches. I used student search records and circulation statistics for the top 50 subject headings over the past year to identify strengths and weaknesses within the local catalog and formulate strategies to narrow the gap between student searches and catalog vocabulary. The implications of this data allow me to “understand social reality in a subjective but scientific manner” (Wildemuth, 2016, p. 318) by identifying subject headings that are frequently sought and/or misidentified by teens.

Limitations

The research was limited to 39 titles available in the middle school library that were featured on two or more YALSA Realistic Fiction recommendation lists.

CHAPTER 4

FINDINGS

In my summative analysis of subject headings used in the library catalog to describe the 39 titles (see Appendix A), I found a total of 116 Sears Headings, 90 Common Genres & Topics, and 80 BISAC codes (see Appendix B). I then totaled the number of times that each heading appeared among the 39 titles, and cross-referenced similar or recurring themes such as “Race relations,” “Racism,” and “Racial profiling” (see Appendix E).

Student searches in the local middle school Destiny catalog yield Sears subject headings, so it was also important to consider the natural language of student search queries (see Appendix C) in relation to the Sears, Common Genres & Topics, and BISAC subject headings of the titles being researched. The student search statistics revealed that most students search using titles and authors. Only 18 of the 50 searches sought topics or subjects, and only seven of those were found on the research study’s list of titles for evaluation (see Appendix C).

Semantics

Many of the Sears headings were specific enough that students might not think to search all of the possible variations (see Appendix B). For instance, the most frequently occurring heading from the list was “School stories,” which was found in 11 of the 39 titles, yet there were also headings for “High schools,” found in seven, and “Middle schools,” found in three. The “High schools” and “Middle schools” occurrences only added up to ten of the 11 “School stories” findings because *Scrawl* was somehow assigned the “School stories” heading without another, more specific grade level heading.

All three of the 'school' headings correspond with the "School & Education" heading from Common Genres and Topics, yet it was also found in three titles more than the Sears headings. *The Crossover*, *Trapped*, and *How to Ruin a Summer Vacation* were all given "School & Education" headings, but were not identified with any Sears 'school' headings.

There were also redundancies among Sears headings, such as "Catering" & "Caterers and catering." Local catalog searches using the terms "catering," "caterers," and "cater" all resulted in the same list of titles. Since "Caterers and catering" already includes "Catering," there would be no need for both headings.

Other headings were synonymous or utilized different parts of speech like "Death" & "Dead," or "Grief" & "Bereavement." Since their root words could not be isolated and searched, terms like these would produce different catalog results. Conflicting subject headings that shared root words, like "Mental illness" and "Mentally ill" resulted in the same list of titles, indicating that the catalog identified and searched root words within phrases.

Some headings that appeared to be superfluous, such as "Family life" & "Family problems," yielded drastic differences in the number of results. Though they shared terminology, these searches resulted in very different subject matter. In this case, some of the Common Genres and Topics offered more specific subject headings, such as "New baby," "Marriage & divorce," and "Blended families."

BISAC headings were often repetitive, as they grouped subjects into Juvenile Fiction, Teen Fiction, or Young Adult Fiction prior to assigning the relevant subject heading. Some titles contained headings from more than one age category, but the

headings were not always synonymous with their counterparts. Sarah Dessen's *Along for the Ride* was assigned "Juvenile Fiction / Love & Romance," and "Young Adult Fiction / Romance / General." *When We Collided* had similar discrepancies, with Juvenile Fiction headings that did not correspond with its Young Adult Fiction headings (See Appendix H). This raised questions when studying the headings individually, but would make it easier to search, since both headings are listed within the title's BISAC headings.

Inconsistencies

The research revealed many inconsistencies between the three types of subject headings that were analyzed. Sears headings tend to focus on very specific themes and topics, while Common Genres and Topics and BISAC headings tend to be broader and genre-focused. Common Genres and Topics and BISAC have more in common with each other than they do with Sears, as they share terms like "Friendship," "Runaways," and "Stories in verse," that cannot be found among Sears headings.

During the period of study, "Romance" was searched 14 times in the local library catalog (see Appendix C). This query resulted in 85 titles, none of which were on the list of researched titles. When the search was broadened to include BISAC headings and Common Genres and Topics from Titlewave, eight titles from the research list were found within the "Romance" category (see Appendix D). Of those titles, only half contained Sears subject headings that were remotely related to romance: two were classified as "Love stories," and two more were "Dating (Social customs)."

CHAPTER 5

CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to explore the variety of realistic fiction topical subject headings in a middle school library compared to the language commonly used by adolescents in their catalog searches. The research sought to find which topics were most popular among adolescents reading contemporary realistic fiction, how well BISAC tags correspond with Sears subject headings, and how teacher librarians can improve catalog searches for students. This summative analysis examined existing documents to find the frequencies of the various Sears/BISAC subject headings and analyzed the similarities and differences between the two. The study found a wide range of discrepancies between coding systems and recommended using more than one set of subject headings in the middle school catalog.

Conclusions

The research identified that the most popular topics among adolescents reading contemporary realistic fiction were those that related to their daily lives, or made them feel something. This was evident in the list of recurring themes within the researched titles (see Appendix E), and supported by the student search statistics (see Appendix C). Student interest in topics like “Romance” and “Survival,” was evident through their appearance on both lists, reinforcing Melanie Koss and William Teale’s 2009 assertion that the most popular themes in YA realistic fiction addressed fitting in, dealing with life changes, and bullying and abuse.

The differences between Sears, Common Genres & Topics, and BISAC coding systems were apparent in each of the 39 titles on the research list. Sears headings gave a

great deal of specific information about the contents of the book, but were often so precise that they might not be considered by students using the library catalog. As mentioned in McClary and Howard's 2007 study on GLBT-specific subjects, euphemized headings like "Self-perception" and "Interpersonal relations" were often found on YA titles, when more specific headings like "Lesbians" would be more frequently used by teens. Common Genres and Topics and BISAC headings were closer to the common language of students, but also grouped topics like "Love & Romance" and "Action and Adventure" together, making them easier for students to identify and cross-reference.

Titles that had been purchased through Junior Library Guild (*Refugee* and *Watched*) contained both Sears and BISAC subject headings in the MARC records (See Appendix G). Even though Sears and BISAC give unrelated subject headings for the titles, they have a greater chance of being found due to the additional information within the MARC records.

Recommendations

The results of this study will affect my practice in the middle school library by informing my cataloging and instructional methods. Cognizance of the discrepancies between cataloging terms and student vocabulary will remind me to study MARC records for new and popular titles, and add local subject headings when necessary to ensure title findability within the catalog. I will also continue to support district goals and objectives and state standards by adding local subject headings for terms that may be missing from the records, especially when they are unique to current events or relevant to curricular units.

The research also revealed an opportunity to increase instruction on search strategies and the use of synonyms, and the importance of teaching students how to zoom searches so that they can expand and/or focus their queries to find what they need.

Publishers and catalogers who assign subject headings could also establish protocols to simplify terminology for juvenile and young adult titles. Consistency on something as simple as a common part of speech would help to eliminate dual headings like “Dead” and “Death” that decrease the findability of titles within the catalog. The correlation between juvenile and young adult headings could also be strengthened, so that students accustomed to searching ‘love’ within BISAC’s Juvenile Fiction “Love & Romance” will not be confused when they move into Young Adult Fiction’s “Romance” titles and find that their searches are unsuccessful.

My recommendation for the field at-large would be to utilize multiple coding systems within catalog MARC records used by young students. Employing more than one set of subject headings extends the catalog vocabulary to be more perceptive to student searches. This would also allow for differences in dialect and life experience. Since Sears, Common Genres & Topics, and BISAC do not share common terminology or classification methods, layering them within the catalog and drawing on Sears’ narrow and BISAC’s broad subject headings would ease student navigation within the middle school library catalog.

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APPENDIX A

YA REALISTIC FICTION TITLES FOR EVALUATION

Title	Author	Best Fiction for Young Adults	Popular Paperbacks for Young Adults	Quick Picks for Reluctant YA Readers	Teens' Top Ten
Along for the Ride	Sarah Dessen				
Amy Roger's Epic Detour	Morgan Matson				
Before I Fall	Lauren Oliver				
Beneath a Meth Moon	Jacqueline Woodson				
Booked	Kwame Alexander				
Crazy	Han Nolan				
Dear Martin	Nic Stone				
Drums, Girls, and Dangerous Pie	Jordan Sonnenblick				
Dumplin'	Julie Murphy				
Gamer Girl	Mari Mancusi				
Ghost	Jason Reynolds				
Girl, Stolen	April Henry				
How it Went Down	Kekla Magoon				
How to Ruin a Summer Vacation	Simone Elkeles				
Just One Day	Gayle Forman				
Lily and Dunkin	Donna Gephart				
Long Way Down	Jason Reynolds				
Me and Earl and the Dying Girl	Jesse Andrews				
More Happy than Not	Adam Silvera				
Moxie: A Novel	Jennifer Mathieu				
Overtaken	Lamar R. Giles				
Paper Towns	John Green				
Refugee	Alan Gratz				
Schizo	Nic Sheff				
Scrawl	Mark Shulman				
Somebody, Please Tell Me Who I	Harry Mazer, Peter				

Am	Lerangis				
Take Me There	Carolee Dean				
The Compound	S. A. Bodeen				
The Crossover	Kwame Alexander				
The Disreputable History of Frankie Landau-Banks	E. Lockhart				
The Hate U Give	Angie Thomas				
The Serpent King	Jeff Zentner				
The Truth About Forever	Sarah Dessen				
Trapped	Michael Northrop				
When We Collided	Emery Lord				
Where She Went	Gayle Forman				
Where You'll Find Me	Natasha Friend				
Wintergirls	Laurie Halse Anderson				

APPENDIX B

SUBJECT HEADINGS & NUMBER OF TITLES FROM STUDIED LIST

Sears Subject Headings		Common Genres & Topics		BISAC	
Action and adventure fiction	1	Adolescence (JF; Social Themes)	2	JF / Action & Adventure / General	2
Actors	1	African American (JF; People & Places; United States)	5	JF / Action & Adventure / Survival Stories	2
African Americans	5	African American (YAF; People & Places; United States)	1	JF / Boys & Men	1
Anorexia nervosa	1	Art (YAF)	1	JF / Family / General	3
Autism	1	Asian American (JF; People & Places; United States)	1	JF / Family / Parents	1
Automobile travel	1	Basketball (JF; Sports & Recreation)	1	JF / Family / Siblings	1
Bangladeshi Americans	1	Blended Families (JF; Family)	2	JF / General	1
Banned books	2	Books & Libraries (JF)	1	JF / Girls & Women	1
Basketball	1	Bullying (JF; Social Themes)	1	JF / Health & Daily Living / Diseases, Illnesses & Injuries	3
Beauty contests	1	Bullying (YAF; Social Themes)	2	JF / Historical / Military & Wars	2
Bereavement	1	Comics & Graphic Novels (JF)	1	JF / Humorous Stories	1
Bildungsromans	2	Coming Of Age (YAF)	1	JF / LGBT	1
Blind	1	Contemporary (YAF; Romance)	3	JF / Love & Romance	2
Brain damage -- Patients -- Rehabilitation	1	Country Life (JF; Lifestyles)	1	JF / Mysteries & Detective Stories	1
Brothers	4	Dating & Relationships (JF; Social Themes)	11	JF / Nature & the Natural World / General	1
Bullies	1	Death & Dying (JF; Social Themes)	6	JF / People & Places / United States / African American	1
Carjacking	1	Death & Dying (YAF; Social Themes)	5	JF / People & Places / United States / Other	1
Casinos	1	Depression & Mental Illness (JF; Social Themes)	6	JF / School & Education	2

Caterers and catering	1	Depression (YAF; Social Themes)	1	JF / Social Issues / Adolescence	1
Catering	1	Diseases, Illnesses & Injuries (JF; Health & Daily Living)	3	JF / Social Issues / General	1
Cellos	1	Diseases, Illnesses & Injuries (YAF; Health & Daily Living)	1	JF / Social Issues / Physical & Emotional Abuse	1
Change	1	Drugs, Alcohol, Substance Abuse (JF; Social Themes)	1	JF / Social Themes / Adolescence	6
Coaches (Athletics)	1	Eating Disorders & Body Image (YAF; Social Themes)	1	JF / Social Themes / Bullying	1
Comic books, strips, etc.	1	Emigration & Immigration (JF; Social Themes)	1	JF / Social Themes / Death & Dying	1
Conduct of life	2	Emotions & Feelings (JF; Social Themes)	3	JF / Social Themes / Emigration & Immigration	1
Country life	1	Emotions & Feelings (YAF; Social Themes)	1	JF / Social Themes / Emotions & Feelings	1
Dating (Social customs)	3	Europe (JF; People & Places)	1	JF / Social Themes / Friendship	4
Dead	1	Europe (YAF; People & Places)	1	JF / Social Themes / General	1
Death	4	Family (JF)	5	JF / Social Themes / Peer Pressure	1
Deception	1	Friendship (JF; Social Themes)	6	JF / Social Themes / Physical & Emotional Abuse	1
Depression (Psychology)	1	Friendship (YAF; Social Themes)	4	JF / Sports & Recreation / Basketball	1
Diaries	1	Games (JF; Sports & Recreation)	1	JF / Sports & Recreation / General	1
Divorce	2	Ghost Stories (JF)	1	JF / Sports & Recreation / Soccer	1
Drug abuse	1	Girls & Women (YAF)	2	JF / Stories in Verse	2
Emotional problems	2	Homelessness & Poverty (JF; Social Themes)	1	TF > Social Themes > Dating & Sex	1
Europe	1	Humorous (YAF)	2	TF > Social Themes > Death & Dying	1
Family	1	Humorous Stories (JF)	1	TF > Social Themes > Emotions & Feelings	1
Family life	1	Jewish (JF; Religious)	2	TYAF	1
Family life -- Pennsylvania	1	JF - Juvenile Fiction	1	TYAF Romance	1

Family problems	1	JF Love & Romance (JF)	2	TYAF Social Issues	1
Fantasy games	1	JF Music (JF; Performing Arts)	1	YAF / Action & Adventure / Survival Stories	1
Fanzines	1	JF Muslim (JF; Religious)	1	YAF / Art	1
Father-daughter relationship	2	JF New Experience (JF; Social Themes)	1	YAF / Boys & Men	1
Fathers	2	JF Parents (JF; Family)	2	YAF / Coming of Age	1
Father-son relationship	3	JF Peer Pressure (JF; Social Themes)	1	YAF / Dystopian	1
Feminism	1	JF Physical & Emotional Abuse (YAF; Social Themes)	1	YAF / Family / General	1
Florida	2	JF Prejudice & Racism (JF; Social Themes)	1	YAF / Family / Marriage & Divorce	2
Florida	1	JF School & Education (JF)	1	YAF / Family / Parents	2
Friendship	5	Law & Crime (JF)	2	YAF / General	2
Gambling	1	Law & Crime (YAF)	1	YAF / Girls & Women	1
Ghost stories	2	LGBT (JF)	1	YAF / Health & Daily Living / Diseases, Illnesses & Injuries	2
Girls	1	Love & Romance (JF)	1	YAF / Law & Crime	1
Grief	4	Marriage & Divorce (JF; Family)	2	YAF / Novels in Verse	1
Guilt	1	Marriage & Divorce (YAF; Family)	1	YAF / People & Places / Europe	1
Handicapped	1	Middle East (JF; People & Places)	1	YAF / People & Places / Middle East	1
High schools	7	Military & Wars (JF; Historical)	1	YAF / People & Places / United States / African American	2
Homicide	2	Music (YAF; Performing Arts)	1	YAF / Performing Arts / Music	1
Immigration and emigration	1	Mysteries & Detective Stories (JF)	2	YAF / Performing Arts / Theater & Musicals	1
Infants	1	New Baby (JF; Family)	1	YAF / Romance / Contemporary	5
Interpersonal relations	7	New Experience (JF; Social Themes)	1	YAF / Romance / General	2
Iraq War, 2003-	1	Parents (JF; Family)	6	YAF / School & Education / General	1
Israel	1	Peer Pressure (YAF; Social	1	YAF / Science & Technology	1

		Themes)			
Jews	1	Performing Arts (JF)	1	YAF / Social Themes / Bullying	2
Jews -- United States	1	Prejudice & Racism (JF; Social Themes)	2	YAF / Social Themes / Dating & Sex	2
Kidnapping	1	Prejudice & Racism (YAF; Social Themes)	2	YAF / Social Themes / Death & Dying	6
King, Martin Luther, Jr., 1929-1968	1	Romance (YAF)	1	YAF / Social Themes / Depression	2
Las Vegas (Nev.)	1	Runaways (JF; Social Themes)	1	YAF / Social Themes / Disabilities & Special Needs	1
Letters	1	School & Education (JF)	13	YAF / Social Themes / Drugs, Alcohol, Substance Abuse	1
Leukemia	2	School & Education (YAF)	1	YAF / Social Themes / Emotions & Feelings	2
Love stories	2	Self-Esteem & Self-Reliance (JF; Social Themes)	2	YAF / Social Themes / Friendship	8
Manic-depressive illness	1	Siblings (JF; Family)	4	YAF / Social Themes / Mental Illness	1
Massachusetts	1	Soccer (JF; Sports & Recreation)	1	YAF / Social Themes / New Experience	1
Mental illness	5	Social Themes (JF)	3	YAF / Social Themes / Peer Pressure	1
Mentally ill	1	Social Themes (YAF)	1	YAF / Social Themes / Physical & Emotional Abuse	1
Methamphetamine	1	Southern (Fiction)	1	YAF / Social Themes / Prejudice & Racism	3
Middle schools	3	Special Needs (JF; Social Themes)	2	YAF / Social Themes / Runaways	1
Missing persons	2	Sports & Recreation (JF)	2	YAF / Social Themes / Self-Esteem & Self-Reliance	2
Mother-daughter relationship	1	Stories In Verse (JF)	2	YAF / Social Themes / Violence	2
Moving	2	Survival Stories (JF; Action & Adventure)	3	YAF / Thrillers & Suspense	2
Muslims	1	TF - Teen Fiction	1	YAF / Visionary & Metaphysical	1
Mystery fiction	1	Theater & Musicals (YAF; Performing Arts)	1		
New York (N.Y.)	3	Thrillers & Suspense (YAF)	1		

Novels in verse	3	Track & Field (JF; Sports & Recreation)	1
Overweight persons	1	Travel (JF)	2
Poker	1	TYAF - Teen & Young Adult Fiction	1
Police brutality	2	United States (JF; People & Places)	12
Popularity	1	Violence (YAF; Social Themes)	1
Poverty	1	Visionary & Metaphysical (YAF)	1
Race relations	3	Weather (JF; Nature & The Natural World)	1
Racial profiling in law enforcement	2	YAF - Young Adult Fiction	2
Racism	2		
Reading	1		
Refugees	1		
Revenge	1		
Rock music	1		
Role playing	1		
Running	1		
Schizophrenia	1		
School stories	11		
Schools	1		
Secret societies	1		
Self-esteem	2		
Self-perception	2		
Self-realization	4		
Sexism	1		
Skateboarding	1		
Soccer	1		
Stepfamilies	2		
Survival skills	2		
Teenagers	1		

JF - Juvenile Fiction

YAF - Young Adult Fiction

TF - Teen Fiction

TYAF - Teen Young Adult Fiction

Texas	2
Track and field	1
Transgender people	1
Twins	2
Voyages and travels	1
Witnesses	1

APPENDIX C

STUDENT SEARCH STATISTICS REPORT

Search Term	Searches	Search Term	Searches
1. horror	27	26. chapter books	7
2. BIG NATE	21	27. dear martin	7
3. *mystery	21	28. minecraft	7
4. Diary of a wimpy kid	19	29. underpants	7
5. wonder	17	30. wolves	7
6. *romance	16	31. everything everything	6
7. harry potter	14	32. lisa greenwald	6
8. dog man	11	33. scary	6
9. dragon ball z	11	34. scary books	6
10. sisters	11	35. the fault in our stars	6
11. smile	11	36. the hate u give	6
12. *thriller	11	37. violent	6
13. amulet	10	38. 911	5
14. drama	9	39. along for the ride	5
15. i survived	9	40. animals	5
16. scary stories	9	41. Before I Fall	5
17. speak	9	42. booked	5
18. adventure time	8	43. perfect chemistry	5
19. *basketball	8	44. football	5
20. Divergent	8	45. it	5
21. *graphic novels	8	46. just one day	5
22. stephen king	8	47. all american boys	5
23. *survival	8	48. *novels in verse	5
24. twilight	8	49. poetry	5
25. bone	7	50. simpsons	5

Bold lettering indicates a subject (not title or author)

*indicates subject headings that appear on the Titles for Evaluation list

APPENDIX D

ROMANCE SUBJECT SEARCH

Title	Sears	Common Genres & Topics	BISAC
Along for the Ride Sarah Dessen	Stepfamilies	Blended Families (JF; Family)	JF / Love & Romance
	Infants	Dating & Relationships (JF; Social Themes)	JF / Social Themes / Adolescence
	Interpersonal relations	Friendship (YAF; Social Themes)	JF / Social Themes / Friendship
	Dating (Social customs)	Marriage & Divorce (JF; Family)	YAF / Family / Marriage & Divorce
	Divorce	Marriage & Divorce (YAF; Family)	YAF / Romance / General
	Change	New Baby (JF; Family)	YAF / Social Themes / Friendship
		Romance (YAF)	
Gamer Girl Mancusi, Marianne	Fantasy games	Comics & Graphic Novels (JF)	YAF / Family / Marriage & Divorce
	Role playing	Games (JF; Sports & Recreation)	YAF / Romance / Contemporary
	Comic books, strips, etc.	Marriage & Divorce (JF; Family)	YAF / Science & Technology
	High schools	New Experience (JF; Social Themes)	
	School stories	School & Education (JF)	
	Moving	United States (JF; People & Places)	
	Divorce		
	Massachusetts		
Just One Day Gayle Forman	Voyages and travels	Contemporary (YAF; Romance)	YAF / People & Places / Europe
	Self-realization	Europe (JF; People & Places)	YAF / Performing Arts / Theater & Musicals
	Love stories	Europe (YAF; People & Places)	YAF / Romance / Contemporary
	Actors	Love & Romance (JF)	

	Europe	Performing Arts (JF)	
	Banned books	Theater & Musicals (YAF; Performing Arts)	
		Travel (JF)	
Paper Towns John Green	Missing persons	Mysteries & Detective Stories (JF)	TYAF
	Bildungsromans	United States (JF; People & Places)	TYAF Romance
	Mystery fiction		TYAF Social Issues
	Florida		
	Banned books		
Take Me There Susan Colasanti	Interpersonal relations	Dating & Relationships (JF; Social Themes)	YAF / Romance / Contemporary
	High schools	Emotions & Feelings (JF; Social Themes)	YAF / Social Themes / Dating & Sex
	School stories	JF Love & Romance (JF)	YAF / Social Themes / Friendship
	Dating (Social customs)	School & Education (JF)	
	Emotional problems	United States (JF; People & Places)	
	New York (N.Y.)		
The Truth About Forever Sarah Dessen	Grief	Adolescence (JF; Social Themes)	YAF / Art
	Death	Art (YAF)	YAF / Romance / Contemporary
	Caterers and catering	Contemporary (YAF; Romance)	YAF / Social Themes / Death & Dying
	Interpersonal relations	Dating & Relationships (JF; Social Themes)	
	Catering	Death & Dying (JF; Social Themes)	
		Death & Dying (YAF; Social Themes)	
When We Collided Emery Lord	Family problems	Depression & Mental Illness (JF; Social Themes)	JF / Family / General
	Depression (Psychology)	Family (JF)	JF / General
	Mental illness	JF Love & Romance	JF / Love & Romance

		(JF)	
	Love stories	United States (JF; People & Places)	YAF / Romance / General
			YAF / Social Themes / Depression
			YAF / Social Themes / Friendship
Where She Went Gayle Forman	Interpersonal relations	Contemporary (YAF; Romance)	YAF / Performing Arts / Music
	Emotional problems	Dating & Relationships (JF; Social Themes)	YAF / Romance / Contemporary
	Rock music	Death & Dying (YAF; Social Themes)	YAF / Social Themes / Death & Dying
	Cellos	Emotions & Feelings (JF; Social Themes)	
	New York (N.Y.)	JF Music (JF; Performing Arts)	
		Music (YAF; Performing Arts)	
		United States (JF; People & Places)	

JF - Juvenile Fiction

YAF - Young Adult Fiction

TF - Teen Fiction

TYAF - Teen Young Adult Fiction

APPENDIX E
RECURRING THEMES

Theme	# Titles
family	18
emotion	10
school	9
illness	8
romance	8
verse	8
relationship	6
death	6
rac*	6
friendship	5
self	5
depress	5
love	4
dating	4
divorce	4
parents	4
bullying	4
survival	4
disease	4
adolescence	3

APPENDIX F
2017 CIRCULATION STATISTICS

Title	2017 Circ.	Title	2017 Circ.
Where She Went	*36	Ghost	9
The Serpent King	*32	How it Went Down	9
Before I Fall	*31	Moxie: A Novel	9
Just One Day	*30	Crazy	8
The Hate U Give	*28	How to Ruin a Summer Vacation	8
The Compound	*25	Overtuned	8
Take Me There	*18	The Crossover	8
Refugee	*13	The Disreputable History of Frankie Landau-Banks	8
Schizo	*13	Along for the Ride	7
Girl, Stolen	*12	Paper Towns	7
Long Way Down	20	The Truth About Forever	7
When We Collided	19	Trapped	7
Where You'll Find Me	19	Me and Earl and the Dying Girl	6
Dear Martin	16	Beneath a Meth Moon	5
Somebody, Please Tell Me Who I Am	15	Gamer Girl	5
Amy & Roger's Epic Detour	10	Lily and Dunkin	4
Scrawl	10	Drums, Girls, and Dangerous Pie	3
Booked	9	Watched	3
Dumplin'	9	Wintergirls	2

* indicates multiple copies

APPENDIX G

JUNIOR LIBRARY GUILD TITLES WITH SEARS & BISAC HEADINGS

	Sears	BISAC
<i>Watched</i>	Bangladeshi Americans	JF / People & Places / United States / Other
Marina Budhos BISAC listed in catalog	Muslims	JF / Social Issues / Adolescence
	New York (N.Y.)	
<i>Refugee</i>	Refugees	JF / Action & Adventure / Survival Stories
	Immigration and emigration	JF / Historical / Military & Wars
Alan Gratz BISAC listed in catalog	Survival skills	JF / Social Themes / Emigration & Immigration
	Action and adventure fiction	

APPENDIX H

REPETITIVE HEADINGS

Along for the Ride Sarah Dessen	Stepfamilies	Blended Families (JF; Family)	JF / Love & Romance
	Infants	Dating & Relationships (JF; Social Themes)	JF / Social Themes / Adolescence
	Interpersonal relations	Friendship (YAF; Social Themes)	JF / Social Themes / Friendship
	Dating (Social customs)	Marriage & Divorce (JF; Family)	YAF / Family / Marriage & Divorce
	Divorce	Marriage & Divorce (YAF; Family)	YAF / Romance / General
	Change	New Baby (JF; Family)	YAF / Social Themes / Friendship
		Romance (YAF)	
When We Collided Emery Lord	Family problems	Depression & Mental Illness (JF; Social Themes)	JF / Family / General
	Depression (Psychology)	Family (JF)	JF / General
	Mental illness	JF Love & Romance (JF)	JF / Love & Romance
	Love stories	United States (JF; People & Places)	YAF / Romance / General
			YAF / Social Themes / Depression
			YAF / Social Themes / Friendship