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Wandering the Web -- Multicultural Literature

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mer who thought that reference sharing should be easier. So he started tinkering. The site maintains a "let's figure it out together as we go along" that is common among grassroots 2.0 initiatives.

These are but a few examples of scholarly communication meets **Web 2.0**. Perhaps the biggest reason we are seeing **Web 2.0**'s growing influence in our space is because the **Web 2.0** world is influencing everything. It is everywhere you turn. You can't get away from it. The third grade class at **Gilham Elementary School** has its own blog, for gosh sake (<http://gilham.teacherhosting.com/blog/>). In this regard, **Web 2.0** calls to mind another lesser known act of roguery, the Pace Match. For

those folks unfamiliar with this particular act, it entails walking in very close proximity to, and at a matching pace with, another person. As person A speeds up or slows down, so, too, does person B. There is simply no escaping the pace match. Similarly, 2.0 behaviors and technologies are becoming too widespread in other areas of the Web to ignore. I have previously argued in these pages that as these technologies have moved into the mainstream, their ease of use, ease of implementation, and cost of implementation have improved dramatically. Implementation beyond core consumer services becomes compelling at this convergence. It also becomes expected.

Another reason why **Web 2.0** is spilling into our space is that certain information sharing and social networking tools advance the fundamental scholarly communication experience. Community rating systems and annotation mechanisms remove the partitions that separate readers from one another. So, too, do folksonomies, in which readers and site visitors help categorize the content which they are reading. Tools like **SSRN** and **ICPSR** that create compelling, disintermediated aggregations of specific content types allow researchers to probe a deeper wellspring of potentially valuable source materials.

In Part II of this column, I will discuss how institutional repositories and open access fit into this discussion. I will also offer some perspective as to how all these changes are affecting the role of the library. All that, plus a look into the world of **Web 3.0**, in the next issue. 🐙

Wandering the Web — Multicultural Literature

by **Tadayuki Suzuki, Ph.D.** (Assistant Professor of Literacy, Western Kentucky University)

Column Editor: **Jack Montgomery** (Western Kentucky University) <jack.montgomery@wku.edu>

Introduction

Teachers and teacher trainees often wonder how they find a good multicultural story. There is no perfect answer to this question. Obtaining information and developing accurate knowledge of multicultural literary works through specialized Websites is a good initial step. Online recommendations are a fast and useful way to select quality multicultural literature. I recently researched Websites that offered comprehensive information related to multicultural literature. It was disappointing to find that many Web links were broken and not easily traced to newer sites. Below is a selective list of the Websites for multicultural literature I recently explored. These sites are reliable, current, and useful for literature-based literacy practices in K-12 instructional settings, and the sites are selected based on the quality of information and frequency of updating information:

General Information Regarding Multicultural Literature

Lisa Bartle's Database of Award-Winning Children's Literature — <http://www.dawcl.com/> — This Website is maintained by **Lisa Bartle**, who is a reference librarian at California State University, San Bernardino. In this database, you can search award-winning children's books based on ages of readers, authors/illustrators/translators, the types of awards, ethnicity, genders, genres, historical periods, keywords, types of languages, publication years and settings. As of December 2006,

information on nearly 6,000 children books can be found in this database.

Cooperative Children's Book Center (CCBC) — <http://www.education.wisc.edu/ccbc/books/multicultural.asp> — The **Cooperative Children's Book Center** is a unique and comprehensive online library about children's literature. The site is maintained by the **University of Wisconsin-Madison School of Education**. This information-rich online library provides information about authors and illustrators, and books for children and young adults, literary events held by the CCBC, and periodicals published by the CCBC. Multicultural literature is listed under a specialized information link. This section provides annual statistics on the numbers of multicultural books published by both cultural insiders and outsiders. The statistical data are reported based on the racial groups such as Asian, Latino, Native American, and African American.

Carol Hurst's Children's Literature Site — <http://www.carolhurst.com/> — In this Website, many types of children's literature are listed with brief annotations. You can search the books based on titles, authors' names, and curriculum areas. The site also offers the titles of related books and teaching suggestions and activities using children's and/or multicultural literary works. For instance, many books regarding the Civil War, slavery, and the Civil Rights Movement are found under the U. S. history section. Other multicultural literary works such as Appalachian and Native American

stories are found under the culture section.

Cynthia Leitch Smith Official Author Website — <http://www.cynthialeitchsmith.com> — This Website is an official homepage of **Cynthia Leitch Smith**, who is a prominent children and young adult book author. One of the links in this site, **Children's and Young Adult Literature Resources: Diverse Reads**, is replete with information about multicultural literary works on Asian Americans, Native Americans, discrimination, tolerance, and interracial issues. Annotations of the books are offered based on either reader's grade levels or ages.

The Reading Room — <http://www.sldirectory.com/libsf/genre.html#top>, and **School Library Services for the Spanish Speaking Student** — <http://www.sldirectory.com/libsf/resf/hispanic.html> — These Websites are housed in the useful Website, **Resources for School Librarians** (<http://www.sldirectory.com/index.html>). The Reading Room and School Library Services for the Spanish Speaking Student pages are maintained by **Linda Bertland**, a retired school librarian from Philadelphia. This site mainly offers the external links for research journals and history of children's literature, collection development and cataloguing links for award-winning books, multicultural literature, vendors, and books in a variety of genres.

Kathy Schrock's Guides for Educators — <http://school.discovery.com/schrockguide/> — This Website exists under **Discovery.com** and is managed by **Kathy Schrock**, who is the Administrator for Technology at Nauset

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Public Schools in Massachusetts. Accessibility to the external links on this site is periodically checked. One of the strengths is that the site offers useful information regarding daily instructional preparations for K-12 school teachers. Under Subjects Access: Literature and Language Arts on the site, you will find not only the links for both classical and multicultural literature databases, but also links for literature-based reading lesson plans, and literary criticism. Many external links related to literature are also useful for librarians for development of children's and young adult literature collections.

Key E. Vandergrift's Special Interest Page — <http://www.scils.rutgers.edu/~kvander/index.html> — This website is maintained by **Key E. Vandergrift**, professor emeritus, **Rutgers University**, Newark. The site is replete with comprehensive information on both children and young adult literature. You will find practical, theoretical, and research-based information regarding children's and young adult literature. **Dr. Vandergrift** provides detailed descriptions, analyzing general elements of children's and young adult literature, information on authors and illustrators, and on the history of literature. As one of the unique features of this site, the bibliographic information is listed based in a variety of genres such as gender and culture, cookbooks, authors, and informational resources. Information regarding children's and young adult literary works of Islamic traditions and Muslim cultures are also found on this site. Judging from the depth of information, this site is appropriate for teacher trainees, inservice teachers, librarians, graduate students, college professors, and researchers in the field of children's and young adult literature and literacy studies.

The Internet Public Library: KidSpace Home — <http://ipl.si.umich.edu/div/kidspace/> — The **Internet Public Library** site is maintained by the School of Information at the **University of Michigan**. The primary purpose of the site is to provide students and faculty members with comprehensive information regarding literary documents and publications. However, the site also offers information regarding general education, literacy, and literature issues for children. Under Culture Quest in **KidSpace Home**, a variety of world regions such as Africa, Asia, Europe, Oceania, Middle East, North America, Central America, and South America are listed, and under each of these links, you will find not only cultural information, such as food and holidays, but also the titles and the descriptions of these regional folktales and fairy tales.

Children's Picture Book Database at Miami University — <http://www.lib.muohio.edu/pictbks/> — This picture book database is maintained by **Miami University Libraries** in Ohio. This bibliographic database is designed for developing literature-based thematic units for several academic disciplines such as literature, language, and communications, mathematics, health and medicines, national

history and natural science, social studies, and visual and performing arts. The database stores the abstracts of more than 5,000 picture books for children whose grade levels are from preschool to third grades. Through this database, the abstracts can be searched by more than 900 related keywords.

International Children's and Young Adult Literature

The International Board on Books for Young People (IBBY) — <http://www.ibby.org/> — This Website is the official site for the **International Board for Young People (IBBY)** in Switzerland. The organization aims to provide children with information on quality literature. **IBBY** promotes international understanding through disseminating information on children's literature. The **IBBY** National Sections exist in seventy countries. The **United States Board on Books for Young People (USBBY)**, <http://www.usbby.org> is a national section of the **IBBY** in the U. S. *Book Bird: The Journal of International Children's Literature* is a referred journal published quarterly by **IBBY**. The organization also offers workshops, seminars, and events pertaining to international children's literature. The **Hans Christian Andersen Award**, one of the prominent children's literature awards in the world, is offered to the authors and illustrators who contributed their efforts to the promotion for the international understanding by this organization.

Professional Organizations and Special Interest Groups

Children's Literature and Reading Special Interest Group of the International Reading Association — <http://www.csulb.edu/org/childrens-lit/> — This Website is for children's literature and reading special interest groups, and is maintained by the **International Reading Association (IRA)**. The site works as the bulletin board for the group members in this interest group. *The Dragon Lode* is the title of the group's journal, which is published twice yearly. This journal provides reviews and useful instructional suggestions regarding teaching children's and multicultural literature. The selection criteria for submitting a journal article and the lists of new children's literature and quality multicultural literature are available to both group members and non-members.

Regional Library Links Regarding Multicultural Literature

Ethnic Resource Centers, County of Los Angeles Public Library — <http://www.colapublib.org/services/ethnic/> — Ethnic Resource Centers, under the Website of **County of Los Angeles Public Library**, offer four external links: American Indian Resource Center, Asian Pacific Resource Center, Black Resource Center, and Chicano Resource Center. Each of these external links further offers information engaged in the ethnic and cultural studies. The site also offers book lists written by African-American, Asian-American and Asian, and Hispanic and Latin American, and Native American authors. All of the books that appear on these lists are available at the

Country of Los Angeles Library, and would be useful to librarians seeking to build multicultural collections of youth literature. Most of the titles listed are targeted toward adolescent or adult readers.

Evanston Public Library — <http://www.epl.org/library/bibliographies/> — **Evanston Public Library** also offers similar information regarding ethnic and cultural studies and book lists of titles featuring international themes and protagonists. One of the interesting features of this site is that you will find information regarding books written by Indian and Middle Eastern authors. Most of the books on these lists are also for adolescents and adult readers, rather than for children.

Unique Multicultural Literature Sites

Children's Literature by Reesa Cohen, The University of Manitoba, Canada — <http://www.umanitoba.ca/education/edlab/child-lit.html> — Since English is one of the official languages in Canada, people often overlook the fact that Canadian children's literature is a part of the multicultural literature. Information on this Website is compiled by **Reesa Cohen**, who is an instructor of Children's Literature at the **University of Manitoba, Canada**. This Website provides the external links of many children's books published in Canada. You will also find the links for information of children's literature published in the U.S., literature-based reading instruction, teaching ideas for using children's literature, on-line literature journals and listservs. Some of these external links offer the directions in both English and French.

African American Literature Book Club — <http://www.aalbc.com/> — This Website offers comprehensive information regarding African American issues such as children's literature, books for adult readers, bestselling books and articles written by African American authors, and celebrities, music CDs, DVDs, and literary events for African Americans. The site also exists as an online community for African Americans and offers a chat room and discussion boards. People can freely participate in both a synchronous and asynchronous discussions.

A Few Resources for Purchasing Current Multicultural Books

Many Shades of You — <http://www.manyshadesofyou.com/index.html>

NEAT Solutions for Healthy Children, Inc. — <http://www.neatsolutions.com>

Shen's Books — <http://www.shens.com/>

It is sometimes difficult to find multicultural children's books and related resources through even the larger bookstore chains and online vendors without having sufficient background knowledge on multicultural literature. The above links are to online stores for multicultural children's books and resources. These links will help you find most current multicultural books and related instructional resources available in the U. S.

Conclusion

Finding appropriate multicultural literary
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Little Red Herrings — Golden Apples of Deceit¹

by **Mark Y. Herring** (Dean of Library Services, Dacus Library, Winthrop University) <herringm@winthrop.edu>

Do you recall the myth about the Golden Apples of Deceit? It seems instructive to me during these trying, tense technological times. **Atalanta** had been warned by the god **Apollo** that she would lose herself if ever she married so she determined not to. Living in woodlands and hilly places she became not the fastest woman, but the fastest *human* alive. She offered her hand in marriage to any man who could beat her in a footrace. If he lost the race, however, he would also lose his life. **Hippomenes** at first scoffed but when he saw her beauty, he too fell struck even after witnessing the defeat, and death of those foolish enough to challenge her. **Atalanta** felt moved by the young man's beauty herself but refused to give in. He, on the other hand cried out to the goddess **Cythera** who lent him three golden apples.

As they began the race **Atalanta** closed in on **Hippomenes** to pass him. Quickly, he tossed a golden apple aside. She ran for the apple, amazed by its gleaming brightness (perhaps the first such woman to fall victim to the glittering of gold) and fell behind. Soon she caught up, however, and passed **Hippomenes**. Three times she did this, each time finding to her dismay, that she had been sidetracked by the glitter of gold. When **Hippomenes** won the race, only then did **Atalanta** realize what she had given up — her freedom — for ormolu, the pinchbeck of golden apples.

Do we librarians chase after golden apples of deceit? I'm afraid we do and those apples are, well, **Apple** — and **Dell** and **Macs** and so on. I don't mean computers *per se* but I mean our, at times, unwitting acceptance of all

and anything technological. We strive for the "paperless society" forgetting, it appears, that the lifeblood of our libraries is, uh, paper. I'm not advocating a return to print journals, or a Luddite revenge on everything technological *alla* the Unabomber. There is a place for electronic access. Rather what I'm talking about is our penchant for making *everything* paperless and right now. Too often, we view technology as the panacea for all that troubles us in this profession, and we aid and abet every crackpot idea that shows up on our — for lack of a better word — screens.

Even the inventor of the phrase, "the paperless society," **F. W. Lancaster**, is having second thoughts.² **Lancaster** recalls when he coined the phrase at a conference in Finland as describing "a largely paperless, network-based communications system having many of the characteristics to today's Internet-based environment."³

He saw the confluence of events moving us quickly along to a time when most everything would grow out of this putative electronic medium. "As the transition actually occurred, however, I became less enthusiastic about the developments and implications and, in the past few years, *downright hostile to toward them*."⁴ Moreover, **Sir Berners Lee**, the mastermind behind HTML and domain names, is regretting the "howling wastes" that is the Web. But how can this be?

Lancaster cites dehumanization as much to blame, arguing that at least in the United States it has replaced the human element. But he goes on to blame librarians because they have become "completely uncritical of information

technologies."⁵ While this is largely true it cannot be left unsaid that those who have criticized information technologies have been branded as Luddite or worse (for example, wild-eyed Unabombers?). **Lancaster** also goes on to point out that many of the "wild assertions" about technology that cannot possibly be true, such as providing access to information anywhere, any time, any place, because it assumes if it is in a database, it can be found easily when, "nothing could be further from the truth."⁶ He goes on to point out that many scholars and experienced researchers were happy with results found *until they discovered how many important items they missed*. Individual librarians, as well as a team of librarians, also missed almost as many important citations.

The point of all this is that there may well come a time when technology, to put this in the patina of the new age, "rulz!" But that time is far from now. Libraries should make a resolution to become more critical and thoughtful about our brave new world and all that it portends, both for now, and for the future. If we do not, we may well be creating the rope that will be used to hang us later. 🐼

"We strive for the 'paperless society' forgetting, it appears, that the lifeblood of our libraries is, uh, paper."

Endnotes

1. Portions of this essay come from my forthcoming *Fool's Gold: Why the Internet Is No Substitute for a Library*, to be released later this spring.
2. **Lancaster, F. Wilfrid**. "Second Thoughts on the Paperless Society." *Library Journal* (September 15, 1999) Vol. 124 (15), 48. See also his "The Paperless Society Revisited." *American Libraries* (September 1985) Vol. 16 (8), 553-555.
3. Ibid.
4. Ibid. (Emphases mine.)
5. Ibid.
6. Ibid., 49.

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works is a crucial task for teachers and librarians in any educational context. After conducting this Web research, however, I realized that online information regarding multicultural literature is still limited and should be further expanded in the future. This fact makes it more difficult for both teachers and librarians to accomplish their goals of bringing a wide diversity of quality literature into the library and classroom. However, I believe that exploring new potential through Websites and keeping updated information regarding multicultural literature helps educators refine their knowledge and expertise and ultimately accomplish their goals of building diverse collections of literature for all grade and reading levels. 🐼

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