Politics and Children's Books:

Evidence from School Library Collections

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Abstract

Most public schools have a library on site, but little is known about the quality or content of school library programs. I use web-scraping techniques to collect original data on hundreds of titles in over 6,600 school libraries to identify patterns in library resources and content. Three primary findings emerge. First, gaps exist in library resources and collection quality, particularly between schools in low- and high-income areas. Second, although books with "controversial content" are widely available, the prevalence of these titles is related to local politics, state laws, and social environments. Libraries in conservative areas are less likely to have books that deal with LGBTQ+ issues, race/racism, or abortion and more likely to have discontinued Dr. Seuss and Christian fiction titles. Third, book challenges in the 2021-22 school year have had "chilling effects" on the acquisition of new LGBTQ+ content.

1 Introduction

The vast majority of public schools have a library on site, but little is known about the quality or content of school library programs. School libraries are present in 95% of public primary schools and 80% of high schools in the United States (NCES, 2017). More than half (61%) of schools with libraries employ a full-time librarian (NCES, 2015). In many schools, students visit the library once a week as part of their regular course schedule, particularly in the elementary grades (Gavigan et al., 2010). Yet despite the wide availability of school

libraries, representative facts about school libraries are few and far between and empirical research is limited.

Information is especially scarce with regard to one of the most basic library resources: the books on their shelves. Existing data describe school library collections in only the broadest terms. The average school library has about 12,800 books (NCES, 2011).[1] School libraries spend around $6,000 a year on average on new books (Ibid). Almost nothing can be said about the kinds of books that schools are purchasing or the type of content they contain. In the 2021-22 school year (SY), school libraries came under unprecedented scrutiny as schools faced a record-setting increase in book challenges (PEN America, 2022a; American Library Association, 2022). In this year, PEN America recorded 2,532 book challenges affecting 1,648 different books in 138 school districts (PEN America, 2022a). Many of the challenged titles deal with LGBTQ+ issues or race/racism, topics that have also been the target of recent state legislation including "anti-Critical Race Theory" (CRT) laws (Ibid). As school libraries have emerged as a key battleground in contemporary culture wars, new questions are being asked about what types of stories and ideas are available to students in public school buildings, what is appropriate, and who gets to decide.

This study is the first to examine the content of school libraries using large-scale data collected directly from library catalogs. I use web-scraping techniques to assemble data on the availability of hundreds of titles in over 6,600 public school libraries from across the country. I use this data in several ways. First, I examine patterns in library resources and quality for different types of schools using new measures of collection size, acquisitions, and the availability of recent best sellers. I then turn my attention to library content, documenting basic facts about the availability of certain kinds of books and identifying relationships between library content and local politics and policies. Finally, I estimate the "chilling effects" of local book challenges in the 2021-22 SY on the acquisition of recently published LGBTQ+ titles.

Three primary findings emerge. First, measures of library resources and collections quality are lower for schools that serve traditionally disadvantaged student populations, including schools with large shares of minority students and schools in rural communities. Gaps are particularly large between schools in low- and high-income areas. School libraries in low-income areas have less-up-to-date collections, fewer recent popular titles, and lower staffing levels than those in high-income areas. My findings confirm patterns in library resources documented in prior work (Lance & Kachel, 2021; Pribesh et al., 2011) and extend this literature by incorporating new measures of library content.

Second, the prevalence of books that deal with "controversial content" in school libraries is related to local political and social environments. This is true despite the fact that most school libraries, including those in the most conservative areas, have at least *some* books that deal with controversial subjects. School libraries in conservative areas have fewer books on LGBTQ+ issues, race/racism, or abortion and more Christian fiction

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[1]Most recent estimates from 20210-11 based on the 2011-12 Schools and Staffing Survey.

titles and books by Dr. Seuss that have been pulled from publication because of racist imagery. These relationships translate into meaningful differences in access to certain types of material: controlled estimates imply that a one standard deviation increase in the Republican margin decreases the probability that a high school has a title related to race/racism by 3.2 percentage points (20%) and decreases the probability that it has a popular LGBTQ+ title by 4.0 percentage points (12.9%). Social environments are also related to library holdings. The number of LGBTQ+ books is positively associated with supportive state and school policies and negatively associated with anti-LGBTQ+ bias and harassment. Books on abortion are positively related to comprehensive sex education in schools and access to abortion. Finally, state laws that restrict curricular content predict differences in library content above and beyond what county-level political preferences imply. In simple models, schools in states with anti-CRT laws are 3.5 percentage points (46 %) less likely to have books related to the "1619 Project." Anti-LGBTQ+ laws are also negatively associated with LGBTQ+ content in elementary/middle schools.

Third, I find evidence that the recent rise in book challenges has had "chilling effects" on the kinds of books librarians select for their collections. Controlling for baseline preferences for LGBTQ+ content and other library characteristics, schools in districts that were subject to a book challenge in SY 2021-22 were 0.55 percentage point (55%) less likely to have acquired a recently published LGBTQ+ title in the fall of 2022. In support of a causal interpretation of these findings, I show that schools that faced book challenges had similar patterns in the acquisition of older LGBTQ+ titles as schools that did not. Placebo tests also generate null results.

This paper makes several contributions. First, it documents new facts about school libraries using first-of-its-kind data gathered directly from a large sample of school libraries. Second, it presents the first empirical evidence on the effects of book challenges and anti-CRT laws on public schools. Third, it a shines light into the "black box" of education by quantifying differences in the type of stories that students encounter in public schools, adding to the handful of studies that collect new data on difficult-to-observe school inputs (e.g., Biasi & Ma, 2021 and Blazar et al., 2022).

In terms of prior work, this paper relates broadly to the literature on the politics of public school curricula (Zimmerman, 2022; Ravitch, 2001; Tyack, 1974) and the literature on differences in morals, values, and priorities for liberals and conservatives in the U.S. (Graham et al., 2009; Neiman et al., 2016; Lakoff, 2004). This paper also relates to research on the representation of historically marginalized groups in children's literature (Sims, 1983; Williams & Deyoe, 2014; Stringer-Stanback, 2011; Epstein, 2013; Crisp et al., 2016). Notably, recent work by Adukia et al. (2021) uses artificial intelligence techniques to quantify differences in skin tone in children's picture book illustrations, finding that although dark-skinned characters have become more common over time, mainstream award winners consistently depict lighter-skinned characters. This paper contributes most directly to the empirical work on school libraries, much of which is more than ten years old and descriptive in nature (Krashen et al., 2012; Lance & Hofschire, 2012; Barrett, 2010;

Todd & Kuhlthau, 2005). Also relevant is recent causal work on public (non-school) libraries finding positive effects of library openings and funding on educational attainment and test scores (Gilpin et al., 2021; Karger, 2021). Finally, this paper relates to recent work by Kogan (2022) that finds negative effects of local "culture war" controversies on student achievement.

The remainder of this paper is organized as follows. In section 2, I discuss the data and measures used for this project. In section 3, I analyze patterns in library resources and collections quality as they relate to school characteristics and student achievement. Section 4 is focused on school library content, identifying relationships between library content and local political/social environments, political preferences, and laws that restrict curricular content. In section 5 I estimate the effect of book challenges on the acquisition of new LGBTQ+ titles. I close in section 6.

2 Data and Measures

2.1 School Library Sample

The primary data used for this paper were collected by the author by searching publicly accessible school library catalogs for $> 6,600$ public schools in the United States. Libraries in my sample use a library and resource management platform that is used by more than 60% of public schools in the U.S. (Library Technology Guides, 2020). I identified valid school library sites hosted by this system and merged these to SY 2020-21 National Center for Education Statistics (NCES) Common Core of Data (CCD) public school universe files. Since I was not able to collect information on school district or state from the library websites, I merged libraries to CCD data based on school name and limited my sample to traditional public schools with unique names in the CCD data.[2] 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.[3] District-level spending data is from the 2018-19 CCD fiscal files and district-level neighborhood income data is from the 2018-19 EDGE School Neighborhood Poverty Estimates. I merge schools to county-level elections results from the MIT Elections Data and Science Lab using the 2021 NCES School District Geographic Relationship files.

[Table 1 about here]

My library sample consists of 6,631 schools – about 8.4% of all comparable traditional public schools and 20% of school districts – from a broad and diverse set of school communities.

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[2]Examples of schools excluded because they do not have unique names would be "Lincoln Elementary School" and "Martin Luther King, Jr. School." I later verified that the schools identified by the library website were located in the same state as the schools they matched to in the CCD.

[3]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).

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.[4] Table 1 compares summary statistics for schools in my sample (column 1) to all comparable schools from the CCD universe files (column 2). Column (3) reports the t-statistic and p-value from a test of equivalence of columns (1) and (2).[5] 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 in my sample and schools in the Midwest and West are underrepresented.[6]

2.2 Books

Ideal data for this analysis would consist of complete library catalog records for every school in my sample. Since this data isn't available, I instead generated data on school library collections by searching for specific books from lists of titles that I curated and recording whether or not that title was found.[7] This approach approximates the "list checking" method used in library science to assess the quality and completeness of library collections (Williams & Deyoe, 2014). Searches were conducted between May 2022 and August 2022. The data generating process was not error-proof. Searches for titles could fail because of slow loading times, changes in layout, changes in site security, or other issues. I re-ran apparent failed queries to minimize this concern.

[Table 2 about here]

I searched for books in several categories, as summarized in Table 2. This included books that have received prestigious awards (Newberry, Caldecott, Printz, and Alex) and recent popular titles (NYT Best Sellers, June 2021-2022). I also developed topical lists of books that dealt with controversial or ideological content, generating titles from online articles, book recommendation sites such as GoodReads or BookRiot, and other sources (see Appendix A for detail). My lists of titles with LGBTQ+ content came from the American Library Association (ALA) Rainbow Lists from 2008 to 2021, an annual list of recommended titles with "significant and authentic LGBTQIA+ content" for children and young adults (GLTRT, 2022).[8] My list of books on race/racism focused on titles that have

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[4]My sample does not include schools from Hawaii or South Dakota. The high school sample covers 46 states, excluding (also) Alaska and Oklahoma. I do not include schools in the District of Columbia.

[5]Appendix Table A1 breaks down summary statistics separately for the elementary/middle and high school samples.

[6]See Appendix Table A2 for the breakdown of school in my sample by state.

[7]This included, where identifiable, non-English editions of the searched-for title.

[8]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

been implicated in debates on how race and racism are taught in public schools. This includes 59 non-fiction books that directly engage with racism and white privilege, such as *How to Be an Antiracist* by Ibram X. Kendi, and 13 fiction titles that deal with topics such as police violence, including *The Hate U Give* by Angie Thomas. The list of titles on abortion includes both fictionalized stories about pregnancy/abortion and non-fiction titles on the abortion debate. Finally, I also searched elementary school libraries for titles related to 23 different Christian fiction books or series as well as for 6 titles by Dr. Seuss that were pulled from publication in 2021 because of racist depictions (Pratt, 2021). I refined my lists of titles by conducting pre-searches in a small sample of schools and eliminating titles that were inefficient to search because they returned long lists of non-matches or were not common in school library collections. I also note that there is some overlap across lists, with a few titles appearing on multiple lists.[9] Full lists of titles included on each book list are available in Appendix E.

2.3 Estimating 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. Data on collection size is not available on school library websites, so I developed an index to approximate the number of books in a library based on the number of results returned when searching for the word "the," the most frequently occurring word in book titles.[10] The assumption behind this measure is that the number of books returned when searching for "the" will represent a relatively stable share of all books in a library collection. To assess the validity of this measure, I compared the number of hits returned when searching for "the" to the actual number of books reported for 116 Colorado school libraries that published this data as part of the 2017-18 Colorado Public School Library Survey and used the same library resource management system as schools in my sample (Library Research Services, 2018). The number of hits returned when searching "the" was positively and significantly correlated with the total number of books in these 116 libraries ($\rho = 0.31, p <= 0.001$). 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

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subsample 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.

[9]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. In addition, *McElligot's Pool* by Dr. Seuss is on the list of children's award-winners but is also a discontinued Dr. Seuss titles.

[10]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.

number of hits for "the" into an estimated number of books.[11] 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). Additional detail on this measure is presented in Appendix B.

2.4   Estimating Acquisitions

Another important dimension of library resources is how up-to-date its collection is. This can be measured based on library acquisitions (Matthews, 2017). I was not able to observe when a book was added to a library, but I was able to observe the year a book was published in the library catalog entry. I used this information to create a proxy for library acquisitions based on the number of recently published books in the collection. Specifically, I searched each library for six words that are commonly used in book titles: boy, like, girl, dark, future, and me.[12] For each word, I recorded the total number of hits (i.e., titles) returned by the search as well as the number hits for titles that were published in 2021 or 2022. I then calculated a word-level acquisitions rate as follows:

$$\widehat{AcqRate}_{ws} = \frac{Pub2122_{ws}}{Total_{ws}}, \tag{1}$$

where $Pub2122$ 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. To assess the validity of this measure, I correlated these word-level acquisitions rates with the number of recent best sellers in a library (see Appendix B). The word-level rates were highly correlated with the presence of recent best sellers, suggesting they are a valid measure of library recency. 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 (up to six)[13] word-level estimates and multiplying by 100 for ease of interpretation:

$$\widehat{AcqRate}_s = 100 \cdot \left(\frac{\sum_{w=1}^{n} \widehat{AqRate}_{ws}}{n} \right) \tag{2}$$

As constructed, this measure theoretically ranges from 0 to 100 and indicates the percent of search results that corresponded to recently published titles. The mean acquisitions rate

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[11]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: $EstimatedBooks = 7453.387 + 1.275 HitsThe$.

[12]These words were selected by trial and error from an author-crated rank-ordered list of words used in the titles of New York Times Best Sellers (Dhruvil, 2020).

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

in my sample was 1.71 (SD=2.0).[14]

3   Resources

3.1   Library Resources and School Characteristics

I compile data on three types of library resources: number of books per student, acquisitions rate, and library staffing levels. The first two measures are estimated as previously described. Library staffing data are from the 2018-19 CCD and are available at the district-level only. I define library staffing levels as total FTE library/media specialists and support staff per school in the district. These data are missing for about 15% of schools in my sample.[15] Of these three measures, acquisitions and library staffing may be better measures of library quality than the number of books, since having more books could reflect relatively *lower* levels of resourcing or care due to inadequate "weeding" of unpopular or outdated materials (Baumbach & Miller, 2006). I also present statistics on the number of recent best sellers in school libraries as another indicator of how up-to-date a library collection is.[16]

[Figure 2 about here]

Schools with larger shares of white students, schools located in high-income areas, and schools non-rural areas have better-resourced school libraries than their counterparts.[17] Figure 2 plots average resources by school type for each of the three measures. (Appendix Table A5 summarizes resource measures separately for elementary/middle and high school samples). The most pronounced differences in resources are between schools in high- and low-income areas. Acquisitions are about 0.65 point (46%) higher and staffing rates are

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[14]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 indicate 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.

[15]I set as missing data for districts that do not report staffing levels for both library/media specialists and support staff.

[16]I note that the number of recent best sellers may also reflect differences in library preferences unrelated to whether or not a collection is up-to-date. For example, these recent best sellers include several titles that deal with LGBTQ+ content and themes as well as books that also appear on the list of titles related to race/racism. For this reason, I consider this metric to be a noisy indicator of library quality.

[17]I define low and high-income schools based on the school neighborhood income-to-poverty ratio (IPR) from the the 2018-19 NCES EDGE school neighborhood poverty estimates. "High income" schools are those located in the 4th quartile in the distribution of IPRs in my samples (elementary/middle or high) and "low income" schools are those located in the 1st. I define "high minority" schools based on the share of non-White students enrolled as reported in the 2018-19 CCD, again defining high and low as the top and bottom quartile within the school-level (elementary/middle or high school) samples. Rural schools are as defined by the CCD and are compared to schools in cities/suburbs/towns.

0.32 FTE (40%) higher per school in high-income areas than in low-income areas. School libraries in high-income neighborhoods also have more recent popular titles, with about twice as many recent young adult and middle grades best sellers, on average. Smaller gaps exist for acquisitions, staffing, and best sellers between low- and high-minority schools and rural and non-rural schools. Interestingly, these patterns do not hold for books per student, which are highest in low-income, low-minority, and rural schools.

3.2 Library Resources and Student Achievement

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). Here, I test the relationship between school library resources and student achievement by associating my cross-sectional measures of library resources with school-level test score estimates from the Stanford Education Data Archive (SEDA). SEDA produces nationally comparable estimates of average test scores by linking data from state standardized tests to NAEP scores to convert state scores to a common scale.[18]

[Table 3 about here]

Library resources are positively associated with student achievement, at least in uncontrolled models. Uncontrolled estimates in Table 3 are all positive and statistically significant: test scores are higher in schools with higher staffing levels, larger library collections, and more recently acquired titles. The associations with (log)[19] books and library FTE per school remain positive and statistically significant even after including demographic and socioeconomic controls, though the relationship with acquisitions does not.[20] Similar results are found for the number of recent middle grades and picture book best sellers (not shown), which are positively and significantly related to test scores in uncontrolled models but insignificantly related to test scores with controls.

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[18]I use cohort scale scores from SEDA version 4.1, which are normalized relative to a national cohort. School-level estimates are calculated using data pooled over multiple grades and years in math and ELA. See Fahle et al. (2021) and SEDA technical documentation (www.edopportunity.org) for detail. I match 91% of elementary/middle schools in my sample to SEDA average achievement estimates using the 2019 SEDA school-level crosswalk to CCD ID number.

[19]Log refers to natural logarithm throughout.

[20]Controls from SEDA fields include weighted (multi-year) averages for total enrollment and percent white, Black, Hispanic, Asian, and free/reduced-price lunch eligible students. I also include neighborhood income-to-poverty ratios and log per-pupil expenditures as well as a dummy variable for being a middle school. Standard errors are clustered at the district level.

4 Library Content and Local Politics

4.1 National Statistics

Table 4 presents new descriptive evidence on the content of school library collections using data from my national sample of schools. 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 have at least some books that deal with controversial content. Almost every high school in my sample (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.[21] 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.[22]

[Table 4 about here]

4.2 Library Content and Policy-Relevant Measures

The content of school library collections may reflect local social, demographic, and policy environments. Here, I estimate the relationship between the number of books on a list of controversial titles (l) and a policy-relevant measure of the school's local context, as follows:

$$
\begin{aligned}
Indicator_{scl} = \alpha_0 + \beta_1 NTitles_{scl} + \beta_2 LnBooks_{sc} + \beta_3 Acquisitions_{sc} \\
+ \beta_4 LnEnrollment_{sc} + \beta_5 Middle_{sc} + \epsilon_{scl},
\end{aligned}
\tag{3}
$$

Here, $Indicator_{scl}$ is a policy-relevant indicator for county c where school s is located that is theoretically related to the content of book list l. $NTitles_{scl}$ is the number of books from list l that were found in school library s. β_1 is the coefficient of interest. The model includes controls for log number of books, log enrollment, estimated acquisitions rate, and an indicator for being a middle school (middle/elementary sample only). I include this minimal set of controls to adjust for basic structural differences in library size/acquisitions and school populations that might otherwise explain differences in the number of titles available from a given book list. Standard errors are clustered the level at which the

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[21] *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 – and from the analyses that follows – both because it is an outlier and because its LGBTQ+ content is ambiguous.

[22] The share of libraries with a Christian fiction title would drop to 42% if the Berenstain Bears series was excluded.

outcome is defined. Local policy-relevant indicators come from a variety of sources and are described in detail in Appendix C.

[Table 5 about here]

Controversial content in school libraries is related to local social and policy contexts. LGBTQ+ titles are more common in areas with larger shares of same-sex households and more supportive school and community climates as measured by access to a Gay-Straight alliance, anti-gay/lesbian implicit bias, and gender/sexuality-related harassment in schools. The number of titles on race/racism is negatively associated with race-based implicit bias, meaning these books are less common in areas with more anti-Black bias. Books on race/racism are also positively related to two measures of segregation and achievement gaps between Black and white students, meaning these books are also more common in areas with greater race-based disparities. There is no relationship between the percent of Black students in a school and the number of titles on race/racism. The number of books from the abortion book list is negatively related to (pre-Dobbs) measures of access to abortion, with each additional book predicting an approximately 1 mile decrease in distance to the nearest abortion clinic. Books on abortion are also negatively associated with teenage birth rates and positively related to state-level measures of access to comprehensive sex education in secondary school.[23]

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.

4.3 Library Content in Liberal and Conservative Communities

Descriptive statistics show expected patterns in the availability of controversial/ideological content in schools in liberal and conservative areas. Figure 3 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 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 also 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 title on race/racism, 95% had at least one title on abortion, and 94% had at least

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[23]See Appendix C for the CDC's definition of a comprehensive sex education program.

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.[24]

[Figure 3 about here]

4.4 Controlled Relationships

Libraries in more conservative areas tend to have fewer books overall and lower acquisition rates than libraries in liberal areas, which might also explain differences in access to books with controversial content. To adjust for these differences, I estimate controlled relationships between political preferences and specific library content as follows:

$$BookFound_{scb} = \alpha_0 + \alpha_1 MarginRep_{sc} + \delta X_{sc} + \epsilon_{scb}, \tag{4}$$

where $BookFound_{scb}$ is an indicator variables that is equal to 1 if book b from a particular book list (l in equation 3, subscript omitted here) was found in school library s in county c. $MarginRep_{sc}$ is the standardized margin that voted for Republican candidate Donald Trump over Democratic candidate Joe Biden in the county in the 2020 presidential election.[25] X_{sc} is a vector of basic library/school controls – log enrollment, log number of books, acquisitions rate, and an indicator for middle schools – as previously described. Regressions for discontinued Dr. Seuss titles also control for the number of titles by Dr. Seuss or his protégé P.D. Eastman in the library to address differences in baseline preferences for early ready picture books of this kind. Standard errors are clustered by school district. α_1 is the coefficient of interest, representing the controlled relationship between a one standard deviation increase in support for the Republican candidate and the probability a title is found. I estimate this model separately for each list of books using a dataset of school-by-title observations for that list. I prefer descriptive estimates from this "lean" model to those estimated with additional controls, such as school demographics, because these additional control variables are often also related to local political preferences, making α_1 more difficult to interpret.[26]

Local political preferences are strongly related to access to controversial content in school libraries. Table 6 presents estimates of α_1 from equation 4 where the dependent variable is whether or not a specific book is found from the indicated list and the independent variable is the standardized margin for the Republican candidate. For context, a one standard deviation difference in the margin for the Republican candidate is roughly

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[24]Appendix Table A6 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.

[25]I calculate this by taking % Trump - % Biden in the county where the school is located and the 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.

[26]I estimate models with additional controls as robustness checks, generating similar results.

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). A one standard deviation increase on this scale 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 reduces the probability of having an LGBTQ+ title by 1.9 percentage points (21%) while in high schools it reduces the probability of having a popular LGBTQ+ by 4.0 percentage points (12.9%). 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 6 about here]

The results in Table 6 are robust to alternative specifications. Appendix Table A7 presents results from robustness checks that estimate models with additional demographic controls, state fixed effects, and/or alternative measures of local political preferences. Point estimates are practically indistinguishable across specifications. Appendix Table A8 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.

4.5 Anti-CRT Laws

The past couple years have seen a wave of proposed state legislation that limits how public schools teach divisive topics. So-called "anti-Critical Race Theory (CRT)" laws target instruction related to race and racism. I collect data on anti-CRT laws and state-level actions from a database maintained by Education Week (Schwartz, 2021b). At the time this was written, 17 states had implemented anti-CRT laws or similar actions affecting public schools of the 42 where such actions had been proposed.[27] Using this data, I create two state-level policy indicators: (1) $AntiCRT$, which is equal to 1 if anti-CRT action was proposed in the state (whether it was enacted or not), and (2) $AntiCRTxEnact$, which is equal to 1 in states that have taken anti-CRT action. I estimate the relationship between Anti-CRT laws and books related to race/racism as follows:

$$RaceTitleFound_{bsck} = \delta_0 + \delta_1 AntiCRTxEnact_{sck} + \delta_2 AntiCRT_{sck} + \delta_3 MarginRep_{sck}$$
$$+ \gamma X_{sck} + \epsilon_{bsck}, \tag{5}$$

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[27]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. Appendix A9 summarizes proposed and implemented anti-CRT activity by state.

where $RaceTitleFound_{bsck}$ is an indicator that is equal to 1 if book b from the race/racism book list was found in school library s. c indexes county and k indexes the state. X_{sck} is a vector of basic controls included in prior regressions. Standard errors are clustered by county.[28]

[Table 7 about here]

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," 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).[29] Columns 1 and 2 of Table 7 present estimates of δ_1 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 (46%) less likely to have a title related to the "1619 Project."

4.6 Anti-LGBTQ+ Laws

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 grade 3. A month later, Alabama passed a similar law. At the time of time of writing, twelve other states have considered laws to restrict the way sexual orientation and/or gender identity are discussed in public schools, which I refer to hereafter as "anti-LGBTQ+" laws.[30] I use data on these laws to create three indicator variables: $AntiLGBTQ$, which is equal to 1 if an anti-LGBTQ+ law had been proposed in the state (regardless of its outcome), (2) $AntiLGBTQxEnact$, which is equal to 1 in the two states that have enacted such legislation, and (3) $ProLGBTQ$, which is equal to 1 in the seven states that have enacted laws that require that LGBTQ+ people or history be included in state standards. My preferred specification is as follows:

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[28]Clustering by state increases standard error size and the estimated relationship in column (4) of Tabel 7 becomes statistically insignificant at $p < 0.05 (p = 0.068)$.

[29]Titles coded as the "1619 Project" include the "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."

[30]I compile data on LGBTQ+-related laws from several sources: Sawchuk (2021), Prescott (2021), Sosin (2022), Movement Advancement Project (2022a), 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 in classrooms or included in curricular content broadly (i.e., not just in the context of sexual education). See Appendix A9 for state-level detail.

$$LGBTQTitleFound_{bsck} = \kappa_0 + \kappa_1 AntiLGBTQxEnact_{sck} + \kappa_2 AntiLGBTQ_{sck}$$
$$+\kappa_3 ProLGBTQxEnact_{sck} + \kappa_4 MarginRep_{sck} + \gamma X_{sck} + \epsilon_{bsck}, \tag{6}$$

where all variables are as previously described.

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 8 imply that being in one of the two states with an anti-LGBTQ+ law decreases the probability of finding an LGBTQ+ title by 3.6 percentage points (40%) in elementary/middle schools. Negative estimates are qualitatively larger for titles that deal with gender identity or expression (column 3) than for other kinds of LGBTQ+ titles (columns 4).[31] 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 poll-based research that finds 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., 2022).

[Table 8 about here]

5 Book Challenges

5.1 Data and Sample

The 2021-22 school year saw a precipitous rise in book challenges in public schools (PEN America, 2022a).[32] A recent report by PEN America estimates that half of these challenges were related to efforts by conservative political organizations, many of which are associated with the parents' rights movement (2022a). My data on book challenges comes from two sources: (1) PEN America's Index of School Book Bans and (2) the Book Censorship Database by Dr. Tasslyn Magnusson. I compile district-level data on (1) whether a district was implicated in a book challenge in 2021-22 school year[33] and (2) the number of titles

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[31]I identify 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.

[32]PEN America refers to instances captured in its data as book bans and defines a book ban as "any action taken against a book based on its content and as a result of parent or community challenges, administrative decisions, or in response to direct or threatened action by lawmakers or other governmental officials, that leads to a previously accessible book being either completely removed from availability to students, or where access to a book is restricted or diminished" (2022c). I use the phrase "book challenge" to clarify that not all challenged titles were permanently removed from library shelves or subjected to long-term restrictions.

[33]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.

implicated in the challenge, which I code as the greater of the number of challenged titles from the two data sources. I also collect data on the state- and county-level presence of chapters of 8 conservative groups that have been implicated in book challenges (see Appendix D for detail).

I identify 82 schools in 43 districts in my sample that were subject to book challenges in SY 2021-22, plotted in Appendix Figure A2.[34] Table 9 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.[35] 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 9 about here]

5.2 Identification

The impact of the unprecedented rise in book challenges over SY 2021-22 has not yet been considered by empirical research. In the short term, book challenges may result in challenged titles being removed from circulation or subjected to additional restrictions. This immediately impacts student access to specific content at specific times, though these restrictions are often temporary. Over the longer term, book challenges and other efforts to restrict or scrutinize school library material are likely to have "chilling effects" on library collections, pushing librarians to avoid books with content that could provoke parents or political groups. If so, these chilling effects could have broad and significant implications for student access to diverse library materials. While it is too early observe the lasting effects of the recent rise in book challenges, I compile evidence on the short-term effects of book challenges on new acquisitions. I do this by estimating the relationship between being in a school district that was subject to a book challenge in SY 2021-22 and the number of recently published LGBTQ+ titles that were added to the collection over the summer or early fall. I generated a list of 65 young adult LGBTQ+ titles that were published between June 2022 and August 2022, after the conventional close of the 2021-22 SY.[36] I

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[34]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.

[35]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.

[36]Books on this list come from the Reads Rainbow website, a blog dedicated to sharing LGBTQ+ media.

then searched high schools in my sample for these 65 titles in October 2022.[37] Since these are very recently published books and this list was not selected based on popularity or accolades, the "hit rate" for searches for these recent titles was low, around 1%, compared to around 31% for titles from the original LGBTQ+ list.[38] I use this data to estimate the following model:

$$RecentLGBTQFound_{bsdc} = \beta_0 + \beta_1 BookChallenge_{sdc} +$$
$$\beta_2 NLGBTQ + Titles_{sdc} + \beta_3 X_{sdc} + \epsilon_{bsdc}, \tag{7}$$

where $RecentLGBTQFound_{bsc}$ is an indicator variable that is equal to 1 if recently published LGBTQ+ book b was found in school library s and equal to 0 if not. $BookChallenge_{sdc}$ is an indicator variable that is equal to 1 if school s is located in a district d that was subject to a book challenge in SY 2021-22. $NLGBTQTitles_{sdc}$ is the number of older LGBTQ+ titles found in the library from the original list of 100 LGBTQ+ titles featured in the earlier analysis. Controlling for the number of original LGBTQ+ titles allows me to adjust for baseline preferences for LGBTQ+ content. X_{sdc} is a vector of control variables included in previous models (log enrollment, log number of books, and acquisitions rate). Controlling for acquisitions allows me to adjust for differences in new purchases. I also include a control for county-level (standardized) margin Republican in the 2020 election. β_1 is the coefficient of interest, representing the controlled difference in probability of having a new LGBTQ+ titles for schools in districts that were subject to a challenge relative to those that were not. Standard errors are clustered by district.

This model resembles a difference-in-differences (DID) design, with a few important distinctions. First, an ideal DID design would use longitudinal data on library holdings captured over multiple periods of time. In my case, I am only able to observe LGBTQ+ titles at two time periods (late spring and fall 2022). Second, my "pre-period" data was not collected prior to the first book challenge, as would have been preferred, but is instead a snapshot of library holdings from the end of SY 2021-22. If LGBTQ+ titles were removed from library catalogs because of book challenges, measuring LGBTQ+ preferences at the end of the year could contribute to downward bias in my estimates, though I do not find evidence that this often occurs.[39] Third, while I am able to adjust for annual acquisitions by controlling for the estimated acquisitions rate, it's possible that month-over-month acquisitions differ in unobserved ways for schools that did and did not face book challenges, though I see no reason why this would be the case. Lastly, I note that my list of older

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[37] I was able to search 1,371 of the 1,391 libraries included in my original sample.

[38] Of the 65 recently-published titles I searched for, 25 were found in any library.

[39] Data on the outcomes of book challenges is not fully reliable, but it seems that most books subject to a book challenge are not permanently removed from a library. Anecdotally, I have found catalog entries for books that were recorded as being permanently removed from libraries in a district because of book bans. This may be due to a delay between removing a title and updating the library catalog or a preference for keeping books in the catalog even after restrictions on access are imposed. Other explanations are also possible, including non-compliance by librarians.

LGBTQ+ titles from the ALA Rainbow Book Lists may not be directly comparable to the books on my list of recently published LGBTQ+ titles, most of which will likely not earn this distinction. With these distinctions in mind, I present my results.

5.3 Results

Estimates in Table 10 indicate that book challenges in SY 2021-22 decreased the acquisition of recently published LGBTQ+ titles by the following fall. Columns 3 and 6 present results from my preferred specification. 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 reduces the probability of finding a new LGBTQ+ title by 0.04 percentage point (4%). As a robustness test, I estimate leave-one-out estimates. I find that dropping any individual title does not meaningfully change my findings.[40] I also note that while I do not include these in my preferred model, estimates that include state fixed effects produce very results that are practically indistinguishable from those shown in Table 10.

[Table 10 about here]

5.4 "Pre-Trends" and Placebo Tests

In a true difference-in-differences design, I would examine pre-trends in the acquisition of LGBTQ+ content over time to ensure the assumption of parallel trends was satisfied. This is not possible since I do not have historic data on library collections. However, I can approximate a pre-trend analysis using cross-sectional data by looking at patterns in the the availability of LGBTQ+ titles over publication data using my original list of 100 LGBTQ+ titles. Titles on this list were published between 2005 and 2020. (See Appendix Figure A1 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 Figure 4. The average "hit rates" for schools in book challenge and non-book challenge districts follow very similar trajectories over publication year.[41] 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.

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[40]Leave-one-out estimates of β_1 from my preferred model range from -0.0057 (SE=0.002) to -0.0049 (SE=0.002). All estimates from leave-one-out models remain statistically significant.

[41]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.

[Figure 4 about here]

As another test of my model, I conduct placebo tests by estimating equation 7 using titles from my race/racism, abortion, and award-winning book lists as my outcome. Positive results for any of these outcomes would be inconsistent with a causal interpretation of my model. Reassuringly, none of the estimates in Table 11 are significant.

[Table 11 about here]

6   Discussion

School libraries are an understudied – and increasingly scrutinized – part of our education system. In this paper I present new evidence on the size, quality, and content of school library collections using original data from over 6,600 public school libraries nationwide. My findings sometimes conform and sometimes break with expectations.

First, differences in library staffing and access to up-to-date materials in school libraries reflect entrenched social inequalities. Measures of library resources and quality are lower for rural schools, for schools that serve large shares of minority students, and, in particular, for schools in low-income areas. The impact of these gaps on student outcomes are unknown. In line with prior research, I find correlational evidence that library resources are associated with student achievement. Future research should apply more rigorous methods to identify the relationship between school library resources and student test scores. Future work should also consider the effects of school libraries on a broader range of outcomes – such as school climate, social or political attitudes, and digital literacy skills – that may be more directly related to mission or content of school libraries.

Second, in our decentralized education system, 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. 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 that cater to Christian audiences are more likely to be missing from libraries in liberal areas. State laws that limit how public schools teach contentious topics – including anti-CRT laws – are also related to differences in library materials above and beyond what would be predicted by local political preferences alone.

Nonetheless, books that deal with contentious topics are widely available in public schools. My data suggest that most school libraries are still functioning as spaces where students can find books that deal with controversial social and political topics. These books may include material that some parents, policymakers, and political organizations 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. I present compelling evidence that book challenges in the 2021-22 school year decreased the acquisition of new books with LGBTQ+ content. 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: 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.

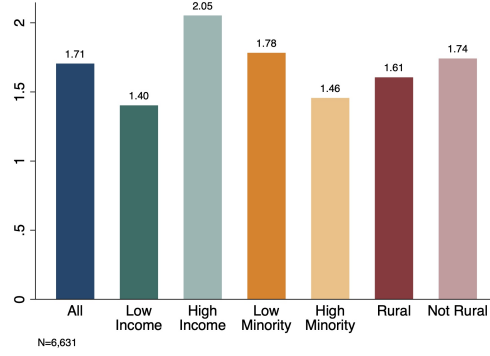Figure 1: School Library Sample
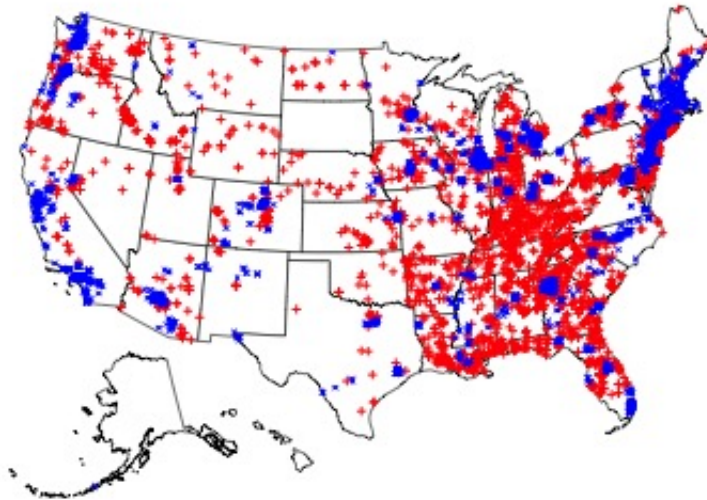
Red dots indicate schools in sample in counties that voted for Trump in 2020. Blue dots indicate schools in sample in counties that voted for Biden.

Figure 2: Library Resources by School Type
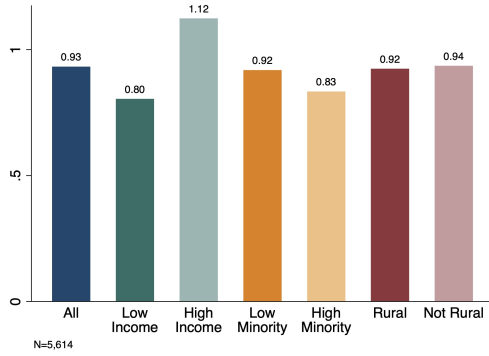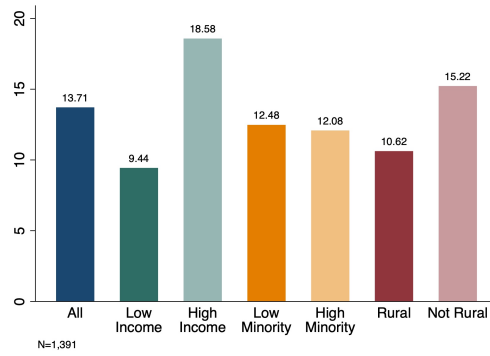
(a) Books per Student
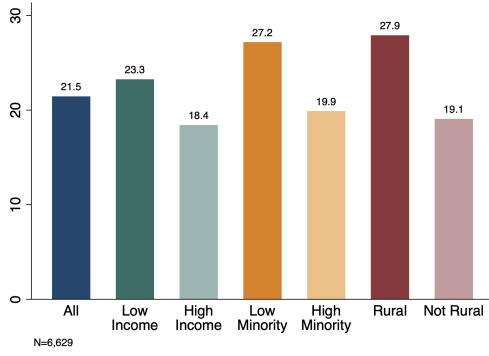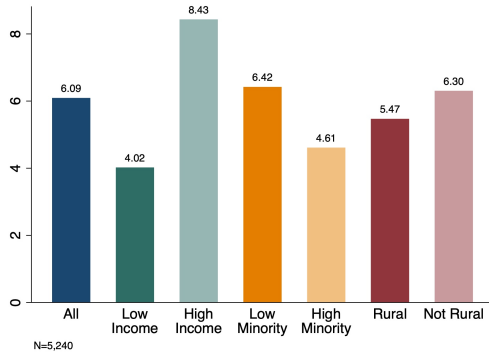

(b) Acquisitions Rate

(c) Library FTE per School

(d) N Best Sellers: Young Adult

(e) N Best Sellers: Middle Grades
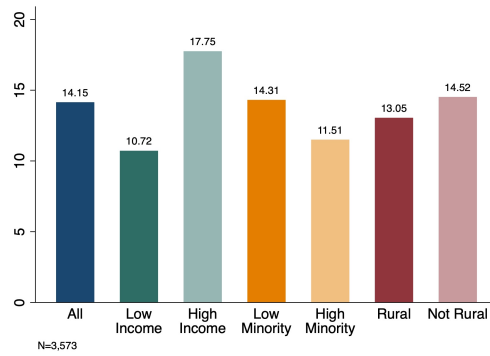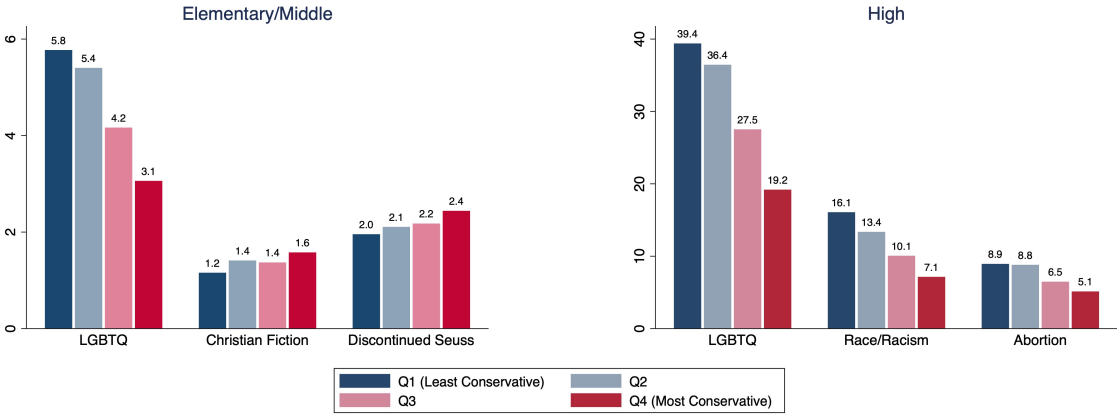

(f) N Best Sellers: Picture Books

22

Figure 3: Controversial Content and Local Political Preferences
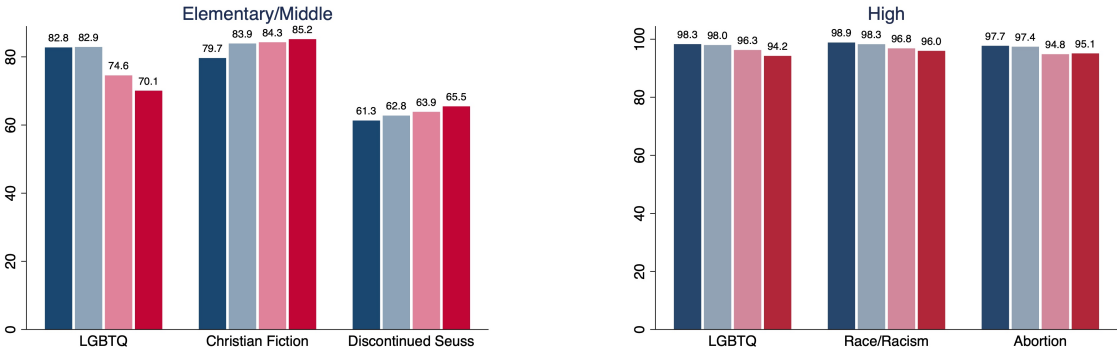
(a) Number of Controversial Titles

Elementary/Middle

LGBTQ: 5.8, 5.4, 4.2, 3.1
Christian Fiction: 1.2, 1.4, 1.4, 1.6
Discontinued Seuss: 2.0, 2.1, 2.2, 2.4

High

LGBTQ: 39.4, 36.4, 27.5, 19.2
Race/Racism: 16.1, 13.4, 10.1, 7.1
Abortion: 8.9, 8.8, 6.5, 5.1

Q1 (Least Conservative)   Q2
Q3   Q4 (Most Conservative)

(b) Percent Libraries with Any Title

Elementary/Middle

LGBTQ: 82.8, 82.9, 74.6, 70.1
Christian Fiction: 79.7, 83.9, 84.3, 85.2
Discontinued Seuss: 61.3, 62.8, 63.9, 65.5

High

LGBTQ: 98.3, 98.0, 96.3, 94.2
Race/Racism: 98.9, 98.3, 96.8, 96.0
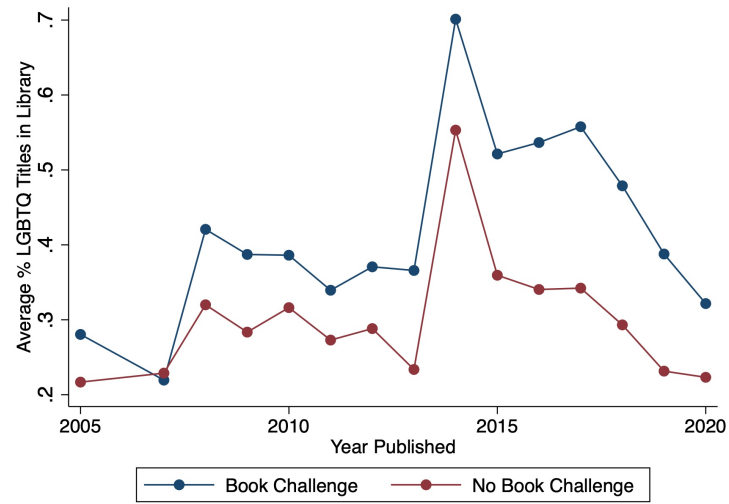Abortion: 97.7, 97.4, 94.8, 95.1

23

Figure 4: 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 by book challenge status and publication year.

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 20-21). 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. 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. 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
	Newberry Winners (1922-2012)	
LGBTQ+	ALA Rainbow Books List (2008-2021)	49*
Christian Fiction Series	Various Online Sources	23
Problematic Dr. Seuss	List of Titles Pulled from Publication	6
Best-Selling Middle Grades	NYT Best Sellers	51
Best-Selling Picture Books	NYT Best Sellers	98
B. High Schools		
YA Award Winners	Alex Award Winners (1998-2021)	100
	Printz Winners (2000-2021)	
LGBTQ+	ALA Rainbow Books List (2008-2021)	100
Racism	Senator Krauss Challenged Titles	72
	ALA Frequently Challenged Books	
	Other Sources	
Abortion	Senator Krauss Challenged Titles	50
	Other Sources	
Best-Selling YA	NYT Best Sellers	72

See Appendix A for details on the sources for each list of books. See Appendix E for a complete list of book titles.

Table 3: Library Resources and Student Achievement

	Ln(Books)		Acquisitions Rate		Library FTE Per School	
	(1)	(2)	(3)	(4)	(5)	(6)
Coefficient	0.658***	0.228*	0.031***	-0.003	0.163***	0.049**
	(0.10)	(0.10)	(0.01)	(0.00)	(0.02)	(0.02)
School Controls		X		X		X
District Controls		X		X		X
Obs	[4,770]	[4,745]	[4,770]	[4,745]	[4,027]	[4,004]

Columns report the coefficient on the indicated library resource measure in a regression predicting average school-level test score estimates from SEDA pooled across math/RLA score for multiple years. Sample limited to elementary/middle schools that match to SEDA data. Columns 2, 4, and 6 are estimated including controls for school demographics (SEDA pooled average measures of total enrollment, percentages white, Black, Hispanic, Asian, and free or reduced price lunch students), neighborhood income-to-poverty ratio, log per-pupil current expenditures and an indicator for being a middle school. Covariate data is not available for all observations. All standard errors are clustered by school district. $***p < 0.001, **p < 0.01, *p < 0.05$.

Table 4: School Library Content (National Sample)

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

Column 1 presents the average of an indicator that is equal to 1 if any title from the book list was found in the library. Column 2 presents the average number of titles from that list found in libraries in the sample. Number of titles on book list in brackets. There are fewer observations for best-selling picture books because I only search for these in elementary schools. Row for Dr. Seuss/P.D. Eastman reports the average total number of titles by these authors in column 2.

Table 5: Library Content and Policy-Relevant Indicators

A. LGBTQ+	Same-Sex HH per 1,000	Sexuality Implicit Bias	School Harassment	% GSA Access	State Policy Tally
	(1)	(2)	(3)	(4)	(5)
N LGBTQ+	0.099***	-0.055***	-0.027**	0.635**	0.037***
(Elementary/Middle)	(0.02)	(0.01)	(0.01)	(0.20)	(0.01)
	[5,239]	[5,230]	[5,075]	[5,075]	[5,240]
N LGBTQ+	0.017***	-0.014***	-0.012*	0.249**	0.013**
(High)	(0.01)	(0.00)	(0.00)	(0.08)	(0.00)
	[1,391]	[1,389]	[1,326]	[1,326]	[1,391]
Level of Outcome	County	County	State	State	State
B. Race	% Black Enrollment	Race Implicit Bias	Differential Exposure (Bl-Wh)	Information Index (Wh-Bl)	Achievement Gap (Wh-Bl)
	(1)	(2)	(3)	(4)	(5)
N Race/Racism	-0.006	-0.022***	0.005***	0.004*	0.010***
(High)	(0.12)	(0.01)	(0.00)	(0.00)	(0.00)
	[1,391]	[1,390]	[1,391]	[1,391]	[1,316]
Level of Outcome	School	County	County	County	County
C. Abortion	Teenage Births (per 1,000)	Religious (per 1,000)	Miles to Abortion Provider	% Schools w/Comprehensive Sex Ed	
	(1)	(2)	(3)	(4)	
N Abortion Titles	-0.380***	-0.010	-0.998***	0.945*	
	(0.09)	(0.15)	(0.26)	(0.35)	
	[1,391]	[1,374]	[1,391]	[1,162]	
Level of Outcome	County	County	County	State	

Rows report the coefficient on the number of titles from the indicated book list in a regression predicting the policy-relevant indicator that appears in the title. All models include controls for log enrollment, acquisitions rate, number of books, and an indicator for being a middle school (elementary/middle sample only). Sexuality implicit bias, school harassment index, state policy tally, and race implicit bias all expressed using measures that have been standardized. Number of observations varies based on availability of outcome data. Standard errors are clustered at the level at which the outcome is defined, except school-level outcomes (clustered by district). See Appendix C for full detail on policy-relevant indicators used as outcomes. $*p < 0.05, **p < 0.01, ***p < 0.001$.

Table 6: Controlled Relationships: Local Politics and Controversial Content

A. Elementary/Middle	LGBTQ+	LGBTQ+	Christian Fiction	Christian Fiction	Discontinued Seuss	Discontinued Seuss
	(1)	(2)	(3)	(4)	(5)	(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+	LGBTQ+	Race/ Racism	Race/ Racism	Abortion	Abortion
	(1)	(2)	(3)	(4)	(5)	(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

Margin Republican is calculated as margin for Trump in the 2020 election and is standardized within the sample. Regressions include controls for 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 7: Anti-CRT Laws and Content on Race/Racism

	Race/ Racism	Race/ Racism	1619 Project	1619 Project
	(1)	(2)	(3)	(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

Regressions control for log enrollment, log number of books, an indicator being a middle school (elementary/middle sample), and estimated acquisitions. Standard errors are clustered by county. $*p < 0.05, **p < 0.01, ***p < 0.001$.

Table 8: Anti-LGBTQ+ Laws and LGBTQ+ Content

	Elementary/Middle School				High School			
	LGBTQ+	LGBTQ+	Gender	Non-Gender	LGBTQ+	LGBTQ+	Gender	Non-Gender
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
AntiLGBTQxEnact	-0.010	-0.036***	-0.046***	-0.032***	-0.029	-0.061	-0.089*	-0.052
	(0.01)	(0.01)	(0.01)	(0.01)	(0.03)	(0.04)	(0.04)	(0.04)
AntiLGBTQ	-0.028**	-0.010	-0.005	-0.011	-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

Regressions control for log enrollment, log number of books, an indicator being a middle school (elementary/middle sample), and estimated acquisitions. Standard errors are clustered by county. $*p < 0.05, **p < 0.01, ***p < 0.001$.

Table 9: 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 10: 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**	-0.0004*
				(0.000)	(0.000)	(0.000)
N LGBTQ+ Titles		0.0004***	0.0004***		0.0004***	0.0045***
		(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 7. 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 2021. Standard errors are clustered by school district. $*p < 0.05, **p < 0.01, ***p < 0.001$.

Table 11: 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 10. 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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Appendix: Politics and Public School Libraries

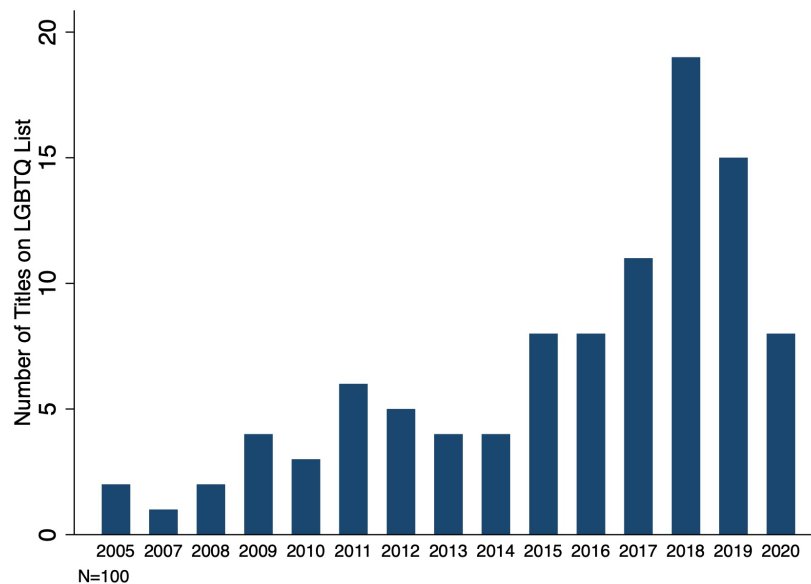Figure A1: Number of LGBTQ+ Titles by Publication Year

Figure A2: Schools in Sample Subject to Book Bans

Number of titles on the original LGBTQ+ book list by year of publication.
Red dots indicate schools in sample that were in district subject to book challenges in SY 2021-22. N=82.

Table A1: 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 A2: 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 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 Resources by School Type and School Level

	All (1)	Low Income (2)	High Income (3)	Low Minority (4)	High Minority (5)	Rural (6)	Non-Rural (7)
A. Elementary/Middle Schools							
N Elementary Schools	3,573	919	871	869	993	901	2,672
N Middle Schools	1,667	397	437	441	317	434	1,233
Enrollment	558.39	524.09	612.12	451.59	599.48	469.94	588.63
	[5,240]	[1,316]	[1,308]	[1,310]	[1,310]	[1,335]	[3,905]
Proportion Nonwhite	0.44	0.61	0.37	0.10	0.89	0.26	0.51
	[5,240]	[1,316]	[1,308]	[1,310]	[1,310]	[1,335]	[3,905]
Income-to-Poverty Ratio	343.47	175.97	580.31	346.69	263.01	310.38	354.79
	[5,240]	[1,316]	[1,308]	[1,310]	[1,310]	[1,335]	[3905]
Number of Books	9879.75	9730.48	10125.06	9780.04	9886.18	9775.06	9915.54
	[5,240]	[1,316]	[1,308]	[1,310]	[1,310]	[1,335]	[3,905]
Books per Student	22.91	24.04	20.48	28.72	21.20	29.63	20.61
	[5,239]	[1,316]	[1,308]	[1,309]	[1,310]	[1,334]	[3,905]
Acquisitions	1.57	1.24	1.90	1.66	1.31	1.47	1.60
	[5,240]	[1,316]	[1,308]	[1,310]	[1,310]	[1,335]	[3,905]
Library FTE per School	0.94	0.81	1.11	0.92	0.84	0.94	0.93
	[4,431]	[1,132]	[1,004]	[1,134]	[1,019]	[1,196]	[3,235]
N Best-Sellers (Middle Grades)	6.09	4.02	8.43	6.42	4.61	5.47	6.30
	[5,240]	[1,316]	[1,308]	[1,310]	[1,310]	[1,335]	[3,905]
N Best-Sellers (Picture Books)	14.15	10.72	17.75	14.31	11.51	13.05	14.52
	[3,573]	[919]	[871]	[869]	[993]	[901]	[2,672]
B. High Schools							
N High Schools	1,391	351	344	348	347	456	935
Enrollment	1084.07	806.87	1382.25	720.66	1234.86	715.87	1263.64
	[1,391]	[351]	[344]	[348]	[347]	[456]	[935]
Proportion Nonwhite	0.39	0.51	0.33	0.08	0.82	0.26	0.45
	[1,391]	[351]	[344]	[348]	[347]	[456]	[935]
Income-to-Poverty Ratio	323.91	170.96	546.58	314.58	264.12	290.91	340.00
	[1,391]	[351]	[344]	[348]	[347]	[456]	[935]
Number of Books	10181.91	9791.30	10564.65	9953.99	10220.07	9890.94	10323.82
	[1,391]	[351]	[344]	[348]	[347]	[456]	[935]
Books per Student	15.96	20.31	10.55	21.35	14.97	22.86	12.61
	[1,390]	[351]	[344]	[347]	[347]	[455]	[935]
Acquisitions	2.22	2.02	2.65	2.24	2.01	2.00	2.33
	[1,391]	[351]	[344]	[348]	[347]	[456]	[935]
Library FTE per School	0.92	0.78	1.17	0.92	0.83	0.88	0.94
	[1,183]	[325]	[261]	[299]	[288]	[412]	[771]
N Best-Sellers (Young Adult)	13.71	9.44	18.58	12.48	12.08	10.62	15.22
	[1,391]	[351]	[344]	[348]	[347]	[456]	[935]

Demographic variables are as described in text. Observations in brackets. I set two observations of books per student to missing because they are implausibly large. Acquisitions, number of books, and books per student estimated as described.

Table A6: 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 Donlad 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 A7: 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]

Model 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 A8: Leave-One-Out Estimates: Library Content and Political Preferences

	Preferred Estimate (1)	Max (2)	Min (3)
A. Elementary/Middle Schools			
LGBTQ+	-0.0190***	-0.0116**	-0.0132**
	(0.003)	(0.004)	(0.004)
	[256,760]	[251,520]	[251,520]
Christian Fiction	0.0085***	0.0079***	0.0057***
	(0.001)	(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]	[262,00]	[262,00]
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 6 (with an additional significant figure, for added detail). Column 2 reports point maximum estimate from estimates that exclude a single book title. 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 A9: Summary: 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. See notes in text.

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B   Measures

Library Size Measure

i. 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.

Figure 1: Library Resources by School Type

(a) Distribution: Hits for "The"   (b) Distribution: Number of Books (est)
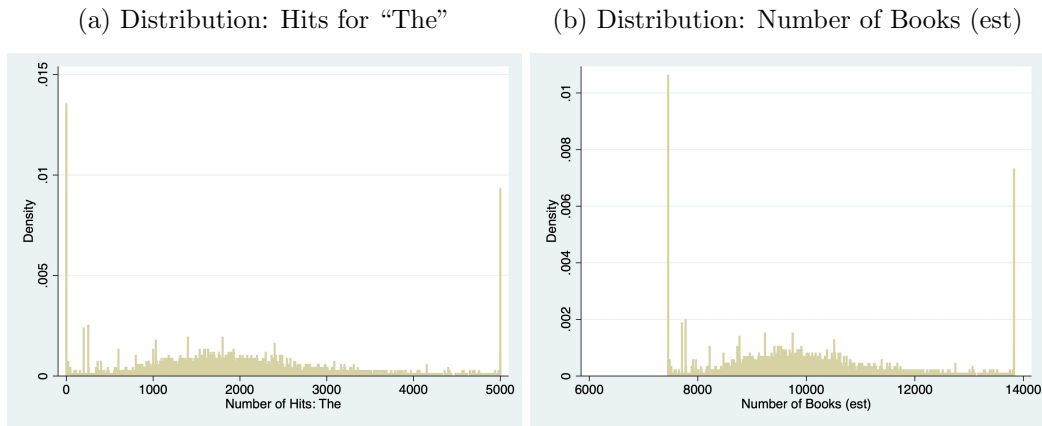
ii. Association with Actual Number of Books

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. Figure 2 plots the estimated number of books against the actual number of books for these 116 schools.

Figure 2: Estimated vs. Actual Number of Books

Correlation=0.31, p=0.0006 (N=116)
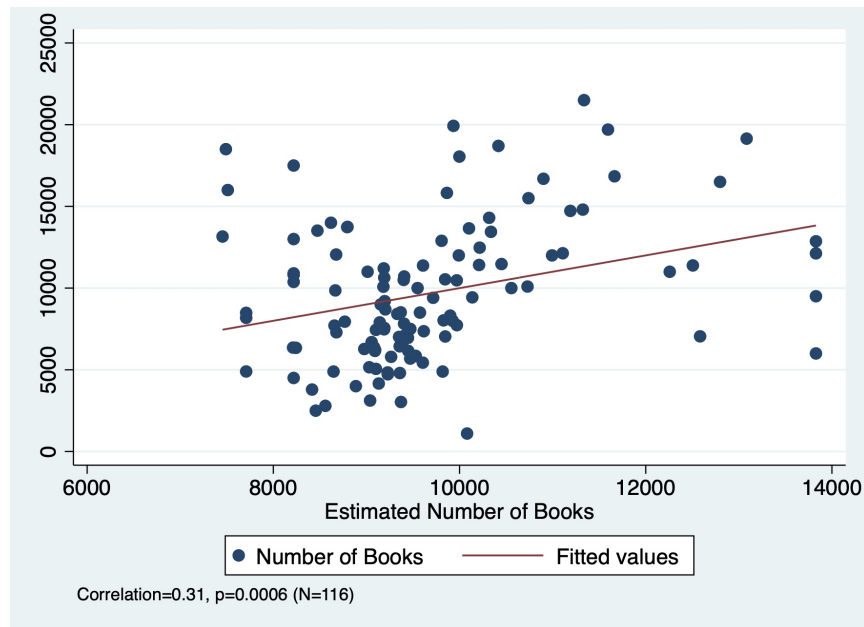
Library Acquisitions Measure

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.
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.

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.

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

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

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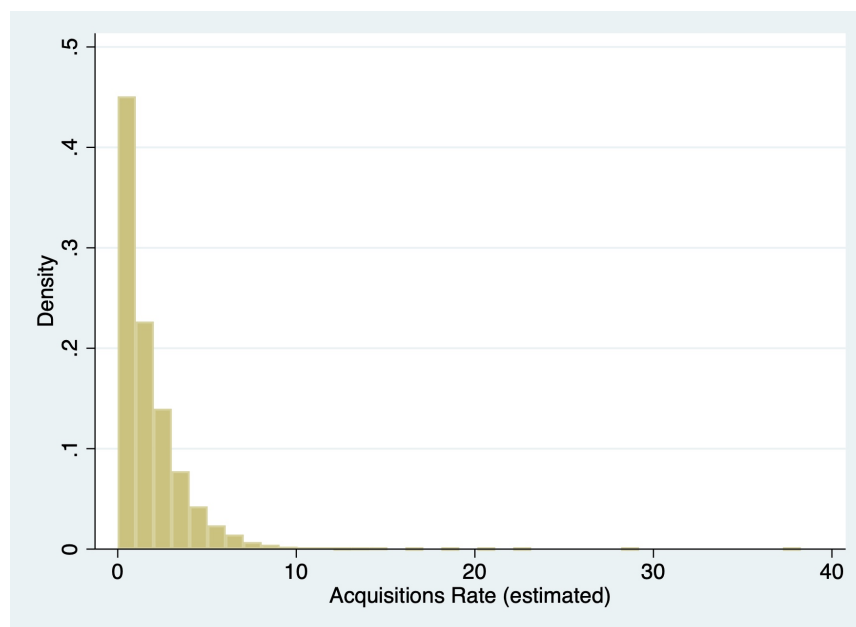
iii. Association with Number of Recent Best-Sellers

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 Detail on Policy Indicators

This section provides detail on data used for the policy-relevant indicators featured as dependent variables in Table 5.

Implicit Bias Measures: County-level implicit bias measures come from a dataset published online by (Riddle, 2019), accompanying the paper (Riddle & Sinclair, 2019). These data include county-level weighted estimates of implicit bias related to race and sexuality generated from data collected through Project Implicit. The authors use the Implicit Association Test (IAT) D-score as a measure of implicit bias. Positive values of implicit bias for race indicate negative implicit attitudes toward Black people compared to white Europeans. Positive values of implicit bias for sexuality indicate negative implicit attitudes toward gay men and lesbian women and negative values represent positive implicit attitudes toward gay men and lesbian women. I standardize both measures (variable names: $weighted_bias$) within the sample for ease of interpretation, but it is worth noting that the unstandardized scores indicate anti-Black and anti-gay/lesbian bias. The county-level estimates were produced using multilevel regression with poststratification (MPR). For details on how these estimates were produced and years included in calculations, see Riddle & Sinclair (2019) and accompanying appendices.

GLSEN School Climate Survey Measures: Two measures are derived from state-level reports from the GLSEN School Climate Survey (2019). The School Climate Survey draws on over 16,000 responses from LGBTQ+ youth in 40 states. The first measure used in this analysis is the percent of students who report having access to a Gay-Straight Alliance in their school. The second measure is a harassment index, which I based on responses to 9 different items on the state-level reports that comprise the percent of students who report having experienced verbal harassment, physical harassment, or assault in the past year for each of the following three reasons: (1) sexual orientation, (2) gender expression, or (3) gender. Cronbach's alpha coefficient for this 9-item scale was 0.96. I take the average of these 9 items and then standardize in my sample (elementary/middle and high combined) for ease of interpretation.

State LGBTQ Policy Tally: A state-level measures of policy environment for LGBTQ individuals comes from the MAP State Policy Tally (2022b). The policy tally reflects LGBTQ-relevant policies in nearly 40 areas tracked by MAP across states. I use the overall policy tally, which reflects policies related to both sexual orientation and gender identity. Policies that protect or include LGBTQ individuals earn positive points for this tally and policies that are discriminatory or harmful earn negative points. I standardize this measure within my sample (elementary/middle and high combined) for ease of interpretation. For detail on methodology used by MAP, see https://www.lgbtmap.org/state-policy-tally-faq.

Teenage Birth Rates: Teenage birth rates by county from 2020 come from the National Center for Health Statistics (Khan et al., 2022). Rates reflect the estimated number of teen births for females aged 15-19 per 1,000 females in this age group. For more detail on NCHS approaches to estimating county-level measures, see https://www.cdc.gov/nchs/data-visualization/county-teen-births/index.htm.

Religious Adherents per 1000 Population: County-level data on the number of religious affiliates per 1,000 population (Census 2010) come from the Association of Religion Data Archives (ARDA) U.S. Religious Congregation and Membership Study, 2010 (County File) (Grammich et al., 2018).

Percent of Schools with Comprehensive Sexual Education: State-level estimates of the percent of secondary schools with comprehensive sexual education programs come from the 2020 CDC School Health Profiles (2022). Data is taken from Table 13.A. The CDC defines "comprehensive sexual education" as sexual education that includes all three of the following: "how to access valid and reliable health information, products, and services related to HIV, other STDs and pregnancy; and how to obtain condoms; and preventative care (Such as screenings and immunizations) that is necessary reproductive and sexual health" (CCD, 2022).

Same-Sex Households Per 1,000 Households: County-level estimates of same-sex households per 1,000 households come from the Williams Institute (2019). These estimates are prepared by combining data from the U.S. Census (2010), a 2017 Gallup poll, and the ACS.

Distance to Abortion Provider: County-level estimates of distance to the nearest abortion facility come from the Myers Abortion Facility Database (2022). The measure I use is geodesic distance (miles) from the county centroid to the nearest abortion facility. I use the most recently available estimates at the time, which reflected access as of June 2021.

SEDA Achievement Gaps and Segregation Measures: I use pooled county-level measures derived from SEDA to measure achievement gaps and segregation (2021). I use county-level measures because high schools generally do not serve students in grades 3-8, so they are not well represented at the school-level in SEDA data. To measure achievement gaps, I use cohort score estimates of average county-level differences in test scores for White and Black students pooling across years, grades, and subjects. Larger values indicate larger gaps in achievement. I also use two measures of segregation from SEDA covariate files. The first is the difference in exposure to minority students for Black and white students. Exposure to minority students is defined as the percent of

minority students in the average Black or White student's school. For this measure, SEDA defines minority students as those identified as Black, Hispanic, or Native American. A larger (smaller) difference indicates that Black students are much more (much less) exposed to minority students in school than white students. The measure in column (6) is based on Theil's information index and provide a measure of between-school white/Black segregation. A value of 0 indicates low/no segregation and a value close to 1 indicates high segregation. See https://edopportunity.org/get-the-data/seda-archive-downloads/ for details.

Percent Black Student Enrollment: School-level percentages of Black student enrollment come from the 2018-19 NCES CCD.

Distribution of Policy-Relevant Measures

Measure	Source	Years	Level	Mean	SD	Min	Max
Same Sex Households per 1,000	Williams Institute	2017	County	5.01	2.48	0.00	30.22
Sexuality Implicit Bias (Std)	Riddle (2019)	2002-16	County	0.00	1.00	-3.93	2.87
School Harassment Index (Std)	GLSEN	2019	State	0.00	1.00	-2.28	2.47
Access to Gay-Straight Alliance (%)	GLSEN	2019	State	58.33	17.71	25.00	88.00
State Policy Tally (Std)	MAP	2022	State	0.00	1.00	-1.57	1.36
Teenage Birth Rate (2020)	NCHS	2020	County	17.59	9.79	1.80	55.20
Religious Adherents per 1,000	ARDA	2010	County	484.69	136.40	117.67	979.33
Miles to Abortion Provider	Myers	2021	County	28.51	34.35	0.15	284.08
Schools with Comprehensive Sex Ed (%)	CDC	2020	State	59.38	17.33	9.80	92.50
Black Enrollment (%) (2018-19)	CCD 2018-19	2018-19	School	14.88	22.14	0.00	100.00
Implicit Bias (Std)	Riddle (2019)	2002-16	County	0.00	1.00	-2.96	1.98
Diff Exposure to Minorities (Black-White)	SEDA	2008-18	County	0.22	0.18	-0.09	0.67
Information Index (White-Black)	SEDA	2008-18	County	0.24	0.17	0.00	0.72
Achievement Gap (White-Black)	SEDA	2008-18	County	0.67	0.24	-0.18	1.41

D 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.

E   Book Lists

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)

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.

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)

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)

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.

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

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)

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)

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)

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.)

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.

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)

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