SLIS Connecting, Volume 10, Issue 2, Spring/Summer 2021

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SLIS Director's Report
Teresa S. Welsh, Ph.D., Professor and Director

Welcome, scholars, to the spring/summer 2021 issue – my last one as SLIS Director before retirement this summer.

**Director with Graduate Assistants
James, Phillip, Sarah, Bailey, and Hannah**

My colleague **Dr. Stacy Creel** has been named the SLIS Interim Director while a national search is conducted for the next Director. New full-time faculty joining SLIS this fall include Assistant Professor Dr. Laura Clark Hunt and Teaching Professor Dr. Sarah Mangrum, along with visiting faculty Dr. Tony Lewis.

I am honored to announce my promotion to USM Professor Emeritus of Library and Information Science and the creation of two USM Foundation Funds:
- **Dr. Teresa Welsh LIS Scholarship Endowment**
- **Dr. Teresa Welsh Children's Book Festival Lecture Endowment**

The Lecture Endowment is to sponsor a noted scholar at the annual book festival to present a keynote address related to the history of children's literature or another scholarly topic related to children's or young adult literature. If you would like to contribute to either of these funds in honor or memory of someone, go to http://usmfoundation.com/tw

Cover photo by Gerardo Santos

The **2021 Annual Fay B. Kaigler Children's Book Festival** was virtual due to COVID-19. The USM Kaigler endowment funded the conference at no cost to the attendees; more than 1500 registered for the festival from every state in the union and 73 other countries. Speakers included:

- **Elizabeth Ellis,** Colleen Sally Storytelling Lecture
- **Meg Medina,** Ezra Jack Keats Lecture
- **Ezra Jack Keats Award 35th Anniversary**
- **Sharon M. Draper**, de Grummond Lecture
- **Mitali Perkins**, Storytelling PJ Party
- **Dan Santat**, Keynote Speaker
- **Andrea Davis Pinkney**, USM Medallion Winner

The conference's success was due to Coordinator Karen Rowell, moderators Ms. Ellen Ruffin and Dr. Stacy Creel, technical support from Ms. Ashley Marshall and Dr. Sarah Mangrum, as well as support from Dean Trent Gould, Provost Steven Moser, and President Rodney Bennett.

Kaigler Children's 2020 and 2021 Book Festival presentations are freely available online at the Southern Miss Aquila Digital Repository https://aquila.usm.edu/bookfest/2021/

DR. TERESA WELSH
Director & Professor
School of Library & Information Science

Years of Service
18

THE UNIVERSITY OF SOUTHERN MISSISSIPPI

SCHOOL OF LIBRARY AND INFORMATION SCIENCE

cordially invites you to an

Open House Reception

honoring past directors

Dr. Jay Norton
Dr. Elizabeth Haynes

and Retiring Director

Dr. Teresa Welsh

and welcoming Interim Director

Dr. Stacy Creel

Tuesday, July 13
2-4 p.m.
Fritzche-Gibbs Hall
Hattiesburg Campus

Light refreshments will be served. RSVP to Karen Rowell at karen.rowell@usm.edu by Friday, July 9.

Photos by Patrick Regan

For information about the MLIS, LIS, or certificate programs, see our website at www.usm.edu/slis

Dr. Laura Clark Hunt joined the University of Southern Mississippi (USM) School of Library and Information Science in Fall 2021. She comes to the School of Library and Information Science with ten years' of experience in public and academic libraries. Her dissertation focused on emergent literacy in public libraries and was noted as one of the most *Notable Dissertations* for 2017 by *American Libraries* https://americanlibrariesmagazine.org/2017/05/01/2017-notable-dissertations/.

Laura was part of a fellowship in 2017-2018 at the *Florida Public Archaeology Network* assessing public outreach programs throughout Florida. This project focused on reaching the public with the message of cultural heritage. Assessed programs varied from museum children's programming to underwater preservation programs for dive masters. Before coming to USM, her last position was an academic library director at Abraham Baldwin Agricultural College. She served on the University System of Georgia Committee with other college directors for the state.

Needs-Based Research is at the core of Laura's interest, along with collaborative research projects, as they offer opportunities for interdisciplinary discovery and impact. Her specific interests include cultural heritage, assessment in libraries, information literacy, and management in libraries.

Mississippi native, **Floyce Thomas**, earned an Associate of Arts in Early Childhood Education from Utica Junior college and a Bachelor of Science in Childcare Development. She has two masters—a Master's in Elementary Education from Alcorn State University and a Master's of Library and Information Science Degree from Southern Miss in 2016.

After working as a library clerical assistant in both serials and acquisitions, on March 13, 2017, Floyce joined Alcorn State University as a Serials Librarian in the J. D. Boyd Library. She acts as the departmental liaison for various departments on campus, including the School of Business, Mathematics and Computer Science, Chemistry and Physics, Fine Arts, and Agricultural Business. Floyce's goal for those she works with on campus is to demonstrate how to successfully use the library resources and promote all of the useful library services. She holds memberships in Mississippi Library Association and the American Library Association, including Black Caucus RT and YPSRT (Young People Service Round Table); serves as a Student Advisor for Friends of the Library Student Group and the IMPACT Community Service Organization, a member of the ASU Alumni Local Chapter, and a member of the Alcorn Alumnae Chapter of Delta Sigma Theta Sorority, Inc.

Spotlight—Program "The Fay B. Kaigler Children's Book Festival

The dates for the virtual 2022 Fay B. Kaigler Children's Book Festival are April 6-8, 2022. Our Southern Miss Medallion winner is award-winning author and illustrator **Brian Selznick**, the author and illustrator of many books for children, including *The Invention of Hugo Cabret*, winner of the 2008 Caldecott medal and the basis for the Oscar-winning movie *Hugo*, directed by Martin Scorsese. His book *Wonderstruck* was also made into a movie by Todd Haynes with a screenplay by Brian.

Other books include *The Marvels*, *The Doll People* trilogy by Ann M. Martin and Laura Godwin, *The Dinosaurs of Waterhouse Hawkins* by Barbara Kerley (winner of a Caldecott Honor), and *Amelia and Eleanor Go For a Ride* by Pam Munoz Ryan. Brian and his husband David Serlin collaborated on a 158-page beginning reader called *Baby Monkey, Private Eye.* To celebrate the 20th anniversary of the beloved *Harry Potter* series, Brian created new covers and a box for all seven books. His newest book, *Kaleidoscope,* was published in 2021.

Additional keynotes include:

Jen Bryant is an American poet, novelist, and children's author. She has won several awards for her work, most notably the Robert F. Sibert International Book Medal for *The Right Word: Roget and His Thesaurus*, the NCTE Orbis Pictus Award, and the Charlotte Zolotow Honor Award for *A River of Words: The Story of William Carlos Williams*, and the Schneider Family Book Award for *Six Dots: A Story of Young Louis Braille*.

Lesa Cline-Ransome and **James Ransome** are the de Grummond Children's Literature Lecturers for 2022. Lesa's debut middle-grade novel, *Finding Langston*, was the 2019 winner of the Scott O'Dell Award for Historical Fiction and received the Coretta Scott King Award Author Honor. Her newest book, *Leaving Lymon*, is a companion novel to *Finding Langston*. Lesa's husband **James Ransome** was named by The Children's Book Council as one of the 75 authors and illustrators everyone should know. James and Lesa have collaborated on many books, including *Overground Railroad* and *Before She Was Harriet*.

Raúl the Third is an award-winning illustrator, author, and artist living in Boston. His work centers on the contemporary Mexican-American experience and his memories of growing up in El Paso, Texas, and Ciudad Juarez, Mexico. *Lowriders in Space* was nominated for a Texas Blue Bonnet award in 2016-2017, and Raúl was awarded the prestigious Pura Belpré Award for Illustration for *Lowriders to the Center of the Earth*.

Eric L. Tribunella is the author of *Melancholia and Maturation: The Use of Trauma in American Children's Literature* (2010), co-author of *Reading Children's Literature: A Critical Introduction* (2013 & 2019) with Carrie Hintz. His articles include "Between Boys: Edward Stevenson's Left to Themselves (1891) and the Birth of Gay Children's Literature," which received the Children's Literature Association Article Award in 2014. His essay on sexuality in children's and young adult literature was published in the Cambridge History of Lesbian and Gay Literature (Cambridge UP, 2014).

Donna Washington is the 2022 Coleen Salley Storytelling Award Winner. Donna is an award-winning recording artist and has performed at thousands of schools and libraries and numerous storytelling festivals throughout the country. She has also been featured at numerous storytelling festivals, including the 2004 National Storytelling Festival, The Illinois Storytelling Festival, The Three Rivers Festival, The St. Louis Storytelling Festival, The NC StoryFest, The Corn Island and Cave Run Festivals in KY, and the Broward County Children's & Ocala Storytelling Festivals in FL- to name a few.

There will be a reduced registration rate for the 2022 Children's Book Festival, and CEUs will still be offered to Mississippi educators. Registered virtual participants will have access to live sessions and recordings. All information and updates about the Festival will be posted on the website at www.usm.edu/childrens-book-festival.

Announcing the

— 2022 —

Virtual FAY B. KAIGLER CHILDREN'S BOOK FESTIVAL

APRIL 6-8

with SOUTHERN MISS MEDALLION WINNER —BRIAN— SELZNICK

Visit **usm.edu/childrens-book-festival** for more information.

From the GA's

SLIS Graduate Assistants for spring 2021 are (left to right, seated) **Bailey Conn, Hannah Gantt** (standing), **Phillip Snyder, James Skinner, Sarah Parrish.**

Congratulations SLIS Students

Lauria Barton is Branch Manager, Vancleave Public Library, Vancleave, MS.

Myra Grace Breland is Reformat Technician II, Miss Dept of Archives & History, Jackson, MS.

Thomas Sidney Cobb is Director, Washington County Library System, Greenville, MS.

Cynthia Matthews is Director, Westmoreland Public Library, Bethpage, TN, selected for ALA's Libraries *Transforming Communities Grant Program for Small & Rural Libraries*. The grant application was an assignment in LIS 605: Library Management class.

Cindy Matthews curated an exhibit in USM McCain Library & Archives, "The Women of the Mississippi Freedom Democratic Party (MFDP)," which profiles: Annie Devine, Victoria Gray Adams, and Fannie Lou Hamer. These women rose from humble beginnings and were integral in advancing civil rights and African American voter registration in Mississippi and around the US.

The exhibit includes photographs, letters, political memorabilia, a song sheet, and other documents detailing how Devine, Adams, and Hamer defied violent opposition to their efforts for equality and became legendary crusaders who changed our country forever.

Justin Marrier is Head of Circulation, Shorewood-Troy Library, Shorewood, IL.

MLIS student **Jennifer Ottinger** (also earning an Archival Certificate and Youth Services Certificate) co-presented "Keeping Archives on the Front Burner Through Social Media" with USM Archivist Jennifer Brannock, Society of Mississippi Archivists Annual Meeting (virtual), April 16, 2021.

Jennifer Ottinger curated an online exhibit on social media, "What's Cookin' in Special Collections: Recipes from the Southern Miss Historic Cookbook Collection."

Awards

Congratulations to poster-presentation winners of the **First Annual SLIS Virtual Student Symposium** led by Dr. Creel and Dr. Hirschy:

- **Bethanie Finger**, 1st Place
- **Rori Holford**, 2nd Place
- **Winnifred Boyd**, 3rd Place.

Karlie Herndon (MLIS, Archival Certificate, 2021) was first place co-winner for a poster presentation, Susan A. Siltanen Graduate Research Symposium.

Bethanie Finger (LIS BS, 2020) was the winner of the Anna M. Roberts Award for Scholarship, Service, and Professionalism.

Laura Valliant (MLIS, 2020) was winner of the Warren Tracy Award for Professionalism, Scholarship, and Service.

Scholarships

MLIS student **Hannah Hobbs** was awarded the Dr. Bernard Vavrek Scholarship by the Association for Rural & Small Libraries.

Recipients of the **2021-22 USM Foundation Scholarships**:

- **Matthew Fillingame** - Dr. Elizabeth Haynes LIS Scholarship
- **Caroline Akers** - Dr. Teresa S. Welsh LIS Scholarship.
- **Therese Rose Beranis, Victoria Patrick** – H.W. Wilson Foundation Scholarship
- **Jennifer Ottinger** – SLIS Annual Scholarship
- **Savannah Covarrubias, Anna Morgan** - Molline Mayfield Keyes Scholarship.

Recipients of the **Mississippi Library Commission Public Librarian Scholarships**:
- **Mandy Hornsby**
- **Cynthia Hudson**
- **Megan Miller**
- **Loraine Walker**
- **Meridith Wulff**

Congratulations SLIS Alums

Shelly Andresen (MLIS, 2020) is School Librarian, Bettye Davis East Anchorage High School, AK.

Emilie Aplin (MLIS, Archival Certificate, 2016) is Technical Processing Library Assistant, Pearl River Community College, Forrest County Center Library and Learning Lab, Hattiesburg, MS.

Jennifer Baxter (MLIS, 2012) is Director, Athens-Limestone Public Library, Athens, AL.

Meagan Bing (MLIS, 2010) is Director, Orange Beach Public Library, Orange Beach, AL.

Jasmyn Brown (MLIS, 2021) is Teen Specialist, M.R. Davis Public Library, Southaven, MS.

Michael Emerson (MLIS, 2021) is Electronic Resources Librarian, Delta State University, Cleveland, MS.

Lauren Fellers (MLIS, 2020) is Senior Librarian for Creative Services at Pikes Peak Library District, Colorado Springs, CO.

Jean Greene (MLS, 1990) is Director, Utica Institute Museum, Utica, MS.

Kristen Hillman (MLIS, 2019) is Library Consultant, Mississippi Library Commission, Jackson, MS.

Nikki Hyatt (MLIS, 2014) is Reference Librarian, William Carey University, Hattiesburg, MS.

Hannah Beth Johnson (MLIS, 2019) is Director of Library Services, Blue Mountain College, MS

Victoria Jones (MLIS, Archival Certificate, 2020) is Archives and Special Collections Librarian, Mississippi University for Women, Columbus, MS.

Keisha Jordan (MLIS, 2019) is Catalog Librarian, Hattiesburg Public Library, MS.

Kari Lewis (MLIS 2019) is School Librarian/Media Specialist, Greenbriar Middle School, Greenbriar, TN.

Megan Lindsay (MLIS, Youth Services Certificate, 2020) is School Librarian/Media Specialist, Crump Elementary/Newberry Elementary, Memphis, TN.

Alexis Looney (MLIS, Youth Services Certificate, 2021) is School Librarian/Media Specialist, Western Hills Elementary School, Little Rock, AR.

Marisela Madrigal (MLIS, 2018) is Electronic Resources Librarian, Bates College, Lewiston, ME.

Eden Nitcher (MLIS, 2014) is Reference Librarian, Columbia Southern University, Orange Beach, AL.

Veronica Palenski (MLIS, Archival Certificate, 2020) is Teen Librarian, Highlands-Shelby Park Library, Louisville, KY.

Leah Peters (MLIS 2019) is Instructional Librarian, Itawamba Community College, Tupelo, MS.

Reba Puenta (MLIS, 2021) is Director, Buhl Public Library, Buhl, ID.

Marie Davis Reese (MLIS 2020) is Children's Librarian, Henrico County Public Library, VA.

Amanda Roberts (MLIS, 2021) is Library Media Specialist, Raymond High School, Raymond, MS.

Amber Stephenson (MLIS, Youth Service Certificate, 2018) is Director, Hancock County Library System, Bay St. Louis, MS.

Jenniffer Stephenson (MLIS, 2010) is Interim Director, First Regional Library, Hernando, MS.

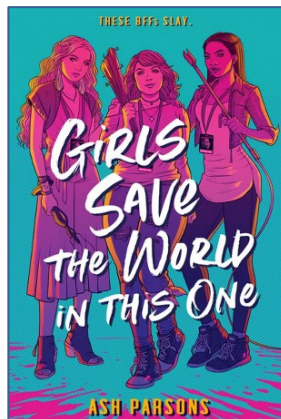**Afton Ussery** (MLIS, 2020) is Access Services Librarian, Delta State University, Cleveland, MS.

Laura Valliant (MLIS, 2020) is Public Librarian, Albuquerque Bernalillo County Public Library, AZ.

Miranda Vaughn (MLIS, Archival Certificate, 2020) is Reference/Archives Librarian, Mississippi Library Commission, Jackson, MS.

**Karen Walsh** (MLIS, 2020) is Director, Laurel-Jones County Library System, Laurel, MS.

SLIS Alum Publications

Karlie Herndon (MLIS, Archival Certificate, 2021) authored an article featuring two of our recent graduates, Carrie Pennington Mastley and Laura Valliant, in *Arete* (Winter 2020/21, p. 9-11).

Girls Save the World in This One by **Ash Parsons** (MLIS, 1998) is a YALSA Best Fiction for Young Adults selection!

Ash Parsons (MLIS, 1998) new book is *You're So Dead* (2021)
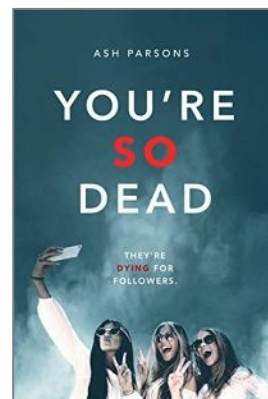
SLIS Student & Faculty Publications
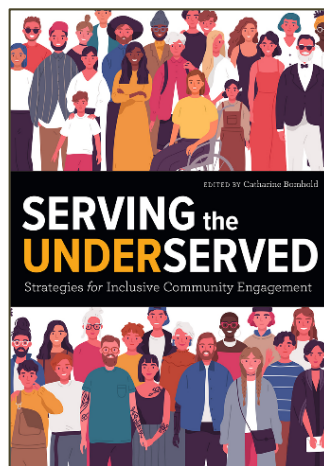
Serving the Underserved: Strategies for Inclusive Community Engagement (ALA Books, 2022) by **Dr. Catharine Bomhold** is available for pre-order.

"Social Distancing from COVID-19: Critiquing 'Self-Protective' Consumerism through Memes" in *COVID-19 in International Media: Global Pandemic Perspectives* (Routledge Taylor & Francis Group. 2021) by MLIS student **Rachel Carazo** and **Dr. Teresa Welsh**.

Thriving Places, Thriving People: A Look at USM's Master of Library and Information Science

At the start of 2020, Gallup released a report that revealed a stunning fact: Americans visit libraries more than they participate in any other cultural activity. Delving into the report reveals that Americans visit libraries roughly twice as often as the next most popular activity—going to the movies—and that the youngest group, the so-called digital natives and tech-savvy millennials, were the most frequent library users.

Libraries aren't what they used to be: hushed and stuffy spaces ruled by strict spinsters with no tolerance for noise or rule-breaking. Libraries today offer classes, makerspaces, books, movies, magazines, and video game loans. Library cafés have only added to what many in the field call the "community living room." In the midst of a global pandemic, libraries quickly pivoted to provide curbside pickup, online story times, and social media updates from library cats practicing social distancing from their purple-haired and tattooed staff. With so much on offer, library and information science professionals' work is more important than ever.

No longer gatekeepers, librarians, archivists, museum curators, and other information specialists now act as guides in an overwhelming sea of information, technology, and change. USM's Master of Library and Information Science (MLIS) prepares students for the demanding work of finding the unfindable, ensuring inclusion and equity for underrepresented groups, and preserving the past for future users. The MLIS is the only American Library Association (ALA) accredited program of its kind in Mississippi, and it has been excelling in student research, job placement, and satisfaction for years. In 2020, Online Schools Report named USM's MLIS number one in the nation. With no out-of-state tuition, diverse course offerings, three different specializations to choose from, and

all-online, all-evening classes that can fit into most working professionals' lifestyles, it's no wonder the program earned this honor. Since becoming director in 2015, Dr. Teresa Welsh has seen steady growth in the program and in "the quality and diversity of our students who are located across the U.S. We have a few Canadians in the program along with some Americans stationed abroad in China and Japan."

With roughly 280 MLIS students currently enrolled, the program represents a huge number of graduate students here at USM. Some of the main things that have encouraged the program's growth include "our wonderful, dedicated faculty who actively engage with our students," Dr. Welsh explains. In addition, she says that USM's program is unique for two key reasons: first, "a British Studies class on Libraries, Archives, and Special Collections offered each summer in London; since 2007, 227 LIS students have earned credit

Carrie Mastley, MLIS

in this study-abroad program," she explains. Another unique feature is that the "Kaigler Children's Book Festival held at USM each spring since 1968 is sponsored by the School of Library and Information Science. Major children's and young adult authors and illustrators are featured as keynote speakers, and about 500 librarians, teachers, scholars, and students attend each year."

Even just this sampling of facts demonstrates the variety and diversity of the program's offerings and the types of people it attracts, and while many people with the childhood dream of being a librarian enter the program, it pulls a lot of mid-career students and professionals in, too. Even Dr. Welsh completed "an undergraduate degree in anthropology with a minor in classical studies from USM," as well as a year of graduate work in anthropology, before moving into an MLIS at the University of Tennessee. Like many, she had a "lifelong love of libraries and archives," and she continued on to an LIS PhD at UT.

One graduate of USM's program, Carrie Mastley, now works as the manuscripts librarian at Mississippi State University Libraries, but she didn't start out knowing she'd like to pursue information science either. She earned both a BA and MA in English, a secondary teaching certificate, and a Teaching English as a Second Language certificate. After a few years teaching seventh grade and then university English courses, Carrie and her active-duty military husband relocated to Scott Air Force Base in Illinois, where there isn't reciprocity for teaching licensure. With few job opportunities ("It's literally situated in a cornfield," Carrie says.), she began to explore her interests to find something she could happily spend her time on. "I grew up reading books. If I showed an interest in reading, my mom was going to get me the book I wanted;

Carrie processes oversized prints from the Frank and Virginia Williams Collection of Lincolniana.

that's just the kind of family I grew up in. My aunt was a librarian for a middle school for nearly 30 years, so libraries have always been a special part of my life." After researching schools, she found nothing but good things about USM, particularly its fully online aspect, but Dr. Welsh sealed the deal. "I talked to Dr. Welsh on the phone, and she was just so friendly. I called the general line, and she was the one who answered the phone. I didn't have to go through three people to get to the director. She asked me about my goals, what did I want to do with this degree, to help me figure out what path I needed to go down, and she just really helped me figure it out."

One thing that made Carrie nervous was the online aspect: she had never taken or taught an online course, and she was concerned about the learning curve, but she's amazed by how well she, her professors, and her classmates all got to know each other. Carrie was also a little concerned about doing social science research, but in the end, the program was carefully designed to prepare her to write publishable articles. In fact, three of her

course papers have recently been published, something she couldn't imagine at the beginning of her coursework. "The ability to do research," Dr. Welsh explains, "is so important in our field in areas such as collection analysis, content analysis of literature, publication pattern analysis, citation analysis of scholarly impact, patron surveys or observational studies, and historical studies of libraries or archives." Carrie notes how well the program succeeded in preparing her: "They really got me comfortable with the processes involved in developing a formal research topic in our field. That is huge for the work that I do now because I work in an R1 research institution where I have to complete research for my job."

Research is an essential part of information science, but Carrie also notes how important service is to this career field. "Everything we do is service-based. If you don't have a heart for service, you need to find something else to do because librarianship and working in an archive, it's all about providing a service. That's your top priority: connecting your patrons with the information that they need to be successful." With her background in English, much of her previous graduate work had been theoretical. The MLIS was a surprise for how much practical information it provided. In addition to the MLIS, Carrie completed a Graduate Certificate in Archives and Special Collections, which included a practicum at the Columbus-Lowndes Public Library's (CLPL) Local History Department. Her lifetime mentor and friend, Mona Vance-Ali, not only inspired her love of archives and history, but she also worked as Carrie's mentor throughout the practicum and helped her network. Carrie eventually landed a job as a collection processor of the Frank and Virginia Williams Collection of

Lincolniana at Mississippi State University, which led to her current position. There, she processed a lifetime's worth of books, memorabilia, statues, and everything else you can think of related to Abraham Lincoln. With hands-on experience that also applied to her coursework, Carrie became an ideal candidate for her newest job.

Many other students come into LIS as their first career choice. One such student, Laura Valliant, has found the MLIS to be one of the most challenging and rewarding tasks she'd ever undertaken. After 23 years of being a homemaker and mother, she realized she needed more. Hailing from Mexico, Laura notes that her husband was a very traditional man, and he wanted her to be a supporting presence rather than pursue her own interests. And so, with just $20 in her hand, she left her life with him behind and began working as a page for a small public library in Los Angeles. "The community was 99% Hispanic, and the librarian needed a bilingual employee. Spanish is my first language," Laura explains, but she had some basic English skills. "Once I started working, I realized that I needed to learn formal English to communicate effectively, so I decided to enroll in college." Much of her work included language acquisition, but "[she] worked hard to accomplish [her] academic and professional goals." Laura's life as a single woman putting herself through college was never easy, she explains. On "some occasions, I had three part-time jobs in a week combined with part-time classes. Other times, I had a full-time job combined with full-time school (16 credit units), but zero free time for me. However, I enjoyed every moment

Laura Valliant stands beneath a FAREWELL sign from her colleagues.

in school and at work!" As her English improved, she also moved up the ranks of the library staff. Eventually, her colleague Stuart Goldman, a reference librarian at the Los Angeles County Library and USM MLIS alumnus, recommended this program.

One of the things that has amazed Laura about the program is just how much she learned that she applies directly to her work in libraries. "I started as a page. I was promoted as a library aide, and then supervisor I, and supervisor II, and paraprofessional, and now having my degree, I can become a professional librarian. I have passion for this career." From her duties of checking the book drop to supervising over 20 employees, Laura's work on the MLIS is nothing short of inspiring, but she credits so much of her success to the way the program works. In her classes, she designed websites and instructional videos, created materials for users that have gone onto her library's website, and put her knowledge of library management theory to work nearly every day. "I was telling my [new] husband, I was excelling in my skills washing dishes and going to the grocery store. I didn't know that I would be able to learn and manage a computer and be in a library because when I started as a page, I didn't know what a book drop was!" Laura remembers receiving her first paycheck and realizing the kinds of things she could do with it, and her first thought was to buy herself a bed. "It's easy for someone who has everything in life to not value those little things. For me it's a big step; it's a big jump in my life, thanks to the program."

Part of her work on the MLIS involved an extensive research paper, titled "A Collection Analysis of the Mexican American Literature in Los Angeles County Public Library System." Collection analyses examine the types and numbers of materials a library or library system contains, using those figures to assess the value of the collection for the library's specific community. "It's very important to develop the collection for the needs of

Laura stands by an inviting children's display during her time as a public library employee in Florida.

the population. If you are in California, in a small city, 90% Hispanic population, the collection needs to be focused in that direction," she explains. "It's good to offer all kinds of [materials], because we need to be aware of what is in the global world," she says, but she notes that a library should primarily aim to meet the needs of the local community in terms of interests, languages spoken, level of education, and other factors. Her research found that the Los Angeles County Public Library System is doing a good job of meeting the needs of the local communities, and she learned a lot from this enormous system's exemplary policies, even implementing similar policies in her management roles.

The endless support from the program's director, Dr. Teresa Welsh, has been a big part of her empowerment and rise to success. Laura calls Dr. Welsh "an exemplary woman with high ethical values, and she's always available to her students. She is a resilient leader and a lovely person who guided and supported me to achieve my academic and professional goals. She's always encouraged us to understand the global world. She's patient, and she encouraged me to apply to a grant. I got

the grant, and it has been a wonderful, wonderful journey."

Though Laura feels inspired by women like Dr. Welsh and Sky Patrick, director of the Los Angeles County Public Library System, one of the most inspiring parts of Laura's story is her impact on her daughter. Now in her late 20s, Laura's daughter first studied biochemistry with the plan to become a doctor. Recently, marriage and motherhood, as well as a freeze on positions in California due to the pandemic, have caused her daughter to consider a different career, and she looked no further than Laura for inspiration. Of course, Laura suggested that her daughter pursue an MLIS here at USM. "She's going to do well if she chooses to join the program, but let's see, let's see."

With so many people reassessing their priorities in 2020 and 2021, USM's MLIS is poised to receive any number of new students, eager to begin a career of service and learning. But like Laura says, let's see what this exemplary program has in store.

By Karlie Herndon

Out-of-Print Books as e-Books: A Collection Analysis
By Mary Frances Calix

Master's Research Project, May 2021
Readers: Dr. Teresa Welsh
Dr. Sarah Mangrum

INTRODUCTION
Preservation of historical materials is just one of many purposes of an archive. State archives will often collect personal materials of important people associated with the history of the state, items associated with historic events, and documents and/or books that have some historical significance. Materials contained in archives will often be unique and therefore must be preserved for future generations. According to the Society of American Archivists (2020), "Archives have specific guidelines for how people may use collections to protect the materials from physical damage and theft, keeping them and their content accessible for posterity" (para. 2).

In recent years, archival institutions have begun to digitally archive or preserve the items in their collections. This way, items are more accessible to those wanting to perform research but not necessarily handle the original documents and are not likely to be permanently damaged. One example of a digital preservation project is the one that forms the basis for this paper- the Oklahoma Historical Society's collection of out-of-print historical books that have been made available as e-books. Created over three years ago, this collection contains 22 books about Oklahoma and Texas history. The original publication dates of the books cover the years 1975 to 1986, and the conversion to e-books covers a period of nine years- 2010 to 2019.

Purpose Statement
The purpose of this study is to evaluate the collection of out-of-print books on Oklahoma and Texas history that have recently been made available as e-books by the Oklahoma History Center.

Research Questions
R1. When was the last printing of the out-of-print books on Oklahoma and Texas history converted into e-book format by the Oklahoma History Center? What period of time do they cover?

R2. How many of the e-books could be categorized within each of the following types of non-fiction: biography, technical guides or handbooks, or expository?

R3. How many of the e-books could be categorized within the following subject areas: geographical history, history of natural resources, history of people?

Definitions
Content analysis: Close analysis of a work or body of communicated information to determine its meaning and account for the effect it has on its audience (*ODLIS*, 2020)

E-book (electronic book): A digital version of a traditional print book designed to be read on a personal computer or e-book reader (*ODLIS*, 2020)

Out of print (OP): A publication no longer obtainable through regular market channels because the publisher's inventory is exhausted, with no prospect of another printing in the foreseeable future (*ODLIS*, 2020)

Delimitations of the Study
This study is limited to the collection of the Oklahoma Historical Society's archives, focusing on the collection of out-of-print historical books that have been published as e-books.

Assumptions
It is assumed that all materials accessed in the e-book collection are accurate copies of the original works (e.g., not missing any content or publication information), that all information in the descriptions of materials on the museum website is accurate, and that the museum has obtained any necessary

permission to reproduce the materials in e-book form. It is also assumed that the publication dates listed for each book are the last print dates recorded, and there are no recent printings. Finally, it is assumed that the collection used for this project remains accessible electronically throughout the duration of the research.

Importance of the study
This study is important to the library and information science field (particularly the area of archival studies) because it explores the preservation and digitization of out-of-print and other materials that may otherwise be inaccessible to archive patrons. This study can be a valuable resource to historians interested in the history of the southern Great Plains, especially geographic and economic history.

LITERATURE REVIEW
Usage of e-Books
Tracy (2019) discussed the challenge associated with analyzing e-book usage, such as the comparability of e-book usage and print book usage. In one study conducted by Zhang et al. (2017), the researchers found that in the vast majority of e-book uses, the patron accessed only 30 pages or fewer. Because it is impossible to know how much of a print book patrons read, it is difficult to compare actual usage between the two mediums. Tracy (2019) also determined that the adoption of LIS textbooks as e-books shows that e-books have a greater use more recently than in their early years.

Use of Digital Archives for Historical Research
Historians, who often are focused on using primary sources, may prefer to use documents in their original form or, in keeping with the times, consult digital formats. Librarians need to understand the reasons historians consult digital archives (Sinn 2013). One reason is the ease of access. According to Sinn and Soares (2014), digitizing archival collections has allowed easier access to historical materials, including using Google. Most of their participants found that digital archives contained relevant content.

Of course, there are downsides to using e-books; Vogus (2020) examined the advantages and disadvantages of e-books. Prior to 2020, many libraries began to purchase more e-books to provide more access to their resources. E-books have several restrictions, including digital rights management, use restrictions, and barriers to interlibrary loan programs.

Acquisition of e-Books
Lewis and Kennedy (2019) asserted that e-books are considered advantageous for patrons needing instant and timely access to content, but acquisition challenges exist, especially impacts on library workflow. Electronic resource management (ERM) systems (e.g., LibGuides, LibAnswers) can assist in managing a library's electronic resources. Beisler and Kurt (2012) noted three possible acquisition paths for e-books: database subscription or standing order, one-time purchase with no annual fees, or one-time purchase with annual fees. One tactic for managing workflow is to use outside vendors for time-consuming tasks. This can be especially helpful when a library has a small staff but high demand for electronic resources (Amsberry, 2005; Bickers, 2002).

Methodological Considerations in the Literature
One study, in particular, served as the primary guide for the methodology used for the present study. Fallis' (2015) study on the army manuals held by the National World War II Museum Archives analyzed and surveyed that collection. Fallis (2015) performed a content analysis in which she answered the following research questions:

- How many War Department manuals are held in the National World War II Museum archives collection, and how many of these are monographs?
- How many and what percentage of the manuals are Educational Manuals (EM), how many and what percentage are Technical Manuals (TM), and how many and what percentage are Field Manuals (FM)?
- What subjects do each type of manual address?

Fallis (2015) served as a model for the research questions and methods developed for the proposed study because the study is a good example of content analysis. Similar to Fallis, this study explores the size and scope of the collection, including an analysis of the publication history of the books, the historical periods covered, the types of non-fiction, the subjects covered, and the target audiences of the books in the collection.

METHODOLOGY

This study examined a collection of out-of-print books converted into e-books by the Oklahoma History Center archives. The following characteristics were analyzed to answer the research questions related to the number of out-of-print books on Oklahoma and Texas history converted into e-books: the last print date of each book, the timeline covered in each book, and the subject area of each book.

Information Sources and Procedures

The data for this study were collected from the Oklahoma History Center's archive webpages and archival collections. These pages were available through the Oklahoma Historical Society's Research Center and the Gateway to Oklahoma History. Data for the research questions were entered into an Excel spreadsheet, and figures were created to visualize the results. Categories recorded in the spreadsheet included book title, last print date, time period(s) covered, non-fiction category, and subject area.

Data were analyzed using a qualitative method (content analysis) to determine patterns of meaning that described the collection and answered the research questions listed in the introduction section of this study. The various aspects of the content were coded and categorized to determine these patterns of meaning. Tables containing descriptive counts and percentages were provided within the text of the study to visualize the data.

Limitations

This study used the website for the Oklahoma Historical Society's archives, in particular, focusing on the collection of out-of-print historical books that have been published as e-books. Because this is one archive that also is small, the findings of this study are not generalizable to archives outside of the one explored in the current study.

RESULTS

A total of twenty-two books were examined for this study. Each book is part of the Broadening Access to Books on Texas and Oklahoma collection made available through the Oklahoma Historical Society's digital archives. These books were originally published as print books, went out of print sometime during the twentieth century, and were preserved as e-books for public use in 2017. The collection was made available as part of a Humanities Open Book Program grant from the National Endowment for the Humanities. Research questions focused on subject areas, last print dates, non-fiction categories, and time periods covered.

R1. When was the last printing of the out-of-print books on Oklahoma and Texas history converted into e-book format by the Oklahoma History Center? What period of time do they cover?

For the purposes of this study, it was assumed that each of the twenty-two books in the collection was last published during the twentieth century. According to the archive's records, publication dates range from 1976 to 1996, a period of twenty years. Spot-checking the title pages of some of the books also confirmed these data. See Figure 1 for a graph depicting frequencies of decades of the most recent printing of the books in the collection.

Figure 1. Decade of Most Recent Printing
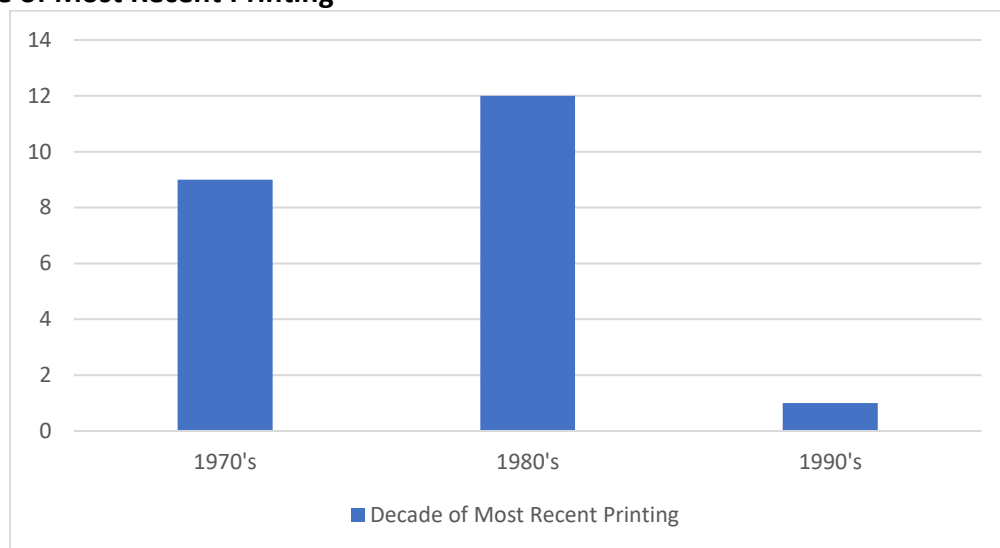
The time periods covered in each of the books showed a wide distribution of the range of years. Each record in the archive lists a covered time period, starting with a generic description of the time period and a range of years. The records also list another range of years under the heading "Coverage Date." The range of years under the heading "Covered Time Period" was part of the data collection for this study. The years covered range from 1690 to the late 1980s; Figure 2 depicts frequencies of the century ranges covered by each book.

R2. How many of the e-books could be categorized within each of the following types of non-fiction: biography, technical guides or handbooks, or expository?

In order to determine each book's non-fiction category, data from the archive's records were entered into an Excel spreadsheet and categorized according to the types listed in the research question stated previously. The most prominent type of non-fiction book was expository, with eleven books total in that category. There were eight biographies and/or autobiographies and three technical guides or handbooks (Figure 3).

Figure 2. Century Range of Book Content
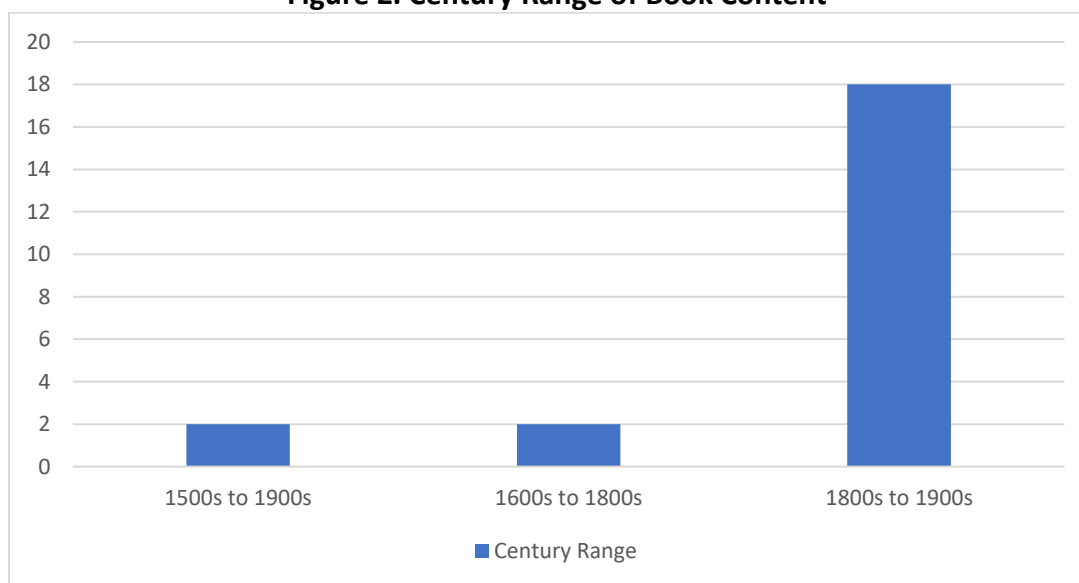
Figure 3. Non-Fiction Category
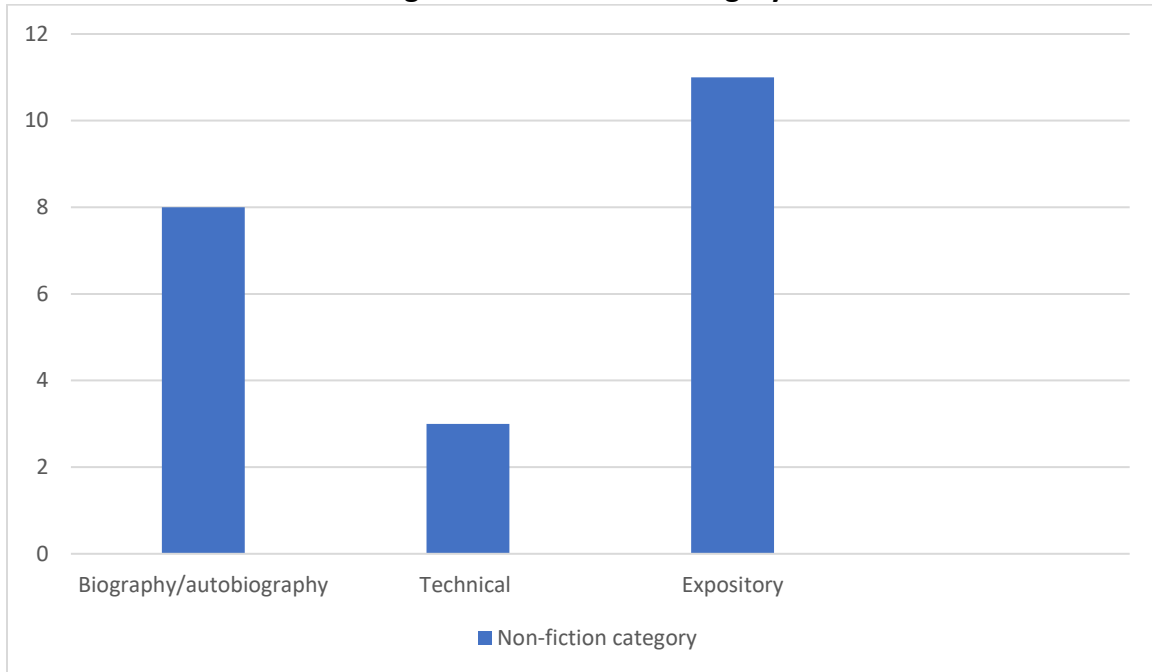
Figure 4. Subject Areas by Percent
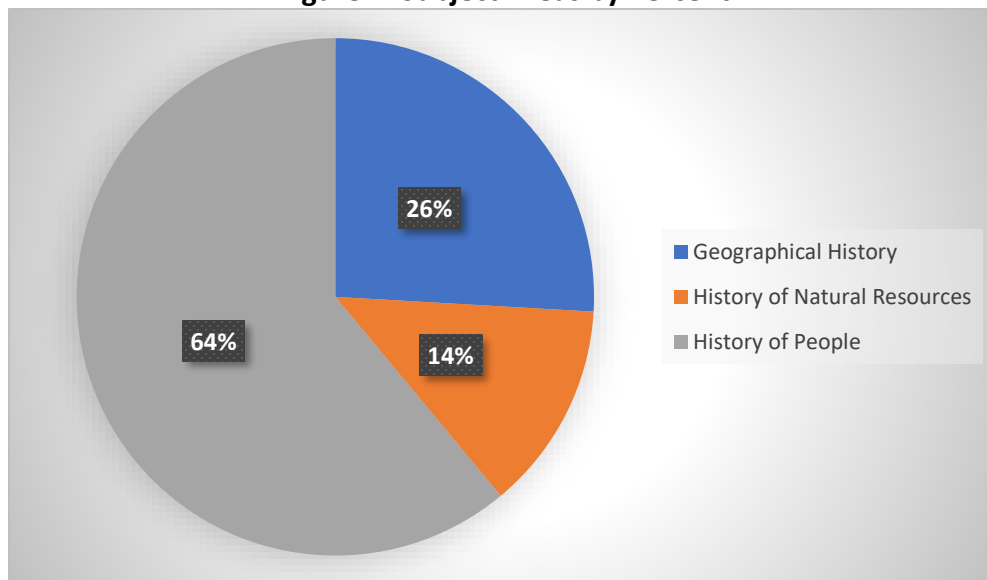
R3. How many of the e-books could be categorized within the following subject areas: geographical history, history of natural resources, history of people?

Looking again at the data from the archive's records, each book's subject area was entered into an Excel spreadsheet then converted into a table, dividing each into the three categories listed in the research question: geographical history, history of natural resources, and history of people. Out of the twenty-two books in the collection, fourteen (64%) books were on the history of people, including Native American tribes, explorers, and state governors. Six of the books (27%) were on geographical history, including metropolitan areas and Indian reservations. Three of the books (14%) were on the history of natural resources, including farming, mining, and oil (Figure 4).

DISCUSSION AND CONCLUSIONS

Results from the study indicate that most of the publications in the collection were most recently printed in the 1970s and 1980s. The majority of these materials also covered the period of the 1800s to the 1900s, were expository or biographies, and were histories of people or geography.

The fact that most of the books were most recently printed in the 1970s or 1980s rather than the 1990s or 2000s indicates that the archivists of the Oklahoma Historical Society probably thought the printed materials that were last printed in the 1980s or before were most in need of digital preservation. It is likely that because these books may never be printed again and various people had handled them since their last printing for close to two decades, that the materials were beginning to show wear.

In reference to the historical periods covered in the books, it is likely that the authors for some subjects only had reliable information for the 1800s to 1900s, but also most of the recorded history in Oklahoma and Texas occurred in this period. Various facts and statistics listed in these books may have changed or been updated since their last printing and will therefore be considered out-of-date, but even obsolete information is important to preserve because it provides a perspective on what information was deemed important at the time of authorship or actual event. In addition, having access to out-of-print materials in e-book format allows historians and researchers to find information that may not be widely circulated or available to them locally.

Expository or biographical books attempt to inform or explain various topics such as people, places, or things. Most of the books analyzed were expository or biographical and were histories of people or geography. The writers discussed significant people such as Will Rogers, early Oklahoma governors, Native Americans, and Oklahoma's political and economic geography, such as Indian territory boundaries, reservations set up in the 1800s, mining, and farming. Most of the significant history of Oklahoma is in the people present at the time the region was part of the American frontier and was significant to the stories told of that era.

The Oklahoma Historical Society's preservation of out-of-print historical materials in electronic form is a valuable resource to researchers of Oklahoma history. Such materials need to be preserved not just for the sake of storing information but also for providing a window into the history of a region or culture that is closer to the time of the event. History often is changed with the telling, and the longer the time elapsed since the event, the more secondary and less reliable sources tend to be. Preserving older, out-of-print sources provides a way for the voices of those who lived the history – or at least close to the era – to continue to be heard. In addition, electronic preservation provides a means for the materials to be accessed by patrons who are unable to access them locally.

Future research on this collection could focus on content analysis to determine subjects for keyword searches, publication history beyond the most recent publication date, and any differences between editions. Also, as the Oklahoma Historical Society expands the e-book collection, a study such as this one could be replicated to update the results of this study. Any researchers who are looking to complete a state history project should access collections similar to this one held by the state's historical society.

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Ethics and Cyber Libraries: Challenges Facing the Values and Ethics in LIS

By Jessica Omer, *The University of Missouri*

Darrell Batson, the director of the Frederick County Public Library's system in Maryland, said in an interview, "Libraries have to evolve or die. We're probably the classic example of Darwinism" (Rosenwald, 2015, p. 1). He argues that as we move forward into the future, libraries need to adapt to new challenges, or they will be left in the past as obsolete. To adapt to this new era of technology and an ever-changing world, some academic libraries such as Iowa Western Community College, The University of Texas at San Antonio, and Florida Polytechnic University started what has come to be known as cyber libraries (Guion, 2017). Cyber libraries are defined as "An electronic version of a physical library" (Gartner, 2020). It is a library where there is no physical collection but where their complete collection exists in cyberspace.

We as a generation have entered an era where we stand on the edge of a divide, where on one side is the age of the physical collection and on the other is the digital world. A great example is from a faculty member at the University of Maryland who wrote in an email to the library director, "Let me make my main point one more time. We do not need any print versions of any journals. These are an historic relic from a bygone era. I am sorry to say that we have neither need, time, or wish to visit the beautiful expanses of the library building. This may be a shock to you, but it's reality" (Weise, 2004, p. 2). This is an example of one side that has stepped fully into the digital age and feels there is no room for things from the past that they think are obsolete. The other side of the argument feels print collections still have a place in libraries (Rosenwald, 2015).

Both sides of the argument have merit; however, according to Weise (2004), most people that argue for cyber libraries or only digital materials assume that "There will be a print archive 'someplace' just in case the electronic fails" (p. 8). Now, in most cases, this is true, but what would happen if, due to circumstances such as pandemics, natural disasters, fires, hacking, or system failures where there is no backup outside the collection? Cyber libraries face several problems concerning access, and these issues need to be considered when thinking about a digital-only library. Although cyber libraries are seen as the new future for libraries, they still face many challenges, including issues concerning access, censorship of access, embargos, and technology.

Review of Literature
Cyber Libraries and Access
The main problems that most authors agree on regarding access and cyber libraries in terms of technology are either the lack of access to it or problems with it functioning as intended (Capurro, 1999). A survey done by the Pew Research Center shows a surprising number of Americans have little or no access to personal computers or personal internet connections (Alsop, 2020). Access is challenged by the fact that a number of Americans lack the technology to access cyber libraries. With some student's inadequate technology, such as slower internet connections and out-of-date computers, accessing library resources online can prove problematic (Needham & Johnson, 2007). Authors have argued that since cyber libraries' servers and databases are vulnerable to national disasters, hackers, electrical shortages, and internet problems, their access is unreliable (Paradise, Luft, & Andrews, 2002).

Recently, the library world has experienced something different that has created new challenges, a pandemic. Kiebuzinski (2020) asks the question, "what happens when physical libraries close due to the pandemic and cyber libraries go down as well?" For example, Sciacca (2020) wrote about how Northern California libraries have faced virtual library outages. Patrons have been unable to access online resources due to an internet hack and system failures for over three months, causing an inability to access accounts, collections, or data. Weise commented that most cyber libraries assume there will always be a print collection somewhere to back up their virtual system, but what happens when there is not? (p. 8). Together, these articles indicate that cyber libraries face challenges regarding access, especially due to issues involving the pandemic, cybersecurity, technology, and economic issues.

Cyber Libraries and Censorship

Librarians face the challenges of ethical decisions every day, and those challenges change when technology becomes involved. When the Internet came into existence, a new information pathway opened to millions. However, many people felt that open access to everything was dangerous, which led to many academic libraries limiting access to information by requiring usernames and passwords or using behind-the-scenes filtering software to block access to information (Kaliammal & Thamaraiselvi, 2002). Some cyber libraries have created policies referred to as acceptable use. These policies allow cyber libraries to limit access to users concerning information and websites deemed inappropriate (Carver, 2002). The filtering of information created a new form of censorship that allowed libraries to restrict access to certain groups or certain types of information. Trushina (2004) stated that "the stronger we advocate the right of free access to Web resources, the more sophisticated filters and more restricted 'gateways' to information are developed" (p. 418).

Embargos and Cyber Libraries

In connection with the issues of filters, patrons also face the problem of embargos. Several publishers have put embargos or access restrictions on their digital journals to full-text articles, leading to problems accessing information and data, especially if there is no access to a physical collection to back up the cyber collection. It creates the argument that as we progress in technology, we develop new ways to limit access to information. The prevalence of this technology in cyber libraries makes it easy for cyber libraries to control what patrons can and cannot see (Brooks, 2003).

Analysis

Rubin (2015) stated that the core value of access is "ensuring that all information resources are provided equally regardless of format and technology" (p. 543). Meaning that despite someone's economic standing, education, or access to technology, librarians' professional obligation is to ensure patrons can access the library collections. In terms of technology, the main problem for patrons of cyber libraries that most authors agree on is either lack of access to it or problems with it functioning as intended. Many different factors can lead to the limiting of access to cyber libraries in terms of technology. In a survey done by the Pew Research Center, only 74 percent of adults in the United States own computers and have access to personal internet connections (Alsop, 2020), which means that about 23 percent of Americans do not have the technology to access cyber libraries.

In most cases, students and academics would argue that this is not a problem since most academic libraries are open either 24 hours or close to 24 hours. Yet, what happens when most academic and public libraries were closed due to a pandemic in 2020? Due to this, many people have had to rely more on digital and cyber resources. However, sometimes that is not an option since many people do not have access to the technology that would allow them to access cyber libraries because of their economic standing or physical location.

According to a 2007 study done by Needham and Johnson for Athabasca University in Canada, although computers have become a requirement for most college environments, access to this technology can differ greatly. Many factors can play into these problems. Students may have to rely on libraries or internet cafés, owing to their inability to afford or maintain the technology, or they could live in locations where public access to technology is not an option. They could only have access to outdated technology such as slow internet connections or old computers and software, or they could be required to share technology between family members and negotiate time (Needham & Johnson, 2007, p. 122). These factors can affect a person's ability to access cyber libraries. These problems with technology or the lack of equipment cause cyber libraries to not be practical in many parts of the world. Yet, the lack of technology is not the only problem the cyber libraries face regarding technological issues.

We live in an era where technology is constantly changing and moving forward; computers, servers, and new databases may be obsolete tomorrow. Compounding the issue further is the fact that some technology does not work with others. For example, Peoplesoft, a system used by millions of colleges and academic libraries worldwide, will not work with

Internet Explorer. Another system, SirsiDynix, a common library system, will occasionally glitch when used with Safari (University of Missouri, 2020).

Some authors argue that a lack of up-to-date technology to access cyber libraries is not a problem because there are other ways to access this technology, and in most cases, this is true. Yet, what happens if you have to drive an hour away to get to the closest computer because your school is closed or an internet café does not exist where you live, the local public library internet is down, or they have had a system failure? This thereby effectively removes all possibility of access to the cyber library's collections. The collections may still exist, but access to the technology needed to access them no longer does. Now the question is not just concerning personal problems with access due to technology. Now the question becomes what happens when forces outside of anyone's control affect access to cyber libraries.

Many argue that one reason to change to a completely cyber library is that physical libraries are vulnerable to natural disasters, fire, and water damage. Cyber libraries can suffer from these same issues. Cyber library collections may be in cyberspace, but access to these collections is still affected by these events. If you cannot access a computer or Internet to access the collection, does the collection even really exist for the patron? On top of that, cyber libraries are vulnerable to system failures, hackers, and network outages (Paradise, Luft, & Andrews, 2002).

According to Sciacca (2020) from the *East Bay Times*, Northern California Libraries in Contra Costa were hit by a ransomware attack that disabled all online networks. Hundreds, if not thousands, of library users could not access the cyber collection or their personal accounts. Ransomware is a form of malware that attacks a person's computer; a hacker will then demand a ransom to restore the victim's files. Hackers have been using this malware against hospitals, businesses, and now libraries worldwide. Bay Area county libraries have had months of cyber access issues; patrons have been unable to access accounts, collections, or information (Fruhlinger, 2020). These network outages demonstrate that not only are cyber libraries vulnerable to the same problems of access that physical libraries are, but

they also suffer from their own collection of problems, including hackers shutting down connections and network and system failures. Yet, librarians from the Bay Area country libraries systems stated that although their digital collection was down, they were still open for their patrons (Sciatta, 2020). Patrons can still browse and check out their physical library, demonstrating that because the library has both a physical and a cyber-collection, one is always there to act as a backup for the other, a hybrid system. Cyber libraries do not have a backup system if their cyber system goes down, which removes all access to any information or collection.

Other factors affect people's ability to access information through cyber libraries. One of these factors concerns the censorship of information: censorship through login restriction, subscription fees, publisher restrictions, and censorship of information due to software. Manzuch (2017) stated, "The perception of universal access made possible only by means of digital technologies is an illusion, because a set of complex power, financial, infrastructural, literacy, and other factors precondition availability of digital content" (p. 11). Manzuch argued that complete and unquestionable access to all online or cyber content is not possible due to many different issues. Several other factors, including publishers, tech companies, as well as libraries and universities themselves, facilitate these issues.

The first type of censorship focuses on the restriction of access due to subscription fees, logins, and publisher restrictions. Many academic libraries today require logins to access collections. These logins within themselves have many levels of restriction. For example, in many libraries, there are three levels of logins: students, faculty/staff, and guest. In many cases, the guest logins are restricted to minimal access to collection databases and content. Patrons using the guest logins are not associated with the university or the library that owns the collection; therefore, they have not paid for the rights to that information, causing them not to be granted access (Kaliammal & Thamaraiselvi, 2002).

Although most academic libraries cannot legally restrict all access to the public because they are

public institutions, they can limit access to their collections, databases, and archives. They are only required to give access to the Internet and public resources. These login restrictions are due to a second layer of censorship: subscription fees and publisher restrictions. Unfortunately, many factors, including the call for cyber resources and shrinking library budgets, have caused many libraries to start ordering more digital items, including e-journals and e-books, rather than physical ones. The demand for e-resources caused many publishers to raise their prices, which resulted in many libraries limiting the number of journals they subscribe to and limiting access to these resources.

Many libraries now require patrons to be members of certain communities or pay a fee to access these collections (Bellevue University Library, 2019). It has resulted in issues with access because many communities cannot afford to have access to these collections. Manzuch (2017) argued that "Often the communities that should benefit from such projects cannot access these collections due to barriers created by memory institutions" (p. 11). Since many people who should have access to these cyber collections have no way to pay for access to these collections, it is creating a larger economic gap in society.

Another factor that plays into restricting access to cyber library collections is publisher restrictions. The most significant difference between digital and physical collections is that when a library purchases a physical item to add to their collection, they own the right to that item for life. With a digital item, the library does not own the item - they are renting the use of that item. The problem is that a publisher or database has the right to remove access to an e-book, e-journal, or e-article at any time. This creates a problem in academic libraries because the library is not typically told when an item is removed. They usually do not find out about it until a professor or student attempts to use an item, and it is not there.

Many publishers or databases argue that since libraries are only renting the right to use the item and do not have the ownership rights to the item, they are only required to give access for what they consider the life of the item. They then define the life of a digital item based on the use of the item.

McDermott (2012) showed that publisher HarperCollins limited rental rights of digital items to 26 uses, stating that this was the equivalent to the life span of a physical item. This means that once a digital item has been checked out 26 times, the library would have to repurchase the rights or lose access, which indicates the content of digital or cyber libraries is unreliable and unpredictable. Even if the library pays the subscription fees that give them access to materials, they have no control over the collection or the content. Database owners, such as ProQuest and EbscoHost, can add or delete items from the collection at will, which leads to access problems with cyber libraries since access cannot be guaranteed. In the past, patrons could enter a library and have access to a library's physical collection, even if they were unable to check out the material. This cannot be said about cyber libraries because there is no physical collection, and access to their digital content is restricted by login requirements, subscription fees, and publisher restrictions.

The second form of censorship is the filtering of restrictive software. Trushina (2004) wrote that "The stronger we advocate the right to free access to Web resources, the more sophisticated filters and more restricted 'gateways' to information are developed" (p, 418). She stated that the more access granted to collection and resources, the more restrictions will be placed. Many academic and public libraries have used online filtering systems to block websites, databases, and other online sources. Some libraries or organizations argue that these filtering systems are needed to block inappropriate or unethical resources, like fake news or pornographic websites. However, Rubin (2015) states that the fourth value of LIS is tolerance, meaning that "library collections should possess a variety of perspectives on a wide array of topics" (p. 540). He argued that it is inappropriate for librarians to enforce their own beliefs and ideas on their patrons.

Filtering systems allow libraries to block access to information based on their own opinions and ideas, which violates two LIS values and ethics: access to information and tolerance. Cyber libraries face many issues in this case since their whole collection is online. Many websites, databases, and access to different resources face the possibility of being

blocked by filtering systems. Many libraries around the world added statements to their computer policies, such as "The University Library supports the Library Bill of Rights and does not censor access to material nor protect users from inaccurate or offensive information; however, use of the computers to terrify, intimidate, threaten, harass, annoy or offend another person or persons constitutes grounds for disciplinary action" (Bellevue University Library, 2019). This way, the library is putting the responsibility on the patron while also showing that certain things that impact the rights of others will not be tolerated, thereby protecting the library and its patrons. However, some cyber libraries, such as Iowa Western Community College, have not made such statements. Where most libraries have websites dedicated to their collections and resources, the cyber library at Iowa Western Community College does not have a webpage that can be viewed without a login. There is no public access to their policies, procedures, or collections. This cyber library is so restricted that access to any information is restricted, which as a public institution, is a violation of LIS values and ethics.

The final issue related to censorship is an embargo. An embargo in academic terms is when a publisher of a journal limits full-text access to an article for current issues of a journal. Embargos can be active anywhere between 12 to 18 months after publication (Brooks, 2003). Embargos came into existence for publishers to protect their bottom line. Libraries are using more e-journals rather than print options and are paying for a database that contains thousands of journals rather than paying directly for one journal. For example, if a library pays $20,000 for a database, the cost of the individual journals is only about $20.00. In this way, the publisher gains little (Brooks, 2003). In many cases, embargos would not be a big problem because most libraries have either a physical collection or can interlibrary loan the journal to back up their cyber collections. In the case of cyber libraries, there is no physical collection to back up their cyber collection. Their only option is to use interlibrary loan to compensate for missing data.

However, certain circumstances occur, such as in 2020 where many libraries closed due to pandemics, natural disasters, or other issues, creating a situation where there is no physical collection to back up the cyber one. What happens now? Since cyber libraries do not have their own physical collection, they must look elsewhere to find information when their cyber collection fails. When there is no option of using an outside physical collection, cyber libraries are out of options as there is nowhere to find what their patrons need, leading to many issues with access. Unfortunately, about 50 percent of academic journals have embargos on them, making a situation where patrons can see abstracts of the articles but not full text. Due to time constraints or lack of access to a physical collection, problems with access can mean that getting the patron access to the full text of an article may not be possible. A situation is then created where the values and ethics of the library professional cannot be followed (Brooks, 2003).

Conclusion

In conclusion, cyber libraries face many challenges when it comes to access. These challenges can lead to cyber libraries failing in following the guidelines for the values and ethics of the LIS professional. Some authors have argued that cyber libraries are the future of libraries. They argue that patrons want information immediately at their fingertips. The fact that library budgets are shrinking and electronic sources can be cheaper cause many libraries to lean more towards the idea of cyber libraries. However, while digital libraries do have their advantages, they are not perfect. We live in a time where librarians have their feet in two worlds; a world of technology and a world of paper.

Research into this topic indicated that due to these access challenges, cyber libraries alone might fail. Although a digital collection is a necessity, our society is unable to function on it alone. Since we live in a multigenerational culture, we lack the ability to function in a completely digital world; the world of paper and hard copy is still preferred by many. The only solution to solving the cyber library access challenges is for libraries to function on a hybrid system with both a digital and physical collection. If the digital library fails, there is always a physical library to back it up, allowing for uninterrupted access to everyone.

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Reaching Out: A Publication Trend Analysis of Scholarly Articles Discussing Graphic Novels and Reluctant or Struggling Readers
By Mary Kirkham

Master's Research Project, July 2018
Readers: Dr. Teresa Welsh
Dr. Stacy Creel

INTRODUCTION
Graphic novels combine short text and pictures to tell a story or convey information while still engaging the reader visually. This is a potentially useful tool for reaching out to struggling and reluctant readers. Struggling readers have difficulty reading and understanding what it is they are reading. Pictures allow for more context clues than just text alone, allowing for the potential for greater success in comprehension for struggling readers. Reluctant readers, on the other hand, may have more of a distaste for reading. In some cases, they are capable of understanding what they read, but they do not enjoy the activity and tend to avoid it. Graphic novels allow for a more visual experience when reading and potentially grabbing and holding the reluctant readers' interest.

The age group most often linked with reluctant and struggling readers is the young adult group. Young adults have a larger number of interests, as they are exploring new hobbies, and as a result, it can be harder to engage and keep interested in tasks that they find boring or difficult. "[T]o get teenage reluctant readers reading, we need to find the elusive reading material that provides interest. Many writers agree that graphic novels could be that special something that provides interest and that a teenager connects with" (Snowball, 2005, p. 43). Graphic novels have the potential to reach a segment of the community that libraries struggle to engage. Therefore, it might be useful to assess which specific issues or topics have already been addressed in the existing literature and which have not.

Purpose Statement
The purpose of this study is to analyze the publication trends in library and information (LIS) journal articles as well as educational journal articles that discuss graphic novels and reluctant or struggling readers, specifically publication trend over time, authorship, core journals, and the number of articles that are based on surveys or interviews.

Research Questions
R1. How many articles on graphic novels and reluctant or struggling readers have been published each year from 2007 to 2017?

R2. Who authored the articles examined in this study? Which authors are the most prolific?

R3. Which journals published the articles examined in this study? Which journals published the most articles on the given topic?

R4. How many articles report on surveys or interviews?

Definitions
Bibliometrics: Bibliometrics can be defined as "[t]he use of mathematical and statistical methods to study and identify patterns in the usage of materials and services within a library or to analyze the historical development of a specific body of literature, especially its authorship, publication, and use" (Reitz, 2013, para. 323).

Bradford's Law: Reitz (2013) defines Bradford's Law as "The bibliometric principle that a disproportionate share of the significant research results on a given subject are published in a relatively small number of the scholarly journals in the field" (para. 982)

Graphic novel: A graphic novel can be defined as "an extended narrative [...] presented as a continuous sequence of pictorial images printed in color or black and white and arranged panel-to-panel, with text given in captions and dialogue usually enclosed in balloons" (Reitz, 2013, para. 175).

Lotka's Law: "The bibliometric principle that the number of authors making n contributions to the scholarly literature of a given field is about C/n^a, with C (the number making a single contribution) a constant" is Reitz's (2013) definition of Lotka's Law (para. 878).

Reluctant reader: Reluctant readers can be characterized as an individual that "chooses not to read, doing so only when necessary" (Reitz, 2013, para. 218).

Struggling reader: A struggling reader "experiences difficulty learning to read" (What is the difference, 2012, para. 7). Struggling readers have difficulty with the act of reading.

Young Adult: The term young adult encompasses people in their "late teenage years or early twenties" (Cambridge English Dictionary, n.d., para. 1).

Limitations and Delimitations
This study is limited to selected LIS and educational databases provided by the University of Southern Mississippi. Articles are limited to full-text, English-language articles that are peer-reviewed, published in academic journals, and published between the years 2007 and 2017.

Assumptions
It is assumed that the databases used in this study have appropriately and fully indexed the articles so that relevant articles are retrieved. It is further assumed that the information provided for each article, i.e., author name, journal title, article title, etc., is accurate and complete.

Importance of Study
The purpose of this paper is to examine the publication trend and methodology of scholarly LIS and educational articles that discuss graphic novels and reluctant or struggling readers. With this information, other researchers may have a more comprehensive understanding of the body of existing research and what areas have yet to be covered. Educators might also have a better idea of how to use graphic novels in their teaching to better reach reluctant and struggling readers. Librarians facing a challenge on a graphic novel may be able to use the results to help defend the graphic novel's presence in the collection.

LITERATURE REVIEW
Graphic Novels, Reluctant Readers, and Struggling Readers
Heaney (2007) provides a comprehensive overview of the usefulness of graphic novels in school libraries. The author chose to approach the topic by conducting a review of the literature focusing on graphic novels and their relevance to school media specialists. This paper has a similar approach to the subject of graphic novels and their impact on reluctant and struggling readers. However, Heaney's approach is more qualitative, analyzing the contents of a handful of articles, while this paper takes a quantitative approach of analyzing publication statistics.

Earl and Maynard (2006) examined what it means to be a reluctant reader. "The overall aims of the research were to determine what makes a child a reluctant reader and how this reluctance can be overcome" (p. 167). The authors conducted observations, surveys, and a small-scale study to answer their questions. "it is concluded that in order to overcome reluctance to read, a person-centered approach must be taken, rather than a reading-centered approach" (p. 177). Reluctant readers must also view reading activities as fun, or else other strategies meant to assist them will be unlikely to be successful.

The relationship between graphic novels and reluctant and struggling readers is introduced in Heaney's article, along with the connection to the classroom. Downey and Davidson (2012) looked at

the relationship between graphic novels and library science course instruction and commented:

> Most primary research about graphic novels has been limited to surveys of recreational readers' habits and preferences, and has not addressed instructional faculty's opinions and use. Recently there have been collection studies exploring the circulation holdings of graphic novels in academic libraries, in particular those with library and information studies or education degree programs. (p. 68)

Six years later, it is still challenging to find specific types of information on graphic novels beyond their relationship to libraries and schools. Graphic novels are becoming a popular tool for librarians to use, so much so that Downey and Davidson (2012) felt the need to write a scholarly article to prompt library science programs to add graphic novel instruction to their course lists.

To tie this concept to reluctant and struggling readers, Downey (2009) commented, "graphic novels today are being used increasingly by educators to engage reluctant readers, reach out to visual learners, and illustrate social and cultural themes and topics" (p. 181). Downey goes on to discuss the potential for using graphic novels in kindergarten through twelfth-grade classrooms. Ultimately the recurring concept in these articles is that graphic novels are becoming more popular with readers and, as a result, have many uses as far as teaching is concerned. Graphic novels can capture a reader's attention through the combination of pictures and text, making them a useful tool.

In his 2011 article, Brinda discussed how to engage reluctant readers using a tool called the *Ladder to Literacy*. "The Ladder to Literacy highlights what the reluctant readers in my study want teachers to address when they try to get them to read" (Brinda, 2011, p. 16). This method uses nine steps to move reluctant readers towards avid readers. The steps are: introduce, encourage, comprehend, enjoy, motivate, discover, connect, discuss, and read. This method stresses the importance of support from peers, friends, family, and teachers as the reluctant reader moves through a book (2011, p. 11). It is not only important for reluctant readers to enjoy what they read but also to have time to warm up to the book with support from their teachers and their peers, as well as their friends and their family.

Howard (2017) addressed graphic novels and English language learners as a struggling reader group. "Findings revealed students were motivated to choose books peers recommended. ELLs' preferred to read graphic novels and fiction books, but had negative feelings toward reading programs" (2011, p. 19). This study found that mysteries and graphic novels were the most popular checkouts for the students. However, the author mentions that these types of books are not often used in classrooms. Graphic novels are popular among struggling and reluctant readers but can often be underutilized in the classroom.

Bibliometric Research

Singh (2012) used a similar methodology as the one used in this paper. The study "focus[ed] on various aspects of *LIBRI* journal such as its year-wise distribution of papers, authorship pattern, subject-wise distribution of papers, geographical distribution, citation pattern and length of papers" (p. 55). The study looked at a 9-year time frame and a single journal; in that time frame, 221 articles were published. The author also found a significant lack of contribution to foreign journals.

Downey and Davidson (2012) conducted surveys of ALA-accredited LIS programs to determine how graphic novels were being used in the curriculum. The researchers "surveyed instructors in LIS graduate programs, specifically those who taught classes primarily focused on literature and materials for children and young adults" (p. 73). The results of this survey show that "graphic novels are in fact being assigned and taught (at least in the programs the responding instructors teach in), but we do not know how frequently or entirely in what context" (p. 79). There were no patterns revealed from this study as far as what characteristics the instructors shared.

Grandbois and Beheshti (2014) used bibliometric methodology to examine the scholarly LIS literature

related to open access. Their search in *Library and Information Science Abstracts* was conducted by "requiring that open access was found in the title of the record of English-language articles that were considered peer-reviewed published in scholarly journals within the specified year range" (para. 31). This study found that there was a gap in theory and practice for open-access articles. The authors remarked that while many researchers recognize open access as a positive change, there is a difference between recognizing something as good and actually pursuing it.

This study is similar to the previous bibliometric studies in that it examines the publication pattern of a body of journal literature on a specific LIS topic. It differs in that it specifically examines the publication trends as well as the research methodology of scholarly LIS and educational articles discussing graphic novels and reluctant or struggling readers.

METHODOLOGY
This study examined the publication trends in articles discussing graphic novels and struggling or reluctant readers. Three databases were searched for relevant scholarly articles. The *Library & Information Science Source* and *Library, Information Science & Technology Abstracts* databases were chosen because they are two of the most extensive library science-specific databases offered by the University of Southern Mississippi. *ERIC* is the largest educational database available at the University of Southern Mississippi. Together these three databases are likely to capture most if not all of the relevant articles for this study.

Data Collection and Analysis
The *Library & Information Science Source*, *Library, Information Science & Technology Abstracts*, and *ERIC* databases were searched for the terms 'graphic

novels' AND 'reluctant readers' OR 'struggling readers' in the title field. The results were limited by the following:

- Articles published from 2007 to 2017
- Articles published in English
- Peer-reviewed articles
- Articles available in full text

Data from each retrieved article included author's name, article title, journal title, publication year, and whether the author used surveys or interviews. This information was entered into an Excel spreadsheet then sorted and organized to answer each research question. Finally, the results were displayed in tables and figures to illustrate the findings.

RESULTS
R1. How Many Articles on Graphic Novels and Reluctant or Struggling Readers Have Been Published Each Year From 2007 to 2017?

The range for number of articles published on graphic novels each year from 2007 to 2017 is 8 to 23. The lowest number of articles published in a given year occurred in 2007, while the highest, coming in at 23, occurred in 2016. As seen in Figure 1, there was a steady increase in articles published on graphic novels from 2007 to 2010—the number of articles published then alternated between decreasing and increasing through 2017.

The mean number of articles on graphic novels published each year is 16; this is also the mode number of articles published in a year. The average number of articles published, 171 articles in 11 years, is 15.5, which also rounds up to 16 articles per year. Based on these numbers, after 2009, the number of articles published each year other than 2013 and 2015 were either average or above average.

Figure 1. Number of Articles Published per Year
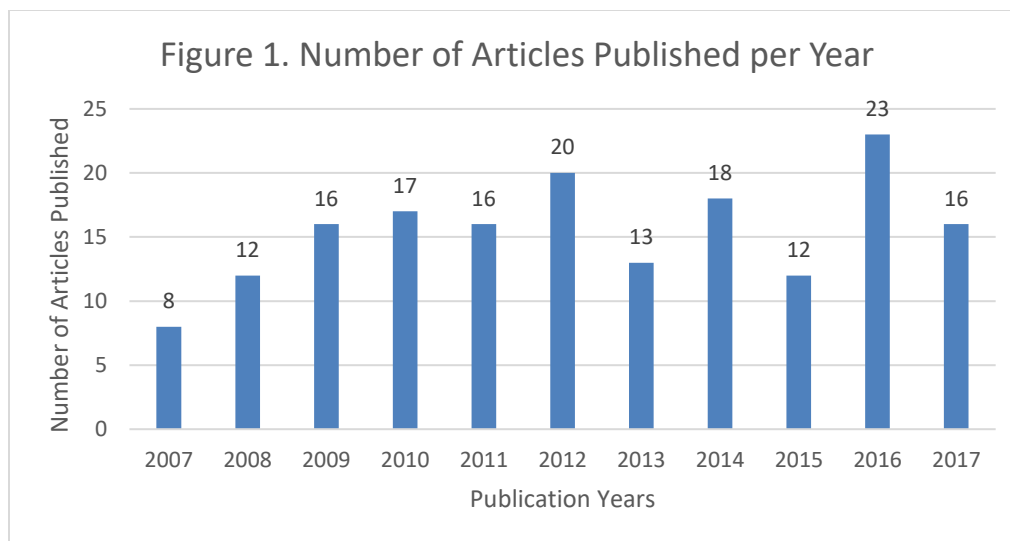
R2. Who Authored the Articles Examined in this Study? Which Authors are the Most Prolific?

Of the 171 articles examined, there were a total of 398 different authors. Most of these authors, 345 of the 398 (86.7%), only published one article. While this percentage does not match the exact percentage of Lotka's Law (60%), it does support the principle of the Law that a majority of authors only publish once on a given subject. Most authors published as co-authors with two or more authors for a single article, but several authors were the only author for their article.

The most prolific authors were Sharon Vaughn with eight articles, Daphne Greenberg with seven articles, and Timothy Rasinski and Lynne Vernon-Feagans with six articles each. As the number of articles published by an author decreases, the number of authors to have published that many articles increases. Most of the 398 authors have only published one or two articles on the subject of graphic novels and either reluctant or struggling readers.

R3. Which Journals Published the Articles Examined in this Study? Which Journals Published the Most Articles on the Given Topic?

A total of 76 different journals published articles on the given topic from 2007 to 2017; for a complete list of journal titles, view the Appendix. Of these 76 journals, the majority only published one article on the given topic. Almost all of the journals published fewer than four articles on the given topic in this 11-year time frame.

The top three journals, in terms of the number of articles published on the given topic, are *Reading & Writing Quarterly*, *Reading Teacher*, and *Reading and Writing: An Interdisciplinary Journal* (Table 1). These three journals published a total of 44 of the 171 articles (25.7%) examined in this study. This number does not exactly match Bradford's Law of Scatter, which states that about 33 percent of articles on a given subject are published in a few core journals, but is it close and supports the general principle of the law.

Table 1. Journals and Number of Articles per Journal

Journal Title	# Articles
Reading & Writing Quarterly	17
Reading Teacher	14
Reading and Writing: An Interdisciplinary Journal	13
Learning Disabilities Research & Practice	8

R4. How Many Articles Report on Surveys or Interviews?

The majority of the articles published in this 11-year time frame used methods other than surveys and interviews. However, when looking at the articles that used surveys or interviews, the interview method was more commonly used (Figure 2).

Figure 2. Methodology Used in the Articles
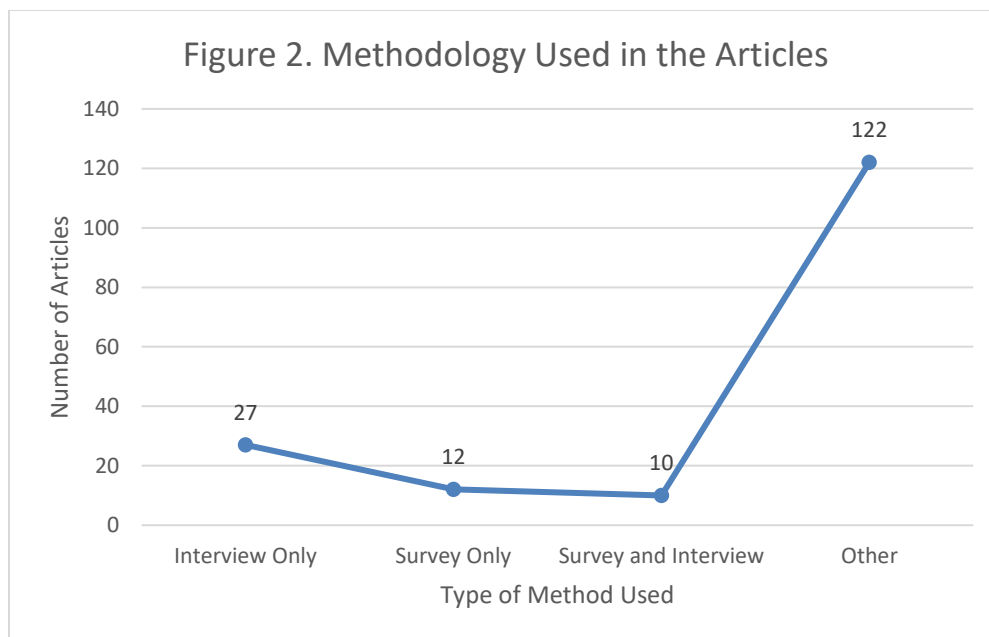
Forty-nine of the 171 articles (29%) used either interviews or survey methodology. More than half of the articles used only interviews, 27 out of 49 (55%); 12 out of 49 used only surveys (24%), and 10 out of 49 (20%) used both interviews and surveys (75.5%). However, 122 of the 171 articles (71%) published on the given topic within the 11-year time frame used some other research method. Many of the articles used quantitative forms of analysis rather than qualitative. Some of the more common methods used involved comparative and statistical analysis.

DISCUSSION AND CONCLUSION

In summary, this study examined 171 articles that discussed graphic novels and either reluctant or struggling readers published between 2007 and 2017. The general publication trend was an increase over time. There were 389 different authors, the most prolific of which were Sharon Vaughn with eight articles, Daphne Greenberg with seven articles, and Timothy Rasinski and Lynne Vernon-Feagans with six articles each. These articles were published in 76 different journals. The core journals that published on this topic were *Reading & Writing Quarterly*, *Reading Teacher*, and *Reading and Writing: An Interdisciplinary Journal*. About 30 percent of the 171 articles used interviews and/or surveys, and interviews were used more often than surveys. Overall, there were more quantitative studies using some form of analysis than there were qualitative studies.

From 2007 to 2017, 171 articles relating to graphic novels and reluctant or struggling readers were located, which indicates this is not an overly-explored topic. On average, 16 articles were published each year on the topic in the library and educational research journals. There was a general increase over time in the number of articles per year. It is interesting to note that the three journals that published the most articles on the given topic have no obvious connection with libraries - they appear to be more focused on teachers and education professionals. This might indicate that libraries do not utilize graphic novels to support their struggling readers or that it is a topic of greater interest to teachers rather than librarians.

Sharon Vaughn was identified as the most prolific author with eight articles or 4.7 percent of the total. Only about one-third of the articles in this study used interviews or surveys, which indicates that more active research can be done on the topic. Overall, this study has shown that the amount of research relating to graphic novels and either reluctant or struggling readers is low.

A by-product of the study is a list of articles related to graphic novels and reluctant or struggling readers (Appendix). This list is a useful resource for educators and librarians interested in teaching or promoting literacy, and it may also be helpful for researchers and collection development librarians.

Future studies could focus on the content of published articles on the given topic to conduct a content analysis and analyze what conclusions have been drawn. Future researchers could also conduct interviews of local school and public librarians to determine how graphic novels are being used to support reluctant and struggling readers in different types of libraries. One final suggestion for future research is to repeat this study to see if the type of journals that publish articles on graphic novels and reluctant or struggling readers changes over time.

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Appendix. Articles on Graphic Novels and Reluctant or Struggling Readers

Pub Year	Author's Name	Article Title	Journal Title
2017	Elleman, Amy M.; Olinghouse, Natalie G.; Gilbert, Jennifer K.; Spencer, Jane Lawrence; Compton, Donald L.	Developing Content Knowledge in **Struggling Readers**: Differential Effects of Strategy Instruction for Younger and Older Elementary Students	*Elementary School Journal*
2017	Bratsch-Hines, Mary E.; Vernon-Feagans, Lynne; Varghese, Cheryl; Garwood, Justin	Child Skills and Teacher Qualifications: Associations with Elementary Classroom Teachers' Reading Instruction for **Struggling Readers**	*Learning Disabilities Research & Practice*
2017	Johnson, Andrew P.	A Meaning-Based Plan for Addressing RTI for **Struggling Readers**	*International Journal of Whole Schooling*
2017	Garwood, Justin D.; Varghese, Cheryl; Vernon-Feagans, Lynne	Internalizing Behaviors and Hyperactivity/Inattention: Consequences for Young **Struggling Readers**, and Especially Boys	*Journal of Early Intervention*
2017	Grünke, Matthias; Leidig, Tatjana	The Effects of an Intervention Combining Peer Tutoring with Story Mapping on the Text Comprehension of **Struggling Readers**: A Case Report	*Educational Research Quarterly*
2017	Toste, Jessica R.; Capin, Philip; Vaughn, Sharon	Multisyllabic Word-Reading Instruction with and without Motivational Beliefs Training for **Struggling Readers** in the Upper Elementary Grades: A Pilot Investigation	*Elementary School Journal*
2017	Sukhram, Diana; Ellen Monda-Amaya, Lisa	The Effects of Oral Repeated Reading with and without Corrective Feedback on Middle School **Struggling Readers**	*British Journal of Special Education*
2017	Stover, Katie; Sparrow, Amanda; Siefert, Bobbi	"It Ain't Hard No More!" Individualizing Instruction for **Struggling Readers**	*Preventing School Failure*
2017	Kent, Shawn C.; Wanzek, Jeanne; Al Otaiba, Stephanie	Reading Instruction for Fourth-Grade **Struggling Readers** and the Relation to Student Outcomes	*Reading & Writing Quarterly*
2017	Madden, Nancy A.; Slavin, Robert E.	Evaluations of Technology-Assisted Small-Group Tutoring for **Struggling Readers**	*Reading & Writing Quarterly*
2017	Kim, James S.; Hemphill, Lowry; Troyer, Margaret; Thomson, Jenny M.; Jones,	Engaging **Struggling** Adolescent **Readers** to Improve Reading Skills	*Reading Research Quarterly*

	Stephanie M.; LaRusso, Maria D.; Donovan, Suzanne		
2017	Morris, Darrell; Meyer, Carla; Trathen, Woodrow; McGee, Jennifer; Vines, Nora; Stewart, Trevor; Gill, Tom; Schlagal, Robert	The Simple View, Instructional Level, and the Plight of **Struggling** Fifth-/Sixth-Grade **Readers**	*Reading & Writing Quarterly*
2017	Solari, Emily J.; Denton, Carolyn A.; Haring, Christa	How to Reach First-Grade **Struggling Readers**: An Integrated Instructional Approach	*TEACHING Exceptional Children*
2017	Barth, Amy E.; Elleman, Amy	Evaluating the Impact of a Multistrategy Inference Intervention for Middle-Grade **Struggling Readers**	*Language, Speech, and Hearing Services in Schools*
2017	Rasinski, Timothy; Paige, David; Rains, Cameron; Stewart, Fran; Julovich, Brenda; Prenkert, Deb; Rupley, William H.; Nichols, William Dee	Effects of Intensive Fluency Instruction on the Reading Proficiency of Third-Grade **Struggling Readers**	*Reading & Writing Quarterly*
2017	Liebfreund, Meghan D.; Amendum, Steven J.	Teachers' Experiences Providing One-on-One Instruction to **Struggling Readers**	*Reading Horizons*
2016	Chung, Mi-Hyun; Keckler, Barbara	Shared-Book Experience Using Science-Themed Books to Develop Scientific Literacy: An Interactive Approach with **Struggling Readers**	*Language and Literacy Spectrum*
2016	Josephs, Nikki L.; Jolivette, Kristine	Effects of Peer Mediated Instruction on the Oral Reading Fluency Skills of High School Aged **Struggling Readers**	*Insights into Learning Disabilities*
2016	Rasinski, Timothy V.; Rupley, William H.; Pagie, David D.; Nichols, William Dee	Alternative Text Types to Improve Reading Fluency for Competent to **Struggling Readers**	*International Journal of Instruction*
2016	D'Agostino, Jerome V.; Rodgers, Emily; Harmey, Sinéad; Brownfield, Katherine	Introducing an iPad App into Literacy Instruction for **Struggling Readers**: Teacher Perceptions and Student Outcomes	*Journal of Early Childhood Literacy*

2016	Rinehart, Steven D.; Ahern, Terence C.	Toward a New Model of Usability: Guidelines for Selecting Reading Fluency Apps Suitable for Instruction of **Struggling Readers**	*Journal of Educational Technology Systems*
2016	Stevenson, Nathan A.	Effects of Planning and Goal Setting on Reducing Latency to Task Engagement for **Struggling Readers** in Middle School	*Journal of Behavioral Education*
2016	O'Rourke, Diarmuid; Olshtroon, Aoife; O'Halloran, Claire	The Limerick Reading Initiative: A Reading Intervention Targeted at **Struggling Readers** in Primary School	*Support for Learning*
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Locating Banned Books: A Collection Analysis of Libraries in Arkansas and Tennessee
By Floyce Thomas

Master's Research Project, December 2016
Readers: Dr. Teresa Welsh
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INTRODUCTION

The information presented in this research paper is not new to the world of libraries. Banned books have been around for many years and have continued to expand each year on what is considered acceptable reading materials for the public (ALA, 2016a). The International Federation of Library Associations and Institutions (IFLA) *Statement on Libraries and Intellectual Freedom* "requests that libraries and library staff hold fast to the standards of scholarly opportunity, uninhibited access to data and flexibility of expression and to perceive the safety of library client" (IFLA, 2016, p. 1). Cooper (2010) indicated that "intellectual freedom" is the freedom to allow individuals to let their minds take a role in exploring all formats of information without restrictions based on the contents within the shared knowledge (p. 218). Censorship and intellectual freedom have been a major concern among writers, publishers, and libraries.

The United States Educational Division of State Education (2015) estimates that about a quarter-million school-age children attend school and use public or non-public libraries. Censorship plays an important part in influencing what materials are considered acceptable for individuals. Because of its power, censorship often ties the librarian's hands when ordering materials for the library's collection. According to Oppenheim and Smith (2004), librarians and censorship have not been in agreement over what items are feasible for the library's collections for some time (p. 159).

No library can make everything available to its patrons. However, libraries should adhere to the American Library Association (ALA) for guidance on what items are banned from the library's collections. Censorship and intellectual freedom have gained attention for how it affects libraries and the restraints it individualized for banned or forbidden items.

Difficulties are characterized as formal, composed complaints recorded with a library or school asking for specific materials to be expelled from view because the substance may not be considered appropriate for the users.

Purpose of the Study

The purpose of this study is to compare a selected set of previously banned books or challenged titles in the collections of twelve public libraries within two southern states: Arkansas and Tennessee. The titles include: *I Know Why the Cage Birds Sings* by Maya Angelou; *Beloved* by Toni Morrison; *Bluest Eye* by Toni Morrison; and *The Color Purple* by Alice Walker.

Research Questions

R1. How many of the selected library collections in this study include the selected banned or challenged titles?

R2. Of the selected banned books in this study, which are most frequently absent in the library collection?

Definitions

*American Library Association: "*The American Library Association (ALA) is the oldest and largest library in the world" (ALA, 2016a). It is the oldest library association with more than 60,301 members. The mission of ALA is "to provide leadership for the development of library services, improvement and change of library and data administrations of librarianship to improve learning and guarantee access to data for all individuals" (ALA, 2016a).

*Banned Books: "*Banning is the removal of materials that is not acceptable due to a specific issue. Challenges do not simply involve a person expressing a point of view; rather, they are an attempt to remove material

from the curriculum or library, thereby restricting the access of others" (ALA, 2016a).

Censorship: "A change in the access status of material, based on the content of the work and made by a governing authority or its representatives. Such changes include exclusion, restriction, removal, or age/grade level changes" (ALA, 2016a).

Challenge: "Challenge is an attempt to remove or restrict materials, based upon the objections of a person or group opinion of an item" (ALA, 2016a). To take exception to; call in question (Challenge, 2016, para. 1). "A challenge is defined as a formal, written complaint, filed with a library or school requesting that materials be removed because of content or appropriateness" (ALA, 2016).

Intellectual Freedom: Intellectual Freedom is often perceived or viewed as a central value of librarianship, particularly by the American Library Association, which has issued extensive directions to libraries about implementing scholarly flexibility freedom (ALA, 2016a).

Assumptions
It is assumed that the library catalogs used in this study are accurate, complete, and fully operational at the time of data collection.

Importance of the Study
This study may be of interest to librarians and library collection development specialists. Censorship is a critical issue not only for the library, but also for the writers, publishers, and book users. However, it is important for libraries to have challenged and banned books as a percentage of the library's collection for meeting the library patron's needs (Oppenheim & Smith, 2004).

LITERATURE REVIEW
Censorship and Banned Books
Censorship is an issue that has been present all through written history. It has been enacted by individuals and groups to control the access to books, magazines, movies, and newspaper articles that demonstrate a negative rejection of the written material inside. According to Oppenheim and Smith

(2004), the relationship between librarians and censorship has been a difficult one for a long time. Censorship is the concealment of words, images, and ideas that are considered hostile to a point of view (Oppenheim & Smith, 2004).

Censorship impacts many individuals, including authors, publishers, readers, and educators. Each of these groups suffers negative consequences because of censorship and lose out on the freedom of choice. The United States delights itself in the First Amendment, which offers the right to speak freely, freedom of religious belief, the privilege to talk naturally, and assembly, which is the opposite of censorship (ALA, 2016b). "Censorship is the governor of information shared among the public, yet it is the supervision of public written wording that is viewed as an insult with negative impacts on learning" (ACUL, 2016). The authors and readers receive more negative criticism than the publishers and educators because they are the individuals who compiled the information written. *"Censorship is a very critical issue in America"* (ALA, 2016b). Part of the issue behind censorship concerns is that individuals want to say what they want and have their written words acceptable to all readers (ALA, 2016b). However, the censorship goal and main focus are to assure that written materials or whatever source of transporting knowledge is suitable to all.

Censorship plays an important part in influencing what materials are considered acceptable resources for individuals to obtain knowledge. Challenged materials often offer an array of important facts, yet some writer's choice of words may not be acceptable to library customers (ALA, 2016b). Therefore, censorship is a critical issue for not only the library but also for the writers, publishers, and book users.

Intellectual Freedom and Censorship in the Library
Cooper (2010) indicated that intellectual freedom and censorship in the library is probably a combination of freedom and the right that individuals allow their minds to take wherever they seek understanding and information and ideas. Additionally, intellectual flexibility is the belief that all individuals should have access to all information formats such as books, articles, films, radio,

television, et al., without restrictions based on the contents.

In the eighteenth and nineteenth centuries, the educational curriculum was "restricted to the value of American that revolved around family, work, church, and country"; therefore, the textbooks rarely included issues that portrayed a negative atmosphere in daily life situations (Cooper, 2010).

Banning Books

Banning books from the library can be a particularly tricky issue. Petrilli (2009) stated that "censorship grows out of fear that some individuals are easily swayed, and one should never forget that challengers are fervent" (p. 5). Restriction of books can create library issues such as collection development, budgeting allocation for ordering, arranging, planning, selecting materials, and taking care of the concerns of the library users (ALA, 2016c). Books are usually challenged with the best intentions to protect individuals from difficult ideas and information (Liberty & Mill, 2016). Many books are challenged because of a desire to protect children from inappropriate sexual content or offensive language (Packard, 1999). The top reasons for banning books as documented by the Office of Intellectual Freedom are sexually explicit, offensive language, and unsuited to a specific age group (ALA, 2008; Appendix F).

The American Library Association's Banned and Challenged Booklists were used to select the four books used for this study (ALA, 2016b). According to the American Library Association's Office for Intellectual Freedom, "Banned Book Week promotes the awareness of challenges to library materials and celebrates freedom of speech" (Bland, 2013, p. 12). This process has been done for over 40 years, allowing individuals to declare their freedom to read in public libraries (Bland, 2013). The Office for Intellectual Freedom's responsibility is to educate individuals about the effort's censorship goal to inform the public that there is a serious problem with some contents within the writings being read (ALA, 2015, p. 1).

Reasons Books Are Banned or Challenged

Materials in libraries have been banned and challenged for a number of reasons, including sexual activities, homosexuality, explicit, offensive languages, racism, religious viewpoints, violence, unsuited to age groups, anti-ethnic and anti-family content. Books usually are challenged with the best intentions to protect others, frequently children, from difficult ideas and information (Figure 1, Figure 2, Appendix E).

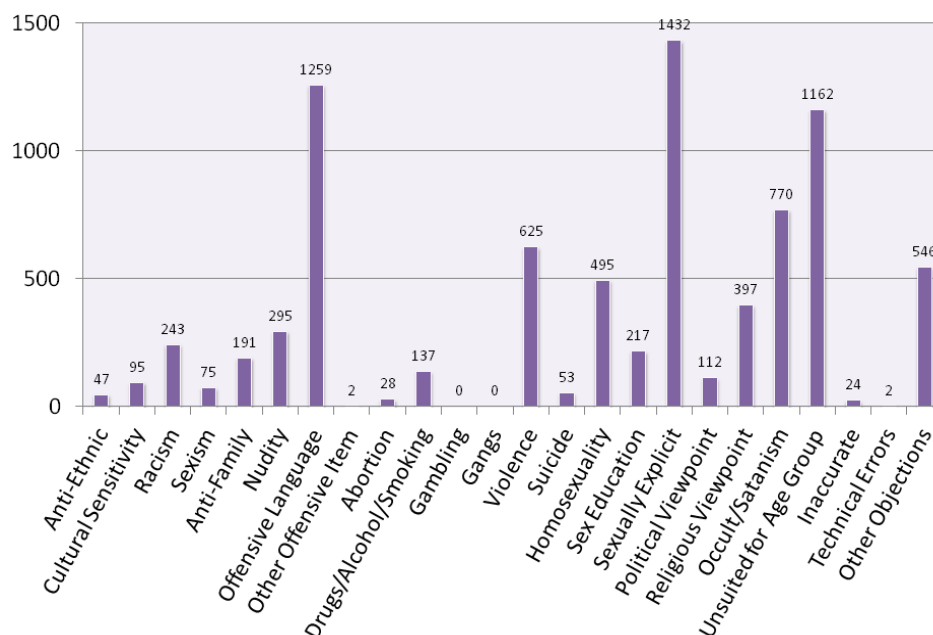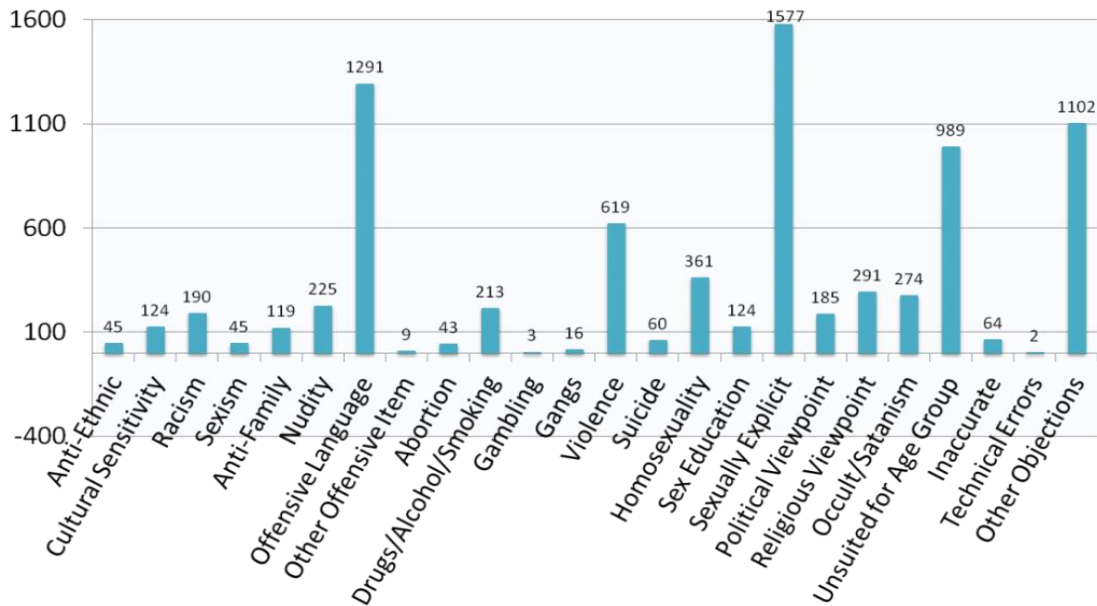*Figure 1. Challenges by Reasons, 1990-1999 (ALA, 2016)*

Figure 2. Challenges by Reasons, 2000-09 (ALA, 2016)

Figure 2. Challenges by Reasons, 2000-09 (ALA, 2016)

Bar chart values by reason: Anti-Ethnic 45, Cultural Sensitivity 124, Racism 190, Sexism 45, Anti-Family 119, Nudity 225, Offensive Language 1291, Other Offensive Item 9, Abortion 43, Drugs/Alcohol/Smoking 213, Gambling 3, Gangs 16, Violence 619, Suicide 60, Homosexuality 361, Sex Education 124, Sexually Explicit 1577, Political Viewpoint 185, Religious Viewpoint 291, Occult/Satanism 274, Unsuited for Age Group 989, Inaccurate 64, Technical Errors 2, Other Objections 1102

Office of Intellectual Freedom

"Established December 1, 1967, the Office for Intellectual Freedom is founded on ALA policies concerning the concept of intellectual freedom as embodied in the Library Bill of Rights, the Association's essential strategy on free access to libraries and library materials (ALA, 2016c). "The object of the office is to instruct librarians and the general public about the nature and importance of intellectual freedom in libraries and to support librarians, instructors, and administrators experiencing a material or service challenge" (ALA, 2016d).

Each year reports on censorship of books and other educational learning materials are reviewed and submitted to the office of Intellectual Freedom to check. Some materials reviewed by individuals asked that these items be expelled from public libraries and public schools' library racks. There were 420 known endeavors to censor books in 2007, and more than 9,600 endeavors since the ALA's OIF started electronically arranging and distributing data on book challenges in 1990. In addition, it is probable that for each test or banning reported to OIF, there are four to five episodes not reported.

"Banned Books Week is an open door for the ALA to teach custodians and the general population about the significance of scholarly flexibility of materials," said Jim Rettig (2008). "Individuals must have the chance to pick what materials are fitting for themselves and their families during the Banned Book Week scheduled events" (ALA, 2016e). "Most book challenges reported to OIF have been reported from schools (71%) and public libraries (24%). Parents' concerns of materials comprise 61 percent of the book challenges, followed by library patrons at 15 percent, and administrators at 9 percent" (ALA, 2016d).

Collection Analysis

Heidelberg (2013) used a checklist method to study African-American poetry in the de Grummond Collection at the University of Southern Mississippi. Her research indicated that the collection held all the Harlem Renaissance works listed on Patton's Anthologies, but only eight out of twenty-one poets from the Black Arts Movement list at poets.org (Heidelberg, 2013).

Best (2010) found that academic libraries are often free from book challenges, yet selection still holds a high standard for the development policy that

supports the academic curriculum. A checklist was used to compare a selected set of challenged books to library holdings focused on children and young adult literature. The final results indicated that academic libraries supported intellectual freedom and gave access to challenged books within the library's online and in-print collection. In addition, this study showed that a variety of book vendors were used to purchase materials for the collection that included challenged books (Best, 2010).

This study is similar to the Heidelberg 2013 study in that it uses a checklist of African-American authors for collection analysis and similar to the Best 2010 study in that it uses a checklist of banned books to analyze library collections. This study differs from these two studies in that it analyzes the collections of public libraries in two Southern states.

METHODOLOGY
Public library collections from two southern states, Arkansas and Tennessee, were the focus of this study. Libraries were randomly selected from each of the state's public library Internet listings based on geographic location. The collections of the six libraries from each state were examined by accessing the OPACs (online public access catalogs) to determine if the books selected from the list of ALA banned books were held within the collection (Table 1).

The selected books from the "Banned Book List that Helps Shape America" (Petrilli, 2009, p. 5) are by Southern authors and address topics related to Southern African-American culture: *I Know Why the Cage Birds Sings by* Maya Ang*elou; Beloved by* Toni Morrison; *Bluest Eye by* Toni Morrison*;* and *The Color Purple by* Alice Walker. Web sites were used to obtain access to each of the twelve library catalogs for collection analysis.

Data for the number of selected banned books in each collection were compiled and displayed in a table. Another table was created to indicate the year each book was placed on the banned books list and the reason.

Limitations
This study is limited to the collections of twelve public libraries, six in Arkansas and six in Tennessee. The study is further limited to four selected books from the list of ALA banned books by Southern authors and related to Southern African-American culture. These study findings are valid only to the libraries whose collections are included in the study sample. Generalizations cannot be made to all libraries in either state or all libraries in the south.

Table 1. Southern Public Libraries Used in this Study

Arkansas	Tennessee
Caraway Public Library	Smith County Public Library
Central Arkansas Library System	Hickman County Public Library
Faulkner-Van Burden Regional Library	Jackson-Madison County
Fayetteville Public Library	Cedar Bluff Branch Library
Green Forest Public Library	Macon County Public Library
Garland County Branch	Whitehaven Branch Library

RESULTS

R1. How many of the selected library collections in this study include the specific titles of frequently banned or challenged books?

Arkansas Public Libraries

The research indicated that all six of the selected libraries in Arkansas housed some if not all the banned or challenged books for this study. Some of the banned or challenged items were in several formats, such as; books, films, CDs, research papers, and newsletters. Table 2 displays the number of selected banned books that are accessible to the library patrons of six Arkansas public libraries.

The results indicated that the Carroll and Madison Library System has within its collection a total of twenty-one (21) banned or challenged books in the study, but none of the book *I Know Why the Cage Bird Sings* by Maya Angelou. Eight items were found for *Beloved* by Toni Morrison, eight for Bluest *Eye* by Toni Morrison, and five items for *The Color Purple* by Alice Walker. A total of twenty-one (21) items was located in the Carroll and Madison Library System (Table 2).

Central Arkansas Library System serves the communities of Little Rock, Jacksonville, Perryville, Sherwood, and Wrightsville. There are fourteen (14) branches of the Central Arkansas Library System throughout the state of Arkansas. Over 403,000 customers have access to materials within the collection and online. Collection analysis indicates that a total of the eighty-five (85) items of the specific books were in the library collection in different formats, such as e-books, CDs, books, videos, and research papers for the topic, *I Know Why the Cage*

Bird Sings by Maya Angelou. One (1) item was located for *Beloved* by Toni Morrison. Eleven items were located for the book *Bluest Eye* by Toni Morrison, and a total of forty-eight (48) items were located for the book *The Color Purple* by Alice Walker (Table 2).

A search of Faulkner-Van Burden Regional Library's OPAC indicated fifty (50) items of *I Know Why the Cage Bird Sings by* Maya Angelou, one (1) item of Beloved by Toni Morrison, and four (4) items of Bluest *Eye* by Toni Morrison (Table 2).

Fayetteville Public Library's OPAC search found a total of seventy-three (73) of the selected items located within the library collection: sixteen (16) items of *I Know Why the Cage Bird Sings by* Maya Angelou, three (3) items of *Beloved by* Toni Morrison, eight (8) items of The *Bluest Eye by* Toni Morrison, and forty-six (46) items of *The Color Purple by* Alice Walker (Table 2).

Green Forest Public Library's collection showed twenty-eight (28) of the selected books: two (2) of *Beloved by* Toni Morrison, nine (9) of *Bluest Eye by* Toni Morrison, and seventeen (17) of *The Color Purple by* Alice Walker. There were no items found for *I Know Why the Cage Bird Sings* by Maya Angelou (Table 2).

The Garland County Branch Library, located in Hot Spring, Arkansas, had in its collection a total of forty (41) items: no items were located for *I Know Why the Cage Bird Sings by* Maya Angelou, six (6) items for *Beloved by* Toni Morrison, nine (9) items for *Bluest Eye* by Toni Morrison, and twenty-six (26) items for *The Color Purple* by Alice Walker (Table 2).

Table 2. Number of Books in Arkansas Public Libraries

	Carroll and Madison Library System	Central Arkansas Library System	Faulkner-Van Burden Regional Library	Fayetteville Public Library	Green Forest Public Library	Garland County Branch	**Total**
I Know Why the Cage Bird Sings by Maya Angelou	0	25	50	16	0	0	91
Beloved by Toni Morrison	8	1	1	3	2	6	21
Bluest Eye by Toni Morrison	8	11	4	8	9	9	49
The Color Purple by Alice Walker	5	48	12	46	17	26	154
TOTAL	**21**	**85**	**67**	**73**	**28**	**41**	**315**

Tennessee Public Libraries

Six public libraries were randomly selected based on geographic location from the web list of public libraries within the state of Tennessee, and a search was conducted of their OPACs for each of the banned books in this study. Table 3 below shows the number of selected banned books per library collection.

Smith County Public Library's collection included: no item of *I Know Why the Cage Bird Sings by* Maya Angelou, one (1) item for *Beloved by* Toni Morrison, and one (1) item for *Bluest Eye by* Toni Morrison. There were no items for *The Color Purple* by Alice Walker. In all, there were only two (2) items of the selected banned or challenged books within Smith County Public Library (Table 3).

The Hickman County Public Library, located in Centerville, Tennessee, has a collection of more than 50,000 items in print and non-print resources (Hickman County Public Library, 2016). Within their collection, there were four (4) items for *I Know Why the Caged Bird Sings* by Maya Angelou, two (2) items for *Beloved* by Toni Morrison, one (1) item for the *Bluest Eye* by Toni Morrison, and two (2) items for *The Color Purple* by Alice Walker. A total of nine (9)

items of the selected banned books were found in the collection (Table 3).

Jackson-Madison County Public Library, located in Jackson, Tennessee, has a collection of more than 12,000 print and non-print resources (Jackson-Madison County Public Library, 2016). A search of the library's OPAC for the banned books in this study found a total of nineteen (19) items: three (3) items for *I Know Why the Caged Bird Sings* by Maya Angelou, three (3) items for *Beloved* by Toni Morrison, four (4) items for *The Bluest Eye* by Toni Morrison, and six (6) items for *The Color Purple* by Alice Walker (Table 3).

Cedar Bluff Branch Public Library, located in Knoxville, Tennessee, contains more than one million books, periodicals, compact discs, films, audiobooks and downloadable through 19 locations across Knox County, including one of the best ancient historical and ancestral collections in the Southeast (Cedar Bluff Branch Public Library, 2016). The Cedar Bluff Branch Public Library's collection was searched for each of the selected banned books, and twenty-nine (29) items were found: fifteen (15) items for *I Know Why the Caged Birds Sings* by Maya Angelou, eleven (11) items for *Beloved* by Toni Morrison, one (1) item

for *Bluest Eye* by Toni Morrison, and two (2) items for *The Color Purple* by Alice Walker (Table 3).

The Whitehaven Branch Library, located in Memphis, Tennessee, includes within their collection a total of 78 items related to the selected banned books in this study: four (4) items of *I Know Why the Caged Bird Sings by* Maya Angelou, twenty-two (22) items of *Beloved by* Toni Morrison, twelve (12) items of *The Bluest Eye by* Toni Morrison, and forty (40) items of *The Color Purple by* Alice Walker (Table 3).

Nashville Public Library's collection contained a total of one hundred six (106) items of the banned books in this study: twenty-two (22) items for *I Know Why the Caged Birds Sings by* Maya Angelou, thirty-one (31) items for *Beloved* by Toni Morrison, fourteen (14) items for the title, *The Bluest Eye* by Toni Morrison, and thirty-nine (39) items for *The Color Purple* by Alice Walker (Table 3).

Table 3. Number of Books in Public Libraries in Tennessee

	Smith County Public Library	Hickman County Public Library	Jackson-Madison County Public Library	Cedar Bluff Branch Public Library	Nashville Public Library	Whitehaven Branch Public Library	**Total**
I Know Why the Cage Bird Sings by Maya Angelou	0	4	3	15	22	4	48
Beloved by Toni Morrison	1	2	3	11	31	22	70
Bluest Eye by Toni Morrison	1	1	4	1	14	12	33
The Color Purple by Alice Walker	0	2	6	2	39	40	89
TOTAL	**2**	**9**	**16**	**29**	**106**	**78**	**240**

R2. Of the selected banned books in this study, which are most frequently absent in the library collection?

The six selected public libraries within the state of Arkansas included a total of three hundred fifteen (315) items related to the banned books in this study. The book *I Know Why the Caged Bird Sings* by Maya Angelou was not found in the Carroll and Madison Library System, Green Forest Public Library, or Garland County Public Branch Library.

The six selected public libraries within Tennessee included two hundred forty (240) items of the banned books in this study. The Smith County Public Library had no items related to *I Know Why the Cage*

Birds Sings by Maya Angelou or *The Bluest Eye by* Toni Morrison.

For the twelve libraries in Arkansas and Tennessee, the most frequently absent book titles are *I Know Why the Caged Bird Sings* by Maya Angelou (Table 2, Table 3). This book is considered banned and/or challenged due to the following reasons:

> The content is sexually explicit, homosexuality, offensive language, racism, sexually explicit, smoking, unsuited age level groups, lying, inaccurate information, drinking, and violence (ALA.org, 2016).

According to Doyle (2014), banned or challenged books are an essential reference designed for all individuals who read, write, and publish books (p. 116). Librarians, educators, students, and parents have a right to show interest and concern for the materials presented within public libraries and school libraries. Censorship is a method of protection designed to attend to the many concerns and complaints that may bring questions about the published materials that are accessible to the readers (http://gilc.org/speech/osistudy/censorship/). The definition of censorship from the American Library Association is, "The modification in the access position of materials, made by a leading consultant or its representatives. Such changes include exclusion of constraint, elimination, or age-appropriate level changes" (ALA.org). Therefore, "Censorship is meant to protect the family, the church and the state" from undesirable words (http://gilc.org/speech/osistudy/censorship/).

The American Library Association (ALA) Office of Intellectual Freedom compiles and analyzes complaints about banned or challenged books. Listed below are the titles of each book and the most common reasons the book was banned or challenged.

DISCUSSION AND CONCLUSION
This research examined the number of banned books related to Southern African-American culture by African-American female authors in the collections of selected public libraries in two Southern states, Arkansas and Tennessee. Most of the banned books in this study were located in the twelve libraries, but some of the items were non-circulating. *I Know Why the Cage Bird Sings* by Maya Angelou was missing from two of the public library collections in Arkansas and one public library collection in Tennessee, which was also missing *The Color Purple* by Alice Walker (Table 2, Table 3).

The Arkansas public libraries examined in this study contained the highest number of items related to the banned books in this study: The Faulker-Van Burden Regional Library had 50 items related to *I Know Why the Cage Bird Sings* by Maya Angelou; the Central

Arkansas Library System included 48 items related to *The Color Purple* by Alice Walker; the Fayetteville Public Library had forty-six (46) items related to *The Color Purple* by Alice Walker. It is interesting to note that the two banned books missing from three public libraries' collections were the ones available in the most quantity in three other public libraries (Table 2, Table 3).

All of the books chosen for this study from the list of banned books were written by African American female authors. The reasons these books were banned or challenged included: language contents were offensive, sexual content, racial, negative religious viewpoints, and unacceptable age-level written materials for young children and young adult readers (Appendix E).

The results of this research indicate that with few exceptions, books that are banned or challenged are generally available in the public library collections examined in this study. Future research could build upon this study by expanding the number of public library collections that are analyzed or increasing or modifying the list of banned books.

The American Library Association promotes the freedom to choose and open access to those who wish to read certain materials. It is important that library users can access materials that they find interesting and educational. Librarians, library employees, library patrons all should be aware of what is considered a challenged or banned item (ALA Banned & Challenged Books; Appendix A).

The Library Bill of Rights Law is designed to protect not only the reader but also the author and publisher (Appendix B). Many books have been banned or censored in one or more categories of what is considered legal or unprofessional (ALA, 2016). The reasons books are banned may still raise questions; therefore, the *Library Bill of Rights* protects the user's right to take a stand on what they believe (ALA, 2016; Appendix C). According to the American Library Association, each book that is banned or challenged is based upon the contents within the book's pages (Appendix E).

Table 4. Reasons for Banned or Challenged Books in this Study

Book Title	Author	Reasons
I Know Why the Caged Bird Sings	Maya Angelou	sexually explicit scenes, rape, molestation, homosexuality, offensive language, racism, unsuited to age
Beloved	Toni Morrison	violent, language content, age appreciate, racism, sex, sexual materials, sexually explicit, religious viewpoint
Bluest Eye	Toni Morrison	offensive language, sexually explicit, unsuited to age group, violence
The Color Purple	Alice Walker	sexual & social explicitness, rough language, profanity & sexual references, rape, homosexuality, incest portrayed

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Banned & Challenged Books

The American Library Association promotes the freedom to choose or the freedom to express one's opinions even if that opinion might be considered unorthodox or unpopular, and stresses the importance of ensuring the availability of those viewpoints to all who wish to read them. The following is a list of frequently asked questions on banned and challenged books:

What is the difference between a challenge and banning?

A challenge is an attempt to remove or restrict materials, based upon the objections of a person or group. A banning is the removal of those materials. Challenges do not simply involve a person expressing a point of view; rather, they are an attempt to remove material from the curriculum or library, thereby restricting the access of others. Due to the commitment of librarians, teachers, parents, students and other concerned citizens, most challenges are unsuccessful and most materials are retained in the school curriculum or library collection.

Why are books challenged?

Books usually are challenged with the best intentions—to protect others, frequently children, from difficult ideas and information. See: Notable First Amendment Cases.

Censorship can be subtle, almost imperceptible, as well as blatant and overt, but, nonetheless, harmful. As John Stuart Mill wrote in On Liberty:

If all mankind minus one, were of one opinion, and only one person were of the contrary opinion, mankind would be no more justified in silencing that one person, than he, if he had the power, would be justified in silencing mankind. Were an opinion a personal possession of no value except to the owner; if to be obstructed in the enjoyment of it were simply a private injury, it would make some difference whether the injury was inflicted only on a few persons or on many. But the peculiar evil of silencing the expression of an opinion is, that it is robbing the human race; posterity as well as the existing generation; those who dissent from the opinion, still more than those who hold it. If the opinion is right, they are deprived of the opportunity of exchanging error for truth: if wrong, they lose, what is almost as great a benefit, the clearer perception and livelier impression of truth, produced by its collision with error.

— On Liberty, John Stuart Mill

Often challenges are motivated by a desire to protect children from "inappropriate" sexual content or "offensive" language. The following were the top three reasons cited for challenging materials as reported to the Office of Intellectual Freedom:

1. the material was considered to be "sexually explicit"
2. the material contained "offensive language"
3. the materials was "unsuited to any age group"

Although this is a commendable motivation, Free Access to Libraries for Minors, an interpretation of the *Library Bill of Rights* (ALA's basic policy concerning access to information) states that, "Librarians and governing bodies should maintain that parents—and only parents—have the right and the responsibility to restrict the access of their children—and only their children—to library resources." Censorship by librarians of constitutionally protected speech, whether for protection or for any other reason, violates the First Amendment.

As Supreme Court Justice William J. Brennan, Jr., in _Texas v. Johnson_, said most eloquently:
If there is a bedrock principle underlying the First Amendment, it is that the government may not prohibit the expression of an idea simply because society finds the idea itself offensive or disagreeable. If we are to continue to protect our First Amendment, we would do well to keep in mind these words of Noam Chomsky: If we don't believe in freedom of expression for people we despise, we don't believe in it at all. Or these words of Supreme Court Justice William O. Douglas (" The One Un-American Act." _Nieman Reports_, vol. 7, no. 1, Jan. 1953, p. 20):
Restriction of free thought and free speech is the most dangerous of all subversions. It is the one un-American act that could most easily defeat us.

Who challenges books?
Throughout history, more and different kinds of people and groups of all persuasions than you might first suppose, who, for all sorts of reasons, have attempted—and continue to attempt—to suppress anything that conflicts with or anyone who disagrees with their own beliefs.
In his book _Free Speech for Me—But Not for Thee: How the American Left and Right Relentlessly Censor Each Other_, Nat Hentoff writes that "the lust to suppress can come from any direction." He quotes Phil Kerby, a former editor of the Los Angeles Times, as saying, "Censorship is the strongest drive in human nature; sex is a weak second."

According to the Challenges by Initiator, Institution, Type, and Year, parents challenge materials more often than any other group.

Appendix B
https://www.ala.org/advocacy/intfreedom/librarybill/

Library's Bill of Rights Law
"The American Library Association affirms that all libraries are forums for information and ideas and that the following basic policies should guide their services.

The Library's Bill of Right Law found at http://www.ala.org/advocacy/intfreedom/librarybill is designed to access the rights and regulation of the "_First Amendment, Intellectual Freedom and Civil Liberties, and Censorship and First Amendment Issues._" A history of the Library Bill of Rights is found in the latest edition of the Intellectual Freedom Manual and through American Library Association website (ALA, 2016). Although the Articles of the Library Bill of Rights are unambiguous statements of basic principles that should govern the service of all libraries, questions do arise concerning the application of these principles to specific library practices. See the documents designated by the Intellectual Freedom Committee as Interpretations of the Library Bill of Rights" (ALA, 2016).
According to the American Library Association, there are many reasons the written materials of the chosen African American author's published works may cause concern of credible publications that a library may not wish to add certain books to its collection (ALA, 2016).

Appendix C
https://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/intfreedom/librarybill/lbor.pdf

Library Bill of Rights
The American Library Association affirms that all libraries are forums for information and ideas and that the following basic policies should guide their services.

I.   Books and other library resources should be provided for the interest, information, and enlightenment of all people of the community the library serves. Materials should not be excluded because of the origin, background, or views of those contributing to their creation.

II.   Libraries should provide materials and information presenting all points of view on current and historical issues. Materials should not be proscribed or removed because of partisan or doctrinal disapproval.

III.   Libraries should challenge censorship in the fulfillment of their responsibility to provide information and enlightenment.

IV.   Libraries should cooperate with all persons and groups concerned with resisting abridgment of free expression and free access to ideas.

V.   A person's right to use a library should not be denied or abridged because of origin, age, background, or views.

VI.   Libraries which make exhibit spaces and meeting rooms available to the public they serve should make such facilities available on an equitable basis, regardless of the beliefs or affiliations of individuals or groups requesting their use.

Adopted June 19, 1939.
Amended October 14, 1944; June 18, 1948; February 2, 1961; June 27,
1967; and January 23, 1980; inclusion of "age" reaffirmed J January 23, 1996, by the ALA Council.

Appendix D
https://www.ala.org/advocacy/intfreedom/freedomreadstatement
The Freedom to Read Statement
The freedom to read is essential to our democracy. It is continuously under attack. Private groups and public authorities in various parts of the country are working to remove or limit access to reading materials, to censor content in schools, to label "controversial" views, to distribute lists of "objectionable" books or authors, and to purge libraries. These actions apparently rise from a view that our national tradition of free expression is no longer valid; that censorship and suppression are needed to counter threats to safety or national security, as well as to avoid the subversion of politics and the corruption of morals. We, as individuals devoted to reading and as librarians and publishers responsible for disseminating ideas, wish to assert the public interest in the preservation of the freedom to read.

Most attempts at suppression rest on a denial of the fundamental premise of democracy: that the ordinary individual, by exercising critical judgment, will select the good and reject the bad. We trust Americans to recognize propaganda and misinformation and to make their own decisions about what they read and believe. We do not believe they are prepared to sacrifice their heritage of a free press in order to be "protected" against what others think may be bad for them. We believe they still favor free enterprise in ideas and expression.

These efforts at suppression are related to a larger pattern of pressures being brought against education, the press, art and images, films, broadcast media, and the Internet. The problem is not only one of actual censorship. The shadow of fear cast by these pressures leads, we suspect, to an even larger voluntary curtailment of expression by those who seek to avoid controversy or unwelcome scrutiny by government officials.

Such pressure toward conformity is perhaps natural to a time of accelerated change. And yet suppression is never more dangerous than in such a time of social tension. Freedom has given the United States the elasticity to endure strain. Freedom keeps open the path of novel and creative solutions and enables change to come by choice. Every silencing of a heresy, every enforcement of an orthodoxy, diminishes the toughness and resilience of our society and leaves it the less able to deal with controversy and difference.

Now as always in our history, reading is among our greatest freedoms. The freedom to read and write is almost the only means for making generally available ideas or manners of expression that can initially command only a small audience. The written word is the natural medium for the new idea and the untried voice from which come the original contributions to social growth. It is essential to the extended discussion that serious thought requires, and to the accumulation of knowledge and ideas into organized collections.

We believe that free communication is essential to the preservation of a free society and a creative culture. We believe that these pressures toward conformity present the danger of limiting the range and variety of inquiry and expression on which our democracy and our culture depend. We believe that every American community must jealously guard the freedom to publish and to circulate, in order to preserve its own freedom to read. We believe that publishers and librarians have a profound responsibility to give validity to that freedom to read by making it possible for the readers to choose freely from a variety of offerings.
The freedom to read is guaranteed by the Constitution. Those with faith in free people will stand firm on these constitutional guarantees of essential rights and will exercise the responsibilities that accompany these rights.

We, therefore, affirm these propositions:
1. *It is in the public interest for publishers and librarians to make available the widest diversity of views and expressions, including those that are unorthodox, unpopular, or considered dangerous by the majority.*

Creative thought is by definition new, and what is new is different. The bearer of every new thought is a rebel until that idea is refined and tested. Totalitarian systems attempt to maintain themselves in power by the ruthless suppression of any concept that challenges the established orthodoxy. The power of a democratic system to adapt to change is vastly strengthened by the freedom of its citizens to choose widely from among conflicting opinions offered freely to them. To stifle every nonconformist idea at birth would mark the end of the democratic process. Furthermore, only through the constant activity of weighing and selecting can the democratic mind attain the strength demanded by times like these. We need to know not only what we believe but why we believe it.

2. *Publishers, librarians, and booksellers do not need to endorse every idea or presentation they make available. It would conflict with the public interest for them to establish their own political, moral, or aesthetic views as a standard for determining what should be published or circulated.*

Publishers and librarians serve the educational process by helping to make available knowledge and ideas required for the growth of the mind and the increase of learning. They do not foster education by imposing as mentors the patterns of their own thought. The people should have the freedom to read and consider a

broader range of ideas than those that may be held by any single librarian or publisher or government or church. It is wrong that what one can read should be confined to what another thinks proper.

3. *It is contrary to the public interest for publishers or librarians to bar access to writings on   the basis of the personal history or political affiliations of the author.*

No art or literature can flourish if it is to be measured by the political views or private lives of its creators. No society of free people can flourish that draws up lists of writers to whom it will not listen, whatever they may have to say.

4. *There is no place in our society for efforts to coerce the taste of others, to confine adults to the reading matter deemed suitable for adolescents, or to inhibit the efforts of writers to achieve artistic expression.*

To some, much of modern expression is shocking. But is not much of life itself shocking? We cut off literature at the source if we prevent writers from dealing with the stuff of life. Parents and teachers have a responsibility to prepare the young to meet the diversity of experiences in life to which they will be exposed, as they have a responsibility to help them learn to think critically for themselves. These are affirmative responsibilities, not to be discharged simply by preventing them from reading works for which they are not yet prepared. In these matters values differ, and values cannot be legislated; nor can machinery be devised that will suit the demands of one group without limiting the freedom of others.

5. *It is not in the public interest to force a reader to accept the prejudgment of a label characterizing any expression or its author as subversive or dangerous.*

The ideal of labeling presupposes the existence of individuals or groups with wisdom to determine by authority what is good or bad for others. It presupposes that individuals must be directed in making up their minds about the ideas they examine. But Americans do not need others to do their thinking for them.

6. *It is the responsibility of publishers and librarians, as guardians of the people's freedom to read, to contest encroachments upon that freedom by individuals or groups seeking to impose their own standards or tastes upon the community at large; and by the government whenever it seeks to reduce or deny public access to public information.*

It is inevitable in the give and take of the democratic process that the political, the moral, or the aesthetic concepts of an individual or group will occasionally collide with those of another individual or group. In a free society, individuals are free to determine for themselves what they wish to read, and each group is free to determine what it will recommend to its freely associated members. But no group has the right to take the law into its own hands, and to impose its own concept of politics or morality upon other members of a democratic society. Freedom is no freedom if it is accorded only to the accepted and the inoffensive. Further, democratic societies are more safe, free, and creative when the free flow of public information is not restricted by governmental prerogative or self-censorship.

7. *It is the responsibility of publishers and librarians to give full meaning to the freedom to read by providing books that enrich the quality and diversity of thought and expression. By the exercise of this affirmative responsibility, they can demonstrate that the answer to a "bad" book is a good one, the answer to a "bad" idea is a good one.*

The freedom to read is of little consequence when the reader cannot obtain matter fit for that reader's purpose. What is needed is not only the absence of restraint but the positive provision of opportunity for the people to read the best that has been thought and said. Books are the major channel by which the intellectual inheritance is handed down, and the principal means of its testing and growth. The defense of the freedom to read requires of all publishers and librarians the utmost of their faculties, and deserves of all Americans the fullest of their support.

We state these propositions neither lightly nor as easy generalizations. We here stake out a lofty claim for the value of the written word. We do so because we believe that it is possessed of enormous variety and usefulness, worthy of cherishing and keeping free. We realize that the application of these propositions may mean the dissemination of ideas and manners of expression that are repugnant to many persons. We do not state these propositions in the comfortable belief that what people read is unimportant. We believe rather that what people read is deeply important; that ideas can be dangerous; but that the suppression of ideas is fatal to a democratic society. Freedom itself is a dangerous way of life, but it is ours.

This statement was originally issued in May of 1953 by the Westchester Conference of the American Library Association and the American Book Publishers Council, which in 1970 consolidated with the American Educational Publishers Institute to become the Association of American Publishers.

Adopted June 25, 1953, by the ALA Council and the AAP Freedom to Read Committee; amended January 28, 1972; January 16, 1991; July 12, 2000; June 30, 2004.

A Joint Statement by:

American Library Association
Association of American Publishers
Subsequently endorsed by:
American Booksellers Foundation for Free Expression
      The Association of American University Presses, Inc.
      The Children's Book Council
      Freedom to Read Foundation
      National Association of College Stores
      National Coalition Against Censorship
      National Council of Teachers of English
      The Thomas Jefferson Center for the Protection of Free Expression

Appendix E
https://libguides.butler.edu/c.php?g=34189&p=217686

Common Reasons for Banning Books
Each book that is banned or censored is done so for the content within the pages. There are a few common reasons that books have been banned or censored in schools, libraries, and bookstores. This include:

Racial Issues: About and/or encouraging racism towards one or more group of people.
Encouragement of "Damaging" Lifestyles: Content of book encourages lifestyle choices that are not of the norm or could be considered dangerous or damaging. This could include drug use, cohabitation without marriage, or homosexuality.

Blasphemous Dialog: The author of the book uses words such as "God" or "Jesus" as profanity. This could also include any use of profanity or swear words within the text that any reader might find offensive.

Sexual Situations or Dialog: Many books with content that include sexual situations or dialog are banned or censored.

Violence or Negativity: Books with content that include violence are often banned or censored. Some books have also been deemed too negative or depressing and have been banned or censored as well.

Presence of Witchcraft: Books that include magic or witchcraft themes. A common example of these types of books are J.K. Rowling's Harry Potter Series.
Religious Affiliations (unpopular religions): Books have been banned or censored due to an unpopular religious views or opinions in the content of the book. This is most commonly related to satanic or witchcraft themes found in the book. Although, many books have also been banned or censored for any religious views in general that might not coincide with the public view.

Political Bias: Most Commonly occurs when books support or examine extreme political parties/philosophies such as: fascism, communism, anarchism, etc.
Age Inappropriate: These books have been banned or censored due to their content and the age level at which they are aimed. In some cases children's books are viewed to have "inappropriate" themes for the age level at which they are written for.

Many books have been banned or censored in one or more of these categories due to a misjudgment or misunderstanding about the books contents and message. Although a book may have been banned or labeled a certain way, it is important that the reader makes his/her own judgments on the book. Many books that have been banned or censored later were dropped from banned books lists and were no longer considered controversial. For this reason, banned books week occurs yearly to give readers a chance to revisit the past or recently banned books to encourage a fresh look at the controversies the books faced.

Source: "Common Reasons for Banning Books," Fort Lewis College, John F. Reed Library. Banned Books, Censorship & Free Speech. November 15, 2013. Web. March 19, 2014.
http://libguides.butler.edu/bannedbooks?p=217686

Appendix F
https://www.ala.org/advocacy/bbooks/frequentlychallengedbooks/top10

Top Ten Most Frequently Challenged Books
Top Ten for 2015
Out of 275 challenges recorded by the Office for Intellectual Freedom
View the 2015 book challenge infographic
 Looking for Alaska, by **John** Green
  Reasons: offensive language, sexually explicit, and unsuited for age group
1. *Fifty Shades of Grey*, by E. L. James
   Reasons: sexually explicit, unsuited to age group, and other ("poorly written," "concerns that a group of teenagers will want to try it")
2. **I Am Jazz, by Jessica Herthel and Jazz Jennings**
   Reasons: inaccurate, homosexuality, sex education, religious viewpoint, and unsuited for age group

3. ***Beyond Magenta: Transgender Teens Speak Out*, by Susan Kuklin**
   Reasons: anti-family, offensive language, homosexuality, sex education, political viewpoint, religious viewpoint, unsuited for age group, and other ("wants to remove from collection to ward off complaints")
4. ***The Curious Incident of the Dog in the Night-Time*, by Mark Haddon**
   Reasons: offensive language, religious viewpoint, unsuited for age group, and other ("profanity and atheism")
5. ***The Holy Bible***
   Reasons: religious viewpoint
6. ***Fun Home*, by Alison Bechdel**
   Reasons: violence and other ("graphic images")
7. ***Habibi*, by Craig Thompson**
   Reasons: nudity, sexually explicit, and unsuited for age group
8. ***Nasreen's Secret School: A True Story from Afghanistan*, by Jeanette Winter**
   Reasons: religious viewpoint, unsuited to age group, and violence
9. ***Two Boys Kissing*, by David Levithan**
   Reasons: homosexuality and other ("condones public displays of affection")

Top Ten for 2014
Out of 311 challenges recorded by the Office for Intellectual Freedom
View the 2014 book challenge infographic

***The Absolutely True Diary of a Part-Time Indian*, by Sherman Alexie**
   Reasons: anti-family, cultural insensitivity, drugs/alcohol/smoking, gambling, offensive language, sex education, sexually explicit, unsuited for age group, violence. Additional reasons: "depictions of bullying"
1. ***Persepolis*, by Marjane Satrapi**
   Reasons: gambling, offensive language, political viewpoint. Additional reasons: "politically, racially, and socially offensive," "graphic depictions"
2. ***And Tango Makes Three*, Justin Richardson and Peter Parnell**
   Reasons: anti-family, homosexuality, political viewpoint, religious viewpoint, unsuited for age group. Additional reasons: "promotes the homosexual agenda"
3. ***The Bluest Eye* by Toni Morrison**
   Reasons: sexually explicit, unsuited for age group. Additional reasons: "contains controversial issues"
4. ***It's Perfectly Normal*, by Robie Harris**
   Reasons: nudity, sex education, sexually explicit, unsuited to age group. Additional reasons: "alleges it is child pornography"
5. ***Saga*, by Brian Vaughan and Fiona Staples**
   Reasons: anti-Family, nudity, offensive language, sexually explicit, and unsuited for age group
6. ***The Kite Runner*, by Khaled Hosseini**
   Reasons: offensive language, unsuited to age group, violence
7. ***The Perks of Being a Wallflower*, by Stephen Chbosky**
   Reasons: drugs/alcohol/smoking, homosexuality, offensive language, sexually explicit, unsuited for age group. Additional reasons: "date rape and masturbation"
8. ***A Stolen Life*, Jaycee Dugard**
   Reasons: drugs/alcohol/smoking, offensive language, sexually explicit, unsuited for age group
9. ***Drama*, by Raina Telgemeier**
   Reason: sexually explicit

Top Ten for 2013

Out of 307 challenges recorded by the Office for Intellectual Freedom

1. *Captain Underpants* **(series), by Dav Pilkey**
   Reasons: offensive language, unsuited for age group, violence
2. *The Bluest Eye by* **Toni Morrison**
   Reasons: offensive language, sexually explicit, unsuited to age group, violence
3. *The Absolutely True Diary of a Part-Time Indian*, **by Sherman Alexie**
   Reasons: drugs/alcohol/smoking, offensive language, racism, sexually explicit, unsuited to age group
4. *Fifty Shades of Grey*, **by E.L. James**
   Reasons: nudity, offensive language, religious viewpoint, sexually explicit, unsuited to age group
5. *The Hunger Games*, **by Suzanne Collins**
   Reasons: religious viewpoint, unsuited to age group
6. *A Bad Boy Can Be Good for A Girl*, **by Tanya Lee Stone**
   Reasons: drugs/alcohol/smoking, nudity, offensive language, sexually explicit
7. *Looking for Alaska*, **by John Green**
   Reasons: drugs/alcohol/smoking, sexually explicit, unsuited to age group
8. *The Perks of Being a Wallflower*, **by Stephen Chbosky**
   Reasons: drugs/alcohol/smoking, homosexuality, sexually explicit, unsuited to age group
9. *Bless Me Ultima*, **by Rudolfo Anaya**
   Reasons: occult/Satanism, offensive language, religious viewpoint, sexually explicit
10. *Bone* **(series), by Jeff Smith**
    Reason: political viewpoint, racism, violence

Top Ten for 2012

Out of 464 challenges recorded by the Office for Intellectual Freedom

Captain Underpants **(series), by Dav Pilkey**
   Reasons: offensive language, unsuited for age group

1. *The Absolutely True Diary of a Part-Time Indian*, **by Sherman Alexie**
   Reasons: offensive language, racism, sexually explicit, unsuited for age group
2. *Thirteen Reasons Why*, **by Jay Asher**
   Reasons: drugs/alcohol/smoking, sexually explicit, suicide, unsuited for age group
3. *Fifty Shades of Grey*, **by E. L. James**
   Reasons: offensive language, sexually explicit
4. *And Tango Makes Three*, **by Peter Parnell and Justin Richardson**
   Reasons: homosexuality, unsuited for age group
5. *The Kite Runner*, **by Khaled Hosseini**
   Reasons: homosexuality, offensive language, religious viewpoint, sexually explicit
6. *Looking for Alaska*, **by John Green**
   Reasons: offensive language, sexually explicit, unsuited for age group
7. *Scary Stories* **(series), by Alvin Schwartz**
   Reasons: unsuited for age group, violence
8. *The Glass Castle*, **by Jeanette Walls**
   Reasons: offensive language, sexually explicit
9. *Beloved by* **Toni Morrison**
   Reasons: sexually explicit, religious viewpoint, violence

Top Ten for 2011

Out of 326 challenges recorded by the Office for Intellectual Freedom

1. ***ttyl; ttfn; l8r, g8r* (series), by Lauren Myracle**
   Reasons: offensive language, religious viewpoint, sexually explicit, unsuited to age group
2. ***The Color of Earth* (series), by Kim Dong Hwa**
   Reasons: nudity, sex education, sexually explicit, unsuited to age group
3. ***The Hunger Games* trilogy, by Suzanne Collins**
   Reasons: anti-ethnic, anti-family, insensitivity, offensive language, occult/satanic, violence
4. ***My Mom's Having A Baby! A Kid's Month-by-Month Guide to Pregnancy*, by Dori Hillestad Butler**
   Reasons: nudity, sex education, sexually explicit, unsuited to age group
5. ***The Absolutely True Diary of a Part-Time Indian*, by Sherman Alexie**
   Reasons: offensive language, racism, religious viewpoint, sexually explicit, unsuited to age group
6. ***Alice* (series), by Phyllis Reynolds Naylor**
   Reasons: nudity, offensive language, religious viewpoint
7. ***Brave New World*, by Aldous Huxley**
   Reasons: insensitivity, nudity, racism, religious viewpoint, sexually explicit
8. ***What My Mother Doesn't Know*, by Sonya Sones**
   Reasons: nudity, offensive language, sexually explicit
9. ***Gossip Girl* (series), by Cecily Von Ziegesar**
   Reasons: drugs, offensive language, sexually explicit
10. ***To Kill a Mockingbird*, by Harper Lee**
    Reasons: offensive language, racism

Top Ten for 2010
Out of 348 challenges recorded by the Office for Intellectual Freedom
1. ***And Tango Makes Three*, by Peter Parnell and Justin Richardson**
   Reasons: homosexuality, religious viewpoint, unsuited to age group
2. ***The Absolutely True Diary of a Part-Time Indian*, by Sherman Alexie**
   Reasons: offensive language, racism, sex education, sexually explicit, unsuited to age group, violence
3. ***Brave New World*, by Aldous Huxley**
   Reasons: insensitivity, offensive language, racism, sexually explicit
4. ***Crank*, by Ellen Hopkins**
   Reasons: drugs, offensive language, sexually explicit
5. ***The Hunger Games*, by Suzanne Collins**
   Reasons: sexually explicit, unsuited to age group, violence
6. ***Lush*, by Natasha Friend**
   Reasons: drugs, offensive language, sexually explicit, unsuited to age group
7. ***What My Mother Doesn't Know*, by Sonya Sones**
   Reasons: sexism, sexually explicit, unsuited to age group
8. ***Nickel and Dimed*, by Barbara Ehrenreich**
   Reasons: drugs, inaccurate, offensive language, political viewpoint, religious viewpoint
9. ***Revolutionary Voices*, edited by Amy Sonnie**
   Reasons: homosexuality, sexually explicit
10. ***Twilight*, by Stephenie Meyer**
    Reasons: religious viewpoint, violence

Top Ten for 2009
Out of 460 challenges recorded by the Office for Intellectual Freedom
1. ***ttyl; ttfn; l8r, g8r* (series), by Lauren Myracle**
   Reasons: drugs, nudity, offensive language, sexually explicit, unsuited to age group

2. ***And Tango Makes Three,* by Peter Parnell and Justin Richardson**
   Reasons: homosexuality
3. ***The Perks of Being A Wallflower*, by Stephen Chbosky**
   Reasons: anti-family, drugs, homosexuality, offensive language, religious viewpoint, sexually explicit, suicide, unsuited to age group
4. ***To Kill A Mockingbird*, by Harper Lee**
   Reasons: offensive language, racism, unsuited to age group
5. ***Twilight* (series) by Stephenie Meyer**
   Reasons: religious viewpoint, sexually explicit, unsuited to age group
6. ***The Catcher in the Rye*, by J.D. Salinger**
   Reasons: offensive language, sexually explicit, unsuited to age group
7. ***My Sister's Keeper,* by Jodi Picoult**
   Reasons: homosexuality, offensive language, religious viewpoint, sexism, sexually explicit, unsuited to age group, violence
8. ***The Earth, My Butt, and Other Big, Round Things,* by Carolyn Mackler**
   Reasons: offensive language, sexually explicit, unsuited to age group
9. ***The Color Purple* by Alice Walker**
   Reasons: offensive language, sexually explicit, unsuited to age group
10. ***The Chocolate War*, by Robert Cormier**
    Reasons: nudity, offensive language, sexually explicit, unsuited to age group

Top Ten for 2008
Out of 513 challenges recorded by the Office for Intellectual Freedom
1. ***And Tango Makes Three*, by Justin Richardson and Peter Parnell**
   Reasons: anti-ethnic, anti-family, homosexuality, religious viewpoint, unsuited to age group
2. ***His Dark Materials* trilogy, by Philip Pullman**
   Reasons: political viewpoint, religious viewpoint, violence
3. ***ttyl; ttfn; l8r, g8r* (series), by Lauren Myracle**
   Reasons: offensive language, sexually explicit, unsuited to age group
4. ***Scary Stories* (series), by Alvin Schwartz**
   Reasons: occult/satanism, religious viewpoint, violence
5. ***Bless Me, Ultima*, by Rudolfo Anaya**
   Reasons: occult/satanism, offensive language, religious viewpoint, sexually explicit, violence
6. ***The Perks of Being a Wallflower*, by Stephen Chbosky**
   Reasons: drugs, homosexuality, nudity, offensive language, sexually explicit, suicide, unsuited to age group
7. ***Gossip Girl* (series), by Cecily von Ziegesar**
   Reasons: offensive language, sexually explicit, unsuited to age group
8. ***Uncle Bobby's Wedding*, by Sarah S. Brannen**
   Reasons: homosexuality, unsuited to age group
9. ***The Kite Runner*, by Khaled Hosseini**
   Reasons: offensive language, sexually explicit, unsuited to age group
10. ***Flashcards of My Life*, by Charise Mericle Harper**
    Reasons: sexually explicit, unsuited to age group

Top Ten for 2007
Out of 420 challenges recorded by the Office for Intellectual Freedom

1. ***And Tango Makes Three*, by Justin Richardson and Peter Parnell**
   Reasons: anti-ethnic, anti-family, homosexuality, religious viewpoint, sexism, unsuited to age group
2. ***The Chocolate War*, by Robert Cormier**
   Reasons: offensive language, sexually explicit, violence
3. ***Olive's Ocean*, by Kevin Henkes**
   Reasons: offensive language, sexually explicit
4. ***The Golden Compass*, by Philip Pullman**
   Reason: religious viewpoint
5. ***The Adventures of Huckleberry Finn*, by Mark Twain**
   Reason: racism
6. ***The Color Purple* by Alice Walker**
   Reasons: homosexuality, offensive language, sexually explicit
7. ***ttyl*, by Lauren Myracle**
   Reasons: offensive language, sexually explicit, unsuited to age group
8. ***I Know Why the Caged Bird Sings* by Maya Angelou**
   Reason: sexually explicit
9. ***It's Perfectly Normal*, by Robie Harris**
   Reasons: sex education, sexually explicit
10. ***The Perks of Being a Wallflower*, by Stephen Chbosky**
    Reasons: homosexuality, offensive language, sexually explicit, unsuited to age group

Top Ten for 2006
Out of 546 challenges recorded by the Office for Intellectual Freedom
1. ***And Tango Makes Three*, by Justin Richardson and Peter Parnell**
   Reasons: anti-family, homosexuality, unsuited to age group
2. ***Gossip Girls* (series), by Cecily Von Ziegesar**
   Reasons: homosexuality, sexually explicit, offensive language, unsuited to age group
3. ***Alice* (series), by Phyllis Reynolds Naylor**
   Reasons: offensive language and sexually explicit
4. ***The Earth, My Butt, and Other Big Round Things*, by Carolyn Mackler**
   Reasons: anti-family, offensive language, sexually explicit, unsuited to age group
5. ***The Bluest Eye* by Toni Morrison**
   Reasons: offensive language, sexually explicit, unsuited to age group
6. ***Scary Stories* (series), by Alvin Schwartz**
   Reasons: insensitivity, occult/Satanism, unsuited to age group, violence
7. ***Athletic Shorts*, by Chris Crutcher**
   Reasons: homosexuality, offensive language
8. ***The Perks of Being a Wallflower*, by Stephen Chbosky**
   Reasons: homosexuality, sexually explicit, unsuited to age group
9. ***Beloved* by Toni Morrison**
   Reasons: offensive language, sexually explicit, unsuited to age group
10. ***The Chocolate War*, by Robert Cormier**
    Reasons: offensive language, sexually explicit, violence

Top Ten for 2005
Out of 405 challenges recorded by the Office for Intellectual Freedom
1. ***It's Perfectly Normal: Changing Bodies, Growing Up, Sex, and Sexual Health*, by Robie H. Harris**
   Reasons: abortion, homosexuality, nudity, religious viewpoint, sex education, unsuited to age group

2. *Forever*, **by Judy Blume**
   Reasons: offensive language, sexual content
3. *The Catcher in the Rye*, **by J. D. Salinger**
   Reasons: sexual content, offensive language, unsuited to age group
4. *The Chocolate War*, **by Robert Cormier**
   Reasons: sexual content, offensive language
5. *Whale Talk*, **by Chris Crutcher**
   Reasons: racism, offensive language
6. *Detour for Emmy*, **by Marilyn Reynolds**
   Reason: sexual content
7. *What My Mother Doesn't Know*, **by Sonya Sones**
   Reasons: sexual content, being unsuited to age group
8. *Captain Underpants* (series), **by Dav Pilkey**
   Reasons: anti-family content, unsuited to age group, violence
9. *Crazy Lady!*, **by Jane Leslie Conly**
   Reason: offensive language
10. *It's So Amazing! A Book about Eggs, Sperm, Birth, Babies, and Families*, **by Robie H. Harris**
    Reasons: sex education, sexual content

Top Ten for 2004
Out of 547 challenges recorded by the Office for Intellectual Freedom
1. *The Chocolate War*, **by Robert Cormier**
   Reasons: offensive language, religious viewpoint, sexually explicit, unsuited to age group, violence
2. *Fallen Angels*, **by Walter Dean Myers**
   Reasons: offensive language, racism, violence
3. *Arming America: The Origins of a National Gun Culture*, **by Michael A. Bellesiles**
   Reasons: inaccurate, political viewpoint
4. *Captain Underpants* (series), **by Dav Pilkey**
   Reasons: offensive language, sexually explicit
5. *The Perks of Being a Wallflower*, **by Stephen Chbosky**
   Reasons: homosexuality, offensive language, sexually explicit
6. *What My Mother Doesn't Know*, **by Sonya Sones**
   Reasons: offensive language, unsuited to age group, sexually explicit
7. *In the Night Kitchen*, **by Maurice Sendak**
   Reasons: nudity, offensive language, sexually explicit
8. *King & King*, **by Linda deHaan**
   Reason: homosexuality
9. *I Know Why the Caged Bird Sings* by **Maya Angelou**
   Reasons: homosexuality, offensive language, racism, sexually explicit, unsuited to age group
10. *Of Mice and Men*, **by John Steinbeck**
    Reasons: offensive language, racism, violence

Top Ten for 2003
Out of 458 challenges recorded by the Office for Intellectual Freedom
1. *Alice* (series), **by Phyllis Reynolds Naylor**
   Reasons: sexual content, offensive language, unsuited to age group
2. *Harry Potter* (series), **by J.K. Rowling**
   Reasons: occult/Satanism

3. ***Of Mice and Men,* by John Steinbeck**
   Reason: offensive language
4. ***Arming America: The Origins of a National Gun Culture,* by Michael Bellesiles**
   Reason: inaccuracy
5. ***Fallen Angels,* by Walter Dean Myers**
   Reason: drugs, offensive language, racism, sexual content, violence
6. ***Go Ask Alice,* by Anonymous**
   Reason: drugs
7. ***It's Perfectly Normal,* by Robie Harris**
   Reasons: homosexuality, nudity, sexual content, sex education
8. ***We All Fall Down,* by Robert Cormier**
   Reasons: offensive language, sexual content
9. ***King & King,* by Linda de Haan**
   Reason: homosexuality
10. ***Bridge to Terabithia,* by Katherine Paterson**
    Reasons: occult/Satanism, offensive language

Top Ten for 2002
Out of 515 challenges recorded by the Office for Intellectual Freedom
1. ***Harry Potter,* by J.K. Rowling**
   Reasons: occult/Satanism, violence
2. ***Alice* (series), by Phyllis Reynolds Naylor**
   Reasons: homosexuality, sexually explicit, unsuited to age group
3. ***The Chocolate War,* by Robert Cormier**
   Reasons: offensive language, sexually explicit, unsuited to age group
4. ***I Know Why the Caged Bird Sings* by Maya Angelou**
   Reasons: offensive language, sexually explicit, unsuited to age group, violence
5. ***Taming the Star Runner,* by S.E. Hinton**
   Reason: offensive language
6. ***Captain Underpants,* by Dav Pilkey**
   Reasons: offensive language, unsuited to age group
7. ***The Adventures of Huckleberry Finn,* by Mark Twain**
   Reason: offensive language
8. ***Bridge to Terabithia,* by Katherine Paterson**
   Reasons: occult/Satanism, offensive language, violence
9. ***Roll of Thunder, Hear My Cry,* by Mildred D. Taylor**
   Reason: offensive language
10. ***Julie of the Wolves,* by Jean Craighead George**
    Reasons: unsuited to age group, violence

Top Ten for 2001
Out of 448 challenges recorded by the Office for Intellectual Freedom
1. ***Harry Potter,* by J.K. Rowling**
   Reasons: anti-family, occult/Satanism, religious viewpoint, violence
2. ***Of Mice and Men,* by John Steinbeck**
   Reasons: offensive language, racism, unsuited to age group, violence
3. ***The Chocolate War,* by Robert Cormier**
   Reasons: offensive language, sexually explicit, unsuited to age group, violence

4. ***I Know Why the Caged Bird Sings* by Maya Angelou**
   Reasons: offensive language, sexually explicit
5. ***Summer of My German Soldier*, by Bette Greene**
   Reasons: offensive language, racism, sexually explicit
6. ***The Catcher in the Rye*, by J.D. Salinger**
   Reasons: offensive language, unsuited to age group
7. ***Alice* (series), by Phyllis Reynolds Naylor**
   Reasons: sexually explicit, unsuited to age group
8. ***Go Ask Alice*, by Anonymous**
   Reasons: drugs, offensive language, sexually explicit
9. ***Fallen Angels*, by Walter Dean Myers**
   Reason: offensive language
10. ***Blood and Chocolate*, by Annette Curtis Klause**
    Reasons: sexually explicit, unsuited to age group

100 Most Frequently Challenged Books by Decades

100 Most Frequently Challenged Books: 1990–1999
1. *Scary Stories* (series), by Alvin Schwartz
2. *Daddy's Roommate*, by Michael Willhoite
3. *I Know Why the Caged Bird Sings by* Maya Angelou
4. *The Chocolate War*, by Robert Cormier
5. *The Adventures of Huckleberry Finn*, by Mark Twain
6. *Of Mice and Men*, by John Steinbeck
7. *Forever*, by Judy Blume
8. *Bridge to Terabithia*, by Katherine Paterson
9. *Heather Has Two Mommies*, by Leslea Newman
10. *The Catcher in the Rye*, by J.D. Salinger
11. *The Giver*, by Lois Lowry
12. *My Brother Sam is Dead*, by James Lincoln Collier and Christopher Collier
13. *It's Perfectly Normal*, by Robie Harris
14. *Alice* (series), by Phyllis Reynolds Naylor
15. *Goosebumps* (series), by R.L. Stine
16. *A Day No Pigs Would Die*, by Robert Newton Peck
17. *The Color Purple by* Alice Walker
18. *Sex*, by Madonna
19. *Earth's Children* (series), by Jean M. Auel
20. *The Great Gilly Hopkins,* by Katherine Paterson
21. *In the Night Kitchen*, by Maurice Sendak
22. *The Witches*, by Roald Dahl
23. *A Wrinkle in Time*, by Madeleine L'Engle
24. *The New Joy of Gay Sex*, by Charles Silverstein
25. *Go Ask Alice*, by Anonymous
26. *The Goats*, by Brock Cole
27. *The Stupids* (series), by Harry Allard
28. *Anastasia Krupnik* (series), by Lois Lowry
29. *Final Exit*, by Derek Humphry
30. *Blubber*, by Judy Blume

31. *Halloween ABC*, by Eve Merriam
32. *Julie of the Wolves*, by Jean Craighead George
33. *Kaffir Boy*, by Mark Mathabane
34. *The Bluest Eye by* Toni Morrison
35. *What's Happening to my Body? Book for Girls: A Growing-Up Guide for Parents & Daughters*, by Lynda Madaras
36. *Fallen Angels*, by Walter Dean Myers
37. *The Handmaid's Tale*, by Margaret Atwood
38. *The Outsiders*, by S.E. Hinton
39. *The Pigman*, by Paul Zindel
40. *To Kill a Mockingbird*, by Harper Lee
41. *We All Fall Down*, by Robert Cormier
42. *Deenie*, by Judy Blume
43. *Flowers for Algernon*, by Daniel Keyes
44. *Annie on My Mind*, by Nancy Garden
45. *Beloved by* Toni Morrison
46. *The Boy Who Lost His Face*, by Louis Sachar
47. *Cross Your Fingers, Spit in Your Hat*, by Alvin Schwartz
48. *Harry Potter* (series), by J.K. Rowling
49. *Cujo*, by Stephen King
50. *James and the Giant Peach*, by Roald Dahl
51. *A Light in the Attic*, by Shel Silverstein
52. *Ordinary People*, by Judith Guest
53. *American Psycho*, by Bret Easton Ellis
54. *Brave New World*, by Aldous Huxley
55. *Sleeping Beauty Trilogy*, by A.N. Roquelaure (Anne Rice)
56. *Bumps in the Night*, by Harry Allard
57. *Asking About Sex and Growing Up*, by Joanna Cole
58. *What's Happening to my Body? Book for Boys: A Growing-Up Guide for Parents & Sons*, by Lynda Madaras
59. *The Anarchist Cookbook*, by William Powell
60. *Are You There, God? It's Me, Margaret*, by Judy Blume
61. *Boys and Sex*, by Wardell Pomeroy
62. *Crazy Lady*, by Jane Conly
63. *Athletic Shorts*, by Chris Crutcher
64. *Killing Mr. Griffin*, by Lois Duncan
65. *Fade*, by Robert Cormier
66. *Guess What?*, by Mem Fox
67. *Slaughterhouse-Five*, by Kurt Vonnegut
68. *Lord of the Flies*, by William Golding
69. *Native Son*, by Richard Wright
70. *Women on Top: How Real Life Has Changed Women's Fantasies*, by Nancy Friday
71. *Curses, Hexes and Spells*, by Daniel Cohen
72. *On My Honor*, by Marion Dane Bauer
73. *The House of Spirits*, by Isabel Allende
74. *Jack*, by A.M. Homes
75. *Arizona Kid*, by Ron Koertge
76. *Family Secrets*, by Norma Klein
77. *Mommy Laid an Egg*, by Babette Cole

78. *Bless Me, Ultima*, by Rudolfo A. Anaya
79. *Where Did I Come From?*, by Peter Mayle
80. *The Face on the Milk Carton*, by Caroline Cooney
81. *Carrie*, by Stephen King
82. *The Dead Zone*, by Stephen King
83. *The Adventures of Tom Sawyer*, by Mark Twain
84. *Song of Solomon*, by Toni Morrison
85. *Always Running*, by Luis Rodriguez
86. *Private Parts*, by Howard Stern
87. *Where's Waldo?*, by Martin Hanford
88. *Summer of My German Soldier*, by Bette Greene
89. *Tiger Eyes*, by Judy Blume
90. *Little Black Sambo*, by Helen Bannerman
91. *Pillars of the Earth*, by Ken Follett
92. *Running Loose*, by Chris Crutcher
93. *Sex Education*, by Jenny Davis
94. *Jumper*, by Steven Gould
95. *Christine*, by Stephen King
96. *The Drowning of Stephen Jones*, by Bette Greene
97. *That Was Then, This is Now*, by S.E. Hinton
98. *Girls and Sex*, by Wardell Pomeroy
99. *The Wish Giver*, by Bill Brittain
100. *Jump Ship to Freedom*, by James Lincoln Collier and Christopher Collier

Top 100 Banned/Challenged Books: 2000-2009
1. *Harry Potter* (series), by J.K. Rowling
2. *Alice* series, by Phyllis Reynolds Naylor
3. *The Chocolate War*, by Robert Cormier
4. *And Tango Makes Three*, by Justin Richardson/Peter Parnell
5. *Of Mice and Men*, by John Steinbeck
6. *I Know Why the Caged Bird Sings by* Maya Angelou
7. *Scary Stories* (series), by Alvin Schwartz
8. *His Dark Materials* (series), by Philip Pullman
9. *ttyl; ttfn; l8r g8r* (series), by Lauren Myracle
10. *The Perks of Being a Wallflower*, by Stephen Chbosky
11. *Fallen Angels*, by Walter Dean Myers
12. *It's Perfectly Normal*, by Robie Harris
13. *Captain Underpants* (series), by Dav Pilkey
14. *The Adventures of Huckleberry Finn*, by Mark Twain
15. *The Bluest Eye by* Toni Morrison
16. *Forever*, by Judy Blume
17. *The Color Purple by* Alice Walker
18. *Go Ask Alice*, by Anonymous
19. *Catcher in the Rye*, by J.D. Salinger
20. *King and King*, by Linda de Haan
21. *To Kill A Mockingbird*, by Harper Lee
22. *Gossip Girl* (series), by Cecily von Ziegesar
23. *The Giver*, by Lois Lowry

24. *In the Night Kitchen*, by Maurice Sendak
25. *Killing Mr. Griffen*, by Lois Duncan
26. *Beloved by* Toni Morrison
27. *My Brother Sam Is Dead*, by James Lincoln Collier
28. *Bridge To Terabithia*, by Katherine Paterson
29. *The Face on the Milk Carton*, by Caroline B. Cooney
30. *We All Fall Down*, by Robert Cormier
31. *What My Mother Doesn't Know*, by Sonya Sones
32. *Bless Me, Ultima*, by Rudolfo Anaya
33. *Snow Falling on Cedars*, by David Guterson
34. *The Earth, My Butt, and Other Big, Round Things*, by Carolyn Mackler
35. *Angus, Thongs, and Full Frontal Snogging*, by Louise Rennison
36. *Brave New World*, by Aldous Huxley
37. *It's So Amazing*, by Robie Harris
38. *Arming America*, by Michael Bellasiles
39. *Kaffir Boy*, by Mark Mathabane
40. *Life is Funny*, by E.R. Frank
41. *Whale Talk*, by Chris Crutcher
42. *The Fighting Ground*, by Avi
43. *Blubber*, by Judy Blume
44. *Athletic Shorts*, by Chris Crutcher
45. *Crazy Lady*, by Jane Leslie Conly
46. *Slaughterhouse-Five*, by Kurt Vonnegut
47. *The Adventures of Super-Diaper Baby*: The First Graphic Novel by George Beard and Harold Hutchins, the creators of Captain Underpants, by Dav Pilkey
48. *Rainbow Boys*, by Alex Sanchez
49. *One Flew Over the Cuckoo's Nest*, by Ken Kesey
50. *The Kite Runner*, by Khaled Hosseini
51. *Daughters of Eve*, by Lois Duncan
52. *The Great Gilly Hopkins*, by Katherine Paterson
53. *You Hear Me?*, by Betsy Franco
54. *The Facts Speak for Themselves*, by Brock Cole
55. *Summer of My German Soldier*, by Bette Green
56. *When Dad Killed Mom*, by Julius Lester
57. *Blood and Chocolate*, by Annette Curtis Klause
58. *Fat Kid Rules the World*, by K.L. Going
59. *Olive's Ocean*, by Kevin Henkes
60. *Speak*, by Laurie Halse Anderson
61. *Draw Me A Star*, by Eric Carle
62. *The Stupids* (series), by Harry Allard
63. *The Terrorist*, by Caroline B. Cooney
64. *Mick Harte Was Here*, by Barbara Park
65. *The Things They Carried*, by Tim O'Brien
66. *Roll of Thunder, Hear My Cry*, by Mildred Taylor
67. *A Time to Kill*, by John Grisham
68. *Always Running*, by Luis Rodriguez
69. *Fahrenheit 451*, by Ray Bradbury
70. *Harris and Me*, by Gary Paulsen
71. *Junie B. Jones* (series), by Barbara Park

72. *Song of Solomon*, by Toni Morrison
73. *What's Happening to My Body Book*, by Lynda Madaras
74. *The Lovely Bones*, by Alice Sebold
75. *Anastasia* (series), by Lois Lowry
76. *A Prayer for Owen Meany*, by John Irving
77. *Crazy: A Novel*, by Benjamin Lebert
78. *The Joy of Gay Sex*, by Dr. Charles Silverstein
79. *The Upstairs Room*, by Johanna Reiss
80. *A Day No Pigs Would Die*, by Robert Newton Peck
81. *Black Boy*, by Richard Wright
82. *Deal With It!*, by Esther Drill
83. *Detour for Emmy*, by Marilyn Reynolds
84. *So Far From the Bamboo Grove*, by Yoko Watkins
85. *Staying Fat for Sarah Byrnes*, by Chris Crutcher
86. *Cut*, by Patricia McCormick
87. *Tiger Eyes*, by Judy Blume
88. *The Handmaid's Tale*, by Margaret Atwood
89. *Friday Night Lights*, by H.G. Bissenger
90. *A Wrinkle in Time*, by Madeline L'Engle
91. *Julie of the Wolves*, by Jean Craighead George
92. *The Boy Who Lost His Face*, by Louis Sachar
93. *Bumps in the Night*, by Harry Allard
94. *Goosebumps* (series), by R.L. Stine
95. *Shade's Children*, by Garth Nix
96. *Grendel*, by John Gardner
97. *The House of the Spirits*, by Isabel Allende
98. *I Saw Esau*, by Iona Opte
99. *Are You There, God? It's Me, Margaret*, by Judy Blume
100. *America: A Novel*, by E.R. Frank

Background Information from 2000 to 2009
View the 2000-2009 book challenge infographic
From 2000 to 2009, 5,099* challenges were reported to the Office for Intellectual Freedom.
- 1,577 challenges due to "sexually explicit" material
- 1,291 challenges due to "offensive language"
- 989 challenges due to materials deemed "unsuited to age group"
- 619 challenged due to "violence"'
- 361 challenges due to "homosexuality"

Further, 274 materials were challenged due to "occult" or "Satanic" themes, an additional 291 were challenged due to their "religious viewpoint," and 119 because they were "anti-family."

Please note that the number of challenges and the number of reasons for those challenges do not match because works are often challenged on more than one ground.

1,639 of these challenges were in school libraries; 1,811 were in classrooms; 1,217 took place in public libraries. There were 114 challenges to materials used in college classes, and 30 to academic libraries. There are isolated cases of challenges to library materials made available in or by prisons, special libraries, community groups, and students.

The vast majority of challenges were initiated by parents (2,535), with patrons and administrators to follow (516 and 489 respectively).

* We receive challenge reports after the Top Ten lists have been published. This number reflects all the challenges we received since July 31, 2013 for the 2000-2009 time period.

Before 1990
OIF has only been collecting data about banned banned books since 1990, so we do not have any lists of frequently challenged books or authors before that date.

Appendix G
https://www.ala.org/tools/ethics

Code of Ethics of the American Library Association
As members of the American Library Association, we recognize the importance of codifying and making known to the profession and to the general public the ethical principles that guide the work of librarians, other professionals providing information services, library trustees and library staffs.

Ethical dilemmas occur when values are in conflict. The American Library Association Code of Ethics states the values to which we are committed, and embodies the ethical responsibilities of the profession in this changing information environment.

We significantly influence or control the selection, organization, preservation, and dissemination of information. In a political system grounded in an informed citizenry, we are members of a profession explicitly committed to intellectual freedom and the freedom of access to information. We have a special obligation to ensure the free flow of information and ideas to present and future generations.

The principles of this Code are expressed in broad statements to guide ethical decision making. These statements provide a framework; they cannot and do not dictate conduct to cover particular situations.

I. We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests.
II. We uphold the principles of intellectual freedom and resist all efforts to censor library resources.
III. We protect each library user's right to privacy and confidentiality with respect to information sought or received and resources consulted, borrowed, acquired or transmitted.
IV. We respect intellectual property rights and advocate balance between the interests of information users and rights holders.
V. We treat co-workers and other colleagues with respect, fairness, and good faith, and advocate conditions of employment that safeguard the rights and welfare of all employees of our institutions.
VI. We do not advance private interests at the expense of library users, colleagues, or our employing institutions.
VII. We distinguish between our personal convictions and professional duties and do not allow our personal beliefs to interfere with fair representation of the aims of our institutions or the provision of access to their information resources.
VIII. We strive for excellence in the profession by maintaining and enhancing our own knowledge and skills, by encouraging the professional development of co-workers, and by fostering the aspirations of potential members of the profession.

Adopted at the 1939 Midwinter Meeting by the ALA Council; amended June 30, 1981; June 28, 1995; and January 22, 2008.
This page has long held the incorrect amendment date of June 28, 1997; the Office for Intellectual Freedom regrets and apologizes for the error.

The History and Current Challenges of Libraries in Japan
By Francis A. Alix, San Jose State University

With a population of approximately 127 million people, Japanese libraries must serve a large user-base heavily immersed in the information age. The country has several library sectors, including academic, community, national, public, school, and special libraries. Modern Western-style public libraries emerged after World War II when the United States exerted pressure on Japan during its occupation to reform their libraries to meet the American standard (Harris & Thaler, 2020) and overcome the moral suasion campaign during the Fifteen-Year War (1931-1945) when libraries stocked materials that supported the campaign of censorship and thought-control (Domier, 2007). Since then, the country has developed libraries to meet the interests and needs of its users according to Western standards.

Japan's libraries have many positive attributes and continue to evolve. However, many library sectors struggle with serving users because of staff outsourcing, library leadership, and a focus on circulation statistics that prevent them from developing into 21st-century information and community centers. This paper reviews the history and current status of each library sector, including their services and staffing. It then examines their current challenges and how professionalism, librarian education, and community engagement are the main challenges to their success and suggests recommendations to elevate them to compete in the global arena.

Literature Review

Libraries in Japan evolved over the centuries, with the first repositories established in the sixth and seventh by Buddhist monks and feudal private libraries in the twelfth to sixteenth centuries (Harris & Thaler, 2020). Libraries continued to evolve until the first government library in 1872 in Tokyo (Sellers & Wakashige, 2012). Libraries in the following years did not emerge as institutions for the general public, with few libraries built in the first half of the 20th century as Japan developed its military before and during World War II. The library landscape changed in the postwar period with the enactment of the School

Education Law for school libraries in 1947, the National Diet Library Law for the national library in 1948, the Library Law of 1950 for public libraries, and the University Establishment Standards for university libraries in 1956 (Takayama et al. 2017). The government body that helps national and public libraries is the Ministry of Education, Culture, Sports, Science and Technology (MEXT) with the National Institute for Informatics (NII) focusing on the needs of academic libraries, although libraries do not report to them (Hosono, 2006).

Japan has a total of 42,884 libraries in the country with 1,519 academic, 36 national, 3,360 public, and 37,979 school libraries with over three million academic library users and over 33 million public library users (International Federation of Library Associations and Institutions [IFLA], n.d.). Community libraries for children are estimated between 3,000 and 4,000 (Hashimoto, 2012), and special libraries at 1,761 (Japan Library Association, 2014a). Seventy-nine thousand staff keep all types of libraries running, with public libraries having two times more volunteers than full-time staff.

The services of Japanese libraries are somewhat parallel to other industrialized countries with uneven success across most library sectors. Cheunwattana (2008) found that "public library service for children was not available or inadequate" (p. 19) when interviewing owners of community libraries. Sellers and Wakashige (2012) shared other challenges such as technology integration, training opportunities for library staff, serving underserved persons, advancing digital services, and copyright issues. The following sections examine the history and major challenges, if any, of each library sector.

Academic Libraries
Overview
The first university, the University of Tokyo, was founded in 1877 and established the first Japanese academic library in 1886 (Cullen & Nagata, 2008; Kaur, 2017). There were 758 Japanese universities in 2007 (Japan Library Association, 2014a), and each must have a library according to law (Cullen &

Nagata, 2008). There are three types of Japanese universities with various funding sources. There were 86 national universities (Japan Library Association, 2014a), which are the more prestigious universities (Hosono, 2006), 77 public universities (Japan Library Association, 2014a) mainly funded by local governments or prefectures (Sellers & Wakashige, 2012), and 595 private universities (Japan Library Association, 2014a) that receive some public funding (Cullen & Nagata, 2008).

All universities have main libraries and support a decentralized approach with branch and departmental libraries (Sellers & Wakashige, 2012). Kaur (2017) reported that there are 1,257 university libraries and 324 college libraries in the country. Library directors are not professional librarians but professors whose reputation elevates the status of the university and the library as well as ensures continued funding (Cullen & Nagata, 2008). About half of the library staff hold a certification, with nonprofessionals holding the remaining positions.

These libraries have various services, including book collections with about one-third in English language (Cullen & Nagata, 2008). At least 90 percent of the libraries have an online public access catalog (OPAC) searchable via the Internet (Hosono, 2006; Kaur, 2017) and offer a wide range of electronic materials, including ejournals and ebooks often obtained through consortia (Cullen & Nagata, 2008). Reference services are provided at most libraries through the circulation department since there are no reference departments. Interlibrary loans are provided through a national system, and digitization projects of special and rare collections are ongoing (Hososo, 2006). They share bibliographic records through the National Institute of Informatics, with some cataloging outsourced to contract workers or vendors.

Challenges
A major challenge of academic libraries is the professionalism of the staff. University leaders believe that library directors not trained in library management are important and necessary for academic libraries, but such a philosophy leads to a deficit of strategic vision for academic libraries in an ever-evolving library sector. Half of all staff are not certified, have little training in librarianship, and are

moved around library departments to fill departmental needs (Cullen & Nagata, 2008). Reference departments are often not present, and if they are, the librarians staffing the departments do not specialize in reference services. The understaffing in the libraries leads to the use of volunteers to help users access information and the outsourcing of essential library tasks such as cataloging (Hosono, 2006). The volunteers generally do not have the skills to understand the complexities of information discovery and academic research services, requiring professional librarians who could build and strengthen library services. If the mission of these libraries is curriculum support and scholarship, then there is doubt that they are succeeding in readying their students and faculty to compete in global scholarship.

Academic libraries face other challenges in a variety of areas that are also present in some U.S. libraries. Academic library budgets have steadily decreased even as journal subscriptions have increased (Hosono, 2006). This leaves collection development librarians to make difficult decisions concerning acquisitions and directors with reduced funding to hire professional librarians. Another consequence of the budget decreases is the shelving crisis. Some libraries are near capacity, with others exceeding their capacities and storing materials in boxes (Hosono, 2006). With tight budgets, the libraries rarely have money to build new facilities or purchase compact shelving. Weeding the collection has not been considered, and more electronic resources may help, but they are costly in an era of fewer financial resources. In addition, users must receive physical copies of electronic sources because Japan's copyright laws do not allow electronic transmission of the material (Cullen & Nagata, 2008; Sellers & Wakashige, 2012).

Academic library directors must address the budget issues in order to maintain the integrity of the libraries through discussions with the administration and reallocate money from other areas of the library to secure additional shelf space.

Community Libraries
Overview
The popular community libraries emerged in 1955 (Hashimoto, 2012), and although it is difficult to

determine the exact number because they are not registered with any government agency, Kanna (2003) estimated their numbers at approximately 4000. They are grassroots volunteer libraries for children created and managed usually by mothers of the attending children. There are two types: one located in the homes of the citizens and another in local community centers (Kanna, 2003) with dimensions rarely exceeding six by four meters in size for home libraries and seven by eleven meters for community center libraries (Cheunwattana, 2008). These community libraries arose from a need to have specific literacy programs for children from 0 years of age to primary school age not provided by public libraries (Hashimoto, 2012). Also, some public libraries were not centrally located for the families or easy to use, and they wanted these services accessible to their children (Cheunwattana, 2008).

They are mostly privately funded and created by one parent who donates the space and some materials for all to share with additional materials donated by the participants (Cheunwattana, 2008). Recently, public libraries have lent some materials to these libraries to support literacy (Kanna, 2003). They contain books of various age levels, and unlike a public library's management and organization, these home-based libraries are managed as the owner deems necessary (Cheunwattana, 2008). Book loans and after-school reading programs are the two main services provided, although other services such as puppet shows are sometimes provided. Services designed for children with print disabilities and other disabilities are offered at some locations.

The children served develop a joy of reading and socialization skills, while parents have the opportunity to meet other parents to discuss family matters and have a hands-on approach to their children's education (Cheunwattana, 2008). This allows parents some control over their children's education and a role in their success later in life. There may be up to 15 attendees at any one time, and some families moved into a specific neighborhood because of the community library. The hours of operation vary, with some open twice a month and others open
two hours per week (Hashimoto, 2012). What makes them successful is the "homey, warm, loving, and

relaxing atmosphere" (Cheunwattana, 2008, p. 21) that participants do not experience in large, high-ceiling public libraries.

Challenges
The literature revealed no major challenges with community libraries but did indicate how these libraries reflected the ineffectiveness of public libraries in two areas: services and library design. The lack of special services for infants, toddlers, and primary school-aged children in public libraries has enabled the community libraries to thrive. The Japan Library Association has recognized the need to improve children's services in public libraries and issued a report in 1976 declaring free lending of books, improving children's services, and creating a network of resources so more citizens have access to those resources (Kanna, 2003). Public libraries have been improving their services with training for children's librarians and cooperation between schools and libraries, for example, but the popularity of the community libraries overshadows any gains in the public sector. Public libraries also suffer from a lack of qualified children's librarians. The Society for Children's Libraries and the Japan Library Association have attempted to bolster specialized training to create a professional environment. However, significant changes still need to be implemented to improve the quality of librarianship and public library services to children to compete with the instruction in community libraries. Community libraries support a welcoming atmosphere with their small spaces and intimate settings. These factors would be difficult to replicate in public libraries with institutional furniture and unfamiliar faces. Public libraries need to not only improve services but also redesign spaces for children.

National Libraries
Overview
The main national library in Japan is the National Diet Library, or parliament library, akin to the Library of Congress in the United States. It was established in 1948, and just like the Library of Congress, "acquires all kinds of materials published in Japan to preserve them for the national cultural heritage" (Takayama et al., 2017, p. 2562). It consists of the Tokyo Main Library, the Kansai-kan (the national library's second facility located in the Kansai region), the International

Library of Children's Literature (located in Tokyo's Old Imperial Library), the Toyo Bunko (Oriental Library) as well as 26 branches serving various national agencies (Takayama et al., 2017). The national library employs over 900 people to care for the 8.6 million books and 11 million serials as well as digital resources. It offers all the usual library services such as reference services, a public reading room, interlibrary loan, and Internet services. The library collects books from other countries and archives governmental websites (Sellers & Wakashige, 2012).

The key projects of the national library illustrate its commitment to the country, its people, and its staff. The National Diet Library has a focused collection development plan of acquiring materials on the post-war occupation, maps, and foreign books about Japan (Sellers & Wakashige, 2012). The library has been implementing a strategic plan to preserve the intellectual endeavors of its people and a push to improve services. For about two decades, it has developed training programs to improve the skills of its staff. Training programs in conservation and preservation, interlibrary loans, and early books have been offered in-person and online.

Challenges
No significant challenges were revealed in the literature for the National Diet Library. However, the library encounters some of the challenges other libraries experience. Its budget has been reduced (Sellers & Wakashige, 2012) and may continue to experience financial difficulties dictated by economic conditions. Mutual visit programs with China and Korea improve relations between countries, but the program does not reach beyond its immediate area (National Diet Library, Japan, 2012a). The program insulates libraries in Japan from non- Asian influences and may reinforce current library strategies and negate change. Expanding this program with libraries in other parts of the world would expose new perspectives and services from those countries to the library leadership and spur new developments.

Public Libraries
Overview
Public libraries came into the modern era with the passage of the Library Law in 1950 (Yang, 2017). The law "made local government responsible for

operating public libraries, with services and access provided freely to the public" (Sellers & Wakashige, 2012, p. 205). Public libraries are located in the cities and exist in about 50 percent of towns and villages (Takayama et al., 2017). If a town does not have a library, local community centers often have a library room within them (Nagata, 2007). As of 2018, there were 3,360 public libraries, with each citizen borrowing 5.5 books per year, only slightly below 6.1 books per year in the United States (IFLA, n.d.). Strong economic growth in the 1960s and 1970s saw an increase in public libraries and funding (Yang, 2017), but funding has been decreasing since 1999 (Sellers & Wakashige, 2012). Many public library users are satisfied with their public library but would not pay an extra fee to use it to supplement the money received from local governments (Ikeuchi et al., 2013).

Japanese public libraries provide a range of services to the public. On average, a public library contains 110,000 books (Takayama et al., 2017) and provides space for high school students to study for college entrance exams. Most maintain an OPAC, and some provide web-based services, including reservation and email-based reference services (Yang, 2017). In addition, these libraries are committed to preserving local literature and historical documents, with many libraries digitizing them for easy access. The libraries are integrating mobile phone services mostly through access to OPACs (Nagata, 2007; Negishi, 2003). The world's first palm vein authentication system to replace a library card was in a Japanese public library (Japanese public library, 2006). They provide a safe space for citizens, as witnessed by the increase in the use of nearby public libraries after the Great East Japan Earthquake in 2011 in the affected areas because residents needed a place to gather to establish some sense of normalcy (Nakai et al., 2016). Many public libraries offer Braille paths and music signs in the library to guide individuals with blindness, as well as a reading service and mail loan service (Yang 2017).

Donkai and Mizoue (2014) revealed that the Appropriate Standards for the Establishment and Management of Public Libraries Standards of 2001 recommended libraries incorporate audio-visual materials and books on tape for those with other

sensory disabilities as well as offer sign language communication and read-aloud services.

Some public libraries collaborate with bookstores and eateries to create book centers where the library, bookstore, and eateries are managed by a corporate entity instead of the government and hire nonprofessional outsourced staff to manage them (Coffman, 2017). Visits to these book centers have increased dramatically, and circulation has increased more than threefold. There have been recent initiatives to develop innovative programs for teenagers (Uragami et al., 2019) and events for adults (Ikeshita, 2020). Reference services have experienced a decline in reference questions, and public libraries without reference services have increased (Watanabe, 2011), contributing to the view by administrators that reference is not essential or should be restructured. The outsourcing of library staff has led to a "weakening and decay of libraries" (Tsuji et al., 2006, p. 253) as nonprofessional staff and a host of volunteers manage them (Sellers & Wakashige, 2012).

Challenges
Although Japanese libraries are improving their services, public libraries still face challenges in the new millennium. Foremost is the inadequate training that librarians receive. The programs approved by the government do not provide the skills to be a professional in the field (Tsuji et al., 2006). The libraries are viewed as a place to study and gather information and materials, not a hub of programs, exhibits, web-based information, and computer use (Klopner & Nagata, 2011), giving them a one-dimensional aspect. The development of book centers has reduced libraries to retail stores and has perpetuated the view that librarianship is not a profession because library credentials are not needed to secure a position in the book centers. As with academic libraries, employing nonprofessional staff prevents public libraries from forging forward with innovations because the staff does not possess the knowledge or vision to innovate.

Other challenges do not make the libraries inviting to some citizens. A demographic eluding public libraries is the elderly population over 65 years of age, comprising 25 percent of the population (Donkai &

Mizoue, 2014). The libraries do not focus on programming and services for this population and have not changed their perspective of the elderly as sedentary and frail. Some public libraries include services and materials for individuals with blindness, low vision, and print disabilities, as well as the digital accessible information system (DAISY), the global standard for talking digital books (Nomura, 2004). But, according to Ikeshita (2020), librarians do not know how to use this resource and therefore cannot assist users. Lastly, the success of a library is still measured by its circulation numbers (Klopfer & Nagata, 2011) and the number and quality of the materials (Ikeuchi et al., 2013). The circulation model focuses success on objects, not people, shifting the mission away from community engagement to statistics. Also, this applies to reference services where face-to-face connections between staff and users disappear and reference questions become answers instead of conversations. Spending so much time on circulation statistics leaves little time to concentrate on reference services and programming.

School Libraries
Overview
The term "school library" was first established in Japan with the revision of the National Curriculum Standards in 1951 (Kim, 2011). According to IFLA (n.d.), there were nearly 38,000 school libraries in 2015, ten times more than public libraries in the country. Under the School Library Law of 1953, schools must have libraries and have recently experienced a movement to improve their collections, facilities, and information literacy. While libraries are mandatory, professional librarians are not, although teacher-librarians must be certified to teach (Kumbar, 2017). The law mandates a teacher-librarian taken from the school's teaching staff manage the library (Takayama et al., 2017). Day-to-day tasks are relegated to clerical staff who perform collection maintenance and circulation functions.

The integration of school libraries into schools has been a series of developments throughout the decades. In the 1950s, it was considered an add-on to education, and at best, a reading center (Takayama et al., 2017); often, visiting a school library was considered an extracurricular activity (Kim, 2011). The language in the National Curriculum Standards

changed the emphasis from a possible place to visit to an important place to learn. The 1970s and 1980s saw an emphasis on improving reading abilities with the school library part of that process. The 1990s hailed school libraries as essential to the learning process, and teachers were requested to use school libraries as part of their curriculum. A revision of the standards in 2008 greatly increased the power of the school library in instruction, reading, learning, and information literacy.

School libraries provide basic services. Their collections are modest, with about 7,000 volumes in primary schools, 9,000 in lower secondary schools, and 21,000 in upper secondary schools (Takayama et al., 2017). Each school has computers and Internet connectivity, and many schools have OPACs. Some school libraries collaborate with area public libraries to share resources in an effort to reduce costs. The teacher-librarians offer typical library orientations in 90 percent of school libraries that a majority of students remember years later (Enomoto, 2016).

Challenges
One main challenge for school libraries is the lack of professional library staff. In theory, a teacher-librarian appears to be a suitable personnel choice for school libraries because teachers know what materials would complement their curricula. Many teacher-librarians value the libraries for research assignments and literacy but do not have time to manage the library and their course loads simultaneously (Nakamura, 2008). School administrators often do not recognize the importance of school librarians, and even the students using the libraries recognized professional school librarians as a part of a school library only 38 percent of the time in one study (Okada, 2014). If school administrators continue to hire teacher-librarians at a ratio of 3:2 (Nakamura, 2008) and possibly as high as 98 percent (Kumbar, 2017) over professional school librarians, the libraries could continue to suffer from a lack of quality materials and accessibility (Kim, 2011).

Another challenge is that the materials in school libraries do not always follow the school curriculum (Kim, 2011), although the School Library Law dictates it. The location of the school library is also an issue at some schools because it is often out of sight instead

of prominently placed for discovery. Students in high school do not use the school library to research topics or interact with reference services but to study for exams, borrow books, and read books (Enomoto, 2016). Their usage is similar to their use of public libraries (Yang, 2017), indicating a consistent view of a library's purpose.

School libraries are not focused on learning as much as meeting legal requirements and providing tables and chairs for homework and study. Although these are important matters, school administrators can meet both the requirements and information needs of the students by establishing a library team of a full-time professional school librarian and a consulting teacher-librarian who would not be responsible for operations but assist with collection development. The school librarian would be the face of the school library and have the time to revolutionize the library and eliminate some of the challenges.

Special Libraries
Special libraries provide specific resources and services to a designated group of users (Sellers & Wakashige, 2012). These libraries cover a range of subjects, including arts, economics, languages (Asundi & Karisiddappa, 2017), science and technology, medicine, business, and Japanese studies, and are found in government agencies, private companies, and research institutes (Takayama et al., 2017). They are controlled by private organizations, government agencies, and research institutes; about one-quarter of the special libraries are small and managed by one person. A variety of users access materials in special libraries, including "engineers, doctors, executives, R and D personnel, archivists, [and] entrepreneurs" (Asundi & Karisiddappa, 2017, p. 234). To provide a representative sample of the state of special libraries, the history and challenges of music and prison libraries are discussed below.

Music Libraries
Overview
There are 25 music libraries in Japan, with 24 privately owned and one public music library named the Tokyo Metropolitan Festival Hall (Matsushita, 1989). They collect and preserve a range of musical styles from Japanese folk music to European classical

music, with privately-owned music libraries usually concentrating on specific areas of music (Itoh et al., 2010). The Music Library Association of Japan formed a Special and Public Libraries Committee to make music information available to as many people as possible. Because these libraries are autonomous and have a limited audience, special music libraries have specialized music staff and easily collaborate with related institutions.

One such library is the Japan Choral Music Centre and Library, founded in 1979 and concentrating mainly on 20th-century choral music from around the world. Another example is the Min-on Music Library. It began in 1974 with an emphasis on Western music, and its collection includes rare books and old sound recordings not available anywhere else. Although not special libraries, public libraries have music collections for the general public and are worth mentioning. They make Japanese and Western popular music available free of charge to the public (Itoh et al., 2010). These collections are not as comprehensive as the special libraries because only high-circulation music is available.

Challenges
The only significant challenge for these libraries is the trend to outsource most library positions to reduce costs and hire more subject specialists than generalists (Hasegawa, 2007), leading to a management team not invested in the library. For public library music collections, printed music collections are not easy to find because they are not shelved together as a special collection. There are limited public music libraries with librarians who understand the subject as most employ part-time, outsourced employees (Hasegawa, 2007; Itoh et al., 2010). This strategy does not support strategic planning or music collection development because the staff does not understand the subject and cannot make important decisions regarding the inclusion of materials on music.

Prison Libraries
Overview
The incarceration rate in Japan is lower than in many Western countries (Lehmann, 2000), but the need for libraries in prisons is still essential. The importance of prison libraries for the prison environment and re-

entry into civilian life has been recognized by IFLA in their guidelines for prison libraries (Lehmann & Locke, 2005). Japan reformed its Prison Law in 2005 and 2006 and included a statement on an inmate's right to read and obtain reading materials and mandated prisons to make reading materials available. This type of special library is used by those who cannot physically access other types of libraries because of confinement (Lehmann, 2000; Nomura, 2004). In 2011, there were 188 facilities in the country operated by national, regional, and local authorities, with few having a functioning prison library (Nakane, 2011). The materials typically available include "[c]omic books, dictionaries, legal publications, current fiction, and materials related to vocational certification" (Nakane, 2011, p. 451).

Challenges
The challenges for prison libraries are numerous. The Prison Law did not give prisoners the right to have a prison library, just the right to read. Professional librarians are not employed in prisons, and "no functional library space" (Nakane, 2011, p. 447) exists in most facilities. Provided materials are sometimes placed in different spaces in the facilities, with inmates partially responsible for managing the materials (Nakane, 2011). Materials necessary to the inmates' intellectual, emotional, and recreational growth should be available within the limits of a facility's policies. To improve them, the government needs to mandate prison libraries and hire professional librarians to manage them. Such improvements will strengthen the prison library system and improve the lives of inmates and their chances of a successful re-entry into civilian life after prison.

Discussion
Many challenges have been discussed concerning Japanese libraries that generally fall into three categories: professionalism, LIS education, and community engagement. All three categories are intertwined as LIS education affects the professionalism of librarians, for example. The professionalism of librarians, both in perception and leadership abilities, needs to be strengthened to meet the evolving needs of users and professionals. Library and information science education has not been significantly updated since the passage of the

Library Law in 1950 and is "rudimentary and consists of short courses" (Vårheim et al., 2012, p. 252) and rarely results in a full-time position (Tsuji et al., 2006). User-focused libraries depend on LIS education that produces professionals with the skills to engage the community and satisfy their information needs. These three challenges are crucial to the success of libraries, librarians, and their communities in Japan.

Professionalism
The leading library association in the country is the Japan Library Association, a non-profit organization (Miura, 2019), with several auxiliary specialized professional associations such as the Japan Medical Library Association (Sellers & Wakashige, 2012). The Japan Library Association was founded in 1892 and was the third established national library association after the United States and Great Britain. The association provides support and activities typically associated with professional organizations, including conferences, publications, and ethical guidelines (Japan Library Association, 2014b). It has provided basic services to its membership without addressing evolving new challenges in the profession. It has addressed LIS education by instituting a Certified Professional Librarian Program for librarians who have completed additional training, professional research, and related activities (Kishida, 2011; Miura, 2019), but has been slow to strengthen the basic educational requirements for national librarian certification. Its program may be viewed as a diversion from fixing a more systemic problem that library leaders are not able to address successfully.

The literature indicated that a service model different from the circulation model is necessary for libraries in the new millennium (Nagata, 2007), but leadership has not realized the importance of diversifying services and engaging with the community. The library profession could learn new approaches and services from similar institutions, but it remains insular and reinforces old routines. Cooperation between similar institutions with similar goals has not been a priority for the association, so libraries, archives, and museums continue to work independently (Takayama et al., 2017). However, the profession only has to look within its borders to discover how community libraries have succeeded in connecting with communities and delivering needed

services. With minimal effort, leaders could learn from neighboring countries such as China who has implemented greater connections between libraries and users through services and improved access to expand and modernize their libraries (Yang, 2017). These recommendations require library leaders to step out of their comfort zones and embrace global trends and best practices.

In addition, the state of librarian professionalism is low in Japan, and Japanese librarians suffer from an identity crisis. While there are thousands of certified librarians available for employment, only 50 percent of employed academic librarians are certified (Cullen & Nagata, 2008), for instance. Librarians are not recognized as professionals by the public (Kishida, 2011; Matsuoka-Motley, 2011; Vårheim et al., 2012), and students do not see the importance of school librarians in school libraries (Kumbar, 2017). In academic libraries, the director is not a professional librarian (Cullen & Nagata, 2008), and teachers serve as librarians in schools. The outsourced employees placed in libraries are usually better trained than the regular employees and considered more professional in academic libraries (Matsuoka-Motley, 2011). Many librarians have a specialization in the United States, but in Japan, librarians are expected to know all the functions of a library and not specialize in one area leading to "little opportunity for people to develop a high level of expertise in some critical areas for the advancement of libraries in the twenty-first century" (Cullen & Nagata, 2008, p. 167).

It is probably difficult for librarians to consider themselves professional when the public and the profession do not consider them worthy of that status. Building a higher status for the profession and staff requires action from many sources. The Japan Library Association is a logical place to start. The association might create a strategic plan to publicize the profession and address the low level of skills of many staff. To address the latter concern, one researcher proposed passing a law to force public libraries to employ only professional librarians instead of clerical workers to raise awareness of the profession (Hosono, 2006). Also, librarians need to advocate for themselves and help their profession's reputation, although it may be difficult in a society that defers to authority and is not given to

complementing themselves. These actions may bring respect to the profession and the staff who keep the nation's libraries running.

LIS Education

Librarian education plays a pivotal role in any library because adequately trained librarians create libraries attuned to their users' needs and possess the skills to resolve issues. It is difficult for librarians to succeed when their education consists of a two-month program that "not only creates an over-population of qualified library workers but also limits the prospective librarian's opportunity to gain sufficient knowledge of the field to become a competent practitioner" (Matsuoka-Motley, 2011, p. 275). In addition, the certification program does not prepare librarians to be children's librarians with a focus on literacy (Kanna, 2003), and about 26 percent of the certification instructors have no library experience but are teaching future librarians (Tsuji et al., 2006). It is not surprising that librarians are unprepared for the challenges facing all library sectors and are viewed as interchangeable with non-trained, outsourced staff.

It was apparent to government officials that the librarian certification program needed examination, and the instructors of the certification programs agreed and suggested: "different library grades, national testing, or the introduction of a licensing scheme" (Tsuji et al., 2006, p. 252). From 2003-2005, the Library and Information Professions and Education Renewal (LIPER) committee led by the Japan Society of Library and Information Science with a follow-up study in 2006, studied the certification process (Cullen & Nagata, 2008). The second study found that the current certification" is no longer adequate and that the 10,000 people awarded the qualification each year is too high a number" (Cullen & Nagata, 2008, p. 164). A LIS test to determine if current and future librarians meet minimum qualifications and textbook standardization have been implemented (Kishida, 2011), but they do not address the content issues of the program. This is not to say that the program must mirror programs in the West, but it must teach the skills needed to elevate the knowledge and status of librarians. Also, the certification only applies to public librarians and not academic, national, school, or special librarians

(Cullen & Nagata, 2008). It should include librarians from all library sectors in order to be comprehensive.

Another issue with the certification is the number awarded each year. On average, 10,000 students receive it each year, and there are not enough positions for all the graduates (Kishida, 2011), with only about 5 percent obtaining positions (Sellers & Wakashige, 2012). The economic downturn that began in 1997 spurred privatization of libraries through outsourcing of staff to reduce costs and provide a flexible workforce (Vårheim et al., 2012), leading to a difficult employment situation mostly in academic libraries, but also present in public libraries in many departments (Sato & Itsumura, 2008). This has led to more part-time and temporary workers as well as lower salaries. When public libraries collaborated with bookstores and eateries, all the staff were outsourced to the operation's private management company (Coffman, 2017). Not only are the careers of librarians at stake, but the privacy of users' information is also at stake since the private management companies are not obligated to protect users' privacy and routinely gather their data (Inoue, 2018).

It is striking that a profession founded on information and knowledge for its users cannot appreciate the benefits of both for itself. Very few LIPER recommendations have been implemented, and therefore LIS education remains virtually the same, although education is the tool to improve many aspects of the profession: professionalism, strategic planning, leadership, and services. Since the profession in Japan has difficulty moving forward, perhaps professionals from other countries can reach out to the Japan Library Association and offer strategic planning and review best practices while respecting their cultural norms.

Community Engagement

Programs and services are at the core of libraries and bring a wide range of communities together to share information and build community. Each library sector implements programs and services in different ways. For instance, academic libraries create consortia among other institutions to procure reduced costs for electronic materials, provide instructional learning programs for students and faculty, and cooperative

cataloging (Cullen & Nagata, 2008).
Community libraries are a great example of bringing the community together toward the common goal of literacy for children. Libraries thrive when communities thrive and believe libraries are an integral part of their communities.

Although libraries have made some progress toward building libraries for the 21st century, they still fall short of the programs and services that will make their users competitive on a global scale. Japanese libraries have a history of being viewed as a place to only pick up a book before the 1960s (Nagata, 2007) and a place for high school students to study their academics (Yang, 2017). Librarians spend "too much time and energy to the administration and organization of materials and too little time and energy on users and the use of materials" (Vårheim et al., 2012, p. 250). Person-focused services such as reference services are not considered important (Nagata, 2007), so few relationships can be developed between librarians and users. The disconnection with users extends to the libraries that find it difficult to build partnerships among institutions when temporary and part-time workers cannot participate due to their limited schedules (Itoh et al., 2010; Matsuoka-Motley, 2011). Plus, few employees have the skills to create new programs and services.

Libraries can engage the community better by implementing a few new programs and services and expanding them over time. Nagata (2007) suggested libraries could improve their connections to the community by helping users with information on health and childrearing, converting the library to a community space, and integrating more technology. Libraries, particularly public libraries, can learn from the success stories of community libraries and incorporate changes to their services through personal services and activities focused on the issues of their users. Public libraries have grown the selection of children's programs, but more needs to be done to create a community and compete with the community libraries (Kanna, 2003).

Increasing programs for the elderly, including memory groups and offering materials in large-print formats (Donkai & Mizoue, 2014), can make the

elderly believe they belong in the library. These few examples illustrate how a little effort can produce positive results in the community and transform libraries into community centers.

Conclusion

Libraries in Japan have served their users for nearly a century, and "growth and development of library programs and resources in the past 10 to 15 years is evident, despite Japan's continuing economic recession" (Sellers & Wakashige, 2012, p. 222). Despite successes, major challenges face most library sectors. School libraries are mostly led by teachers, public libraries are not considered a community space, academic libraries rarely have professionals managing them, and some special libraries have inadequate materials and facilities. In order to build libraries for the 21st century, Japanese librarians must gain the skills to create innovative, community-focused libraries as well as concentrate on daily tasks. As Miwa (2006) noted, "the current education and training system does not meet the contemporary human resource needs of the public library system" (p. 168). Japanese library leaders have been slow to adapt to these dynamics and have maintained traditional approaches that often do not advance services and programs for users or create a professional workforce.

Librarians must envision a modern, state-of-the-art library that brings communities together to discover themselves and the world. One approach to achieve this goal is to redefine librarians in Japan by strengthening professionalism and education to compete in the global economy. Leaders should employ only certified individuals, and the Japan Library Association should lobby for changes in the certification process to elevate the status of librarians. Another approach is to perform a needs assessment to determine the services and programs desirable to users and non-users in every library sector. Such results will propel libraries to implement critical changes and build community on a large scale in a rapidly changing information landscape. Lastly, after the war, library leadership styled their libraries after Western libraries and could reignite that spirit again with their Western partners. The challenges raised in this article were intended as a catalyst for change for libraries and librarianship in Japan and a

call to librarians in other countries to offer support to Japan as they proceed to reinvigorate their libraries, users, and country.

This paper presented an overview of the current state of libraries in Japan, but by no means is it the end of the research. Although the included research is recent or nearly recent, more research is needed to reveal any current initiatives. There may be more information regarding the subject in the Japanese language, but this information could not be included due to the language barrier of the author. More research on specific populations such as the elderly would highlight their needs and provide a blueprint for improvements.

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