Politics and Children's Books:
Evidence from School Library Collections

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Abstract

The recent spike in book challenges has put school libraries at the center of heated political debates. I investigate the relationship between local politics and school library collections using data on books with controversial content in 6,631 public school libraries. Libraries in conservative areas have fewer titles with LGBTQ+, race/racism, or abortion content and more Christian fiction and discontinued Dr. Seuss titles. This is true even though most libraries have at least some controversial content. I also find that state laws that restrict curricular content are negatively related to some kinds of controversial books. Finally, I present descriptive short-term evidence that book challenges in the 2021-22 school year have had "chilling effects" on the acquisition of new LGBTQ+ titles.

Key Words: Politics, School Libraries, LGBTQ+ Issues, Diversity/Representation

1 Introduction

Books play essential practical and symbolic roles in education. Books are tools for teaching and learning, helping students develop skills and access new information. Books are a form of entertainment and exploration. Books can be "mirrors," reflecting and affirming a child's own lived experiences, or "windows," exposing them to unfamiliar worlds (Bishop, 1990a). Books are also a means of cultural transmission, facilitating the transfer of values, traditions, and beliefs from one generation to the next (Reynolds, 2011).

Recently, books have taken center stage in heated battles over the kind of content that is available to students on library shelves. In the 2021-22 school year, PEN America tracked a

record-breaking 2,532 book challenges affecting 1,648 different books in 138 school districts (PEN America, 2022a). Many of the books that have been challenged deal with LGBTQ+ issues or race/racism, topics that have also been the target of so-called "anti-woke" legislative efforts (Ibid). The increase in book challenges reflects coordinated efforts by conservative groups, which PEN America estimated were associated with half of all recent book challenges (Dallacqua, 2022; PEN America, 2022a).

It is not yet clear how the unprecedented rise in book challenges has affected students, schools, and library collections. In the short term, book challenges have led to challenged titles being removed from circulation or subjected to additional restrictions. This has immediately impacted student access to specific content at specific times, although in some cases these restrictions are temporary (PEN America, 2022a). Over the longer term, book challenges could have "chilling effects" on library collections, pushing librarians to avoid books with content that could provoke parents or political groups. These controversies have raised questions about freedom of speech; the purpose of school libraries; the social, political, and ideological implications of children's books; and the relative rights of parents and schools to make decisions about the ideas and stories their children encounter in public school buildings.

How "political" are school library collections? How has the politicization of children's books and school curricula affected the books on library shelves? These are the high level questions that guide this research, though this study alone cannot fully answer either. Instead, I use original data collected using web-scraping techniques on the availability of books with controversial content in 6,631 public school libraries to answer the following specific research questions:

1. Are local political preferences related to access to books with controversial/ideological content?

2. Are laws that restrict how schools teach about race/racism or LGBTQ+ issues related to access to books on these topics?

3. Are book bans in the 2021-22 school year related to decreases in the acquisition of new books with controversial content the following fall?

2   School Libraries in the United States

School libraries are present in 95% of public primary schools and 80% of high schools in the United States (NCES, 2017). The average school library has about 12,800 books and spends around $6,000 a year on new books (NCES, 2011).[1] More than half (61%) of schools with libraries employ a full-time librarian (NCES, 2015). School librarians play multiple roles. In addition to overseeing library collections and helping students locate resources, school librarians often also have instructional duties and lead regular lessons on literacy, research, or media tools. In many elementary schools, students visit the library once a week as part of their regular course schedule.

The American Association of School Librarians (AASL) describes the primary role of school libraries as "preparing learners for life in an information-rich society" (AASL, 2019).

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[1]Most recent estimates from 2010-11 based on the 2011-12 Schools and Staffing Survey.

As part of this work, school libraries facilitate access to an array of books and other resources contained in the library collections. Curating library collections is the responsibility of the school librarian. The work of curation involves purchasing, eliminating ("weeding"), organizing, and sharing materials in the library collection (AASL, 2018). In most schools, the school librarian has substantial autonomy over the selection of library materials. There is no single authoritative list of books that every school library must have. Instead, the AASL standards for school libraries describe an effective school library collection as "a professionally curated collection of resources selected based on their authority, currency, relevance, scope, and relationship to other items in the collection" (AASL, 2018, p.55). Librarians consider a number of criteria when evaluating whether a material belongs in their collection, including costs, quality, format, currency, whether materials have been recently accessed, alignment to the curriculum, and appeal to student interests (Herring, 2007; Pattee, 2013; Hoffmann & Wood, 2007; AASL, 2019). In addition, librarians consider the distribution of materials across different genres, formats, and reading levels (Ibid). In recent years, increased consideration has been given both to increasing the diversity of library collections and also to addressing racist representations of minority groups in children's books (Naidoo, 2014; Nel, 2017).

3 Theoretical Framework

Public schools are political institutions (Tyack & Cuban, 1997). In the United States, decisions about what is taught, how, and when are largely made at the state and local levels. These kinds of decisions are political decisions. As Michael W. Apple aptly observed, "The curriculum is never simply a neutral assemblage of knowledge" (p. 222, 1993). Today, the political climate in the U.S. is characterized by deepening political polarization between Republicans and Democrats (Abramowitz, 2010; Iyengar et al., 2019). In this context, we would expect the choices that schools and districts make around curriculum and related areas to skew across liberal and conservative lines according to community preferences. At the same time, research shows that local education policies are not always responsive to public opinion (Berkman, 2005). When education systems operate in ways that are inconsistent with local preferences, these deviations could reflect factors such as the nationalization of local education policy, misalignment between voters and parents, and/or the existence of state or federal laws that constrain local decision-makers (Henig et al., 2019; Cibulka, 2001; Gold et al., 2011; Marschall et al., 2011; Kogan et al., 2021).

Like a school curriculum, a library collection is not "a neutral assemblage of knowledge." Children's books are imbued with political, social, and moral meanings (Lerer, 2009; Botelho & Rudman, 2009). Whether the books on library shelves were selected in a way that reflects or reinforces local conservative or liberal preferences is a question for this study. On the one hand, school librarians may aspire to the vision of the library expressed in the American Library Association's Library Bill of Rights, which presents the library as a kind of all-inclusive "forum for information and ideas," facilitating access to "materials and information presenting all points of view on current and historical issues... not proscribed or removed because of partisan or doctrinal disapproval" (American Library Association, 2019). On the other hand, school libraries may be subject to the same kinds of political influences that affect other areas of education policy. Librarians may tailor the content of their collections to local

tastes. They may be compelled to avoid certain content because of laws, policies, or political pressure. School librarians may also play the role of "street-level bureaucrats," selecting materials according to their own values and interpretations of local policies (Weatherley & Lipsky, 1977).

4 Relevant Literature

4.1 Children's Books and the Representation of Historically Marginalized Groups

The issue of diversity in children's books has been a topic of research since at least the 1960's. In 1965, Nancy Larrick published "The All White World of Children's Books," an influential study on the representation of Black characters in children's literature. In it she reported that of over five thousand children's trade books published between 1962 and 1964, only 6.7% included a Black character (Larrick, 1965). In the 1980's, Rudine Sims Bishop advanced the study of children's books by introducing typologies for the portrayal of Black characters and introducing the "windows and mirrors" theory of children's literature (Bishop, 1990b; Salem, 2021). Since 1985, the Cooperative Children's Book Center (CCBC) at the University of Wisconsin, Madison has published annual statistics on diversity in children's literature. Over time, the scope of research in this area has expanded beyond Black authors/characters to include looking at portrayals of female characters and other historically minoritized groups, including native and indigenous people, LGBTQ+ people, and people with disabilities (Weitzman et al., 1972; Sims, 1983; Williams & Deyoe, 2014; Stringer-Stanback, 2011; Epstein, 2013; Crisp et al., 2016).

Recent research highlights both progress and also reasons for continued concern. Using artificial intelligence techniques, Adukia et al. (2021) quantified differences in skin tone in children's picture book illustrations. The authors found that although dark-skinned characters have become more common over time, mainstream award winners consistently depict lighter-skinned characters. Between 2015 to 2020, the number of books by and/or about individuals of color recorded by the CCBC tripled (Dickinson, 2023). Recent industry statistics also reflect tremendous gains in the sale of young adult (YA) LGBTQ fiction titles (Stewart, 2022). In a recent review of literature on the topic, the New America Foundation concluded that although gains have been made in the representation of other groups, white and male characters remain dominant (Armstrong, 2021).

This study relates most directly to empirical research on access to books with diverse representations in libraries. Using the OCLC WorldCat database, Virginia Williams and Nancy Deyoe used list-checking methods to characterize the availability of books portraying non-white characters, characters with disabilities, and LGBTQ characters in a sample of 5,002 academic, public, and school libraries (Williams & Deyoe, 2014). The authors found that more than a third of large libraries did not meet minimum thresholds for representation in these categories. Examining a single rural branch library in the South, Wickham and Sweeney (2018) found that books by white authors and books that privileged white characters were overrepresented and documented the presence of books with racist depictions in children's book collections. In a sample of counties from five Southeastern states, Stringer-Stanback (2011) found no relationship between county-level LGBTQ anti-discrimination ordinances and access to 23 YA LGBTQ non-fiction titles. Hughes-Hassell et al. (2013) found

that most of the 125 high school libraries they examined in one Southern State did not have meaningful LGBTQ collections based on searches for subject headings and the availability of 21 "core" titles. In related work, Williams and Deyoe (2015) searched for LGTBQ titles in 673 academic libraries with children's or YA collections, finding that many had few titles.

Although this study does not directly measure the diversity of collections, the issues of diversity and representation meaningfully intersect with contemporary debates over controversial books. In the racial reckoning after the death of George Floyd, for example, increased attention has been paid to whether classic children's books with racist or other offensive content should be revised or removed from circulation (Ishizuka et al., 2019; Picower, 2021; Cordner, 2023). While some book challenges have focused on books with racist language or imagery, many others have implicated books featuring characters of color or LGBTQ+ content (PEN America, 2022a). In some cases, the reason cited for these challenges have highlighted tensions between the goals of crafting diverse collections and other education interests. For example, challenges against books with LGBTQ+ characters or content have sometimes focused on the presence of graphic portrayals of sexual acts as the reason for the complaint (Natanson, 2023). In addition, books featuring characters of color may also engage with divisive topics such as police violence in ways that seem to run afoul of anti-CRT laws.

4.2 Politics and Public School Curricula

This study also relates to research on the politics of public school curricula (Apple, 1993; Pinar et al., 1995; Zimmerman, 2022). Although education has historically been an area where Democrats and Republicans are less sharply divided, partisan gaps on education issues have widened in line with increasing polarization overall (Houston, 2022). Recent polls highlight stark differences between Democrats and Republicans on whether and what children should learn in school about contentious topics such as slavery, gender, and sexuality (Hatfield, 2023; Polikoff et al., 2022a).

One related area of this literature uses content analysis to examine how education standards and texts vary across the United States. Porter et al. (2009) analyzed standards for English/language arts, math, and science standards in the pre-Common Core era, documenting substantial differences in what students were expected to learn and when across states. Hilburn et al. (2016) found that places that were not traditional "gateway states" for immigrants made fewer references to immigrants in U.S. History and Civics standards. Camica and Zhu (2019) found that LGBTQ topics were largely missing from state social studies standards, with the highest levels of representation in California. A recent study by the Southern Poverty Law Center documented vast differences in when and how American slavery appeared in state standards and popular texts (Shuster, 2018).

Also relevant is research on the impact of contemporary political environments on public schools. Kogan (2022) found negative effects of local "culture war" controversies on student achievement. Hartney and Finger 2022 found that mass partisanship explained most of school district reopening decisions during the COVID-19 pandemic.

4.3 Empirical Research on School Libraries

Lastly, this paper also relates to the empirical literature on school libraries. Research on access to school library programs shows that schools in low-income areas have less well-resourced libraries than those in high-income areas (Lance & Kachel, 2021; Pribesh et al., 2011). Numerous studies have found positive correlations between levels or changes in test scores and library resources, though these are typically estimated without robust controls (e.g., Lance & Kachel, 2018; Lance & Hofschire, 2012; Burgin & Bracy, 2003). Using a more rigorous design based on library openings and funding, Gilpin et al. (2021) and Karger (2021) found positive effects of (non-school) libraries on educational attainment and test scores. Nielen and Bus 2015 found that Dutch students with access to an enriched school library scored higher on reading comprehension tests.

5 Data and Measures

5.1 School Library Sample

My library sample consists of 6,631 schools – about 8.4% of all comparable traditional public schools and 19.8% of districts – from a broad and diverse set of school communities. Figure 1 plots the location of schools in my sample. My sample contains schools from all regions of the United States and from 48 states, excluding Hawaii, South Dakota, and the District of Columbia. (See Appendix Table A1 for the breakdown of school in my sample by state and age range.). Table 1 presents summary statistics for schools in my sample (column 1) and comparable schools (column 2) in the National Center for Education Statistics (NCES) Common Core Data (CCD) public school universe, a comprehensive directory of public schools in the U.S. Column (3) reports the t-statistic and p-value from a test of equivalence of columns (1) and (2).[2] Although statistically significant differences exist, schools in my sample are qualitatively similar to schools nationwide across many dimensions, including local political preferences, income, and per-pupil spending. Schools in my sample are slightly larger and serve a smaller share of Hispanic students. In addition, schools in the South and Northeast are overrepresented and schools in the Midwest and West are underrepresented.

[Figure 1 about here]
[Table 1 about here]

The schools in my sample were selected from a set of schools that use the same library and resource management platform. This popular school library system is used by 60% of public schools in the United States, according to promotional materials (Library Technology Guides, 2020). I limited my sample to these schools because the web-scraping tool I developed to collect data from library catalogs was designed for sites on this platform. I generated my sample as follows: First, I iterated through possible variations of web addresses for sites using this platform to identify "live" school library websites. For each "live" site, I was able to capture the name of the school as it appeared on the library webpage. (I was not able to collect other identifying information, such as state or school district.) I then matched my

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[2]Appendix Table A2 breaks down summary statistics separately for the elementary/middle and high school samples.

school libraries to entries for regular traditional public elementary, middle, and high schools in the SY 2020-21 NCES CCD files using school name. Since merging was based on name, my sample was limited to schools with unique names, excluding schools with common names like "Martin Luther King, Jr. Elementary."

5.2 Outcomes

The outcome data used for this analysis come from original data I collected on the availability of books with controversial content in school library collections. I collected this data using a web-scraping tool that searched publicly accessible school library websites for a particular book and captured data on the records returned by this search. I then coded whether or not a record for the book I was searching for was found in the catalog. In an ideal scenario, I would have been able to collect complete data on all records in a school library collection and then categorize books according to their content. Since this wasn't possible, I instead developed lists of representative titles for each type of controversial content I was interested in and searched for these titles in each library. This approach to analyzing the content of a library collection is called the "list-checking" method.

One limitation of the list-checking method is that leaves open the potential for measurement error due to the specific titles included on the lists. For example, if my lists of LGBTQ+ titles somehow excluded LGBTQ+ titles that were popular in conservative areas, I might falsely conclude that LGBTQ+ titles were more popular in liberal areas based on my data, though I find this unlikely. To minimize this risk, I used national sources to develop my lists whenever possible, as discussed below. Another potential limitation is that the data generation process itself was not error-proof. My web-scraping program could fail because of slow loading times, changes in page layout, changes in site security, or other issues. I re-ran apparent failed searches to minimize this concern. Finally, it is worth noting that library catalog records may not fully reflect student access to library materials. For example, I do not observe whether access to a book with controversial content was limited to older students or if the book was kept behind the librarian's desk.

[Table 2 about here]

Table 2 describes the lists of books I searched for to generate this data. First, I searched for books that were likely to appear in school library collections – namely, books that had received prestigious literary awards and recent New York Times best-sellers in children's or young adult categories. These data were used for descriptive purposes. Second, I searched for books that deal with controversial/ideological content. These included books with LGBTQ+ content or characters[3], contentious books on race/racism, and books that deal with abortion – three areas that have been at the center of conservative-led book challenges. I expected to find fewer of these titles in school libraries in conservative areas. I also searched for Christian fiction series and books – including the popular Berenstain Bears series – and six titles by

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[3]I developed separate lists of LGBTQ+ titles for elementary/middle schools and high schools to ensure that the titles were relevant for these school populations. To do this, I searched for Rainbow List titles in subsampls of elementary/middle and high schools and then took the most popular titles in each sample based on these pre-searches. I used a similar process to generate a list of the most popular award-winning titles for my children's and young adult award winner lists.

Dr. Seuss that were pulled from publication in 2021 because of racist imagery (Pratt, 2021). I expected to find fewer of these titles in liberal areas because librarians would have removed these titles from library shelves.

The titles on my lists of representative titles were compiled from a number of sources, including American Library Association book lists, book recommendation sites such as GoodReads and BookRiot, a list of objectionable titles compiled by a Texas state representative, and other sources. I refined my lists by conducting practice searches in small samples of schools and eliminating titles that were inefficient to search for because they returned long lists of non-matches or were not common in library collections. Some titles appear on multiple lists. For example, *The Hate U Give* by Angie Thomas appears both on the list of titles related to race/racism and the list of recent best sellers in the young adult category. *McElligot's Pool* by Dr. Seuss is on the list of children's award-winners and is also a discontinued Dr. Seuss title. For details on the sources used to construct these lists, see Appendix A. Complete lists of titles are available in Appendix D.

Most of my library searches were conducted between May and August 2022. In October 2022, I conducted a second round of searches in my original high school sample for 65 young adult LGBTQ+ titles that were published between June 2022 and August 2022, after the conventional close of SY 2021-22.[4] Data on the availability of these 65 recently published LGBTQ+ titles were used to create the outcomes of interest for my book ban analysis (RQ 3). Since these were very recently published books that had not received specific accolades or recognition, the hit rate when searching for these titles was much lower than for other lists of controversial content, with only 1% of searches resulting in a positive "hit" and only 25 of the 65 titles appearing in any library.

5.3 Predictors

5.3.1 Local Political Preferences

I measure local political preferences using the margin that voted for Republican candidate Donald Trump over Democratic candidate Joe Biden in the county in which the school is located in the 2020 presidential election. I calculated this by taking % Trump - % Biden in the county and standardizing that value separately within the elementary/middle school (unstandardized mean=2.35 SD=33.2) and high school (unstandardized mean=9.97, SD=33.3) samples. This can be interpreted as a measure of local conservatism. For context, a one standard deviation increase would roughly be equivalent to moving from swing county Erie County, PA (+1 Biden) to solidly conservative Jessamine County, KY (+32.5 Trump) outside Lexington, KY (CNN, 2020). County-level elections results come from the MIT Elections Data and Science Lab. I match schools to counties using the 2021 NCES School District Geographic Relationship files.

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[4]This second round search included 1,371 of the 1,391 schools libraries in my original high school sample. Some schools were omitted because of changes to the library website that meant they could not be searched again.

5.3.2 State Laws and Policies

The past couple years have seen a wave of proposed legislation that seeks to limit how public schools teach controversial topics. Anti-Critical Race Theory (CRT) laws target how educators talk about race and racism. My data on anti-CRT laws and actions come from a database maintained by Education Week (Schwartz, 2021b). I use these data to create indicators for proposed/enacted anti-CRT laws or similar actions. At the time of writing, 17 states had implemented anti-CRT actions of the 42 where such actions have been proposed.[5]

In 2022, Florida Governor Ron DeSantis signed into law the Parental Rights in Education Act, also known as the "Don't Say Gay" Act, which prohibits the discussion of sexual orientation or gender identity for children before third grade. A month later, Alabama passed a similar law. I compiled data on LGBTQ+-related laws from several sources: Sawchuk (2021), Prescott (2021), Sosin (2022), Movement Advancement Project (2022), and PEN America's Index of Educational Gag Orders (2022). I limit my sample to recent laws that include specific language on sexual orientation and/or gender identity and impose restrictions on how these concepts are taught or discussed broadly, excluding laws that focus only on sex education. At the time of writing, twelve other states had considered laws to restrict the way sexual orientation and/or gender identity are discussed in public schools, which I refer to as "anti-LGBTQ+" laws. In addition, seven states had enacted laws that require that state standards include LGBTQ+ people or history. (See Appendix A8 for details on state-level policies.)

5.3.3 Books Challenges

My data on book challenges come from two sources: (1) PEN America's Index of School Book Bans and (2) the Book Censorship Database by Dr. Tasslyn Magnusson. I use these sources to construct district-level data on (1) whether a district was implicated in a book challenge in the 2021-22 school year, and (2) the number of titles implicated in the challenge, which I code as the greater of the challenged titles from the two data sources.[6] I use the phrase "book challenge" instead of "book ban" to clarify that not all challenged titles were permanently removed from library shelves or subjected to long-term restrictions. For descriptive statistics, I collect data on the state- and county-level presence of chapters of eight conservative groups that have been implicated in book challenges (PEN America, 2022a). (See Appendix C for detail).

5.4 Controls

5.4.1 Library Size

Since a larger library is more likely to have any given book, accounting for library size is key to interpreting the presence or absence of a particular title. I was not able to collect data

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[5]Most anti-CRT actions included here are laws. A handful states have taken action through other means (e.g., executive orders or legally binding court decisions). Almost all anti-CRT actions were implemented in 2021.

[6]Dates of book challenges are not uniformly available. The earliest recorded book challenge in these data occurred in July 2021 and the latest occurred in June 2022.

on the total number of books in a library. Instead, I collected data on a proxy measure that I expected to correlate with collections size: namely, the number of search results returned when searching for the word "the." "The" is the most frequently occurring word in book titles.[7] The intuition behind using this as a proxy for library size is that we would expect the number of books with "the" in the title to represent a relatively stable share of all books in a collection. To assess this intuition, I compared the number of hits returned when searching for "the" to the actual number of books in 116 Colorado public school libraries for which data on collection size was available online (Library Research Services, 2018). The correlation between this "the" proxy and the actual number of books was $\rho = 0.31 (p - value < 0.05)$. To convert his measure into something more interpretable, I used this sample of Colorado libraries to identify the parameters to linearly transform my proxy into an estimated number of books. These estimates range from 7,452-13,828 (SD=1,209) in the sample. The mean estimated number of books for libraries in my sample was 9,943, compared to $\sim 12,800$ in the most recently available national estimates from 2010-11 (NCES, 2011). I take the natural logarithm of this value to control for collections size in my regression analysis. Appendix B contains additional detail on the construction and validation of this control measure.

5.4.2   Library Acquisitions

Another important dimension of library collections is how up-to-date its holdings are. Librarians typically measure this using the acquisitions rate, which is defined as the number of new titles added to a collection in a year divided by the total number of titles in the collection (Matthews, 2017). I was not able to observe when a book was added to a library, but I was able to observe the year of publication as reported in the library catalog. I also was not able to reliably search for all books published in a given year. Instead, I created a proxy measure based on the search results returned for words that often appear in book titles, building off the intuition behind my approach to estimating library size. First, I generated a list of six words that commonly appeared in the book titles of children's books: boy, like, girl, dark, future, and me. These words were selected by trial and error from a rank-ordered list of words used in the titles of New York Times Best Sellers (Dhruvil, 2020). I chose common words because I expected the number of hits returned when searching for common words would be less sensitive to the presence or absence of any particular title. I searched for multiple words to further reduce measurement error. Using my web-scraping tool, I searched the libraries in my sample for each of the six words and recorded: (1) the total number of hits returned when searching for that word, and (2) the number hits for titles that were published in 2021 or 2022. I then calculated a word-level acquisitions rate as follows:

$$Acq\widehat{Rate}_{ws} = \frac{RecentPub_{ws}}{Total_{ws}},$$

where $RecentPub$ is the number of titles published in 2021 or 2022 returned by the search for word w in library s and $Total$ is the total number of titles returned for that search. As constructed, this measure theoretically ranges from 0 to 1 and indicates the proportion of search results that were made up of recently published titles.

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[7]Based on the author's calculations using titles of New York Times best sellers from 2009 to 2019 in children, young adult, picture book, paperback or hardcover fiction, nonfiction, and graphic novel categories.

To assess the validity of this measure, I correlated these word-level acquisition rates with the number of recent best sellers in the library catalog. The word-level rates were highly correlated with the presence of recent best sellers, suggesting these word-level rates are a valid measure of collections currency. The word-level acquisitions rates also have high internal consistency (Cronbach's alpha=0.84), justifying aggregating these estimates into a single measure. I define a single library-level measure of acquisitions by taking the average of these word-level estimates and multiplying by 100 for ease of interpretation.[8] The mean acquisitions rate in my sample was 1.71 (SD=2.0).[9] See Appendix B for additional detail.

5.4.3 Other Controls

Other controls included in my primary specification are (1) log total enrollment and (2) an indicator for being a middle school (elementary/middle school sample only). School-level demographic data come from the SY 2018-19 CCD. I use data from SY 2018-19 to avoid irregularities in reporting or temporary shifts in student population due to Covid-19.[10] District-level spending data is from the CCD FY 2019 fiscal files and district-level neighborhood income data is from the 2018-19 EDGE School Neighborhood Poverty Estimates. I merge schools to counties using the 2021 NCES School District Geographic Relationship files.

6 Methods and Models

I start by addressing RQ 1 (local politics). First, I consider summary statistics for my outcome measures. I then examine descriptive statistics breaking down the availability of books with controversial content for school libraries in more and less conservative areas. Finally, I use linear probability models to estimate the relationship between local conservatism and the probability of having a title from a particular list of controversial titles. My preferred specification is as follows:

$$BookFound_{sb} = \alpha_0 + \alpha_1 MarginRep_s + \delta X_s + \epsilon_{sb}, \tag{1}$$

where s indexes school and b indexes the book. I estimate these models separately for each type of controversial content using a school-by-book dataset restricted to books on the list for that content area. The outcome for this analysis ($BookFound$) is an indicator variable that is equal to 1 if book b was found in school library s and 0 if not. The key

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[8]There is some missingness for word-level estimates. Eighty-two percent of schools have non-missing data for all 6 words.

[9]The most recently available NCES estimates indicate that the average school library had 2,188 books per 100 students and replaced 89 per 100 students in a year (NCES, 2013). This would imply an acquisitions rate of around 4%, higher than my estimates. I note that even if the magnitudes of my estimates are low, these measures are valid as control variables provided that they are correlated with the true acquisitions rates.

[10]I match $\sim$ 99% of schools in the 2020-21 records to 2018-19 demographic data merging by 12-digit NCES ID (used throughout). NCES IDs are generally stable for traditional public schools but may change if, for example, a school changes districts (NCES, 2021a; White, 2021).

predictor ($MarginRep$) is the standardized margin that voted for Republican candidate Donald Trump over Democratic candidate Joe Biden in 2020, as described. The coefficient of interest is α_1. α_1 can be interpreted as the predicted percentage point difference in the probability of finding a title from that particular book list for each standard deviation increase in support for the Republican candidate. X_{sc} is a vector of basic controls: log enrollment, log (estimated) number of books, (estimated) acquisitions rate, and an indicator for middle schools (middle/elementary school sample only). When I estimate this model using the list of six Dr. Seuss books that have been pulled from publication, I also control for the number of titles by Dr. Seuss or his protégé P.D. Eastman found in the library. I do this to adjust for differences in preferences across libraries for early reader picture books. Standard errors are clustered by county.

I then address RQ 2 (state laws/policies). I do this using a linear probability model that estimates the relationship between state-level anti-CRT and anti-LGBTQ+ policies and the probability of finding a book from the race/racism or LGBTQ+ book lists. My preferred specification is as follows:

$$TitleFound_{sbk} = \delta_0 + \delta_1 AntixEnact_k + \delta_2 Anti_k + \gamma Z_s + \epsilon_{sbk}, \tag{2}$$

where k indexes the state. $Anti$ is a state-level indicator that is equal to 1 if an anti-CRT/LGBTQ+ law or action had been proposed in the state, regardless of whether or not it had been enacted. $AntixEnact$ is a state-level indicator that is equal to 1 if the policy had been enacted. The vector of controls (Z_s) includes the measure of local conservatism ($MarginRep$) in addition to the controls included in equation 1. I include local conservatism in this model because I am interested in whether state policies predict differences in the availability of controversial content above and beyond what would be expected given local politics. Standard errors are clustered by county. For the Anti-CRT specification, I estimate this model using a school-by-book dataset of titles from the race/racism book list. I also separately estimate this model separately using a school-level dataset of indicators that are equal to 1 if the school has a title related to the *1619 Project*, a controversial retelling of U.S. history that centers the experiences of Black Americans and has been an explicit focus of some anti-CRT laws (Schwartz, 2021a). For the anti-LGBTQ+ specification, I estimate this model separately using school-by-book datasets for the elementary/middle and high school LGBTQ+ book lists. I also separately consider titles from theses lists that deal with gender/sexuality and other kinds of LGBTQ+ content.[11] The LGBTQ+ specification also includes the state policy indicator Pro, which is equal to 1 if the state had enacted a law requiring that LGBTQ+ people or history be included in state standards.

Finally, I address RQ 3 (book challenges). I start by presenting descriptive statistics on the characteristics of schools in my sample affected by book challenges. I then estimate the following linear probability model using a school-by-book dataset of titles from the list of 65 recently published LGBTQ titles:

$$NewLGBTQFound_{sbd} = \kappa_0 + \kappa_1 Challenge_d + \kappa_2 NLGBTQTitles_s + \mu Z_s + \epsilon_{sbd}. \tag{3}$$

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[11] I distinguish which books on my list that deal with gender identity or expression using content tags from https://queerbooksforteens.com/find-books/ or based on quick internet searches.

Here, the outcome $NewLGBTQFound$ is an indicator variable that is equal to 1 if book b from the list of 65 recently published LGBTQ+ young adult titles was found in school library s in district d in October 2022. $Challenge$ is an indicator that is equal to 1 if the district the school is located in had been subject to a book challenge in SY 2021-2022. $NLGBTQTitles$ is the number of LGBTQ+ titles from the main high school LGBTQ+ list that were found in the library in the first round of searches. Controlling for the number of older LGBTQ+ titles allows me to adjust the library's prior preferences for LGBTQ+ content. Z_s contains both basic controls and the measure of local conservatism. Standard errors are clustered by district. κ_1 is the coefficient of interest, representing the controlled difference in probability of having a new LGBTQ+ title for schools in districts that were subject to a challenge relative to those that were not. Note that while I interpret the number of older LGBTQ+ titles as a baseline measure of preferences, if it were true that book challenges caused libraries to weed out older LGBTQ+ titles from their collections, I might underestimate preferences for LGBTQ+ content for schools affected by challenges. This could lead to underestimating κ_1.[12] Negative estimates of κ_1 would be consistent with book challenges having "chilling effects" on the acquisition of LGBTQ+ content; that said, this is not a causal identification strategy and these estimates cannot be interpreted as reflecting a causal effect. I conclude by considering several additional pieces of evidence that support the theory that book challenges have negatively impacted the acquisition of new LGBTQ+ content.

7 Results

7.1 Library Content and Local Politics

7.1.1 Summary Statistics: Library Content

Table 3 presents summary statistics on the availability of books from my book lists from my full sample. Two findings bear noting. First, award-winning titles and recent best sellers are very popular. Titles from these lists were found in almost all schools in my sample. Second, most libraries in my sample have at least some books that deal with controversial content. Almost every high school (96-97%) had at least one title from the LGBTQ+, race/racism, and abortion book lists. More than three-quarters (78%) of elementary/middle schools in my sample had at least one LGBTQ+ title and half had 3 or more. Close to two-thirds (63%) of schools had at least one Dr. Seuss title that has been pulled from publication because of racist imagery. In addition, most (83%) of elementary/middle schools had at least one Christian fiction title, though this finding was sensitive to the inclusion of the popular Berenstain Bears series; the share of libraries with a Christian fiction title would drop to 42% excluding this series.

[Table 3 about here]

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[12]Anecdotally, I do not find evidence that large numbers of titles were removed from library catalogs in SY 2021-22.

7.1.2   Library Content in Liberal and Conservative Communities

Figure 2 summarizes the availability of titles from each controversial book list by local conservatism, defined as quartile margin of support for Republican candidate Donald Trump relative to Democratic candidate Joseph Biden in the 2020 presidential election. Schools in my sample in conservative areas have fewer LGBTQ+ titles, fewer titles related to race/racism, and fewer titles related to abortion than schools in liberal areas. Schools in conservative areas have more Christian fiction titles and discontinued Dr. Seuss books. Similar patterns are found when looking at the percent of schools with any title from a specific book list, though these differences are less pronounced than might be expected. Even in the most conservative counties, 96% of high schools had at least one contentious title on race/racism, 95% had at least one title on abortion, and 94% had at least one LGBTQ+ title. The political gap is wider for LGBTQ+ content in elementary/middle school libraries, where only 70.1% of elementary/middle schools in the most conservative counties had any LGBTQ+ title in their library compared to 82.8% in the most liberal. I note that these findings are based on schools in my sample and may not be representative of gaps in access nationwide.[13]

[Figure 2 about here]

As additional evidence that library content is political, I also find that the prevalence of one type of controversial content is related to the prevalence of another. Appendix Tables A3 and A4 show that the number of LGBTQ+ titles is positively correlated with the number of titles on race/racism or abortion and negatively related to the number of Christian fiction and discontinued Dr. Seuss titles. These patterns are consistent with expected preferences for liberal and conservative communities, foreshadowing the analysis to come.

7.1.3   Controlled Estimates

Local political preferences are strongly related to controversial content in school libraries. Table 4 presents estimates of α_1 from equation 1 estimated separately for each book list. A one standard deviation increase in conservatism is associated with a 3.2 percentage point decrease in the probability that a high school has a title from the race/racism book list, a 20% decrease relative to the outcome mean. In elementary/middle schools, a one standard deviation increase in conservatism is associated with a 1.9 percentage point (21%) reduction in the probability of having an LGBTQ+ title. In high schools, a one standard deviation increase in conservatism is associated with a 4.0 percentage point (12.9%) decrease in the probability of having a popular LGBTQ+ title. Local conservatism is also negatively related to the number of titles on abortion. Conversely, local Republican support is positively associated with both the number of Christian fiction titles and discontinued Dr. Seuss books.

[Table 4 about here]

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[13]Appendix Table A5 breaks down library content by quartile conservatism and presents the results of statistical tests of equivalence of means for schools in the least and most conservative areas.

The results in Table 4 are robust to alternative specifications. Appendix Table A6 presents results from robustness checks that estimate models with additional demographic controls, state fixed effects, and alternative measures of local political preferences. Point estimates are practically indistinguishable across specifications. Appendix Table A7 summarizes results from leave-one-out specifications that test the sensitivity of these results to omitting any single book title. Results remain significant and are not dramatically changed by dropping any single title from the book list.

7.2 State Policies

7.2.1 Anti-CRT Policies

Anti-CRT laws are not associated with the number of titles on race/racism overall but are negatively associated with titles related to *The 1619 Project*.[14] Columns 1 and 2 of Table 5 present estimates of δ_1 and δ_2 using data on all 72 titles from the race/racism book list. Although uncontrolled models suggest a negative relationship between anti-CRT laws and books on race/racism, this relationship becomes insignificant when including controls. Columns 3 and 4 present similar estimates where the outcome is a school-level indicator for having a book related to *The 1619 Project*, which are found in 7.6% of high schools in my sample. Schools in states with anti-CRT laws are 3.5 percentage points less likely to have a title related to *The 1619 Project*, a 46% reduction relative to the sample mean.[15]

[Table 5 about here]

7.2.2 Anti-LGBTQ+ Policies

Recent laws that restrict curricular content related to gender/sexuality are negatively associated with LGBTQ+ content in elementary/middle school libraries. Controlled estimates in column 2 of Table 6 imply that being in one of the two states with an anti-LGBTQ+ law is associated with a 2.3 percentage point (25.6%) decrease in the probability of finding an LGBTQ+ titles in elementary/middle schools. Point estimates are larger when I estimate the model separately for books on the LGBTQ+ list that deal with gender identity or expression (column 3) compared to estimates using other books on the list (column 4). In high schools, there is no significant relationship between anti-LGBTQ+ laws and books related to LGBTQ+ content overall, but a significant negative relationship exists for books that deal with gender expression/identity (column 7). These findings are consistent with recent polls that find there is more public concern about exposure to LGBTQ+ content for younger children than for high school students and that there is more opposition to content related to gender identity than to other types of LGBTQ+ content (Polikoff et al., 2022b).

[Table 6 about here]

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[14]Titles coded as *The 1619 Project* include *The 1619 Project*, *The 1619 Project: A New Origin Story*, and *The 1619 Project: Born on the Water*, a picture book inspired by *The 1619 Project*.

[15]I note that this relationship fails to meet the threshold for statistical significance at the threshold of $p-value < 0.05$ if standard errors are clustered by state instead of county.

7.3 Book Challenges

7.3.1 Descriptive Statistics

I identify 82 schools in 43 districts in my sample that were subject to book challenges in SY 2021-22, plotted in Appendix Figure A1.[16] Table 7 presents descriptive statistics for schools in my sample that did (column 2) and did not (column 3) face book challenges. My data suggest that book challenges are not primarily a phenomena of conservative communities. In my sample, schools in districts subject to book challenges are located in slightly *less* conservative areas and had more titles from the LGBTQ+, race/racism, and abortion book lists than those that did not.[17] Schools subject to book challenges were more likely to be located in states with laws that restrict curricular content and in areas covered by conservative groups: 56% of schools that faced challenges were in a county with a local chapter of a conservative group associated with book challenges compared to 26% of schools that did not.

[Table 7 about here]

7.3.2 Controlled Estimates

Estimates in Table 8 indicate that book challenges in SY 2021-22 are associated with a decrease in the acquisition of recently published LGBTQ+ titles the following fall. Columns 3 and 6 present results from my preferred specifications of equation 3. Recently published LGBTQ+ titles were 0.55 percentage point less likely to be found in school libraries in districts that were subject to book bans, a 55% reduction in probability relative to the mean of 1%. The number of challenged titles is also negatively related to the number of new LGBTQ+ titles. Each additional challenged title is associated with a reduction in the probability of finding a new LGBTQ+ title of 0.03 percentage point (3%). Preferred estimates (with demographic controls) are similar to models that include only basic controls (columns 2 and 5). As a robustness test, I also estimated leave-one-out estimates. I find that dropping any individual title does not meaningfully change my findings. All estimates from leave-one-out models remain negative and statistically significant.

[Table 8 about here]

7.4 "Pre-Trends" and Placebo Tests

This analysis of book bans is not a causal identification strategy, but estimates of κ_1 would be more convincing if two things were true: (1) if districts that did and did not face book challenges in SY 2021-22 appeared to be similar in their patterns of LGBTQ+ acquisitions before SY 2021-22, and (2) if the model predicted significant relationships between book

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[16]My sample of schools subject to book bans is drawn disproportionately from Florida (20 schools), North Carolina (19), and Georgia (11). Other states contribute <= 5 schools.

[17]Descriptively, the largest number of schools subject to book challenges were located in counties in the second most conservative (3rd) quartile and the smallest were in counties in the most conservative (4th) quartile.

challenges and books that were added *after* SY 2021-22 but did not predict changes in books that had been added before (placebo tests).

If estimates in Table 8 reflected the true effect of book challenges on the acquisition of new LGBTQ+ titles, we would expect to see that schools that faced book challenges and schools that did not had similar patterns in the acquisition of LGBTQ+ content before these challenges. This would support the proposition that the significant estimates for book challenges reflected a true "chilling effect," instead of, for example, already-declining interest in LGBTQ+ titles in affected schools that was not related to these challenges. (A comparison can be made between this analysis and checking the assumption of parallel trends in a difference-in-differences research design). I am not able to observe the acquisition of LGBTQ+ content over time since I have only captured data from two time periods and neither is from before the period of intense book challenges. Nonetheless, I can approximate a pre-trend analysis using cross-sectional data by looking at patterns in the availability of older LGBTQ+ titles by publication date.

Titles on this list were published between 2005 and 2020. (See Appendix Figure A2 for the distribution of titles by year). I calculated the percent of all titles on that list published in a given year that were found in each school library and collapsed these into publication-year specific means for libraries in districts that did and did not face book challenges. These are plotted in Appendix Figure A3. The average "hit rates" for schools in book challenge and non-book challenge districts follow very similar trajectories over publication year.[18] Most importantly, I do not find evidence that schools that faced book challenges were dramatically decreasing LGBTQ+ purchases of books published in more recent years relative to those that did not.

As another test of my model, I conduct a type of placebo test by estimating equation 3 using titles from my race/racism, abortion, and award-winning book lists as my outcome. If I were able to identify positive effects on these "baseline" outcomes, that would be inconsistent with my model reflecting a true effect. Reassuringly, none of the estimates in Table A9 are significant. While this additional evidence does not prove that estimates in Table 8 represent a causal effect, it is consistent with those estimates representing a true relationship.

8 Discussion

In this paper I present new evidence on the content of school library collections and how it relates to local political environments using original data collected from 6,631 public school libraries. My findings sometimes conform and sometimes break with expectations.

First, I find evidence that school library collections – like other areas of education policy – reflect partisan politics. There are fewer books that deal with LGBTQ+ characters or themes and books that deal with race/racism or abortion in conservative areas. Conversely, classic Dr. Seuss titles with offensive illustrations and titles written for Christian audiences are more likely to be missing from libraries in liberal areas. These relationships translate into meaningful differences in access to certain types of material: controlled estimates imply

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[18]Fluctuations over time likely reflect differences in the number and popularity of titles on the list that were published in that year, and are not necessarily associated with trends in the acquisition of LGBTQ+ materials.

that a one standard deviation increase in the Republican margin is associated with a 3.2 percentage points (20%) decrease in the probability that it has a title from the race/racism book list and a 4.0 percentage point (12.9%) decrease in the probability it has an LGBTQ+ title. In our decentralized education system, it appears to be the case that a community's preferences – which might sometimes be called its politics, its values, its biases, or its bigotry – are related to the types of books available on library shelves.

At the same time, I also find that at least some controversial content is available in most school libraries. Even in the most conservative areas, most schools had at least some titles from the typically liberal book lists. This finding suggests that most school libraries are still functioning as spaces where students can find books that deal with difficult subject matter, including books that some parents, policymakers, and political organizations may find objectionable. To the extent that serving as this kind of free space is an important policy goal for school libraries, I find evidence that they are succeeding.

The most policy-relevant findings of this paper relate to recent political actions that target public school curricula and library content. First, I find that state laws that limit how public schools teach contentious topics are related to differences in some kinds of library materials above and beyond what would be predicted by local political preferences alone. Anti-CRT laws are negatively related to access to books related to the presence of books related to *The 1619 Project*. Anti-LGBTQ+ laws are also negatively associated with LGBTQ+ content in elementary/middle schools. I also present short-term descriptive evidence that book challenges in the 2021-22 school year were associated with decreases in the addition of new LGBTQ+ titles the following fall, consistent with "chilling effects" on the acquisition of controversial content. This finding is bolstered by a recent survey conducted by the School Library Journal that showed that 37% of librarians reported that book challenges were influencing the books they purchased for their collections (Cockroft, 2023).

One limitation of this research is that it captures data on school libraries at a time when many school library collections and selection policies are in flux. Future research on this topic should consider longer-term trends in the politicization of library books. Another limitation of this research is that it does not capture how changes in access to certain kinds of materials affect students, schools, and librarians. Future work in this area should expand the types of data collected and the kinds of outcomes considered to include measures of school climate, student attitudes, and school/community trust.

The recent flurry of political activity around school libraries has alarmed librarians, animated activists, occupied administrators, and captured public attention as a microcosm of our polarized society. On the one hand, there are those who regard this movement as a necessary reckoning and force for empowering parents through democratic processes. On the other, there are those who view this conflict as a threat to free speech, an attack on the integrity of our education systems, an act of political opportunism, or a moral panic. In any case, this study suggests one short-term consequence of this activity may be reduced access to certain kinds of books on library shelves. The longevity of these "culture wars" – and their long-term effects on students and schools – remains to be seen.

Figure 1: School Library Sample Location
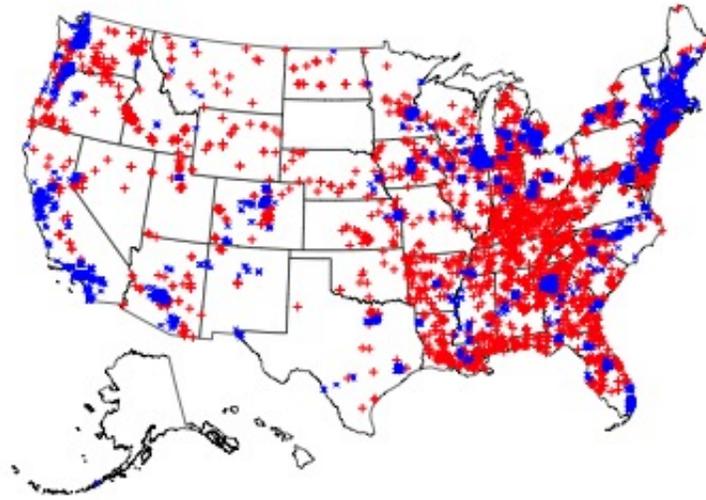
N=6,631. Red dots indicate schools in sample in counties that voted for Trump in 2020. Blue dots indicate schools in sample in counties that voted for Biden.

Figure 2: Controversial Content and Local Political Preferences

(a) Number of Controversial Titles

Elementary/Middle

High School

■ Q1 (Least Conservative)	■ Q2
■ Q3	■ Q4 (Most Conservative)
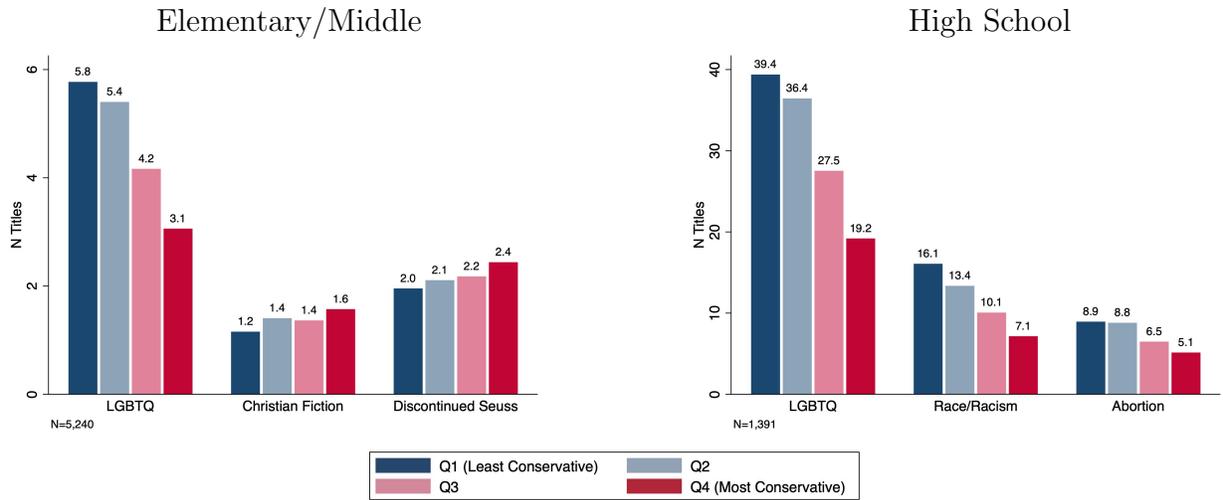
(b) Percent Libraries with Any Title

Elementary/Middle

High School

20
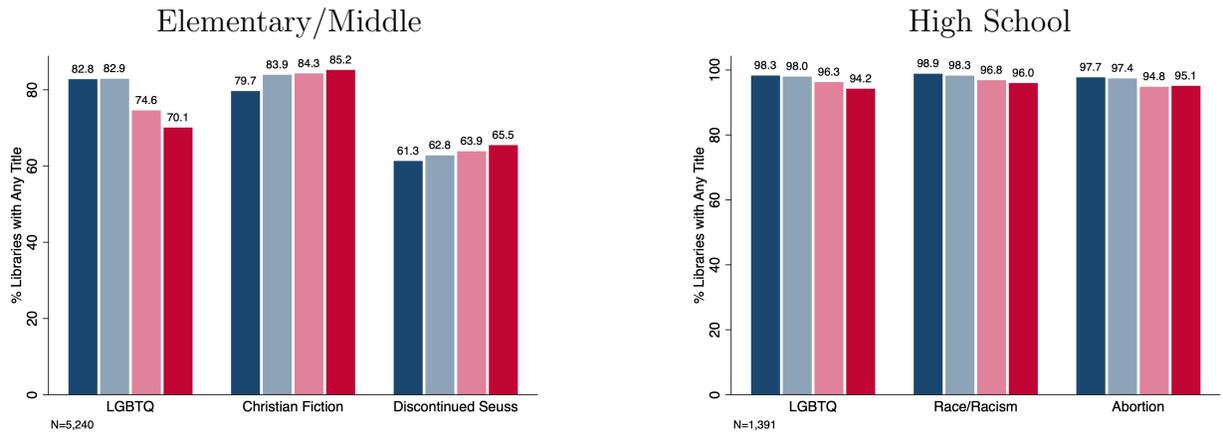
Table 1: School Library Sample Summary Statistics

	Full CCD (1)	Sample (2)	t-stat (p-value) (3)
A. Number of Schools			
Elementary	47,665	3,573	
Middle	14,968	1,667	
High	16,007	1,391	
School Districts	12,661	2,509	
B. School Characteristics			
Total Enrollment	576	669	9.25 (0.00)
	[78,640]	[6,631]	
Proportion White	0.53	0.57	2.56 (0.01)
	[78,479]	[6,631]	
Proportion Black	0.13	0.15	1.98 (0.05)
	[78,479]	[6,631]	
Proportion Hispanic	0.23	0.19	-3.43 (0.00)
	[78,479]	[6,631]	
Income-to-Poverty Ratio	321.2	339.4	4.75 (0.00)
	[78,640]	[6,631]	
Per-Pupil Expenditure	$13,142	$13,201	0.45 (0.65)
	[78,640]	[6,592]	
Margin Republican (2020)	3.21	3.95	0.56 (0.58)
	[78,477]	[6,631]	
C. Location			
Northeast	0.16	0.18	1.19 (0.23)
Midwest	0.26	0.22	-3.74 (0.00)
South	0.35	0.40	2.35 (0.02)
West	0.22	0.21	-0.97 (0.33)
City	0.25	0.18	-5.58 (0.00)
Suburban	0.33	0.41	6.05 (0.00)
Town	0.13	0.14	1.45 (0.15)
Rural	0.30	0.27	-2.63 (0.01)
	[78,640]	[6,631]	

Limited to regular traditional public elementary, middle, and high schools as indicated in the CCD (SY 2020-21). Excludes schools located outside of the 50 U.S. states (including schools in the District of Columbia). Full sample is limited to schools that merged to 2018-19 CCD data (dmeographic data). T-statistic and p-values in column (3) were generated by regressing the variable indicated in the column on an indicator for whether or not the school appeared in the sample and taking the t-statistic and p-value for the coefficient on that indicator with standard errors clustered by school district. Per-pupil expenditures calculated using total current expenditure for elementary/secondary education divided by district membership in FY 2019 CCD fiscal files. Observations in parentheses.

Table 2: Book Lists

	Sources	Number of Titles	
A.Elementary/Middle Schools			
Children's Award Winners	Caldecott Winners/Honors (1938-2002)	100	May-Aug 2022
	Newberry Winners (1922-2012)		
LGBTQ+	ALA Rainbow Books List (2008-2021)	49*	May-Aug 2022
Christian Fiction Series	Various Online Sources	23	May-Aug 2022
Problematic Dr. Seuss	List of Titles Pulled from Publication	6	May-Aug 2022
Best-Selling Middle Grades	NYT Best Sellers	51	May-Aug 2022
Best-Selling Picture Books	NYT Best Sellers	98	May-Aug 2022
B. High Schools			
YA Award Winners	Alex Award Winners (1998-2021)	100	May-Aug 2022
	Printz Winners (2000-2021)		
LGBTQ+	ALA Rainbow Books List (2008-2021)	100	May-Aug 2022
Racism	Senator Krauss Challenged Titles	72	May-Aug 2022
	ALA Frequently Challenged Books		
	Other Sources		
Abortion	Senator Krauss Challenged Titles	50	May-Aug 2022
	Other Sources		
Best-Selling YA	NYT Best Sellers	72	May-Aug 2022
Recent LGBTQ+ YA	Reads Rainbow	65	October 2022

See Appendix A for details on the sources for each list of books. See Appendix D for a complete lists of book titles. * *Red: A Crayons' Story* by Michael Hall, a picture book about a red crayon who knows he is blue that has been interpreted as an allegory about transgender children, was found in *all* elementary/middle school libraries in my sample. I dropped this title from my list of LGBTQ+ books both because it was an outlier and because its LGBTQ+ content is somewhat ambiguous.

Table 3: School Library Content

		Proportion Has Any (1)	Avg Number (2)	Total (3)
A. Elementary/Middle Schools				
Children's Award Winners		0.99	40.54	100
			(18.84)	
Best Sellers (Middle Grades)		0.92	6.09	51
			(5.53)	
Best Sellers (Picture)		0.94	14.15	98
			(9.58)	
	Obs	[3,573]	[3,573]	
LGBTQ+		0.78	4.60	49
			(5.99)	
Christian Fiction		0.83	1.37	23
			(1.05)	
Dr. Seuss/P.D. Eastman		0.91	28.58	
			(20.20)	
Discontinued Dr. Seuss		0.63	2.17	6
			(2.12)	
	Obs	[5,240]	[5,240]	
B. High School				
Young Adult Award		0.98	29.09	100
			(15.84)	
Best Sellers (Young Adult)		0.91	13.71	72
			(12.44)	
LGBTQ+		0.97	30.65	100
			(22.29)	
Race/Racism		0.97	11.67	72
			(7.90)	
Abortion		0.96	7.34	50
			(4.62)	
	Obs	[1,391]	[1,391]	

Column 1 presents the proportion of schools in the sample with any title from the indicated list. Column 2 presents the average number of titles from that list. Column 3 presents the total number of titles on that list. There are fewer observations for best-selling picture books because I only search for these in elementary schools.

Table 4: Controlled Relationships: Local Politics and Controversial Content

A. Elementary/Middle	LGBTQ+ (1)	LGBTQ+ (2)	Christian Fiction (3)	Christian Fiction (4)	Discontinued Seuss (5)	Discontinued Seuss (6)
Margin Republican (std)	-0.021***	-0.019***	0.007***	0.008***	0.031***	0.024***
	(0.01)	(0.00)	(0.00)	(0.00)	(0.01)	(0.01)
Basic Controls		X		X		X
N Seuss/Eastman						X
Observations	256,760	256,760	120,520	120,520	31,440	31,440
Outcome Mean	0.09	0.09	0.06	0.06	0.36	0.36

B. High School	LGBTQ+ (1)	LGBTQ+ (2)	Race/ Racism (3)	Race/ Racism (4)	Abortion (5)	Abortion (6)
Margin Republican (std)	-0.074***	-0.040***	-0.047***	-0.032***	-0.029***	-0.015***
	(0.01)	(0.01)	(0.00)	(0.00)	(0.00)	(0.00)
Basic Controls		X		X		X
Observations	139,100	139,100	100,152	100,152	69,550	69,550
Outcome Mean	0.31	0.31	0.16	0.16	0.15	0.15

Coefficient estimates from equation 1. Margin Republican is calculated as margin for Trump in the 2020 election and is standardized within the sample, as described. Controls include log number of books, acquisitions, log enrollment, and an indicator variable for being a middle school (elementary/middle sample). Regressions for discontinued Dr. Seuss titles also include a control for the number of titles by Dr. Seuss/P.D. Eastman in the library. Standard errors are clustered by county. $*p < 0.05, **p < 0.01, ***p < 0.001$.

Table 5: Anti-CRT Laws and Content on Race/Racism

	Race/ Racism (1)	Race/ Racism (2)	1619 Project (3)	1619 Project (4)
AntiCRTxEnact	-0.030***	-0.008	-0.062***	-0.035*
	(0.009)	(0.009)	(0.017)	(0.015)
AntiCRT	-0.037*	-0.014	-0.038	-0.008
	(0.017)	(0.012)	(0.043)	(0.040)
Margin Republican (std)		X		X
Basic Controls		X		X
Observations	100,152	100,152	1,391	1,391
N Titles	72	72	1	1
Outcome Mean	0.162	0.162	0.076	0.076

Estimated coefficients from equation 2. High school sample only. Controls include log enrollment, log number of books, acquisitions, and standardized margin support for Trump. Standard errors are clustered by county. $*p < 0.05, **p < 0.01, ***p < 0.001$.

Table 6: Anti-LGBTQ+ Laws and LGBTQ+ Content

	Elementary/Middle School				High School			
	All	All	Gender	Non-Gender	All	All	Gender	Non-Gender
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
AntiLGBTQxEnact	-0.010	-0.023**	-0.033***	-0.019**	-0.029	-0.061	-0.089*	-0.052
	(0.01)	(0.01)	(0.01)	(0.01)	(0.03)	(0.04)	(0.04)	(0.04)
AntiLGBT	-0.028**	0.001	0.006	-0.001	-0.042*	-0.025	-0.023	-0.025
	(0.01)	(0.01)	(0.01)	(0.01)	(0.02)	(0.01)	(0.02)	(0.01)
ProLGBTQ	-0.007	-0.001	0.004	-0.003	0.066**	0.004	0.002	0.005
	(0.01)	(0.01)	(0.01)	(0.01)	(0.02)	(0.02)	(0.02)	(0.02)
Margin Republican (std)		X	X	X		X	X	X
Basic Controls		X	X	X		X	X	X
Observations	256,760	256,760	68,120	188,640	139,100	139,100	33,384	105,716
N Titles	49	49	13	36	100	100	24	76
Outcome Mean	0.09	0.09	0.07	0.10	0.31	0.31	0.28	0.31

Estimates from equation 2. Controls include log enrollment, log number of books, estimated acquisitions, standardized margin for Trump, and an indicator being a middle school (elementary/middle sample). Standard errors are clustered by county. $*p < 0.05, **p < 0.01, ***p < 0.001$.

Table 7: Book Challenge Sample

	Full Sample (1)	Ban (2)	No Ban (3)	t-stat (p-value) (4)
Number of Schools	1,371	82	1,289	
Number of Districts	1,045	43	1,002	
Any Ban	0.06	1	0	
Number of Challenged Titles	0.45	7.50	0.00	
	(3.28)	(11.31)	(0.00)	
Any Conservative Group	0.85	0.96	0.84	4.70 (0.000)
	(0.36)	(0.19)	(0.36)	
Number of Conservative Groups	1.08	1.49	1.05	3.82 (0.000)
	(0.61)	(0.57)	(0.60)	
Any State Group	0.81	0.93	0.80	3.72 (0.000)
Any County Group	0.27	0.56	0.26	2.97 (0.003)
Anti-CRT Law	0.33	0.50	0.32	1.72 (0.086)
Anti-LGBTQ+ Law	0.08	0.24	0.07	1.99 (0.047)
Margin for Trump	10.04	4.69	10.38	-0.83 (0.407)
	(33.29)	(28.03)	(33.58)	
Total Enrollment	1,088	1,524	1,060	5.27 (0.000)
	(703.14)	(722.14)	(692.94)	
Proportion White	0.61	0.52	0.62	-1.66 (0.097)
Income-to-Poverty Ratio	324.06	324.55	324.03	0.03 (0.976)
	(157.02)	(147.47)	(157.66)	
City/Suburb	0.51	0.71	0.50	2.91 (0.004)
N LGBTQ+ Titles	30.69	44.57	29.81	4.05 (0.000)
	(22.27)	(22.49)	(21.97)	
N Race Titles	11.66	14.95	11.45	2.80 (0.005)
	(7.89)	(7.56)	(7.86)	
N Abortion Titles	7.34	8.83	7.25	2.16 (0.031)
	(4.61)	(4.76)	(4.58)	

Schools subject to book challenges are schools in districts that had a recorded book challenge in SY 2021-22. Sample limited to schools that could be re-queried in fall 2022 (1,371 of 1,391 in original sample). See Appendix D for details on conservative groups included in group measures. Column (4) presents the t-statistic and p-value from a test of equivalence of means of column (2) and (3) generated by regressing the characteristics on an indicator for being in a school subject to a book challenge, with standard errors clustered by school district. $*p < 0.05, **p < 0.01, ***p < 0.001$.

Table 8: Book Challenges and Recently Published LGBTQ+ Titles

	(1)	(2)	(3)	(4)	(5)	(6)
Book Challenge	-0.0022	-0.0064*	-0.0055*			
	(0.003)	(0.003)	(0.002)			
Number of Challenged Titles				-0.0001	-0.0003**	-0.0003**
				(0.000)	(0.000)	(0.000)
N LGBTQ+ Titles		0.0004***	0.0004***		0.0004***	0.0004***
		(0.000)	(0.000)		(0.000)	(0.000)
Basic Controls	X	X	X	X	X	X
Demographic Controls			X			X
Observations	89,115	89,115	89,115	89,115	89,115	89,115
Outcome Mean	0.010	0.010	0.010	0.010	0.010	0.010

Estimates from equation 3. Outcome is an indicator variable that is equal to 1 if one of the 65 recently published LGBTQ+ titles was found in the library in October 2022. Here, "basic controls" include log enrollment, log number of books, estimated acquisitions, and (standardized) margin Republican in the 2020 presidential election. Demographic controls include school-level percent Black, white, Hispanic, Asian, American Indian or Native, or two or more races and neighborhood-level income-to-poverty ratio. N LGBTQ+ Titles refers to titles from the original LGBTQ+ list queried in late spring 2022. Standard errors are clustered by school district. Sample includes 1,371 of high schools from original sample. $*p < 0.05, **p < 0.01, ***p < 0.001$.

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Online Appendices: Politics and Children's Books

Last updated: October 3, 2023

Figure A1: Schools in Sample Subject to Book Bans

Red dots indicate schools in sample that were in district subject to book challenges in SY 2021-22. N=82.

Figure A2: Number of LGBTQ+ Titles by Publication Year
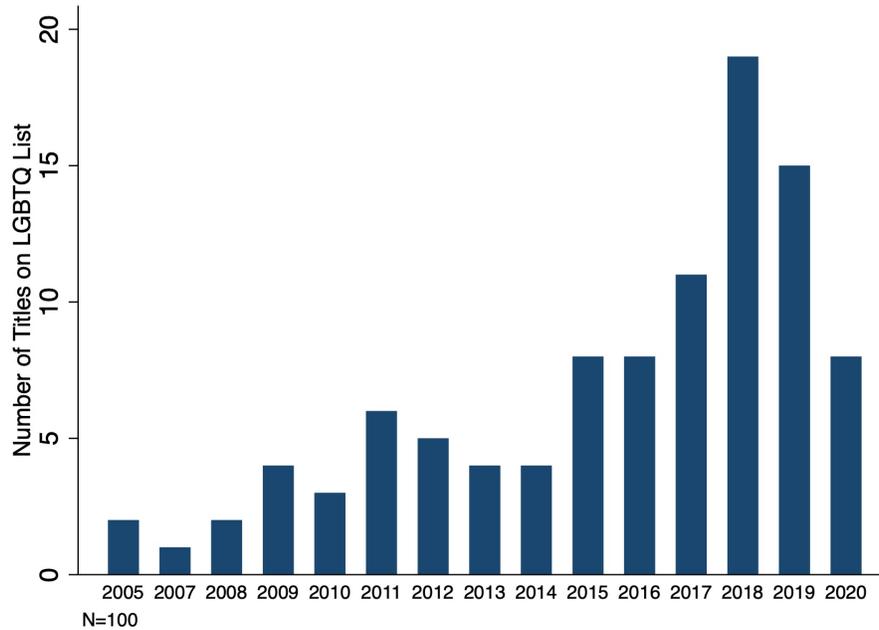
Number of titles on the original LGBTQ+ book list by year of publication.

Figure A3: Trends: LGBTQ+ Titles by Publication Year
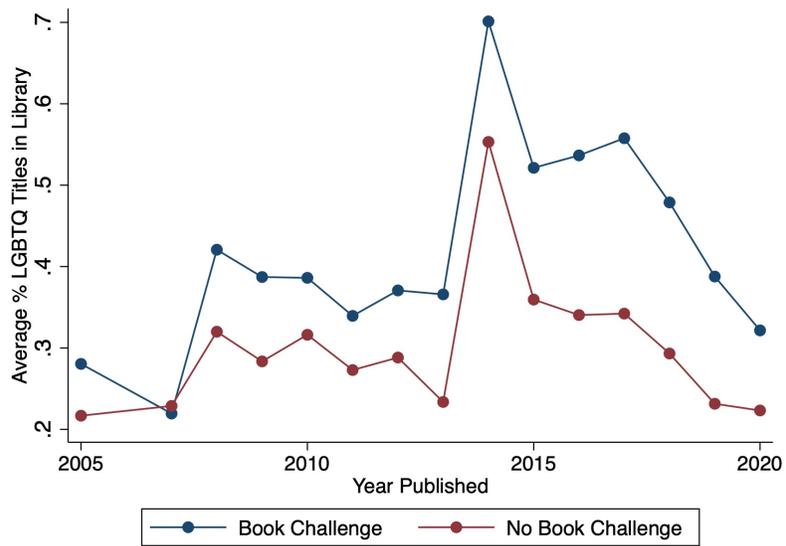
N=1,371. Plots average percent of all books on the original LGBTQ+ book list (100 titles total) found in school libraries for districts that were/were not subject to book challenges.

Table A1: Number of Schools in Sample by State

State	Comparable CCD	Elementary/Middle	High School
Alaska	239	1	0
Alabama	1,221	116	45
Arkansas	896	77	44
Arizona	1,340	144	62
California	7,563	281	12
Colorado	1,444	172	35
Connecticut	941	146	46
Delaware	168	26	4
Florida	2,797	348	67
Georgia	2,120	412	89
Hawaii	247	0	0
Iowa	1,238	87	30
Idaho	577	75	20
Illinois	3,618	176	82
Indiana	1,658	198	55
Kansas	1,271	49	13
Kentucky	1,140	179	58
Louisiana	1,068	171	61
Massachusetts	1,612	72	10
Maryland	1,258	126	15
Maine	527	54	8
Michigan	2,508	255	77
Minnesota	1,425	67	17
Missouri	2,067	29	4
Mississippi	799	82	33
Montana	810	15	10
North Carolina	2,324	151	48
North Dakota	471	16	7
Nebraska	917	40	12
New Hampshire	446	58	9
New Jersey	2,187	276	89
New Mexico	708	18	2
Nevada	566	29	8
New York	4,141	309	64
Ohio	2,970	154	43
Oklahoma	1,664	11	0
Oregon	1,062	161	41
Pennsylvania	2,638	10	3
Rhode Island	251	1	1
South Carolina	1,061	69	7
South Dakota	6,47	0	0
Tennessee	1,599	130	48
Texas	6,962	69	15
Utah	8,00	19	8
Virginia	1,791	22	8
Vermont	197	9	1
Washington	1,905	203	50
Wisconsin	1,821	42	2
West Virginia	628	70	19
Wyoming	332	15	9

Table A2: School Library Sample Summary Statistics, by School Level

	Full CCD (1)	Sample (2)	t-stat (p-value) (3)	Full CCD (4)	Sample (5)	t-stat (p-value) (6)
A. Number of Schools						
Number of Schools	62,633	5,240		16,007	1,391	
Number of Districts	12,224	2,170		10,288	1,062	
B. School Characteristics						
Total Enrollment	501.84	558.39	7.12 (0.000)	864.22	1084.07	8.80 (0.000)
	[62,633]	[5,240]		[16,007]	[1,391]	
Proportion White	0.52	0.56	2.58 (0.010)	0.59	0.61	1.32 (0.187)
	[62,579]	[5,240]		[15,900]	[1,391]	
Proportion Black	0.14	0.15	1.45 (0.147)	0.13	0.15	3.06 (0.002)
	[62,579]	[5,240]		[15,900]	[1,391]	
Proportion Hispanic	0.24	0.20	-3.27 (0.001)	0.19	0.16	-3.33 (0.001)
	[62,579]	[5,240]		[15,900]	[1,391]	
Proportion Asian	0.04	0.04	-1.02 (0.308)	0.03	0.03	0.03 (0.976)
	[62,579]	[5,240]		[15,900]	[1,391]	
Income-to-Poverty Ratio	325.51	343.47	4.23 (0.000)	304.36	323.91	4.15 (0.000)
	[62,633]	[5,240]		[16,007]	[1,391]	
Margin Republican (2020)	1.45	2.35	0.60 (0.549)	10.12	9.97	-0.11 (0.912)
	[62,513]	[5,240]		[15,964]	[1,391]	
Per-Pupil Expenditure	$13,037	$13,211	1.25 (0.211)	$13,560	$13,164	-1.90 (0.057)
	[61,380]	[5,213]		[15,436]	[1,379]	
C. Location						
Midwest	0.25	0.21	-3.09 (0.002)	0.31	0.25	-4.29 (0.000)
Northeast	0.16	0.18	1.46 (0.144)	0.17	0.17	-0.18 (0.857)
West	0.23	0.22	-1.07 (0.285)	0.19	0.18	-0.18 (0.857)
South	0.35	0.39	1.88 (0.060)	0.34	0.40	3.61 (0.000)
Rural	0.27	0.25	-1.33 (0.184)	0.41	0.33	-5.51 (0.000)
Town	0.13	0.13	1.29 (0.197)	0.15	0.16	1.06 (0.289)
Suburban	0.35	0.42	5.02 (0.000)	0.25	0.35	7.33 (0.000)
City	0.26	0.19	-5.67 (0.000)	0.20	0.16	-2.68 (0.007)
	[62,633]	[5,240]		[16,007]	[1,391]	

See tablenotes for Table 1.

Table A3: Correlations Across Library Content (Elementary/Middle)

	LGBTQ	Christian Fiction	Discontinued Seuss
LGBTQ	1.00		
Christian Fiction	-0.102*	1.00	
Discontinued Seuss	-0.332*	0.299*	1.00
Obs	5,240		

$*p < 0.05$. Correlations across number of titles in a library found in each category.

Table A4: Correlations Across Library Content (High School)

	LGBTQ	Race/ Racism	Abortion
LGBTQ	1.00		
Race/Racism	0.782*	1.00	
Abortion	0.752*	0.678*	1.00
Obs	1,391		

$*p < 0.05$. Correlations across number of titles in a library found in each category.

Table A5: Library Content by Local Conservatism

	Q1 (Least Conservative)	Q2	Q3	Q4 (Most Conservative)	t-stat (p-value)
A. Elementary/Middle					
Number of Books	9,861	10,165	9,780	9,723	-1.82 (0.069)
Acquisitions	1.89	1.48	1.55	1.35	-4.64 (0.000)
Any LGBTQ+	0.83	0.83	0.75	0.70	-5.63 (0.000)
N LGBTQ+	5.77	5.40	4.16	3.06	-6.73 (0.000)
Any Discontinued Seuss	0.61	0.63	0.64	0.65	1.82 (0.069)
N Discontinued Seuss	1.95	2.11	2.18	2.44	4.95 (0.000)
Any Christian Fiction	0.80	0.84	0.84	0.85	2.92 (0.004)
N Christian Fiction	1.16	1.41	1.36	1.57	7.09 (0.000)
Observations	1,352	1,268	1,317	1,303	
B. High School					
Number of Books	10,395	10,522	9,955	9,855	-3.90 (0.000)
Acquisitions	2.38	2.48	2.04	1.98	-1.84 (0.066)
Any LGBTQ+	0.98	0.98	0.96	0.94	-2.66 (0.008)
N LGBTQ+	39.39	36.45	27.52	19.19	-9.21 (0.000)
Any Race/Racism	0.99	0.98	0.97	0.96	-2.02 (0.044)
N Race/Racism	16.07	13.36	10.06	7.14	-11.65 (0.000)
Any Abortion	0.98	0.97	0.95	0.95	-1.66 (0.097)
N Abortion	8.94	8.81	6.48	5.14	-8.34 (0.000)
Observations	350	346	348	347	

Quartiles defined within the samples (elementary/middle and high school) based on county-level margin that voted for Donald Trump over Joe Biden in the 2020 presidential election. Column (5) presents the t-statistic and p-value from a test of equivalence of means of columns (1) and (4) generated by regressing the characteristics on an indicator for being in the 4th (most conservative) quartile in a sample of observations from the 1st and 4th quartile only, with standard errors clustered by school district.

Table A6: Robustness Checks: Library Content and Political Preferences

	Main Model (1)	Demographic Controls (2)	State FE (3)	Margin Rep (2008-2020) (4)	Margin Rep Pre-Trump (5)
A. Elementary/Middle					
LGBTQ+	-0.019***	-0.021***	-0.020***	-0.017***	-0.016***
	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)
	[256,760]	[256,760]	[256,760]	[256,760]	[256,760]
Christian Fiction	0.008***	0.007***	0.004***	0.008***	0.008***
	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)
	[120,520]	[120,520]	[120,520]	[120,520]	[120,520]
Discontinued Dr. Seuss	0.024***	0.020***	0.020***	0.021***	0.018**
	(0.01)	(0.01)	(0.01)	(0.01)	(0.01)
	[31,440]	[31,440]	[31,440]	[31,440]	[31,440]
B. High School					
LGBTQ+	-0.040***	-0.045***	-0.043***	-0.035***	-0.033***
	(0.01)	(0.01)	(0.01)	(0.01)	(0.01)
	[139,100]	[139,100]	[139,100]	[139,100]	[139,100]
Race/Racism	-0.032***	-0.029***	-0.024***	-0.030***	-0.027***
	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)
	[100,152]	[100,152]	[100,152]	[100,152]	[100,152]
Abortion	-0.015***	-0.014***	-0.012***	-0.015***	-0.014***
	(0.00)	(0.00)	(0.00)	(0.00)	(0.00)
	[69,550]	[69,550]	[69,550]	[69,550]	[69,550]

Column 1 presents results from the preferred specification (see Table 6 for detailed notes). Column 2 adds additional demographic controls. Demographic controls include percent by race/ethnicity for white, black, Hispanic, American Indian/Native, Asian, and two or more races. Omitted are non-specified/no category and (low incidence) Native Hawaiian/Pacific Islander categories. Demographic controls also include school neighborhood income-to-poverty ratio. Column 3 includes both demographic controls and state fixed effects. Columns 4 and 5 use alternative measures of county-level political preferences, defined as the (standardized) average margin for the Republican candidate in presidential elections from 2008-2020 (column 4) or the (standardized) average margin for Republican in the pre-Trump 2008 and 2012 elections (column 5).

Table A7: Leave-One-Out Estimates: Library Content and Political Preferences

	Preferred Estimate (1)	Max (2)	Min (3)
A. Elementary/Middle Schools			
LGBTQ+	-0.0190***	-0.0180**	-0.0195**
	(0.003)	(0.003)	(0.003)
	[256,760]	[251,520]	[251,520]
Christian Fiction	0.0085***	0.0091***	0.0067***
	(0.000)	(0.001)	(0.001)
	[120,510]	[115,280]	[115,280]
Discontinued Dr. Seuss	0.0242***	0.0258***	0.0231***
	(0.006)	(0.005)	(0.006)
	[31,440]	[26,200]	[26,200]
B. High Schools			
LGBTQ+	-0.0403***	-0.0395***	-0.0415***
	(0.006)	(0.006)	(0.006)
	[139,100]	[137,709]	[137,709]
Race/Racism	-0.0323***	-0.0310***	-0.0328***
	(0.003)	(0.003)	(0.003)
	[100,152]	[98,761]	[98,761]
Abortion	-0.0146***	-0.0133***	-0.0159***
	(0.003)	(0.002)	(0.003)
	[69,550]	[68,159]	[68,159]

Column 1 reports preferred estimate of coefficient on Margin Republican from Table 4. Column 2 reports point maximum estimate from estimates that exclude a single book title from the relevant list. Column 3 reports minimum estimate from estimates the excluded a single book title. Standard errors in parentheses. Observations in brackets. $*p < 0.05, **p < 0.01, ***p < 0.001$.

Table A8: States with Anti-CRT or LGBTQ-Related Laws/Actions

	Anti-CRT Law		Anti-LGBTQ Law		Pro-LGBTQ Law
	Proposed	Enacted	Proposed	Enacted	Enacted
Alabama	X	X	X	X	
Alaska**	X				
Arizona	X		X		
Arkansas	X				
California					X
Colorado	X				X
Connecticut					X
Delaware					
Florida	X	X	X	X	
Georgia	X	X			
Hawaii*					
Idaho	X	X			
Illinois	X				X
Indiana	X		X		
Iowa	X	X	X		
Kansas	X				
Kentucky	X	X	X		
Louisiana	X		X		
Maine	X				
Maryland	X				
Massachusetts					
Michigan	X				
Minnesota	X				
Mississippi	X	X			
Missouri	X		X		
Montana	X	X			
Nebraska	X				
Nevada					X
New Hampshire	X	X			
New Jersey	X				X
New Mexico	X				
New York	X				
North Carolina	X		X		
North Dakota	X	X			
Ohio	X		X		
Oklahoma**	X	X	X		
Oregon					X
Pennsylvania	X		X		
Rhode Island	X				
South Carolina	X	X	X		
South Dakota*	X	X			
Tennessee	X	X	X		
Texas	X	X			
Utah	X	X			
Vermont					
Virginia	X	X			
Washington	X				
West Virginia	X				
Wisconsin	X				
Wyoming	X				

* State not included in sample. ** Not incuded in high school sample. See notes in text.

Table A9: Placebo Tests: Book Bans and Older Titles

	Race/ Racism (1)	Abortion (2)	YA Award (3)	Race/ Racism (4)	Abortion (5)	YA Award (6)
Book Challenge	-0.0023 (0.009)	-0.0032 (0.008)	0.0180 (0.020)			
N Challenged Titles				-0.0001 (0.000)	-0.0003 (0.000)	0.0004 (0.001)
N LGBTQ+ Titles	0.0030*** (0.000)	0.0025*** (0.000)	0.0038*** (0.000)	0.0029*** (0.000)	0.0025*** (0.000)	0.0038*** (0.000)
Basic Controls	X	X	X	X	X	X
Demographic Controls	X	X	X	X	X	X
Observations	98,712	68,550	137,100	98,712	68,550	137,100

See table notes for Table 8. Outcomes are number of titles from book lists (see Table 2) searched for in queries conducted in late spring 2022. Standard errors are clustered by school district. $*p < 0.05, **p < 0.01, ***p < 0.001$.

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B   Measures

Library Size Measure

i.   Assessing Validity and Transforming Measure into Estimated Number of Books

The number of hits returned when searching "the" was positively and significantly correlated with the total number of books in the 116 libraries in the Colorado library sample ($\rho = 0.31, p <= 0.001$). The number of hits for "the" also performed better at predicting the actual number of books than 6 alternative search terms or an index created from the number of hits for multiple terms.
I then used data from this sample of Colorado libraries to linearly transform the number of hits for "the" into an estimated number of books.[19] The mean estimated number of books for libraries in my sample was 9,943 (SD=1,209), lower than the most recently available national estimates from 2010-11 ($\sim 12,800$), but the estimated number of books per student (21.5, SD=21.3) was nearly identical to national estimates reported for that year (21.9) (NCES, 2013).

ii. Distribution of Size Measure

Figure 1a shows the distribution of the number of hits captured when searching of the word "the." The number of hits was recorded as reported at the top of the screen after entering the query. I note some bunching of the number of hits and top-coding of reported results at $> 5,000$. The number of hits returned was equal to 0 for 90 schools in my sample, possibly indicating failed searches. For these schools, the estimated number of books in the library was equal to the constant, per the linear transformation (7453.39). There is potential error in the number of titles recorded due to differences in page functioning or loading times. Figure 1b shows the distribution of the (linearly transformed) estimated number of books.

iii. Association with Actual Number of Books

The estimated number of books is positively reported to the actual number of books reported for the subsample of 116 Colorado public schools that reported this data in their school profile in the 2018 Colorado Public School Profile and used the same library resource management system (Library Research Services, 2018). Figure 2 plots the estimated number of books against the actual number of books for these 116 schools.

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[19]I did this by regressing the actual number of books on the number of hits for "the" in this sample of Colorado libraries and using the estimated constant and coefficient for the linear transformation: $EstimatedBooks = 7453.387 + 1.275 HitsThe$.

Figure 1:Distribution of Size Measures

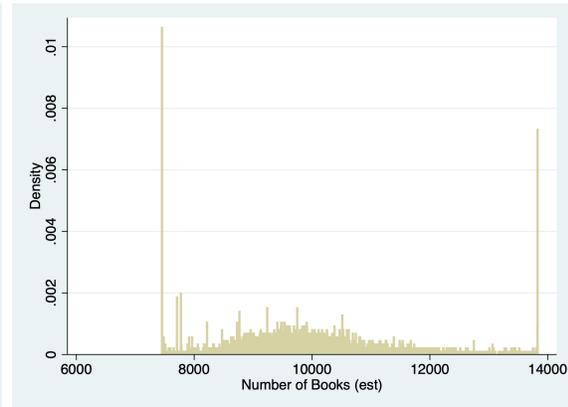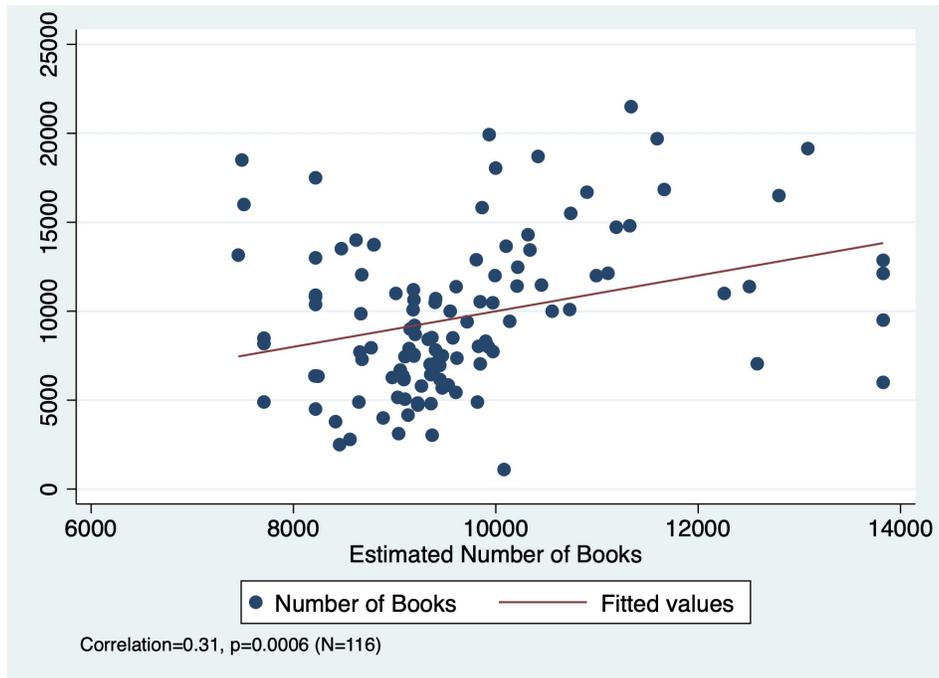(a) Distribution: Hits for "The"
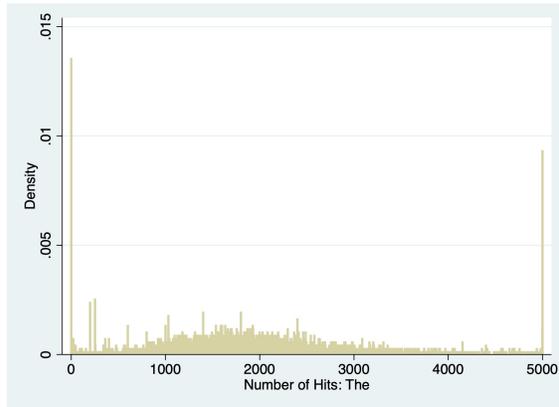
(b) Distribution: Number of Books (est)

Figure 2: Estimated vs. Actual Number of Books

Correlation=0.31, p=0.0006 (N=116)

Library Acquisitions Measure

i. Missing Data

The word-level acquisitions rates are calculated as the number of results returned for books published in 2021 or 2022 divided by the total number of hits returned when searching for that word. Table 1 shows the mean and standard deviation for the total number of hits returned when searching and the number of hits for books published in 2021 or 2022 returned for each word. Some data are missing. Missing data may result from failed searches, 0 denominators (count values equal to 0), or top-coding.

Table 1: Acquisitions Rate Word-Level Estimates

	Boy	Girl	Dark	Future	Like	Me
Proportion Missing	0.04	0.09	0.03	0.03	0.09	0.02
Mean Total Hits	538.71	593.08	157.41	189.22	352.04	139.84
(SD)	(305.59)	(372.08)	(145.23)	(184.08)	(288.32)	(98.21)
Mean Recently Published	4.86	6.89	3.59	2.98	6.58	1.95
(SD)	(6.95)	(8.49)	(5.45)	(5.47)	(8.81)	(3.81)
Word-Level Acquisitions Rate	0.01	0.01	0.02	0.02	0.02	0.01
(SD)	(0.02)	(0.02)	(0.03)	(0.03)	(0.03)	(0.02)
Observations	6,385	6,017	6,449	6,413	6,042	6,470

The summary acquisitions rate was equal to the mean of all non-missing word-level acquisitions rates. Over 80% of these means were calculated for schools with non-missing data for all six words and over 96% had at least four non-missing word rates, as shown in Table 2. There were 34 schools that had no non-missing word-level acquisitions rates. For these schools, I imputed the mean acquisitions rate.

Table 2: Missingness of Aquisitions Rates

Number of Non-Missing Word Rates	Number of Schools	Frequency	Cumulative
0	34	0.51	0.51
1	15	0.23	0.74
2	42	0.63	1.37
3	102	1.54	2.91
4	256	3.86	6.77
5	745	11.24	18.01
6	5,437	81.99	100

ii. Distribution of Acquisitions Measure

Figure 3 shows the distribution of estimated acquisitions rates for schools in my sample. The value theoretically ranges from 0 to 100, where 0 would indicate that 0% of hits

returned were published in 2021 or 2022 and 100 would indicate that all hits were published in 2021 or 2022. About 15.2% of schools had an acquisitions rate of 0.

Figure 3: Distribution of Acquisitions Rate Measure
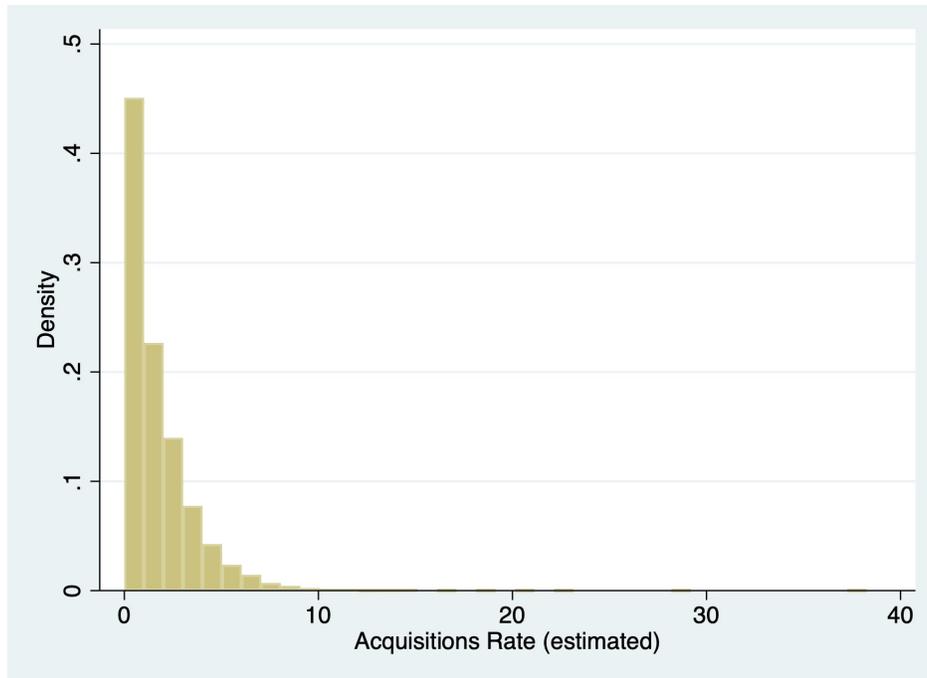
iii. Association with Number of Recent Best-Sellers

To assess the validity of my acquisition rate measure, I compare the average acquisitions rates and the acquisitions rates for each word with the number of recent best sellers in the library. I define recent Best Sellers as books that appeared on the New York Times Best-Sellers list in the Young Adult Hardcover List (72 titles total; high schools), Picture Books (98 titles total; elementary), or middle grades (51 titles total; elementary/middle) categories between June 2021 and June 2022. Acquisitions rate measures are positively and significantly related to the number of recent best-sellers in a library, lending credibility to this measure.

Table 3: Pairwise Correlations: Acquisitions Rates and Recent Best-Sellers

| | Acquisitions Rates | | | | | | | Best-Sellers | | |
	(Average)	Boy	Girl	Dark	Future	Like	Me	Picture	Middle Grade	YA
Acquisitions Average	1 [6631]									
Acquisitions: Boy	0.7813* [6385]	1 [6385]								
Acquisitions: Girl	0.8029* [6017]	0.7603* [5896]	1 [6017]							
Acquisitions: Dark	0.7928* [6449]	0.4575* [6274]	0.5008* [5935]	1 [6449]						
Acquisitions: Future	0.7775* [6413]	0.4501* [6240]	0.4504* [5903]	0.5310* [6329]	1 [6413]					
Acquisitions: Like	0.8667* [6042]	0.6562* [5904]	0.7101* [5613]	0.5865* [5959]	0.5739* [5935]	1 [6042]				
Acquisitions: Me	0.7775* [6470]	0.5891* [6286]	0.5242* [5940]	0.5477* [6377]	0.4682* [6334]	0.5791* [5964]	1 [6470]			
Best-Sellers (Picture)	0.4054* [3573]	0.3280* [3481]	0.3294* [3343]	0.3573* [3492]	0.2912* [3491]	0.3168* [3260]	0.2998* [3502]	1 [3573]		
Best-Sellers (Middle Grade)	0.4717* [5240]	0.4504* [5050]	0.3565* [4789]	0.3706* [5122]	0.2542* [5112]	0.4045* [4791]	0.4821* [5134]	0.6328* [3573]	1 [5240]	
Best-Sellers (YA)	0.4775* [1391]	0.3421* [1335]	0.2658* [1228]	0.4823* [1327]	0.4081* [1301]	0.3991* [1251]	0.6071* [1336]			1 [1391]

$*p < 0.05$. Observations in brackets.

C   Conservative Groups

I identify chapters of 8 groups that have been implicated in book challenge campaigns based on a report by PEN America (2022).

1. Moms for Liberty is the largest group. I identify county-level chapters based on the organization's website: https://www.momsforliberty.org/chapters/.

2. Mary in the Library appears to function as a Facebook group. I identify four groups total, but only include indicators for the two largest (Utah and Michigan), which each have more than 1,000 members and multiple daily posts. The other two groups have less than 200 members each and are not frequently updated.

3. No Left Turn in Education (NLTE) reports sub-state chapters in Georgia and Pennsylvania only; all other chapters are state-level. For Georgia, I include a state-level indicator and also code county-level indicators for each county chapter (Gwinett, Fulton, and Cobb). For Pennsylvania, I include only the state-level indicators because I was unable to find a clear definition of the counties served by the sub-chapters (South Central, PA; South Eastern, PA; and South Western, PA). NLTE groups were identified based on the organization's website: https://www.noleftturn.us/.

4. MassResistance: Data on chapters comes from the Southern Poverty Law Center (https://www.splcenter.org/hate-map/by-state). Some state and some local chapters are reported. I code local chapters for the county in which they are located.

5. Parents' Rights In Education (PRIE): I identify state and local (Washington state only) chapters of PRIE based on the organization's website: https://www.parentsrightsined.org/washington-state.html.

6. Power2Parents: I identify state-level chapters based on the organization's website: https://www.power2parent.org/.

7. County Citizens Defending Freedom: I identify active counties based on the organization's website: https://ccdfusa.com/locations/. I included only counties with active leadership and an "active since" designation that was not TBD.

8. U.S. Parents Involved in Education: I identify state-level chapters from the organization website: https://uspie.org/pie-chapter-president.

D Book Titles

D.1 Children's Award Winners

1. Rifles For Watie (Keith, Harold)
2. Holes (Sachar, Louis)
3. Saving Shiloh (Naylor, Phyllis Reynolds)
4. Henry's Freedom Box (Levine, Ellen)
5. The Slave Dancer (Fox, Paula)
6. The Emperor And The Kite (Yolen, Jane)
7. Number The Stars (Lowry, Lois)
8. Song Of The Swallows (Politi, Leo)
9. Tibet Through The Red Box (Sis, Peter)
10. The Summer Of The Swans (Byars, Betsy Cromer)
11. The Dark Frigate (Hawes, Charles Boardman)
12. The Three Pigs (Wiesner, David)
13. Du Iz Tak? (Ellis, Carson)
14. The Red Book (Lehman, Barbara)
15. King Bidgood's In The Bathtub (Wood, Audrey)
16. Tar Beach (Ringgold, Faith)
17. Song And Dance Man (Ackerman, Karen)
18. Flotsam (Wiesner, David)
19. Sam, Bangs and Moonshine (Ness, Evaline)
20. Adam Of The Road (Vining, Elizabeth Gray)
21. Hot Air : The (Mostly) True Story Of The First Hot-Air Balloon Ride (Priceman, Marjorie)
22. Moja Means One : Swahili Counting Book (Feelings, Muriel L)
23. The Gardener (Stewart, Sarah)
24. Crown : An Ode To The Fresh Cut (Barnes, Derrick D)
25. Secret Of The Andes (Clark, Ann (Nolan))
26. Walk Two Moons (Creech, Sharon)
27. The Paperboy (Pilkey, Dav)
28. The Garden Of Abdul Gasazi (Van Allsburg, Chris)
29. Mcelligot's Pool (Seuss, Dr)
30. Madeline's Rescue (Bemelmans, Ludwig)
31. Nine Days To Christmas, (Ets, Marie Hall)
32. Hush! : A Thai Lullaby (Ho, Minfong)
33. One Wide River To Cross (Emberley, Barbara)
34. Duffy And The Devil : A Cornish Tale (Zemach, Harve)
35. Swimmy (Lionni, Leo)
36. Seven Blind Mice (Young, Ed)
37. Julie's Wolf Pack (George, Jean Craighead)
38. The Snowy Day (Keats, Ezra Jack)
39. Joyful Noise : Poems For Two Voices (Fleischman, Paul)
40. Don't Let The Pigeon Drive The Bus! (Willems, Mo)
41. Ella Sarah Gets Dressed (Chodos-Irvine, Margaret)
42. Onion John (Krumgold, Joseph)
43. Prayer For A Child (Field, Rachel)
44. Rain Makes Applesauce (Scheer, Julian)
45. Just Me (Ets, Marie Hall)
46. Creepy Carrots! (Reynolds, Aaron)
47. The Crossover (Alexander, Kwame)
48. The Relatives Came (Rylant, Cynthia)
49. What Do You Do With A Tail Like This? (Jenkins, Steve)
50. Amos Fortune, Free Man (Yates, Elizabeth)
51. A Ball For Daisy (Raschka, Christopher)
52. Roller Skates (Sawyer, Ruth)
53. The One And Only Ivan (Applegate, Katherine)
54. Freedom In Congo Square (Weatherford, Carole Boston)
55. The Girl Who Drank The Moon (Barnhill, Kelly Regan)
56. Dead End In Norvelt (Gantos, Jack)
57. Ben's Trumpet (Isadora, Rachel)
58. Just Me (Ets, Marie Hall)
59. A Wrinkle In Time (L'Engle, Madeleine)
60. The Biggest Bear (Ward, Lynd)
61. Moses : When Harriet Tubman Led Her People To Freedom (Weatherford, Carole Boston)
62. Stone Soup : An Old Tale (Brown, Marcia)
63. Smoky The Cow Horse (James, Will)
64. The Hero And The Crown (Mckinley, Robin)
65. Snow-White And The Seven Dwarfs (Grimm, Jacob)
66. Time Of Wonder (Mccloskey, Robert)
67. The Boy Of The Three-Year Nap (Snyder, Dianne)
68. Jacob Have I Loved (Paterson, Katherine)
69. The Wall : Growing Up Behind The Iron Curtain (Sís, Peter)
70. Roll Of Thunder, Hear My Cry (Taylor, Mildred D)
71. Hitty : Her First Hundred Years (Field, Rachel Lyman)
72. The Cat Who Went To Heaven (Coatsworth, Elizabeth Jane)
73. Dave The Potter : Artist, Poet, Slave (Hill,

Laban Carrick)
74. Kitten's First Full Moon (Henkes, Kevin)
75. The Storm Book (Zolotow, Charlotte)
76. Sarah, Plain And Tall (Maclachlan, Patricia)
77. Caddie Woodlawn (Brink, Carol Ryrie)
78. Little Bear's Visit (Minarik, Else Holmelund)
79. Working Cotton (Williams, Sherley Anne)
80. Joseph Had A Little Overcoat (Taback, Simms)
81. Martin's Big Words : The Life Of Dr. Martin Luther King, Jr. (Rappaport, Doreen)
82. The Witch Of Blackbird Pond (Speare, Elizabeth George)
83. A Visit To William Blake's Inn : Poems For Innocent And Experienced Travelers (Willard, Nancy)
84. The Rough Patch (Lies, Brian, Author, Illustrator)
85. Grey King (Cooper, Susan)
86. Mei Li (Handforth, Thomas)
87. Make Way For Ducklings (Mccloskey, Robert)
88. Young Fu Of The Upper Yangtze (Lewis, Elizabeth Foreman)
89. Truck (Crews, Donald)
90. My Friend Rabbit (Rohmann, Eric)
91. The Christmas Anna Angel (Sawyer, Ruth)
92. When Sophie Gets Angry– : Really, Really Angry– (Bang, Molly)
93. Snow (Shulevitz, Uri)
94. Shadow Of A Bull (Wojciechowska, Maia)
95. The Little House (Burton, Virginia Lee)
96. Red Riding Hood . . .And More James Marshall Fairy Tale Favorites (Gagne, Paul R)
97. Puss In Boots (Perrault, Charles)
98. The Right Word : Roget And His Thesaurus (Bryant, Jennifer)
99. Mr. Rabbit And The Lovely Present (Zolotow, Charlotte)
100. The Big Snow (Hader, Berta)

D.2 NYT Best Sellers: Picture Books

1. Nana Loves You More (Fallon, Jimmy)
2. Dragons Love Tacos (Rubin, Adam)
3. Be You! Peter (Reynolds, H)
4. Pete The Cat's 12 Groovy Days Of Christmas Kimberly (Dean, James)
5. I Love Mom With The Very Hungry Caterpillar (Carle, Eric)
6. The Rabbit Listened (Doerrfeld, Cori)
7. Strange Planet: The Sneaking, Hiding, Vibrating Creature Nathan (Pyle, W)
8. What The Road Said (Wade, Cleo)
9. Misty The Cloud Dylan Dreyer (Katz, Alan)
10. Perfectly Pegasus (Sima, Jessie)
11. The Christmas Owl Ellen Kalish (Sterer, Gideon)
12. All Are Welcome Alexandra Penfold (Kaufman, Suzanne)
13. The Smart Cookie (John, Jory)
14. I Am Golden (Chen, Eva)
15. Dr. Fauci (Messner, Kate)
16. Pig The Monster (Blabey, Aaron)
17. The Good Egg Presents: The Great Eggscape! (John, Jory)
18. The World Needs Who You Were Made To Be (Gaines, Joanna)
19. You Matter (Robinson, Christian)
20. How To Catch A Gingerbread Man (Wallace, Adam)
21. The 1619 Project: Born On The Water (Hannah-Jones, Nikole and Watson, Renée)
22. Just Help! (Sotomayor, Sonia)
23. The Pigeon Has To Go To School! (Willems, Mo)
24. Different–A Great Thing To Be! (Avis, Heather)
25. The Day You Begin (Woodson, Jacqueline)
26. How To Catch A Mermaid (Wallace, Adam)
27. The Good Egg (John, Jory)
28. Thank You, Teacher From The Very Hungry Caterpillar (Carle, Eric)
29. Eyes That Speak To The Stars (Ho, Joanna)
30. Tomatoes For Neela (Lakshmi, Padma)
31. Why A Daughter Needs A Dad Gregory (Lang, E)
32. I Am Enough (Byers, Grace)
33. Pete The Cat: Valentine's Day Is Cool James Dean (Dean, Kimberly)
34. Book Of Questions (Neruda, Pablo)
35. We Are Water Protectors (Lindstrom, Carole)
36. How To Catch An Elf (Wallace, Adam)
37. Change Sings (Gorman, Amanda)
38. Good Night, Little Blue Truck Alice Schertle (Mcelmurry, Jill)
39. I Color Myself Different (Kaepernick, Colin)
40. The Bad Seed Presents: The Good, The Bad, And The Spooky (John, Jory)
41. Stacey's Extraordinary Words (Abrams, Stacey)
42. Strong Mama (Arzón, Robin)
43. The Superpower Sisterhood Jenna Bush Hager Barbara (Bush, Pierce)
44. We Don't Eat Our Classmates! Ryan (Higgins, T)
45. The Bench Meghan, The Duchess (Sussex, Of)
46. Time For School, Little Blue Truck (Schertle, Alice)
47. Jan Brett's The Nutcracker (Brett, Jan)
48. The Wonderful Things You Will Be Emily (Martin, Winfield)
49. Three Little Engines (Mckinnon, Bob)
50. School's First Day Of School (Rex, Adam)
51. I Wish You More Amy (Rosenthal, Krouse)
52. I'm Not Scared, You'Re Scared (Meyers, Seth)
53. Hair Love Matthew (Cherry, A)
54. Construction Site: Road Crew, Coming Through! Sherri (Rinker, Duskey)
55. Creepy Pair Of Underwear (Reynolds, Aaron)
56. Aaron Slater, Illustrator (Beaty, Andrea)
57. Little Red Sleigh (Guendelsberger, Erin)
58. The Book With No Pictures (Novak, Bj)
59. Always With You, Always With Me Kelly Rowland (Mckay, Jessica)
60. Pete The Cat: The Great Leprechaun Chase (Dean, James)
61. Grumpy Monkey Oh, No! Christmas (Lang, Suzanne)
62. Antiracist Baby Ibram (Kendi, X)
63. The Crayons' Christmas (Daywalt, Drew)
64. 5 More Sleeps 'Til Christmas (Fallon, Jimmy)
65. An Elephant And Piggie Biggie! (Willems, Mo)*
66. Love You By Heart Peter (Reynolds, H)
67. In My Heart (Witek, Jo)
68. How To Catch A Leprechaun (Wallace, Adam)
69. Little Blue Truck's Valentine (Schertle, Alice)
70. The Lantern House (Napier, Erin)
71. Love From The Very Hungry Caterpillar (Carle, Eric)

72. The Abcs Of Black History (Cortez, Rio)
73. The Year We Learned To Fly (Woodson, Jacqueline)
74. There's A Ghost In This House (Jeffers, Oliver)
75. How To Catch The Easter Bunny Adam Wallace (Elkerton, Andy)
76. Just Try One Bite Adam Mansbach Camila (Mcconaughey, Alves)
77. Why A Son Needs A Dad Gregory (Lang, E)
78. Parks And Recreation: Leslie For Class President! (Pearlman, Robb)
79. Knight Owl (Denise, Christopher)
80. Eyes That Kiss In The Corners (Ho, Joanna)
81. Not Quite Narwhal (Sima, Jessie)
82. I Love Dad With The Very Hungry Caterpillar (Carle, Eric)
83. Pete The Cat: Big Easter Adventure James Dean (Dean, Kimberly)
84. Pete The Cat: Five Little Bunnies James Dean (Dean, Kimberly)
85. How To Catch A Unicorn (Wallace, Adam)
86. Make Your Bed With Skipper The Seal William (Mcraven, H)
87. Gustavo, The Shy Ghost Flavia (Drago, Z)
88. Llama Llama Meets The Babysitter Anna Dewdney (Duncan, Reed)
89. Pretty Perfect Kitty-Corn (Hale, Shannon)
90. How To Catch A Turkey (Wallace, Adam)
91. Love From The Crayons Drew Daywalt (Jeffers, Oliver)
92. Pete The Cat's Groovy Imagination James (Dean, Kimberly)
93. How To Catch A Monster (Wallace, Adam)
94. Construction Site On Christmas Night Sherri (Rinker, Duskey)
95. Grumpy Monkey (Lang, Suzanne)
96. Because I Had A Teacher (Yamada, Kobi)
97. Dasher (Tavares, Matt)
98. The Day The Crayons Quit (Daywalt, Drew)

* Includes any volume of the "Elephant and Piggie Biggie" collected stories.

D.3 NYT Best Sellers: Middle Grades

1. The Complete Baking Book For Young Chefs America's Test (Kids, Kitchen)
2. Willodeen (Applegate, Katherine)
3. Little Leaders (Harrison, Vashti)
4. Dude, Perfect: 101 Tricks, Tips, And Cool Stuff Dude Perfect (Thrasher, Travis)
5. Refugee (Gratz, Alan)
6. Marcus Makes A Movie Kevin Hart (Rodkey, Geoff)
7. The Ogress And The Orphans (Barnhill, Kelly)
8. Black Boy Joy Edited (Mbalia, Kwame)
9. Witchlings Claribel (Ortega, A)
10. Black Ballerinas (Copeland, Misty)
11. The Islanders Mary Alice Monroe (May, Angela)
12. The Complete Cookbook For Young Chefs America's Test (Kids, Kitchen)
13. Wonder (Palacio, Rj)
14. Out Of My Heart Sharon (Draper, M)
15. Little Legends: Exceptional Men In Black History Vashti Harrison (Johnson, Kwesi)
16. Troublemaker (Cho, John)
17. The Ickabog (Rowling, JK)
18. Stuntboy, In The Meantime (Reynolds, Jason)
19. We Are Family Lebron James (Williams, Andrea)
20. Food Network Magazine: The Big, Fun Kids Baking Book Edited Food (Magazine, Network)
21. The Game Master: Summer Schooled Matt (Zamolo, Rebecca)
22. Kaleidoscope (Selznick, Brian)
23. The Christmas Pig (Rowling, JK)
24. Pax, Journey Home (Pennypacker, Sara)
25. River (Hunter, Erin)
26. Zachary Ying And The Dragon Emperor Xiran (Zhao, Jay)
27. Best Nerds Forever James Patterson (Grabenstein, Chris)
28. Stamped (For Kids) Jason Reynolds, Ibram X Kendi (Cherry-Paul, Sonja)
29. Northwind (Paulsen, Gary)
30. The Ice Cream Machine (Rubin, Adam)
31. The Beatryce Prophecy (Dicamillo, Kate)
32. Skandar And The Unicorn Thief (Steadman, Af)
33. Ali Cross: Like Father, Like Son (Patterson, James)
34. New From Here (Yang, Kelly)
35. The One And Only Bob (Applegate, Katherine)
36. Beasts And Beauty (Chainani, Soman)
37. Pony (Palacio, Rj)
38. When You Trap A Tiger (Keller, Tae)
39. Ground Zero (Gratz, Alan)
40. Food Network Magazine: The Big, Fun Kids Cookbook Food (Magazine, Network)
41. Map Of Flames (Mcmann, Lisa)
42. Final Season (Green, Tim)
43. Once Upon A Tim (Gibbs, Stuart)
44. The Last Cuentista Donna (Higuera, Barba)
45. The Cursed Carnival And Other Calamities (Riordan, Rick)
46. Daughter Of The Deep (Riordan, Rick)
47. Lines Of Courage Jennifer (Nielsen, A)
48. The Official Harry Potter Baking Book (Farrow, Joanna)
49. Star Wars: The High Republic: Race To Crashpoint Tower Daniel (Older, Jose)
50. Amari And The Night Brothers (Alston, BB)
51. The Marvellers (Clayton, Dhonielle)

D.4 LGBTQ+ (Elementary/Middle)

1. Clap When You Land (Acevedo, Elizabeth)
2. What If It's Us What If It's Us Series, Book 1 (Albertalli, Becky)
3. The Black Flamingo (Atta, Dean)
4. The Mighty Heart Of Sunny St. James (Blake, Ashley Herring)
5. Ivy Aberdeen's Letter To The World (Blake, Ashley Herring)
6. Summer Bird Blue (Bowman, Akemi Dawn)
7. Hurricane Child (Callender, Kacen)
8. King And The Dragonflies (Callender, Kacen)
9. Bitterblue (Cashore, Kristin)
10. The Circus Rose (Cornwell, Betsy)
11. Ashes To Asheville (Dooley, Sarah)
12. Pet (Emezi, Akwaeke)
13. Lily And Dunkin (Gephart, Donna)
14. Totally Joe (Howe, James)
15. You Should See Me In A Crown (Johnson, Leah)
16. Darius The Great Deserves Better (Khorram, Adib)
17. My Most Excellent Year : A Novel Of Love, Mary Poppins, & Fenway Park (Kluger, Steve)
18. Watch Over Me (Lacour, Nina)
19. I'll Be The One (Lee, Lyla)
20. The Gentleman's Guide To Vice And Virtue Montague Siblings Series, Book 1 (Lee, Mackenzi)
21. The Family Fletcher Takes Rock Island (Levy, Dana Alison)
22. Snapdragon (Leyh, Kat)
23. Elatsoe (Little Badger, Darcie)
24. Ash (Lo, Malinda)
25. Julián Is A Mermaid (Love, Jessica)
26. Rules For Vanishing (Marshall, Kate Alice)
27. Down Among The Sticks And Bones Wayward Children Series, Book 2 (Mcguire, Seanan)
28. We Set The Dark On Fire (Mejia, Tehlor Kay)
29. The Song Of Achilles (Miller, Madeline)
30. Shine (Myracle, Lauren)
31. Heather Has Two Mommies (Newman, Lesléa)
32. The Magic Fish (A Graphic Novel) (Nguyen, Trung Le)
33. Before I Let Go (Nijkamp, Marieke)
34. Heartstopper, Volume 2 (Oseman, Alice)
35. Anger Is A Gift A Novel (Oshiro, Mark)
36. The Best At It (Pancholy, Maulik)
37. Wilder Girls (Power, Rory)
38. The Hidden Oracle (Riordan, Rick)
39. The Hammer Of Thor (Riordan, Rick)
40. Pride The Story Of Harvey Milk And The Rainbow Flag (Sanders, Rob)
41. The Marvels (Selznick, Brian)
42. They Both Die At The End (Silvera, Adam)
43. Infinity Reaper (Silvera, Adam)
44. The 57 Bus A True Story Of Two Teenagers And The Crime That Changed Their Lives (Slater, Dashka)
45. The Mermaid, The Witch, And The Sea (Tokuda-Hall, Maggie)
46. The Avant-Guards (2019), Volume 1 (Usdin, Carly)
47. Heavy Vinyl: Y2K-O! (Usdin, Carly)
48. The Prince And The Dressmaker (Wang, Jen)
49. Highly Illogical Behavior (Whaley, John Corey)

D.5 Christian Fiction/Series

1. Chop, Chop (Cronk, L.N. [Series]
2. The Lost Ones (Dekker, T.)
3. Cul-de-Sac Kids (Lewis, B.) [Series]
4. The Door in the Dragon's Throat (Peretti, F.) [Series]
5. Elsie Dinsmore (Finley, M.) [Series]
6. The Green Ember Series (Smith, S.D.) [Series]
7. Imagination Station (McCusker, P.) [Series]
8. It Will Be Okay: Trusting God through Fear and Change (TerKeurst, L.)
9. Knowing: A Series of Gifts (Hill, T.)
10. Fairy Tale Romance/Hagenheim (Dickerson, M.) [Series]
11. The Prince Warriors (Shirer, P., and Detwiler, G.) [Series]
12. The Secret of the Hidden Scrolls (Thomas, M. J.) [Series]
13. Sister in Time (Reece, C.) [Series]
14. The Sugar Creek Gang Series (Hutchens, P.) [Series]
15. Moody Family Series (Maxwell, S.) [Series]
16. You Are Special (Lucado, M.)
17. Berenstain Bears (Berenstain, S. and Berenstain, J.) [Series]
18. The Christy Miller Series (Jones Gunn, R.) [Series]
19. Grandma's Attic (Richardson, A.) [Series]
20. The Kingdom Series (Black, C.) [Series]
21. A New Family for Semoj (Hart, J.)
22. The Wingfeather Saga (Peterson, A.) [Series]
23. Rock Harbor Search and Rescue Series (Coble, C.) [Series]

For series, I coded as a "hit" any entry for a book that appeared to be part of this series.

D.6 Discontinued Dr. Seuss

1. To Think That I Saw it on Mulberry Street
2. McElligot's Pool
3. On Beyon Zebra
4. Scrambled Eggs Super
5. The Cat's Quizzer
6. If I Ran the Zoo

D.7 Young Adult Award Winners

1. Almost A Woman (Santiago, Esmeralda)
2. Big Girl Small (Dewoskin, Rachel)
3. Dominicana : A Novel (Cruz, Angie)
4. Asking For It (O'Neill, Louise)
5. Over And Under (Tucker, Todd)
6. At All Costs (Gilstrap, John)
7. Ship Breaker (Bacigalupi, Paolo)
8. The Invisible Life Of Ivan Isaenko (Stambach, Scott, Author)
9. The Queen Of Blood (Durst, Sarah Beth, Author)
10. Tales Of The Madman Underground : An Historical Romance 1973 (Barnes, John)
11. A Step From Heaven (Na, An)
12. The Regional Office Is Under Attack! (Gonzales, Manuel)
13. Postcards From No Man's Land (Chambers, Aidan)
14. Hard Love (Wittlinger, Ellen)
15. The House Of The Scorpion (Farmer, Nancy)
16. Candyfreak : A Journey Through The Chocolate Underbelly Of America (Almond, Steve)
17. My Jim : A Novel (Rawles, Nancy)
18. Everything I Never Told You (Ng, Celeste)
19. The Book Of Essie (Weir, Meghan Maclean)
20. Surrender (Hartnett, Sonya)
21. What Girls Learn (Cook, Karin)
22. The Nickel Boys : A Novel (Whitehead, Colson)
23. The Round House (Erdrich, Louise)
24. Fat Kid Rules The World (Going, K)
25. A Wreath For Emmett Till (Nelson, Marilyn)
26. The Kids Are Gonna Ask (Anthony, Gretchen)
27. One Whole And Perfect Day (Clarke, Judith)
28. Needles (Dominick, Andie)
29. Spinning Silver (Novik, Naomi)
30. Airborn (Oppel, Kenneth)
31. Girl At War : A Novel (Nović, Sara)
32. River, Cross My Heart (Clarke, Breena)
33. Ordinary Hazards : A Memoir (Grimes, Nikki)
34. The Floor Of The Sky (Joern, Pamela Carter)
35. Daughter Of The Forest (Marillier, Juliet)
36. Jellicoe Road (Marchetta, Melina)
37. Salvage The Bones : A Novel (Ward, Jesmyn)
38. The Work Of Wolves (Meyers, Kent)
39. Maggot Moon (Gardner, Sally)
40. Midwinter Blood (Sedgwick, Marcus)
41. Dragon Hoops (Yang, Gene Luen)
42. Mudbound : A Novel (Jordan, Hillary)
43. Sharp Teeth (Barlow, Toby)
44. The World Made Straight (Rash, Ron)
45. The Particular Sadness Of Lemon Cake : A Novel (Bender, Aimee)
46. All Involved : A Novel (Gattis, Ryan)
47. A Northern Light (Donnelly, Jennifer)
48. Speak (Anderson, Laurie Halse)
49. A Heart In A Body In The World (Caletti, Deb)
50. Never Let Me Go (Ishiguro, Kazuo)
51. Nation (Pratchett, Terry)
52. Black Juice (Lanagan, Margo)
53. The Man Who Ate The 747 (Sherwood, Ben)
54. The Unraveling Of Mercy Louis : A Novel (Parssinen, Keija)
55. Stolen (Christopher, Lucy)
56. In Darkness (Lake, Nick)
57. Mother, Mother : A Novel (Zailckas, Koren)
58. Gabriel's Story (Durham, David Anthony)
59. Color Of The Sea (Hamamura, John)
60. John Lennon : All I Want Is The Truth : A Photographic Biography (Partridge, Elizabeth)
61. Flags Of Our Fathers (Bradley, James)
62. A Boy And His Dog At The End Of The World A Novel (Fletcher, C)
63. Barefoot Heart : Stories Of A Migrant Child (Hart, Elva Treviño)
64. All The Light We Cannot See : A Novel (Doerr, Anthony)
65. Donorboy : A Novel (Halpin, Brendan)
66. I Am The Messenger (Zusak, Markus)
67. Maisie Dobbs : A Novel (Winspear, Jacqueline)
68. Everything Sad Is Untrue : (A True Story) (Nayeri, Daniel, Author)
69. Stiff : The Curious Lives Of Human Cadavers (Roach, Mary)
70. An Unkindness Of Magicians (Howard, Kat)
71. We Ride Upon Sticks (Barry, Quan, Author)
72. Stitches : A Memoir– (Small, David)
73. Room : A Novel (Donoghue, Emma)
74. We Are Okay (Lacour, Nina)
75. Things We Have In Common (Kavanagh, Tasha)
76. Hole In My Life (Gantos, Jack)
77. Crow Lake (Lawson, Mary)
78. Short Stories For Students. Volume 36 Presenting Analysis, Context, And Criticism

On Commonly Studied Short Stories (Constantakis, Sara, Editor)

79. The New Kids : Big Dreams And Brave Journeys At A High School For Immigrant Teens (Hauser, Brooke)
80. Bingo's Run : A Novel (Levine, James)
81. In The Country We Love : My Family Divided (Guerrero, Diane)
82. The Girl Who Smiled Beads : A Story Of War And What Comes After (Wamariya, Clemantine)
83. True Believer (Wolff, Virginia Euwer)
84. Out Of Darkness (Pérez, Ashley Hope)
85. Girls In Justice (Richard, Ross)
86. Strange The Dreamer (Taylor, Laini)
87. Malagash (Comeau, Joey)
88. Kit's Wilderness (Almond, David)
89. The Body Of Christopher Creed (Plum-Ucci, Carol)
90. The Earth, My Butt, And Other Big Round Things (Mackler, Carolyn)
91. A Long Way Gone : Memoirs Of A Boy Soldier (Beah, Ishmael)
92. The Only Good Indians : A Novel (Jones, Stephen Graham)
93. All Systems Red / 1 (Wells, Martha, Author)
94. Stardust (Gaiman, Neil)
95. The Kids Are All Right : A Memoir (Welch, Diana)
96. The Poet X (Acevedo, Elizabeth)
97. The Glass Castle : A Memoir (Walls, Jeannette)
98. Kent State : Four Dead In Ohio (Derf)
99. The Hazel Wood A Novel (Albert, Melissa, Author)
100. Golden Boy : A Novel (Tarttelin, Abigail)

D.8 NYT Best Sellers: Young Adult

1. Lore (Alexandra Bracken)
2. Loveless (Alice Oseman)
3. A Far Wilder Magic (Allison Saft)
4. All Of Us Villains (Amanda Foody Christine Lynn Herman)
5. Firekeeper's Daughter (Angeline Boulley)
6. The Hate U Give (Angie Thomas)
7. The Girl Who Fell Beneath The Sea (Axie Oh)
8. Beasts Of Prey (Ayana Gray)
9. Here's To Us (Becky Albertalli Adam Silvera)
10. Aristotle And Dante Dive Into The Waters Of The World (Benjamin Alire Saenz)
11. Defy The Night (Brigid Kemmerer)
12. I Kissed Shara Wheeler (Casey Mcquiston)
13. These Violent Delights (Chloe Gong)
14. Our Violent Ends (Chloe Gong)
15. Better Together (Christine Riccio)
16. Dark Rise (Cs Pacat)
17. Anatomy (Dana Schwartz)
18. Blackout (Dhonielle Clayton)
19. You've Reached Sam (Dustin Thao)
20. Family Of Liars (E Lockhart)
21. Six Crimson Cranes (Elizabeth Lim)
22. Tokyo Dreaming (Emiko Jean)
23. Hotel Magnifique (Emily J Taylor)
24. Small Favors (Erin A Craig)
25. Ace Of Spades (Faridah Abike-Iyimide)
26. So This Is Ever After (Ft Lukens)
27. All Boys Aren't Blue (George M Johnson)
28. Good Girl, Bad Blood (Holly Jackson)
29. Out Of The Blue (Jason June)
30. Stamped (Jason Reynolds Ibram X Kendi)
31. Ain't Burned All The Bright (Jason Reynolds Illustrated Jason Griffin)
32. The Hawthorne Legacy (Jennifer Lynn Barnes)
33. The Inheritance Games (Jennifer Lynn Barnes)
34. They'll Never Catch Us (Jessica Goodman)
35. A Magic Steeped In Poison (Judy I Lin)
36. Star Wars The High Republic: Out Of The Shadows (Justina Ireland)
37. The Cousins (Karen M Mcmanus)
38. Youll Be The Death Of Me (Karen M Mcmanus)
39. One Of Us Is Lying (Karen M Mcmanus)
40. Once Upon A K-Prom (Kat Cho)
41. The Agathas (Kathleen Glasgow Liz Lawson)
42. Kingdom Of The Cursed (Kerri Maniscalco)
43. The Betrayed (Kiera Cass)
44. Within These Wicked Walls (Lauren Blackwood)
45. Rule Of Wolves (Leigh Bardugo)
46. These Hollow Vows (Lexi Ryan)
47. Rising Troublemaker (Luvvie Ajayi Jones)
48. Bravely (Maggie Stiefvater)
49. Vespertine (Margaret Rogerson)
50. Steelstriker (Marie Lu)
51. Gilded (Marissa Meyer)
52. The Box In The Woods (Maureen Johnson)
53. The Gilded Ones #2: The Merciless Ones (Namina Forna)
54. Skin Of The Sea (Natasha Bowen)
55. Cosmic Queries (Neil Degrasse Tyson James Trefil)
56. Welcome To The Universe In 3D (Neil Degrasse Tyson Et Al)
57. Instructions For Dancing (Nicola Yoon)
58. She Gets The Girl (Rachael Lippincott Alyson Derrick)
59. The Nature Of Witches (Rachel Griffin)
60. See You Yesterday (Rachel Lynn Solomon)
61. I Must Betray You (Ruta Sepetys)
62. The Taking Of Jake Livingston (Ryan Douglass)
63. All My Rage (Sabaa Tahir)
64. The Witch Haven (Sasha Peyton Smith)
65. Once Upon A Broken Heart (Stephanie Garber)
66. This Woven Kingdom (Tahereh Mafi)
67. White Smoke (Tiffany D Jackson)
68. Children Of Blood And Bone (Tomi Adeyemi)
69. Dear Evan Hansen: The Novel (Val Emmich Steven Levenson, Benj Pasek & Justin Paul)
70. Gallant (Ve Schwab)
71. Realm Breaker (Victoria Aveyard)
72. Iron Widow (Xiran Jay Zhao)

D.9 LGBTQ+ (High School)

1. Clap When You Land (Acevedo, Elizabeth)
2. The Upside Of Unrequited (Albertalli, Becky)
3. Leah On The Offbeat (Albertalli, Becky)
4. What If It'S Us (Albertalli, Becky)
5. Girl, Serpent, Thorn (Bashardoust, Melissa)
6. Viral : The Fight Against Aids In America (Bausum, Ann)
7. I Am J (Beam, Cris)
8. Far From The Tree (Benway, Robin)
9. Missing, Presumed Dead (Berquist, Emma)
10. The Darkest Part Of The Forest (Black, Holly)
11. Love In The Time Of Global Warming (Block, Francesca Lia)
12. Summer Bird Blue (Bowman, Akemi Dawn, Uathor)
13. Beauty Queens (Bray, Libba)
14. Lair Of Dreams : A Diviners Novel (Bray, Libba)
15. In Other Lands : A Novel (Brennan, Sarah Rees)
16. Brooklyn, Burning (Brezenoff, Steven)
17. Someday This Pain Will Be Useful To You (Cameron, Peter)
18. The Lost Coast (Capetta, Amy Rose)
19. The Brilliant Death (Capetta, Amy Rose)
20. Learning Seventeen (Carter, Brooke)
21. The Never Tilting World (Chupeco, Rin)
22. The Fitzosbornes At War (Cooper, Michelle)
23. Top Ten (Cotugno, Katie)
24. Lgbtq+ Athletes Claim The Field : Striving For Equality (Cronn-Mills, Kirstin)
25. The Miseducation Of Cameron Post (Danforth, Emily M)
26. Unbecoming (Downham, Jenny)
27. Better Nate Than Ever (Federle, Tim)
28. I Have Lost My Way (Forman, Gayle)
29. Symptoms Of Being Human (Garvin, Jeff)
30. The Difference Between You And Me (George, Madeleine)
31. Picture Us In The Light (Gilbert, Kelly Loy)
32. Girl Mans Up (Girard, M-E)
33. King Of The Screwups (Going, K)
34. Will Grayson, Will Grayson (Green, John)
35. The Last Exit To Normal (Harmon, Michael B)
36. Tilt (Hopkins, Ellen)
37. The Past And Other Things That Should Stay Buried (Hutchinson, Shaun David)
38. The Gallery Of Unfinished Girls (Karcz, Lauren)
39. Almost Perfect (Katcher, Brian)
40. Darius The Great Is Not Okay (Khorram, Adib)
41. Love Drugged (Klise, James)
42. The Porcupine Of Truth (Konigsberg, Bill)
43. The Music Of What Happens (Konigsberg, Bill)
44. Openly Straight (Konigsberg, Bill)
45. Beyond Magenta : Transgender Teens Speak Out (Kuklin, Susan)
46. Absolutely, Positively Not (Larochelle, David)
47. Zombies Vs. Unicorns (Larbalestier, Justine)
48. I'll Be The One (Lee, Lyla)
49. The Gentleman's Guide To Vice And Virtue (Lee, Mackenzi)
50. Sawkill Girls (Legrand, Claire)
51. Two Boys Kissing (Levithan, David)
52. Ash (Lo, Malinda)
53. 10 Things I Can See From Here (Mac, Carrie)
54. 37 Things I Love (In No Particular Order) (Magoon, Kekla)
55. Reign Of The Fallen / Bk.1 (Marsh, Sarah Glenn)
56. Blood Sport (Mcadam, Tash)
57. Wild Beauty (Mclemore, Anna-Marie)
58. Dark And Deepest Red (Mclemore, Anna-Marie)
59. We Set The Dark On Fire (Mejia, Tehlor Kay)
60. All The Things We Do In The Dark (Mitchell, Saundra)
61. Shine (Myracle, Lauren)
62. Like A Love Story (Nazemian, Abdi)
63. I'll Give You The Sun (Nelson, Jandy)
64. Release (Ness, Patrick)
65. Radio Silence (Oseman, Alice)
66. Anger Is A Gift (Oshiro, Mark)
67. The Stars And The Blackness Between Them (Petrus, Junauda)
68. Heart Of Iron (Poston, Ashley)
69. Punkzilla (Rapp, Adam)
70. Final Draft (Redgate, Riley)
71. The Hammer Of Thor (Riordan, Rick)
72. Death Prefers Blondes (Roehrig, Caleb)
73. Carry On : The Rise And Fall Of Simon Snow (Rowell, Rainbow)
74. If I Was Your Girl (Russo, Meredith)
75. Gemini Bites (Ryan, Patrick)
76. Getting It (Sanchez, Alex)
77. Fans Of The Impossible Life (Scelsa, Kate)

78. More Happy Than Not (Silvera, Adam)
79. History Is All You Left Me (Silvera, Adam)
80. The 57 Bus (Slater, Dashka)
81. These Witches Don't Burn (Sterling, Isabel)
82. Odd One Out (Stone, Nic)
83. The Dangerous Art Of Blending In (Surmelis, Angelo)
84. Aristotle And Dante Discover The Secrets Of The Universe (Sáenz, Benjamin Alire)
85. Pulp (Talley, Robin)
86. Skim (Tamaki, Mariko)
87. Laura Dean Keeps Breaking Up With Me (Tamaki, Mariko)
88. Honor Girl (Thrash, Maggie)
89. Check, Please! Book 2, Sticks & Scones (Ukazu, Ngozi)
90. The Avant-Guards, Volume One (Usdin, Carly)
91. The Avant-Guards, Volume Two (Usdin, Carly)
92. The Grief Keeper (Villasante, Alexandra)
93. On A Sunbeam (Walden, Tillie)
94. The Prince And The Dressmaker (Wang, Jen)
95. Afterworlds (Westerfeld, Scott)
96. Highly Illogical Behavior (Whaley, John Corey)
97. The Steep & Thorny Way (Winters, Cat)
98. The Beauty That Remains (Woodfolk, Ashley)
99. After Tupac And D Foster (Woodson, Jacqueline)
100. Putting Makeup On The Fat Boy (Wright, Bil)

D.10 Race/Racism

1. Dear Martin (Stone, Nic)
2. All American Boys (Reynolds, Jason)
3. The Hate U Give (Thomas, Angie)
4. Monster (Myers, Walter Dean)
5. Between The World And Me (Coates, Ta-Nehisi)
6. Punching The Air (Zoboi, Ibi Aanu)
7. Just Mercy : A Story Of Justice And Redemption (Stevenson, Bryan)
8. The Black Kids (Hammonds Reed, Christina)
9. How To Be An Antiracist (Kendi, Ibram X.)
10. They Called Themselves The K.K.K : The Birth Of An American Terrorist Group (Bartoletti, Susan Campbell)
11. When You Look Like Us (Harris, Pamela N.)
12. Brown Girl Dreaming (Woodson, Jacqueline)
13. Class Act (Craft, Jerry)
14. I'm Not Dying With You Tonight (Jones, Kimberly)
15. A Sitting In St. James (Williams-Garcia, Rita)
16. The New Jim Crow : Mass Incarceration In The Age Of Colorblindness (Alexander, Michelle)
17. Stamped From The Beginning The Definitive History Of Racist Ideas In America (Kendi, Ibram X.)
18. This Is Your Time (Bridges, Ruby)
19. So You Want To Talk About Race (Oluo, Ijeoma)
20. What Is White Privilege? (Wing, K. And Erickson, L. A.)
21. Caste: The Origins Of Our Discontents (Wilkerson, Isabel)
22. Black Birds In The Sky : The Story And Legacy Of The 1921 Tulsa Race Massacre (Colbert, Brandy)
23. How Prevalent Is Racism In Society? (Parks, Peggy J.)
24. Things That Make White People Uncomfortable (Bennett, Michael)
25. When They Call You A Terrorist A Story Of Black Lives Matter And The Power To Change The World (Khan-Cullors, Patrisse)
26. The Migration North (De Medeiros, James)
27. Invisible Man, Got The Whole World Watching : A Young Black Man's Education (Smith, Mychal Denzel)
28. The Black Friend : On Being A Better White Person (Joseph, Frederick)
29. Protesting Police Violence In Modern America (Harris, Duchess)
30. Considering Hate Violence, Goodness, And Justice In American Culture And Politics (Whitlock, Kay)
31. Me And White Supremacy Combat Racism, Change The World, And Become A Good Ancestor (Saad, Layla F.)
32. Critical Race Theory, An Introduction (Delgado, R.)
33. Critical Race Theory: The Key Writings That Formed The Movement (Crenshaw, K.)
34. Black Skin, White Masks (Fanon, F.)
35. White Fragility: Why It's So Hard For White People To Talk About Racism (Diangelo, R.)
36. The Wretched Of The Earth (Fanon, F.)
37. Faces At The Bottom Of The Well (Bell, D.A.)
38. Orientalism (Said, E.W.)
39. Racism Without Racists: Color-Blind Racism (Bonilla-Silva, E.)
40. Borderlands/La Frontera (Anzaldúa, G.E.)
41. Killing The Black Body: Race, Reproduction, And The Meaning Of Liberty (Roberts, D.)
42. Why I'm No Longer Talking To White People About Race (Eddo-Lodge, R.)
43. So You Want To Talk About Race (Oluo, I.)
44. Are Prisons Obsolete? (Davis, Angela Y.)
45. Sister Outsider: Essays And Speeches (Lorde, A.)
46. Medical Apartheid: The Dark History Of Medical Experimentalism (Washington, H.)
47. Women, Racen, And Class (Davis, Angela Y.)
48. The Alchemy Of Race And Rights (Williams, P. J.)
49. And We Are Not Saved: The Elusive Quest For Racial Justice (Bell, D.A.)
50. The Color of Law: A Forgotten History Of How Our Government Segregated (Rothstein, R.)
51. In The Wake: On Blackness And Being (Sharpe, C.)
52. The Autobiography Of Malcolm X (X, Malcolm)
53. Black Feminist Though: Knowledge, Consciousness, And The Politics Of Empowerment (Hill Collins, P.)
54. The Bridge Called My Back: Writings By Radical Women Of Color (Moraga, C. L.)
55. Why Are All The Black Kids Sitting Together In The Cafteria? (Daniel Tatum, B.)
56. Black Looks: Race And Representation

(Hooks, B.)

57. An Indigenous Peoples' History Of The United States (Dunbar-Ortiz, R.)
58. Citizen: An American Lyric (Rankine, C.)
59. The Souls Of Black Folk (Du Bois, W.E.B.)
60. The History Of White People (Irvin Painter, N.)
61. Fault Lines: The Social Justice Movement And Evangelicalism's Looming Catastrophe (Bauuham, V.T.)
62. Hood Feminism (Kendall, M.)
63. The 1619 Project (Hannah-Jones, N.)
64. The Vanishing Half (Bennett, B.)
65. They Were Her Property: White Women As Slave Owners (Jones-Rogers, S.E.)
66. Algorithms Of Oppression: How Search Engines Reinforce Racism (Umoja Noble, S.)
67. The Condemnation Of Blackness (Muhammad, K.G.)
68. Thick: And Other Essays (Mcmillan Cottom, T.)
69. White Rage: The Unspoken Truth Of Our Racial Divide (Anderson, C.)
70. The Half Has Never Been Told: Slavery And The Making Of American Capitalism (Baptist, E.)
71. Race, Racism, And American Law (Bell, D.A.)
72. Silent Covenants: Brown V. Board Of Education And The Unfulfilled Hopes For Racial Reform (Bell, D.A.)

D.11   Abortion

1. I'm Pregnant, Now What Do I Do? (Buckingham, Robert W.)
2. A Sense Of The Infinite (Smith, Hilary T.)
3. A Spark Of Light : A Novel (Picoult, Jodi)
4. A Woman's Right To An Abortion Roe V. Wade (Herda, D. J.)
5. Abortion : Opposing Viewpoints (Roleff, Tamara L)*
6. Abortion : Opposing Viewpoints (Torr, James D)*
7. Aftercare Instructions (Pipkin, Bonnie)
8. And We Stay (Hubbard, Jenny)
9. Angel's Choice (Baratz-Logsted, Lauren)
10. Articles Of Faith : A Frontline History Of The Abortion Wars (Gorney, Cynthia)
11. Baby & Solo (Posthuma, Lisabeth)
12. Birthday (Russo, Meredith)
13. Dear Diary, I'm Pregnant : Ten Real Life Stories (Englander, Anrenée)
14. Detour For Emmy (Reynolds, Marilyn)
15. Exit, Pursued By A Bear (Johnston, E. K.)
16. Falling Into Place (Zhang, Amy)
17. Finding Yvonne (Colbert, Brandy)
18. Gabi, A Girl In Pieces (Quintero, Isabel)
19. Gingerbread (Cohn, Rachel)
20. Girls Like Us (Pink, Randi)
21. Girls On The Verge (Waller, Sharon Biggs)
22. I Know It's Over (Martin, C. K. Kelly)
23. Jane Against The World : Roe V. Wade And The Fight For Reproductive Rights (Blumenthal, Karen)
24. Laura Dean Keeps Breaking Up With Me (Tamaki, Mariko)
25. Like Sisters On The Homefront (Williams-Garcia, Rita)
26. Poor Your Soul (Ptacin, Mira)
27. Pregnancy : Private Decisions, Public Debates (Gay, Kathlyn)
28. Prophet (Peretti, Frank E.)
29. Rebel Girls (Keenan, Elizabeth)
30. Red Clocks : A Novel (Zumas, Leni)
31. Roe V. Wade : A Women's Choice? (Gold, Susan Dudley.)
32. Roe V. Wade : Abortion And The Supreme Court (Romaine, Deborah S.)
33. Roe V. Wade : The Abortion Question (Herda, D. J.)
34. Teens And Privacy (Merino, Noël.)
35. The Whitsun Daughters (Mesrobian, Carrie)
36. The Abortion Conflict : A Pro/Con Issue (Durrett, Deanne)
37. The Abortion Controversy (Knapp, Almond, Cozic)**
38. The Abortion Debate (Farrell, Courtney)
39. The Atonement Child (Rivers, Francine)
40. The Case Of Roe V. Wade (Stevens, Leonard A)
41. The Cider House Rules (Irving, John)
42. The Ethics Of Abortion (Hurley, Jennifer A.)
43. The Test (Kern, Peggy)
44. The Truth About Sexual Behavior And Unplanned Pregnancy (Kittleson, Mark J.)
45. Under Threat (Stevenson, Robin)
46. Unpregnant (Hendriks, Jenni)
47. Unwind (Shusterman, Neal)
48. What Girls Are Made Of (Arnold, Elana K)
49. When She Woke : A Novel (Jordan, Hillary)
50. You Are The Supreme Court Justice (Aaseng, Nathan)

* These may be an older and more updated version of the same series.
** This appears to be the "Current Controversies"; different authors credited may represent different volumes.

D.12 Recently Published LGBTQ (Summer/Fall 2022)

1. This Is Why They Hate Us (Aaron H. Aceves)
2. The Airless Year (Adam P. Knave)
3. August Kitko And The Mechas From Space (Alex White)
4. Fireworks (Alice Lin)
5. The Dreaming (Andre Bagoo)
6. Past His Defenses (Andrew Grey)
7. Hell Followed With Us (Andrew Joseph White)
8. Funny Gyal: My Fight Against Homophobia In Jamaica (Angeline Jackson & Susan Mcclelland)
9. Obsidian Island (Arden Powell)
10. The King Is Dead (Benjamin Dean)
11. Grayality (Carey Pw)
12. You And I, Rewritten (Chip Pons)
13. Happily Ever Island (Crystal Cestari)
14. If You Still Recognise Me (Cynthia So)
15. A Champion For Tinker Creek (D. C. Robeline)
16. Home Field Advantage (Dahlia Adler)
17. Surfside Boys (Daniel Elijah Sanderfer)
18. The Foghorn Echoes (Danny Ramadan)
19. Only Pieces (Edd Tello)
20. The Complicated Calculus (And Cows) Of Carl Paulsen (Gary Eldon Peter)
21. Felix Silver, Teaspoons & Witches (Harry Cook)
22. The Comedienne's Guide To Pride (Hayli Thomson)
23. The Brink (Holden Sheppard)
24. A Midnight Dark And Golden (Holly Race)
25. Cursed (J. P. Jackson)
26. Marlo (Jay Carmichael)
27. Young Men In Love Ed. (Joe Glass & Matt Miner)
28. The Nexus Of Destiny (Kalob Dàniel)
29. This Wicked Fate (Kalynn Bayron)
30. Glorious Poison (Kat Dunn)
31. Querelle Of Roberval (Kevin Lambert)
32. The Sea Knows My Name (Laura Brooke Robson)
33. Moj Ostatni Miesiac (Marcel Moss) [Polish]
34. Slip (Marika Mccoola and Aatmaja Pandya)
35. The Gravity Of Missing Things (Marisa Urgo)
36. Valiant Ladies (Melissa Grey)
37. Epically Earnest (Molly Horan)
38. The Loophole (Naz Kutub)
39. I Asked The Moon (Paul A. Rayes)
40. Game Of Strength And Storm (Rachel Menard)
41. My Government Means To Kill Me (Rasheed Newson)
42. Bad Things Happen Here (Rebecca Barrow)
43. Hellbound (Richard Amos)
44. We All Fall Down (Rose Szabo)
45. The Honeys (Ryan La Sala)
46. People You Meet In Paris Series (Ryan Rios)
47. Kid Wolf And Kraken Boy (Sam J. Miller)
48. Out There Ed. (Saundra Mitchell)
49. Blooming (Sean Ashcroft)
50. Seeing Strangers (Sebastian J. Plata)
51. Runaway Train (Simon Doyle)
52. The Spear Cuts Through Water (Simon Jimenez)
53. Heat Wave (T. J. Klune)
54. Other Names For Love (Taymour Soomro)
55. Clementine (Tillie Walden)
56. Unfinished Business (Tim Susman)
57. Take A Bow, Noah Mitchell (Tobias Madden)
58. Not Good For Maidens (Tori Bovalino)
59. This Way Out (Tufayel Ahmed)
60. The Sleepless (Victor Manibo)
61. The Language Of Seabirds (Will Taylor)
62. Silk Fire (Zabé Ellor)
63. A Killing In Costumes (Zac Bissonnette)
64. Brother Alive (Zain Khalid)
65. Godslayers (Zoe Hana Mikuta)