Provision of LGBT-related fiction to children and young people in English public libraries: a mixed-methods study

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Abstract

This thesis investigates the extent of provision of LGBT-related fiction to children and young people in English public libraries, how it is procured and made available, staff attitudes, and factors affecting provision. The research drew on a pragmatic philosophy and used a mixed-methods approach, comprising a checklist study, questionnaires and interviews.

The literature review highlighted a need for portrayals of LGBT people in children's and Young Adult fiction: this can have benefits for young LGBT people and children of LGBT parents, as well as for increasing understanding among others. Despite this, there has been little attention to the area in UK library research or practice, and the small amount of extant research suggests provision is poor.

The study found that provision of LGBT-related fiction to children and young people was generally limited in the participating authorities, particularly as regards younger children's books and accessible formats. Staff attitudes were positive but not pro-active, with many admitting to never having thought about the area. Some concerns emerged, namely the provision of materials to younger children; materials with sexual content; the quality of materials; US-focused titles; promotion; and the possibility of complaint.

The thesis presents a number of models of factors resulting in poor provision. A key factor is that many books are published outside the UK and consequently do not come through mainstream suppliers. This combines with a lack of awareness among librarians, who consequently do not seek out titles elsewhere. Budget and workload seem likely to have an increasing impact in the current economic situation. The model is situated within a broader environment of hetero/cisnormativity, stigma, and a neoliberal approach to library provision which may result in the neglect of areas perceived as 'niche'.

The thesis concludes by summarising the contributions of the study to research and practice, and presenting recommendations.

Table of Contents

Table of Figures

Table of Tables

Table of Appendices

1.   Introduction

This chapter introduces the research, beginning with a consideration of positionality and narrative voice, and going on to discuss some of the key terms and definitions used in the research. I then present the research questions, aim and objectives, and the rationale for the research. Next, I discuss some of the key features of the current political context for public library provision, and locate the research within broader debates on professional ethics and social justice. I explain the rationale for the research, and finish by setting out the overall structure of the thesis.

1.1   Positionality and narrative voice

After much consideration and consultation, I have opted to present the following thesis in the first-person narrative voice. The debate as to whether research should be reported in the third or first person is ongoing in both the scholarly literature and less formal fora, with opinions varying within and across disciplines (see for example Gilgun, 2005; Hyland, 2002; Oliver, 2014; Thomson, 2013). The use of the third person and passive voice have particularly been criticised by feminist scholars, who argue that these are rhetorical devices designed to emphasise the supposed objectivity or even infallibility of the researcher, and the 'scientific' status of the research itself (e.g. Kitzinger, 1987). In the light of this, it is perhaps unsurprising that the third person is often associated with a positivist approach and quantitative methods, and the first person with a constructivist approach and qualitative methods (e.g. Creswell & Plano Clark, 2007; Gilgun, 2005; O'Cathain, 2010). As O'Cathain comments, this can leave mixed methods researchers in a "quandary" (p. 582) as to which approach to take, and suggestions have included changing between the first and third person depending on which section of the research is being written up (Creswell & Plano Clark, 2007; O'Cathain, 2010). However, I have finally opted to use the first person to reflect my personal investment in the research and my belief that that it is neither possible nor desirable to take a 'neutral' stance, particularly where issues of social justice are concerned (Graham, 2003; Lewis, 2008; Smith, 2010).

The research was informed and partially impelled by my own identity as a bisexual woman. Many social science researchers hold that it is important for researchers to declare their positionality so that readers of their work are better able to assess how their values and experience may have contributed to the construction of knowledge in their work (see for example England, 1994), and this is particularly true where research on 'minority' communities is concerned (Birdi, Wilson, & Tso, 2009; Herdt & Boxer, 1996; Liddiard, 2013). However, I am also aware that my identity as a bisexual, cisgender[1] woman does not enable me to speak for all LGBT individuals.

1.2 Definitions used in the study

1.2.1 LGBT

The term 'LGBT' stands for lesbian, gay, bisexual and trans. This is one of various acronyms currently in use, some of which include a number of additional letters, such as Q (queer), Q (questioning), I (intersex), A (asexual) and, in North America, T (two-spirited: a term used by Native American and First Nations individuals). At the outset of the research, I opted to use the term 'LGBT', which was then the most common term, to facilitate the findability and comprehensibility of the thesis and to avoid the potentially confusing proliferation of different terms and abbreviations. As 'LGBT' was used throughout the data collection process, I have continued to use it in the written thesis for consistency, as it is possible that the use of a different term might have resulted in different answers. However, I now feel that 'LGBT' is somewhat limited and further marginalises groups such as intersex and asexual people. In future research, I would use an open-ended term such as 'LGBTQ*' or 'LGBTQ+', and would recommend this to other researchers in the field.

The term 'sexual orientation' is defined for the purposes of this research as emotional, romantic and/or sexual attraction to people of one or more genders (or the lack of such attraction, in the case of asexual people). This draws on definitions proposed by Stonewall (2014c) and the American Psychological

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[1] See 'Definitions used in the study', section 1.2.

Association (2008), but I have modified it to take account of the fact that individuals' gender identities are not limited to the binary 'male' and 'female' (see below). Psychologists have identified a number of dimensions of sexual orientation, including desires, behaviour and identity (see for example Horowitz & Newcomb, 2001). However, I believe it is important to respect the ways in which individuals self-identify, rather than imposing external labels. On a related note, it should be noted that the term 'homosexual' is generally avoided throughout the research, except when citing others, as it is now held to be "clinical, sexually objectifying, and limiting" (Greenblatt, 1990, p. 80; see also Stonewall, 2014c).

It is also necessary to consider the terms used for people who are not LGBT. Social science disciplines are paying increasing attention to 'unmarked' identities such as whiteness, masculinity and heterosexuality (i.e. those identities which are not labelled as 'other'). As Dyer notes in his seminal book *White*:

> "As long as race is something only applied to non-white peoples, as long as white people are not racially seen and named, they/we function as a human norm. Other people are raced, we are just people." (1997, p.1)

In this thesis, I use the terms 'straight' and 'heterosexual' interchangeably. Both terms refer to someone who is emotionally and/or physically attracted to people of a different gender from themselves, although queer activist Killermann (2014a) suggests that 'heterosexual' is a more medicalised term, and implies a presumption of binary gender and biological sex. Both terms are generally considered to be socially acceptable, and the heterosexual community differs from the LGBT community in that heterosexual people do not have a history of having their sexuality labelled with offensive slurs[2]. Academic and popular works in relevant fields use both 'straight' and 'heterosexual' (e.g. Blank, 2012; DePalma and Atkinson, 2009; Epstein, 2013; Katz, 2014; Naidoo, 2012; Vincent, 2014). Interestingly, some of the academic books referenced above do not define these terms, suggesting that a common understanding of the terms is presumed.

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[2] A plenary session at the 'Out in the Library' workshop (Vincent, 2009a) asked the audience to think of as many offensive terms as they could for both gay and straight people. While a large number of offensive terms for gay people were identified, only one offensive term for straight people was identified; furthermore, some of the straight attendees were not even aware of its existence.

1.2.2 Trans

This sub-section draws on a number of sources which might be thought to be less 'authoritative', such as the websites of university LGBT organisations. This was a deliberate choice; my own ideas regarding the definitions and appropriate terminology were formed very gradually over time, from reading a wide variety of sources (often for personal rather than academic interest) and through talking to people and following discussions on social media. I have subsequently endeavoured to retrospectively locate sources which accord with these ideas. I found that 'academic' sources were often too complex for a brief definition (particularly as they often endeavoured to queer or destabilise the terminology), while definitions from 'authoritative' organisations did not always accord with the definitions that I felt the majority of trans people themselves would use.

The study uses the following definition of the word 'trans', which was suggested to me by the Gender Identity Research and Education Society: "'Trans' may be used as an umbrella adjective to cover all those people who express their gender variance in a wide range of ways". The terms 'gender variant' or 'gender non-conforming' refer to individuals whose gender identity and/or gender expression do not conform to the sex they were assigned at birth and/or to traditional societal expectations based around a binary male/female conception of gender (Gender Equity Resource Center, 2014; GIRES, 2012; Trans@MIT, 2014). 'Gender identity' refers to an individual's sense of themselves as male, female, both, neither, somewhere in-between, or shifting between any of these identities (Iowa State University, 2011; Trans@MIT, 2014), while 'gender expression' refers to the ways in which gender identity is communicated to others (e.g. through behaviour, mannerisms or dress) (American Psychological Association, 2011; PFLAG, n.d.). The distinction between 'sex' and 'gender' should also be noted, with 'sex' being a biological category while 'gender' includes cultural and social aspects (American Psychological Association, 2011; Gove & Watt, 2004)[3].

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[3] Scholars working in the field of intersex studies, such as Jones (2014) have recently begun to question the notion of sex as a stable, innate category, arguing that our conception of sex as binary is also socially

There is considerable debate regarding terminology within what may broadly be called the trans community, and individuals self-identify using a number of different terms: one study of the information needs of the trans community included 61 different answer options for the 'gender identity' question on its survey, following consultation with professionals in the field (Beiriger & Jackson, 2007). I follow other academics, practitioners and activists in the field in emphasising the importance of respecting individuals' own self-definitions (Beiriger & Jackson, 2007; The Fenway Institute, 2010). However, the term 'transsexual' is generally avoided in this thesis, except when citing others, as many trans people feel it emphasises a medical approach[4] and also suggests a connection to sexuality, rather than gender identity (Hines, 2004).

The terms 'cisgender' and 'cis' are used interchangeably in this thesis to mean 'not trans' (Aultman, 2014; The Fenway Institute, 2010); another term sometimes used is 'cissexual', although I have avoided this in line with my avoidance of the term 'transsexual'. Serano (2007, 2009) has argued forcefully in favour of using terms such as 'cissexual' or 'cisgender', in order to draw attention to the unmarked majority identity and challenge the assumption that the opposite of 'trans' is 'natural' or 'normal'.

There is an ongoing debate within the trans community as to whether an asterisk should be used after the word trans (as follows: 'trans*') (Tompkins, 2014). Those in favour of its use argue that it explicitly broadens the term to include those who might otherwise feel excluded from the trans umbrella, such as non-binary people (i.e. people who do not identify with a binary male or female gender) (Killermann, 2014b). Meanwhile, others argue that it is important to fight for the word 'trans' (without the asterisk) as a non-exclusionary and disruptive term in its own right (Lester, 2011, 2013)[5]. I opted

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constructed. However, a full discussion of this lies beyond the scope of this thesis.

[4] Observation of my Zetoc feeds suggested that the search term 'transsexual' tended to bring up papers from the medical literature, whereas 'transgender' brought up more articles from social science and humanities disciplines. However, this observation was not subjected to any quantitative analysis, as this lay outside the scope of the thesis.

[5] This paragraph deliberately references blog posts in addition to scholarly articles. The length of the academic publication process means that academic papers will necessarily be less up-to-date than blog posts on fast-moving issues such as preferred terminology. Moreover, it is problematic to assume that an identity term needs to be 'validated' by an academic authority (who may or may not be trans);

to use the term 'trans' (without the asterisk) in this research in 2008, at which time I was not aware of any debate around the use of an asterisk; indeed, Tompkins (2014) notes that "discussions of this new nomenclature began appearing regularly in online gender-community spaces only around 2010" (p. 26). I have therefore continued to use it in the written thesis for purposes of consistency, as with the term 'LGBT'. However, the research is explicitly intended to be inclusive of non-binary and genderqueer identities. In future work, I will be guided in my use of terminology by the consensus emerging from within trans communities.

As I felt some research participants might not be familiar with the word 'trans', I provided them with a slightly more concrete definition of the term for purposes of clarity[6]. The definition of 'trans' provided to research participants was thus as follows: "'Trans' is the umbrella term for transgender and transsexual people, cross-dressers and other gender-variant people." This definition was arrived at following discussion with GIRES and a number of trans people via the GAY-LIBN mailing list (GAY-LIBN, 2014). Some concern was expressed about the appropriateness of the term 'cross-dressers' and the inclusion of this group under the 'trans' umbrella, reflecting a broader debate in the trans community and trans scholarship as to whether cross-dressing is in fact a separate phenomenon (e.g. Gilbert, 2014). However, this research strove to be as inclusive as possible, and cross-dressing is thus included within the scope of the research. The term 'cross-dresser', while it may not be accepted or used by all individuals, is a commonly used term currently and is preferred to 'transvestite', which is generally considered pejorative (The Fenway Institute, 2010; Trans@MIT, 2014).

It can be argued that the issues faced by trans people pertain to gender identity, and are thus quite different from those faced by LGB people, which relate to sexual orientation (Murib, 2014). Indeed, many activist and support organisations stress the distinction (e.g. GIRES, 2012; PFLAG, n.d.). However, scholars and activists argue that homophobia and transphobia both stem from a

rather, the choice of such terms should rest with trans individuals themselves.
[6] Similarly, Waite (2013) used the "more generally understood" term 'transgender', as she felt that library participants might not "necessarily have the same awareness of the correct terminology" (p. 24).

system of normative gender expectations (see for example Payne & Smith, 2012; Truitt, 2011) and indeed, empirical research shows a strong correlation between homophobia and transphobia (Nagoshi et al., 2008; Tee & Hegarty, 2006). Moreover, LGB rights organisations which exclude trans people from their remit, such as Stonewall, have been strongly criticised by trans activists and allies (Gupta, 2014; Kennedy, 2010); shortly before publication of this thesis, Stonewall released a landmark report setting out its plans to work with trans communities in the future (Hunt & Manji, 2015). Waite (2013) has noted that in library circles specifically, the term 'LGBT' is often used glibly in contexts where there is no actual trans content or effort at trans inclusion. I sought in the present research to be as inclusive as possible, while recognising that there will almost inevitably be shortcomings and room for improvement in future work. As discussed above, I also consulted with trans individuals themselves where I felt this was appropriate.

1.2.3 LGBT-related fiction for children and young people

The issue of what constitutes 'LGBT-related fiction for children and young people' is not a straightforward one, and clear boundaries cannot be drawn. Most of the library literature on the subject does not problematise or question the use of terms such as 'LGBT young adult fiction'. This sub-section explains my definition of the term 'LGBT-related fiction for children and young people', and the problems involved in arriving at such a definition. The more detailed criteria used for compilation of the checklist are given in section 3.3.3.1.1.

In *Gay, lesbian, bisexual, and transgendered literature: a genre guide*, Bosman and Bradford define "GLBT literature" as "that written by GLBT authors, or with GLBT protagonists or themes" (2008, p. 3). The Lambda Literary Foundation decided in 2009 to limit eligibility for its Lambda Literary Awards to writers who were LGBT (Griffith, 2009), but has subsequently reversed this decision (Lambda Literary, 2014). For the purposes of the present research, I decided not to take the author's sexuality or gender identity into consideration. This was for two reasons:

1) The literature summarised in section 2.5, which suggests that LGBT-related fiction has a role to play in identity development and prejudice reduction,

generally focuses on the content of the book, rather than the author's sexuality or gender identity. Learning about the sexuality or gender identity of well-known authors may well also be beneficial for young people (e.g. by providing role models) but I felt that this was a separate issue which lay outside the scope of the research. Therefore, books by LGBT authors which do not contain LGBT content are not included within the scope of the research.

2) Omitting books with LGBT content by straight, cisgender authors could result in the exclusion of potentially valuable material. Therefore, books by non-LGBT authors which do contain LGBT content are included within the scope of the research.

The idea that 'LGBT-related fiction' can be identified and labelled is further complicated by developments in literary theory over the past decades, which have called into question the idea that a document has a stable, innate subject content, instead highlighting the subjective nature of the reading experience and the active role of the reader in constructing meaning (e.g. Barthes, 1977; Fish, 1980; Iser, 1978; Rosenblatt, 1938, 1978). As regards LGBT readers specifically, scholars have drawn attention to practices of 'queering' apparently straight texts by reading oneself into the spaces within the text (e.g. Vicars, 2010). Thus, constructing a list of 'LGBT fiction' is a problematic and inevitably subjective endeavour. The issues and some of the theoretical background are summarised clearly by Campbell (2000) in a paper on classification and subject access for LGBT materials; he draws on Beghtol (1986) to distinguish between 'aboutness', which is relatively stable and can be used as the basis for a classification system, and 'meaning', which varies from reader to reader.

The issues around identifying and demarcating 'LGBT fiction' mirror a broader debate within LGBT communities around the extent to which identity labels are appropriate or useful. The philosopher Kwame Anthony Appiah discusses both the historical need for, and the potential limitations of, identity-based political movements:

> "We live in societies in which certain individuals have not been treated
> with equal dignity because they were, for example, women, homosexuals,

blacks, Catholics. Because… our identities are dialogically shaped, people who have these characteristics find them central – often, negatively central – to their identities… One way the stigmatized have responded has been to uphold these collective identities not as sources of limitation and insult but as a central and valuable part of what they are. Because the ethics of authenticity requires us to express what we centrally are, they move, next, to the demand that they be recognized in social life as women, homosexuals, blacks, Catholics." (2005, p. 108)

However, he goes on to suggest that in the long term, such "acts of recognition" (p. 109) may lead to the ossification of the identities that are their object. Queer theorist Judith Butler troubles the concept of 'identity' further, challenging the notion that stable identities exist or are desirable:

"…identity categories tend to be instruments of regulatory regimes, whether as the normalizing categories of oppressive structures or as the rallying points for a liberatory contestation of that very oppression." (Butler, 1993)

The term 'queer' is used by many individuals who seek a term which is more fluid, which challenges gender binaries and which is inclusive of identities that are marginalised within the LGBT community, such as genderqueer and asexual people, as well as other marginalised identities such as polyamorists and members of the kink community. It also sometimes incorporates a radical political stance (PFLAG, 2014; Portwood-Stacer, 2013). However, Monro (2014) has pointed out some of the limitations of queer theory for theorising (for example) bisexual identities, noting that it risks erasing the realities of lived experience and also of ceding political ground, allowing dominant identities to reassert themselves. Similarly, Prosser (1998, pp. 16-17) argues that we should be wary of theories which elide trans subjects themselves, while Stryker and Whittle (2006, p. 183) point out that debates about whether or not gender is 'real' conceal the fact that oppression on the basis of gender identity or trans status is very real indeed.

Some researchers have argued that identity labels such as 'lesbian' and 'gay' are becoming less important to (some) young people today (Cohler & Hammack, 2007; Savin-Williams, 2005); however, other researchers have found that these identities remain significant, although young people are actively engaged in challenging and renegotiating their meanings (Coleman-Fountain,

24

2014; Russell, Clarke, & Clary, 2009). Butler herself has acknowledged that "it is possible to argue that… there remains a political imperative to use these necessary errors or category mistakes [identity labels]… to rally and represent an oppressed political constituency" (1993, p. 309).

Thus, I felt that, despite the complex issues around labelling either queer identities or the books which represent these identities, it would in practical terms be both possible and useful to create a list of 'LGBT-related fiction for children and young people' which may be of use to young LGBT people in their identity development, and/or for combating prejudice in others. To do this, I focused on 'aboutness' (Beghtol, 1986) or 'manifest content' (Carruth, Gross, & Goldsmith, 2009); however, I have used the term 'LGBT-related' rather than simply 'LGBT' in order to reflect the difficulty of determining what 'counts' as LGBT.

1.2.4 Homophobia

The term 'homophobia' is defined by Stonewall as "the irrational hatred, intolerance, and fear of lesbian, gay and bisexual people" (Stonewall, 2015). This definition draws on the work of Weinberg (1972), who was responsible for popularising the term in the psychological literature. In this research, the term is used in a broad sense to refer to negative attitudes and feelings towards lesbian, gay and bisexual people, or people who appear to fall into these groupings.

1.2.5 Biphobia

A recent seminal report on bisexual identities and experiences in the UK emphasised the need to address biphobia separately from homophobia, as bi people may experience negativity from the lesbian and gay community as well as from heterosexual people. Moreover, bisexual people face certain specific issues, such as "lack of acknowledgement of their existence, stereotypes of greediness or promiscuity, and pressure to be either gay or straight." (Barker et al., 2012, p. 6)

1.2.6 Heteronormativity

The term 'heteronormativity' refers to a discourse based on an assumption of binary gender, which privileges male over female and heterosexuality over any other form of sexuality. Berlant and Warner, early proponents of the term, define it as "the institutions, structures of understanding, and practical orientations that make heterosexuality seem not only coherent – that is, organized as a sexuality – but also privileged." (Berlant & Warner, 1998, p. 548). Warner notes that heteronormativity is not necessarily incompatible with a tolerance of minority sexualities, but nonetheless has a "totalizing tendency" (1991, p. 8); in other words, heteronormative discourses assume that heterosexuality is the best or only sexuality, and heterosexual culture is synonymous with society as a whole. Kitzinger summarizes this as "the mundane production of heterosexuality as the normal, natural, taken-for-granted sexuality" (2005, p. 477), while Nielsen, Walden and Kunkel suggest that heterosexuality is seen as "the default option" (2000, p. 284). Thus, minority sexualities are 'othered', stigmatized and/or assumed not to exist. Although she does not use the term 'heteronormativity', Rich's concept of "compulsory heterosexuality, through which lesbian experience is perceived on a scale ranging from deviant to abhorrent, or simply rendered invisible" (1980, p. 632) has been identified as a forerunner of the concept (e.g. in Jackson, 2006).

Other terms used include 'heterocentrism' or 'heterocentricity' (Kitzinger, Wilkinson, & Perkins, 1992; Rich, 1980), while a closely related concept is heterosexism, defined by Herek as "an ideological system that denies, denigrates, and stigmatizes any nonheterosexual form of behavior, identity, relationship, or community" (1990, p. 316; see also Sears, 1997; Simoni & Walters, 2001).

1.2.7 Transphobia

Transphobia is defined by Hill (2002) as "an emotional disgust toward individuals who do not conform to society's gender expectations" (cited in Hill & Willoughby, 2005, p. 533), while Sugano, Nemoto and Operario incorporate broader systemic elements into their definition, describing it as "*societal*

discrimination and stigma of individuals who do not conform to traditional norms of sex and gender" (2006, p. 217, my emphasis). In this research, the term is used in a broad sense to refer to negative attitudes and feelings towards trans people and other people who do not conform to gender norms. It is analogous to homophobia.

1.2.8 Cisnormativity

Cisnormativity is defined by Bauer et al. as "the expectation that all people are cissexual, that those assigned male at birth always grow up to be men and those assigned female at birth always grow up to be women […] Cisnormativity disallows the possibility of trans existence or trans visibility." (2009, p. 356). The term is analogous to 'heteronormativity', referring to a discourse which stigmatises non-gender-conforming people or behaviour and privileges cisgender identities. Related terms include 'cissexism', or the belief that the gender identities of trans people are less legitimate than those of cis people (Serano, 2007, 2014); cisgenderism, which is broadly similar to cissexism but sometimes used in a more expansive sense to include the delegitimisation of anyone whose identity does not conform to binary gender norms (Ansara & Hegarty, 2014; Serano, 2007, 2014); and cisgender privilege, defined by Walls and Costello as "the set of unearned advantages that individuals who identify as the gender they were assigned at birth accrue solely due to having a cisgender identity" (2011, p. 83).

1.3   Research questions, aim and objectives

This research aims to go some way towards filling the knowledge gap which exists in both the professional and academic communities regarding the provision of LGBT-related materials to children and young people in public libraries. The research questions, aim and objectives are as follows:

1.3.1 Research questions

1) To what extent is LGBT-related fiction aimed at children and young people provided in English public library authorities and through mainstream library suppliers?

2) How is LGBT-related fiction aimed at children and young people procured and made available in English public library authorities?

3) How do library staff members involved in children's and young people's stock procurement feel about providing LGBT-related fiction to children and young people? Are there specific issues which cause concern?

4) What are the factors affecting provision of LGBT-related fiction to children and young people in English public library authorities?

1.3.2 Aim

To investigate the level of provision of LGBT-related fiction to children and young people in English public library authorities, how this material is procured and made available within these library authorities, factors affecting its provision, and staff attitudes to this material.

1.3.3 Objectives

1) To explore the need for provision of LGBT-related fiction to children and young people through an in-depth reading of the various relevant literatures;

2) To compile a checklist of LGBT-related fiction aimed at children and young people which is currently available in the UK;

3) To assess the level of stock holdings of LGBT-related fiction aimed at children and young people at participating library authorities;

4) To assess the level of stock holdings of LGBT-related fiction aimed at children and young people at a major library supplier;

5) To gather data on the ways in which LGBT-related fiction aimed at children and young people is procured and made available in participating library authorities, including how it is presented, promoted and/or restricted;

6) To gather data on attitudes and opinions regarding the provision of LGBT-related fiction to children and young people among library staff members involved in children's and young people's stock procurement at participating library authorities, via questionnaires and interviews;

7) To gather data on potential factors affecting the provision of LGBT-related fiction to children and young people in participating library authorities, via questionnaires, interviews and the checklist;

8) To build an integrated model of potential factors affecting the provision of LGBT-related fiction to children and young people in participating library authorities, by combining data from questionnaires, interviews and the checklist;

9) To consider the extent to which the findings at the participating public library authorities are transferable to other public library authorities across England and the wider UK;

10) To suggest recommendations to the participating public library authorities regarding the provision of LGBT-related fiction to children and young people;

11) To raise awareness of the need for such provision among library staff members;

12) To provide stock recommendations of LGBT-related fiction aimed at children and young people to participating and other public library authorities.

1.4   Research rationale

LGBT personal narratives often make reference to the life-changing power of books with LGBT content, particularly for young people who are negotiating their identities and place in the world (e.g. Fry, 2009; Kellaway, 2014; McCormick, 2014; Moon, 2012). The professional and scholarly literature (discussed further in section 2.5) suggests that it is beneficial for young people, particularly those with marginalised identities, to see themselves and their families reflected in books, as well as for other young people to see representations of a diverse society (see for example Aronson & O'Brien, 2014; Elkin, Train, & Denham, 2003; Naidoo, 2014). As discussed in section 2.4 of the literature review, young LGBT people continue to face significance homophobic and transphobic prejudice, and it can thus be argued that there is a pressing need for positive, realistic materials that will contribute to healthy identity development for young LGBT people and help to develop empathy among others. The research is thus informed by principles of social justice (cf. section 1.6.3) and is intended to be transformative: I take the stance that LGBT-related

fiction should be provided to children and young people in public libraries, and I hope that the research findings will contribute to improving provision.

Thus far, there has been a lack of attention to provision of LGBT-related materials and services to children and young people in UK public libraries, in both research and practice. In his recent overview of services to LGBT people in the cultural sector, Vincent noted that despite many positive developments in the public library world, "there is still considerable progress to be made" (2014, p. 87). Moreover, even where he has identified examples of good practice, these primarily focus on adult provision, and he identifies materials for children and young people as an outstanding issue. There is only a small body of research literature on this area (discussed in section 2.7) and, with the exception of my own MA dissertation (Chapman, 2007a), the majority of research has been carried out outside the UK. Indeed, young people are frequently overlooked in any consideration of LGBT issues; queer theorist Michael Warner observes that:

> "Heterosexual ideology, in combination with a potent ideology about gender and identity in maturation, therefore bears down in the heaviest and often deadliest way on those with the least sources to combat it: queer children and teens. In a culture dominated by talk of 'family values,' the outlook is grim for any hope that child-rearing institutions of home and state can become less oppressive." (1991, p. 9)

Although Warner was writing in the US context towards the close of the 20th century, the research presented in sections 2.3 and 2.4 of the literature review suggests that young LGBT people in the UK today are coming of age in an environment which continues to be extremely heteronormative and cisnormative, and sometimes actively homophobic, biphobic and/or transphobic.

In the present thesis, I focus on fiction rather than other materials. This was due in part to the practical constraints imposed by the scope of the doctoral study: faced with the need to narrow my focus, I chose an area in which I had a strong personal interest, and in which I could build on the existing findings from my MA dissertation (Chapman, 2007a). However, there is also some research evidence which suggests that fictional materials may be more useful in developing empathy and understanding towards others (Mar, 2006; Nikolajeva,

2013; Sears, 1992). Despite this, the focus on fiction should not be taken to imply that other materials are not of interest or use; indeed, LGBT-related non-fiction and other library materials may be highly in demand (see for example Linville, 2004; Beiriger and Jackson, 2007) and I would recommend their inclusion within library collections.

There is also a potential argument to be made that young LGBT people might be adequately served by other media, such as TV or online media, thus reducing the need for LGBT-inclusive books. However, extant research suggests that LGBT representation on British television is limited and often negative or stereotypical (Cowan, 2007; Cowan & Valentine, 2006; Guasp, 2010b, 2013). Online resources and communities, on the other hand, have proven to be key sources of information and support for LGBT people (Adams & Peirce, 2009; Beiriger & Jackson, 2007; Bond, Hefner, & Drogos, 2009; Greenblatt, 2011a; Holt, 2011; Taylor, 2002; Waite, 2013; Walker, 2013; Walker & Bates, 2015). Nonetheless, I believe there is still a solid case to be made for the importance of LGBT-related fiction. It is still the case that not all households have internet access at home (ONS, 2014c) and even if they do, there may be privacy and safety issues for young people who wish to access LGBT information in this context. Access to LGBT-related websites through school or public library computers (and indeed home computers) may be limited by the use of filtering software (Bridge, 2010; Fae, 2014; Holt, 2011; LGBT Consortium, 2014; Waite, 2013; Walker, 2013; Wright, 2007). There are also potential issues around the lack of quality control of material on the internet (Adams & Peirce, 2009; Greenblatt, 2011a), and high rates of cyberbullying of LGBT young people mean that the internet is not always a safe space for them (Guasp, 2012; Kosciw, Greytak, Palmer, & Boesen, 2014). Finally, young LGBT people may simply *want* to read fiction which reflects their experiences, and indeed the research evidence suggests that this is the case (Bridge, 2010; Walker, 2013).

A final argument that could be levelled at this thesis is that young people and families who wish to read LGBT-related fiction could simply buy their own. There are a number of issues with this argument, of which perhaps the most obvious is that many young people and families simply cannot afford to

purchase large numbers of books, particularly as LGBT-related books may (as noted in section 7.1.1.2) be more expensive than mass-market books. These young people and parents/carers would thus be doubly marginalised, by both their LGBT status and their financial/class disadvantage. Libraries have a statutory duty to meet all the requirements of both adults and children, including LGBT people (Public Libraries and Museums Act 1964). Moreover, young people and families may not necessarily know what materials are available to purchase. Provision in libraries also facilitates serendipitous discoveries by individuals who would not have considered deliberately purchasing an LGBT-related book, but who would nonetheless find it beneficial or interesting.

1.5   Public libraries and the political context

Since the commencement of this research in 2008, the political environment in England and the wider UK has undergone significant changes, with knock-on effects for public libraries specifically. The Conservative/Liberal Democrat government came to power in May 2010 and in October of that year presented its Comprehensive Spending Review. The CSR announced swingeing cuts to public spending, including a 28% cut to local government funding (excluding police and fire authorities) over the four years to 2014 (HM Treasury, 2010). The June 2013 Spending Round revealed plans to cut local government funding by a further 10% between 2014-15 and 2015-16 (HM Treasury, 2013). Analysis by the Local Government Association found that the majority of councils believe they will no longer be able to make savings by finding efficiencies by 2015-16, forcing them to cut public services (LGA, 2014).

Despite the fact that libraries are statutory services (Public Libraries and Museums Act 1964), spending on libraries is not ring-fenced (Culture Media and Sport Committee, 2012). Indeed, Jaeger, Gorham, Bertot, & Sarin (2013) argue that organisations such as libraries, which cannot easily express their value in economic terms, are more vulnerable to cuts in the name of 'austerity'. Ian Anstice, creator of the *Public Libraries News* website, which tracks cuts to library services, calculated the real-terms change in public spending on UK

libraries between its peak in 2009-10 and 2012-13, based on the official CIPFA statistics and the Bank of England's inflation calculator. He comments:

> "The figures […] show a drop in spending of 29% from its peak in 2009/10 if one takes into account inflation. This is likely to be an exaggeration, however, as spending on staff salaries has been frozen (or nearly so: it was 1% last year) for the last three years and staffing represents a large percentage of overall library costs. If one ignores inflation completely, the decline from peak is more than halved at 13.8%. The true answer will likely be somewhere between the two figures." (Anstice, 2014c)

Anstice also notes that, according to the 2013-14 CIPFA statistics, expenditure on books fell by 14% in 2013-14, while the number of branches open 10 hours or more per week has fallen by 9.8% since 1997 (Anstice, 2014b). In addition to this, public libraries have seen a sharp increase in the use of volunteers: Anstice estimates that the total number of volunteer-run library branches may have been as high as 425 (or 12% of all library branches) by December 2013 (Anstice, 2014a), while the 2013-14 CIPFA statistics show that the number of full-time equivalent volunteers has risen from 13,417 in 2007 to 35,813 in 2014 (Anstice, 2014b). Over the same period, the numbers of paid staff members have fallen from 25,769 (of whom 5,298 were qualified professionals) in 2007, to 19,307 (of whom 3,106 are qualified professionals) in 2014 (Anstice, 2014b).

The increased use of volunteers has been driven not only by the cuts in public spending but also by the government's 'Big Society' policy (Cabinet Office, 2010). The stated aim of this policy was to encourage community empowerment and increase volunteering, making public services more responsive to the needs of local people; however, it has been criticised as a way to reduce state responsibility and public spending, which has disproportionately negative effects on people who are already socially disadvantaged (Goulding, 2012). With regard to public library services specifically, Goulding differentiates between "The involving model – where volunteers add value to the core service [and t]he devolving model – where groups take over the service" (2012, p. 486). She notes an increasing trend towards the second model, which raises questions as to whether local

authorities are fulfilling their statutory obligations, as well as concerns about the viability and effectiveness of libraries run by community volunteers.

Even before the cuts in public spending, UK public libraries were already under pressure to demonstrate their value, often by means of quantitative measures such as footfall and issue figures (Halpin, Rankin, Chapman, & Walker, 2013; Rooney-Browne, 2011; Walker, Halpin, Rankin, & Chapman, 2012). This ties in with a broader neoliberalisation of library services and the public sector in general. Neoliberalism is an ideology which has become dominant in the UK over the decades since the 1970s, and which privileges the market as the primary economic driver, with reduced government intervention and public spending (Bates, 2014; Greene & McMenemy, 2012; McMenemy, 2009b). In the public sector generally and libraries more specifically, neoliberal ideology has manifested itself in the form of the introduction of private-sector-style management and performance measurement practices known as New Public Management (Adcroft & Willis, 2005; Bates, 2014; Greene & McMenemy, 2012; McMenemy, 2009a); a new focus on income generation (Greene & McMenemy, 2012; McMenemy, 2009b; Rooney-Browne & McMenemy, 2010); increasing outsourcing and privatisation of services (Bates, 2014; Greene & McMenemy, 2012); the use of Private Finance Initiatives to supplement state funding (Bates, 2014); the shift to viewing library users as 'consumers' (Clark & Preater, 2014; Greene & McMenemy, 2012; McMenemy, 2009b); and the deprofessionalisation of services (Adcroft & Willis, 2005; Greene & McMenemy, 2012). Bates comments that, "the driver of quality service provision has shifted away from the notion of professional and public service ethics to targets and financial incentives" (2014, p. 390).

1.5.1 Implications for the research

The increasing financial pressures on public libraries have obvious implications for the research in terms of cuts to libraries' book budgets, which may affect their ability to provide a broad range of stock. However, Downey points out that tight budgets should not be used as an excuse for not providing LGBT-themed materials, observing: "[T]he things we forego during tight budget times reflect our values. When LGBT materials are the first things to hit the chopping block,

a statement is being made that these items are expendable, unnecessary luxuries" (2013, p. 106). Library closures may also affect children's and young people's ability to easily access LGBT and other materials, as they are not always able to travel to a different library (Charteris, 2009).

Cuts to staff numbers, and particularly the axing of professional librarian posts, may also have a negative impact on libraries' ability to provide an inclusive service and a broad range of stock to meet all needs. It should certainly be acknowledged that it can be extremely valuable to gain community input into stock selection, particularly where 'minority' communities are concerned; this can provide communities with a sense of ownership as well as ensuring that stock meets their needs (Currant, 2002; Lamb, 2007). Indeed, at least one commentator, John Pateman, has suggested outsourcing stock selection to the community (Pateman & Williment, 2013; Walker & Manecke, 2009). However, volunteers do not have the benefit of librarians' professional guidelines and training on issues such as privacy, intellectual freedom and the need to provide services to all members of the community. It is far from certain that volunteers would have the best interests of young LGBT people and children in LGBT-headed families at heart; indeed, some of the data presented later in the thesis show that not even LGBT adults always consider the needs of these user populations. Moreover, it is likely that levels of volunteering will be higher among people who are time-rich and financially secure (Civil Exchange, 2013; Howlett, Machin, & Malmersjo, 2005), which is unlikely to result in a diverse workforce.

The focus on performance measurement and 'value for money' is also of relevance to this thesis, in that it is likely to lead to a focus on 'safe' mainstream materials that are sure to issue well, to the detriment of materials that are perceived as being of 'minority' interest. Neoliberal ideology has also manifested itself in the outsourcing of stock selection to private library suppliers, which has become more popular in recent years (Birdi, 2014; Van Riel, Fowler, & Downes, 2008).

1.6 Libraries, professional ethics and social justice

The issue of provision of LGBT-related fiction to children and young people in public libraries is tied up with broader issues of professional ethics and social justice. McMenemy, Poulter & Burton (2007) argue that the label 'professional' implies an assumption that ethical standards will be adhered to, and members of professional bodies are required to comply with codes of professional ethics (e.g. ALA, 2008; CILIP, 2013a, b). Taxonomies of the ethical principles relating to library and information work vary in how they identify and categorise the issues (Gorman, 2000; Koehler & Pemberton, 2000; McMenemy et al., 2007). However, I will focus here in two broad areas that are of particular relevance to the present thesis, namely intellectual freedom and 'neutrality'; and equity of access. In practice, these overlap; however, for the purposes of clarity, I address each in turn below. I conclude the section with a discussion of social justice.

1.6.1 Intellectual freedom and 'neutrality'

Intellectual freedom is identified by Gorman (2000) as one of the 'enduring' values of librarianship, and issues relating to this area (e.g. freedom of access, censorship) form one of the key themes identified by McMenemy et al. in their *Handbook of Ethical Practice* (2007). The right to freedom of opinion and expression – including the right to "seek, receive and impart information and ideas through any media" – forms Article 19 of the Universal Declaration of Human Rights (UN, 2015). CILIP's ethical principles include the following points which relate to intellectual freedom:

> Commitment to the defence, and the advancement, of access to information, ideas and works of the imagination.
> Impartiality, and avoidance of inappropriate bias, in acquiring and evaluating information and in mediating it to other information users.
> (CILIP, 2013b)

CILIP also has a separate intellectual freedom statement, which notes that access to materials "should not be restricted on any grounds except that of the law" (CILIP, 2005, para. 2). Similarly, the International Federation of Library Associations and Institutions (IFLA) upholds the principles of intellectual

freedom and uninhibited access to information, asserting that libraries should "acquire, preserve and make available the widest variety of materials, reflecting the plurality and diversity of society" and should not discriminate on the grounds of age or for any other reason (IFLA, 1999, para. 6). Foster & McMenemy (2012) found that, of 36 ethical codes published by library/information professional associations across the world, 25 adhered to Gorman's value of 'intellectual freedom', with another code partially adhering to this value.

When considering the provision of materials to children and young people, it is important to consider how intellectual freedom rights pertain to these user groups specifically. Children have intellectual freedom rights, including the right to access information, under the UN Convention on the Rights of the Child (OHCHR, 1989, Article 13). They also have the right to privacy under Article 16. However, the Convention further specifies that signatory States shall also "[e]ncourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being" (Article 17). Thus, scholars working on the field of information ethics acknowledge that there are certain "sensible" limits (McMenemy et al., p. 20) on intellectual freedom where children are concerned; for example, it would be difficult to justify the purchase of pornography for a children's collection (Hauptman, 1988).

Consideration of intellectual freedom also involves consideration of the issue of 'neutrality'. Traditionally, ethicists and professional commentators have suggested that the librarian should be neutral or impartial in their provision of information (Agre, 1995; Berninghausen, 1972; Burton, 2009; Jaeger et al., 2013; Koehler & Pemberton, 2000), as reflected in the CILIP ethical principles cited above (2013b). In the sub-title to his speech *The Creed of a Librarian* (subsequently published in pamphlet form), Foskett rather provocatively suggests that in his [*sic*] professional life, a librarian should have "no politics, no religion, no morals" (1962, p. 3). This will allow him [*sic*] to "undergo rapid, chameleon-like changes as one enquirer follows another… [to] have all politics, all religions and all morals" (p. 11). However, Hauptman suggests that

professional obligations should not necessarily take precedence over "the more general human commitment that he or she makes by virtue of being a member of society" (2002, p. 12). McMenemy (2007) reviews these apparently conflicting positions in an editorial, pointing out that Foskett's 'neutral' librarian is not in fact passive, but uses their knowledge to introduce readers to differing viewpoints. He goes on to argue that "in terms of our role as advocates of our core beliefs it can certainly be strongly argued that we have not and should not be neutral" (p. 180) but also counsels that librarians should be wary of political, religious or financial interference in decision-making, and consider whether it is really in the interest of the library user (p. 181).

The growing body of writings in progressive and critical librarianship further challenge the idea that neutrality is possible or even desirable. In the first chapter of Samek's *Librarianship and Human Rights* (2007), the author states that the book is "conceived as a direct challenge to the notion of library neutrality, especially in the present context of war, revolution, social change and global market fundamentalism" (p. 7). Arguments against 'neutrality' have tended to fall within two broad themes; firstly, those questioning whether it is possible; and secondly, those questioning whether it is desirable.

Regarding the possibility of neutrality, a number of scholars point out that as a government-funded organisation, the library is inherently non-neutral (Burton, 2009; Graham, 2003; Jaeger et al., 2013). Rosenzweig (2008) suggests that the concept of the public library has never been neutral, and that the formation of public libraries was itself an ideological move (see also Black, 1996). Moreover, information itself is not neutral, so the process of collecting it and disseminating it cannot be neutral (Alfino & Pierce, 2001; Jaeger et al., 2013; Smith, 2010; Vincent, 2008). Neutrality is often couched in terms of "representing all points of view" (Berninghausen, 1972), but Lewis (2008a) questions whether representing *all* viewpoints (as opposed to a range) can ever be possible – particularly in view of limited budgets (Graham, 2003).

Jaeger et al. argue that "the discussion now is less about whether neutrality can be achieved by libraries and more about whether they should be aspiring to it in the first place" (2013, p. 371). Scholars have questioned whether all ideas have

equally valid truth claims or equal moral weight (Good, 2008; Lewis, 2008a); for example, it would seem inappropriate for the topic of Holocaust denial to have the same claim to library resources as historical accounts of the Holocaust. McMenemy (2010b) suggests there is a conflict of interest between the commitment to providing access to all ideas, and the desire to provide library users with accurate information; Durrani and Smallwood (2008) similarly argue that librarians have an ethical obligation to challenge misinformation. This has become particularly salient in the internet era (Alfino & Pierce, 2001; Andersen, 2008; Burton, 2009; McMenemy, 2010b), and in light of libraries' role in promoting digital literacy (Graham, 2003; Jaeger et al., 2013).

From the perspective of this thesis, a particularly key point regarding the desirability (and possibility) of neutrality relates to the fact that society's communication structures and discourses are already non-neutral (Andersen, 2008). Thus, for example, Iverson (2008) points out that the white middle classes have greater access to the resources necessary to be published[7]. As a result, librarians who believe that their selection processes are 'neutral', but who are only selecting from mainstream publishers, may be "recreating racist censorship" (2008, p. 27). Thus, neutrality is in fact an ideological position which implicitly supports established interests (Blanke, 1989; Jensen, 2008; Smith, 2010).

1.6.2 Equity of access

The issue of equity of access to libraries and information overlaps with intellectual freedom, as the principle of intellectual freedom presupposes that all individuals have equal right to access information. However, as we will see, there may be some instances in which treating information users equitably comes into conflict with the principles of intellectual freedom.

Gorman identifies equity of access, which he further defines as "unfettered access", as another of the 'enduring values' of librarianship (2000, p. 131). Foster and McMenemy (2012) found that 31 of the 36 ethical codes studied

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[7] See for example a recent report by Spread the Word (2015) on the lack of diversity in the publishing industry, and a previous report by The Reading Agency (Hicks & Hunt, 2008) which identified a lack of provision for BME communities in publishing output.

adhered to this value, with one additional code adhering in part; this made it one of the most 'popular' values. They do however note some omissions from the codes, such as the "startling" fact that very few of them make reference to the need for equity of access for disabled people (p. 257).

With regard to public libraries specifically, the concept of the library as 'a place for everyone' is key. The UNESCO/IFLA Public Library Manifesto states that "The services of the public library are provided on the basis of equality of access for all, regardless of age, race, sex, religion, nationality, language or social status" (1994, para. 6; it does not mention sexual orientation or gender reassignment status). In his seminal work *The Public Library*, McMenemy argues that equity of access is "a core mission for public libraries and… one of the key reasons why public libraries were formed in the first place (2009a, p.39).

CILIP's ethical principles include two points which pertain to this issue:

> Concern for the public good in all professional matters, including respect for diversity within society, and the promoting of equal opportunities and human rights.
>
> Equitable treatment of all information users. (2013b)

The former of these two points is rather more positive and pro-active than Gorman's "equity of access… often referred to as 'unfettered access'" (2000, p.131) as the librarian is required to actively promote equal opportunities. This could potentially come into conflict with the principle of intellectual freedom; Hauptman, writing in the US context, recognises this when he asks, "How can we unequivocally affirm the First Amendment and simultaneously protect minorities from racist claptrap…?" (2002, p. 19). Hauptman's solution – in the US context – is that the speech act must be permitted but the outcome (e.g. a racist attack) may be criminalized. However, Hauptman is here discussing whether or not the government should censor such speech acts, and the situation is rather more complex where libraries are concerned. Foster and McMenemy note that the Native Peoples ethical codes recognise this, providing

an interesting contrast to the mainstream position which favours intellectual freedom and 'neutrality':

> "The Aboriginal code explains how in some circumstances, the way in which information is provided can discriminate against users; for example if offensive terminology is used this will discourage aborigines from using their local library as 'No person is likely to willingly go to a place which portrays or displays them in a way that is alien and degrading'... The Native American code advocates adding 'explanations of derogatory words to original titles... or remov[ing] offensive terms from original titles and provide substitute language...' (2012, p. 257)

Thus, the Native Peoples codes recognise that the retention of offensive terminology, while in line with the principle of intellectual freedom, might dissuade Native people from using the library and would thus contravene the principle of equity of access. This point is also transferable to LGBT people; the issue of appropriate terminology within the context of controlled vocabularies is discussed further in section 2.7.4. Foster and McMenemy note that, at the time of writing, the CILIP Code of Professional Conduct stated that librarians should not "'knowingly promote material the prime purpose of which is to encourage discrimination on the grounds of race, colour, creed, gender or sexual orientation" (CILIP, 2007, in Foster & McMenemy, 2012, p. 257). However, as of 2015, the Code of Professional Practice no longer includes this stipulation (CILIP, 2013a).

It has also been suggested that treating everybody 'equally' may not be the most appropriate approach; again, this links back to the discussion of 'neutrality' above. Pateman and Vincent argue that:

> "customers are not all equal in their life experiences and chances; so we should not treat all of our customers equally, but in a way that meets their individual needs." (2010, p. 120).

Schement differentiates between 'equality' and 'equity' in this context, suggesting that the former "derives from the concept of fairness as uniform distribution, where all are entitled to the same level of access and can avail

themselves of this access if they so choose" (2001, p. 19). In contrast, equity recognises that historic or current conditions may pose barriers to access for certain groups and additional efforts are thus needed to remedy this; in other words, this approach conceptualises "fairness as justice" (p. 20). Definitions of justice and social justice are discussed further in the following sub-section.

1.6.3 Social justice

As stated in section 1.4, the present research is intended to be transformative and to have a positive impact on improving provision; in other words, it is informed by principles of social justice. It is thus necessary to consider the definition of 'social justice'. Writing in 1998, Rizvi noted:

> "The immediate difficulty one confronts when examining the idea of social justice is the fact that it does not have a single essential meaning – it is embedded within discourses that are historically constituted and that are sites of conflicting and divergent political endeavours." (1998, p. 47)

The intervening two decades do not initially appear to have brought much clarity. In their book *Public Libraries and Social Justice*, Pateman and Vincent observe that the term 'social justice' is "still without a universally-agreed definition" (2010, p. 32), while Moyo notes that "many who use the term seem to assume that the concept is self-evident. Therefore, very few provide definitions…" (2010, p. 3). The slippery nature of the term is reflected in the fact that it is increasingly becoming popular amongst right-wing UK politicians, such as Iain Duncan Smith (DWP, 2014) and Nicky Morgan (Morgan & Walliams, 2015).

However, closer reading of scholarly overviews of social justice enables the identification of a number of key aspects. These include:

o Equitable distribution of resources (Miller, 1999; Bell, 2007; Prigoff, 2003)
o Full and equal participation in society, including in key decision-making processes (Bell, 2007; Prigoff, 2003)
o Physical and psychological safety and security (Bell, 2007)

- No discrimination based on characteristics of personal identity, such as gender, sexual orientation, colour, class, socioeconomic status, etc. (Locke & Bailey, 2013; Prigoff, 2003)
- Respect for human rights (Locke & Bailey, 2013; Prigoff, 2003)

Bell (2007) further suggests that social justice is both a process and a goal; in other words, it is both the ideal society in which all the above qualities obtain, and it is the actions that we might take in order to address oppression and work towards such a society. Locke and Bailey (2013) make a similar distinction when they describe social justice as both "an ideal and… a mobilizing idea" (p. 278). Social justice as a mobilizing idea serves to highlight injustice and seeks to change it.

In political philosophy, social justice is often used to refer specifically to distributive justice, i.e. the the way in which goods, rights and duties are distributed among the various members of a society (Locke & Bailey, 2013; Miller, 1999). In his foundational work *A Theory of Justice*, Rawls notes:

> "A conception of social justice, then, is to be regarded as providing in the first instance a standard whereby the distributive aspects of the basic structure of society are to be assessed." (1999, p. 8)

This topic has a long philosophical history, dating back to Aristotle (Miller, 1999), but I will here focus primarily on Rawls (1971, 1999, 2001), as one of the most influential modern thinkers on the subject (Rizvi, 1998).

Rawls conceptualises justice as fairness, based on "principles that free and rational persons concerned to further their own interests would accept in an initial position of equality as defining the fundamental terms of their association" (1999, p. 10). He posits two key principles of justice, which are as follows:

1) Each person has an equal right to the most extensive system of basic liberties that is compatible with equal liberties for others;
2) Any social and economic inequalities must satisfy two conditions:
   a) they must be of the greatest benefit to the least advantaged

b) they must be attached to positions that are open to all under conditions of equality of opportunity (Rawls, 1971, 1999, 2001[8])

Rawls acknowledged that society was not a level playing field, and that social justice must address this:

"[T]he institutions of society favor certain starting places over others. These are especially deep inequalities. Not only are they pervasive, but they affect men's initial chances in life; yet they cannot possibly be justified by an appeal to the notions of merit or desert. It is these inequalities… to which the principles of social justice must in the first instance apply." (1999, p. 7)

Sandel (2009) refers to Rawls' conception of justice as the "liberal egalitarian view" (p. 260), while Rizvi (1998) describes it as the "liberal-individualist" position (p. 48) and further glosses it as follows:

"The first principle implied individual freedom, while the second principle suggested that the state had a special responsibility to create policy initiatives and programs directed towards 'removing barriers arising from unequal power relations and preventing equity, access and participation'" (p. 48)[9]

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[8] I have here paraphrased Rawls' two principles, as his own phrasing changes slightly between *A Theory of Justice* (1971, 1999) and *Justice as Fairness* (2001).

[9] This contrasts with other approaches to justice and ethics, such as utilitarianism and virtue ethics. Rawls himself draws an explicit contrast between his conception of justice and utilitarianism; he defines the latter, following Sidgwick, as the idea "that society is rightly ordered, and therefore just, when its major institutions are arranged so as to achieve the greatest net balance of satisfaction summed over all the individuals belonging to it" (1999, p. 20).

Thus, unlike Rawls, the utilitarian approach does not respect individual rights and freedoms. Sandel (2009) argues that this is a "glaring weakness" of utilitarianism, which "could sanction ways of treating persons that violate what we think of as fundamental norms of decency and respect" (p. 37). He subsequently goes on to identify a second weakness, namely that utilitarianism requires happiness and individuals' varying preferences to be measured on a single scale of value, which "takes no account of the qualitative differences among them" (p. 260).

Sandel further argues that 'fairness'-based approaches such as that of Rawls also have some shortcomings in that they share this second weakness; although they identify certain 'fundamental' rights, they do not make any judgements regarding individuals' preferences or desires. Sandel suggests that justice requires consideration of "the meaning of the good life…. [and] the right way to value things" (p. 261). This is discussed further below.

However, feminist political philosopher Iris Marion Young has critiqued the tendency for political philosophy to treat social justice as equivalent to distributive justice:

> "[Contemporary] philosophical theories of justice tend to restrict the meaning of social justice to the morally proper distribution of benefits and burdens among society's members… While distributive issues are crucial to a satisfactory conception of justice, it is a mistake to reduce social justice to distribution." (1990, p. 15)

Young argues that the distributive paradigm should be limited to material goods. Some distributive conceptions of social justice, such as that of Rawls, seek to extend the paradigm to cover intangible goods such as liberties, opportunities and the bases of self-respect (Rawls, 1971, 1999). However, Young argues that this involves a misleading reification of non-material goods, which are "better understood as a function of rules and relations than as things" (1990, p. 25). She suggests that instead of focusing on distribution, a conception of social justice should start with the concepts of domination and oppression, which she defines as institutional constraints on self-determination and self-development, respectively.

> "Such a shift [from distribution to domination and oppression] brings out issues of decisionmaking, division of labor, and culture that bear on social justice but are often ignored in philosophical discussions. It also exhibits the importance of social group differences in structuring social relations and oppression; typically, philosophical theories of justice have operated with a social ontology that has no room for a concept of social groups. I argue that where social group differences exist and some groups are privileged while others are oppressed, social justice requires explicitly acknowledging and attending to those group differences in order to undermine oppression." (1990, p. 3)

Young also addresses the argument (mentioned in footnote 9, above) that theories of justice should also address virtue ethics and conceptions of 'the good life'. She argues that individual freedoms must be preserved, and the

concept of social justice should not extend to all moral norms or individual preferences. However, she identifies a connection between justice and 'the good life':

> "This, then, is how I understand the connection between justice and the values that constitute the good life. Justice is not identical with the concrete realization of these values in individual lives; justice, that is, is not identical with the good life as such. Rather, social justice concerns the degree to which a society contains and supports the institutional conditions necessary for the realization of these values." (1990, p. 37)

She argues that there are just two universal values that constitute the good life: "(1) developing and exercising one's capacities and expressing one's experience… and (2) participating in determining one's action and the conditions of one's action" (1990, p. 37). Oppression and domination, as defined above, constrain these two values and thus constitute injustice.

Working in a similar tradition, Fraser (1996, 2003) argues that social justice cannot be achieved solely through redistribution of goods and resources; in addition, there is a demand for recognition and respect. The goal here is "a difference-friendly world, where assimilation to majority or dominant cultural norms is no longer the price of equal respect" (Fraser, 2003, p. 7). Fraser notes that the redistribution paradigm focuses on socio-economic injustices such as exploitation, economic marginalization and deprivation, while the recognition paradigm focuses on:

> "…injustices it understands as cultural, which it presumes to be rooted in social patterns of representation, interpretation, and communication. Examples include cultural domination (being subjected to patterns of interpretation and communication that are associated with another culture and are alien and/or hostile to one's own); nonrecognition (being rendered invisible by the authoritative representational, communicative, and interpretive practices of one's own culture); and disrespect (being routinely maligned or disparaged in stereotypic public cultural representations and/or in everyday life interactions." (2003, p. 13)

Fraser argues that the apparent antithesis between redistributive and recognition approaches is a false one, and that "virtually all real-world oppressed collectivities… suffer both maldistribution and misrecognition" – particularly in view of the fact that identities and axes of oppression intersect (Fraser, 1996, p. 22). However, Fraser also suggests that recognition is particularly salient where sexuality is concerned (1996, 2003).

Thus far, writings on social justice within LIS have inclined more to a Youngian approach, focusing on issues of power, privilege and representation (e.g. Durrani, 1999; Durrani & Smallwood, 2003; Morales, Knowles, & Bourg, 2014; Naidoo & Sweeney, 2015; Sweeney, Cooke, Villa-Nicholas, & Noble, 2014). However, there are some exceptions to this: for example, Britz (2004, 2008; Britz & Ponelis, 2012) draws on a number of different conceptions of justice, including both distributive and recognition approaches; McMenemy (2015), working in a distributive tradition, identifies three approaches to social justice, namely utilitarianism, rights-based approaches, and virtue ethics.

I follow Fraser (1996, 2003) and other scholars (Locke & Bailey, 2013) in holding that redistribution and recognition are intertwined, and I certainly do not reject the need for a redistributive approach to social justice. However, issues relating to recognition are more directly relevant to the present thesis, and I thus follow Young (1990) in defining social justice, for the purposes of this thesis, as "the elimination of institutionalized domination and oppression" (p. 15). As suggested by Fraser (1996, 2003), cultural oppression may include non-recognition and/or misrepresentation in cultural artefacts such as fiction for children and young people.

1.7   Structure of the thesis

Following this introduction, the thesis is organised into seven further chapters, as follows:

Chapter Two presents a review of various relevant literatures, beginning with a contextual discussion of the likely target populations for LGBT-related fiction for children and young people, attitudes to LGBT people, and young LGBT people's

experiences of prejudice and discrimination. I then go on to present evidence of the need for provision, both for children and young people who are themselves LGBT or in LGBT-headed families, and for increasing understanding among other children and young people. I give a brief historical overview and analysis of LGBT-related fiction for children and young people. Finally, I provide a review of the literature relating to LGBT provision in public libraries, with a particular focus on provision of fiction to children and young people.

Chapter Three discusses the methodology, including the choice of pragmatism as the philosophical background for the thesis; the literature on mixed methods and why this approach was selected as the most appropriate to investigate the research questions; and the research design and the three research methods used. The data collection and analysis process for each of these three methods (checklist research, questionnaires and interviews) is described in detail.

Chapter Four presents the findings relating to research question one, 'To what extent is LGBT-related fiction aimed at children and young people provided in English public library authorities and through mainstream library suppliers?' This chapter primarily draws on data from the checklist stage of the research, although it is supplemented with some interview data where appropriate.

Chapter Five presents the findings relating to research question two, 'How is LGBT-related fiction aimed at children and young people procured and made available in English public library authorities?' This chapter brings together data from all three stages of the research (checklist, questionnaires and interviews) to investigate various aspects of the procurement and management of LGBT-related fiction aimed at children and young people, including how it is presented, promoted and/or restricted.

Chapter Six presents the findings relating to research question three, 'How do library staff members involved in children's and young people's stock procurement feel about providing LGBT-related fiction to children and young people? Are there specific issues which cause concern?' This chapter draws on data from the questionnaire and interview stages of the research.

Chapter Seven presents the findings relating to the final research question, 'What are the factors affecting provision of LGBT-related fiction to children and young people in English public library authorities?' This chapter investigates the potential relationships between the levels of provision of LGBT-related fiction aimed at children and young people, as reported in Chapter Four, and the various factors which may affect this provision, identified through analysis of the data in Chapters Four, Five and Six, coupled with additional data from the questionnaires and interviews. This chapter thus builds cumulatively on the previous three chapters. It concludes by presenting a series of models of the factors which affect provision of LGBT-related fiction to children and young people in English public library authorities.

Chapter Eight presents the conclusions of the research, discussing the extent to which each of the research questions has been answered and the extent to which the findings are transferable to other contexts within and beyond the UK. I go on to highlight the original contributions of the study and its impact on practice, and consider the limitations of the thesis. Finally, I make recommendations for participating and other library authorities based on the findings of the study and the extant literature.

Readers will note that the structure detailed above differs slightly from the standard structure followed by much doctoral research in LIS and beyond, in that it does not include a separate discussion chapter. This was a deliberate decision reached after much thought, consultation and experimentation with different structures. As explained above, the structure of the four 'findings' chapters is cumulative, with Chapter Seven bringing together findings from the three preceding chapters in order to answer the final, overarching research question. In some ways, then, this chapter takes the place of a discussion chapter, and I found that endeavouring to present a separate discussion chapter in addition to this led to a large amount of repetition which would have been burdensome for the reader. Instead, the findings are related to relevant literature as appropriate throughout Chapters Four to Seven.

1.8 Chapter summary

In this section, I have discussed my positionality as the researcher and my decision to use the first-person narrative voice. I then went on to discuss some of the key definitions used in the thesis, and the rationale and complexities behind these, before presenting my research questions, aim and objectives, and the rationale for the current study. I have discussed the current political context facing public libraries, and placed the study in the broader context of debates on professional ethics and social justice. Finally, I have set out the structure of the thesis that follows.

2.   Literature review

I begin this section by explaining the process used to carry out the literature search and literature review. I then go on to locate the study in the context of the existing literatures on young people who are LGBT or in LGBT-headed families; attitudes to LGBT people and young LGBT people's experiences of discrimination; the need for provision of LGBT-related fiction for children and young people; a historical overview and analysis of this fiction; and finally, LGBT provision in public libraries. Finally, the chapter explains the implications of these literatures for the research.

2.1   How the literature search and review were carried out

For the main sections of the literature review, focusing on LGBT-related fiction for children and young people and LGBT provision in public libraries, I searched the 'LISA' and 'Library literature & information science fulltext' databases using the keywords *gay*, lesbian*, bisexual*, homosexual*, trans*, transgender*, transsexual*, LGBT*, GLBT*, queer, intersex*, sexuality, "sexual orientation"* and *"gender identity"*. The term *trans** did not return useful results as it was too broad, but the other terms gave useful results, albeit with a high degree of duplication. I did not limit the literature search to public libraries specifically; the total amount of literature available on LGBT provision in libraries is relatively small, and I was able to visually scan the results to ascertain relevance. Moreover, some non-public-library-related research (e.g. on school libraries) was of transferable relevance.

References from the sources located were then followed up, and citation searches were carried out on Web of Knowledge for key publications, to identify subsequent publications on similar topics. In addition, regularly updated sources of information, such as blogs, were added to an RSS feed to maintain currency. Zetoc alerts were set up for publications with the keywords listed above in the title, as well as for key journals such as *Journal of Documentation, Journal of Librarianship and Information Science, Library Quarterly,* and *Collection Building*. Originally, I did not use library-related keywords to narrow the title keyword alerts as I felt that broader literatures on, for example, LGBT identity development could prove to be useful. However, this was a mistake as

the volume of alerts thus generated was unmanageable. The literature search was thus repeated later in the research process to identify any subsequently-published items on LGBT provision in libraries that might have been missed.

For the supporting sections of the literature review on the target populations, attitudes to LGBT people and young LGBT people's experiences of discrimination, a less formal approach was used as a number of the significant publications in this field are reports by government or advocacy organisations. In addition to general Google searches, I searched directly on the websites of advocacy organisations such as Stonewall and GIRES. In many cases I was alerted to key reports at the time of publication through RSS feeds or social media. In addition, I serendipitously became aware of a useful body of social psychology research on prejudice and prejudice reduction thanks to a personal friendship with a leading researcher in the field. In general, I have found serendipity or 'information encountering' extremely valuable in the research process, particularly for apparently tangential literature which shed interesting new perspectives on the research (Erdelez, 1999; Foster & Ford, 2003).

2.2   The target populations

Fiction with LGBT content may be of value or interest to any young person (or indeed adult), irrespective of their own sexuality, gender identity or family situation. However, there are certain populations who may be more likely to wish to use these resources, and whose needs should be taken into account in collection development and management. These populations are discussed below.

o *Young people who are lesbian, gay, bisexual or questioning their sexuality*

It is difficult to gather reliable data on the number of LGB people in the UK, as many people may be unwilling to declare their sexual orientation through official channels; moreover, the concept of 'sexual orientation' is a complex, fluid and multi-faceted one, as discussed in section 1.2. The most recent UK census, carried out in 2011, did not include a question on sexual orientation

(ONS, 2008). However, in response to user demand for this information, the Office for National Statistics carried out a project to develop and test a question on sexual identity to be used on national surveys (ONS, 2014d). As a result of this project, the Integrated Household Survey has included a question on sexual identity from 2009 onwards; however, the findings are considered to be 'experimental statistics', meaning that they are still in the testing phase rather than official figures (ONS, 2014a). In the most recent Integrated Household Survey for 2013, 1.6% of respondents declared themselves to be lesbian, gay or bisexual, with the figure rising to 2.7% for the 16-24 age group. Within this overall grouping, 0.5% declared themselves to be bisexual specifically, rising to 1.1% for the 16-24 age group (ONS, 2014b). However, LGB rights organisation Stonewall has suggested that this figure may significantly under-report the numbers of LGB people in the United Kingdom, due to respondents' unwillingness to openly identify their sexual orientation (BBC, 2010). Indeed, it is notable that 3.9% of respondents to the Integrated Household Survey gave a 'don't know' response to the question on sexual identity or refused to answer the question, while 1.5% gave no response at all (ONS, 2014b). Furthermore, Barker et al. point out that the apparently small proportion of bisexual people may reflect bisexual invisibility and biphobia, and suggest that the number of people who have ever had an attraction to one more than one gender "may be a significant minority, or even majority, of the population" (2012, p. 13). Currently, the UK government estimates that 5-7% of the population is lesbian, gay or bisexual, a figure which is supported by Stonewall (2014b).

It is even more difficult to estimate the number of LGB young people, as people become aware of their sexuality at different ages and may be 'questioning' for some time. However, preliminary findings from the Youth Chances survey[10] found that over half of LGBQ respondents (53%) knew they were LGBQ by the age of 13, while a slightly higher proportion of trans respondents (58%) knew they were trans by the same age (METRO Youth Chances, 2014). Similarly, research carried out by Carolan and Redmond (2003) in Northern Ireland found that 52% of respondents had realised they were lesbian, gay, bisexual or

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[10] This research surveyed over 7,000 young people aged 16-25 in England, which makes it the largest and most representative research of its kind to date.

transgender by the age of 13, with a minority realising much earlier. Subsequent research by Bridge (2010), also in Northern Ireland, found an even higher proportion of respondents (62%) reporting that they became aware of their sexuality by the age of 13. This suggests a continuing trend towards earlier self-awareness which has previously been identified by researchers such as Savin-Williams (2005).

o   *Young people who are trans or questioning their gender identity*

Once again, reliable information is difficult to come by in this area. The Office for National Statistics has acknowledged that there is a lack of data on trans populations, but concluded that a household survey would be an inappropriate way of gathering this information. This decision was reached in consultation with trans advocacy organisations and was based on a number of factors including trans people's right to privacy, the complexity of gender identity and a lack of trust in government institutions which might make people reluctant to provide accurate information (ONS, 2009). However, the Equality and Human Rights Commission has been working with the National Centre for Social Research to develop appropriate questions for monitoring gender identity to enable organisations to comply with the Public Sector Equality Duty introduced by the Equality Act 2010 (cf. section 2.7.1) (Balarajan, Gray, & Mitchell, 2011). A suite of questions was developed and trialled with a panel of around 10,000 people; although some of the responses were unclear, 1% of respondents said they had been through some part of a gender reassignment process, while 0.4% said they preferred to identify as something other than 'male' or 'female' (Glen, 2012). A thorough review of extant research by a non-binary activist concludes that 0.4% is likely to be a conservative estimate of the number of non-binary people in the UK (Titman, 2014).

In addition, the trans activism organisation GIRES has carried out research which estimates the number of people with gender dysphoria in the UK population, based partly on treatment statistics and partly on existing research from other countries. Its 2009 report estimated that 10,000 people had presented for treatment, with 1,500 people doing so each year: a figure which

is increasing rapidly. The researchers further estimated that there could be around 300,000 people with some degree of gender variance (Reed, Rhodes, Schofield, & Wylie, 2009).

Once again, it is even more difficult to estimate the number of trans young people. Currently, very few young people present for treatment each year; however, the figure is rising, and GIRES notes that "most gender dysphoric adults report experiencing gender variance from a very early age" (Reed et al., 2009, p. 4).

o *Young people who live in LGBT-headed families*

Again, it is difficult to find reliable statistics on the number of young people who live in LGBT-headed families. Stonewall notes that a number of pieces of legislation, including the Adoption and Children Act 2002, the Human Fertilisation and Embryology Act 2008 and the Civil Partnership Act 2004 have made it easier for same-sex couples to secure parental rights for their children (Stonewall, 2014a). ONS data from the Labour Force Survey showed that in 2013, there were approximately 13,000 civil partner or co-habiting same-sex couples with dependent children in the UK (ONS, 2013). The number of children adopted by same-sex couples rose from 120 (3% of all adoptions) in 2009 to 230 (6% of all adoptions) in 2013 (Department for Education, 2013). However, this excludes numerous other family configurations involving LGBT parents, including families with bisexual parents in opposite-sex relationships, families with trans parents, lone LGBT parents and families in which parents self-identify as LGBT following the birth of children within a heterosexual partnership. Recent research (primarily in the US) suggests that children raised by LGB parents are as well-adjusted and educationally successful as other children, but that stigma is negatively associated with mental health (e.g. Crouch, Waters, McNair, Power, & Davis, 2014; Gartrell & Bos, 2010; Rosenfeld, 2010); see Goldberg, Gartrell, and Gates (2014) for a review of the extant literature. Similarly, a US review of the literature on children with trans parents found no impact on child development, with the majority of trans parents reporting good relationships with their children (Stotzer, Herman, & Hasenbush, 2014).

o   *Other children and young people*

Writing in the US in the early 1990s, Christine Jenkins estimated that gay people and relationships played a significant part in the lives of 25% of children (1990, p. 11), either because they will grow up gay themselves, or because they have gay family members, friends, neighbours or teachers. More recently, but still in the US context, research by Harris Interactive for the Gay, Lesbian & Straight Education Network found that 75% of teenagers aged 13 to 18 said they knew a gay, lesbian or bisexual person, while 13% said they knew a transgender person (Harris Interactive, 2005). Given that not all LGBT people are out, particularly in school contexts, it seems likely that even more of the study participants may have known an LGBT person without being aware of it. Thus, it can be argued that a very high proportion of children and young people – perhaps even all young people – will encounter LGBT people at some point in their lives and could benefit from greater awareness of LGBT people and issues, particularly in light of the research on prejudice and prejudice reduction discussed in sections 2.3, 2.4 and 2.5 below.

2.3   Attitudes to LGBT people

Recent UK opinion poll data suggest that attitudes towards LGB people are becoming more positive. Research by Stonewall, based on data gathered through YouGov, found that 42% of respondents said they had a high opinion of LGB people and only 17% had a low opinion. 90%+ of people support protections that are now part of the Equality Act 2010, which prohibit discrimination on the grounds of sexual orientation, and 91% said they would feel comfortable if a close friend were gay (Guasp & Dick, 2012). Where children were concerned, levels of agreement tended to be somewhat lower, although still increased from a previous survey carried out in 2007 (Cowan, 2007): 81% said they would be comfortable if their child were LGB, and 83% said they would be comfortable if their child's teacher were LGB. However, a much lower 58% said they supported the Adoption and Children Act 2002, which allows same-sex couples to adopt children (Guasp & Dick, 2012). A previous survey found that 51% of people agreed that children should be

taught that gay relationships are equal in status to heterosexual relationships as part of the school curriculum (Populus, 2009).

However, although the majority of respondents to the surveys reported above expressed non-prejudiced attitudes, three in five people in Stonewall's survey felt that society in general was prejudiced against lesbian, gay and bisexual people (Guasp & Dick, 2012). Moreover, earlier research by Valentine and McDonald had noted that social acceptance of lesbians and gay men was "grudging and conditional... upon lesbians and gay men keeping a low profile in public spaces" (2004, p. 10).

There has been less research in the UK on attitudes towards trans people; a review of the literature by Mitchell and Howarth (2009) found only a small number of studies. As for the studies on attitudes towards LGB people, the data showed continuing prejudice among a substantial portion of the population. Valentine and McDonald found that the most common attitude to trans people was "a tolerance born out of pity," while "a strong lack of respect for transgendered [*sic*] people [was] often expressed through laughter" (2004, p. 11). A survey carried out in Scotland found that 55% of respondents said they would be unhappy if a close relative formed a long-term relationship with someone who cross-dressed in public, while 49% said the same with regard to someone who had had a sex change [*sic*] operation. Moreover, 31% of the sample felt that somebody who had had such an operation would be unsuitable as a primary school teacher (Ormston, Curtice, McConville, & Reid, 2011). Similar research in Wales found that 45% of respondents would be unhappy if a close relative entered a long-term relationship with a transgender person, while only a third would be happy about it. 33% of respondents felt that a trans person would be unsuitable as a primary school teacher, while 48% felt they would be suitable (EHRC, 2008; Mitchell & Howarth, 2009). I have been unable to find comparable data on social attitudes in England specifically, which may in itself suggest something about the priorities of decision-makers.

All the research studies discussed above rely on self-reported attitudes, so are subject to social desirability bias, or the possibility that participants have given responses which they feel to be 'politically correct'. While it can be seen as

progress that it is no longer seen as acceptable to express homophobic attitudes, implicit attitudes (which are unintentionally activated rather than being conscious and controllable) are also important because they may be communicated in nonverbal behaviour (Dovidio, Kawakami, & Gaertner, 2002) and are a stronger predictor of discriminatory behaviour (Greenwald, Poehlman, Uhlmann, & Banaji, 2009). In order to address this issue, many social psychology researchers have turned to the Implicit Association Test (IAT), developed by Greenwald et al. (Greenwald, McGhee, & Schwartz, 1998). This test measures the length of time taken by participants to match up concepts (such as 'gay' and 'good'). The shorter the time taken, the more closely associated the concepts are (IAT Corp, 2008). The IAT has shown that gay and straight people both show strong ingroup preferences (i.e. preferences for their own group) (Banse, Seise, & Zerbes, 2001; Jellison, McConnell, & Gabriel, 2004; Steffens, 2005). Although the IAT has certain limitations, the evidence base suggests that it is high in internal, construct and predictive validity (Nosek, Greenwald, & Banaji, 2007).

Recently, a key focal area in social psychology research has been reducing prejudice. One of the key factors which correlates with lower prejudice and intergroup anxiety (i.e. anxiety about contact with members of a different 'group') is prior contact with members of that group; this is known as the 'contact hypothesis' (Allport, 1954; Blair, Park, & Bachelor, 2003; Pettigrew & Tropp, 2006). Thus, positive intergroup contact and cross-group friendships contribute to reduced homophobic/transphobic prejudice and anxiety among straight/cisgender people (Blair et al., 2003; Heinze & Horn, 2009; Herek & Capitanio, 1996; Hill & Willoughby, 2005; Tee & Hegarty, 2006; Vonofakou, Hewstone, & Voci, 2007). Interestingly, extended cross-group friendship (the knowledge that your friends have friends from other groups) has a similar effect (Turner, Hewstone, & Voci, 2007; Turner, Hewstone, Voci, Paolini, & Christ, 2007) and simply imagining contact also appears to reduce both prejudice and intergroup anxiety, with positive effects on behaviour (Crisp & Turner, 2009; Miles & Crisp, 2014; Turner, Crisp, & Lambert, 2007; Turner & West, 2012). The implications of this research for library provision will be discussed further in section 2.5.

2.4 Young LGBT people's experiences of prejudice and discrimination

Despite the apparent reduction in homophobic attitudes reported in the previous section, young LGBT people still continue to experience stigma, bullying and discrimination. Research has found that LGBT adolescents and adults show higher levels of suicidality, depression and other mental health problems, and risky behaviours than straight, cisgender adolescents and adults (e.g. Grossman & D'Augelli, 2007; Haas et al., 2010; King et al., 2008; SPRC, 2008)[11]. Research suggests that bisexual people in particular show high levels of mental health problems (see Barker et al., 2012 for an overview). Most researchers concur that these problems result from the pressures placed upon LGB (young) people by stigma, prejudice and discrimination, resulting in 'minority stress' (Cohler & Hammack, 2007; Flowers & Buston, 2001; Haas et al., 2010; Meyer, 2003; Russell, 2003).

Whilst the majority of studies on this subject have been carried out in the US, the extant UK research suggests a similar picture (BPS, 2012; The Metro Centre, 2008). Preliminary findings from the Youth Chances survey, which surveyed over 7,000 young people aged 16-25 and is the largest survey of its kind to date, show that 52% of LGBTQ respondents reported self-harming and 44% had thought about suicide; this compares to 12% and 21% respectively for the age group as a whole, according to research carried out by the NHS (METRO Youth Chances, 2014). An ongoing study by LGBT mental health charity PACE found that 48.1% of trans* respondents aged 26 and under had attempted suicide in their lifetime; within the previous year, 29.8% of them had attempted suicide, 59.3% had thought about it, and 59.3% had self-harmed (PACE, 2014). Stonewall's UK-wide 'School Report' survey found that 56% of LGB respondents deliberately harmed themselves while 23% had attempted to take their own life, with 57% of boys and 71% of girls having thought about it

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[11] Savin-Williams (2001b) has challenged the findings of research on suicidality in LGB youth; his research shows that although rates of suicidal feelings are higher among LGB adolescents, there is no evidence of a link between *completed* suicide and sexual minority status. More broadly, he suggests that there is an ethical need for a more positive focus on the achievements of sexual minority youth, who show remarkable resilience and often go on to lead very successful lives as happy, well-adjusted individuals (Savin-Williams, 2001a). While accepting these points, I believe that it is also important to acknowledge the existence and impact of prejudice, and to work to reduce it.

(Guasp, 2012). Moreover, there was a statistically significant difference in the proportion of LGB young people who had attempted suicide depending on whether or not they were bullied (28% of young people who were bullied, compared to 17% of those who were not). The same held true of considering suicide (72% of respondents who were bullied compared with 56% who were not) and self-harming (61% compared to 50%). Forty-one percent of LGB young people who were bullied said they harmed themselves or considered/attempted suicide as a direct result of the bullying (Guasp, 2012).

The Youth Chances preliminary findings showed that 74% of LGBTQ young people had been subjected to name-calling, 45% had experienced harassment or threats and 23% had suffered physical assault. Nearly half of LGBTQ young people (49%) felt that their time at school had been negatively affected by discrimination or the fear of discrimination, and LGBTQ young people were twice as likely as heterosexual cisgender young people not to feel accepted in the area where they currently live (METRO Youth Chances, 2014). Research by Stonewall found lower but still extremely concerning levels of bullying, with 53% of LGB respondents experiencing verbal homophobic bullying, 23% experiencing cyberbullying, 16% suffering physical abuse and 6% subjected to death threats (Guasp, 2012). Similar research in Scotland found that 69.1% of LGBT respondents between the ages of 13 and 25 had personally experienced homophobic or biphobic bullying in school, while 76.9% of trans respondents had experienced homophobic, biphobic or transphobic bullying. 54.3% of those who experienced homophobic or biphobic bullying, and 88.5% of those who experienced transphobic bullying, felt that this had a negative impact on their education (LGBT Youth Scotland, 2012). Research into the experiences of trans people specifically found that 64% of young trans men and 44% of young trans women experienced harassment and bullying at school, not only from pupils but also from teachers (Whittle, Turner, Al-Alami, Rundall, & Thom, 2007).

The risk of bullying also applies to children of LGBT parents. Research carried out in the UK for Stonewall found that children of gay parents were very happy with their family situations, but experienced a lack of understanding from others, often from a young age (Guasp, 2010a). Sixty-one percent of LGB

people expected that their child would be bullied in primary school if other children were aware that the child had gay parents, while 83% expected that the child would be bullied in secondary school (Guasp, 2013).

It should be acknowledged that research by McCormack (2012) has suggested that homophobia is declining in some UK schools. While opinion polls do suggest increasingly accepting attitudes towards LGBT people, which may be reflected in some schools, it is important not to discount the experiences of the large number of young LGBT people who report continuing and sometimes extremely serious discrimination.

Young LGBT people may also experience a lack of understanding or even outright hostility from their own families, or fear the possibility that this will happen (BPS, 2012; METRO Youth Chances, 2014; Sherriff, Hamilton, Wigmore, & Giambrone, 2011; The Metro Centre, 2008; Valentine, Skelton, & Butler, 2003). For some LGBT young people, this may result in their becoming homeless (Cull, Platzer, & Balloch, 2006; O'Connor & Molloy, 2001; Tunåker, 2014); indeed, the statistics available to date suggest a higher proportion of LGBT individuals among homeless youth than among the general population (BPS, 2012; Dunne, Prendergast, & Telford, 2002; Roche, 2005; The Metro Centre, 2008).

The hetero/cisnormativity of current UK society is reflected in the limited, and inaccurate, portrayals of LGBT people in the media. Research carried out for Stonewall found that gay lives were positively and realistically represented for six minutes out of 168 hours of programming (Cowan & Valentine, 2006), while in 20 programmes that were deemed to be most popular with young people, LGB people were potrayed positively and realistically for 46 minutes out of 126 hours, or 0.6% of total programming (Guasp, 2010b). Focus groups with young people in the latter study found that young people's views of gay people were strongly informed by stereotypical TV representations, and gay participants wanted to see increased representation of more rounded characters whose sexuality was not the sole focus. Similarly, in Cowan and Valentine's (2006) research, focus groups with adult LGBT people found that the few positive LGB portrayals had helped to challenge prejudice, while negative portrayals

contributed to a climate of fear and perpetuated the idea that homophobia is acceptable. Another recent survey by Stonewall found that 57% of LGB people felt there was too little representation of LGB people on television, while 49% felt that current TV depictions of LGB people were unrealistic (Guasp, 2013). Finally, a Stonewall study of the general public found that 77% felt the media still peddled clichéd stereotypes of lesbian, gay and bisexual people, while almost half (47%) felt that the media had a responsibility to tackle prejudice against LGB people (Guasp & Dick, 2012). Although this research referred to the mass media (TV and newspapers), this is potentially relevant to other media, such as books.

2.5   Need for provision of LGBT-related fiction

The need for books to feature diverse characters (including LGBTQ characters) has been increasingly recognised by authors, publishers, librarians, activists and the general public in recent years; indeed, awareness has grown since the start of this research. Recent grassroots initiatives in this area include the 'We Need Diverse Books' campaign in the US (We Need Diverse Books, 2014) and the 'Everybody In' initiative, led by the Inclusive Minds collective, in the UK (Inclusive Minds, 2014). Children's Laureate Malorie Blackman and 'Queen of Teen' James Dawson have spoken in the media about the current lack of diversity in young people's books and the need for all children and young people to see themselves represented (Cain, 2014; Flood, 2014; Suchet, 2014). In May 2014, the Guardian newspaper devoted an entire week to children's and YA books featuring LGBT characters (Drabble, 2014).

The US librarianship literature showed awareness of the need for LGBT provision to children and young people well before this recent surge in public consciousness. Articles appeared periodically in the professional press, exhorting librarians to improve their services and stock and asserting the need for such provision (e.g. Hawkins, 1994; Monroe, 1988; Whelan, 2006, to name but a few). Books, including fiction, are often a key focal point in such articles. However, the library literature does not always provide research evidence for its claims. In the case of LGBT teenagers, the literature argues that fiction can

contribute to the formation of a stable sense of personal identity by reassuring young people that they are not alone, promoting a positive self-image and allowing them to explore what it means to be gay (Cart, 1997; Cockett, 1995; Linné, 1996; Martin & Murdock, 2007; Mulholland, 2003; Ross, McKechnie, & Rothbauer, 2006). A number of the calls for provision come from adults who are themselves LGBT and who found books useful in their own identity formation, and/or would have valued a wider range of positive materials (e.g. Kenney, 2006), while young adult (YA) authors who write LGBT-related fiction report that they receive hundreds of letters and emails from LGBT teenagers who have been helped by their books (Levithan, 2004; McCafferty, 2006). Hughes-Hassell (2013) uses theories of 'counter-storytelling' (drawn from critical race theory) to argue that multicultural literature (and by extension, other diverse literature) can challenge stereotypes, help people from marginalized groups realise that they are not alone, contribute to positive identity development and deal with the impact of prejudice.

There is also increasing awareness of the need for materials for younger children which reflect a variety of family situations. It is argued that picture books serve to validate the lives and experiences of children in LGBT-headed families (Chapman, 1999; Chick, 2008; Mulholland, 2003). More recently, Naidoo (2014) has drawn on previous research and personal accounts, as well as on Vygotsky's theories of the role of culture in identity development, to argue cogently in favour of increased cultural diversity in children's library services.

When carrying out the literature search at the start of the doctoral process, I discovered that relatively little empirical research had been carried out on the potential demand for LGBT-related fiction aimed at children and young people, or on the benefits for members of 'minority' groups of seeing themselves reflected in fiction and other media. This was surprising, given the assumption in the librarianship literature that such images are valuable and the many testimonies from the LGBT community regarding the role played by books in individuals' identity development. However, the body of empirical research is now gradually increasing in size. A recent study carried out in Northern Ireland

by Bridge (2010) found that over 50% of the LGBT respondents (aged 25 or under) sought fiction with gay [*sic*] characters. Similarly, a UK study by Walker (2013) found that LGBT people who had left school within the last ten years expressed a strong unmet need for LGBT provision in their school library. When asked what information they had sought as teenagers, fiction ranked relatively highly, in equal fourth place. An earlier, informal US study of the library needs of LGBT teenagers had found that 80% of respondents read fiction with gay characters (Linville, 2004). Broader research with young LGBT people in the north-west of England reported that provision of LGBT books and resources was identified as a key way in which adults, such as librarians, could help LGBT teenagers (Devlin, 2014). Finally, a study of adoptive parents by Mellish, Tasker, Lamb, and Golombok (2013) found that the same-sex couples in the study often read books featuring LGBT-headed families to their children, as well as taking these books in to their children's schools and nurseries.

Research with LGBT adults sheds further light on the potential benefits of reading fiction with LGBT characters, suggesting that reading such material can play a variety of important roles, such as contributing to identity development, providing a sense of community and opening up possibilities (Pecoskie, 2005; Rothbauer, 2004). This research is situated within a context of increasing attention to the benefits of reading for pleasure in general (see for example Brewster, 2007; Elkin et al., 2003; Usherwood & Toyne, 2002).

As well as providing children and young people who are LGBT or in LGBT-headed families with images of people like themselves, LGBT-related fiction can also help to increase understanding and awareness among children and young people who are not LGBT or in LGBT-headed families. Again, this is recognised in the librarianship literature (Bowen & Schutt, 2007; Clyde & Lobban, 2001; Cockett, 1995; Wolf, 1989). Elkin and Triggs (1985), writing on 'multi-cultural' books, argued that fiction in particular provides a powerful route into empathy. However, once again, little research evidence is cited to support this view, although YA authors who write LGBT books report having received letters and emails from straight teenagers who say the books changed their views (Martin & Murdock, 2007; Pavao, 2003).

The librarianship literature can here be supplemented by drawing on social psychology research. As discussed in section 2.3, positive contact with members of a different 'group' can help to reduce prejudice, and indeed simply imagining such contact can have a similar effect. Building on this, a finding of key relevance to the present research is that *reading* about cross-group friendship can result in more positive attitudes. A Finnish intervention in which teenagers read stories about ingroup peers having close friendships with foreigners led to a general increase in tolerance (Liebkind & McAlister, 1999), while two UK studies with primary school children found that reading stories in which ingroup members were friends with refugees and children with impairments resulted in more positive attitudes towards members of these groups (Cameron & Rutland, 2006; Cameron, Rutland, Brown, & Douch, 2006). An article about this area of research recently appeared in *School Library Journal* (Aronson & O'Brien, 2014); to my knowledge, this is the first time that librarianship has engaged with this body of social psychology research, other than in my own work (e.g. in Chapman, 2014a, and in lectures).

Social psychology posits four potential explanations for the benefits of reading children's stories in reducing prejudice. It may work by: a) generating positive ingroup norms about the outgroup; b) generating positive outgroup norms about the ingroup, which reduces the fear of rejection; c) reducing intergroup anxiety, allowing participants to learn about positive aspects from a safe distance; and d) including the outgroup in the self (i.e. seeing outgroup members as friends and 'people like me') (Turner, 2009). Turner et al. (2007) recommend the use of story as a real-world prejudice reduction intervention.

2.6 History and analysis of LGBT-related fiction aimed at children and young people

The first young adult novel with more-than-incidental treatment of LGBT issues was *I'll Get There, It Better Be Worth the Trip*, by John Donovan, published in 1969 (Bosman & Bradford, 2008; Cart & Jenkins, 2006; Rothbauer, 2002). Picture books with LGBT content followed rather later, with the first being *When*

Megan Went Away, by Jane Severance, published in 1979 (Crisp, 2010; Naidoo, 2012). This time lag in publication may reflect an anxiety about the provision of LGBT-related material to young children (Clyde & Lobban, 1992). Similarly, there continues to be a lack of 'middle-grade' or junior books, which Epstein hypothesizes is "because publishers and writers might believe that that audience is at a stage that is less interested in sexuality" (2013, p. 22). As a result, the following sub-sections will focus on YA novels and picture books. In the final sub-section, I discuss *yaoi/shonen-ai* and *yuri* manga; although the scope of the empirical research does not include manga and graphic novels, for reasons discussed in section 3.3.3.1.1, the increasing popularity and publication volume of these genres (Brenner, 2007b, 2008) warrant a mention in the literature review.

2.6.1 YA novels with LGBT content

Early LGBT YA novels tended to trade in negative stereotypes, with gay characters portrayed as predators, as tragically flawed unfortunates, or as going through a phase of youthful experimentation. Gay identity is portrayed as 'caused' by a traumatic experience or dysfunctional family background, and gay characters are isolated and subject to verbal and physical abuse. Many of these early novels end in the death of the gay character (Bosman & Bradford, 2008; Cart & Jenkins, 2006; Clyde & Lobban, 1992; Cuseo, 1992; Hanckel & Cunningham, 1976; Rothbauer, 2002; St. Clair, 1995; Webunder & Woodard, 1996). Cart and Jenkins (2006) link this negative portrayal to the rise of the 'problem' novel around the same time; these novels tended to be didactic and issue-driven, with poor characterisation.

From the mid-1970s onwards, LGBT young adult novels became "increasingly complex and decreasingly moralistic" (St. Clair, 1995, para. 18) but still tended to have a problem novel-style focus on a young person's struggle to come out. This was followed in the 1980s by a shift towards depicting gay secondary characters in novels with straight protagonists (Cart & Jenkins, 2006; Clyde & Lobban, 1992, 2001; Jenkins, 1993, 1998; Lobban & Clyde, 1996). Writing more recently, Martin and Murdock (2007) have suggested that there has been a shift back in the other direction, towards the depiction of young LGBT people

as central point-of-view characters. Coming-out books have continued to account for the lion's share of the literature (Cart & Jenkins, 2006), although the American Library Association's Rainbow Project has highlighted a recent expansion in the range of experiences depicted (The Rainbow Project, 2009).

Jenkins (1998) employs a number of theoretical models to interpret the history of LGBT YA publishing, of which perhaps the most useful is Rudine Sims' (1982) chronological model of African American inclusion in children's books. This three-part model commences with 'social conscience' books, in which prejudice is (eventually) overcome by accurate information; followed by 'melting pot' fiction, in which universality is emphasised to the extent that all difference is elided, and which Jenkins views as "celebrat[ing] the closet" (p. 314); and culminating with 'culturally conscious' fiction, which recognises and celebrates culturally distinctive experiences. At the time of writing, Jenkins was able to identify only a few rare examples of LGBT YA fiction which fell into the latter category.

In the above paragraphs, I have frequently used the word 'gay' rather than the more inclusive acronym 'LGBT', and this reflects a historical lack of diversity within LGBT YA fiction which still persists today. Gay characters have tended to be white, male and middle-class (Cart & Jenkins, 2006; Cuseo, 1992; Day, 2000; Jenkins, 1993; Lobban & Clyde, 1996; Mulholland, 2003; Webber, 2010). Historically there has been a lack of bisexual and trans characters (Cart & Jenkins, 2006; Clyde, 2003; Clyde & Lobban, 2005; Rockefeller, 2007), and those trans novels that do exist have generally not moved beyond the 'problem novel' format (Rockefeller, 2007). Finally, at the time of writing, Clyde and Lobban (2001) found no books that were targeted at reluctant readers (see also Clyde, 2003).

Recent research suggests a continuation of these trends. Young Adult author Malinda Lo looked at YA fiction with LGBT main characters published by major publishing houses between 2003 and 2013, finding that 45% of the titles had a cisgender male main character, while 33% had a cisgender female main

character and just 4% had a trans main character[12] (Lo, 2013b). Meanwhile, Epstein's (2013) analysis of realist LGBT fiction addresses many aspects of diversity and intersectionality. She notes that:

> "...children's books do not seem to recognise that it is possible to have multiple identities and, in particular, to have multiple minority identities, i.e. that many people live at the intersections of identities. Characters may be lesbian, gay, bisexual, or transgender, but they seemingly cannot be both that and also, for example, Muslim and/or Chinese and/or dyslexic and/or working-class. It is as though children's books can only handle one deviation from the supposed norm at a time. It seems to be thought impossible for young readers to understand what it means to create a coherent identity out of two or more minority characteristics, or to be multiply marginalised." (Epstein, 2013, pp.132-3)

The analysis goes on to note the continuing lack of bisexual, trans, asexual, intersex or otherwise queer characters in LGBT YA fiction. Furthermore, Epstein suggests that many of the bisexual characters that do exist in LGBT YA fiction suffer from internalised biphobia, identifying only one book (Aidan Chambers' *Postcards From No Man's Land*) which deals with teenage bisexuality in a positive fashion, and none at all which depict bisexual adults, either positively or negatively. Similarly, Epstein notes the ongoing lack of LGBTQ characters of colour and from working-class backgrounds. The analysis also addresses the otherwise neglected issue of representation of characters with impairments in LGBT books for young people; Epstein notes on this subject, "I could not find even one character who was both queer and disabled" (Epstein, 2013, p. 182). This is linked to a broader lack of attention to the intersections between sexuality and dis/ability (see also Liddiard, 2013; Slater, 2015). Similarly, Epstein was unable to find any representations of queer characters who also had non-normative weights.

There has also traditionally been a lack of sexual content in LGBT YA novels (Jenkins, 1993; Linné, 1996; Lobban & Clyde, 1996; Rothbauer, 2002). Jenkins (1993) notes that sex is usually glossed over, although violence is not, and Lobban and Clyde (1996) note that depictions of gay male sex tend to be more explicit than depictions of lesbian sex. Epstein's (2013) analysis suggests that

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[12] The remaining 18% was accounted for by books with multiple LGBT main characters (6%) and what Lo terms 'issue books' (12%).

this persists in more recent fiction: depictions of young gay men having sex are quite explicit, but lesbian sex scenes often "fade to black" (Epstein, 2013, p. 212) or do not exist at all. Furthermore, young lesbians (again unlike young gay men) do not masturbate, orgasm or have oral sex in YA literature. Epstein's analysis of the terms used in female sex scenes suggests a lack of passion and a certain level of discomfort with the idea of young queer women having sex, while the male sex scenes conform to a normative idea of confident male sexuality:

> "The males 'gasp' and 'groan' and 'fuck' and 'come', while the females 'long' but are 'shy' and 'clumsy.'" (Epstein, 2013, p. 215)

Meanwhile, Epstein is able to identify no examples at all of bisexual, trans or other queer characters having sex. This is set against a context in which heterosexual sex is often depicted quite explicitly in YA literature, for example in Melvin Burgess's *Doing It.*

2.6.2 Picture books with LGBT content

Early LGBT picture books tended to be very didactic, reading more like a guide to life in an LGBT-headed family than a proper story (Bluemle, 2009; Naidoo, 2012). Stewig (1996) notes that it is common for the first books on a given topic to be of lower quality in this respect. As with young adult novels, picture books with LGBT content have tended to focus on white and apparently middle-class families (Naidoo, 2012); indeed, Epstein notes that "Picture books seem to be an even whiter world [than YA novels]" (2013, p. 166). Similarly, Epstein was unable to locate any picture books featuring individuals who are both queer and disabled. This appears to be borne out by Naidoo's (2012) comprehensive bibliography of children's books with LGBTQ content: although the index includes a heading for 'differently able individuals', these all appear to be titles depicting a range of different families, which include individuals with visible impairments as well as two-mum or two-dad families. Lester (2014) also notes the under-representation of queer people of colour, non-binary gender identities, lower-class statuses, queer people with disabilities and queer people who do not have children. While there is a long tradition of books featuring children who deviate from stereotypical gender roles, it was only towards the

end of the first decade of the 21st century that a picture book featuring a trans character was published, namely *10,000 Dresses* by Marcus Ewert (Naidoo, 2012).

Picture books with LGBT content have also been critiqued for emphasising the similarities between LGBT-headed families and non-LGBT-headed families, with a focus on 'family values' (Esposito, 2009; Kidd, 1998). While this emphasises equality, it also does not allow for difference to be valued, as in the 'melting pot' stage of inclusion identified by Sims (1982) and subsequently used by Jenkins (1998) (cf. previous section). Lester (2014) and Taylor (2012) both argue that LGBT children's picture books portray highly homonormative[13] characters and practices, such as "monogamous relationships, family, consumerism, middle-class, and White values" (Taylor, 2012, p. 149).

The majority of LGBT picture books have been published by specialist LGBT or feminist presses (Lobban & Clyde, 1996) and in many cases this has resulted in the production of books that do not match up to the quality of the mainstream market (Naidoo, 2012). Naidoo also notes the rise of self-publishing during the 2000s, resulting in a significant increase in the publication of LGBT picture books of varying quality. In the UK, a recent increase in the publication of LGBT-related YA titles has not been matched by an equal attention to picture books, while some existing picture book titles have gone out of print (Cox, 2014).

2.6.3 *Yaoi/shonen-ai* and *yuri* manga

Manga – Japanese comics – have become increasingly popular in the Anglophone Western world since the turn of the millennium (Brenner, 2007b; Ho, 2007) and some UK libraries have developed manga collections (Imrie, 2009). Two genres in particular are relevant to the subject of this thesis, namely *yaoi/shonen-ai* and *yuri* manga.

Yaoi or *shonen-ai* manga deals with romantic and/or sexual relationships between young men. Although the distinction between the terms is not clear-

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[13] The homonormative subject is defined by Taylor as one who supports heteronormative (and more generally conservative) institutions such as "consumerism, marriage, family, inequality, military action, and complicity" (2012, pp. 146-7).

cut, in the Western world *shonen-ai* is generally used to refer to less explicit, more romantic material, while *yaoi* is used to refer to more explicit sexual material (Brenner, 2007b; Ho, 2007; Imrie, 2009; Wood, 2006). Conversely, *yuri* manga deals with relationships between two women (Brenner, 2008; Imrie, 2009).

Yaoi/shonen-ai manga began to emerge as a genre in Japan in the 1960s and 70s (Mizoguchi, 2003; Welker, 2006; Zanghellini, 2009). It became increasingly popular and mainstream in the 1990s, with the growing involvement of commercial publishers (Mizoguchi, 2003). Manga began to be translated in substantial quantities for the US market in the 1990s (Brenner, 2007b) and the large commercial publisher Tokyopop released several *yaoi/shonen-ai* titles in the US in 2003 (Wood, 2006). *Yuri* manga has lagged behind in terms of both the volume thus far published for Anglophone markets (Brenner, 2008), and the amount of scholarly work on the genre (keyword searching on a number of arts and humanities and social science databases produced few results).

Yaoi/shonen-ai is generally marketed, and often referred to, as 'by women for women' (Brenner, 2007b, 2008; Cha, 2005; Imrie, 2009; Mizoguchi, 2003), while *yuri* is similarly conceptualised as aimed at adolescent boys and men (Brenner, 2008; Imrie, 2009). Relatedly, it has been suggested that *yaoi/shonen-ai* and *yuri* bear little resemblance to 'real' LGBT lives in Japan (Brenner, 2008; Brenner & Wildsmith, 2011; Cha, 2005) and are primarily targeted at straight audiences (Brenner & Wildsmith, 2011; Wood, 2006). However, a number of scholars point out that the reality of the readership and the reading experience is more complex than this (Wood, 2006; Welker, 2011). Japanese lesbians have spoken of 'finding themselves' in *yaoi/shonen-ai* manga before representations of female-female desire existed (Mizoguchi, 2003; Welker, 2006). Quantitative surveys of the *yaoi/shonen-ai* fanbase have found a sizeable minority of male readers, ranging from 11% to 25% depending on the survey (Brenner, 2007b, 2008; Pagliassotti, 2008). The findings on sexuality vary, but certainly challenge the notion that the readership of either *yaoi* or *yuri* is made up only of straight readers. In a survey by Pagliassotti (2008), 25% of Anglophone respondents identified as bisexual, 4% as gay and 3% as lesbian,

while over 70% of Brenner's respondents identified as "other than strictly heterosexual" (Brenner, 2008, p. 213). A study of GLBTQ *yaoi* and *yuri* readers showed a similarly complex picture in terms of the sexuality and gender identity of the readership, with qualitative comments showing that although some readers were annoyed by the lack of realism and heteronormative assumptions, many enjoyed seeing their own gender preferences reflected in the storyline (Brenner & Wildsmith, 2011).

2.7   LGBT provision in public libraries

Provision of LGBT-related materials to children and young people in public libraries has received little scholarly attention; opinion pieces and professional advice far outweigh peer-reviewed research articles. Moreover, the majority of the publications stem from the US, with a smaller but nevertheless significant body of literature from Canada. The literature search revealed only a limited number of publications from Australia and New Zealand/Aotearoa, the UK and other European countries.

The only extant study I have located that looks specifically at LGBT provision for children and young people in UK public libraries is my own MA dissertation research (Chapman, 2007a). Like the current research, this preliminary study also used a mixed-methods approach. A checklist study was used to assess the level of holdings in two case study authorities, and in a library service with a reputation for good LGBT provision. Subsequently, three focus groups were held in the two case study authorities to evaluate the attitudes and opinions of library staff members regarding LGBT-related fiction aimed at children and young people; a total of 12 staff members participated, with equal numbers of professional and paraprofessional staff. A questionnaire distributed nationally was used to gather additional data on library staff members' opinions on the topic, to place the case studies within a broader context. Eighty-eight usable responses were received, primarily from professional librarians. In addition, a focus group of four young LGBT adults, and interviews with LGBT parents and prospective parents, were used to gather their perspectives of LGBT-related fiction aimed at children and young people, which were then compared with the

library staff members opinions'. Findings from this research are incorporated into the literature where relevant.

2.7.1 Government and professional policy documents

Discrimination on the grounds of sexual orientation or gender reassignment status is prohibited in the UK under the Equality Act 2010. 'Equality Impact Assessments' were initially introduced by the previous Labour government as part of the Race Relations Act 1976 (Statutory Duties) Order 2001 (CSIE, 2013). Under this legislation, public authorities were required to publish a 'Race Equality Scheme', detailing how they intended to fulfil their duties to eliminate racial discrimination and promote equality of opportunity as specified in the Race Relations Act 1976. The Equality Act 2010 extended this Public Sector Equality Duty to cover an increased number of protected characteristics, including sexual orientation and gender reassignment status; however, case law has shown that English public authorities are not required by the Act to carry out Equality Impact Assessments per se, provided they can demonstrate in some way that they have paid due regard to their equality obligations (EHRC, 2014; Pyper, 2014). Although many local authorities and government bodies have continued to carry out Equality Impact Assessments (Eversheds, 2013), a further blow to their systematic implementation was dealt in 2012 when David Cameron announced that the government was "calling time" on EIAs in an effort to reduce red tape (Cameron, 2012; Pinsent Masons, 2012).

With regard to libraries specifically, public library authorities are obliged to "meet the general requirements and any special requirements of both adults and children" under the Public Libraries and Museums Act 1964. The previous Labour government produced guidance recommending that libraries should provide materials that reflect our diverse society, including materials aimed at LGB people (DCMS, 2001; IDeA, 2007). The current Conservative/Liberal Democrat coalition government has not, to the best of my knowledge, issued any comment on the subject.

The legislative environment has not always been supportive of the provision of materials and services to LGBT people: the infamous 'Section 28' legislation passed into law on 24 May 1988 as part of the Local Government Act 1988 and

remained in force until 18 November 2003 (Local Government Act 2003). The legislation stated that local authorities must not "intentionally promote homosexuality or publish material with the intention of promoting homosexuality..." (Local Government Act 1988). While no local authority was ever successfully prosecuted under the Section 28 legislation (Greenland & Nunney, 2008; Vincent, 2014), it does appear to have had an effect on library services for LGBT people (see for example Curry, 1997, p. 79; Vincent, 2000, 2014). Furthermore, Vincent (2014) notes that he has personally spoken to individuals working in the cultural sector who are under the impression that it is still in force, or are uncertain as to whether or not this is the case.

The Chartered Institute of Library and Information Professionals (CILIP) produced its own guidance on sexual orientation and libraries; as regards stock, it stated that: "Written library stock policies should include the need for material relevant to the needs of LGBT people across all formats (for example, adult and children's books...)" (CILIP, 2009c). However, as noted by Waite (2013), this guidance has now been removed from the website.

The International Federation of Library Associations and Institutions (IFLA) has recently seen the formation of an LGBTQ Special Interest Group which seeks to address the "gap in professional knowledge by offering opportunities to engage in discussions about this often invisible user group" and to "enable libraries to consider topics including professional attitudes, outreach, privacy, programming, and effective practice in acquiring and collecting materials of importance to LGBTQ people and allies... [including] materials of importance to LGBTQ youth and families" (IFLA, 2014).

2.7.2 Library usage and satisfaction levels

Only one (US) study was located which surveyed LGBT young people regarding their public library usage (Linville, 2004). Eighty-two percent of respondents were public library users, with just over half saying they had gone to the library to find answers to questions about themselves or someone they knew being gay. However, one third of respondents could not find what they wanted in the library.

Two recent UK studies have looked at school library usage among young LGBT people; both of these suggested that library usage was low among this user group, at least as regards searching for LGBT-related information. Only 22% of respondents to Walker's (2013) survey (n=104) said they had looked for LGBT-related information in their school library, and over half of these had not found anything. Reasons for not using the library to look for this information included fear, and the assumption that the library would not have anything relevant. In Bridge's (2010) research, based in Northern Ireland, only one respondent (out of 42) had used the school library to look for LGBT-related information. However, the library emerged as an important 'safe space' for LGBT pupils in both pieces of research. Participants in Walker's (2013) research also made suggestions for how to improve the service. In order of frequency, these were: increase the availability of LGBT resources; improve the promotion of resources (e.g. through displays); ensure that access to LGBT materials is not restricted; and work to improve awareness of LGBT issues at a school-wide level.

A number of studies have surveyed LGBT adults about their information needs and library usage (primarily in the US and Canada). Findings differ significantly in terms of the frequency with which respondents used libraries in their efforts to locate information. Even where libraries were used, satisfaction levels were low, with respondents criticising both the collections and the attitudes of the staff (Creelman & Harris, 1990; Goldthorp, 2006; Joyce & Schrader, 1997; Stenback & Schrader, 1999; Waite, 2013; Whitt, 1993). An investigation of gay men's reading groups found that libraries were viewed as part of a heterosexist public sphere that had historically excluded, and continued to exclude, LGBT communities (Pruitt, 2010). In contrast, Norman's UK-based research on the Brighton & Hove LGB collection bucked the trend of the extant literature, with most respondents rating the collection as "good" or "satisfactory" (1998).

Some of the more recent studies show the emergence of the internet as a significant resource (Bond et al., 2009; Bridge, 2010; Garnar, 2001; Hamer, 2003; Rothbauer, 2004; Walker, 2013; Walker & Bates, 2015) and studies on the information needs of trans people indicate the primacy of the internet as an information source for these communities (Adams & Peirce, 2009; Beiriger &

Jackson, 2007; Taylor, 2002; Waite, 2013). These studies raise interesting questions about the extent to which print materials are still necessary in an age when internet access is widely available; however, I have sought to address these questions in my explanation of the rationale for the research in section 1.4.

2.7.3 Stock holdings

A number of studies have been carried out which assessed provision of LGBT materials in public libraries, although few were UK-based. The majority of studies have used various forms of checklist approach (Brett, 1992; Goldthorp, 2006; Moss, 2008; Passet, 2012; Pecoskie & McKenzie, 2004; Schneider, 1998; Yılmaz, 2014). Within this literature, a small but significant body of studies has focused on holdings of LGBT-related fiction for children and young people in public libraries (Boon & Howard, 2004; Chapman, 2007a; Howard, 2005; Rothbauer & McKechnie, 1999, 2000; Spence, 1999, 2000; Williams & Deyoe, 2014). One study was located which used a checklist approach to investigate school library holdings of LGBT fiction and non-fiction (Hughes-Hassell, Overberg, & Harris, 2013), while a UK study by Wright (2007) asked school librarians to assess their own LGBT provision.

Findings on levels of provision differed between studies, types of material, individual library systems and countries; it is thus difficult to make generalisations about provision. Furthermore, one problem with checklist studies is that frequently, little indication is given of what would constitute a 'good' collection, rendering comparisons difficult (Schneider, 1998). However, those studies which made a value judgement concluded that holdings of LGBT-related fiction for children and young people in public/school libraries were limited (Boon & Howard, 2004; Brett, 1992; Howard, 2005; Hughes-Hassell et al., 2013; Rothbauer & McKechnie, 1999; Williams & Deyoe, 2014; Wright, 2007). My own MA study also found that there was room for improvement in the holdings of the two case study libraries, with picture book provision particularly poor; moreover, a questionnaire distributed nationally suggested that poor levels of provision may be a widespread phenomenon (Chapman, 2007a).

2.7.4 Cataloguing and location

Since the publication of Berman's *Prejudices and Antipathies: a tract on the LC subject heads concerning people* (1971), it has been increasingly recognised that the development of a controlled vocabulary is a highly subjective process which nonetheless endeavours to pass itself off as neutral and universal, resulting in what Olson refers to as "the exclusionary cultural supremacy of the mainstream patriarchal, Euro-settler culture" (Olson, 2000). Reviews of historical cataloguing practices (e.g. Greenblatt, 1990, 2011b) have revealed categorisations of LGBT people and issues that now clearly appear inappropriate. Despite some improvements (Greenblatt, 2011b; Joyce, 2000), mainstream controlled vocabularies such as the Library of Congress Subject Headings (LCSH) continue to face criticism for their failure to use appropriate and sensitive language to describe LGBT people (Bates & Rowley, 2011; Greenblatt, 2011b). In particular, trans identities are poorly represented by LCSH subject terminology (Adler, 2009; Angell & Roberto, 2014; Greenblatt, 2011b).

In practice, this can make it difficult to locate LGBT-related materials via library catalogues. For example, Bates and Rowley (2011) found that two out of the three public library OPACs studied used imported Library of Congress subject headings which were sometimes problematic. These included objectifying and/or outdated plural noun terms such as 'gays' or 'transsexuals' which are unlikely to be used in natural-language searches (see also Greenblatt, 2011b). Moreover, keyword terms showed a lack of specificity, with very few search results for 'non-dominant' identities such as 'gay Muslim' or 'black lesbian'. Writing in 1994, Greenblatt and Gough noted that fiction was particularly problematic as it was not always assigned subject headings. While this piece was written some time ago, empirical research continues to demonstrate the difficulty of locating LGBT-related fiction via library catalogues (Boon & Howard, 2004; Chapman, 2007a; Cook, 2004; Goldthorp, 2006, 2007a, 2012; Migneault, 2003; Schneider, 1998).

There has been significant debate as to whether LGBT materials should be kept in separate collections or inter-filed with general stock. I previously published a

literature review which identified pros and cons of both approaches; key points include the following considerations:

o   A separate collection facilitates use and sends a positive message about diversity;

o   On the other hand, users who are not 'out' may feel less comfortable using a separate collection, which also carries a risk of ghettoisation;

o   An integrated collection facilitates serendipitous discoveries by heterosexual users or those who have not yet become aware of their sexuality;

o   Bibliographies, user-friendly catalogue entry points, virtual collections and spine labelling can all be used to make materials easier to find;

o   Popular items could be interfiled as well as locating a copy in a separate collection.

The literature review concluded that there is as yet no consensus among either librarians or LGBT communities, and consultation with the local community is thus essential (Chapman, 2007b). As regards materials for children and young people, my MA study showed a strong consensus across both library staff and LGBT participants that LGBT-related YA novels should be integrated with the rest of the YA fiction collection, as teenagers would be self-conscious about looking in a separate section. There was less of a consensus as regards picture books (Chapman, 2007a). Research with young LGBT adults showed that opinion was in fact divided as regards the merits of a separate section; some felt that this would in fact provide more privacy, as pupils would not need to out themselves to the librarian in order to find what they were looking for (Walker, 2013; Walker & Bates, 2015).

2.7.5 Promotion

In the light of the apparently poor catalogue access to LGBT-related materials, and the debate as to whether or not a separate section is appropriate, there is a potential role for librarians in facilitating access by promoting materials and providing finding aids such as booklists (Vincent, 2014). However, the small amount of extant research suggests that promotion of LGBT-related materials is patchy in the UK context.

An evaluation of the *Loud and Proud* promotion of adult LGBT stock, led by Branching Out, showed that it had proved extremely popular, with positive comments from both library staff members and customers (Train & Elkin, 2002/03, cited in Goldthorp, 2006). Despite this, empirical research suggests that many authorities do not undertake LGBT promotions of this sort. Research by Goldthorp (2006) showed that only three of nine respondent Scottish authorities said that they promoted their collections of LGBT fiction, and observational research in other authorities revealed a lack of promotions to tie in with major LGBT events such as Pride or Glasgay. Similarly, UK case studies by O'Leary (2005) and Armstrong (2006) found that although there had been some limited promotion of (adult) LGBT materials, in general these materials were not promoted. In contrast, O'Leary's US case study went to great efforts to promote LGBT issues and materials "including film festivals, bibliographies, author talks, bookmarks, Web sites and other resources" (2005, p. 60).

There has been little attention to the promotion of LGBT-related materials aimed at children and young people in the UK public library context. However, two studies in school libraries found that the large majority of participants did not use any methods of promoting LGBT-related materials (Bridge, 2010; Wright, 2007). A US public library study by Naidoo (2013) found that almost half of the libraries surveyed included LGBTQ picturebooks in general children's events and just over a third provided bibliographies of LGBTQ picturebooks. However, this research surveyed a purposive sample of libraries in areas with large numbers of LGBT-headed families; moreover, O'Leary's (2005) study suggests that efforts to promote LGBT-related materials may be more established and accepted in the US than in the UK context.

A recent overview of LGBT provision in the cultural sector by Vincent (2014) identifies a number of examples of good practice in terms of LGBT events and other promotional activities in libraries, including booklists, involvement in events such as Pride and LGBT History Month, and LGBT reading groups. However, it is not immediately apparent whether these examples are 'typical' or whether on the contrary they are remarkable for being unusual. Moreover,

none of the examples explicitly mentions any promotion of materials or services for children and young people.

2.7.6 Library staff attitudes towards provision of LGBT-related materials to children and young people

In contrast with other areas of the literature, a relatively large proportion of the research into librarians' attitudes has been carried out in the UK – although much of this takes the form of Master's dissertation research, and relatively little deals specifically with materials or services for young people.

Studies over a broad time period and across two continents have shown that librarians and other public and school library staff members tend to have positive attitudes as regards general LGBT provision (Brett, 1992; Carmichael & Shontz, 1996; Currant, 2002; Readman, 1987; Waite, 2013) and provision of LGBT-related materials and services to young people (Brett, 1992; Bridge, 2010; Chapman, 2007a; McNicol, 2005a, 2005b; Stannard, 2008; Walker, 2013; Walker & Bates, 2015; Wright, 2007). However, the majority of these studies reported evidence of a minority of respondents who had less-than-positive attitudes (see also Curry, 2005) and/or who were lacking in awareness of the need for provision. The belief that there is no demand for LGBT materials has been identified as one of the pervasive myths that form a barrier to provision (Downey, 2013; Gough & Greenblatt, 1992). It should also be borne in mind that staff members with homophobic, biphobic and/or transphobic attitudes may have avoided taking part in such research, or respondents may have given the answers they felt were 'politically correct', leading to a bias in the results.

The extant literature and my own MA dissertation also revealed specific loci of anxiety among library staff, namely promotion, provision of materials to younger borrowers, materials with sexual content, and the quality of materials. Comments from respondents in some studies revealed concerns about what participants perceived as 'excessive' promotion (Armstrong, 2006; Chapman, 2007a; Currant, 2002; O'Leary, 2005; Readman, 1987), despite the fact that Currant's was the only study carried out while Section 28 was actually in force (cf. section 2.7.1). As discussed in the previous sub-section, promotion of LGBT materials, whether for children or adults, appeared to be patchy in UK libraries.

Respondents in several studies voiced concerns about providing LGBT materials – and in some cases any adult materials – to younger borrowers (Bridge, 2010; Chapman, 2007a; Currant, 2002; O'Leary, 2005; Wright, 2007). General studies on censorship have also found evidence of libraries controlling borrowing by age, and/or requiring parental permission for use of some materials (McNicol, 2005b; Schrader, 1995). Age restrictions and parental permission conflict with national and international intellectual freedom guidelines (CILIP, 2005; IFLA, 1999). Moreover, they are particularly problematic in the case of young people exploring LGBT issues: as Mehra and Braquet note, "'queer' individuals may be the only minority whose own families consistently reject them" (2006, p. 13).

There has long been an unwritten assumption that materials with sexual content are not suitable for public libraries (Berman, 2001; Cole, 2000) and indeed, this was a matter of concern for participants in some studies (Armstrong, 2006; McNicol, 2005b). Brett (1992) and Currant (2002) noted that some respondents appeared to conflate gay and lesbian material with sexually explicit material, and objected to all of it on those grounds. However, it would appear that no research had specifically consulted librarians about their opinions on material with LGBT sexual content prior to my own MA dissertation, which showed a divergence of opinions. However, several of the LGBT participants felt that it was important to provide material with sexual content to teenagers, who are concerned with such issues at this stage in their lives (Chapman, 2007a). Indeed, interest in sex constitutes a valid information need (Creelman & Harris, 1990; Macrae, 1998; Stenback & Schrader, 1999; Weesner, 2000) and books are viewed as a safe place for teenagers to learn about it (Cart & Jenkins, 2006; Epstein, 2013; Stone, 2006). LGBT teens may be in even greater need of books with sexual content than straight teenagers, as information on this subject may be more difficult to find elsewhere (Epstein, 2013).

The quality of LGBT materials – which often come from small presses – was also a cause for concern among participants in some studies. Librarians interviewed by Brett (1992) and five of the library directors surveyed by Curry (1997) emphasised the need to apply standard stock selection criteria to LGBT

material. However, five other directors in Curry's research felt that lower-quality material could still fulfil a need due to its special-interest focus. In my MA dissertation study, quality emerged inductively as a significant issue, but opinions on the subject diverged; however, the overall conclusion of the research was that normal quality standards should be relaxed where necessary to ensure a diverse range of materials (Chapman, 2007a).

2.7.7 Other factors affecting provision

In addition to the attitudes of librarians, discussed above, a number of additional factors have been identified which could affect levels of provision of LGBT-related materials, including stock policies, procurement methods, budgetary constraints and a lack of training.

Previous research has found that the majority of public library systems studied did not have stock policies mentioning LGBT materials (Brett, 1992; Goldthorp, 2006; Hart & Mfazo, 2010; Ritchie, 2001). This finding was replicated in my own MA dissertation, which further showed that only a tiny minority of libraries mentioned LGBT materials for children and young people in their stock policies (Chapman, 2007a). Brett hypothesises that the lack of such a policy may lead to provision by demand, which may not be articulated and thus not be provided for (Brett, 1992). A number of writers cite instances of librarians waiting for library users to request LGBT materials rather than pro-actively purchasing them (Currant, 2002; Goldthorp, 2006; Branching Out, 2005, cited in O'Leary, 2005; Schrader, 1995).

Research also suggests that librarians have tended to rely on mainstream suppliers, which has an impact on the breadth of the collection (Brett, 1992; Curry, 1997; Glover, 1987; Goldthorp, 2006; Migneault, 2003). Once again, this finding was supported by my MA dissertation, which suggested that mainstream sources did not provide an adequate range of LGBT materials (particularly where these came from small publishing houses and/or the US). Despite this, many stock selectors were not looking beyond mainstream suppliers (Chapman, 2007a). CILIP's best-practice advice on provision of LGBT materials (now removed from the website) included the recommendation that libraries should

purchase from specialist bookshops/suppliers instead of relying solely on mainstream suppliers (CILIP, 2009c).

Budget may also be a factor affecting the provision of LGBT-related fiction aimed at children and young people, particularly in the current economic environment (cf. section 1.5). However, this issue has received little attention in the literature. Some of the library directors surveyed by Pruitt (2010) expressed a reluctance to support gay men's reading groups for budgetary reasons or, relatedly, due to an expectation that issue figures would be poor. Similarly, a more general study of attitudes relating to stock management found that stock was expected to provide value for money by issuing frequently, leading to a focus on mainstream materials (Cole, 2000). However, a number of authors who advocate for LGBT provision have noted that LGBT-related books for young people in particular may in fact be used a lot more than circulation statistics would suggest, as young people who do not wish to 'out' themselves read them secretly in the library (Downey, 2013; Greenblatt, 2003; Jenkins, 1990).

As noted in the preceding sub-section, there is evidence that some participants in extant research have negative attitudes towards provision of LGBT materials, are not aware of the need for provision, and/or have anxieties about particular aspects of provision. This suggests that sensitivity/diversity training may be required. Such training is recommended by many commentators (e.g. Seborg, 2005; Stenback & Schrader, 1999; Vincent, 2014) and library-based research participants have expressed interest in such training (Armstrong, 2006; Currant, 2002; Walker, 2013; Walker & Bates, 2015). However, the small amount of research that has been carried out suggests that little training on LGBT issues is provided for library workers (Armstrong, 2006; Currant, 2002; Goldthorp, 2006).

2.8 Chapter summary and implications of the literature for the research

Although it is difficult to find reliable data on the numbers of children and young people who identify as LGBT and/or live in LGBT-headed families, the statistical data suggest that they may constitute a substantial portion of the population. Moreover, it is likely that most or all children and young people will encounter LGBT people at some point in their lives. Opinion poll data suggest that attitudes to LGB(T) people have improved in recent years, yet a significant minority of people still express negative attitudes, and young LGBT people report significant levels of homophobic, biphobic and transphobic bullying. Young people from LGBT-headed families – although generally as well-balanced and educationally successful as the rest of their age cohort – also report experiencing negative reactions or a lack of understanding among others, often from a young age.

The findings on attitudes are relevant to the present study in two ways. First, they imply that homophobia, biphobia and transphobia may be prevalent among children and young people. Secondly, they suggest that library staff members may also have negative attitudes towards LGBT people, which may be reflected in behaviour such as failure to provide stock, and/or negative body language when serving LGBT people.

The research literature also suggests that homophobic, biphobic and transphobic prejudice has significant negative effects on (young) LGBT people, in terms of their mental health and broader life outcomes. In addition, young LGBT people frequently experience loneliness, isolation, alienation and a silence around their identities, together with a problematic lack of role models and positive images. This implies a strong moral argument for interventions that will build self-esteem in young LGBT people and/or combat prejudice among others. Such interventions may need to start at an early age.

There is increasing recognition of the need to provide books featuring diverse characters, and a growing body of empirical research shows a demand for LGBT-related fiction among young LGBT people and LGBT-headed families. It

has also been argued that reading fiction can help to develop empathy for people different from oneself and, in particular, social psychology research shows that reading about cross-group friendships can help to reduce prejudice. There is a growing body of LGBT-related fiction aimed at children and young people, although analysis of the corpus of texts shows that some identities continue to be under-represented.

As libraries have a statutory obligation to meet everyone's needs, this implies that LGBT-related fiction should be provided to children and young people in libraries. However, the limited extant research suggests that both collections and staff attitudes may leave something to be desired. Some potential causes of poor provision have been identified in the literature, but there has been no systematic investigation of this area in the UK. The present research aims to go some way towards filling the lacuna in the literature as regards the extent of provision and the potential factors affecting this.

3. Methodology

This section outlines the philosophical background to the research (pragmatism), the methodological approach (mixed methods) and the research design and methods used.

3.1 Philosophical background: pragmatism

In this study, I am working from a pragmatist standpoint, which emphasises the primacy of the research question, the purpose of the research and the significance of the researcher's own values. Pragmatism has been identified as an eminently suitable philosophical background for mixed methods research (Creswell & Plano Clark, 2007; Datta, 1997; Denscombe, 2008; Howe, 1988; Teddlie & Tashakkori, 2003) as it "[e]ndorses eclecticism and pluralism (e.g., different, even conflicting, theories and perspectives can be useful; observation, experience, and experiments are all useful ways to gain an understanding of people and the world)" (Johnson & Onwuegbuzie, 2004, p. 18). Moreover, I realised on discovering pragmatism that it tallied with an ontological and epistemological stance which I had long held without being aware of its historical background.

Pragmatism as a philosophical movement was initiated in the United States in the second half of the nineteenth century by Charles Sanders Peirce, and elaborated on in the late nineteenth and early twentieth centuries by other key thinkers such as James, Dewey and Mead (Creswell & Plano Clark, 2007; Maxcy, 2003; Rescher, 2000). The 1960s saw a resurgence of interest in pragmatism, with major names from this 'neo-pragmatist' period notably including Rorty (Creswell & Plano Clark, 2007; Rescher, 2000). However, it did not come to the fore as a philosophical partner for mixed methods research until the 1990s, concurrently with the rise of the 'mixed methods movement' among methodologists (Teddlie & Tashakkori, 2003).

An in-depth explanation of the tenets of pragmatism would lie beyond the scope of this thesis, but some key points which are relevant to the research are discussed below.

3.1.1 Ontology and epistemology

Pragmatists simultaneously believe in the existence of both a single physical world, and multiple realities which are experienced differently by individuals (Johnson & Onwuegbuzie, 2004; Maxcy, 2003; Morgan, 2007; Tashakkori & Teddlie, 1998). Similarly, knowledge is both constructed and based on the 'real world' (Johnson & Onwuegbuzie, 2004; Maxcy, 2003). Although these ontological and epistemological points may initially appear somewhat abstract, they are highly relevant to the choice of methods used in the research. Books are countable objects, which either are or are not stocked by the library[14]; it is therefore appropriate to assess levels of provision using a quantitative method. However, the ways in which individuals view and interact with these books are highly subjective; therefore, in order to gain a thorough understanding of the stock procurement and management decisions taken by librarians, it is necessary to have a qualitative element to the research. Pragmatism therefore supports the use of a mixed methods approach.

The role of the researcher in constructing knowledge must also be taken into account. Tashakkori and Teddlie (1998) assert that, from a pragmatic perspective, the researcher will be located at different points along the subjective-objective continuum at different stages in the research, as the extent to which they are able to stand apart from what is known will vary. I state my positionality in relation to the research in section 1.1, and discuss the implications in terms of potential interviewer bias in more detail in section 3.3.5.5. The pragmatist perspective on axiology, and the consequent need to be open about one's own values, are discussed further in the following sub-section.

3.1.2 Axiology

Pragmatism holds that research is inevitably value-laden, and upholds values such as equality and social justice (Johnson & Onwuegbuzie, 2004; Maxcy, 2003; Morgan, 2007). As stated in section 1.4, the research is intended to be

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[14] It should be noted that this is actually something of an over-simplification. Although a printed book is a physical, countable object, the criteria according to which one defines 'LGBT-related' fiction are inevitably highly subjective, as discussed in sections 1.2.3 and 3.3.3.1.1. On this point, I concur with Onwuegbuzie and Leech (2005), who point out that even the purest quantitative research will involve subjective decisions by the researcher.

transformative, and to have a positive impact on improving provision. I believe it is essential to be open about one's personal and political stance rather than pretending to scientific objectivity, as one's values will affect the way that knowledge is constructed in the research. Moreover, positions which are supposedly 'neutral' often translate in practice to support for established systems (Blanke, 1989; Jensen, 2008; Lewis, 2008b; Smith, 2010).

3.1.3 Knowledge as means to an end

Pragmatism emphasises action, usefulness, and theory which supports effective practice or transformation (Johnson & Onwuegbuzie, 2004; Maxcy, 2003). Morgan argues that "the attempt to gain knowledge in the pursuit of desired ends" is central to a pragmatic approach (2007, p. 69), while Tashakkori and Teddlie summarise the appeal of pragmatism as follows: "Study what interests and is of value to you, study it in the different ways that you deem appropriate, and use the results in ways that can bring about positive consequences within your value system" (1998, p. 30). As noted in section 1.4, I hoped that the thesis findings would contribute directly to improving practice, and section 8.2.2 illustrates the extent to which this has happened thus far.

3.1.4 Misreadings of pragmatism

The mixed methods literature contains certain interpretations of pragmatism which I believe to be misleading. In this sub-section, I discuss these misinterpretations and endeavour to clarify my own position.

The first issue is the conflation of the term 'pragmatic' with 'practical' or 'expedient'. An example of this can be found in an article by Bryman, which discusses researchers' conceptions of mixed methods research:

> "Typically, then, mixed methods researchers seem not to dwell on epistemological and ontological issues and exhibit a clear pragmatism in their work" (2007, p. 17)

Although the term 'pragmatic' is indeed a near-synonym of 'practical' or 'expedient' when used in a general sense, it may lead to confusion if used in this way in an academic context which relates to pragmatism as a philosophy. In this thesis, I have therefore sought to limit my use of the terms 'pragmatism'

and 'pragmatic' to discussions of a philosophical nature. In other contexts, the terms 'practical' or 'expedient' are used.

The second (and related) misinterpretation is prevalent in the mixed methods literature, at least by implication. This is the assumption that the research question is the overriding consideration, and that philosophical, ontological and epistemological considerations do not enter into the research process. Greene and Caracelli (not themselves pragmatic researchers) provide one example of this when they summarise the pragmatic stance as "all this philosophical mumbo-jumbo does not get the job done" (2003, p. 100). This is a somewhat reductive and simplistic view of pragmatism; rather, there is a need to take both philosophical and practical considerations into account in mixed methods research (Morgan, 2007).

3.2   Mixed methods

Although there is a long history of mixing qualitative and quantitative methods (Teddlie & Tashakkori, 2003), the rise of mixed methods as a movement did not occur until the 1990s (Creswell & Plano Clark, 2007; Teddlie & Tashakkori, 2003). Some researchers have called it the "third methodological movement" (Tashakkori & Teddlie, 2003b, p. ix) and have argued that it constitutes a new paradigm shift in the social sciences (Morgan, 2007). To place the movement in context, I here present a brief overview of the history of social science research in the 20th and 21st centuries.

The first half of the 20th century was primarily associated with quantitative studies based on a positivist or, subsequently, post-positivist philosophy (Teddlie & Tashakkori, 2003). The main tenets of positivism are generally summarised in the methodological literature as involving a belief in a single reality; an objective, value-free relationship between the inquirer and the subject of inquiry; a focus on generalisations and causal relationships; and a deductive logic (i.e. the investigation of prior hypotheses) (see for example Tashakkori & Teddlie, 1998). Post-positivism involves a recognition that

research is value-laden and understandings of reality are constructed (Tashakkori & Teddlie, 1998).

The 1970s saw a greater move towards qualitative studies (Teddlie & Tashakkori, 2003) based on a constructivist approach. The main tenets of constructivism are generally summarised in the literature as involving a belief in multiple constructed realities; no clear separation between the inquirer and object of inquiry; recognition that research is inevitably value-laden; a focus on specific situations and processes rather than on generalisations and causal relationships; and an inductive logic, moving from the particular to theory (Tashakkori & Teddlie, 1998).

The rise of qualitative research led to rivalry between qualitative and quantitative methodologists, frequently referred to as the "paradigm wars" (Gage, 1989, p. 4). Morgan argues that, during this period, qualitative social science methodologists privileged a top-down approach which focused on philosophical issues to the detriment of other concerns such as the research question under study; he has dubbed this the "metaphysical paradigm" (Morgan, 2007, pp. 57-8). The period was characterised by a belief in the incompatibility or incommensurability of the (post-) positivist and constructivist positions (Morgan, 2007; Teddlie & Tashakkori, 2003) and, since the former was associated with quantitative research and the latter with qualitative research, this led to an assumption that methods should not be combined. This came about despite the fact that many of the staunchest defendants of incommensurability admitted that they had no objection to mixing at the level of *methods* (Guba & Lincoln, 2005; Smith & Heshusius, 1986).

However, the increasing interest in mixing methods – and realisation that in fact, many researchers had been doing this all along – led to a reappraisal of the incommensurability thesis and, to an extent, the focus on epistemological issues. Morgan argues that 'paradigm shifts' such as the rise of the mixed methods movement come about due to perceived anomalies within the existing paradigm. He identifies three such anomalies in the metaphysical paradigm, key amongst which is the lack of clarity on the link between philosophical beliefs and the day-to-day decisions made in research. As an alternative, he

proposes a "pragmatic approach" (Morgan, 2007, p. 65) which would give equal weighting to both epistemological and practical considerations.

3.2.1 Mixed methods terminology

Given that mixed methods research as a movement is relatively recent, it is perhaps unsurprising that early discussions on the subject were dogged by a failure to agree on the most appropriate terminology, and a resultant confusing proliferation of terms (Creswell & Plano Clark, 2007; Creswell, Plano Clark, Gutmann, & Hanson, 2003). In particular, there has been a confusion between 'mixed methods research' and 'multimethod research' (Creswell & Plano Clark, 2007; Johnson, Onwuegbuzie, & Turner, 2007; Teddlie & Tashakkori, 2003). The latter has been used to mean many different things, but there is now a broad consensus that it refers to research which comprises more than one research method of the same type (i.e. qual+qual or quan+quan) (Creswell & Plano Clark, 2007; Morse, 2003; Tashakkori & Teddlie, 2003a). It thus differs from mixed methods research, which is characterised by its mixing of qualitative and quantitative methods (Creswell & Plano Clark, 2007; Creswell et al., 2003; Johnson et al., 2007).

The term "mixed methods research" is the one which has come to be most commonly used in the literature, and is associated with key publications in the field, such as Tashakkori and Teddlie (2003b), Creswell and Plano Clark (2007) and the *Journal of Mixed Methods Research.* For the purposes of the present thesis, I am using the following definition:

> "Mixed methods research is the type of research in which a researcher… combines elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, inference techniques) for the broad purposes of breadth and depth of understanding and corroboration." (Johnson et al., 2007, p. 123)[15]

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[15] Johnson et al. (2007) go on to sketch out a much more comprehensive definition of mixed methods research in the conclusion to their paper. However, I feel that the shorter definition reproduced here has the benefits of conciseness and clarity, and does not artificially narrow the scope of the term.

3.2.2 Why mixed methods?

Creswell and Plano Clark (2007) argue that mixed methods research can provide more comprehensive answers to complex research questions, by indicating trends and generalisations as well as providing in-depth perspectives. The present study sought to carry out an in-depth investigation of the situation within particular library authorities, while also identifying potential trends that could be transferable to other authorities across England and the wider UK. A mixed methods approach was thus ideal for this purpose.

Another key advantage of mixed methods research is that qualitative and quantitative methods have non-overlapping strengths and weaknesses (Creswell & Plano Clark, 2007; Teddlie & Tashakkori, 2003); and indeed, this has been referred to as the fundamental principle of mixed methods research (Johnson & Turner, 2003). Using both qualitative and quantitative methods increases the trustworthiness of the research (cf. section 3.3.7) and helps to provide a more complete picture of the phenomenon under study. It also permits researchers to test existing theories (e.g. about the factors potentially affecting provision of LGBT-related fiction to children and young people, as identified in sections 2.7.6 and 2.7.7), as well as allowing new theories and a greater diversity of views to emerge inductively. Within section 3.3, below, I have explained the reasons why each research method was chosen, and have also critically considered the limitations of each research method.

Creswell and Plano Clark (2007) further argue that human beings naturally solve problems using both words and numbers. This has the knock-on effect that mixed methods research is more persuasive for potential readers of the research. This may be particularly true in the library world, where many practitioners may lack detailed statistical knowledge, but are operating in an environment of increasing pressure to justify the library's existence using both numbers and convincing narratives (Halpin et al., 2013).

3.3 Research design and methods

3.3.1 Overview of the research design

The study used a combination of qualitative and quantitative methods (a checklist study, questionnaires and interviews) to answer the research questions set out in section 1.3.1 above. The research design was a complex, imbricated multi-phase design, in which data from each data collection strand contributed to answering more than one of the research questions. Maxwell and Loomis (2003) note that qualitative and quantitative data may become integrated in a variety of ways and to differing extents in different components/stages of the research. They use the term "tendrils" (p. 268) to describe this interweaving.

Table 1, on the following page, shows the relationship between the research questions and the data collection strands. As a reminder, the research questions are as follows:

1) To what extent is LGBT-related fiction aimed at children and young people provided in English public library authorities and through mainstream library suppliers?
2) How is LGBT-related fiction aimed at children and young people procured and made available in English public library authorities?
3) How do library staff members involved in children's and young people's stock procurement feel about providing LGBT-related fiction to children and young people? Are there specific issues which cause concern?
4) What are the factors affecting provision of LGBT-related fiction to children and young people in English public library authorities?

The study was carried out in 13 participating library authorities. This number was selected, after discussion with my supervisor, to increase the likely transferability of the study (compared with a case study of just one or two authorities) while still being achievable within the scope of the research. I left open the possibility of expanding the scope of the research to more authorities if the data collection and analysis process turned out to be more rapid than

expected; however, in the event the 13 authorities generated a large amount of data and it was not feasible to expand the study. The current study could form the basis for future research investigating specific factors affecting provision in a larger number of authorities, as suggested in section 8.5.1.

Table 1: Relationship between data collection strands and research questions

Data collection strand	Research questions which it addresses (specific aspects in brackets)
Checklist	• RQ1 • RQ4 (availability via supplier, place of publication)
'Stock team manager' questionnaire	• RQ2 (stock procurement, age restrictions, promotion) • RQ4 (factors including stock procurement procedures and policies, training or the lack of it)
'Stock team members' questionnaire	• RQ2 (librarians' personal opinions and practices regarding procurement, promotion and age restrictions) • RQ3 (Likert scale data on attitudes, and associated qualitative comments) • RQ4 (factors including stock procurement procedures, quality of supplier provision, staff attitudes, training or the lack of it)
Interviews	• RQ1 (librarians' opinions on their own stock holdings) • RQ2 (stock procurement, location, age restrictions, promotion, dealing with complaints) • RQ3 • RQ4

The research employed a sequential design (Creswell & Plano Clark, 2007; Tashakkori & Teddlie, 2003a). The first phase of the research involved two simultaneous data collection strands in the form of a checklist study and two questionnaires. This was followed by an initial phase of analysis, involving quantitative analysis of the checklist data (as described in section 3.3.3.5) and preliminary analysis of the questionnaire data by variable to identify trends (as described in section 3.3.4.5). In addition, I produced summaries of the questionnaire data by case in order to identify interesting areas for further investigation in the interviews and to facilitate the process of selecting

authorities in which to carry out these interviews (cf. sections 3.3.4.5 and 3.3.5.1).

Subsequently, interviews were carried out with five pilot interviewees, and with 13 interviewees in four of the participating authorities. The interview data, together with qualitative data from the questionnaires, were then coded and analysed thematically, as described in section 3.3.5.6. Finally, the data were combined in order to answer the research questions, as discussed in section 3.3.6. This involved data triangulation (the corroboration of results from different methods) as well as use of the qualitative data to clarify, expand on and explain the quantitative data (Greene, Caracelli, & Graham, 1989).

Figure 1, on the following page, presents a model of the research design, showing how the various data collection, analysis and data combination methods fit together. Inevitably, this is something of an oversimplification, as issues arising in later stages of the research sometimes necessitated revisiting data collected and analysed earlier (cf. section 3.3.6). Onwuegbuzie and Teddlie (2003) note that in sequential mixed methods designs, the data collection, analysis and interpretation phases are "iterative… recursive and… nonlinear" (p. 352).
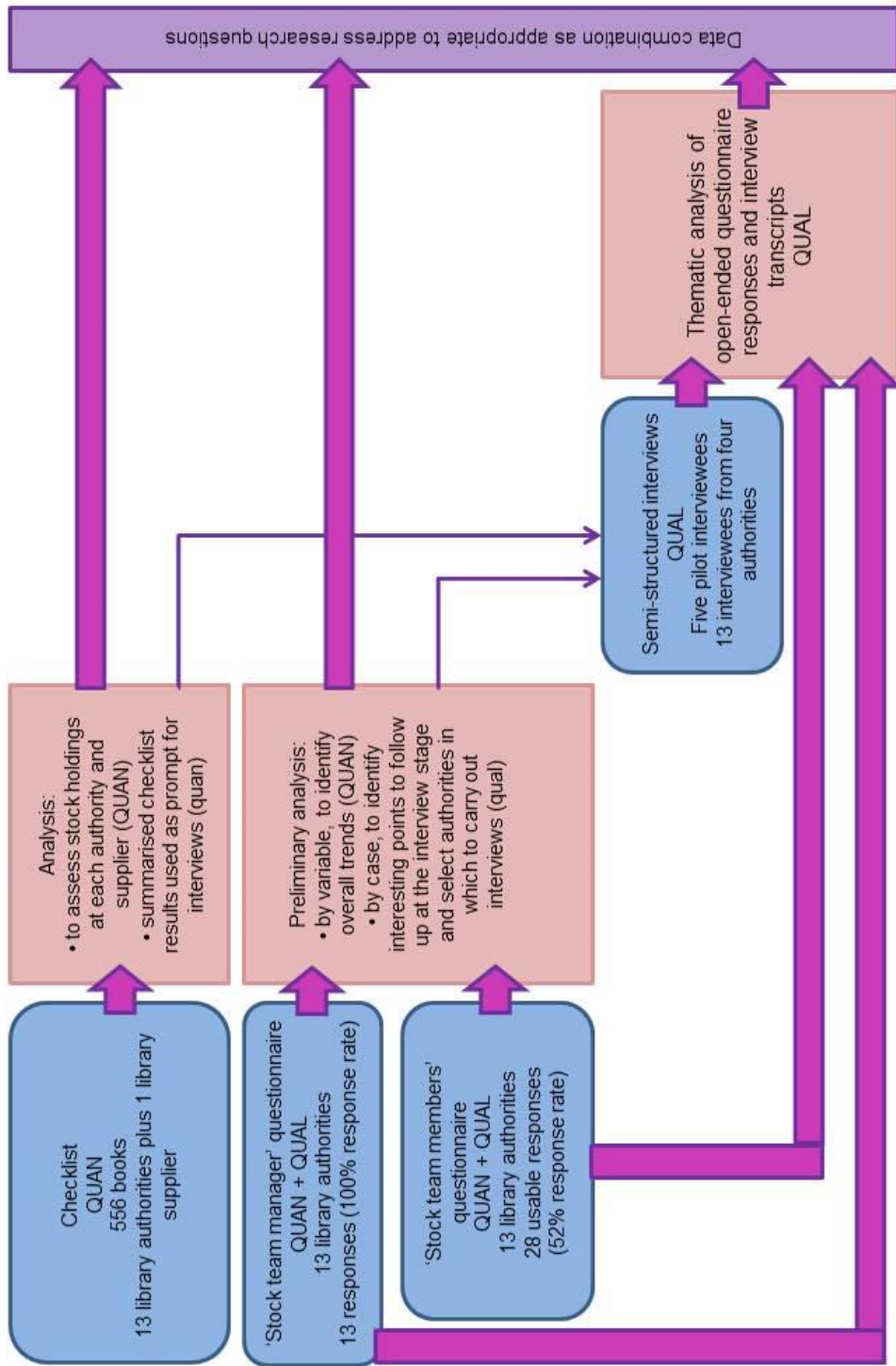
Figure 1: Model of research design

3.3.2 Selection of participating library authorities and supplier

When selecting the sample library authorities, the goal was not to select a proportional sample which could be used for statistical analysis – which would have necessitated a much larger sample – but to include a spread of authorities with different characteristics. I felt that the most relevant variable for sample selection was budget, as this could have a direct impact on the authority's ability to purchase LGBT-related fiction for children and young people. The then most recent CIPFA statistics, which are authoritative and readily accessible, were used as the source of budget information (CIPFA, 2009). Several different measures of 'budget' were considered, namely total expenditure; materials fund expenditure; bookfund expenditure; children's bookfund expenditure; children's fiction bookfund expenditure; or the corresponding number of acquisitions for any of the preceding categories. Ultimately, the choice of measure was constrained by practical considerations: information on acquisitions was provided as a total figure, whereas information on expenditure was provided per capita, which I felt was a less relevant measure in terms of the impact on purchasing power. As a consequence, the figures for acquisitions were used rather than the figures for expenditure. Similarly, not all authorities provided a figure for children's fiction acquisitions, so it was necessary to use the figures for number of book acquisitions[16].

After some consideration, I chose 'type of authority' (i.e. county, metropolitan district, unitary authority or London borough) as the other variable to be used in sample selection, as I felt that using this variable would give rise to a broad sample in terms of geographical location, rural/urban authorities, size, political control[17], and so on. The make-up of the final sample confirmed this hypothesis. I also decided at this point to limit the scope of the thesis to

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[16] It should however be noted that the rankings for number of children's fiction acquisitions (where figures were available) were quite different from those for number of book acquisitions, and would therefore have produced a different sample. This is presumably because different authorities place differing levels of importance on children's fiction when allocating their budgets.

[17] I also gave serious consideration to the possibility of using the political make-up of the local authority as a variable for sample selection, as this could be particularly relevant to LGBT provision (see for example Brett, 1992). However, as the thesis does not focus specifically on politics, I decided against using this variable, as it would have been necessary to look in some detail at the recent history of political control in an area in order to gain an accurate impression of its possible impact on the purchasing of LGBT-related fiction for children and young people.

England (rather than the UK) for practical reasons, namely the greater time and travel costs involved in interviewing participants based in Wales, Scotland or Northern Ireland.

Having identified the two key variables for sample selection as **number of book acquisitions** and **type of authority**, I selected a sample using the following method:

1) Divided library authorities in England into categories by type of authority: metropolitan districts, counties, unitary authorities and London boroughs. (The CIPFA statistics are already presented like this.)

2) Within each category, ranked the authorities by number of book acquisitions according to the latest available CIPFA statistics (CIPFA, 2009).

3) Divided the rankings into quintiles (an example is given in Appendix A). Some quintiles were slightly larger than others due to the different numbers of authorities in the four categories, which meant that some authorities had a slightly greater likelihood of being selected. However, this did not matter as the aim of the sampling procedure was to produce a broad and varied sample, rather than to produce a proportional sample that could be used in statistical analysis.

4) Randomly selected authorities from the first, third and fifth quintiles in each category using www.randomizer.org. The second and fourth quintiles were omitted to avoid the possibility of randomly selecting two authorities which came very close to one another in the rankings.

5) This produced a non-proportional stratified random sample (Kemper, Stringfield, & Teddlie, 2003) of 12 authorities.

6) For comparison purposes, an authority with a very good reputation for LGBT provision was purposively selected on the basis of existing knowledge, and was added to the sample, giving a final total of 13 authorities.

Once the initial sample had been selected, I then wrote to the Head of Service in each authority to gain permission for the study to be conducted in their authorities, using contact details from the most recent edition of *Libraries and Information Services in the United Kingdom and the Republic of Ireland* (CILIP,

2009b) (see sample letter provided in Appendix B). If no reply was received, I then emailed the Head of Service, and if this still produced no reply, or if I was unable to pursue the study in this authority for any other reason, another authority from the appropriate quintile was randomly selected as described above. The recruitment of participating authorities began in early January 2010 and a full complement of authorities was achieved in late May 2010. This part of the research took longer than anticipated due to the time lapse involved in waiting for authorities to respond; in one category, four authorities had to be contacted sequentially before I found one which was willing to participate. In total, 22 authorities were invited to participate before the full sample of 13 was achieved, giving a success rate of 59%; I felt this was reasonable given the constraints on staff time at all public library authorities. One limitation of the research is that the sampling procedure involves an unavoidable element of self-selection; this could skew the results, as it is possible that Heads of Service might be more willing for their authorities to participate if they felt confident that their provision was good.

To maintain anonymity, the authorities were coded by category as shown in Table 2 below:

Table 2: Authority codes

Category	Authority code
Bottom-quintile county	BC
Middle-quintile county	MC
Top-quintile county	TC
Bottom-quintile London borough	BL
Middle-quintile London borough	ML
Top-quintile London borough	TL
Bottom-quintile metropolitan borough	BM
Middle-quintile metropolitan borough	MM
Top-quintile metropolitan borough	TM
Bottom-quintile unitary authority	BU
Middle-quintile unitary authority	MU
Top-quintile unitary authority	TU
Purposively selected authority (happens to be bottom-quintile unitary)	BUP

Once permission to carry out the research had been obtained from the Head of Service, I contacted the person with overall responsibility for children's and young people's stock procurement in each authority, hereafter referred to as the 'stock team manager', though actual job titles may differ. These individuals functioned as the main contact in each authority. Further details on the recruitment of research participants in each authority are provided in sections 3.3.4.3 and 3.3.5.4 below.

I also wished to carry out the checklist study on a mainstream library supplier's online database, with a view to assessing the number of titles available through mainstream suppliers. My first choice of supplier was selected as they specialise in children's and young people's materials; they were contacted by means of contact details publicly available on their website. However, they declined to participate in the research. I then contacted a supplier with whom I had previously been in contact for other projects. The contact details for a named individual had been previously provided to me by a colleague and I was therefore able to directly contact a relevant person with whom I had a pre-existing relationship. This supplier was therefore selected for reasons of convenience; however, Robson (2002) has noted that a network of professional contacts is a contributing factor in research success.

3.3.3 Checklist

The first stage of the research involved the compilation of a checklist of LGBT-related fiction aimed at children and young people, based on existing booklists, bibliographies and other literature on this material (research objective two). Once complete, the checklist was checked against the OPACs of the participating library authorities to assess their holdings of this material (objective three). A similar search was also carried out on a major library supplier's website in order to gain insight into the availability of LGBT-related fiction for children and young people from mainstream suppliers (objective four).

There is a consensus in the literature that checklist studies are an appropriate method of assessing levels of LGBT material (e.g. Boon & Howard, 2004;

Rothbauer & McKechnie, 1999, 2000; Spence, 1999, 2000; Williams & Deyoe, 2014) and indeed, the present research arguably improves on these studies in that the checklist is more comprehensive and was validity tested with key professionals from LGBT librarianship, research and activism (cf. section 3.3.3.2). By using a checklist, I did not have to rely on unreliable estimates of stock holdings by library staff members. Moreover, the checklist research had a practical advantage in that I carried it out remotely via the library OPACs and the supplier's website; hence it did not place any demands on staff time, and was cost-effective.

3.3.3.1   Compiling the checklist

Existing sources of information were identified in the course of the overall literature search, by searching the 'LISA' and 'Library literature & information science fulltext' databases using various combinations of the keywords *gay*, lesbian*, bisexual*, homosexual*, trans*, transgender*, transsexual*, LGBT*, GLBT*, queer, intersex*, sexuality, "sexual orientation", "gender identity", booklist* and *bibliography* (cf. section 2.1 on carrying out the literature review). References from the sources located were followed up, and citation searches were carried out on Web of Knowledge for key publications, to identify subsequent publications on similar topics. In addition, regularly updated sources of information, such as blogs, were added to an RSS feed to maintain currency. This was particularly important in view of objective 12 – the provision of stock recommendations to participating and other public library authorities – especially as young adult fiction may date rapidly in the eyes of young people. Further sources of information were located serendipitously during the research process as described below. A comprehensive online search for booklists and bibliographies was *not* carried out, as I felt that the sheer volume of sources located using this method would have created a workload that was not feasible within the scope of the PhD, for relatively little pay-off in terms of books not already located elsewhere.

The types of sources used to compile the checklist included lists drawn from research articles (e.g. Rothbauer & McKechnie, 1999; Rothbauer & McKechnie, 2000); articles in professional librarianship journals (e.g. Cockett, 1995;

Hawkins, 1994); book-length bibliographies (e.g. Cart & Jenkins, 2006; Clyde & Lobban, 1992; Lobban & Clyde, 1996); awards shortlists (e.g. Lambda Literary, 2011); library websites (e.g. Devon Libraries, 2009; San Francisco Public Library, 2011, 2014); user-created Amazon lists (e.g. rainbowheart, 2008a, 2008b, 2008c); and blogs (e.g. Porter, 2014; Wind, 2015). In total, 225 sources were consulted; see Appendix C for a full list.

The original intention was to read all the books on the checklist to ensure that the level of LGBT content was sufficient to merit inclusion. However, as the checklist increased in size, it became apparent that this was not feasible within the scope of a much broader PhD: the first draft of the checklist included over 1600 items (many of which were not readily available through the local public library, academic libraries or the British Library). This meant that I had to rely on existing sources to determine whether the amount and nature of LGBT content in the books named merited their inclusion on the checklist. Where the source list itself did not provide this information, I endeavoured to assess the amount and nature of LGBT content by looking at publishers' websites, plot summaries on Amazon.com and information found through web searching (for the title of the book plus keywords such as 'LGBT', 'lesbian', 'gay' etc.). In some cases, where information was particularly difficult to come by, the books were procured and read in order to form a personal judgement. However, this was not possible in all cases due to practical constraints of time and money, and depended largely on whether the book was available through a library or cheaply from Amazon. A list of the books read for the purposes of the thesis can be found in Appendix D; in total, 254 titles were read.

The web searching process frequently located additional sources, which were added to the list of sources consulted if they included books not already covered. As the process of checking source lists continued, I was able to form opinions on the quality and reliability of the source lists heuristically, based not only on the quality of information included in each particular list, but also on the degree to which new checklists coincided with lists already identified as high (or low) quality in terms of both the books listed and the value judgements made about them.

As each existing source was checked, the following information was recorded in a spreadsheet:

1) The title of the book;
2) The author/editor of the book (and illustrator and translator where appropriate);
3) The source of the information (i.e. the person or organisation who compiled the source list);
4) Whether the source 'mentioned' or 'endorsed' the book in question. An example of the former would be a research article which included a list of LGBT books used in the research, without any consideration of their quality. An example of the latter would be a list of 'recommended' books. Lists provided on library websites were held to fall into the latter category, as the library had presumably deemed them appropriate for purchase;
5) Whether the source was positive or negative about the book overall, and any particular comments on positive or negative aspects;
6) Any aspects of the book which would make it stand out (e.g. bisexual or trans characters, ethnic minority LGBT characters, books for junior-school-age readers, etc.);
7) Any doubts as to whether the amount and/or nature of the LGBT content merited inclusion on the checklist.

The process continued until saturation was reached – i.e. new sources were repeatedly failing to produce any new titles for the list. The cut-off point for publication date was set as early May 2011, as LGBT-related fiction titles for children and young people are now published on a relatively regular basis, so otherwise the task could have continued *ad infinitum.* Once a complete draft version of the checklist had been compiled, it was whittled down to include only those works which met the eligibility criteria. These criteria, and the reasons for their adoption, are discussed in the following sub-section.

3.3.3.1.1 Eligibility criteria

The following criteria were used for inclusion on the checklist:

o *Must be fiction*

I chose to focus on fiction for the reasons detailed in section 1.4, and as a consequence, narrative non-fiction such as autobiography was not included, although fictionalised biographies and autobiographies were included. Including narrative non-fiction would have increased the length of the checklist by an amount that would have rendered it unfeasible within the scope of the PhD. However, this type of publication may well serve similar beneficial purposes to fiction, with the added benefit of providing role models for young people. Research has found that LGBT people, and trans people in particular, seek out autobiographical narratives (Beiriger & Jackson, 2007; Linville, 2004; Taylor, 2002). Such books should therefore be provided in library collections, as should other types of non-fiction, which fall clearly outside the scope of this research but which are also valuable (Waite, 2013; Walker, 2013).

o *Must not be a graphic novel*

Graphic novels (including comic books and manga) were originally to be included within the scope of the research; however, as the checklist compilation progressed, it became apparent that the volume of work involved in this area could easily constitute an entire PhD of its own. Graphic novels are an area which the profession has only recently begun to explore (Imrie, 2009) and this, coupled with the relative lack of attention to LGBT issues in the librarianship literature, means that existing lists of graphic novels with LGBT content are thin on the ground (exceptions to this include Brenner, 2007a, 2008; Cha, 2005; Cornog, 2009; Greyson, 2007; Ho, 2007). Moreover, the publication cycle for comic books – which are initially published issue by issue in comic format and then collected into bind-up versions containing multiple issues – meant that it was difficult to identify the particular books which contained LGBT episodes or characters. Thus, graphic novels were excluded from the scope of the thesis for reasons of expediency. This area could profitably be investigated further by future researchers.

○ *Must not be poetry*

Poetry was also excluded from the scope of the research, as few lists of LGBT-related poetry aimed at children and young people were available. It is in any case debatable whether poetry would fall under the heading of 'fiction', although it might well be of value and interest to young people in a similar way and should thus be included in collections. Novels in verse form were, however, included.

○ *May be a short story compilation*

Compilations of short stories were included in the scope of the research, even in the event that only one story in the compilation had LGBT content.

○ *May be self-published*

Self-published books were included in the scope of the research, provided that they met the availability criteria. It has been noted that books which are perceived as less mainstream, and therefore riskier publishing propositions, often find a market initially through self-publishing channels; LGBT books have historically fallen into this category. For example, *The Tragedy of Miss Geneva Flowers* by Joe Babcock – an adult book with potential crossover appeal – was initially self-published and subsequently picked up by Carroll and Graf after winning a literary prize (DePalma et al., 2007). However, publishers are becoming increasingly willing to publish YA books with LGBT content, while the rise of self-publishing increases the possibility that the market will become flooded with poorer-quality fiction. Therefore, although self-published books have been included on the checklist, librarians would be well-advised to assess their quality carefully before considering purchase.

○ *Must be published for children or young adults*

Fiction published for adults was excluded from the scope of the research, even if it had crossover appeal. This decision was not taken lightly, as several of the LGBT participants in my MA research emphasised the benefits of adult fiction

for more 'bookish' teenagers and as an alternative to the American 'rom-com' format (Chapman, 2007a). However, given that a limited number of the existing lists included adult fiction with crossover appeal, it would have been very difficult to compile a list which even began to approach exhaustivity, and moreover this would have significantly expanded the scope of the research. Moreover, some list compilers recommended works which I did not regard as being particularly teen-friendly, such as *The Well of Loneliness* by Radclyffe Hall. Given that the scope of the PhD did not permit me to read all the books in order to assess suitability, I decided to exclude adult books from the checklist.

In order to identify whether books were published for adults or young adults (or both), I used the Nielsen BookData bibliographic database, which was identified as the most reliable source of information with the help of a specialist librarian at the British Library. Where the information provided by this database was limited or ambiguous, it was supplemented with information from Global Books in Print, another bibliographic database; Amazon.co.uk and Amazon.com; and publisher or author websites.

o *Must contain recognisably LGBT characters*

Generally speaking, books had to contain at least one character who was identified as LGBT, or who was in a recognisably LGBT relationship (e.g. a family with two mums) in order to merit inclusion. Some books were excluded from the checklist as their LGBT content was deemed to be limited: for example, some volumes in the *Princess Diaries* series contain a trans character who appears only very briefly. However, I was more flexible on this criterion in categories where few books were available, such as board books: the book *Everywhere Babies*, by Susan Meyers, was included despite the fact that the pictorial depiction of what appears to be a two-mum family is subtle and potentially ambiguous. This criterion was necessarily subjective; moreover, although I was able to read some books which were available from the local library or second-hand through Amazon.co.uk (cf. Appendix D), in many cases the amount of LGBT content had to be ascertained from existing lists, reviews and other information available online.

o *Must deal with 'LGBT' characters rather than 'gender role' issues*

'Gender role' books such as *The Sissy Duckling*, by Harvey Fierstein, were not included. Although the characters in such books may appear 'gay' to an adult who can read the subtextual signs, this is unlikely to be apparent to children. My knowledge of fiction for children and young adults suggested that, if I were to expand the scope to include all books in which a character behaves in a way that is not considered appropriate/traditional for their gender, this would vastly increase the length of the checklist, making it unfeasible within the scope of the PhD. However, such books may be valuable for many children and young people, whether LGBT or straight, and perhaps especially for trans young people. Libraries should therefore include them in their collections alongside more obviously 'LGBT' materials.

o *'Gender swap' books must deal with recognisably trans characters*

Books in which the character passes as a different gender, or magically changes sex, were not included unless the character was actually identified as trans or exhibited behaviour that was clearly recognisable as trans (e.g. feeling very strongly that they were a different gender from that normally associated with their sex as assigned at birth). Rockefeller notes that books with characters who swap gender to solve a problem or because of 'magic' are "of little worth to teens seeking out either a mirror or a window into gender identity" (2007, p. 520). As with many of the criteria, this one necessitated subjective decisions, e.g. the *Famous Five* series was not included despite the fact that George could be read as a trans character.

o *Books about HIV/AIDS must deal with recognisably LGBT characters*

Books about people with HIV/AIDs were only included if the individual was actually identified as LGBT (as far as could be ascertained from the information available).

o *Must contain LGBT characters who are not paedophiles*

Books in which the 'LGBT' content took the form of an abusive relationship between an adult and a minor were only included if they contained an LGBT character other than the abuser. While books about child abuse are important, they are not the subject of the present study. Moreover, books in which LGBT people are portrayed as paedophiles serve to reinforce a harmful stereotype and are unlikely to be helpful in identity development for LGBT young people or in promoting understanding among others.

o *Must be in print and available for purchase*

Availability is a key criterion for the research, as it is not reasonable to expect libraries to stock books which are out of print or otherwise unavailable. Availability was assessed by means of the Amazon.co.uk website (on the basis that if a book is stocked by Amazon, it is easily available to buy) and the Nielsen BookData and Global Books in Print bibliographic databases, which were identified as reliable sources of information on in-print status with the help of a specialist librarian at the British Library. However, discussions with this librarian and with a contact from publishing revealed that the concepts of 'in print' and 'out of print' are less clear-cut than is commonly thought. A publisher will produce a print run of a certain number of copies, which are then shipped to distributors such as Nielsen, and subsequently to libraries and bookshops. Whether or not the book is subsequently reprinted, copies will continue to be available at various points in the supply chain for a longer or shorter period of time, and as a consequence, databases such as Nielsen BookData include a large range of options for describing a book's availability status (see Appendix E for these options). Each time a new combination of availability options was encountered, I made a note of the decision taken as to whether or not to include the item, to ensure consistency (see Appendix F).

Moreover, this criterion is only an approximation to the ideal, as the availability data refer only to a small window in summer/autumn 2010. As a book's in-print status may change rapidly, it is possible that (for example) a library may hold copies of a book which is now out of print, which will not be picked up on by

the checklist and thus not be taken into account when assessing the library's level of provision. However, given the number of items on the checklist, it will nonetheless serve as a reasonably accurate tool for comparing levels of provision in different authorities.

3.3.3.1.2 Format

As described in section 3.3.3.3 below, data on the formats available were gathered as part of the catalogue checking stage of the research, with a view to assessing provision of LGBT fiction for children and young people with visual impairments or other reading difficulties. However, I realised subsequently that libraries' ability to provide these materials in different formats would be limited by whether or not the materials had actually been published in those formats. A return visit was therefore paid to the British Library in March 2013 to check the availability of different formats, again using the Nielsen BookData and Global Books in Print bibliographic databases. These databases proved to be unreliable regarding large print formats, as large print editions of some titles were not listed despite the fact that I knew they existed. I therefore also used WorldCat (www.worldcat.org) and Amazon.co.uk to check the existence and UK availability of different formats. Items published after the cut-off date of early May 2011 (see section 3.3.3.1.1) were not included. However, it was not possible to tell whether the in-print status and availability of the items had changed since the catalogue checking stage of the research was carried out, and assessment of availability was therefore based on 2013 data. However, I felt that any minor changes to the number of available titles would be unlikely to significantly affect the quite clear trends identified in terms of availability of different formats (see section 4.1.2).

3.3.3.1.3 Place of publication

As data analysis progressed, it became apparent from questionnaire responses and the first interviews that a book's place of publication was potentially a significant factor in whether or not it was provided through mainstream suppliers. Many books which met the UK availability criteria identified in section 3.3.3.1.1 were in fact published in the US. Therefore, on my return visit to the British Library I also checked the titles' place of publication, again using the

Nielsen BookData and Global Books in Print bibliographic databases. Items published in the UK after the cut-off date of early May 2011 were not included.

The bibliographic databases themselves distinguished between whether a book was available for the UK market and whether the publisher was actually domiciled in the UK. The participating supplier was also asked by email which of these factors they felt was the more significant factor in whether or not books are picked up by UK suppliers. This provided additional confirmation of the trends suggested by the statistical results, and the comments made by librarians in questionnaire responses and interviews.

3.3.3.2   Checklist validity

Once the checklist was complete, it was sent to eight key professionals in LGBT librarianship, research, bookselling and activism to gather their opinions on the checklist and to identify any books that had been omitted. This helped to ensure that the checklist was as exhaustive as possible. These individuals were purposively selected based on my existing knowledge of professionals in these areas. They were sent information about the study and invited to take part. A sample email was included in the ethics application (see Appendix G). Five of these experts responded with comments, suggestions for additional books and lists of their own. Details of these experts, included with their permission, are listed in Table 3 below.

Comments from these experts acknowledged the very thorough nature of the checklist, with one saying, "[L]et me say again how impressed I am with the list. Almost everything I could think of was on it" (Rothbauer, personal communication). Many of the titles suggested by the experts, or included on their own lists, were ones which had been removed from the checklist due to their failure to meet the criteria specified above; these omissions were thus due to differing parameters rather than to deficiencies in the checklist research. However, several relevant additional titles were suggested – particularly in the picture book category – and these were added to the list. This reflects both the difficulty of compiling an exhaustive list, and the benefit conferred in terms of

Table 3: LGBT experts consulted on the checklist

Name	Role	Country
Anonymous	Expert on LGB-inclusive education, commenting in a personal capacity	UK
John Vincent	Independent consultant and researcher on equality and diversity issues in libraries	UK
Dr Jamie Campbell Naidoo	Associate Professor, School of Library & Information Studies, University of Alabama	US
Dr Paulette Rothbauer	Assistant Professor, Faculty of Information & Media Studies, University of Western Ontario	Canada
Nancy Silverrod	Librarian, San Francisco Public Library	US

checklist validity by consulting these experts. The final checklist comprised 556 titles, including 49 picture books, six early readers, 25 books for junior school children and 476 young adult novels.

3.3.3.3   Catalogue checking

The catalogue checking stage of the research was carried out between December 2010 and July 2011. Each title on the checklist was checked against the OPACs of the 13 participating library authorities, and the following information was recorded in a spreadsheet:

1) Whether the title was held by the library authority (in binary form: 0 or 1)
2) The number of copies held by the library authority
3) Whether the title was held by the library authority in the following formats: large print, audiobook, e-audiobook[18] (in binary form: 0 or 1)
4) The number of copies held by the library authority in these formats
5) In the case of the London authorities (BL, ML, TL) and BU, all of which are members of consortia, the above information was also recorded for the consortium as a whole.

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[18] Ebook holdings would also have been included, but in fact none of the titles were available in ebook format through the participating libraries at the time when the research was carried out.

A number of minor problems were encountered when checking library catalogues, primarily due to cataloguing inconsistencies and variations between different library management systems. These included the use of 'and' or '&', and similarly 'a hundred', 'one hundred' or '100': it was necessary to check some OPACs for all variants in order to be sure that the title had not been missed. Titles which began with a definite article ('the') or an indefinite article ('a', 'an') were also catalogued inconsistently, so again it was necessary to check for all variants. Titles beginning with 'and' confused some systems which interpreted the word as a Boolean operator.

Further to these problems, one OPAC did not permit the user to specify a search by title. In a minority of cases there were actual cataloguing errors; for example, BUP had catalogued 'Molly's Family' as 'Molly's Garden'[19]. These issues did not have a significant impact on the research, as I quickly realised that they needed to be taking into account when performing searches; however, they do raise some queries over the user-friendliness of library catalogues, particularly for people who may be less familiar with catalogues and searching.

3.3.3.3.1   Supplier database checking

Subsequently, each title was checked against the online database available with a login on the participating supplier's website. The contact had previously made me aware that titles from publishers which do not have contractual arrangements with the supplier can be found by selecting the 'Entire Database' search option, rather than 'Library Range'; the titles in the latter category are those that will generally appear in supplier selections and on the weekly lists provided to librarians responsible for stock selection. Thus, the following information was recorded in a spreadsheet:

1) Whether the title was listed on the full database (in binary form: 0 or 1);
2) Whether the title appeared in a 'Library Range' search (in binary form: 0 or 1);
3) Whether the title was in stock in the supplier's warehouse;

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[19] This was only picked up as I suspected that this authority was likely to hold this title and so ran an author search as a double-check: however, it was not feasible to do this in all instances as it would have significantly extended the duration of the task without substantially improving the quality of the research.

4) The supplier's star rating (out of a total possible five stars) where one was given. Where different editions had different star ratings, I recorded the highest rating.

3.3.3.4 Compilation of recommended checklist

Once the full checklist was complete, I then set about compiling a shorter checklist of 'recommended' titles. This was always intended to be an outcome of the research, addressed under the final objective (to provide stock recommendations of LGBT-related fiction aimed at children and young people to participating and other public library authorities). However, it became apparent during the catalogue checking stage that an additional 'recommended' list could make a significant contribution to investigating the quality of provision in the participating library authorities, as many libraries held titles which I was aware from my reading were outdated, had relatively low LGBT content, or depicted LGBT people in a potentially unhelpful manner.

As noted in section 3.3.3.1 above, although 254 titles were read over the course of the research (Appendix D), it was not possible to read all of the relevant books. Thus, data gathered from existing sources were also used to determine whether or not a book should be included on the recommended checklist. I considered the number of people who had 'endorsed' the book (e.g. included it on a recommended list) and whether the sources were positive or negative about the book overall, as well as any specific positive or negative comments (see section 3.3.3.1 above for details of the data gathered when compiling the checklist). The age of the book was also considered, as currency is important in fiction for children and particularly for young adults; moreover, older titles tend to portray a more negative view of LGBT life, as discussed in the historical overview of LGBT-related fiction for children and young people presented in section 2.6. In cases where inclusion or non-inclusion was based on a personal judgement, the criteria included:

- The amount of LGBT content: a book with an LGBT protagonist or major secondary LGBT character would be more likely to be included than one with a more minor LGBT character;

- The nature of the LGBT content, e.g. whether the content was misleading or provided an unwarrantedly negative view of LGBT life. This aspect was informed by criteria from the literature, such as those set out by Martin and Murdock (2007);

- The general quality of the book relative to other works of LGBT-related fiction for children and young people as well as to the mainstream market. This includes considerations such as plot, characterisation, style and use of language, quality of illustrations if relevant, and likely appeal to children and young people. Although opinions about literary 'quality' are inevitably subjective, I was able to draw on extensive knowledge of fiction for children and young people in general, and LGBT fiction in particular, as well as professional library experience working with children and young people and on book award committees, and an undergraduate degree in literature.

The final checklist of 'recommended' books comprised 203 titles, including 21 picture books, two early readers, 12 books for junior school children and 168 young adult books. Once the titles had been identified, no further data gathering was required, as holdings data could be copied over from the spreadsheet for the full checklist.

3.3.3.5   Analysis of checklist data

The checklist data were primarily analysed by using Microsoft Excel to produce charts and tables of descriptive statistics. In most cases, it was not necessary or appropriate to carry out further statistical analysis, as the checklist titles represented a close approximation to the entire 'population' of readily-available LGBT-related fiction for children and young people. Measures of statistical significance reflect the probability that the result obtained for a sample accurately reflects the result that would be obtained for the population (as opposed to the null hypothesis that it has arisen by chance) and would thus be redundant in this context.

However, further analysis was carried out in order to investigate the relationships between certain variables, namely whether or not titles were available through the supplier and whether they were stocked in libraries;

whether titles were licensed for the UK market and whether they were stocked in libraries; whether titles were licensed for the UK market and whether they were included in 'Library Range' by the supplier; whether titles were published by publishing houses domiciled in the UK and whether they were stocked in libraries; and whether titles were published by publishing houses domiciled in the UK and whether they were included in 'Library Range' by the supplier.

The first step was to prepare the categorical data for analysis, and specifically to decide on the most appropriate categories for the 'held in libraries' variable. I decided that for the purposes of this analysis, I would distinguish between titles that were not stocked in any participating library authorities, and titles that were stocked in one or more of the participating authorities. Thus, I did not make a distinction between titles that were stocked by only one authority and titles that were stocked by all 13 authorities. The reasons for this were twofold. Firstly, I felt that if I chose a cut-off point of X number of authorities (where X was any number above 1), this would require an essentially arbitrary decision as to the value of X. In contrast, I felt that it was potentially significant for a title to be stocked by just one authority as opposed to none at all, as this would imply that the library had been able to procure the title and also that it was deemed appropriate for library stock, e.g. in terms of quality. Secondly, the majority of titles were in fact not stocked by any libraries at all (by 346 to 210; cf. Table 32 in section 7.2) and I thus felt it would not be particularly useful to divide up the category of titles that were stocked into smaller sub-categories.

I then used SPSS 20 to perform a chi-square test for independence. This statistical test is used to explore the relationship between categorical variables by "compar[ing] the observed frequencies or proportions of cases that occur in each of the categories, with the values that would be expected if there was no association between the two variables" (Pallant, 2010, p. 217). However, as the checklist titles represented a close approximation to the entire 'population' of readily-available LGBT-related fiction for children and young people, it was not necessary to present the chi-square statistic itself or the measure of statistical significance, as these are used to calculate the probability that the result obtained for a sample accurately reflects the result that would be obtained for

the population (as opposed to the null hypothesis that it has arisen by chance). I thus reported only the cross-tabulations for the categories being compared, and the phi coefficient, which is a measure of effect size[20].

3.3.3.6   Limitations of checklist research

While checklists are recognised as an appropriate method of assessing collection quality, as discussed in section 3.3.3, there are also some weaknesses to the checklist approach. For example, it involved subjective decisions as to what constitutes 'LGBT-related fiction for children and young people' and what characterises a 'good' book of this type. Moreover, because it was not possible to read the very large number of books involved within the timescale of the study, it also relied on other people's subjective judgements on the nature and amount of LGBT content in the books, and their overall quality. Furthermore, the reliance on existing checklists may have led to a US bias, although I hope that the validity testing stage – which involved two experts from the UK – helped to reduce this.

While the problems raised by the subjectivity issues were unavoidable, I believe that this does not impair the validity of the full and recommended checklists as tools for assessing provision. The number of items included on each is sufficiently large that they provide an accurate picture of levels of provision relative to other authorities, despite the existence of certain 'borderline' items whose inclusion (or non-inclusion) could be disputed.

3.3.4 Questionnaires

The questionnaire stage of the research was carried out concurrently with the compilation of the checklist, although it was completed earlier. The questionnaires were piloted in January/February 2010 and, following further revision, opened to respondents in March 2010. Data collection for the 'Stock team manager' questionnaire was completed by May 2010, while the questionnaire for stock team members remained open until July 2010. This

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[20] Thanks to Professor Peter Bath for advising on this portion of the statistical analysis. Professor Bath concurred that many statistics textbooks do not cover what to present in such a scenario, as they assume that population data are not available.

relatively long data collection period was necessary as frequent reminders were needed in order to gather data from as many respondents as possible (discussed further below). The decision was made to split this stage of the data collection into two separate questionnaires in order to make the process as efficient as possible.

Although the group of potential respondents was small, questionnaires were used due to their practical advantages in terms of ease of distribution, thus minimising costs, time and travel (Pickard, 2013). Perhaps most importantly, questionnaires are easy and quick for respondents to complete at a time which suits them, and I hoped that this would lead to high response rates. Finally, the use of a standard question framework allowed for easy comparison of data across and within authorities.

Questionnaires may be administered in a number of ways, such as face-to-face, by telephone, by post, by email or online (Fink, 1995). In this study, both questionnaires were administered online. Once again, this minimised cost, time and travel for me as the researcher, as well as making it easy for respondents to complete and return the survey at a time which suited them. As potential respondents all worked in public libraries, lack of internet access did not pose a problem.

The questionnaires were designed and administered via the SurveyMonkey website. I had used this site previously (Chapman, 2007a) and had found it to be a reliable tool. The survey options (e.g. skip logic) were appropriate to the design of the questionnaires, and results could be exported directly to quantitative analysis software, although it was necessary to purchase a paid subscription in order to have more than 10 questions. Some researchers have raised questions about potential violations of data privacy due to the fact that the data is hosted on servers in the US, which is not subject to the same data protection laws as EU countries (Roberts, 2012). However, SurveyMonkey's privacy policy at the time when the research was carried out stated that it was compliant with the US-EU Safe Harbor Framework, which provides an EU-approved level of data protection (Export.gov, 2013; Roberts, 2012; SurveyMonkey, 2011).

3.3.4.1   Questionnaire design

As noted above, I decided it would be most appropriate to have two separate questionnaires, in order to gather data from participants at different levels of the organisation. I reached this decision as I felt it was better to have two more concise questionnaires than one single, lengthy questionnaire on which some of the questions were less relevant to some respondents (or which necessitated complex skip logic).

The questionnaires used a combination of closed-ended and open-ended questions, to maintain respondents' interest and to collect data that was readily comparable while also gathering additional detail (Pickard, 2013). The questionnaires were based broadly on the questionnaire used in my MA dissertation (Chapman, 2007a) to allow for comparison between the two pieces of research. However, some changes were made where the MA questionnaire had not yielded useful data. For example, questions 8 and 9 on the MA questionnaire asked respondents to estimate how many children's fiction items with LGBT content were purchased by their library authority each year, and how much of the budget was spent on these items. Many respondents found it difficult to answer these questions and estimates may in any case have been unreliable; my interim experience as a stock selection librarian in a public library confirmed that in most cases librarians would not have these data readily available to them. For this reason, the checklist approach was used to assess stock levels (see section 3.3.3) and these questions were removed from the questionnaire. Question 19 from the MA questionnaire, which asked respondents about the provision of controversial material in general, was also removed as it was felt to be too general and not directly related to the research questions.

Some questions were also added, to further investigate issues which had emerged inductively in the MA dissertation or which were evident in the literature. Participants were asked about displays of LGBT fiction for children and young people in their library authority, as this had emerged as an area of in the extant literature. They were also asked about the use of age restrictions and parental permission for LGBT and other materials, as this thorny issue had

been raised in the MA questionnaire, and some respondents had shown concern about provision of LGBT materials to younger children. Respondents were also asked about training, which has been suggested by several researchers and commentators as a method for improving services to LGBT people in libraries (e.g. Goldthorp, 2006; Seborg, 2005; Stenback & Schrader, 1999; Vincent, 2014; Waite, 2013) and which was therefore identified as a potential factor affecting provision.

The first questionnaire was targeted at the children's and young people's stock team manager in each participating authority and related to policies and procedures at the authority level. It is hereafter referred to as the 'Stock team manager' questionnaire. The majority of the questions dealt with the authority's stock procurement procedures, policies and sources, which were identified in the literature review as items potentially affecting provision (cf. section 2.7.7). Additional questions related to authority-level policies and procedures on promotion, borrowing restrictions and training. The data gathered through this questionnaire thus contributed to answering research question two ('How is LGBT-related fiction aimed at children and young people procured and made available in English public library authorities?') and research question four ('What are the factors affecting provision of LGBT-related fiction to children and young people in English public library authorities?'). A copy of the questionnaire is provided in Appendix H.

The second questionnaire was targeted at members of the children's and young people's stock team(s) in each participating authority and is hereafter referred to as the 'Stock team members' questionnaire. It sought to elicit their opinions on provision of LGBT-related fiction to children and young people and on borrowing restrictions on this material. It also addressed their own practices in terms of procurement and promotion of LGBT materials for children and young people, and their experience of training on these issues. This questionnaire thus addressed research question two ('How is LGBT-related fiction aimed at children and young people procured and made available in English public library authorities?'), research question three ('How do library staff members involved in children's and young people's stock procurement feel about providing LGBT-

related fiction to children and young people? Are there specific issues which cause concern?') and research question four ('What are the factors affecting provision of LGBT-related fiction to children and young people in English public library authorities?'). A copy of the questionnaire is provided in Appendix I.

Respondents were not asked about their own sexuality or gender identity in either questionnaire, as I felt that they might find this intrusive. However, with hindsight, I feel this is potentially a slight limitation of the research; Walker (2013) drew an interesting comparison between the competence levels of straight, cisgender librarians and the one LGBT librarian who participated in her research, and there was some indication of a similar phenomenon in the present research (cf. section 6.1.1); if I had systematically asked participants whether they considered themselves to fall under the LGBT umbrella, I would have been able to investigate this more fully. Moreover, I now feel I should have included options under the 'Gender' question which were more inclusive of trans, non-binary and genderqueer people, and will do this in future research[21].

The questionnaires were drafted and redrafted several times, in consultation with the research supervisor, to ensure the clarity of questions and their relevance to the research questions. Each questionnaire then underwent two rounds of pilot testing, with further revisions after each round.

3.3.4.2   Pilot testing of questionnaires

Pilot testing of questionnaires is generally recommended by writers on research methods to ensure that questions are clear, that there are no technical problems with the questionnaire (e.g. skip logic), and that the questions give rise to useful data (Bell, 2010; Fink, 1995). It can also be used to gather data on how long the questionnaire typically takes to complete, so that a more reliable estimate can be included in the information for participants (Bell, 2010). A list of 'issues to consider' (see Appendix J) was sent to pilot testers together with the participant information sheet, although it is not known how many of them read or used the list; only one pilot tester answered the questions point by point.

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[21] Waite's (2013) research found that 78% of trans respondents to her survey gave descriptors which are not usually included as options in questions on gender.

At this stage, I also posted queries to the US-based GAY-LIBN mailing list (GAY-LIBN, 2014) and to the Gender Identity Research and Education Society as I was not entirely happy with my working definition of 'trans'[22] for use in the questionnaire and elsewhere in the research. As mentioned in section 1.1, I am aware that my position as a cisgender woman problematizes my ability to speak on behalf of trans people, and I was therefore very keen to use appropriate terminology and to consult with trans people where appropriate. The majority of people who responded to these emails concurred with my own feeling that 'non-normative gender identities' was inappropriate, and several suggested 'gender-variant' as an alternative; this change was made to both questionnaires. Some respondents queried the inclusion of cross-dressers in the definition, as not all cross-dressers would consider themselves to be trans, or vice versa; however, the term was retained as I wished to be as inclusive as possible.

One respondent to the GAY-LIBN mailing list query pointed out that there is a lot of debate on terminology within the trans community itself, but also expressed their appreciation of the effort to consult trans people on their preferred terminology:

> "Finally know that whatever terminology and definition you settle on you will not / cannot please everyone and it is wonderful that you have tried – so many wouldn't." (Personal communication, January 25, 2010)

The questionnaire responses from pilot testers were used only for the development of the questionnaire and were not included in the final analysis. This differs from the pilot interviews, which were included in the final analysis (see section 3.3.5.3). The decision was made to exclude the pilot questionnaire data as it added relatively little to the analysis in the absence of other data from these authorities. Moreover, the 'Stock team members' questionnaire in particular underwent further revisions after each round of pilot testing, and the pilot data are therefore not directly comparable with those collected via the final questionnaire.

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[22] Prior to this consultation, the working definition was as follows: "'Trans' is the umbrella term for transgender and transsexual people, cross-dressers and other people with non-normative gender identities."

3.3.4.2.1 Pilot testing of the 'Stock team manager' questionnaire

The 'Stock team manager' questionnaire was sent to two stock team managers, with whom I had previously worked, for pilot testing. These individuals fell within the target population and could thus be expected to have knowledge of the topics addressed in the questionnaire, but were not involved in the main stage of the research, as recommended in Peterson (2000). They constituted a convenience sample within the population, as I already knew them so was in a position to ask them for a favour.

One of these two individuals did not respond; however, the other person reported that there were no problems with the questionnaire and he found it very easy to complete. However, some issues were raised as he gave some answers which I knew to be incorrect from my own experience of the authority in question. It was not clear whether this was because the pilot tester had clicked options at random because he was 'just' pilot testing; whether the questions were unclear; or whether it was simply human error, which cannot be completely avoided in any research project. Some further clarifications were made to terminology in order to reduce the risk of misunderstandings on the final questionnaire, and a minor problem with the skip logic was fixed. I also decided to carry out a further stage of pilot testing, in view of the questions raised by the respondent's answers and the fact that he only constituted a single data point.

For the second round of pilot testing, I selected a convenience sample of four friends and acquaintances, three of whom had a connection with libraries and/or research. This was not an ideal sample as none of these pilot testers had experience of a public library stock team manager role and would therefore be more likely to have difficulty in answering the questions. However, I did not have any further contacts who had carried out this particular job role, and felt it would be inappropriate to contact strangers for help with pilot testing. I felt that the three second-round pilot testers would still be able to shed useful light on issues such as clarity of wording. In the light of their comments, a few further minor changes were made to wording and the estimated amount of time was changed from 10 to 15 minutes.

3.3.4.2.2 Pilot testing of the 'Stock team members' questionnaire

The 'Stock team members' questionnaire was more complex than the 'Stock team manager' questionnaire, and I experienced some difficulty in choosing appropriate phrasing for some of the questions, so as to elicit useful data from respondents. The questions on age restrictions and parental permission proved particularly difficult, as I wished to gather data on respondents' opinions about these practices in general, and in relation to LGBT materials for children and young people specifically. This was difficult to achieve concisely in questionnaire format, particularly since the concepts of 'age restriction' and 'parental permission' are themselves open to interpretation.

Given these difficulties, the questionnaire was pre-piloted with both PhD supervisors and with four friends and acquaintances of the researcher, three of whom had a connection with libraries and/or research. (These individuals also participated in the second round of pilot testing for the 'Stock team members' questionnaire; see section 3.3.4.2.1 above). This stage of the pilot testing was designed to ensure that the wording was clear, to assess whether the estimated completion time was roughly accurate, and to see whether the questions (particularly those discussed above) elicited useful answers. In response to their comments, some questions which were deemed to be less relevant to the research questions were removed, and the format of the questions on age restriction and parental permission was changed to be more open-ended, with text boxes for respondents to write in answers. This was felt to be more appropriate in view of the 'fuzzy' nature of these concepts, and the large number of variables which might affect a librarian's opinion on the matter.

The questionnaire was then piloted with individuals who were members of the actual target group, but were not involved in the main stage of the research (Peterson, 2000). I recruited a convenience sample of volunteers from two authorities in which I had previously worked: the questionnaire was sent out to the 12 individuals who made up the children's and young people's stock teams at that time, and four responded, giving a 33% response rate. Some minor changes to wording were made in the light of pilot testers' comments and answers, and some more questions were removed in order to keep the

questionnaire as short as possible, since the volunteers' answers suggested that these questions did not elicit a great deal of additional information.

3.3.4.3   Recruitment of questionnaire respondents and response rates

Contact details for the children's and young people's stock team manager in each authority were provided by the Head of Service, and the stock team managers henceforth functioned as the main point of contact. They were sent a link to the 'Stock team manager' questionnaire, together with a participant information sheet (see Appendix K). The introductory page of the questionnaire included a summarised version of the participant information sheet, and made participants aware that completion of the questionnaire implied consent for the responses to be used in the research. A two-week deadline was set for them to complete the questionnaire. After this time period had elapsed, a polite reminder was sent out by email, extending the deadline by one week, and a follow-up phone call was made if responses remained outstanding after this time. It was hoped that having initially obtained permission to conduct the research from the Head of Service in each authority would signal to potential participants that the project had official approval, and thus encourage take-up. This proved to be the case: all 13 stock team managers completed the questionnaire, giving a 100% response rate.

The stock team managers were then asked whether they would prefer to forward on the 'Stock team members' questionnaire link and participant information sheet (see Appendix L) to their staff, or provide email addresses for the relevant people. All stock team managers chose the former option. As with the 'Stock team manager' questionnaire, the introductory page of the questionnaire included a summarised version of the participant information sheet, and made participants aware that completion of the questionnaire implied consent for the responses to be used in the research. Again, participants were initially given two weeks to complete the questionnaire and after this time period had elapsed, the stock team manager was asked to send a polite reminder, extending the deadline by a further week. In cases where it

proved difficult to obtain responses, I emphasised that no particular interest in or knowledge of the subject was necessary (to encourage a broader spread of responses) and in some cases a phone call was made to check whether any remaining staff members were interested in completing the questionnaire.

Some authorities, particularly those which use supplier selection, no longer have a 'stock team' per se, so it was necessary to identify which individuals the questionnaire should be sent to. The criterion for participation was: 'Individuals who are actively involved in children's and young people's stock procurement (e.g. purchasing, drawing up supplier specifications, etc.): in other words, anyone who is in a position to influence what stock is in the library.' In situations where the level of influence was unclear, the final decision was left up to the stock team managers, who knew the staffing structure and job roles at their authorities better than I did. This introduced an unavoidable subjective element into participant recruitment; however, this is not a key concern as the purpose of the research was not to draw statistical comparisons between authorities. Table 4, below, shows the number of respondents and response rates for each authority.

Table 4: Number of respondents and response rates

Auth. code	No. of people to whom link was sent	No. of resp.	Resp. rate	Notes
BC	2	2	100%	
MC	17	4	24%	The stock team manager is the only person with any significant involvement. Librarians are consulted on supplier specifications and can make suggestions, but are generally quite distanced from the process. They may have chosen not to participate for this reason.
TC	9	5	56%	
BL	2	1	50%	
ML	4	1	25%	Library managers have relatively low level of involvement, though they can make requests through a stock gap reporting/suggestion system. They may have chosen not to participate

				for this reason
TL	3	2	67%	One response was incomplete – only demographic questions and first page of opinion questions completed[23]
BM	4	3	75%	
MM	3	1	33%	Decisions are made as a team, so they may have 'nominated' one person to speak for them, according to Head of Service
TM	2	2	100%	
BU	1	1	100%	
MU	3	3	100%	
TU	1	1	100%	
BUP	3	2	67%	Two of the people who received the questionnaire are in a jobshare, so the person who responded may have done so on behalf of both, according to contact
Total	**54**	**28**	**52%**	

Response rates were felt to be relatively high in comparison with other research of this type. It should also be noted that, if the relatively uninvolved staff members from MC and ML are excluded from the calculation, the total response rate would be 74%.

3.3.4.4   Demographics of questionnaire respondents

Respondents were asked some basic demographic questions (age group and gender) in order to assess the extent to which they were typical of public librarians in general. As mentioned in section 3.3.4.1 above, respondents were not asked about their own sexual orientation or potential trans status, as I felt this might be intrusive.

Figure 2 and Figure 3 show the gender of respondents to the 'Stock team manager' and 'Stock team members' questionnaires, respectively. Both questionnaires show an almost identical ratio of male to female respondents, with the large majority of respondents being female in both cases. Moreover, this gender balance is almost identical to that found in my MA dissertation

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[23] This response was included because it answered the first page of opinion questions. Other incomplete responses were received which only answered the initial demographic questions. These were excluded from the research as they did not provide any usable data and are not included in the response figures in this table.

research, in which 15.3% of respondents identified themselves as male, 83.5% said they were female, and one respondent selected 'Rather not say'. A much larger survey carried out as part of the "Right 'Man' for the Job" research (Wilson & Birdi, 2008) found a slightly higher proportion of male respondents, but the sample was still predominantly female (79.2%) and workshop participants felt this was typical of the profession as a whole.
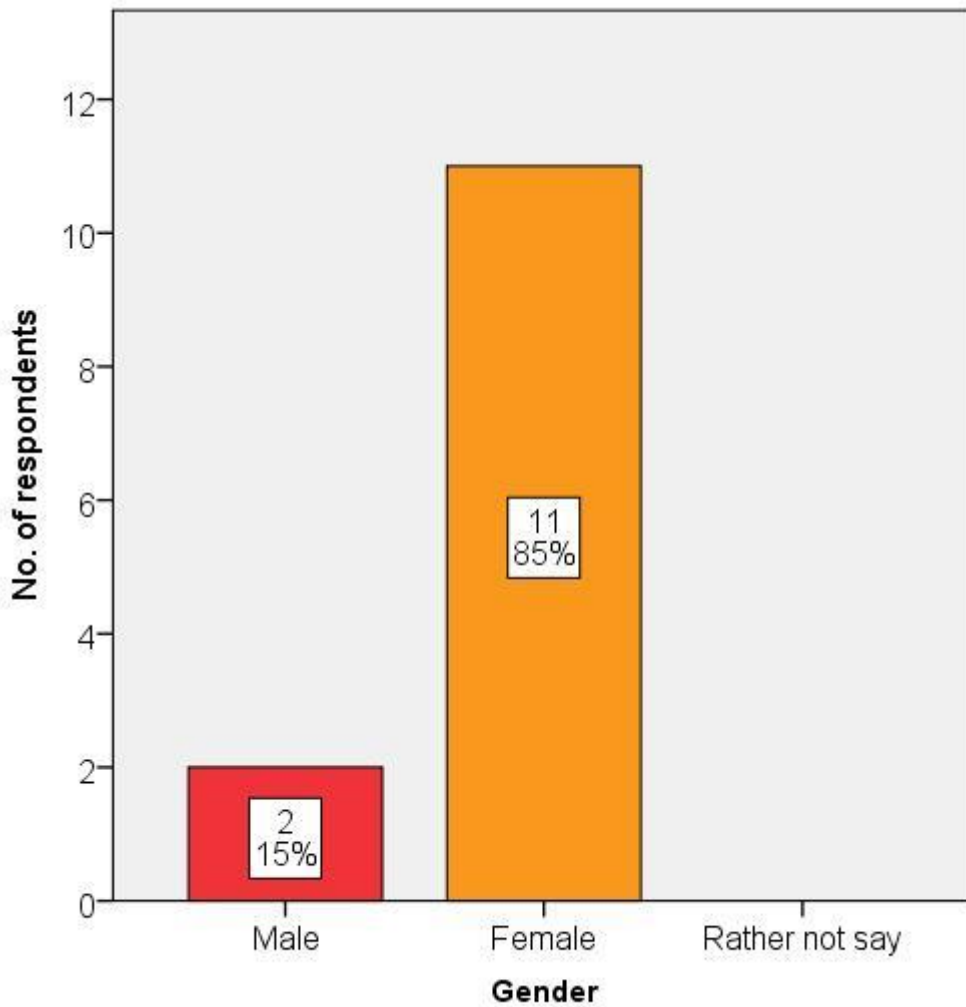
Figure 2: Gender of 'Stock team manager' questionnaire respondents
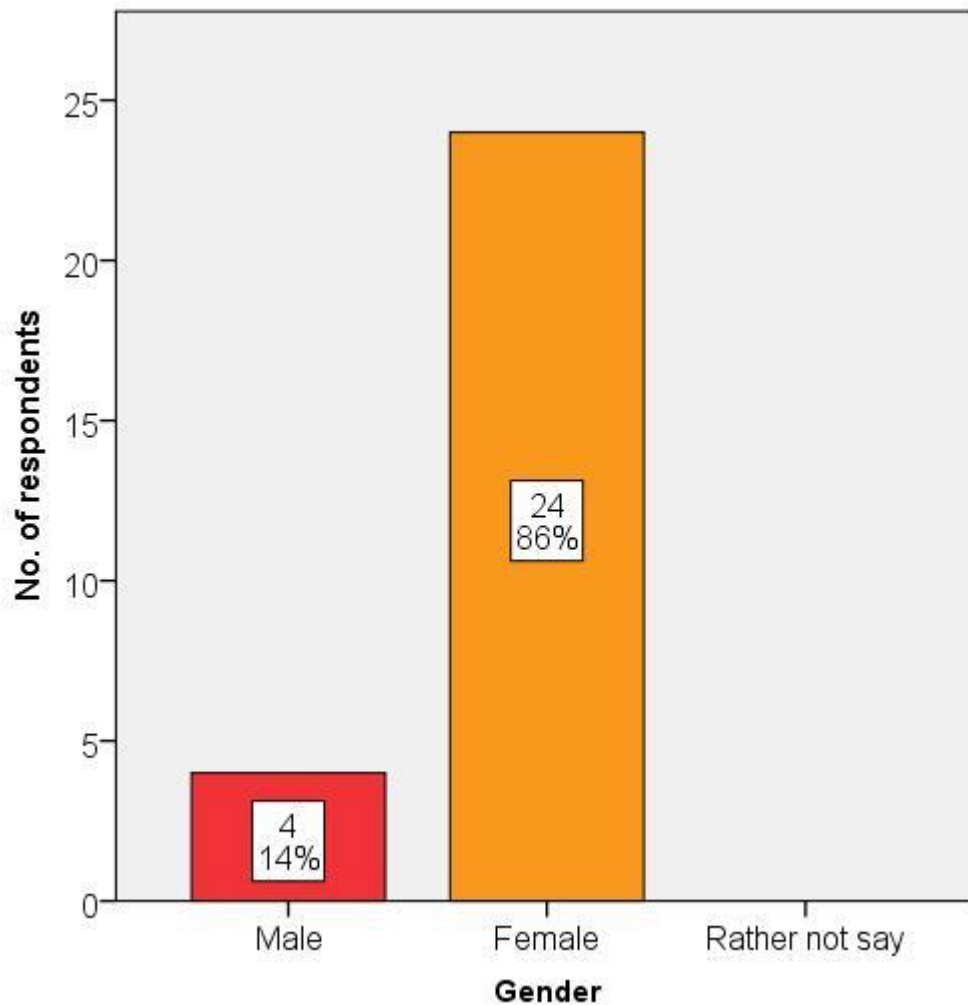
Figure 3: Gender of 'Stock team members' questionnaire respondents

Figure 4 and Figure 5, below, show the age of respondents to the 'Stock team manager' and 'Stock team members' questionnaires, respectively. Respondents were asked to select from a series of banded options, and the predominant age group for both questionnaires was the 46-55 category, with 46.2% of stock team managers and 35.7% of stock team members falling into this category. Again, this is broadly comparable to the findings of both my own MA dissertation research, in which 38.8% of respondents fell into this age group, and the larger "Right 'Man' for the Job" survey in which 43.3% of the sample fell into this age group (Wilson & Birdi, 2008).
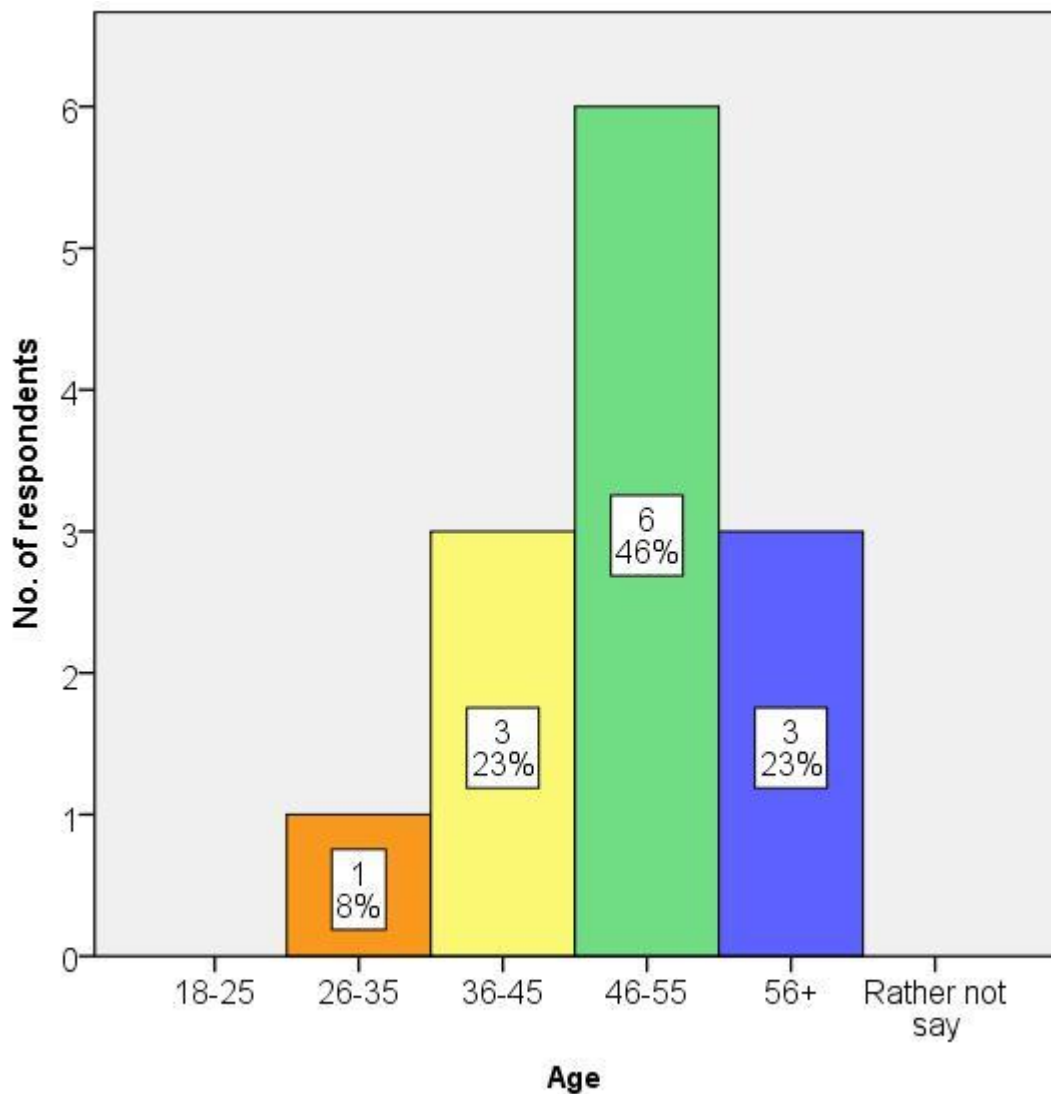
Figure 4: Age of 'Stock team manager' questionnaire respondents

The demographic data for the 'Stock team manager' questionnaire are skewed particularly strongly towards the upper end of the age range, with only one respondent aged 35 or under. This is unsurprising, as respondents in such a managerial role are likely to be more advanced in their careers and thus necessarily older. It is similarly unsurprising that only one respondent to the 'Stock team members' questionnaire is aged 25 or under, as a professional qualification and/or experience are usually necessary in order to gain a professional librarian role.
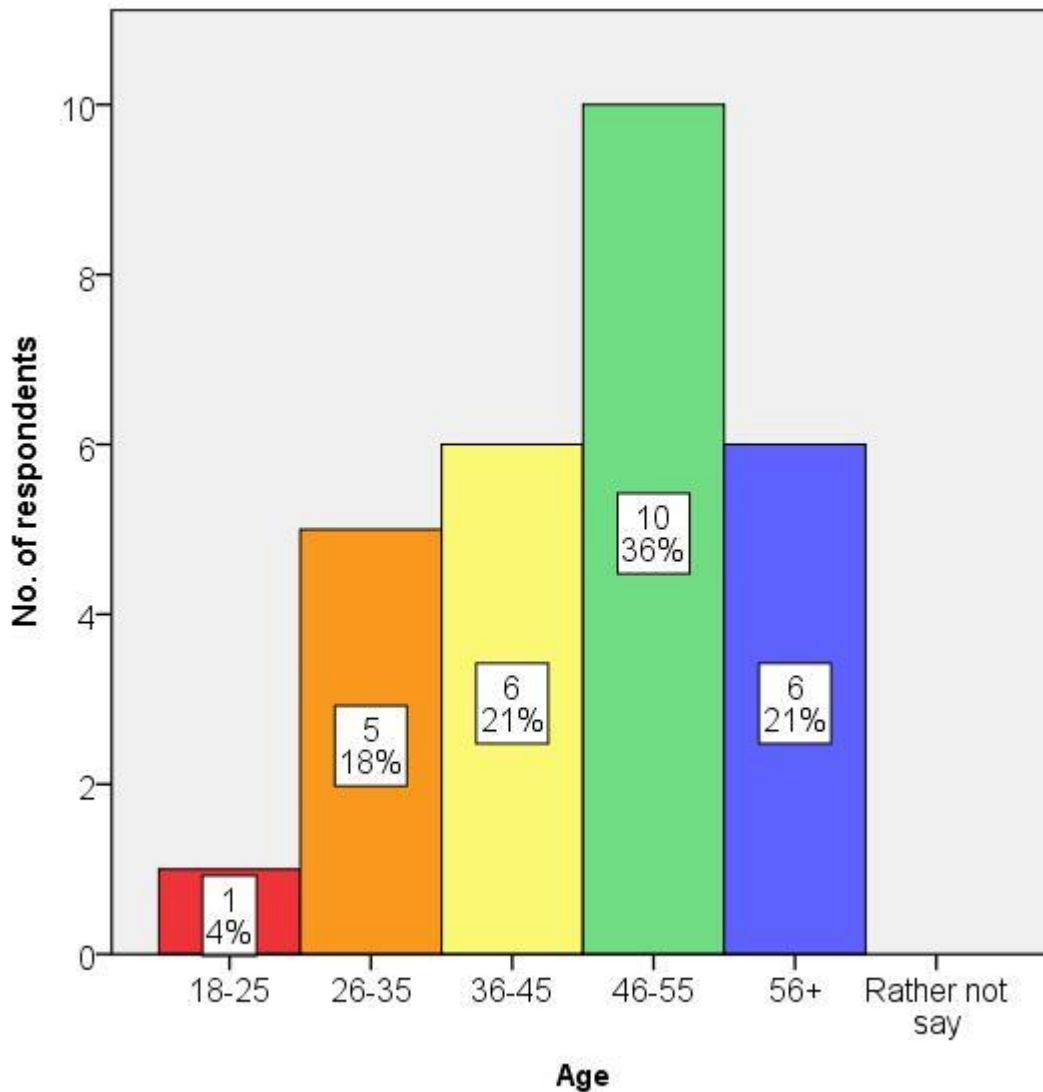
Figure 5: Age of 'Stock team members' questionnaire respondents

3.3.4.5   Analysis of questionnaires

Onwuegbuzie and Teddlie (2003) identify data reduction and display as the first two steps in mixed methods data analysis. Thus, in the preliminary stage of questionnaire analysis, I used SPSS to generate descriptive statistics (in the form of charts and tables) of the quantitative data generated from the Likert scale and closed-ended questions in both questionnaires, illuminated by a limited number of selected quotations where these shed light on the response selected (Bazeley, 2003; Creswell & Plano Clark, 2007). These data were subsequently used in a number of ways:

o   The data on stock procurement, age restrictions and parental permission, promotion of LGBT-related fiction for children and young people, and

training on LGBT issues as they relate to libraries were presented directly in chapter 5, together with relevant qualitative data (cf. section 3.3.6 on the process of data combination);

o The Likert scale data on opinions were presented directly in section 6.1, which deals with general (self-declared) attitudes to LGBT-related fiction for children and young people among participants;

o The data on procurement practices and suppliers were analysed in conjunction with the checklist data in order to investigate whether there was any relationship between particular practices or suppliers and the level of provision. Given that the sample was so small, it was not possible to investigate this using statistical techniques; instead, the graphs of checklist data were colour-coded manually by the various independent variables (procurement practices, supplier, etc.) in order to visually assess potential trends.

In addition to this, a similar process of data reduction and display (Onwuegbuzie & Teddlie, 2003) was carried out at the case (library authority) level. Summarising the key data by case allowed me to place them in an overall context, to facilitate comparisons between authorities, to permit swift and easy retrieval of data and to generate questions for the interview stage of the research. This was primarily done through the use of PowerPoint slides to present data in a form that was easy to grasp. Initially, a PowerPoint slide for each authority was created for the findings from the 'Stock team manager' questionnaire, primarily relating to stock procurement with some additional data on age restrictions and parental permission, promotion and training. The data were colour-coded by theme to facilitate comparison between authorities (cf. Appendix M for an example). Subsequently, a second set of slides was created to summarise the findings on subjects covered by both questionnaires, namely age restrictions and parental permission, promotion and training. These slides recorded whether the two questionnaires were consistent and highlighted any discrepancies, concluding with a summary of the situation for each of the three themes. Again, the data were colour-coded by theme to facilitate comparisons (see Appendix N for an example). Together with additional data collated from the Public Libraries News blog (Anstice, 2015) and the authorities' own

websites, these slides subsequently formed the basis for descriptive summaries of each library authority, presented in Appendix O. These will allow readers to gain an overview of the overall context of each authority and assess the extent to which findings may be transferable to other, similar authorities (cf. section 3.3.7).

In addition to the PowerPoint slides, the opinion data were also summarised. The mean Likert scale data for each participant were calculated and presented in a ranked form (see Appendix P) to facilitate comparison between participants. This allowed participants' comments to be viewed within the context of their general (self-declared) level of support for provision of LGBT-related fiction to children and young people. These data were subsequently analysed further in order to investigate the potential relationships between training and attitudes (cf. section 7.8.1). However, once again it was not possible to investigate this using statistical techniques owing to the small size of the sample.

The qualitative responses from open-ended questions and comment boxes were subsequently entered into NVivo and analysed thematically. This process is described in section 3.3.5.6 below. The PowerPoint summaries and qualitative responses were used to determine which authorities to interview (cf. section 3.3.5.1) and to identify interesting points to follow up at the interview stage (section 3.3.5.2). In particular, indications of factors which might affect provision informed the questions asked in the interview stage of the research.

3.3.4.6   Limitations of questionnaires

One of the frequently-identified drawbacks of questionnaires (e.g. Pickard, 2013) is that the researcher is not present when the questionnaire is administered, so cannot clarify anything that is unclear, or probe further into areas of interest. This is particularly problematic when concepts are not clear-cut; for example, some respondents conflated the related but distinct concepts of age restrictions, age banding and location by age, despite all efforts to clarify the questions:

> "By age restrictions I mean spine labelling that indicates a likely reading age e.g. teen or 15+." (TU2)

As noted above in section 3.3.4.2.2, it was particularly difficult to design the questions on age restrictions and parental permission in such a way as to elicit useful data, and in future I would opt to investigate these concepts through qualitative interviews.

There were also some instances in which questionnaire respondents gave answers which I knew to be incorrect, such as the pilot tester mentioned above in section 3.3.4.2.1. Moreover, several respondents to the stock team manager questionnaire selected 'yes' in response to the question on whether their stock policy mentioned LGBT materials, but further details provided in the text box revealed that in some cases the policies did not mention LGBT materials at all, but merely made general references to diversity (see section 5.1). This meant that it was not possible to provide accurate figures on the number of authorities which mentioned LGBT materials in their stock policies. In future research, I would recommend studying actual copies of stock policies, rather than relying on librarians' self-reporting. Unfortunately such document analysis was not possible within the scope of this research; however, the findings demonstrate the benefits of including open-ended text boxes in questionnaires for purposes of internal triangulation. Moreover, the librarians' misrepresentation of their own stock policies is an interesting qualitative finding in itself (discussed further in section 5.1), supporting Silverman's observation that the problems encountered in qualitative research can be interesting objects of study in their own right:

> "How do my difficulties in the field… provide me with further research topics? Remember that the beauty of qualitative research is that it offers the potential for us to topicalize such difficulties rather than just treat them as methodological constraints. This is an issue of the creative use of *troubles*." (Silverman, 2010, p. 222, emphasis in original)

The questionnaire data are subject to response bias (Connaway & Powell, 2010), in that respondents were necessarily self-selecting within the authorities, and staff members with homophobic, biphobic and/or transphobic opinions may

have been less likely to respond. Respondents may also have given answers that they felt to be more 'politically correct', leading to potential social desirability bias (Spector, 2007); in other words, it is possible that the questionnaire results show librarians' attitudes to provision of LGBT fiction for children and young people to be more positive than they actually are. Having said that, questionnaires may be less subject to these biases than other methods such as interviews (Connaway & Powell, 2010); respondents can express any negative opinions anonymously, without having to come face-to-face with the researcher, and the convenience of the method may encourage participation even if the respondent feels negative about the subject area. Although responses were generally very positive, many respondents freely admitted to perspectives which could be thought of as less than ideal, such as never having thought about the subject (see section 6.1.3 of the results). The research also had the approval of the Head of Service in each authority, which may have encouraged participation, and I emphasised that no particular interest in or knowledge of the subject was necessary, as noted in section 3.3.4.3 above.

In addition to the issues around response bias, the sample size was small, and it is therefore not possible to make statistical generalisations from the results to all librarians involved in children's and young people's stock selection. Nor are the responses necessarily representative of other public library staff groupings, such as frontline staff or senior management.

Despite these drawbacks, questionnaires were felt to be a practical way of gathering data for the reasons identified in section 3.3.4, namely their ease of distribution and convenience for both the researcher and the respondents, and their relative lack of susceptibility to response bias and social desirability bias. They allowed me to gather useful data from a wider range of authorities and individuals than would otherwise have been possible. More in-depth data were gathered in the interview stage of the research; in this way, the strengths of one research method compensated for the weaknesses of another. The choice of methods that have complementary strengths and weaknesses has been

referred to as the 'fundamental principle' of mixed methods research (Johnson & Turner, 2003).

3.3.5 Interviews

The interviews constituted the final stage of the research and were carried out following preliminary analysis of the questionnaire and checklist stages of the research. Interviews took place between February and September 2013. It will be noted that three years elapsed between the questionnaire stage of the research and the interview stage, as I suffered from some health problems which delayed the analysis of the checklist and questionnaires. This delay had both advantages and disadvantages. One notable drawback was that interviewees found it difficult to remember whether they had completed the questionnaire(s) three years previously, and those who did remember doing so could not always recall the details of what they had said, or what had happened subsequently:

> "Me: You also said in the questionnaire that you said you thought the issues were best explored through factual material, which I thought was really interesting. Um, can you say a little bit more about why you said that?
> BL1: Erm… I'm trying to remember…"

> "Me: So when you discussed it at the meeting, what was the outcome of that? [TC7 sighs] Can you remember, I realise I'm asking you to think back several years.
> TC7: You are, yes, you are, and, erm… My brain is not the most co-operative, erm, these days…"

In some cases, questionnaire respondents (such as the stock team manager from TL) had left the authority or changed jobs over the intervening period. It was therefore not possible to elicit further details from these participants on interesting issues mentioned in the questionnaires.

However, there were also some advantages to carrying out the interview stage of the research at a later date. The research was not originally designed as a longitudinal study, but by studying some of the authorities over a longer period of time, it was possible to identify changes (or a lack thereof) in the provision of LGBT fiction for children and young people; (Flick, 2014) identifies this as one

of the key strengths of longitudinal research. Some of the disadvantages noted above, such as respondents leaving the authority, can be interpreted as interesting research findings in themselves (cf. section 7.1.2). Once again, this tallies with Silverman's observation that the problems encountered in qualitative research can themselves become fruitful objects of study (2010, p. 222).

Interviews allow researchers to gather deep, rich data on complex and often highly subjective issues, and on participants' own attitudes (Pickard, 2013). They are also suited to investigating causal relationships (Gorman & Clayton, 2005), i.e. the factors affecting provision of LGBT-related fiction to children and young people in the participating libraries. The interviews helped to address some of the weaknesses inherent in the questionnaire method, and allowed me to probe further into interesting issues raised by questionnaire responses. Although some questions did address 'factual' issues (such as the location of LGBT fiction for children and young people within the library), the use of interviews also enabled me to analyse the ways in which participants interpreted and constructed narratives (Silverman, 2010) about, for example, the role of public libraries in providing for all members of the community (see section 6.1.2). In addition, the interviews provided an opportunity to raise awareness of the need for provision (objective 11), and participants were presented with a list of recommended fiction, tailored to their authority (objective 12).

3.3.5.1   *Selection of authorities in which to carry out interviews*

As it was not feasible within the time to interview participants from all 13 authorities, the initial findings from the first two stages of the research were used to inform the purposive selection of authorities to interview (Bazeley, 2003).

The initial intention had been to interview individuals from authorities with high, medium and poor levels of provision, as well as following up on any particularly interesting questionnaire findings. However, following initial analysis of the checklist findings it became apparent that it would not be straightforward to select authorities for interview on the basis of a quantitative assessment of levels of provision, as the authorities ranked differently depending on what

measures of 'quality' were used. For example, the data on holdings of picture books and early readers showed quite a different pattern from the overall data. Similarly, it is open to debate as to whether the number of titles is more important than the number of copies, or whether it is better to hold more titles even if they do not appear on the recommended list. Again, the choice of measure affects the ranking of the authorities in both these cases, and these issues are discussed in more detail in chapter 4.

One authority, BUP, did stand out as performing better on the majority of measures of provision (see graphs in chapter 4). This authority was therefore selected for interview in order to further investigate how it had achieved these relatively high levels of provision. A more qualitative approach was used to select the other authorities in which to carry out interviews: the questionnaire responses were scanned for interesting points that were worth following up, and for each point, a note was made of whether this required follow-up in the same authority, or whether it was a point of general interest on which interesting data could be gained from any interviewee. I then ranked the authorities in order of preference for carrying out interviews, and contacted each in turn until a sufficient amount of data had been gathered. Table 5, on the following page, shows the authorities in ranked order, with examples of the type of points identified for follow-up.

Ultimately, interviews were carried out in four authorities: BUP, TC, TL and BL. Two additional authorities, BM and TM, were also invited to participate, but the former declined, citing significant cuts to the service, and the contact at the latter did not respond to repeated emails. While it was not possible to definitively identify a reason for this lack of response, this authority was also undergoing severe cuts during this period, so this could well have played a part in the decision[24].

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[24] Table 21 in section 7.1.1 shows that between 2007-08 and 2012-13, the number of book acquisitions at BM and TM fell by 48.2% and 43.4% respectively, suggesting severe cuts overall.

Table 5: Selecting authorities for interview

Authority	Chosen for interview?	Points to follow up
BM	Contacted, but refused to participate	Special order of LGBT picture books – how has this collection been received? Training day did not do much to change attitudes – find out more about this
BUP	Yes	Arguably the best provision despite small budget – how has this been achieved? LGBT fiction for C&YP sourced from specialist suppliers in past – find out more about this
TC	Yes	Plan to set up LGBT picture book collection – has this happened? Four respondents expressed interest in improving provision – has this happened?
TL	Yes	Stock team manager had recently attended training and very much wanted to improve provision – has this happened? A history of allowing protective parents to exercise censorship – find out more about this
BL	Yes	Stock team manager felt that provision of LGBT material was more difficult to justify for younger children and factual material would be better – find out more about this. Some client groups from conservative backgrounds, e.g. church groups had asked them not to include books on LGBT issues in collections provided – find out more.
TM	Contacted, but did not respond to emails	LGBT picture book shortlisted for children's book award – find out more about this
ML	No	Stock team manager seemed convinced there was no demand (this issue could also/alternatively be discussed in other authorities)
TU	No	Potentially interesting to find out more about the training and the promotional campaign – were children's materials included?
MU	No	One person had concerns about 'excessive' promotion – find out more about this
MM	No	Planned to identify and use more specialist sources – has this happened?

BC	No	Stock team manager felt that LGBT books were more likely to be borrowed as part of a general promotion than an LGBT-specific one – why? (this could also/alternatively be discussed in other authorities)
MC	No	LGBT training was provided although not everyone had been on it – find out more about it
BU	No	LGBT training was provided as part of consortium – find out more about it

3.3.5.2 Design of interview schedules

A semi-structured approach was used for the interviews (Mason, 2002). This enabled me to ensure that all key points were covered, but also allowed for exploration of emergent issues raised by interviewees. I drew up an interview schedule for each authority (Kvale, 1996; Pickard, 2013). The design of the interview schedules was informed by the research questions and by the preliminary findings from the questionnaire stage of the research. The interview schedules covered the following main areas:

- The interviewees' own attitudes to the provision of LGBT fiction to children and young people in public libraries, and how they thought other staff members felt about it;

- The interviewees' responses to the results of the checklist. For this part of the interview, interviewees were shown the results for the number of checklist titles held, with results for picture books and early readers pulled out separately as the pattern was quite different (see example in Appendix Q). They were then asked to comment on it. This served as an awareness-raising exercise and also elicited opinions on provision of LGBT fiction to children and young people, as well as possible reasons for the lack of provision;

- The reasons why they thought provision was not better in their authority (or, in the case of one authority which had higher levels of provision, what had enabled them to do better). This was initially asked as an inductive, open question to allow interviewees' initial thoughts to emerge; after this, they were asked more deductive, theory-testing follow-up questions about whether they

felt specific factors affected provision. These factors were identified based on questionnaire responses (cf. section 3.3.4.5) and the extant literature. They were also asked if they had worked in other authorities, and whether they felt the situation was similar there. In this way, I attempted to compensate for the relatively narrow scope of the research; however, the majority of interviewees had not worked in other authorities;

- Details of any particular initiatives to improve provision of LGBT fiction for children and young people. Including, but not limited to, whether the authority celebrates LGBT History Month and whether this includes events or promotions related to fiction for children and young people;

- How the interviewees felt about promoting LGBT materials for children and young people;

- The location of LGBT fiction for children and young people within the authority (separate or interfiled) and interviewees' opinions on the choice of location;

- Whether or not they had had training on LGBT issues as they relate to libraries. If interviewees had had training, they were asked whether it was useful, and why/why not; if they had not had training they were asked whether they thought it would be useful, and why/why not.

- Whether they had had any complaints from the public about their provision of LGBT fiction for children and young people, whether they thought complaints were likely if provision and promotion were increased, and how they would deal with complaints if they occurred.

The questionnaire responses and extant literature had identified some areas which appeared to cause anxiety in some library workers, such as the provision of material with sexual content and provision of materials to younger children. However, these were not included in the interview schedules and were discussed only if they were raised by interviewees themselves. This decision was reached as I did not wish to broach such issues as potential 'problems' when the intention of the research was to argue that the materials should be provided.

The interview schedules were tailored to each authority, with specific questions and additional prompts to follow up on interesting comments from the questionnaire. They also included contextual information for my own reference. An example of an interview schedule is provided in Appendix R.

3.3.5.3   Pilot interviews

Pilot interviews were carried out with five individuals in order to identify any problems with the interview schedule, to check the expected length of the interviews, and to ensure that I was confident with carrying out the interview and using the recording equipment (Gorman & Clayton, 2005; Pickard, 2013). As with the questionnaires, pilot participants were drawn from the same target group as participants in the main stage of the research (Gorman & Clayton, 2005). However, within this group the sample was a convenience sample, consisting of friends who worked, or had recently worked, in public libraries and who had (or previously had) some involvement in children's and young people's stock selection. One respondent (Pilot 1) had previously had a key role in stock selection but this had ceased to be the case when the interview was carried out, as the majority of stock was acquired through supplier selection by this time. Another respondent (Pilot 2) had recently moved to a school library, although they were still involved in stock selection in their new role. Pilots 3, 4 and 5 all worked for public libraries and had continuing involvement in stock procurement.

The pilot interviews were carried out between February and May 2013. For four of the interviews, I travelled to the participants' home towns and carried out the interview in a location of their choice, in order to minimise any inconvenience to them. In one case this was their workplace, in two cases it was their home, and in the remaining case it was the British Library. As all these participants were personal friends, there were no ethical concerns raised by meeting them at their homes. The other interview (Pilot 4) was carried out by Skype and recorded using MP3 Skype Recorder v.3.1, as this option was preferred by the interviewee. Braun and Clarke (2013) note a number of advantages of 'virtual' interviews, including convenience and time- and cost-efficiency. Before the interview started, each pilot interviewee was presented

with a copy of the participant information sheet (Appendix L) and, once they had read it and asked any questions, they were requested to sign a consent form (Appendix S). After the interview, all recordings were transcribed in full, as described in section 3.3.5.7.

The pilot interviews all went smoothly and did not highlight any issues with the interview schedule. There were two minor technical issues with the recording equipment, and in one case the recording failed to start and the first few minutes of the interview had to be repeated, with gaps filled in from the notes. However, no essential information was lost, and by carrying out pilot interviews I familiarised myself with the equipment and avoided similar problems in the main interviews.

The Skype recording was less clear than the minidisc recordings and included a number of brief moments which were inaudible, possibly due to problems with the interviewee's internet connection. No essential information was lost, but transcription was more difficult and for this reason it was decided not to use Skype for the main interviews (despite its convenience and cheapness) unless participants specifically requested it.

The pilot interview schedule included an additional final question: participants were asked whether they felt anything about the interview could have been done better. All five interviewees were happy with the interviews:

> "It's very clear, the questions are phrased well, they are… I think impossible not to understand." (Pilot 2)

> "Everything was clear, your interview skills was *immense*, as always" (Pilot 5)

One participant raised two minor issues, but acknowledged the reasons why the interview had taken this form:

> "Pilot 1: Some of the, the [questions on] personal perceptions I wasn't expecting. Erm… I suppose the only thing would be regarding sort of preparation, if I'd – I suppose you can't give me a sneak preview of the questions but knowing that it was about, um, I could have looked up whether we can go to small publishing houses – but then that's pre-empting the question and leading, so I understand that that can't be done…

> Me: And do you think it's okay to include the personal perceptions, or…?
> Pilot 1: Um, yes I think so, because they do come to bear on stock selection, especially if that person is involved directly in doing it."

In fact, for all interviews other than the pilots, data on issues such as purchasing from small suppliers had been gathered in the questionnaire stage of the research. No changes were made to the interview schedules following the pilot interviews.

There were some limitations to the pilot interviews, in addition to the general limitations of interviews identified in section 3.3.5.6. In contrast to the main interviews, the pilot interviews did not take place in the context of a broader study. Without the questionnaire data and checklist data, it was not possible to gain an overall picture of provision of LGBT fiction for children and young people, and the factors affecting it, in the authorities where pilot interviewees worked. Participants were asked how they thought their provision of this material compared with the results for the 13 main participating authorities, but their replies were inevitably speculative; previous research had shown that many respondents were unable to give any indication of the amount of LGBT fiction for children and young people purchased by their authority (Chapman, 2007a). Similarly, pilot interviewees could only speculate about the possible reasons behind the levels of provision in the 13 main participating authorities.

The interviewer-interviewee relationship may also have been affected by the fact that the pilot interviewees were friends of mine. For example, the interviewees may have been more likely to give a flattering response when asked if anything about the interviews could have been improved. (However, it could alternatively be argued that they would be more likely to give a *helpful* response, which could have included constructive criticism if necessary.) Furthermore, pilot interviewees may have been even more likely to give 'politically correct' responses in order to appear in a positive light; the pilot interviews are therefore potentially subject to a higher level of social desirability bias.

This pre-existing friendship may also have affected my attitude towards the interviewees; for example, wishing to give them the benefit of the doubt in

situations where a comment could potentially have been interpreted negatively. While complete objectivity was not possible, I tried to remain fair to all interviewees by keeping the potential for bias in mind when analysing the interviews. In some cases, I was aware that I was interpreting comments in the light of my pre-existing knowledge of pilot interviewees' opinions; obviously, this was not possible for the other interviewees. However, this additional knowledge could be interpreted as a good thing, as one of the limitations of interviews is that they only reflect a snapshot in time.

Despite these limitations, the pilot interviews produced valuable, interesting data which directly contributed to answering the research questions, and I therefore decided to include these in the analysis. A major purpose of the interviews was to gather rich data on participants' own attitudes and opinions, which are specific to the individual and do not necessarily need to be viewed within the context of a particular library authority. Moreover, interviewing these additional respondents from different authorities served to increase the scope and hence the likely transferability of the research.

3.3.5.4   Recruitment of interviewees

The first point of contact for interviewee recruitment was the stock team manager in each authority. Emails were sent to the identified contacts in BM, BUP, TC, TL, BL and TM, inviting them and their colleagues to be interviewed. A participant information sheet was attached to the emails to refresh their memory about the research. In some authorities, the identified contact had subsequently left the authority and it was necessary to identify the new stock team manager and fill them in on the research.

As noted in section 3.3.5.1 above, four authorities agreed to participate in the interview stage of the research. The stock team managers were responsible for inviting other stock team members to be interviewed and the response was very positive. No stock team members refused to be interviewed, although some were unable to be present on the dates when the interviews were carried out, for a variety of reasons. Table 6, below shows the number of interviews carried out and the participation rates in each authority.

Table 6: Number of interviews and participation rates in each authority

Auth. code	No. of potential interviewees	No. of interviews	Participation rate	Notes
TC	7	6	86%	The picture book buying team includes a job share pair. One member of this pair was not interviewed as it was her day off.
BL	1	1	100%	
TL	4	4	100%	
BUP	4	2	50%	On the day when the interviews were carried out, one stock team member was ill and another realised at the last minute that she was on annual leave.
Total	16	13	81%	

The interviewees at BUP included one staff member who was not part of the children's and young people's stock team, but who was responsible for inclusion in general. This participant was invited to be interviewed by the stock team manager and did not form part of the target population as originally envisaged; however, this interview provided an extremely valuable alternative perspective.

The high level of interview participation came as a pleasant surprise and was felt to be a positive finding in itself. In total, 18 people were interviewed, including the pilot interviewees.

3.3.5.5   Carrying out interviews

The interviews were carried out between May and September 2013. In all cases, I travelled to the interviewees' workplace to carry out the interview. One visit was paid to each of the four authorities, except for TC, where two visits were made as there was a large number of interviewees. Before each interview started, the potential interviewee was presented with a copy of the participant information sheet (Appendix L) and, once they had read it and asked any questions, they were requested to sign a consent form (Appendix S). The interviews were recorded using a minidisc recorder with an external microphone, as I had previously found that this gave a better sound quality than a digital recording device. However, a digital recorder was used as backup for all interviews except the pilots, and I made notes of all interviews as a further backup (as recommended by Bryman, 2012). Table 7 shows the duration of the interviews:

Table 7: Duration of interviews

Participant code	Duration of interview (hrs:mins:secs)
Pilot 1	36:04
Pilot 2	50:38
Pilot 3	42:49
Pilot 4	41:58
Pilot 5	37:18
BL1	43:50
BUP4	50:48
BUP5	1:15:21
TC1	41:38
TC6	32:00
TC7	57:34
TC9	1:13:02
TC10	41:30
TC11	30:21
TL3	31:10
TL4	33:36
TL5	29:44
TL6	28:30

The interview schedule was used as a guide rather than a rigid structure, to permit participants to raise interesting points as and when they wished (Braun & Clarke, 2013; Flick, 2014). I also made use of probes to elicit more detail on particular topics; these included both pre-prepared follow-up questions (cf. Appendix R) and spontaneous interventions (Flick, 2014).

Pilot interviewees were given a small gift after the interview to thank them for their participation, although I did not mention this beforehand as I did not wish to 'bribe' pilot interviewees into participating (Braun & Clarke, 2013). All interviewees were presented with a hard copy of the recommended list, and for all except the pilot interviewees this was tailored to the individual authority (i.e. excluding titles that the authority already had).

Braun and Clarke (2013) recommend that researchers should consider before the interview whether they intend to disclose personal information, e.g. whether they will 'out' themselves as a member of the group they are researching. For this piece of research, I decided not to 'out' myself as an LGBT person, as I felt that this might make participants even more wary about expressing opinions that were not 'politically correct', resulting in increased social desirability bias. The exception to this was one interview in which the interviewee outed herself as lesbian, at which point I felt it would be appropriate to identify myself as bisexual; I felt this created a rapport with the interviewee. In addition, at least four and possibly all of the pilot interviewees were aware of my sexual orientation prior to the interview. The downside to not having outed myself in the remaining interviews is that any other participants who may have been LGBT may have felt less able to out themselves and to share certain types of information.

There was also a tension about the extent to which I should present a non-judgemental façade, so that participants felt able to express their opinions freely, vs. the extent to which I should treat the interview as an opportunity to educate. For example, one participant observed that picture books featuring LGBT parents might be necessary "in the future, as these relationships are more open and accepted" (BL1). Here, I had to make a rapid decision as to whether to educate the participant regarding the prevalence of LGBT-headed

families, or whether to remain silent in order not to close down any further opinions of this sort which the participant might hold. In this case, I opted for the latter option, as an element of 'education' was already planned in for a later stage, in the form of the recommendations for provision that will be offered to participating libraries (objective 10). This is in line with Braun and Clarke's recommendation of showing "non-judgemental interest" (2013, p. 96). However, in other interviews there was a greater focus on 'education': for example, one participant asked me for my opinions on separate vs. integrated LGBT collections, and as the interviewee had already expressed their own opinion, this seemed an appropriate point to disseminate the information, and indeed it can be seen as an advantage of the interview process.

The tension discussed in the previous paragraph was emblematic of a broader issue of potential interviewer bias. As an LGBT person, with an interest in improving the provision of LGBT-related fiction aimed at children and young people in public library authorities, I could not be a neutral interviewer. By this stage, analysis of the checklist data had revealed substantial room for improvement in the participating authorities' provision, and this may have led to a tendency to interpret interviewees' comments in a more negative light. On the other hand, as a former librarian myself and as an advocate for libraries, there was a converse temptation to interpret comments in a positive light. While complete objectivity was not possible, I hoped that my awareness of these potential biases would minimise their impact on my analysis of the data (Lincoln & Guba, 1985). Ford (2004) notes that it is important for subjective thoughts and interactions between researcher and participant to be subject to external scrutiny; in line with this, I hope that foregrounding potential biases here will increase the transparency of the research, by allowing readers to take them into account.

3.3.5.6   Limitations of interviews

Some obvious drawbacks of interviews, in comparison to questionnaires, are the time involved (for both the researcher and the interviewees) and the potential travel expenses (for the researcher) (King, 2004). The latter problem was addressed by limiting the scope of the research to England (rather than the

UK as a whole) in order to circumscribe the amounts that would potentially need to be spent on travel. The time problem was however unavoidable, and one authority (BM) declined to participate in the interview stage of the research, citing significant cuts to the service (cf. section 3.3.5.1). However, interviewees at BL, BUP, TC and TL, as well as the pilot interviewees, were extremely generous with their time, and my hope is that they feel recompensed by the provision of suggestions and the recommended list (which was mentioned as a useful time-saving tool in the interviews, cf. section 8.2.2).

As with the questionnaires, participants were necessarily self-selecting; however, none of the potential interviewees at the four selected authorities declined to participate, although some were unavoidably absent on the day due to illness or part-time working (cf. section 3.3.5.4). A more significant limitation is the potential for respondents to have given the responses they felt I wanted to hear, leading to social desirability bias (Spector, 2007). However, although no respondents expressed overtly prejudiced opinions, they did openly admit to some less-than-ideal attitudes, such as never having thought about the provision of LGBT-related fiction to children and young people (cf. section 6.1.3). In addition, interviewees were asked about their perceptions of their colleagues' attitudes to the provision of LGBT-related fiction to children and young people.

A key limitation of interviews is that it is usually not possible to generalise from the qualitative data gathered; instead, interviews elicit in-depth, situated knowledge (Mason, 2002). In this mixed-methods study, a combination of methods with non-overlapping strengths and weaknesses (Creswell & Plano Clark, 2007; Johnson & Turner, 2003; Teddlie & Tashakkori, 2003) was used in order to gain both depth and breadth.

3.3.5.7   Analysis of interviews and other qualitative data

The qualitative data collected for this study (by means of questionnaires and interviews) were analysed using a process of thematic analysis. Braun and Clarke define this approach as follows:

> "Thematic analysis is a method for identifying, analysing and reporting patterns (themes) within data. It minimally organizes and describes your

data set in (rich) detail. However, it frequently goes further than this, and interprets various aspects of the research topic." (Braun & Clarke, 2006, p. 79)

The process of analysis is a lengthy one, which is not limited to the coding process but begins much earlier, with the initial ideas that occur to the researcher when reading or transcribing the data, or indeed during the data collection process itself (Braun & Clarke, 2006). Similarly, writing up the research is not a separate and discrete process, but, as Braun and Clarke note "is an integral *part* of analysis" (Braun & Clarke, 2006, p. 86; see also Silverman, 2011). Braun and Clarke identify six phases of thematic analysis, namely familiarizing yourself with your data; generating initial codes; searching for themes; reviewing themes; defining and naming themes; and producing the report (2006, p. 87). However, as the authors themselves acknowledge, in practice the process does not follow a neat sequential pattern of discrete phases, but is much more 'messy' and iterative.

Braun and Clarke (2006) also recommend that one should choose between a 'top-down' (theory-driven, deductive) or 'bottom-up' (data-driven, inductive) approach to generating themes. However, in keeping with the mixed-methods research design (cf. section 3.2.2), I opted for a combined approach. My thinking had been strongly influenced by the previous literature and most especially by the findings of my previous MA study (Chapman, 2007a), but I also wanted to remain open to the emergence of new themes which I had not previously considered. This is similar to the approach taken by Sen, who opted for "having the framework from Phase One in mind, but not being straitjacketed by it, and allowing complexities to emerge" (Sen, 2014, p. 92). Similarly, Gibbs notes that authors who recommend a top-down or concept-driven approach nonetheless "recognize that the researcher will need to amend the list of codes during analysis as new ideas and new ways of categorizing are detected in the text" (2007, p. 45). This was very much the case in the present research, with the process of reviewing and coding the data passing through several iterations.

Bazeley (2007) suggests coding open-ended survey responses as one potential starting point for qualitative analysis; this was ideal for the present study owing to its mixed-methods approach. I drew up a provisional list of predefined codes

(Coffey & Atkinson, 1996; Gibbs, 2007; Miles & Huberman, 1994) based on themes emerging from the literature and on my initial readings of the questionnaire data, with which I was already very familiar, having carried out preliminary analysis as described in section 3.3.4.5. The provisional list of codes is provided in Appendix T. At this stage I also began to construct a codebook, which for each code and sub-code included a short description of the code, a fuller description of how to apply it, examples and relevant notes and thoughts (Gibbs, 2007; Miles & Huberman, 1994; Saldaña, 2009). An extract from the codebook is presented in Appendix U.

NVivo qualitative data analysis software was used to store and code the qualitative data. I initially used version 8, and had upgraded to version 10 by the end of the research. Although I had successfully used a manual approach with a system of coloured pens for my Master's dissertation (Chapman, 2007a), I felt that a computer-aided approach would be beneficial given the greater volume of qualitative data generated by the doctoral study. In particular, the software was useful for providing multiple entry points to the data (e.g. by participant, library authority or theme) and for investigating relationships between codes. I was also struck by a chilling anecdote recounted by Bazeley (2007), in which some hard-copy fragments of manually-coded data were eaten by a small child and lost forever.

The next stage in the data analysis was the incorporation of the main body of interview data. This was transcribed in full, including hesitations, 'ums' and 'ers', indications of tone, and other non-verbal elements of the conversation (e.g. laughs) (Bazeley, 2007; Braun & Clarke, 2013; Kvale, 1996). An ellipsis in square brackets ([…]) was used to indicate where words were omitted from quotations in the final thesis. In addition, where comments followed on directly from a question or prompt by the interviewer, this prompt was included in the thesis so that readers could assess its potential impact on the response (as recommended by Silverman, 2011).

Although transcription is a time-consuming and sometimes tedious process, I found it extremely useful for recalling the interview situation and generating initial thoughts; indeed, a number of authors recommend doing one's own

transcription in order to familiarize oneself with the data, including Bazeley (2007) and Braun and Clarke (2006). The former cites Frost and Stablein's analogy of "handling your own rat" (Bazeley, 2007, p. 44) and identifies it as a key characteristic of high-quality research. Initial thoughts were noted down in a research notebook and subsequently recorded in NVivo as annotations; Bazeley notes that "annotations are useful for jottings or notes about a particular segment of text" (2007, p. 63). Figure 6, below, shows an annotation in NVivo together with the related interview text.

Tree Nodes

Pilot interviewee 3 ✕

Click to edit

Me: What about time and workload issues, do you think that is a factor?
3: I don't think so, I think, I think it would only be a factor if, like, if the librarian decided that they wanted to extend that collection, um, directly, by using the percentage money that we buy to just directly purchase stock rather than just go through supplier selection, in which case it would be time and workload in that they'd have to seek out the books that they wanted to add to the stock and do that independently, um, independent of the book suppliers.
Me: Mm-hm
3: Um, but no, generally no, I think it's just a matter of, you know, what we get sent, or

Annotations

Item	Content
6	This is interesting as the respondent denies it has anything to do with workload, then promptly says something which reveals that it is to do with workload. This seems to be quite typical of comments on the subject of budget/workload etc.

Figure 6: Screenshot of NVivo showing annotation and the related interview text

The process of coding the data and developing the themes went through several iterations, with codes being added, deleted, modified or moved as appropriate. The coding structure from NVivo is included in Appendix V; however, it should be noted that this does not fully reflect the final themes as they emerged in the late stages of analysis. This is due to the fact that the analysis and writing stages bled into one another, as the process of writing up the data in order to answer the research questions entailed further modifications to the themes and coding structure (Braun & Clarke, 2006; Silverman, 2011). Hence, the final structure of the thesis took shape in the written document rather than in the qualitative analysis software.

It will also be noted from a study of Appendix V that a number of the codes were primarily descriptive in nature, notably those that related to particular practices or policies within the authority. Descriptive coding is often viewed as being a preliminary coding method which subsequently forms the basis for more inferential coding (Miles & Huberman, 1994; Saldaña, 2009). However, in this case it was necessary to retain descriptive codes so that qualitative data on these topics could be easily located and related to the quantitative data on the same subjects. In addition, in vivo coding (Saldaña, 2009) was occasionally used where I felt that a quotation from a participant was a particularly apt summing-up of the category in question (e.g. 'we just haven't thought about it').

In addition to the codes, the documents relating to particular individuals (e.g. interview transcripts, questionnaire responses) were assigned to case nodes, which were then grouped into upper-level case nodes relating to each participating authority (Bazeley, 2007). Case nodes were also created for the four mainstream library suppliers, and references to these were coded at these nodes, facilitating retrieval of data relating to a particular supplier or authority.

A simultaneous coding approach was used, in which a single piece of data could be coded at several different nodes to reflect different aspects of the data. Although some writers suggest that overuse of this approach may look like indecisiveness (Saldaña, 2009), others feel that it is not only permissible, but beneficial in highlighting links and patterns within the data (Bazeley, 2007; Braun & Clarke, 2006, 2013; Coffey & Atkinson, 1996). NVivo's 'matrix query' function was used to investigate co-occurrences of codes within the data, and the contents of the node matrix cells were studied to confirm relevance (Bazeley, 2007).

There is debate over whether or not it is appropriate to report the number of participants who expressed a particular opinion in qualitative research. Braun and Clarke argue against the inclusion of frequency counts, as not every participant in qualitative research will discuss exactly the same issues:

> "So if someone reports in an interview study with 15 participants that 'six of the women thought…', we *can't* assume that the remaining nine

participants didn't think this, or thought the opposite." (Braun & Clarke, 2013, p. 261)

In contrast, Sandelowski (2001) and Onwuegbuzie and Teddlie (2003) – who work in a mixed methods tradition – argue that quantitizing themes can prevent researchers from overweighting or underweighting themes, and also provides an audit trail. I have deliberately not endeavoured to be consistent in this throughout the thesis. Where it was possible to determine a set number of participants who clearly fell into a particular category, I have given a quantitative figure, as I felt there was a value in reporting the prevalence of the theme across the data; while no conclusions can be drawn about participants who did *not* mention the theme (as Braun and Clarke note above), it is nonetheless potentially significant if a number of participants raise a particular subject. However, in some cases I felt it was not possible to give a quantitative figure, as some participants gave responses which did not fall squarely within the category or were otherwise difficult to interpret, or I felt that quantitative data could be misleading within the context. In these situations, I gave more general indications of frequency, such as 'many', 'some' or 'a few'.

Codes with a small number of references were not necessarily excluded from the analysis, particularly if they tallied with the findings of previous research. Each participant had (past or present) influence over children's and young people's stock procurement in a public library authority, and the opinions of just one person can therefore have an impact on the stock provided to a large number of members of the public in a particular area. The size of the sample was small, in comparison to the total number of public library workers involved in children's and young people's stock procurement across England and the wider UK, and the study did not seek to be generalizable; however, it is quite possible that comments made by just one or two people within the analysis are representative of the opinions of a larger number of people across the country, particularly when these are supported by more general research on social attitudes. Moreover, the research looked specifically at 13 particular library authorities, each of which has its own structure and processes. It is thus possible that a particular factor could be identified as affecting provision in just

one of the 13 participating authorities, but this could still be transferable to other, similar authorities outside the sample.

When I was part-way through the coding process, I asked a second researcher (one of my supervisors, who is from a somewhat different disciplinary background) to code the data thus far so that we could compare our interpretations. Inter-coder reliability checking is recommended by Miles and Huberman (1994) as a means of clarifying codes. However, in this case it was not a formal process which generated a percentage 'match', as I felt this was inappropriately positivist for the present research. Epistemologically speaking, I felt that my interpretation of the data was inevitably informed by my own stance and positionality, as well as by my knowledge of the extant literature and of the body of data as a whole. Ely et al. note that:

> "If themes 'reside' anywhere, they reside in our heads from thinking about our data and creating links as we understand them." (Ely, Vinz, Downing, & Anzul, 1997, pp. 205-6).

However, the process of comparing our coding was useful in that it led me to challenge my own interpretations and to consider alternative categorisations and relationships between nodes. Some changes were made in the wake of this exercise, as part of the ongoing process of refining the coding structure.

3.3.6 Data combination

The present study involved not just mixing methods, but also mixing data (Bazeley, 2003). This enhanced the study's representation of the phenomenon (Onwuegbuzie & Teddlie, 2003) through triangulation of the data (corroboration of results from different methods) and complementarity (elaboration, enhancement and/or clarification of the results from one method with the results from another) (Greene et al., 1989). This increased the trustworthiness of the research (cf. section 3.3.7), as well as providing both breadth and depth on each aspect of the research. In this sub-section, I discuss the various ways in which qualitative and quantitative data from the different strands of the research were combined in order to answer the research questions.

- o *Library and supplier stock holdings of LGBT-related fiction for children and young people*

This aspect of the research was primarily addressed through quantitative data gathered through the checklist study. However, these data were supplemented by qualitative data on librarians' opinions of their own stock holdings (section 4.4). The qualitative data were used to address the issue of whether holdings were sufficient, which is a subjective question. Thus, in this case it was not necessary to combine the data per se; rather, the additional qualitative data were presented as a supplement to the quantitative data.

- o *Stock procurement and management practices*

This section brings together qualitative and quantitative data from both questionnaires, together with qualitative data from the interviews. This permitted both validation and elaboration of findings (Bazeley, 2003; Greene et al., 1989). This approach allowed for triangulation of the data at the level of the individual respondent (i.e. were respondents internally consistent?) as well as at the level of the library authority (i.e. did respondents agree with one another?) (Creswell & Plano Clark, 2007). The relatively long time lapse between the questionnaires and the interviews (cf. section 3.3.5) also meant that it was possible to identify changes over time in some cases. Where divergent responses were given, the possible reasons for this were considered (Bazeley, 2003). Although most of the analysis was carried out at the variable level in order to identify trends, data on particular cases (library authorities) were presented together where necessary to compare and contrast the data from different strands.

- o *Library staff attitudes*

The chapter on staff attitudes draws on the Likert scale data from the 'Stock team members' questionnaire, as well as on qualitative comments from the two questionnaires and the interviews. The quantitative data were used to identify general trends in the data, which informed the provisional list of codes initially drawn up at the start of the qualitative coding process (cf. section 3.3.6); when coding the data, I looked out for both data which confirmed the theme, and

'deviant cases' which presented a contrasting opinion. In the discussion of the findings, the qualitative and quantitative data on similar themes are presented alongside one another as "a logical chain of evidence leading to [the] conclusion, regardless of source of data or method of data analysis" (Bazeley, 2003, p. 418). In addition to this, several of the sub-sections in this chapter present themes which emerged inductively in comments or interviews and on which no quantitative data are available (e.g. section 6.1.2).

o *Factors affecting provision*

This chapter built on the preceding chapters to identify and examine potential factors affecting provision, and to develop an integrated model. It thus brought together data from all the different data collection strands, and a variety of different data combination methods were used:

- Interview questions on the factors potentially affecting provision (cf. Appendix R) were informed by comments made in the questionnaire (as well as by the extant literature). Thus, the results from one method were used to help develop another method (Greene et al., 1989). Conversely, comments made in the interviews led me to return to the quantitative data to carry out further analyses (e.g. to investigate whether there were any differences between the different mainstream suppliers).
- Categorical variables from the questionnaires were mapped onto the checklist data using a colour-coding system, in order to assess whether there were any potential trends (e.g. differences by supplier, or by type of procurement method used). Owing to the small sample size, it was not possible to carry out statistical analysis in order to identify these trends.
- Qualitative and quantitative data relating to the same 'theme' were presented alongside one another for purposes of corroboration and elaboration (Bazeley, 2003; Greene et al., 1989). Potential reasons for any discrepancies were considered (Bazeley, 2003).

o *Case summaries*

Data from the questionnaires and interviews, together with other publicly-available data on each authority, were presented in the form of case summaries

for each library authority (cf. Appendix O) to enable readers to gain an overview of the context. Although some of these data were gathered from closed-ended questions and presented elsewhere as descriptive statistics, they were here presented in a narrative format as the individual case was the object of interest, rather than overall trends. Onwuegbuzie and Teddlie (2003) refer to this qualitizing technique as "narrative profile formation" (p. 360).

3.3.7 Trustworthiness of the research

There is a large body of methodological writing on the criteria for establishing and assessing the quality of research. These criteria, the terms used to describe them, and the meanings assigned to these terms, vary depending on whether the researcher is working in the quantitative or qualitative tradition. In mixed methods research, then, it is generally recommended to use the appropriate measures of quality for the qualitative and quantitative strands of the research (Teddlie & Tashakkori, 2009). However, in the present research, the majority of the criteria used to assess the validity of quantitative data were not relevant, as the research did not seek to make statistical generalizations beyond the sample. Nor did any of the quantitative instruments seek to measure a single construct. I have therefore drawn on criteria emanating from the qualitative tradition in my efforts to ensure and assess research quality; in this I follow Birdi, who draws on Bryman (2012) to argue in favour of a "reduced focus on measurement issues" for research which includes both qualitative and quantitative elements (2014, p. 89).

Teddlie and Tashakkori (2009) suggest using Lincoln and Guba's (1985) four criteria for trustworthiness in qualitative research as measures of both data quality and inference quality in mixed methods research. Lincoln and Guba define "trustworthiness" as the extent to which a researcher's findings are "worth paying attention to" (1985, p. 290). The four criteria are addressed in turn below, together with the efforts made to ensure they were met.

o *Credibility.* This refers to the extent to which the researcher has accurately represented the standpoint and social world of the participants (Lincoln &

Guba, 1985); it is referred to as 'interpretive validity' by Maxwell (1992). To an extent, I had a pre-existing insight into this social world as I had previously worked as a librarian in a public library, with responsibility for children's and young people's stock selection. However, I was also aware of the potential for interviewer bias (cf. section 3.3.5.5). The ongoing discussions with my supervisors (one of whom was from a somewhat different disciplinary background) functioned as a peer debriefing tool, helping me to clarify ideas and identify potential biases (Lincoln & Guba, 1985; Mertens, 2005; Teddlie & Tashakkori, 2009).

One approach which is often recommended to ensure credibility is member checking – in which a number of participants, or other individuals from a similar setting, are asked to assess the researcher's interpretations and conclusions (Creswell & Plano Clark, 2007; Lincoln & Guba, 1985; Maxwell, 1992; Mertens, 2005; Teddlie & Tashakkori, 2009). An element of this was incorporated into the interviews, in that after I had asked the interviewees for their perceptions of the factors affecting provision, I then recounted my understanding of what they had said, and asked whether this was an accurate summary of the situation (cf. the interview schedule in Appendix R). Many interviewees clarified their answer or suggested additional factors at this point. This 'informal' approach to member checking is suggested by Mertens (2005)

Finally, the triangulation of data from the questionnaires and interviews also contributed to the credibility of the research (Lincoln & Guba, 1985; Mertens, 2005; Teddlie & Tashakkori, 2009). One of the benefits of the mixed-methods research design was that it permitted triangulation of data, as noted in sections 3.3.1 and 3.3.6 .

- o *Transferability.* The present study constituted a small sample of library authorities, and as a result it did not seek to draw conclusions that were statistically generalizable. However, I hoped that some of the findings would be transferable to similar settings in England and the wider UK. Teddlie and Tashakkori note that:

"…it is […] difficult to imagine that there are no other settings similar to the one you have studied. For these reasons, your inferences and recommendations are always at least partly applicable to other related settings." (2009, p. 311)

To enable users of the research to assess the degree to which findings might be transferable, I have included descriptions of each of the participating authorities in Appendix O (Lincoln & Guba, 1985; Teddlie & Tashakkori, 2009). Perhaps inevitably, these descriptions are not as 'thick' or detailed as would normally be expected in case study research (indeed, the scope of the present research did not permit me to visit all of the participating library authorities). However, I hope that they will nonetheless help to illuminate the degree to which findings may be transferable. In addition, where findings are in line with the previous research I have drawn attention to this in the discussion, as this also enhances the likely transferability of the research.

o *Dependability.* This relates to the process of the inquiry (Mertens, 2005). In the present study, decisions relating to the research process were discussed with the project supervisors at each stage. In addition, the proposed questionnaires were submitted as part of the ethics proposal; they were subsequently piloted, and pilot testers were given a list of 'issues to consider' (cf. section 3.3.4.2 and Appendix J). Similarly, the interview schedule was piloted with five individuals who were asked for feedback on the interview process (cf. section 3.3.5.3).

Ford (2004) notes that it is essential for research to be open to external scrutiny, and recommends the use of audit trails in qualitative research; similarly, Bryman (2012) uses transparency and clarity of explanation as an indicator of quality. In line with these recommendations, I have included substantial supporting documentation in the appendices (e.g. questionnaires, interview schedules, a sample of the codebook) and I hope that my detailed explanations of methodological decisions, presented earlier in this chapter, make it clear to the reader what decisions were made and why, and how the research was carried out.

o *Confirmability.* This relates to the product of the inquiry and whether inferences are justified by the data (Lincoln & Guba, 1985; Teddlie &

Tashakkori, 2009). I hope that I have presented sufficient qualitative and quantitative data in the 'findings' chapters (chapters 4-7) to demonstrate the link between data and inferences. Moreover, there is a logical progression from the findings presented in chapters 4, 5 and 6 through to chapter 7 and the model presented at the end of that chapter (section 7.10). Where data were unclear or internally inconsistent, I have acknowledged and discussed this in the text (e.g. the data on inclusion of LGBT materials in stock policies, discussed in section 5.1). When appropriate and feasible, I have presented quantitative data on the number of participants who mentioned a particular qualitative theme, and NVivo's matrix query function was used to test out hunches about co-occurrences of themes within the data (cf. section 3.3.5.7). Moreover, many of the findings presented in the thesis are in line with the extant empirical and theoretical literature, increasing the confirmability of the research (Tashakkori & Teddlie, 2008).

The issue of researcher bias is also relevant to the confirmability of the inquiry (Bryman, 2012; Teddlie & Tashakkori, 2009). While I do not believe that complete objectivity is either possible or desirable for a study of this type, I endeavoured to be cognizant of my own potential biases when analysing the data (Lincoln & Guba, 1985), in order to minimise their impact (cf. sections 3.3.5.3 and 3.3.5.5). Furthermore, as noted in the 'Credibility' section above, the ongoing discussions with my supervisors throughout the research process enabled me to question my own assumptions and identify potential biases. Although I did not keep a formal reflexive journal, as would be desirable for a fully qualitative study (Lincoln & Guba, 1985; Teddlie & Tashakkori, 2009), I did make notes on the potential impact of my own positionality as and when ideas occurred to me, either as NVivo annotations (cf. section 3.3.5.7) or in my general research notebook.

Finally, Tashakkori and Teddlie (2008) suggest that a key marker of quality in mixed methods research is whether or not the use of a mixed methods design has provided a more complete understanding of the phenomenon under study. They refer to this as "utilization quality" or "pragmatic quality" (p. 102). The justification for use of a mixed methods design was presented in section 3.2.2; as I hoped at the outset, the use of this approach has provided both breadth

and depth, minimising the limitations of each research method and allowing for a fuller and more accurate picture of the issues under study through triangulation of the data. Indeed, triangulation of the questionnaire and interview data revealed discrepancies which suggest that a single research method would have resulted in potentially misleading data (cf. sections 5.1 and 8.3).

3.3.8 A note on the terms used to refer to participants

As noted in section 3.3.4.1, I now feel that the 'Gender' options on the 'Stock team manager' and 'Stock team members' questionnaire were insufficiently inclusive of non-binary and genderqueer people. Interviewees were not asked about their gender. In light of these considerations, I decided that rather than making assumptions about participants' gender, and potentially misgendering them, I would use singular 'they' throughout to refer to participants. This usage is increasingly accepted, particularly among trans communities (Airton, 2015; Hunt & Manji, 2015).

Each participant has been assigned a code to preserve their anonymity. This combines the code for their authority (cf. Table 2) and a number. A table of all participants, showing which sections of the research they participated in, is provided in Appendix W. The stock team structure of each of the participating authorities is included in Appendix O.

3.4   Chapter summary

The study is based on a pragmatic philosophy, which holds that research is inevitably value-laden and a means to an end. It assumes the existence of both an objective 'real world' and multiple realities which are experienced and constructed differently by individuals. The use of a mixed-methods approach, combining questionnaires, interviews and a checklist study, allows for a more complete picture of the phenomenon. The quality of the research has been evaluated using terms emanating from the qualitative tradition.

4. Library and supplier stock holdings of LGBT-related fiction for children and young people

This chapter will report on the holdings of LGBT-related fiction aimed at children and young people in the thirteen participating library authorities, as well as the availability of the titles through a mainstream library supplier. The chapter will commence by discussing the number of titles available in the UK, their place of publication and the formats available. It then goes on to present the data on the number of titles, and copies of titles, held by participating library authorities, and the holdings of titles in different formats. Next, the chapter presents data on the number of recommended titles, and copies of recommended titles, held by the participating authorities. Participants' opinions on their library's holdings are presented, to address the issue of whether library holdings are adequate. Finally, the chapter presents data on the availability of titles through the participating supplier. It closes with a summary of the data, related to previous research on the topic.

4.1 Available titles

In addition to being used as a tool to measure library holdings of LGBT-related fiction for children and young people, the checklist also provided data on how many works of this type are readily available for UK libraries to purchase. This is important as libraries could not reasonably be expected to stock LGBT-related fiction for children and young people if nothing had been published in this domain, or if works were out of print[25] or unavailable in the UK.

However, the process of compiling the checklist revealed that many more titles were available than expected. The final checklist comprised 49 picture books, six early readers, 25 books for junior school children and 476 Young Adult novels, totalling 556 titles in all[26]. These figures are substantially higher than

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[25] It is however possible that libraries may stock older works which have subsequently gone out of print; Rothbauer and McKechnie (1999) included out-of-print works in their study for this reason. However, the present study excluded out-of-print works from its scope; see section 3.3.3.1.1 of the Methodology chapter for a discussion of this.

[26] Since the checklist stage of the study was carried out in 2010-11, additional titles have been published, and added to the list made available to practitioners online via my university website. The

the number of titles located for the MA study checklist, which comprised 26 picture books and 140 Young Adult novels (Chapman, 2007a).

Although more titles are available than had been expected, the most cursory glance at the figures shows a significant discrepancy between the number of titles available for young adults, and the number of titles available for younger age groups. While a systematic content analysis lay beyond the scope of this study, the process of reading the books themselves, plot summaries and reviews appeared to confirm the results of other studies which have shown that relatively few titles with bisexual or trans characters are available (Cart & Jenkins, 2006; Clyde, 2003; Clyde & Lobban, 2005; Epstein, 2013; Lo, 2013b; Rockefeller, 2007).

4.1.1 Place of publication

As discussed in section 3.3.3.1.3 of the methodology, it became apparent during analysis of the questionnaire and interview data that a book's place of publication was potentially a significant factor affecting its provision in libraries. The bibliographic databases consulted made a distinction between whether a book was licensed for the UK market and whether the publisher was actually domiciled in the UK; data were gathered on both these variables. Table 8, below, shows the number of books a) licensed for sale on the UK market and b) published by publishers that are actually domiciled in the UK.

Table 8: Number of checklist titles licensed for UK market and published by UK publisher

	Licensed for UK market	Published by UK publisher
Picture books	37	13
Early readers	2	0
Books for junior school children	12	9
YA novels	286	139
Total	**337**	**161**

number of available titles may thus be presumed to have risen, although it has not been possible to monitor the in-print status of extant titles on an ongoing basis.

Table 9 shows these data as a percentage of the total titles available:

Table 9: Percentage of total checklist titles licensed for UK market and published by UK publisher

	Licensed for UK market	Published by UK publisher
Picture books	75.5%	26.5%
Early readers	33.3%	0.0%
Books for junior school children	48.0%	36%
YA novels	60.1%	29.2%
Total	**60.6%**	**29.0%**

The participating supplier was asked by email which of these aspects they felt was the more significant factor in whether or not books are picked up by UK suppliers. Their answer was unambiguous:

> "The most important would definitely be the publisher being based in the UK…" (Email from participating supplier)

The relationship between each of these variables and whether or not a title is held in participating library authorities is investigated further in section 7.3.

4.1.2 Availability of titles in different formats

Data were also collected on the availability of different formats, with a view to assessing the availability of LGBT-related fiction for children with visual impairments or other reading difficulties. As with the full list of titles, the first step was to investigate how many titles were actually available in different formats for libraries to purchase in the UK (see section 3.3.3.1.2 of the methodology for details). Table 10, below, shows the availability of titles in different formats for each age group. Although not all e-books are fully accessible, they have been included in this section as the font size can be increased to improve legibility, while increasing numbers of e-book readers offer text-to-speech options (Creaser, 2012, 2013). Moreover, remote provision of e-books or e-audiobooks facilitates access for people with mobility difficulties (Martindale, Willett, & Jones, 2015).

Table 10: Titles in different formats available in the UK

	Large print	Cassette	CD	e-book	e-audiobook	Pre-recorded e-audiobook on player
Picture books	N/A*	0	1	8	3	0
Early readers	N/A*	0	0	3	0	0
Books for junior school children	2	7	8	9	3	3
YA novels	16	27	68	268	45	25
Total	**18**	**34**	**77**	**288**	**51**	**28**

* Picture books and early readers usually have larger text in any case.

Table 11 shows the percentage of total available titles which are available in the various different formats:

Table 11: Titles in different formats available in the UK, as a percentage of total titles available in standard print format in the UK

	Large print	Cassette	CD	e-book	e-audiobook	Pre-recorded e-audiobook on player
Picture books	N/A*	0%	2.0%	16.3%	6.1%	0.0%
Early readers	N/A*	0%	0.0%	50.0%	0.0%	0.0%
Books for junior school children	8.0%	28.0%	32.0%	36.0%	12.0%	12.0%
YA novels	3.4%	5.7%	14.3%	56.3%	9.5%	5.3%
Total	**3.2%**	**6.1%**	**13.8%**	**51.8%**	**9.2%**	**5.0%**

* Picture books and early readers usually have larger text in any case.

It can be seen that a substantial proportion of titles are available in ebook format (288 titles, or 51.8%). This figure includes a number of titles for the younger age groups, namely eight picture books, three early readers and nine books for junior school children. The number of titles available in e-book format is likely to rise further over the coming years as this format gains in popularity more generally; indeed, this could be a cost-effective way for publishers to increase availability of titles which are perceived as being of niche interest.

However, far fewer titles are available in any of the other formats, ranging from 77 titles available on CD (13.8% of the total titles available in standard print format) to just 18 titles available in large print (3.2% of the total titles). It is interesting to consider these findings in the light of research carried out for the RNIB in 2011, which found that, of a sample of 2000 titles published between 2006 and 2010, 3.65% were available in hard copy large print and 3.50% in unabridged human voice audio. 6.65% of titles were available as fully accessible e-books while an additional 9.65% were available as e-books with electronic large print (RNIB, 2011).

There are some notable differences between the findings of the present research and the RNIB research, which seem likely to be due to differences in the criteria used for the two pieces of research. The RNIB research looked specifically at the accessibility of e-books to blind and partially sighted users, which lay outside the scope of the present research; thus, it is likely that not all of the 288 checklist titles available in e-book format are actually accessible to blind and partially-sighted users, although it is to be hoped that the proportion of accessible e-book titles will have increased since the RNIB research was carried out in 2011. In addition, the RNIB research required audiobooks to be unabridged in order for them to be classified as 'accessible', which may account for the lower proportion available in this format compared with the present research. However, the RNIB research supports the general finding that relatively few titles are available in accessible formats, and the proportion of titles available in large print specifically is very similar across the two pieces of research.

The RNIB's own efforts have focused primarily on improving accessibility of the most popular books, with an emphasis on adult titles. For a number of years, the organisation has been monitoring the availability of popular titles in accessible formats, and for these mainstream titles the percentage availability is unsurprisingly much higher, with 73% as fully accessible e-books, 73% available in unabridged human speech audio, and 34% in hard copy large print formats in 2011[27]. However, of the 100 children's titles included in the sample,

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[27] The most recent report (Creaser, 2013), which looks at availability of titles in 2012, does not include

only 30% were available as fully accessible e-books, 50% as unabridged human speech audio and 39% in hard copy large print (Creaser, 2012).

While the focus on popular titles is understandable from the RNIB's perspective, it is problematic if titles with LGBT content are not available in accessible formats. All print-disabled young people, whether LGBT or not, should be able to access books which represent a diverse society. Moreover, young people who are both LGBT and print-disabled face a dual oppression and are thus likely to be in even greater need of positive, realistic books which represent their own experiences. Scholars and activists in the field of diverse children's literature have noted that there is often an assumption that readers will fall into only one 'minority' group (Epstein, 2013).

4.2   Library holdings

Once the checklist was complete, it was checked against the library catalogues of the participating library authorities, as detailed in section 3.3.3.3 of the methodology. The following sub-sections present the data on library holdings, in terms of both the number of titles and the number of copies held. Data are also presented on library holdings of titles in different formats.

4.2.1 Library holdings of available titles

Figure 7, on the following page, shows the number of titles stocked by participating library authorities. BUP, highlighted in turquoise on the right-hand side, has substantially more titles available, as might be expected given its good reputation for LGBT provision. However, even this authority only held 23% of the total 556 titles available.

hard copy large print. However, it shows a further increase in the availability of audiobooks and accessible e-books.
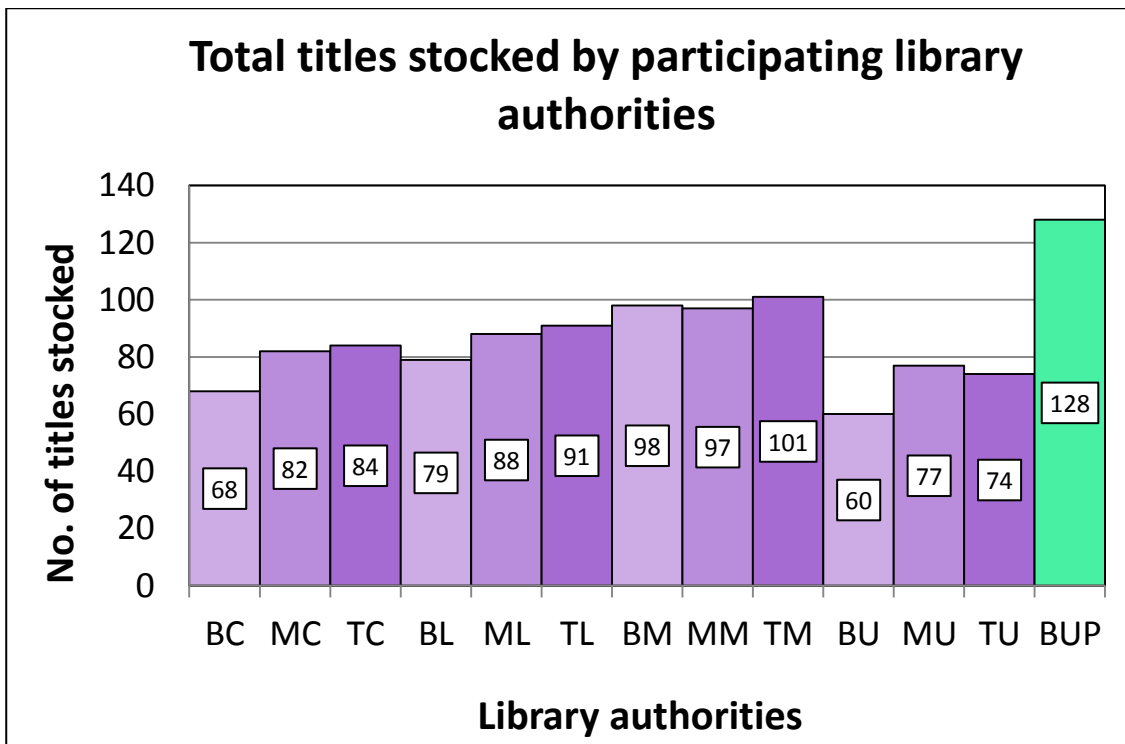
Figure 7: Total titles stocked by participating library authorities

The pattern of holdings for picture books and early readers was rather different and is thus presented separately in Figure 8, on the following page. There was much greater variation between the authorities, with one authority (BC) stocking none of the titles. Once again, BUP held the largest number of titles, together with BM and almost equalled by TM. In percentage terms, BUP and BM held only 29% of the available titles.

During the first round of interviews at TC, participants referred to a special purchase of picture books that had been made, which was evidently not reflected in the data presented in Figure 8. Although mention had been made of this purchase in the questionnaires, which were carried out before the catalogue checking section of the research, the books had not come through the procurement system yet and were thus not yet available to be counted in the catalogue check. I therefore felt it would be appropriate to re-perform the catalogue check for picture books and early readers stocked at TC before the second round of interviews, as otherwise I would be asking interviewees to comment on outdated data.
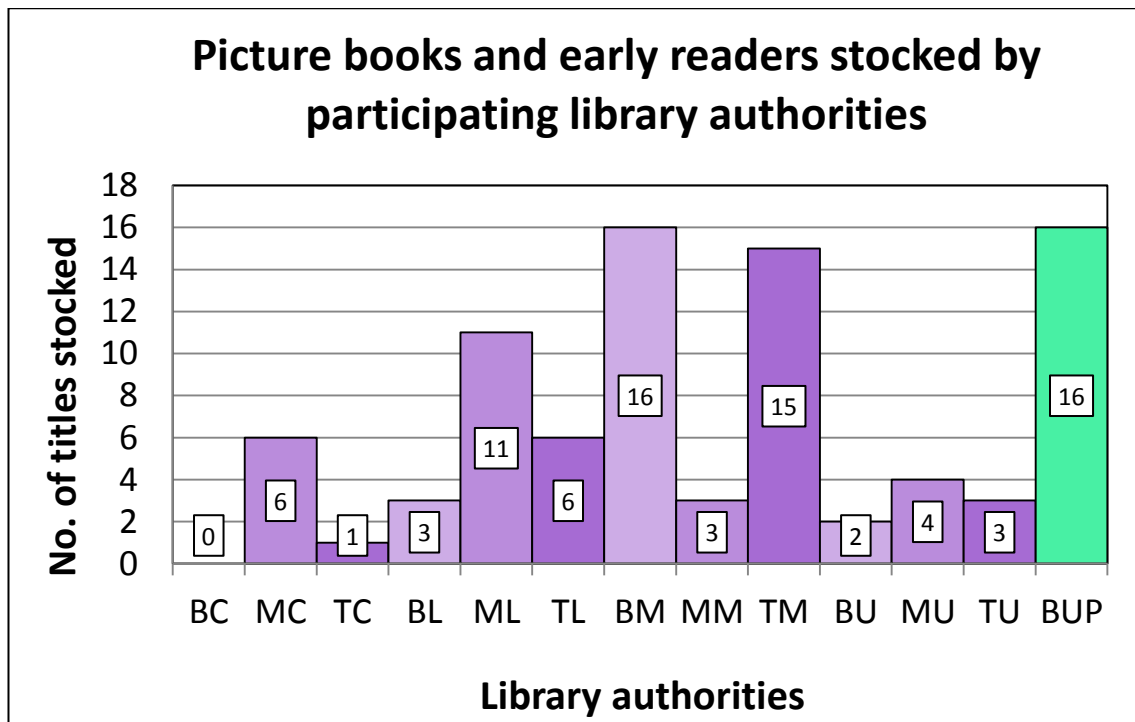
Figure 8: Picture books and early readers stocked by participating library authorities

The graph produced for the purposes of these interviews is shown in Figure 9, on the following page. It should be noted that it was not feasible within the scope of the thesis to update the data for all authorities at this stage. Thus, it cannot be said that TC is now 'better' than most of the other authorities, as the data are not comparing like for like; the data for TC are from July 2013, whereas the data from the other authorities date from 2010-2011 (cf. section 3.3.3.3). It is possible that other authorities might also have boosted their holdings over the intervening period. However, it can be said that TC has boosted its own provision of picture books and early readers from a level that was virtually non-existent, and is now performing better than was typical for most authorities at the time of the original checklist study.
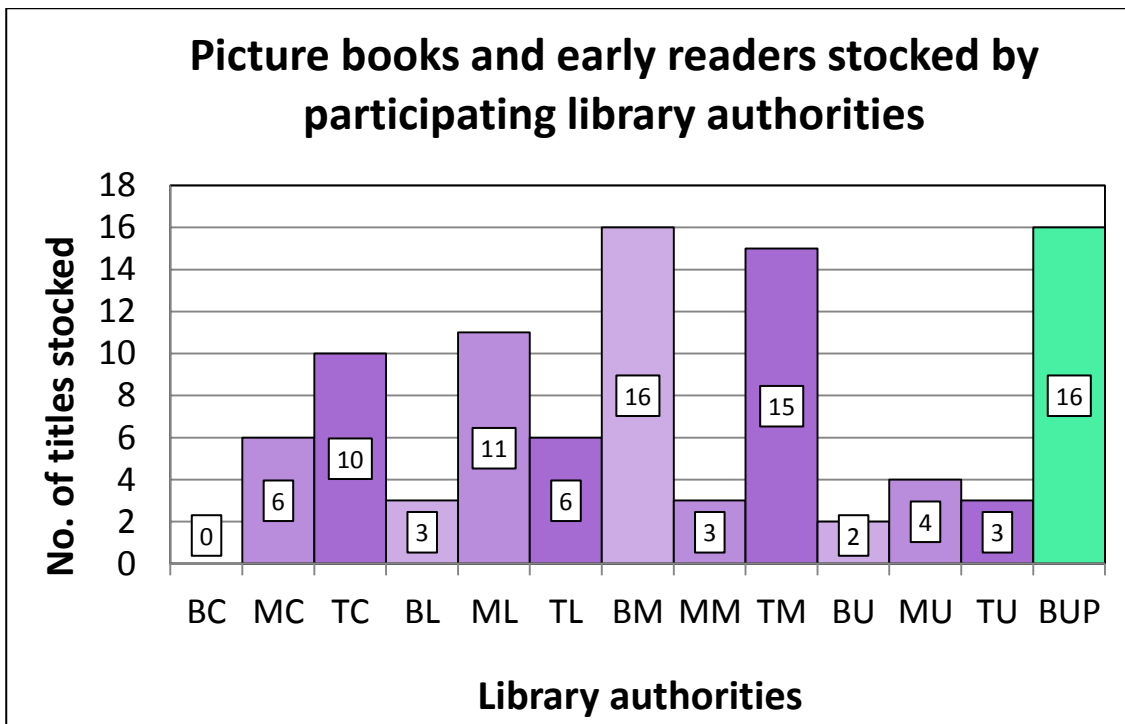
Figure 9: Picture books and early readers stocked by participating library authorities, with data for TC updated in July 2013

4.2.2 Library holdings of available titles, including consortia

The three London authorities (BL, ML and TL) are all part of the London Libraries Consortium (https://www.londonlibraries.gov.uk/) and BU is a member of another consortium. Users of these libraries thus have access to a broader range of titles via the other libraries which are partners in the consortium. Figure 10 and Figure 11, respectively, show the holdings data for total titles, and for picture books and early readers specifically, including the consortia (indicated by checked bars). It can be seen that consortium membership substantially increases the range of titles available.

Thus, membership of a consortium functions as a useful way for authorities with smaller budgets to offer a wider range of diverse titles. However, providing access to LGBT-related titles through a consortium should not be used as an excuse for failure to provide such titles within the authority. Martin and Murdock (2007) point out that every branch library, no matter how small, should have a core collection of LGBT YA titles, so that a young person can walk into any library and find such titles on the shelves. Some young people

may not feel comfortable ordering LGBT titles from other libraries if this involves an interaction with a staff member (Chapman, 2007a; Curry, 2005), or they may be unaware that they can do so. Moreover, it is also potentially problematic if one authority abrogates its duties under the Public Libraries and Museums Act 1964 by shifting responsibility to other authorities.
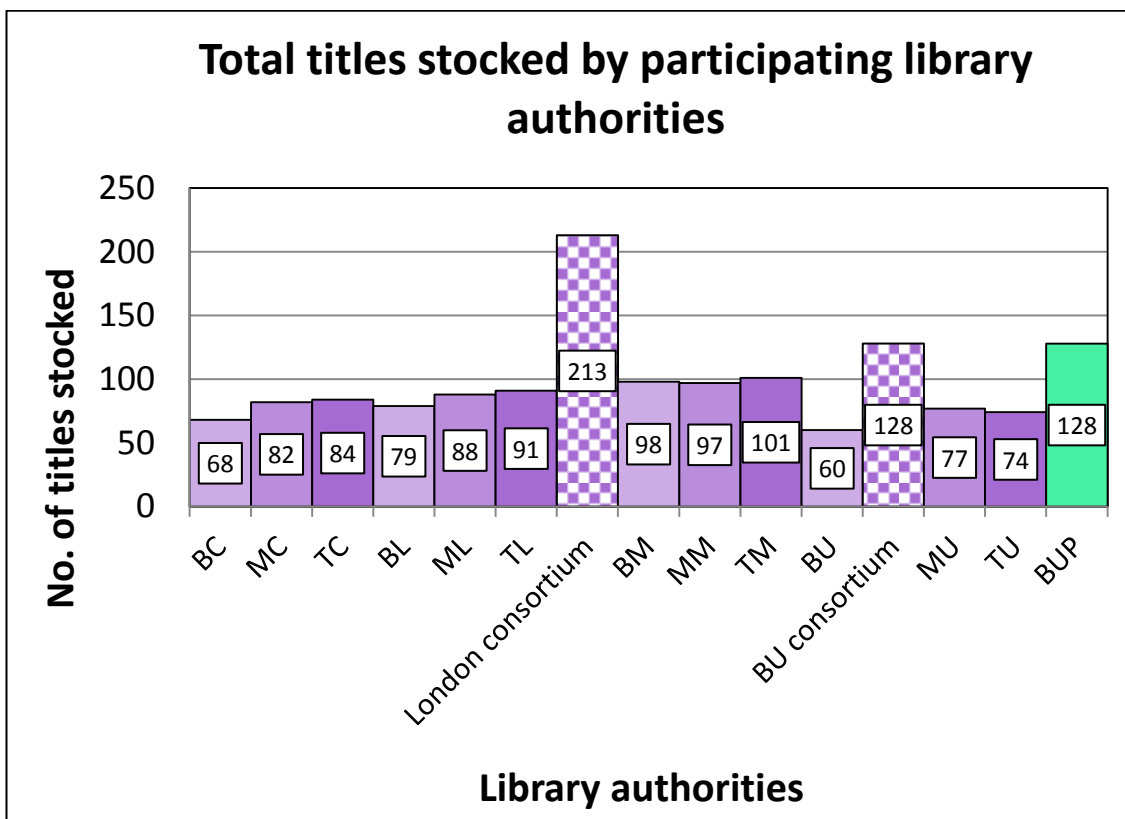
Figure 10: Total titles stocked by participating library authorities, including consortia

Figure 11: Picture books and early readers stocked by participating library authorities, including consortia

4.2.3 Number of copies of available titles held in libraries

Figure 12 shows the total copies of available titles stocked by participating library authorities. On this measure, BUP performs less well, reflecting its smaller budget. The correlation between budget and number of copies is discussed further in section 7.1.1.
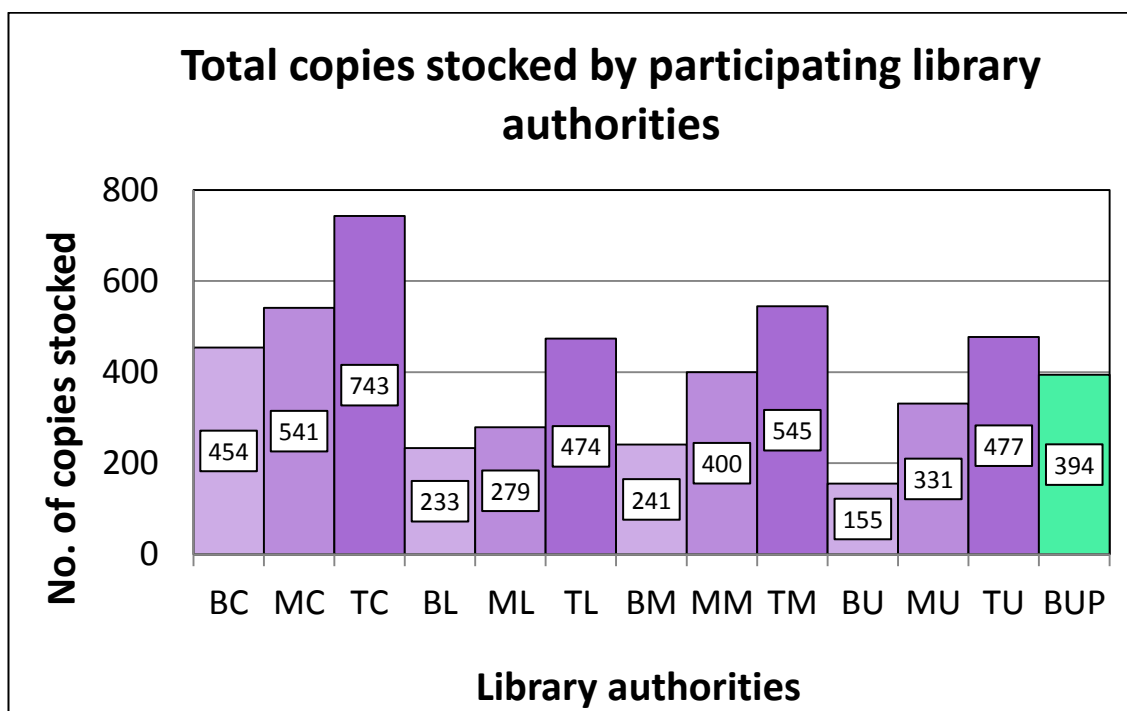
Figure 12: Total copies stocked by participating library authorities

Once again, the pattern is rather different when copies of picture books and early readers are looked at separately, as shown in Figure 13. TM stands out here, with 90 copies of the available picture book and early reader titles. Forty-two of these are copies of 'And Tango Makes Three', which were purchased when the title was shortlisted for the local children's book award (cf. 5.4.2.5). A further 25 copies are accounted for by 'We Belong Together: a book about adoption and families', which includes only relatively brief mention of LGBT issues. Similarly, the relatively strong showing by TL (54 copies) is largely accounted for by copies of 'It's Okay to be Different' (18 copies), 'The Family Book' (11 copies) and 'Mummy Never Told Me' (10 copies), all of which are quite general, non-LGBT specific books. However, this authority does also have 11 copies of 'Mommy, Mama and Me'.

175
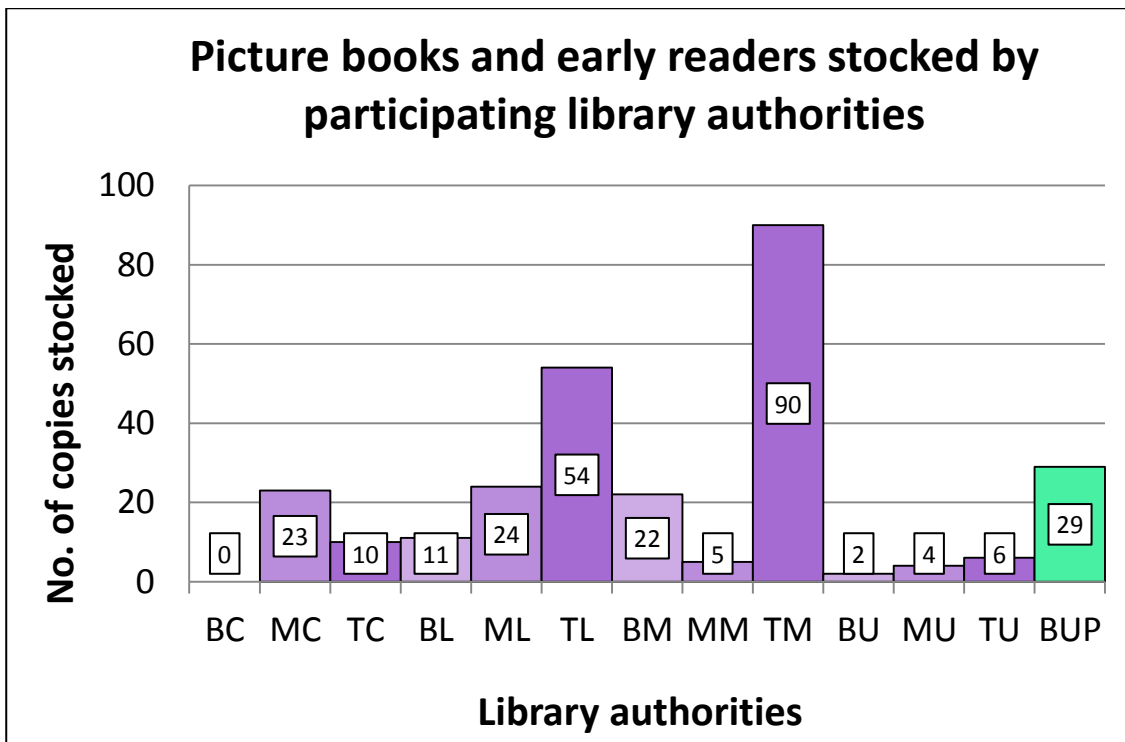
Figure 13: Copies of picture books and early readers stocked by participating library authorities

4.2.4 Number of copies of available titles held in libraries, including consortia

As noted above, the three London authorities (BL, ML and TL) are all part of the London Libraries Consortium (https://www.londonlibraries.gov.uk/) and BU is a member of another consortium. Unsurprisingly, membership of these consortia substantially increases the number of copies available (Figure 14 and Figure 15). The consortia are indicated by checked bars.

Total copies stocked by participating library authorities

No. of copies stocked — Library authorities

BC 454, MC 541, TC 743, BL 233, ML 279, TL 474, London consortium 4759, BM 241, MM 400, TM 545, BU 155, BU consortium 1200, MU 331, TU 477, BUP 394
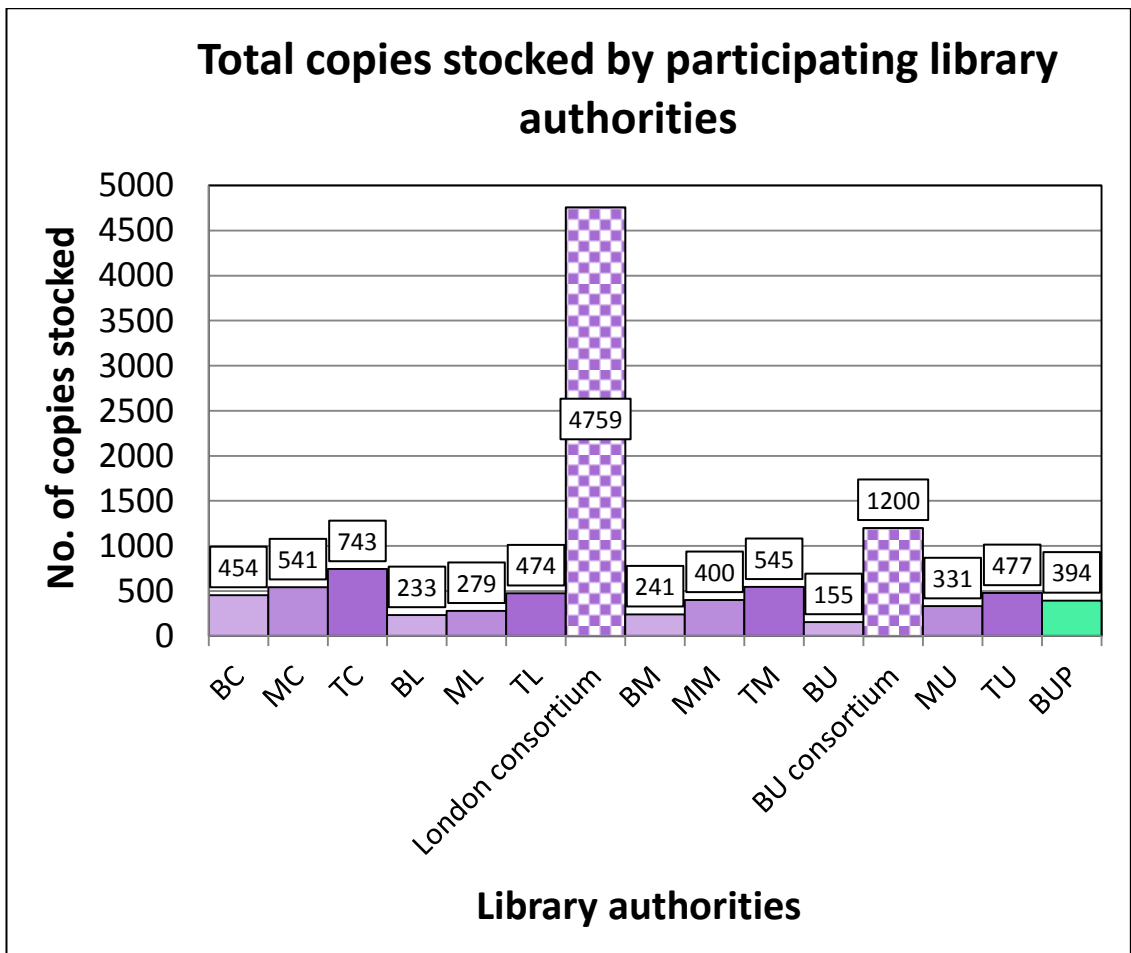
Figure 14: Total copies stocked by participating library authorities, including consortia

Picture books and early readers stocked by participating library authorities
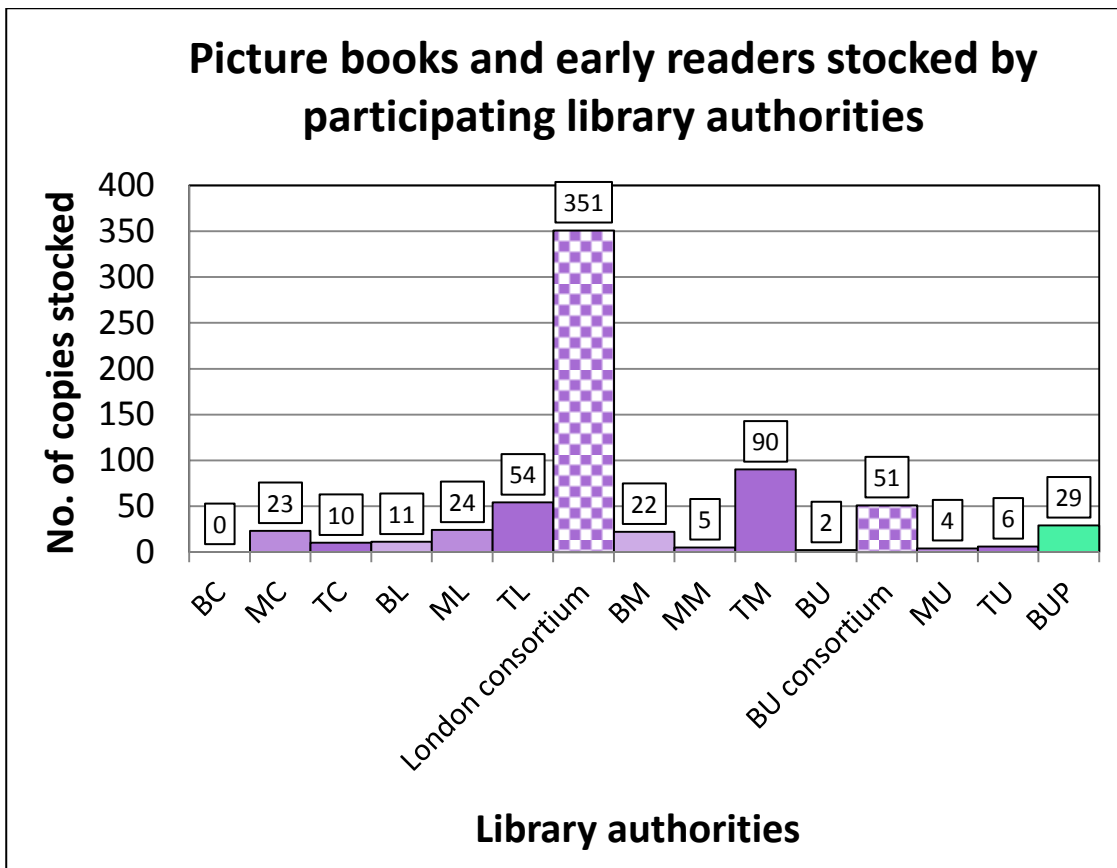
Figure 15: Copies of picture books and early readers stocked by participating library authorities, including consortia

4.2.5 Library holdings of titles in different formats

The following sub-sections present the availability of LGBT fiction for young people in alternative formats within the participating library authorities.

4.2.5.1   Large print

As noted in section 4.1.2. picture books and early readers usually have larger text in any case; therefore, Figure 16 and Figure 17 show only the data for books for junior school children and young adult novels. The checked bars indicate consortia.
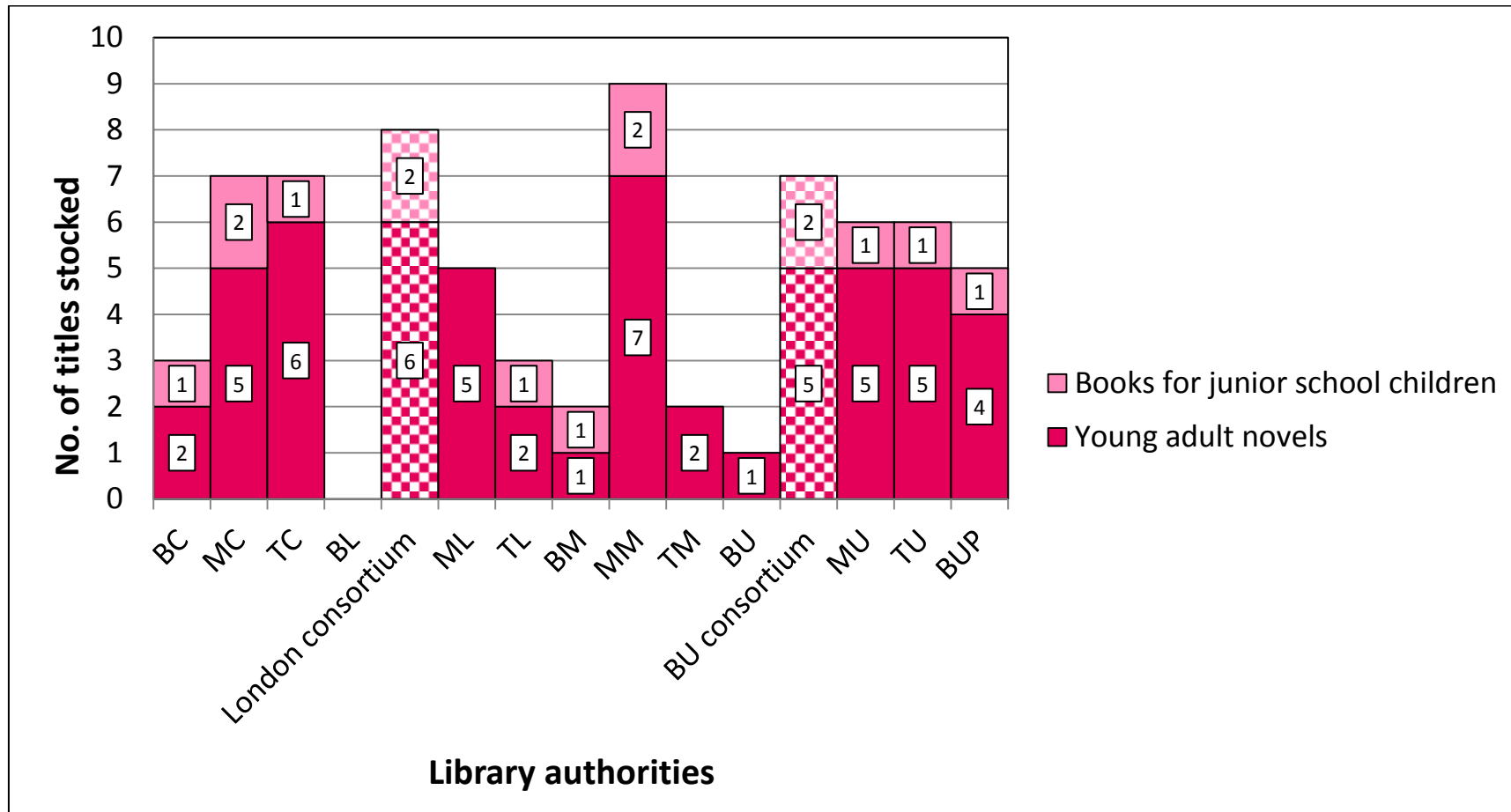
Figure 16: Number of LGBT-related large print titles for children and young people stocked by participating library authorities

Figure 16 shows that very few LGBT-related fiction titles aimed at children and young people are stocked in large print in any of the participating authorities, even those that have access to stock shared across a consortium. However, if we refer back to Table 10 in section 4.1.2 we can see that very few titles are in fact available for libraries to stock: only two titles for junior school children are available, together with 16 Young Adult novels. Thus MM holds 50% of the large print titles available, although this is only nine titles.

Figure 17 further shows that few copies of the large print titles are held, with the majority of authorities having little more than one copy per title. The exception to this is TC, which has seven copies of its single large print LGBT fiction title for junior school children and 24 copies of large print LGBT Young Adult novels (6 titles). As shown in section 4.2.3, this authority has more copies of titles overall. Unsurprisingly, the London consortium also provides a larger number of copies of large print titles.
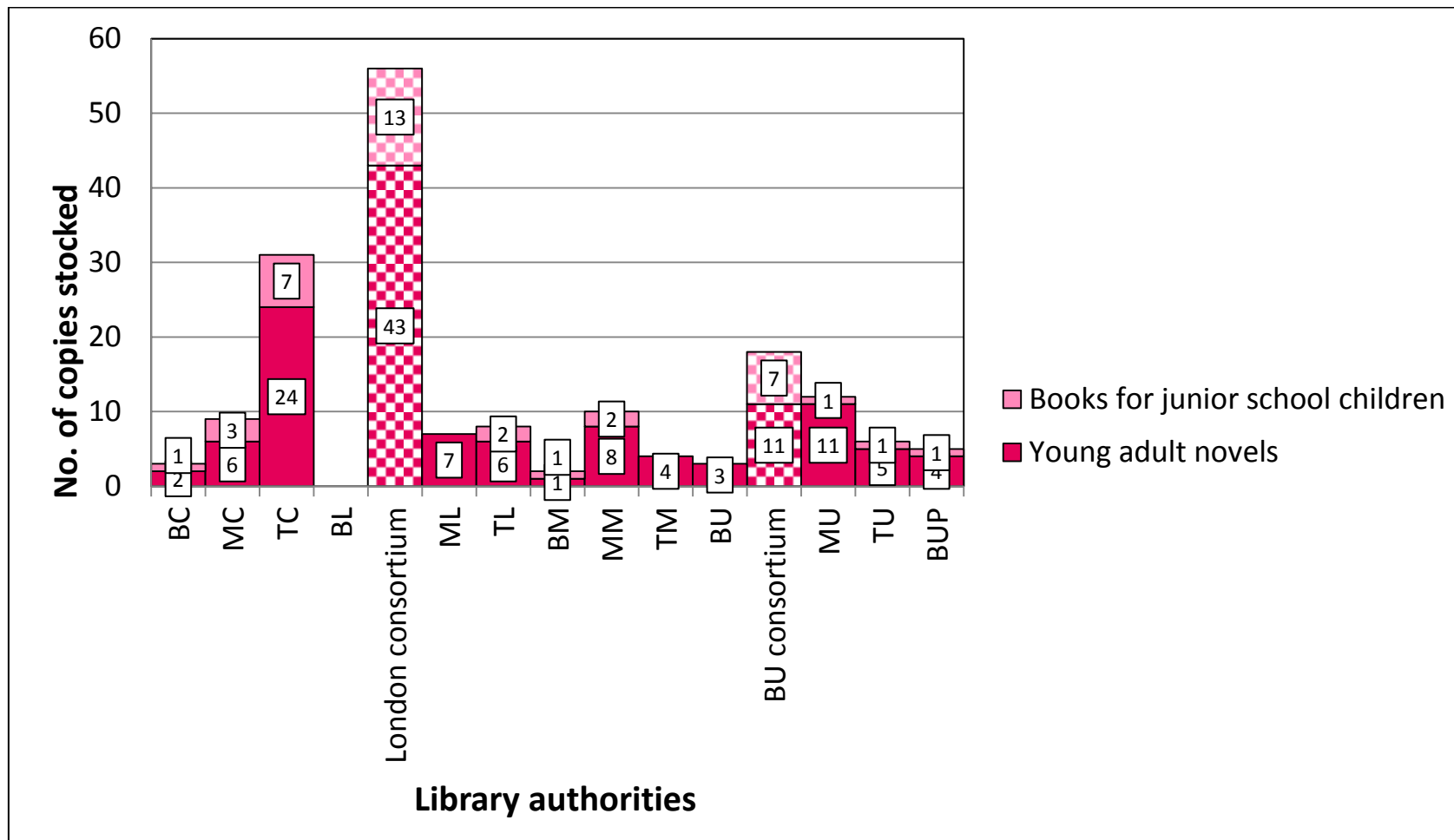
Figure 17: Copies of LGBT-related large print books for children and young people held by participating library authorities

4.2.5.2   Cassettes

As shown in section 4.1.2, none of the picture book or early reader titles on the checklist are available in cassette form in the UK. Figure 18 and Figure 19 therefore show only the data for books for junior school children and Young Adult novels. The checked bars indicate consortia.

It can be seen that very few LGBT-related titles are held in cassette format, with no authority or consortium holding more than two titles. Where a title is held, there are no more than 4 copies in any authority or consortium. These low figures are unsurprising as the cassette format is increasingly rarely used. Where no titles are stocked in cassette format, it is possible that these authorities have ceased stocking materials in cassette format altogether; however, an investigation of this was beyond the scope of this research.
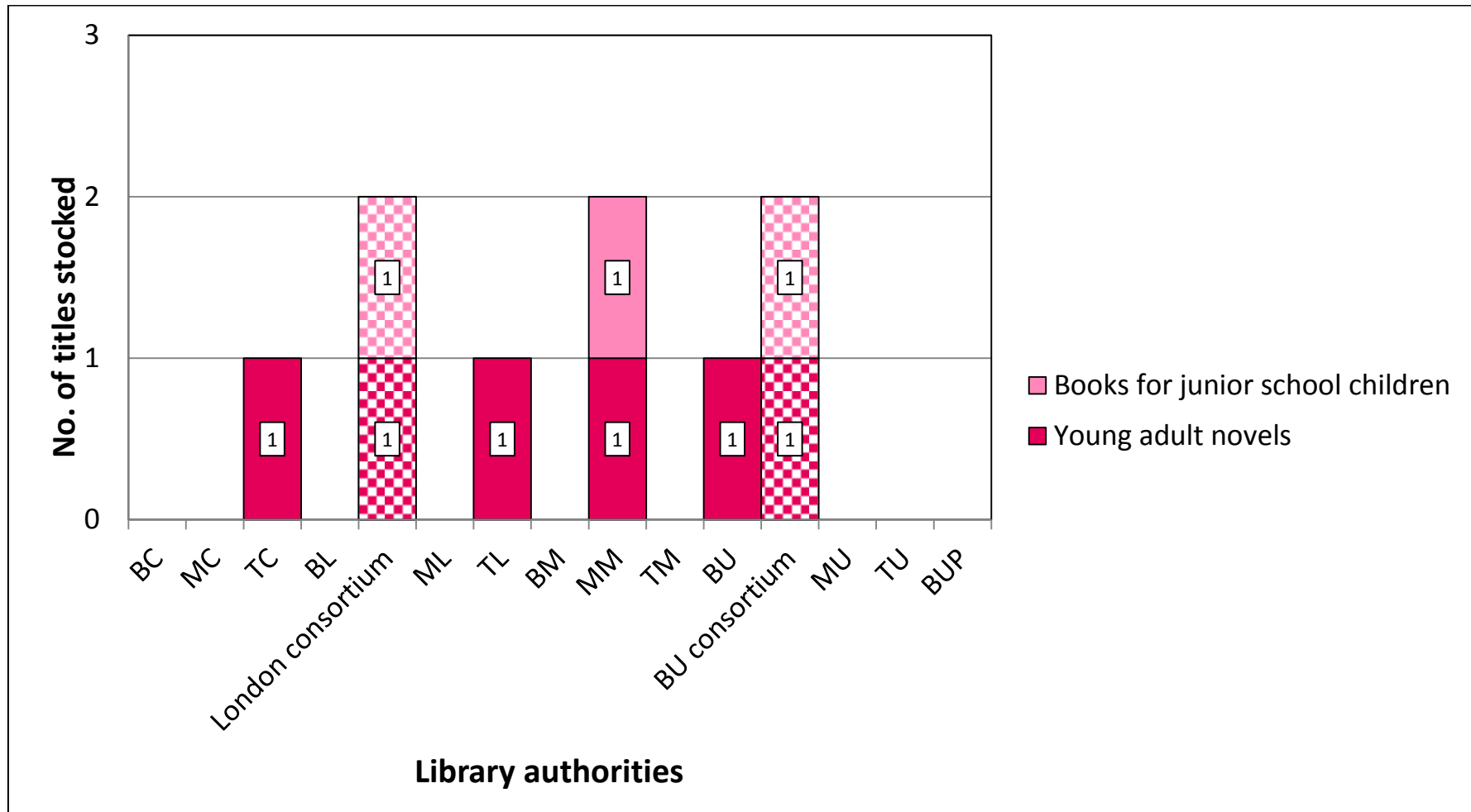
Figure 18: Number of LGBT-related titles for children and young people in cassette format stocked by participating library authorities
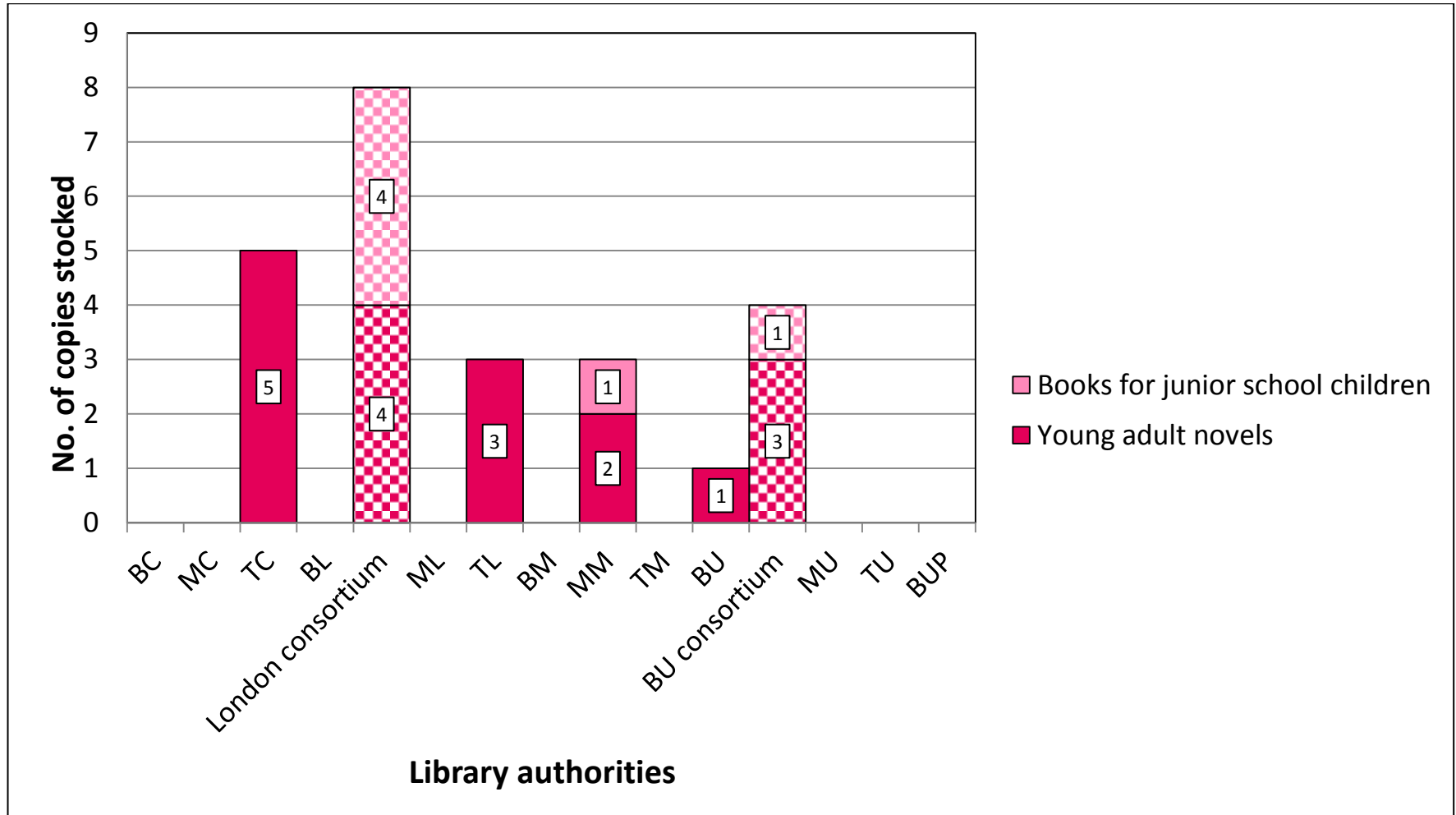
Figure 19: Copies of LGBT-related titles for children and young people in cassette format held by participating library authorities

4.2.5.3   CDs

As shown in section 4.1.2, none of the early reader titles on the checklist are available on CD in the UK. Figure 20 and Figure 21 therefore show only the data for picture books, books for junior school children and Young Adult novels. The checked bars indicate consortia.

Figure 20 shows that the majority of authorities have at least some LGBT-related titles aimed at children and young people on CD. None of the authorities have any picture book titles on CD; however, if we refer back to Table 10 in section 4.1.2 we can see that only one picture book title is available on CD for libraries to stock. Similarly, no single authority or consortium holds more than two of the junior school titles on CD, but only eight are available in this format. However, Table 10 shows that 68 LGBT-related YA novels are available on CD; no individual authority holds more than 10 titles (14.7% of those available), while even the London consortium only holds 13 titles (19.1% of those available).

Figure 21 shows that the participating authorities perform slightly better on CDs than on large print as regards the number of copies held. Several authorities hold multiple copies of titles. Once again, consortium membership substantially increases the number of copies available on CD.
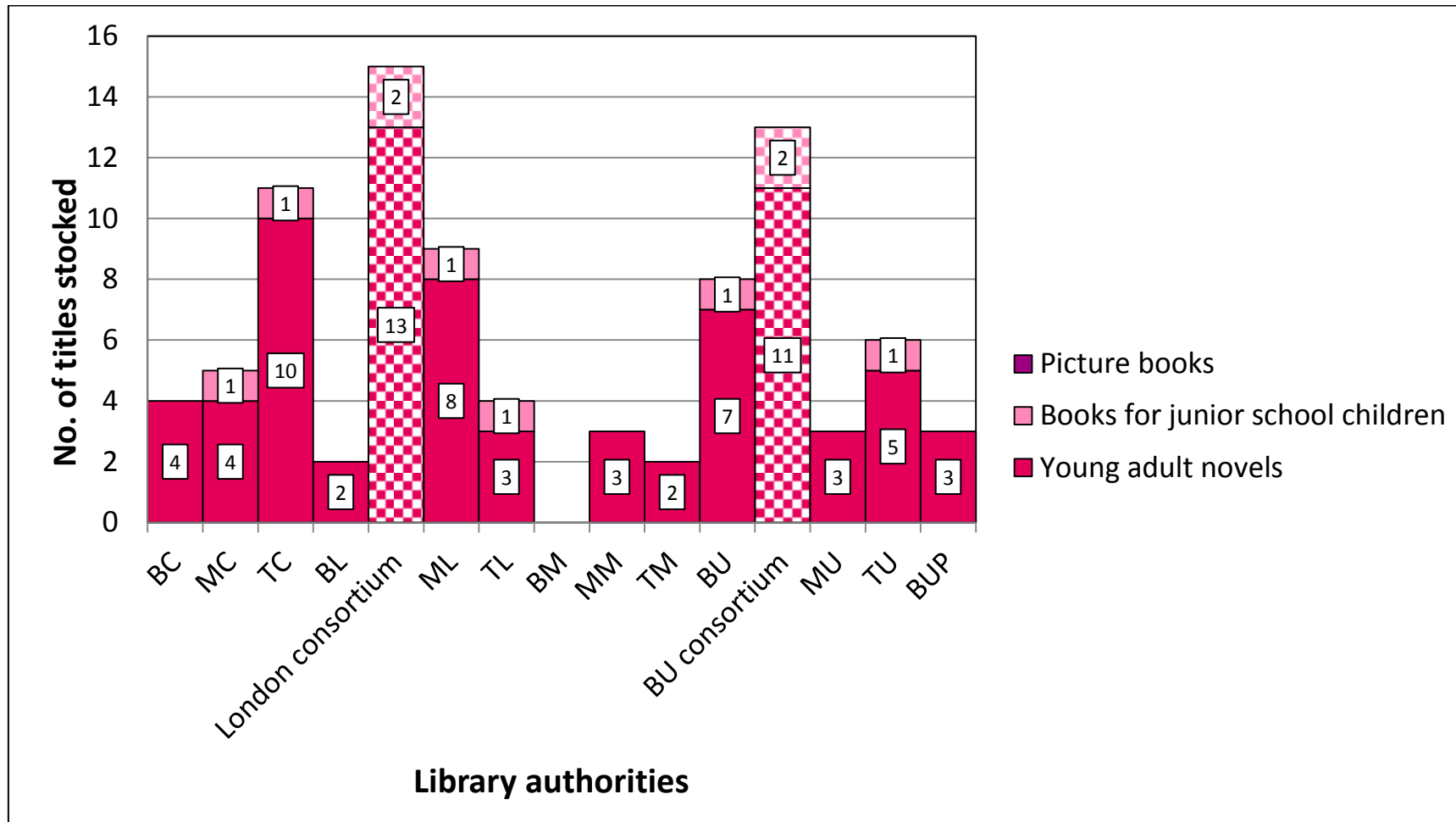
Figure 20: Number of LGBT-related titles for children and young people on CD stocked by participating library authorities
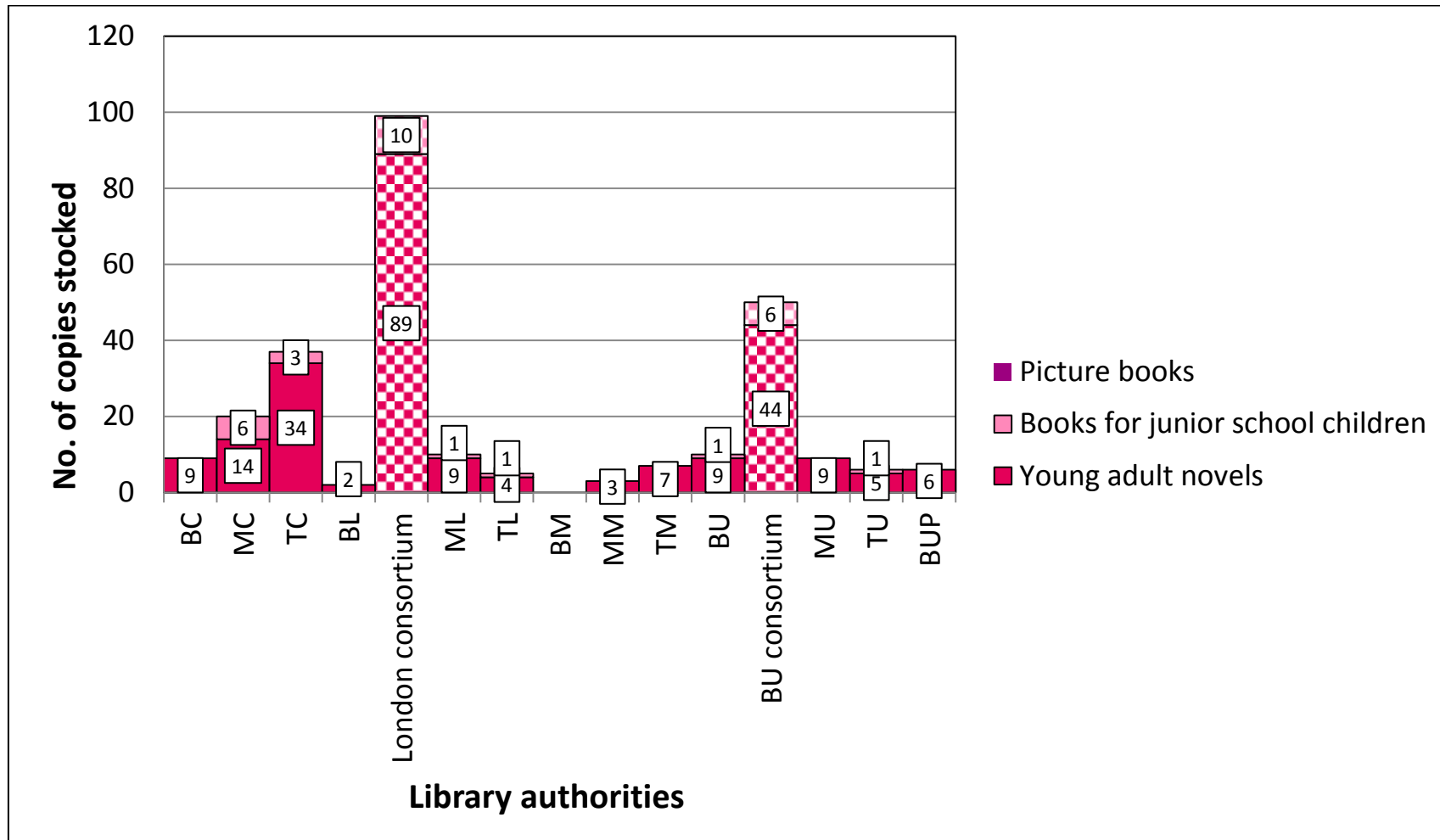
Figure 21: Copies of LGBT-related titles for children and young people on CD held by participating library authorities

4.2.5.4   E-books

Despite the fact that relatively large numbers of LGBT-related fiction titles for children and young people were available in e-book format (see section 4.1.2), none of the participating authorities held any of the titles in e-book format at the time of carrying out the research. It is possible that none of the participating libraries offered an e-book lending service at all at the time when the research was carried out, although an investigation of this lay beyond the scope of the research. Research carried out by CILIP in February 2014 (i.e. three years later than the research reported here) found that 73.7% of English public library services (112 out of 152) offered an e-book lending service. However, the same report also noted that, of the 50 most borrowed print books in February 2014, 90% had been published in e-book format but only 7% were available to public libraries for e-lending (CILIP, 2014). Thus, this is another potential reason for the non-availability of checklist titles in this format in the participating library authorities.

4.2.5.5   Downloadable e-audiobooks

Although some picture book, junior school and YA titles were available as downloadable e-audiobooks in the UK (cf. section 4.1.2), so few were stocked in libraries that a graph would be redundant. None of the picture books or titles for junior school children were stocked in any of the participating authorities; of the YA titles, two were stocked by BM and three by the London consortium. Again, it is possible that many of the participating libraries did not offer a downloadable e-audiobook lending service at the time when the research was carried out.

4.2.5.6   E-audiobooks on portable media player

As shown in section 4.1.2, none of the picture book or early reader titles on the checklist was available as e-audiobooks on a portable media player in the UK. Figure 22 and Figure 23 therefore show only the data for books for junior school children and Young Adult novels. The checked bars indicate consortia.

Figure 22 shows that only five of the participating authorities have any of the checklist titles as e-audiobooks on a portable media player. Although only a limited number of titles are available in this format in the UK (cf. Table 10),
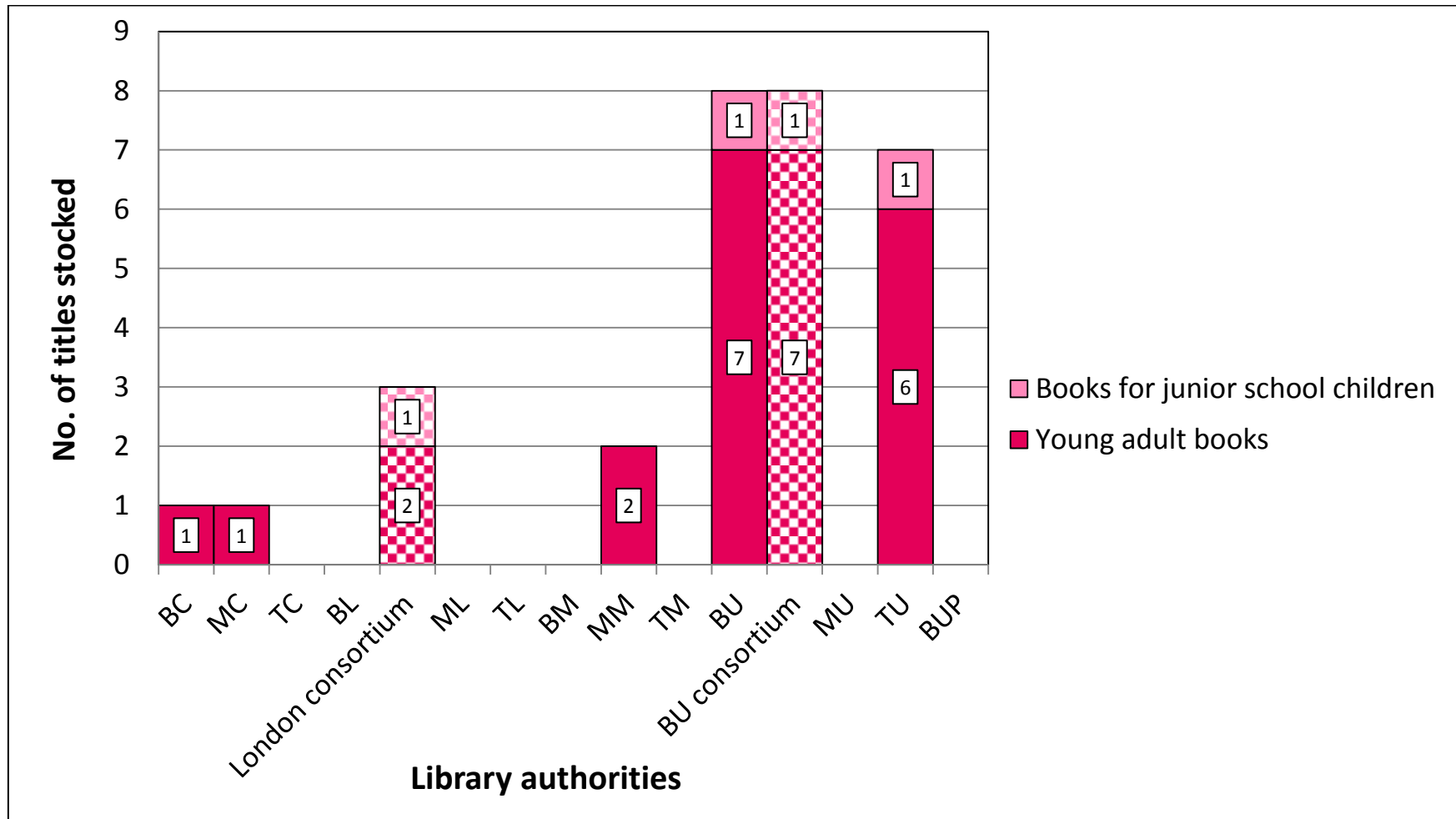
Figure 22: Number of LGBT-related titles for children and young people in e-audiobook format on a portable media player stocked by participating library authorities
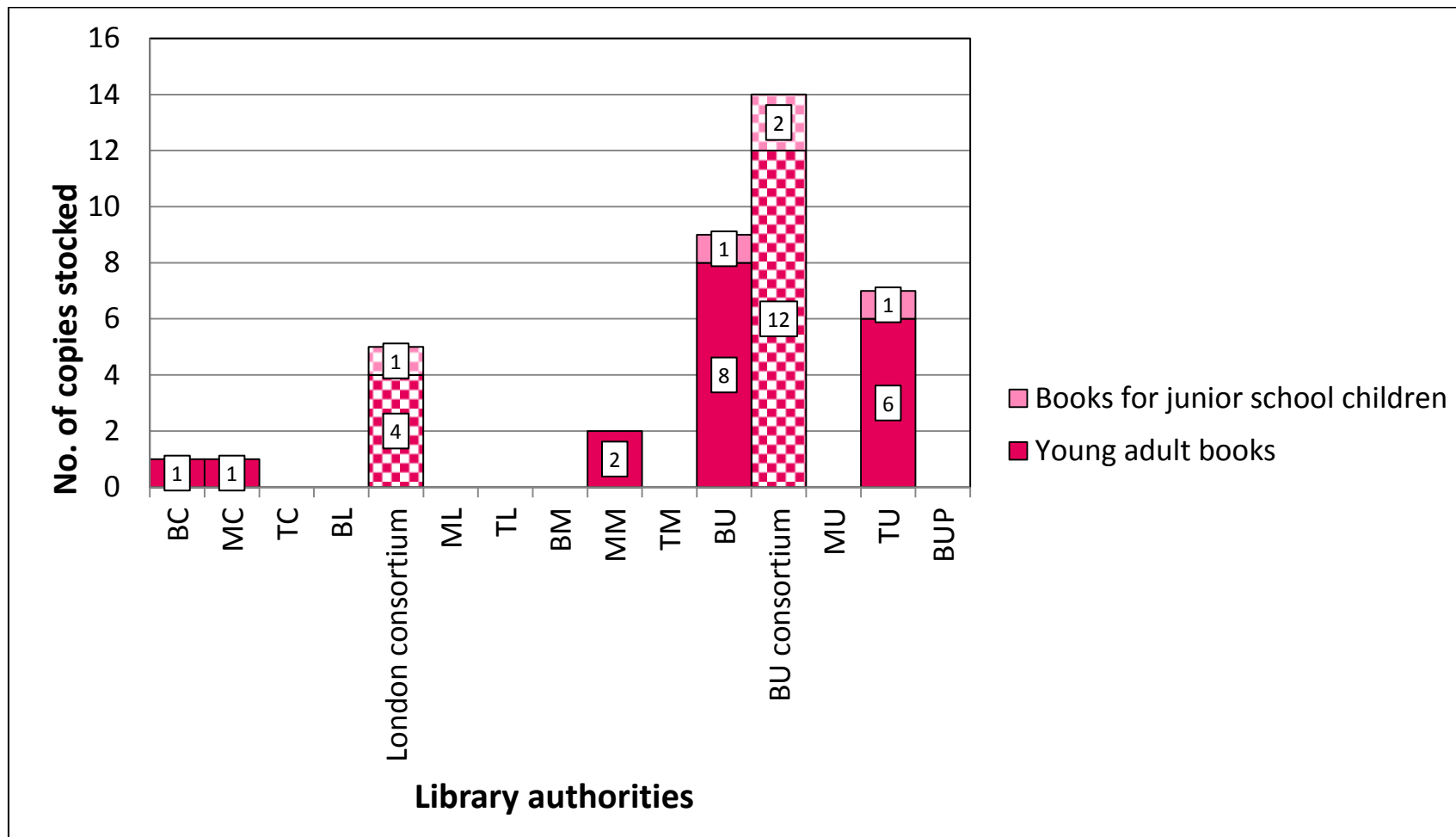
Figure 23: Copies of LGBT-related titles for children and young people in e-audiobook format on a portable media player stocked by participating library authorities

even fewer titles are actually held, with no one authority stocking more than eight titles (28.6% of the titles available) and the London consortium holding only three (10.7%). This may reflect a general lack of take-up of this format across the participating authorities. Furthermore, comparison of Figure 22 and Figure 23 shows that the participating authorities generally hold only one copy of each title, with a slightly increased number of copies available through consortium membership.

4.3 Recommended titles

As detailed in section 3.3.3.4 of the methodology, it became evident during the process of catalogue checking that many libraries held titles which were outdated, had relatively low LGBT content, or depicted LGBT people in a potentially unhelpful manner. A shorter list of recommended titles was therefore compiled; this comprised 203 titles, including 21 picture books, two early readers, 12 books for junior school children and 168 Young Adult books.

It should be noted that titles which do not appear on the recommended list are not necessarily titles to avoid; rather, they are insufficient to constitute an adequate LGBT collection in themselves. For example, they could include relatively little LGBT content, but be excellent books in other respects.

The following sub-sections present the data on library holdings of recommended titles, in terms of both the number of titles and the number of copies held.

4.3.1 Library holdings of recommended titles

Figure 24 shows the total holdings of recommended titles; once again, BUP stands out, albeit with only 35.3% of the 203 recommended titles available. The remaining authorities stock between 23 (BU) and 45 (TM) titles, or between 11.4% and 22.4% of the titles available. Interestingly, the titles on the recommended checklist are proportionally slightly more likely (or substantially more likely, in the case of BUP) to be purchased than titles which do not appear on the checklist, in relation to the total titles available. However, in terms of the *number* of titles stocked by each authority, the majority of authorities stock
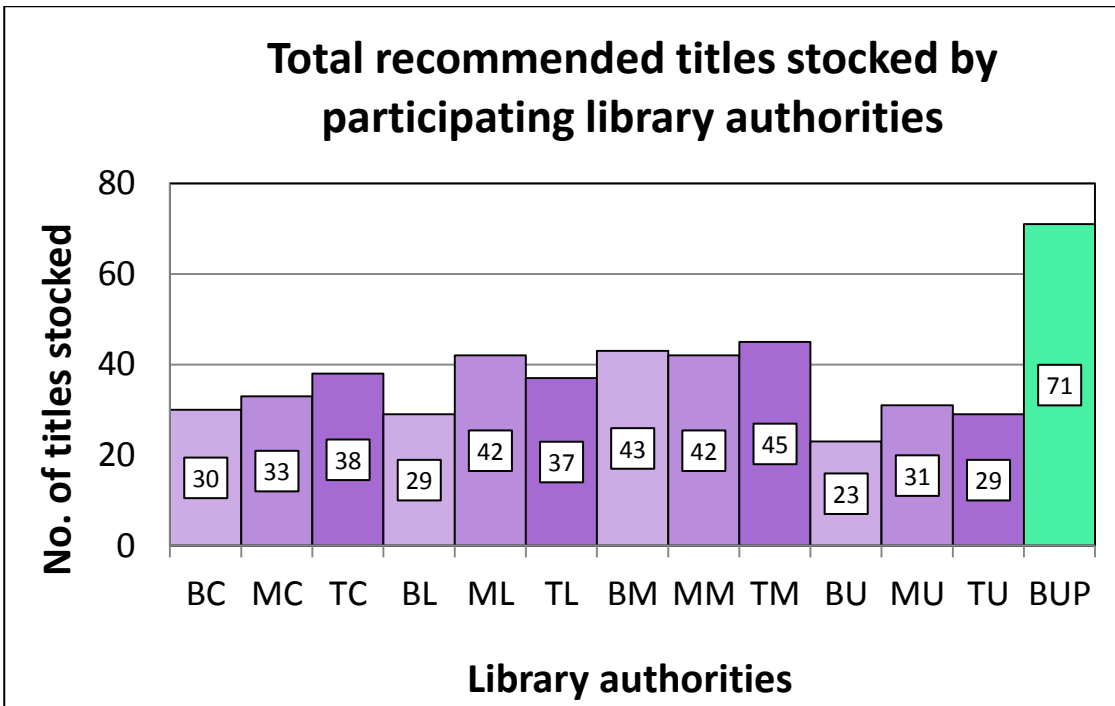
Figure 24: Total recommended titles stocked by participating library authorities
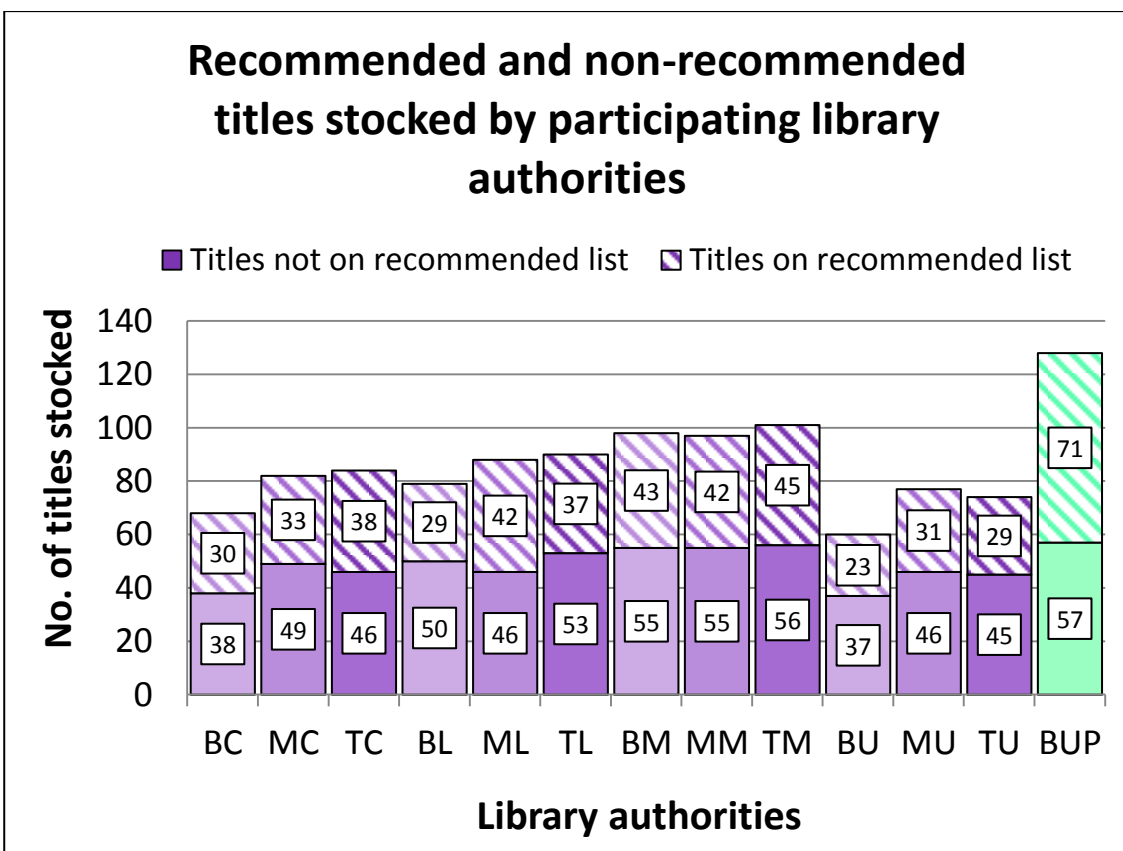
Figure 25: Recommended and non-recommended titles stocked by participating library authorities

192

more titles which are not on the recommended list than titles which are, as demonstrated in Figure 25. BUP is the only participating authority which stocks more recommended titles than non-recommended titles.

For the picture books and early readers, Figure 26 shows that BM scores highest with 11 titles (47.8% of the 23 recommended titles available in these categories), followed by BUP with 9 titles (39.1%). There is more variation between authorities in terms of the proportion of recommended vs. non-recommended books (Figure 27). The authorities with higher overall holdings of picture books and early readers tend to also hold a relatively high proportion of titles from the recommended list, perhaps suggesting that a particular effort has been made in these authorities to purchase a collection of LGBT-related titles for younger readers[28]. In contrast, it is also notable that four authorities (BC, TC, MU and TU) do not hold any of the recommended picture books and early readers.
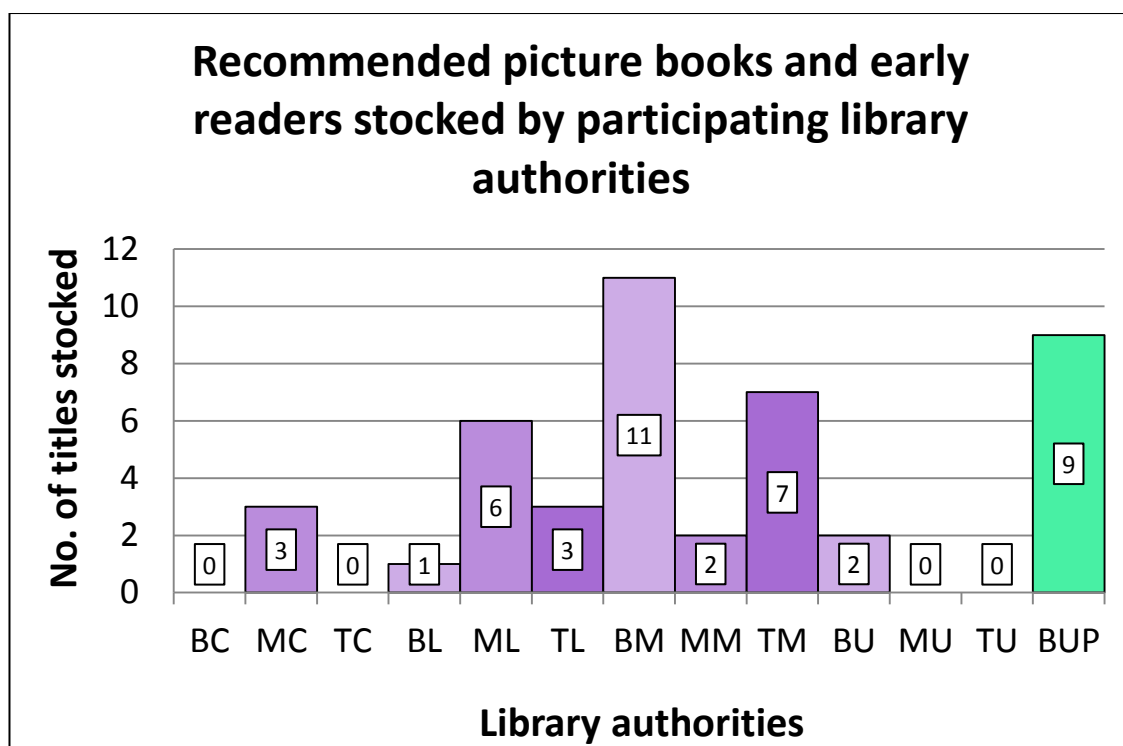
Figure 26: Recommended picture books and early readers stocked by participating library authorities

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[28] The questionnaire and interview stages of the research showed that this was indeed the case for BM and BUP (cf. sections 5.1 and 7.4.3).
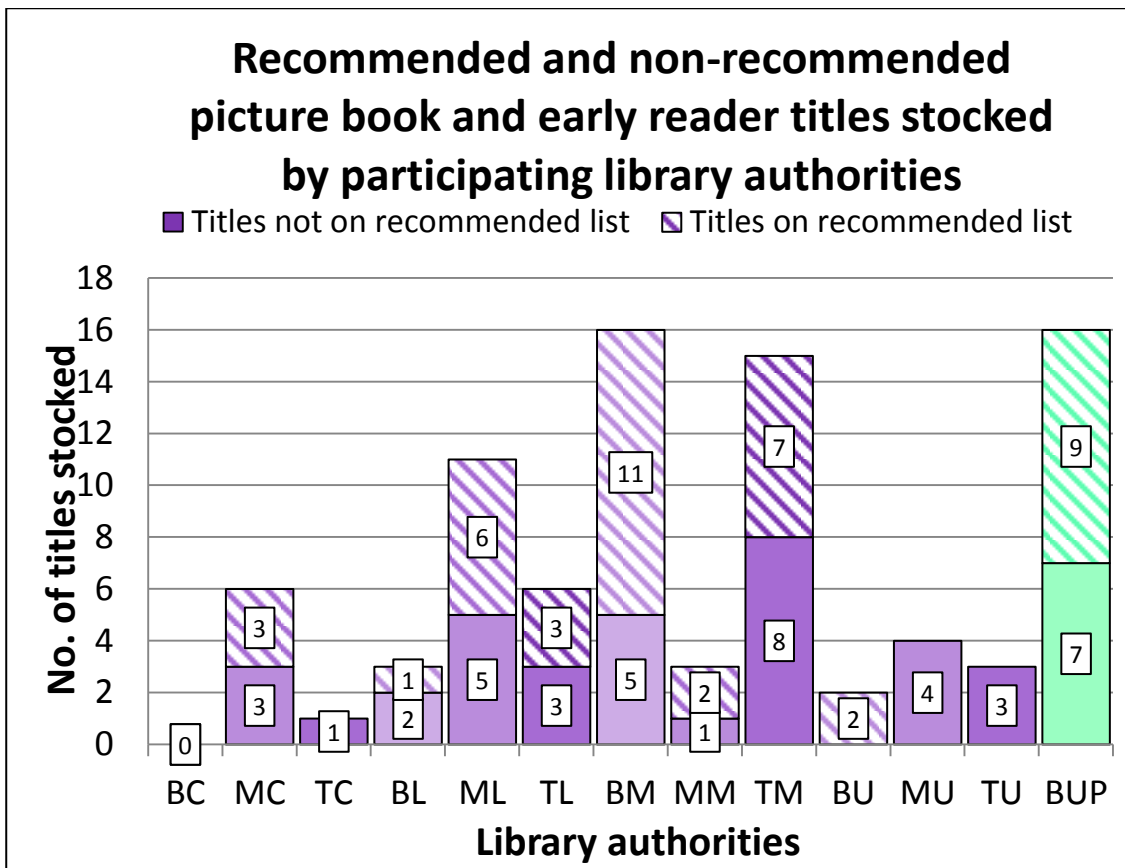
Figure 27: Recommended and non-recommended picture book and early reader titles stocked by participating library authorities

4.3.2 Number of copies of recommended titles held in libraries

Figure 28 shows the number of copies of recommended titles stocked by participating library authorities. The pattern is rather different from that shown in Figure 12 (total copies of checklist titles), suggesting that the number of copies of *recommended* titles is not simply a function of budget (see section 7.1.1. for further discussion of this). In Figure 12, BUP does not show the same dominance in terms of copies as it does for titles, which is unsurprising considering its relatively small budget; nonetheless, it appears in the top five for copies of *recommended* titles (Figure 28). This suggests that a concerted effort may have been made to provide more copies of high-quality LGBT-related fiction for children and young people, rather than simply procuring more copies of mainstream fiction that may have a relatively small amount of LGBT content.
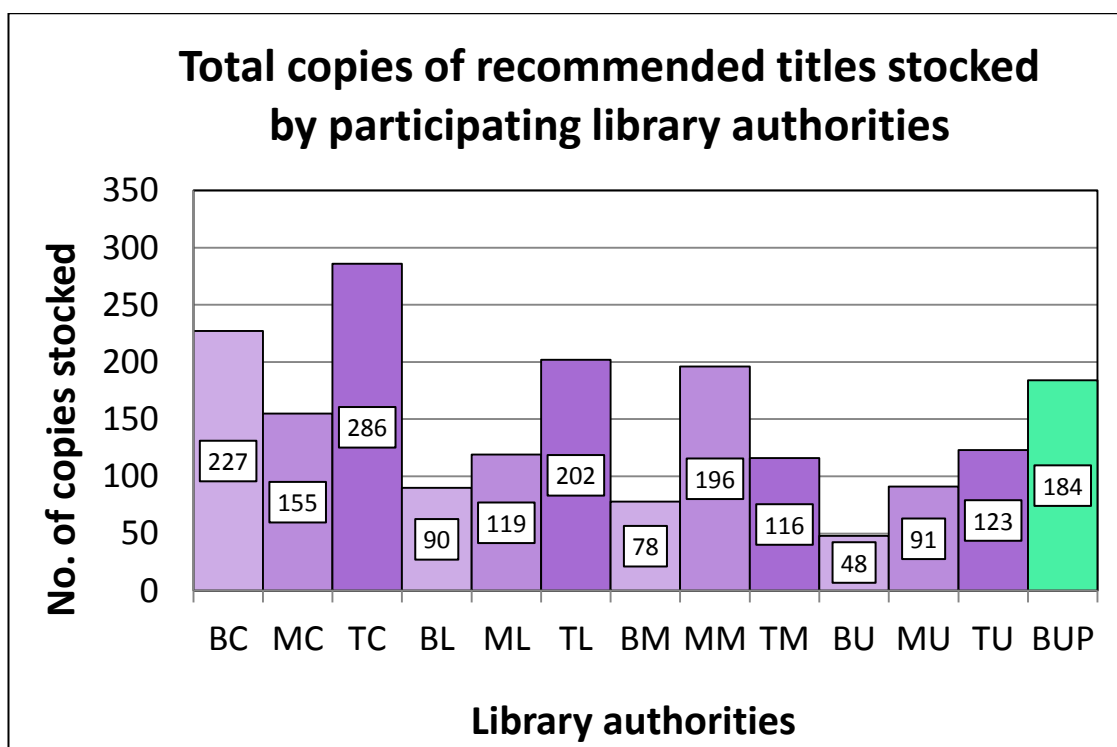
Figure 28: Total copies of recommended titles stocked by participating library authorities

The data on copies of recommended picture books and early readers held by participating authorities are shown in Figure 29; the graph reflects the fact that many authorities hold none or very few of the recommended titles, and only five authorities reach double figures for copies of recommended LGBT-related picture books and early readers. Once again, TM stands out here due to the large number of copies of 'And Tango Makes Three' stocked (cf. section 4.2.3). While BM appears to have comparatively 'good' holdings with 11 copies of recommended titles, it should be noted that this actually equates to just one copy of each of the 11 recommended titles stocked. It is encouraging that the authority has made an effort to seek out a number of recommended titles, but the limited number of copies means that the books are unlikely to be visible and available to library users across the full range of branches.

Picture books and early readers stocked by participating library authorities

Library authority	No. of copies stocked
BC	0
MC	4
TC	0
BL	1
ML	13
TL	15
BM	11
MM	4
TM	57
BU	2
MU	0
TU	0
BUP	19
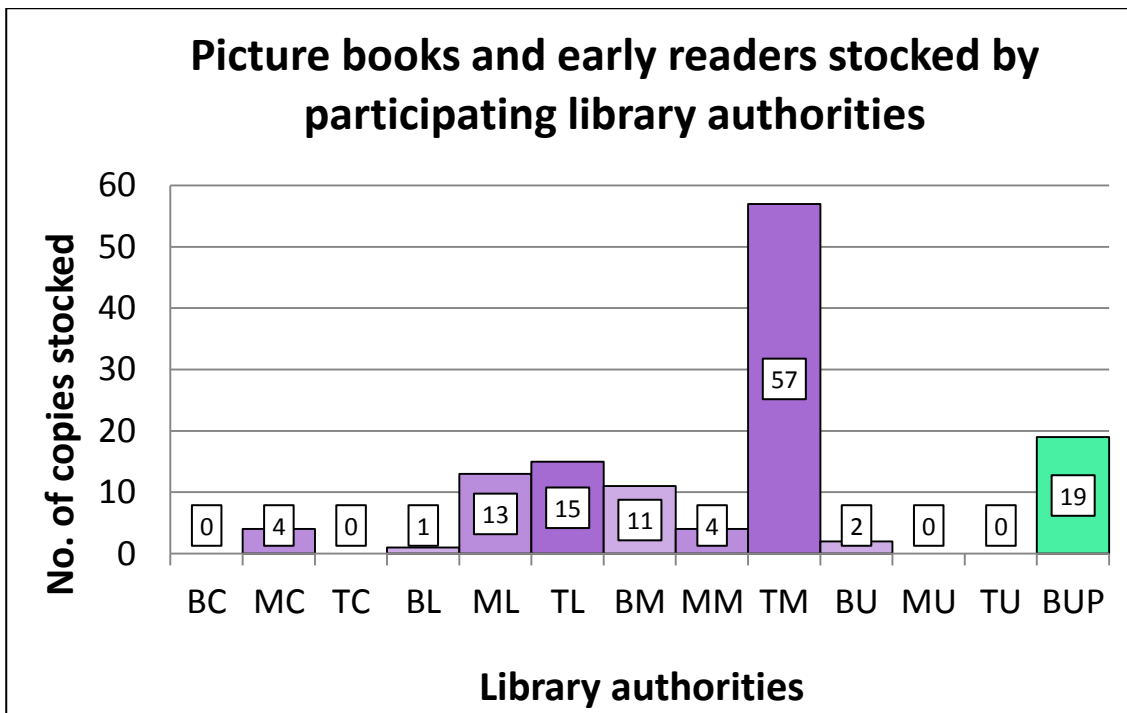
Figure 29: Copies of recommended picture books and early readers held by participating library authorities

4.4 Participants' opinions on their library's holdings

The literature is largely silent on what would constitute an adequate collection of LGBT-related fiction for children and young people, or indeed of LGBT-related fiction more generally (Schneider, 1998). Martin and Murdock (2007) suggest that even the smallest branch library should stock at least 10 LGBT YA titles; however, while this has implications for the number of copies stocked, it does not say anything about the range of titles required across the authority as a whole. Williams and Deyoe (2014) use a Conspectus scale to rate libraries' collections of diverse youth literature; however, this paper was not published until the present research was almost complete, so it was not possible to use this method for the purposes of the thesis; however, there is scope for future analysis of the data using this approach.

Thus, in order to provide empirical support for my own value judgement on the adequacy of collections provided by the participating library authorities, I asked interviewees to respond to summary data on holdings of LGBT-related fiction

titles[29] for children and young people (see Appendix Q) and asked them to respond to it. Follow-up prompts asked them specifically whether they considered the holdings to be sufficient. This performed the dual function of raising participants' awareness of the lack of provision and need for improvement (objective eleven) as well as gathering data on what might constitute sufficient or insufficient provision.

The data in this section pertain to interviewees from TC, BL, TL and BUP, who were asked to comment on their own holdings, and to the five pilot interviewees who were asked to comment on holdings in general across the participating authorities.

The large majority of interviewees felt that provision was not adequate, with many expressing disappointment or even shock:

> "Okay, well I'd say it makes quite disappointing reading. I'm not totally surprised, because as I said I'm… I haven't been of aware of it cropping up as being a request or a, being pointed out as being a fault, but that's not to say that we, the onus isn't still on us to be actively looking to provide more." (TL4)

> "Well, well, first reaction is it's paltry, isn't it, really… And this poor borough here [points at BC on bottom graph], what are they doing?! It's terrible! [laughs] – well actually, a lot of them down here… That is awful [points again at BC]" (Pilot 1)

A number of interviewees commented specifically on the poor provision of picture books and early readers:

> "Certainly picture books and early readers there doesn't – we're not doing very well at all…" (TL3)

> "Well certainly the picture books and early readers result really stands out, doesn't it [wry laugh], it's so low, erm…" (TC6)

The only authority where interviewees expressed satisfaction with their provision was, unsurprisingly, BUP. However, both interviewees felt they could nonetheless do better; after initially exclaiming, "Superb!", participant BUP4 went on to qualify this:

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[29] I did not present interviewees with data on the number of copies stocked, on consortium holdings, on holdings of titles in different formats, or on holdings of recommended titles as I felt that it would be unhelpful and confusing to bombard interviewees with large quantities of data.

"Looking at these figures, I think we need to boost it, boost it up again"

Participant BUP5 had similarly mixed feelings:

"I'm glad we are not so bad, in provision, but we're not great"

This contrasted with authority TL, where all the interviewees acknowledged that provision was insufficient, but were all keen to point out that at least they weren't the worst:

"I'm quite relieved in a way to see how we compare with other authorities in that, you know, we aren't startlingly poor!" (TL4)

"TL6: It's not a lot, but it's actually on par with a lot of – are these London boroughs? […]
Me: Er… these, these three are London boroughs […]
TL6: Oh, so we've got the best in London?
Me: Er, well, of those three… yeah."

This may reflect a target-driven culture in which libraries are expected to achieve quantitative standards set by their local authority (Halpin et al., 2013; McMenemy, 2009b; Walker et al., 2012). Moreover, librarians are discouraged from saying anything in public which could reflect badly on the library authority or wider local authority (Halpin et al., 2013).

4.5   Supplier holdings of available titles

Library suppliers play a significant role in the procurement of books for public libraries, whether by selecting the stock themselves (supplier selection) or by producing lists of recently-published or forthcoming books for librarians to select from (Birdi, 2014). Participants in my MA research commented that certain books, such as those from small publishing houses or those published in the US, would not appear on their supplier's lists (Chapman, 2007a). In the present research, this was tested by checking the checklist against the database of a participating library supplier. Results are presented in Table 12, on the following page.

Before this stage of the research commenced, my contact at the participating supplier offered the following advice in an email:

"Any titles that are unsuitable for libraries (including a variety of non-standard formats…) and any publishers that don't have full terms and discounts with our supplier, [name and location of parent company], can still be found on our website, but searching our Entire Database rather than the library range." (Email from participating supplier)

It should be noted that the default search option on the website is 'Library Range' rather than 'Entire Database'. Table 12 shows the figures for Library Range, Entire Database, and whether the title is in stock in the central warehouse.

	Library range	Entire database	In stock in warehouse
Picture books	5	46	5
Early readers	0	6	0
Books for junior school children	9	25	5
YA novels	136	473	77
Total	**150**	**550**	**87**

Table 12: Availability of checklist titles through participating library supplier

Table 13 shows these data as a percentage of the total titles available:

	Library range	Entire database	In stock in warehouse
Picture books	10.2%	93.9%	10.2%
Early readers	0.0%	100.0%	0.0%
Books for junior school children	36.0%	100.0%	20.0%
YA novels	28.6%	99.4%	16.2%
Total	**27.0%**	**98.9%**	**15.6%**

Table 13: Percentage of total checklist titles available through participating library supplier

The vast majority of the titles (98.9%) are listed on the supplier's database, as the contact had suggested might be the case. However, librarians seeking to purchase these books through the supplier would need to be aware of this search option. Also, titles which are not in the 'Library Range' will not appear in the online purchasing lists available to librarians, or in supplier selections.

Substantially fewer titles are listed in the 'Library Range', and even fewer are actually in stock in the warehouse. A query was sent to the contact at the

supplier to clarify whether libraries could order books that were not currently in stock.

> "Yes, libraries can absolutely order them provided they are still in print (they say IP on the record). Provided [name and location of parent company] have full trading and discount relationships with the individual publishers, they will source them within a few days." (Email from participating supplier)

However, the previous email from the contact, quoted above, had made clear that titles from publishers with whom the company did not have a full trading and discount relationship would not be listed in 'Library Range'. This implies that only the 'Library Range' titles (27% of the total titles available) are readily available from the supplier. The mention of discount relationships also raises the issue of the cost of books which are from non-UK publishers and/or which are not purchased through a mainstream supplier. This is discussed further in section 7.1.1 below.

As detailed in section 3.3.3.3.1, as part of the process of checking the supplier's database I recorded the star ratings given to the checklist titles by the supplier. Table 14 and

Table 15 present these data: Table 14 shows the number of titles falling into each category, and

Table 15 shows the proportion of titles in each category as a percentage of total titles available. It is readily apparent that the majority of titles (507 out of 556, or 91.2%) do not have a star rating at all; comparison with Table 12 and Table 13 shows that even some titles which are considered to be 'Library Range' do not have a star rating (150 titles, or 27.0%, fall into the 'Library Range' category, while only 49 titles, or 8.8%, have a star rating). In some cases this could potentially be because older titles were published before the supplier started using star ratings.

It is also notable that none of the picture books or early readers has a star rating, and only one title from the whole list has a five-star rating, while three have four stars.

Table 14: Star ratings of checklist titles by participating supplier

		No star rating	1 star	2 stars	3 stars	4 stars	5 stars
No. of titles	Picture books	49	0	0	0	0	0
	Early readers	6	0	0	0	0	0
	Books for junior school children	22	1	0	2	0	0
	YA novels	430	13	12	17	3	1
	Total	**507**	**14**	**12**	**19**	**3**	**1**

Table 15: Star ratings of checklist titles by participating supplier (as % of total titles available)

		No star rating	1 star	2 stars	3 stars	4 stars	5 stars
% of total titles	Picture books	100%	0%	0%	0%	0%	0%
	Early readers	100%	0%	0%	0%	0%	0%
	Books for junior school children	88%	4%	0%	8%	0%	0%
	YA novels	90.3%	2.7%	2.5%	3.6%	0.6%	0.2%
	Total	**91.2%**	**2.5%**	**2.2%**	**3.4%**	**0.5%**	**0.2%**

4.5.1 Supplier holdings of recommended titles

I also gathered data on the number of recommended titles listed on supplier's database, included in 'Library Range' and in stock in the warehouse, with a view to assessing whether a high-quality LGBT could be developed through mainstream supplier provision. These presented below: Table 16 shows the raw figures for the number of titles available through the supplier, while

Table 17 presents these data as a percentage of the total recommended titles available.

Table 16: Availability of recommended titles through participating library supplier

	Library range	Entire database	In stock in warehouse
Picture books	2	18	1
Early readers	0	2	0
Books for junior school children	7	12	4
YA novels	59	168	34
Total	**68**	**200**	**39**

Table 17: Percentage of total recommended titles available through participating library supplier

	Library range	Entire database	In stock in warehouse
Picture books	9.5%	85.7%	4.8%
Early readers	0.0%	100.0%	0.0%
Books for junior school children	58.3%	100.0%	33.3%
YA novels	35.1%	100.0%	20.2%
Total	**33.5%**	**98.5%**	**19.2%**

As with the full checklist, the vast majority of recommended titles (98.5%) were listed on the supplier's database. However, substantially fewer titles were classed as 'Library Range' (33.5%) and even fewer were actually in stock in the warehouse at the time (19.2%). It is also notable that only two of the 21 recommended picture books (9.5%) and neither of the recommended early readers were included in 'Library Range'.

Interestingly, the proportion of titles classified as 'Library Range' is slightly higher for recommended titles (33.5%) than for the checklist as a whole (27.0%). The same is true of the proportion of titles in stock in the warehouse (19.2% for recommended titles, vs. 15.6% for the checklist as a whole). However, as the total number of recommended titles is substantially lower to start with, there are more 'non-recommended' than recommended titles

included in 'Library Range' (82 vs. 68) and in stock in the warehouse (48 vs. 39). It is also notable that the substantial majority of recommended titles are *not* included in 'Library Range' (135, or 66.5%) or stocked in the warehouse (164, or 80.8%).

Table 18 and Table 19 present data on the number of recommended titles falling into each of the star rating categories decided by the supplier. Table 18 shows the number of recommended titles in each category, and Table 19 shows the proportion of titles in each category as a percentage of total recommended titles available. Proportionally, recommended titles are slightly more likely to have a star rating (12.3% vs. 8.8% for the checklist as a whole – cf. section 4.4), but the large majority of recommended titles do not have one (87.7%). Moreover, only 7 titles, or 3.5% of all the recommended titles available, have a star rating of 3 stars or above, and none of the recommended titles has a five-star rating. This has implications for stock procurement approaches that rely heavily on star ratings as a guide to book selection, and this is discussed further in section 7.4.1.

Table 18: Star ratings of recommended titles by participating supplier

		No star rating	1 star	2 stars	3 stars	4 stars	5 stars
No. of titles	Picture books	21	0	0	0	0	0
	Early readers	2	0	0	0	0	0
	Books for junior school children	9	1	0	2	0	0
	YA novels	146	9	8	4	1	0
	Total	**178**	**10**	**8**	**6**	**1**	**0**

Table 19: Star ratings of recommended titles by participating supplier (as % of total recommended titles available)

		No star rating	1 star	2 stars	3 stars	4 stars	5 stars
% of total titles	Picture books	100%	0%	0%	0%	0%	0%
	Early readers	100%	0%	0%	0%	0%	0%
	Books for junior school children	75%	8.3%	0%	16.7%	0%	0%
	YA novels	86.9%	5.4%	4.8%	2.4%	0.6%	0%
	Total	**87.7%**	**4.9%**	**3.9%**	**3.0%**	**0.5%**	**0%**

4.6 Chapter summary and relation to previous literature

The study located 556 LGBT-related fiction titles aimed at children and young people that are readily available in the UK; however, the large majority of these were YA titles, with substantially fewer available for younger age groups. The majority of the titles were licensed for the UK market, but less than a third were published by publishers actually domiciled in the UK. This is in line with Epstein's (2013) analysis, which confirms the dominance of US-published titles.

A limited number of titles are available in accessible formats; although just over half of the checklist titles are available as e-books, far fewer are available in other formats. This is consistent with broader research by the RNIB on availability of titles in accessible formats (RNIB, 2011).

Analysis of library holdings showed substantial room for improvement, with even the best-performing authority holding less than a quarter of the checklist titles. Holdings of picture books and early readers were particularly poor, with no authorities holding more than 16 titles, and one authority holding no titles at all. Holdings of titles in accessible formats were also very low, although this was in part due to the limited number of titles actually available. When presented with summary data on their holdings, interviewees felt that provision was inadequate, particularly as regards picture books and early readers.

Titles on the recommended checklist were proportionally slightly more likely to be purchased than titles which did not appear on the checklist, in relation to the total titles available. However, in terms of the *number* of titles stocked by each authority, BUP was the only library authority to stock more recommended titles than non-recommended titles. Even this authority stocked only just over a third of the recommended titles. Four authorities did not stock any of the recommended picture books and early readers.

The vast majority of checklist titles were listed on the participating supplier's database, but substantially fewer were included in 'Library Range', which forms the basis for supplier selections and the online purchasing lists provided to

librarians. The large majority of checklist titles did not have a star rating, and only a very small fraction of titles (< 5%) had a rating of three stars or above.

There has been very little previous research on the levels of provision of LGBT-related fiction aimed at children and young people in public library authorities in the UK. My own MA dissertation research found room for improvement in the two case study authorities, particularly as regards picture books, and tentatively suggested that "provision may be limited in other authorities [across the UK]" (Chapman, 2007a, p. 105). The present research appears to confirm this. In addition, studies from the US and Canada have also concluded that public library holdings of LGBT-related fiction for children and young people are limited (Boon & Howard, 2004; Howard, 2005; Rothbauer & McKechnie, 1999; Williams & Deyoe, 2014), while UK research on school libraries has found a similar lack of LGBT provision (Bridge, 2010; Walker, 2013; Walker & Bates, 2015; Wright, 2007). The findings of the present doctoral study are thus in line with the extant research, while also presenting significant new data on the situation in English public library authorities.

5. Stock procurement and management practices relating to LGBT-related fiction for children and young people in public libraries

This chapter will discuss the stock procurement and management practices of the participating library authorities, as they pertain to LGBT-related fiction for children and young people. The first sub-section (5.1) will address stock procurement practices, and the following sub-sections will discuss how this material is managed and made use of by library staff once purchased for the authority. Specifically, these sub-sections will cover the location of LGBT-related fiction aimed at children and young people within the library; any age restrictions or parental permission requirements that may affect young people's ability to access this material; whether and how the material is promoted to children and young people; how complaints are dealt with; and whether training has been provided on LGBT issues as they relate to libraries. As each sub-section deals with a discrete area of inquiry, the relevant literature is discussed at the end of each sub-section.

5.1 Stock procurement practices

This section presents the findings on stock procurement practices within the participating authorities. Respondents to the 'Stock team manager' questionnaire were asked for information on stock procurement practices within their authorities, both generally and as they relate specifically to LGBT-related fiction for children and young people (cf. Appendix H). Respondents to the 'Stock team members' questionnaire were asked two questions about their personal procurement practices as they relate to LGBT-related fiction for children and young people; namely whether they personally purchased LGBT fiction aimed at children and young people from any specialist sources, and whether they used any specialist information sources to find out about this material (cf. Appendix I). The findings presented in this section are supplemented where appropriate with relevant interview data.
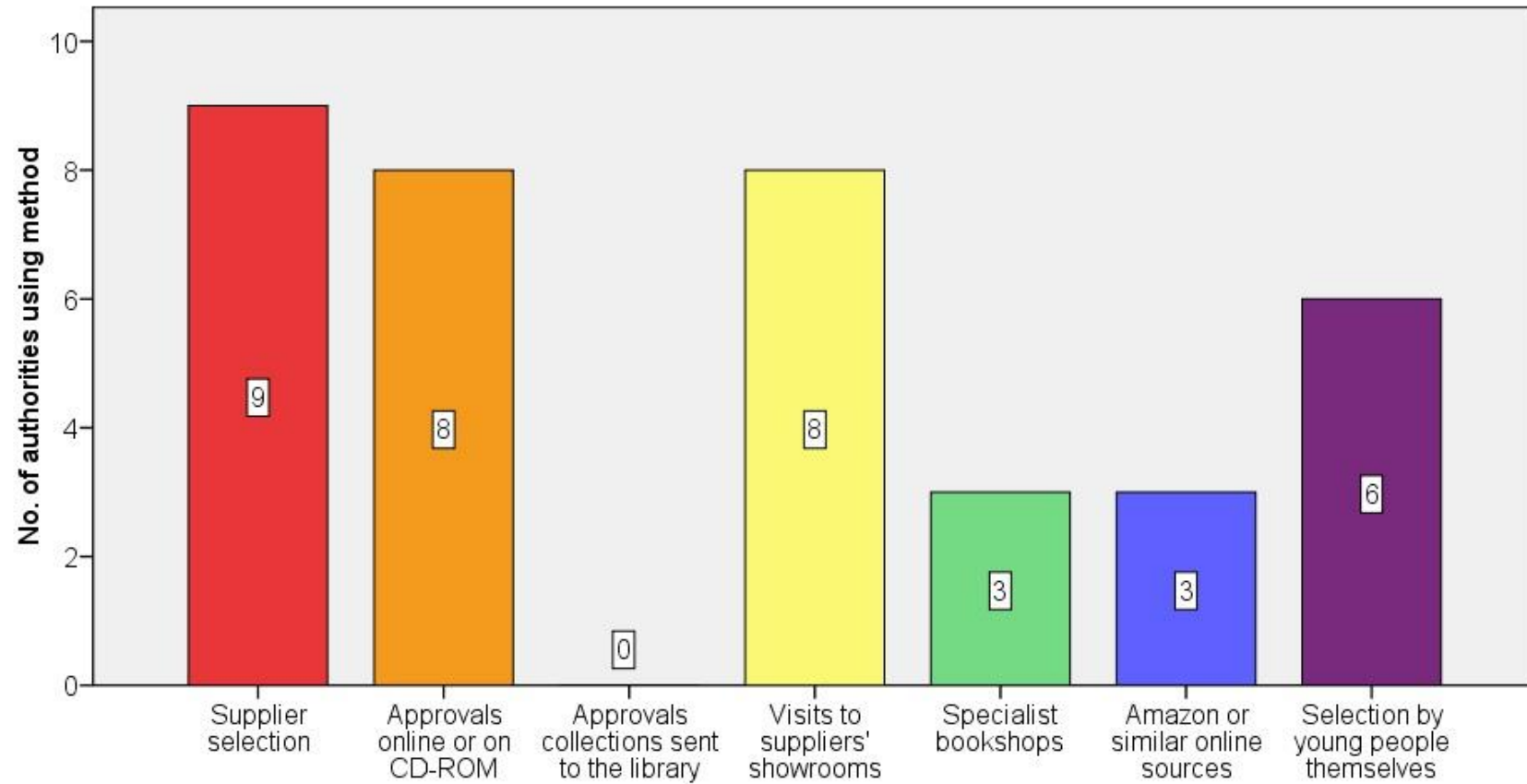
Figure 30: Stock procurement methods used for children's and young people's fiction in participating library authorities

Figure 30 and Figure 31 provide information about the stock procurement methods used by the sample library authorities. Figure 30, above, shows that a variety of procurement methods were used, with the most popular being supplier selection, approvals online[30], and visits to suppliers' showrooms. None of the sample authorities any longer used approvals collections sent to the library. It is also notable that only three authorities each used specialist bookshops and Amazon or similar online sources. In recent years, Amazon has faced increasing criticism for its tax avoidance, alleged working conditions and ebook business model (see for example Clark, 2012) and it would thus be morally difficult to justify suggesting that library authorities, as public bodies funded by the taxpayer, should increase their use of this company. Nonetheless, it is striking that Amazon and specialist bookshops, as likely sources of LGBT-related fiction for children and young people, were the least used sources. This tallies with the findings of my MA dissertation (Chapman, 2007a), in which only four of 33 respondent authorities (12.1%) said that they used specialist bookshops for stock procurement.

Respondents were also asked which was the *primary* stock procurement method used in their authorities, and Figure 31, on the following page, shows the responses to this question: a roughly even split between supplier selection and online approvals. This is commensurate with what I would have expected based on my own professional experience. It should however be noted that these data were gathered in 2010, and there has been an increasing shift to supplier selection in recent years; this was noted as early as 2008 by Van Riel et al. (2008), and has gathered pace more recently as cuts begin to bite (Birdi, 2014). By the time of the interviews in 2013, three of the four authorities involved in this stage of the research used supplier selection (TL had changed to supplier selection over the period between the questionnaires and interviews, while TC continued to use online approvals). Similarly, three of the four pilot interviewees who worked in public libraries at the time of the interview said that their authorities used supplier selection.

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[30] When the questionnaire was originally designed in 2009, the phrasing 'Approvals online or on CD-ROM' was used, for consistency with the MA dissertation research. However, it is highly unlikely that approvals on CD-ROM were still used even in 2009, and vanishingly unlikely at the time of writing in early 2015. Thus, the present thesis hereafter will simply refer to 'Online approvals'.
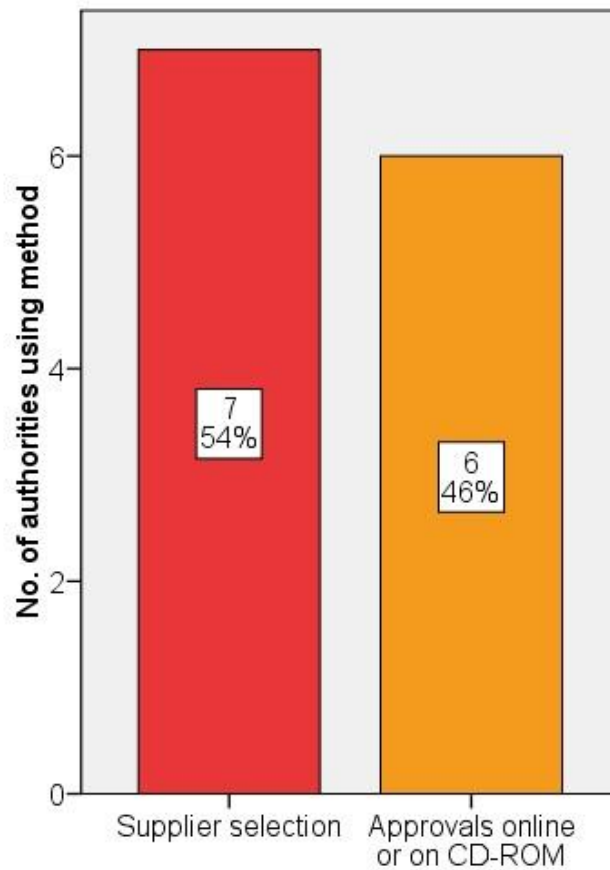
Figure 31: Primary stock procurement method used for children's and young people's fiction in participating library authorities

Figure 32, on the following page, shows the primary library suppliers used by the 13 authorities for children's and young people's fiction. Again, the results tally with what I would have expected from my professional experience, as these four names were the 'big four' of public library supply at the time when the questionnaires were carried out. Subsequently, in 2011, Askews merged with Holt Jackson to form Askews & Holts (Askews & Holts, 2014). Peters is a specialist children's supplier (Peters, 2013).
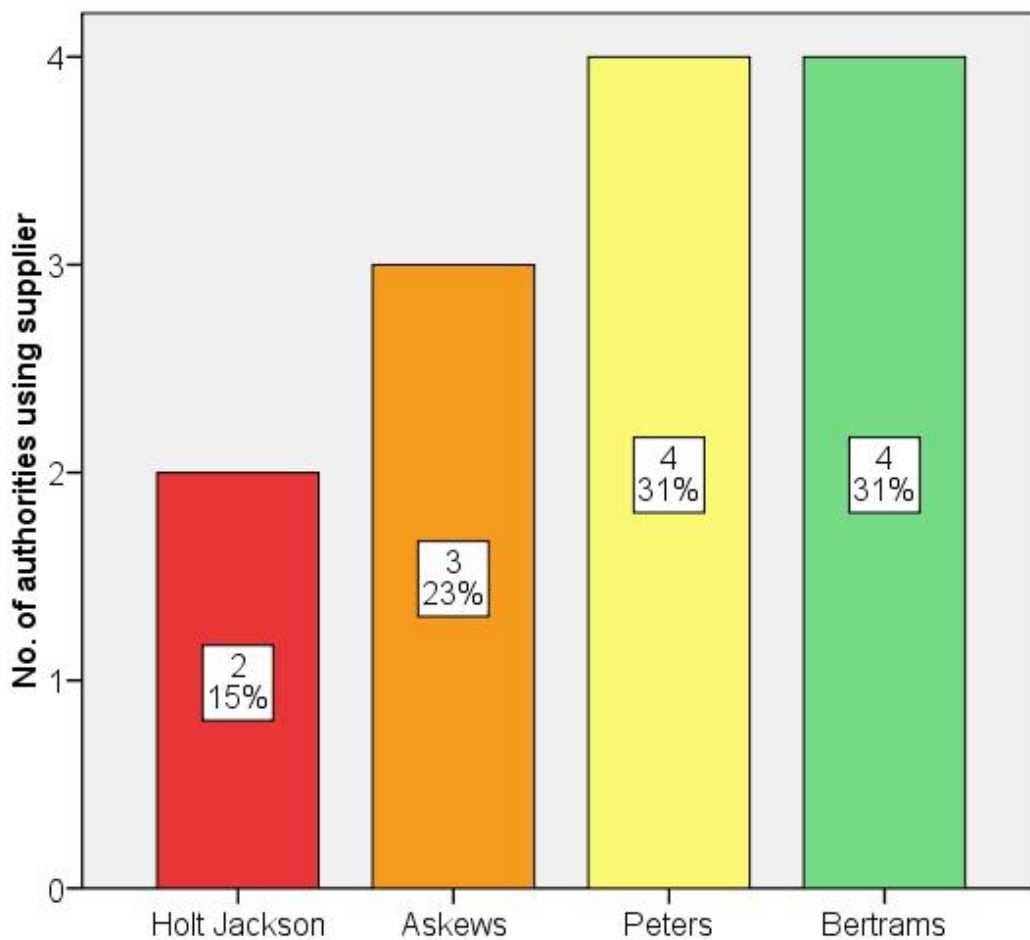
Figure 32: Primary library suppliers used by participating library authorities for children's and young people's fiction

Figure 33, on the following page, shows the number of library authorities whose supplier contract included a clause which allowed them to buy elsewhere in the event that the supplier did not provide an adequate range in specialist areas. The large majority of respondents (11 respondents, or 84.6%) said that their contract did include such a clause, with just one saying it did not and one saying that they didn't know. This demonstrates that not only do most contracts include this option, but most respondents are aware of its existence. However, it should be borne in mind that the question was targeted at individuals in the
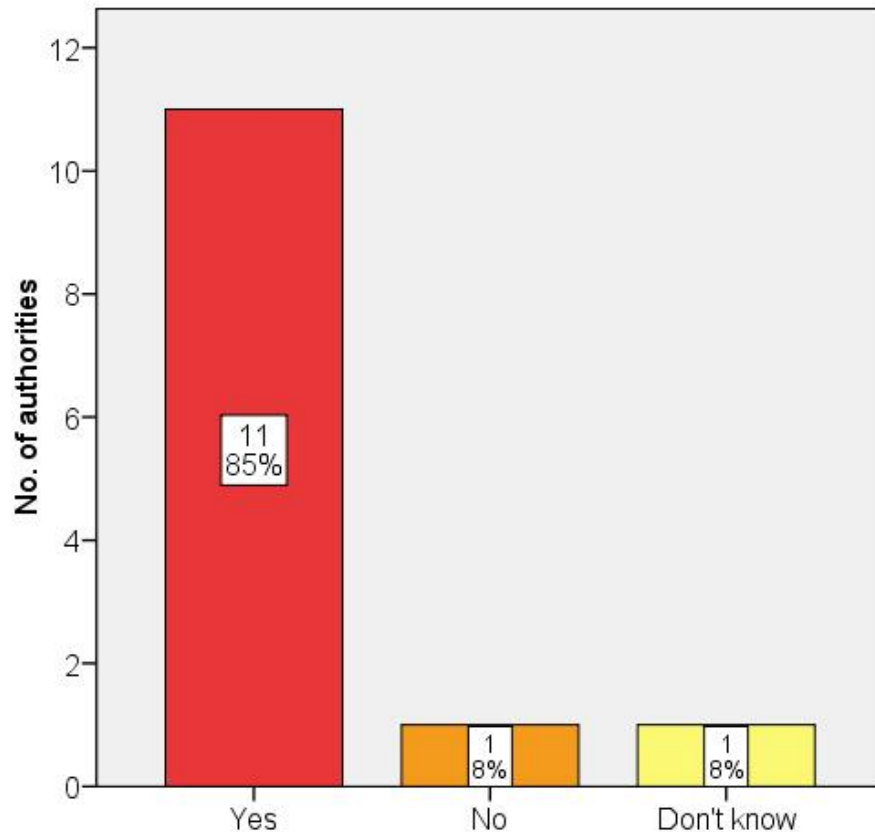
Figure 33: Does your supplier contract for children's and young people's stock include a clause which allows you to buy elsewhere in the event that the supplier does not provide an adequate range in specialist areas?

'Stock team manager' role; comments made by interviewees who were not in a managerial role showed that several of them were unaware that they could purchase outside the supplier contract, or uncertain as to whether they could do so:

> "As I understand it, I may be wrong, but as I understand it as a term and condition of being part of the L[ondon] L[ibraries] C[onsortium], we don't go outside of our normal sup – or, regular supplier, so I don't know what the policy would be on going to, um, a small, a small supplier." (Pilot 1)

> "Me: So, you don't have any sort of clause which allows you to buy elsewhere in the event that the supplier doesn't provide a good enough range?
> Pilot 3: Not that I'm aware of…" (Pilot 3)

Gibson (2007) has commented that librarians are not always aware of such clauses even when they exist, while the findings from my MA research showed that 15 respondents with responsibility for children's and young people's stock selection (45.5%) did not know whether their supplier contract included such a clause (Chapman, 2007a). Thus, it would appear that stock team *managers* are generally aware of such clauses, but other individuals involved in children's and young people's stock procurement may not be aware of the scope for purchasing outside the supplier contract. This is discussed further in section 7.6.4, which addresses the impact of over-reliance on mainstream suppliers.

Figure 34, below, shows the number of library authorities which retained a portion of the children's and young people's stock budget to spend on specialist materials outside the supplier contract. The majority of authorities did this (nine out of 13 authorities, or 69.2%). This is comparable to the findings from my MA research, in which 63.6% of respondents said they did this (Chapman, 2007a).
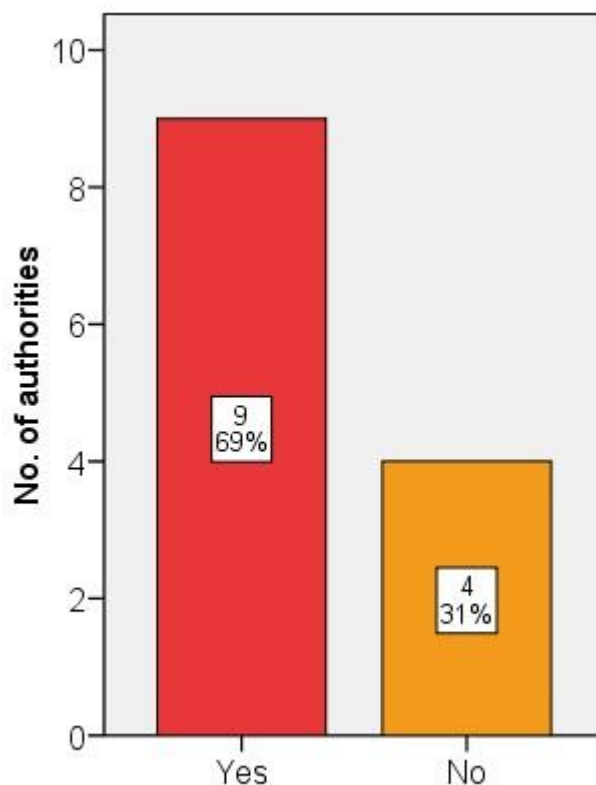
Figure 34: Do you retain a portion of the children's and young people's stock budget to spend on specialist materials outside the supplier contract?

Five of the respondents who answered 'yes' gave further details regarding the percentage of the budget set aside, which ranged from 4% to 20%. One respondent stated that the proportion varied each year depending on the book fund.

Seven interviewees referred to a 'discretionary budget' or 'development fund' which was retained for librarians to spend on developing the collection, rather than being handed over to the supplier. These references were always made in the context of supplier selection, and the money that was thus set aside might in fact still be spent with the main supplier, but at the librarian's discretion:

> "A lot of our stock is done by supplier selection, but the team do have individual responsibilities to look after stock in their individual areas. Erm, so if they feel that a particular area needs pushing, then it's up to that stock, that team member to make that decision." (TL3)

> "Our development funds are spent on, er, developing pre-existing collections – *mostly*, obviously we have to develop new collections all the time, so we might, er, for example if there's a new language being spoken in the borough we might develop that collection." (TL6)

Three of these interviewees referred specifically to the limited size of this budget:

> "Once we've handed over our chunk to Bertrams for supplier selection, we don't have an awful lot of spare cash for, erm, massive book buys of any description really." (BL1)

> "With the, the amount of stock fund that I have to spend… er… it wouldn't make as much of a dent as I would like." (Pilot 4)

The scope for purchasing outside the supplier contract is thus potentially affected by budget constraints, which are discussed further in section 7.1.1.

Figure 35, below, shows the number of authorities that actually purchase LGBT materials aimed at children and young people outside the supplier contract. Although some authorities said they did this (5/13, or 38.5%), it is instructive to compare these findings with those shown in Figure 33 and Figure 34. It is notable that, while the majority of authorities had a clause in their supplier contract which allowed them to buy elsewhere, and/or retained a portion of the children's and young people's stock budget to spend outside the supplier contract, substantially fewer authorities systematically made use of these

opportunities to purchase LGBT materials. The reasons for this are explored in section 7.6.4, while section 6.1.3 deals with the general lack of awareness of the need for provision among participants.
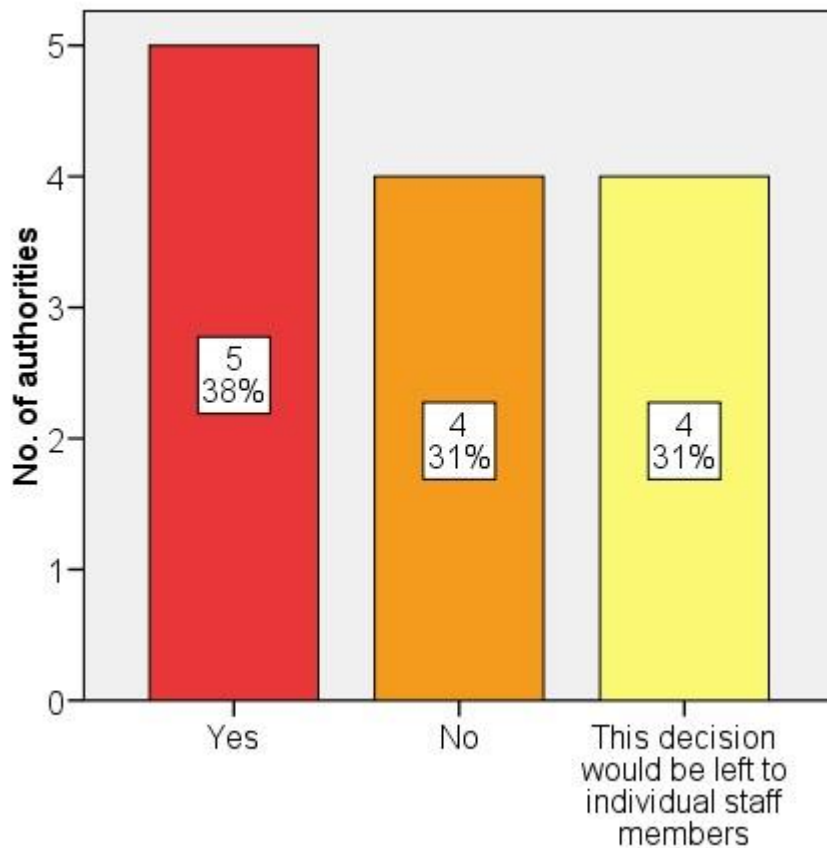
Figure 35: Do you purchase LGBT materials aimed at children and young people outside the supplier contract?

Respondents to the 'Stock team members' questionnaire were also asked whether they personally purchased LGBT fiction aimed at children and young people from specialist sources. The relevance of including a version of this question in both questionnaires was underscored by the fact that four respondents to the 'Stock team manager' questionnaire said that this question would be left to individual stock team members, implying there was no institutional policy or approach for purchasing this material outside the supplier contract.

Figure 36 shows that the large majority of respondents (22 of the 26 who answered this question, or 84.6%) did not purchase LGBT fiction aimed at children and young people from specialist sources, although four of these said that other stock team members did so. These four included the two respondents from TM, which raises a question over the data as both of the
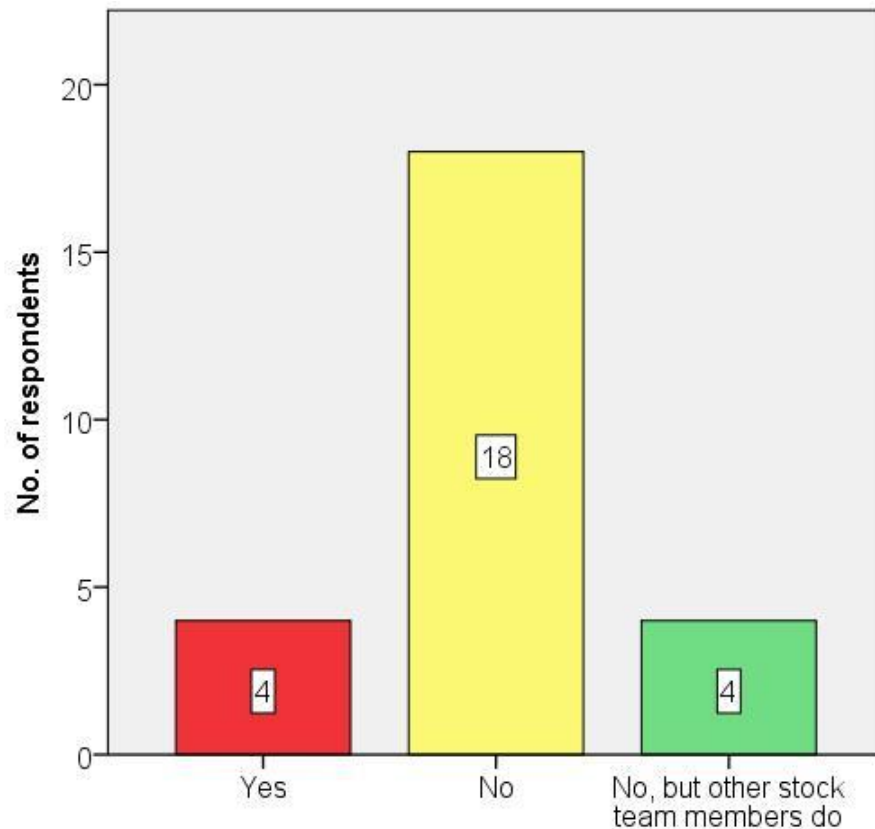
Figure 36: Do you purchase LGBT fiction aimed at children and young people from specialist sources?

individuals with involvement in children's and young people's stock procurement completed the questionnaire; it is thus not clear which 'other stock team members' they could be referring to. It is possible that they were referring to colleagues who purchased for the Schools Library Service, and this reflects an acknowledged ambiguity in the question. However, their responses nonetheless suggest an element of buck-passing, as it would appear that nobody purchased any of this material from specialist sources for the public library.

The four respondents who said they did purchase LGBT materials aimed at children and young people from specialist sources came from BUP (two respondents), BM and TC. These individuals were then asked to name the sources used. One simply stated, "Anywhere where the books are available – online searching brings up specialist book suppliers" (BM1). Another respondent from the same authority noted that a special order had also been placed with the regular supplier (BM3). TC1 named Amazon and Gay's the Word bookshop, and noted that a special purchase of picture book stock had been made. There was some confusion between the respondents from BUP, with one commenting, "We have sourced titles published by small, specialist publishers and forwarded the details to our library suppliers to purchase for us" (BUP3). This would suggest that the authority did not in fact purchase from specialist sources; however the other stock team member from this authority commented, "In the past we have had to source stock from specialist suppliers to boost our collections" (BUP2). This was clarified in the interview by BUP5, who explained that the procurement process had changed over the years:

> "Um, we used to… because my colleague, before I qualified, she ran the lesbian and gay section, we u – did a couple of trips up to Gay's the Word, and sometimes we'd go up to, um, Books Etc which was up in [name of road in BUP], we'd do book buys, so that's how we used to do it then, and that was quite fun for the staff as well, you know, to actually go on a little book buy to London, and, um, and Gay – obviously it was good for Gay's the Word as well. But […] a couple of years ago I suggested going back up there [to Gay's the Word], but they do it through Bertrams now, so, yeah." (BUP5)

It is thus apparent that BUP, BM and TC had all made special purchases of LGBT-related materials aimed at children and young people, whether through specialist sources and/or as a special order from their regular supplier. This tallies with BUP's better provision of this material in general (cf. Figure 7 in section 4.2.1), while all three of these authorities stocked a relatively high number of picture books (Figure 9).

However, there appears to be something of a discrepancy between the results of the 'Stock team member' questionnaire and those of the 'Stock team manager' questionnaire, in which respondents from ML, MU and TU (in addition

216

to BM and TC[31]) said that LGBT materials aimed at children and young people were purchased outside the supplier contract. There are several possible explanations for this discrepancy: firstly, it is possible that the stock team manager carried out the purchasing themselves, although it should be noted that stock team members who were actively involved in purchasing were asked to complete both questionnaires; secondly, it is possible that the purchasing was carried out by stock team members who did not wish to complete the questionnaire, although this could only have been the case at ML, not at MU and TU where all stock team members completed the questionnaire (cf. Table 4 in section 3.3.4.3); or thirdly, it is possible that the stock team managers at ML, MU and TU were endeavouring to show the authority in a better light, as with the questions on the stock policy (see later in this section), on the use of booklists (section 5.4.2.1) and on training (section 5.6). While ML held a relatively high number of picture books (Figure 9), indicating that a special purchase could have been made in this area, neither MU nor TU performed particularly well on any of the measures of titles held. This calls the reliability of the data into question; however, it can be said with reasonable certainty that the majority of stock team members at the participating authorities did not purchase LGBT fiction aimed at children and young people from specialist sources.

Qualitative comments from the questionnaires and interviews suggested that there were practical considerations which might make libraries less likely to purchase from specialist sources. Three interviewees referred to the substantial discounts offered by mainstream library suppliers, in contrast to smaller suppliers or specialist bookshops:

> "There is a certain amount of pressure to use the supplier that offers the biggest discount, which is the 40% of, of Bertrams as opposed to, say, 10% or 5% of some other specialist suppliers…" (TL5)

> "There would be budget implications there, because we get – as you're probably well aware, a discount from the big suppliers which we wouldn't get, so I guess the budget doesn't stretch quite so far." (TC7)

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[31] The stock team manager from BUP said that the decision would be left to individual stock team members.

Three interviewees referred to the fact that smaller suppliers do not always provide the books shelf-ready, and additional processing is thus required:

> "We are unlikely to buy from independents however, if they do not offer library servicing as we have so few stock staff that an item needs to be shelf ready." (Email from Pilot 1)

> "If we buy from elsewhere there are processing issues, you know, sort of technicalities that take time and, and cost, or the quality may not be as good as the processing that we're used to receiving from our supplier, so that may make us a bit reluctant to go elsewhere." (TL4)

Again, this has implications in terms of cost, time and workload (cf. section 7.1.1.2).

Respondents to the 'Stock team members' questionnaire were also asked whether they used any specialist information sources to find out about LGBT fiction aimed at children and young people. Figure 37, on the following page, shows that the majority of respondents (19 of the 27 who answered this question, or 70.4%) did not do this, although one person said that other stock team members did so. In addition, one respondent who answered 'No' said that the authority planned to use more specialist sources in future, while two other 'No' respondents said that they did in fact occasionally check online sources. One of these also said that they received emails about 'specialist books':

> "I also get emails re specialist books including children's books on being adopted by a gay couple, for example." (MU3)

This may refer to the updates by John Vincent on new titles available from the British Association for Adoption and Fostering, posted to the Looked-After Children listserv (LAC@jiscmail.ac.uk). These titles do sometimes include books with LGBT content, such as *Dad David, Baba Chris and Me*, by Ed Merchant.
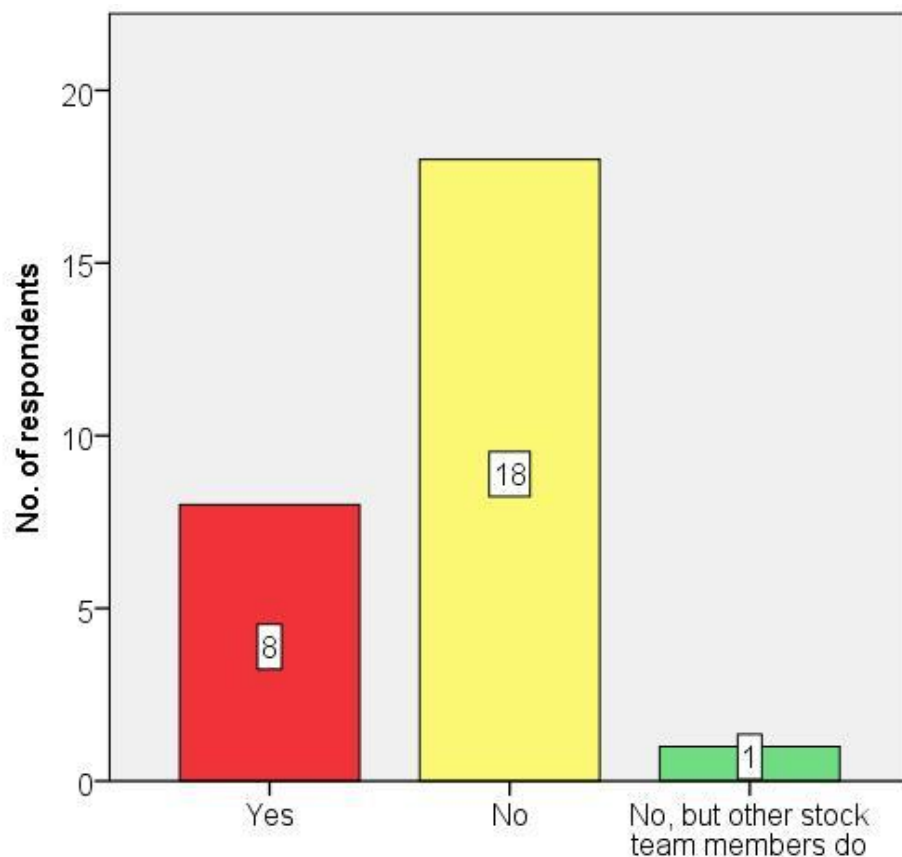
Figure 37: Do you use any specialist information sources to find out about LGBT fiction aimed at children and young people?

The eight individuals who said they did use specialist information sources were then asked to name those sources. A number of sources were named, including Letterbox Library (www.letterboxlibrary.co.uk, 2 respondents); Amazon (2 respondents); personal/user recommendations (2 respondents); Out for Our Children (www.outforourchildren.org.uk, 1 respondent); the No Outsiders project (1 respondent); and recommendations from the Council's LGBT staff members group (1 respondent). The general lack of awareness of sources of information on LGBT-related fiction aimed at children and young people is discussed further in section 7.6.3. However, the figures in fact compared favourably with the equivalent figures from my MA research, in which only eight out of 41 respondents (19.5%) said they used specialist information sources and the remaining 33 (80.5%) did not (Chapman, 2007a).

Figure 38 and Figure 39 show the number of authorities which mention LGBT materials in general, and LGBT materials aimed at children and young people, in the stock specification for their supplier. *n* is smaller for these graphs, as the questions were limited to those authorities which use supplier selection. As regards LGBT materials in general (Figure 38), there is an even split between those authorities which do mention them and those which do not, while one respondent said that they did not know.
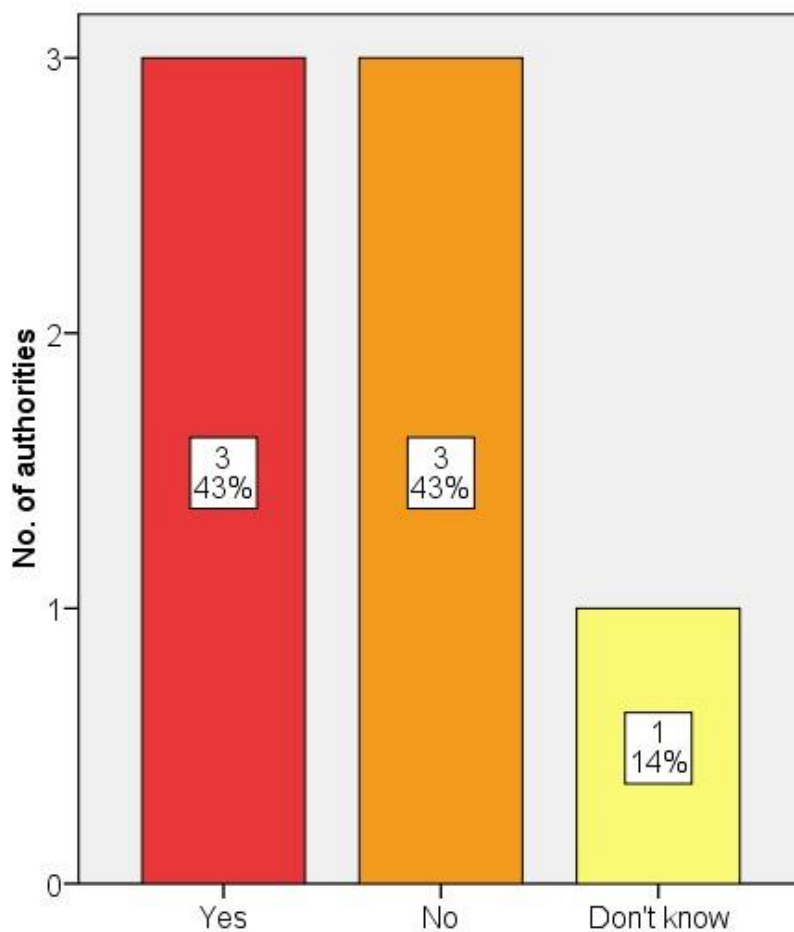
Figure 38: Are LGBT materials mentioned in your stock specifications for your supplier?
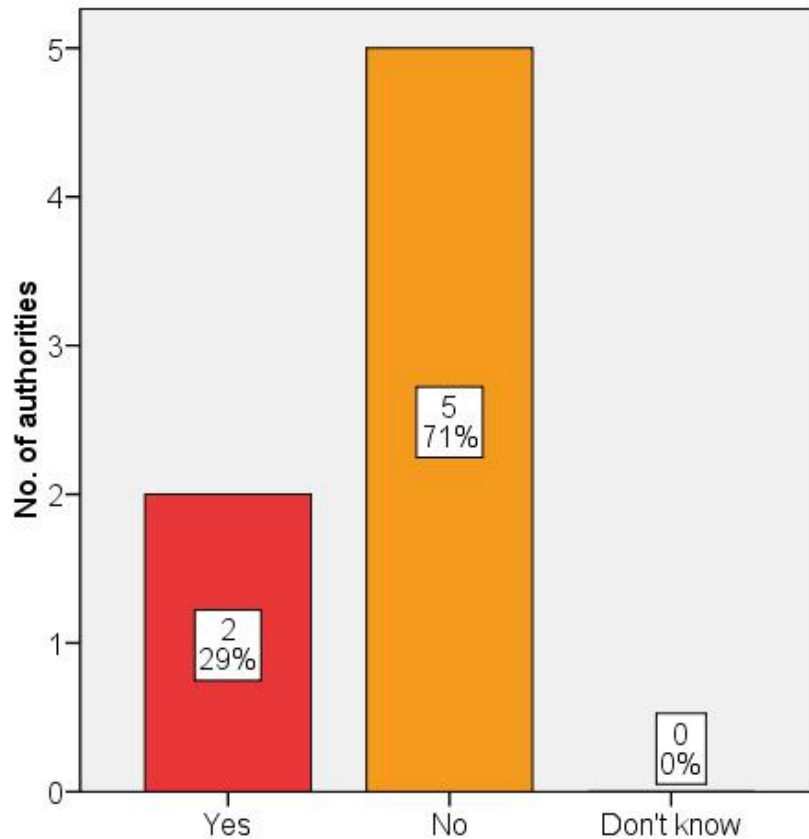
Figure 39: Are LGBT materials aimed at children and young people mentioned in your stock specifications for your supplier?

When it came to LGBT materials aimed at children and young people (Figure 39), the majority of authorities did not mention these materials in their supplier specifications. However, two of the seven authorities which used supplier selection did do this. They were then asked to give further details, although only one authority did so; the relevant part of the supplier specification read as follows:

> "Present positive images of BME, LGBT, travellers and looked after children… [Name of authority] is a diverse community, with a large LGBT community… We would like particularly wish [*sic*] to acquire more fiction written on or around the following subjects. We would therefore require any good quality children's fiction titles published in these areas:
> - Travellers
> - LGBT
> - Looked after Children" (BUP1)

It is perhaps unsurprising that this authority is the one which was purposively selected due to its reputation for good provision in this area. It is apparent that the authority is making an effort to serve its LGBT community (including through the provision of materials for children and young people) and is also aware of other inclusion issues.

The authority also mentions the size of the LGBT community as support for its request for more materials in this area. This shows that the authority is tailoring its stock to the demographics of its user population, but it also leaves room for the assumption that an authority with a smaller or less visible LGBT population might have less need for this material. This is a questionable assumption, and is discussed further in section 6.1.3.

Although interviewees were not specifically asked whether they mentioned LGBT-related fiction for children and young people in their stock specification, a small number of individuals volunteered the fact that it was not included:

> "I don't think that we specify on our supplier selection profiles that we want books with LGBT content." (Pilot 3)

> "But that could be something that we need to revisit our, um, supplier selection criteria, and al – and make provision for, um [...] When we, um, give the supplier, um, a specification, it will, it will say demographically what the community is, you know, age-wise and ethnicity-wise, but I don't think we make provision for gender or, um…" (TL3)

Interviewee BL1 provided a copy of the specification, and as in TL, it did indeed give demographic information on age and ethnicity, but not on LGBT populations.

The 13 participating authorities were also asked whether they had a stock policy. As shown in Figure 40, the large majority of authorities did have a stock policy, although it is nonetheless slightly concerning that two authorities did not, given that this is a basic recommendation in collection development guidance (e.g. Hoffmann & Wood, 2005).
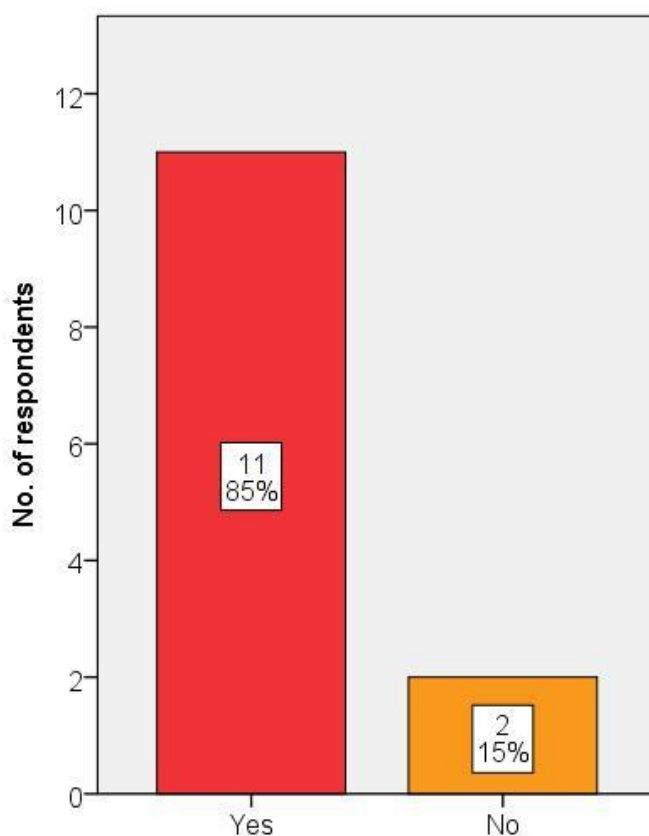
Figure 40: Do you have a stock policy?

The 11 authorities that did have a stock policy were then asked whether LGBT materials in general, and LGBT materials aimed at children and young people in particular, were mentioned in their stock policy. They were asked to provide further details in the event that their stock policy did cover these materials.

The responses to these questions were difficult to represent in graph form, as in several cases the further details provided were in contradiction with the check box ticked. When asked if LGBT materials were mentioned in their stock

policy, two of the authorities selected 'don't know'[32], two selected 'no' and one did not select a check box option at all, while six out of the 11 authorities (54.5%) claimed that LGBT materials were mentioned. However, in fact only two of these six – plus the authority which had not selected any of the check box options – actually mentioned LGBT issues:

> "The stock is selected with the aims of:
> - Meeting the needs of specific client groups e.g. ethnic minorities, children with special needs, LGBT families.
> - Reflecting the positive values of a multi-cultural and diverse society." (BUP1)

> "Similarly stock may be needed to reflect council and departmental policies – currently, for example, the council is promoting equality of opportunity, positive attitudes towards minority groups and eliminating discrimination by focussing on individuals and groups around topics such as race, disability, gender, age, religion/belief, sexual orientation and caring responsibilities." (BM1)

> "…stock should:
> Meet the needs of all members of the community embracing age, gender, race, class disability, ethnic identity, language, culture, religion and sexuality." (TC1)

It is notable that even among these inclusive policies, none make specific reference to trans people or gender identity (as opposed to gender in the broader sense). BUP includes the full acronym ('LGBT'); however, Waite (2013) has noted that the term 'LGBT' often conceals a total lack of attention to trans provision.

Of the remaining four authorities which claimed to mention LGBT materials in their stock policy, one did not provide any further details, while the other three had general policies on diversity:

> "Not [mentioned] specifically, but under section on promoting positive images" (MM1)

> "As part of a general policy which aims to provide material for all groups in the community." (TU1)

The question on whether LGBT materials aimed at children and young people were mentioned in the stock policy showed a similarly mixed picture, with the

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[32] In one case this was because the stock policy was being revised.

same two authorities selecting 'don't know', four authorities selecting 'no' and two authorities not selecting a check box option at all. Three authorities claimed that their stock policy did mention LGBT materials aimed at children and young people: one of these gave no further details, while another (MM) did not mention them specifically and only one actually made mention of LGBT families (BUP, see above).

It would thus appear from the responses to these two questions that the number of authorities with stock policies which mention LGBT materials (whether aimed at young people or not) is relatively small. It is difficult to determine why the respondents would claim that their policies mentioned LGBT materials when in fact they do not. One possible interpretation is that the respondents genuinely interpret phrases such as "all groups" and "the borough's diverse communities" in the broadest possible way, and act accordingly in their professional roles. Another possible explanation is that the respondents wished to show their respective authorities in the best possible light. It is also possible that the questionnaire was unclear, or that respondents interpreted these questions in different ways (a copy of the questionnaire is provided in Appendix H). This issue highlights the unreliability of purely quantitative measures on a subject such as this, and the resultant need for a mixed methods approach.

The stock team manager from BL noted that the stock policy was being revised at the time of the questionnaire, hence the 'Don't know' response to the questions on whether LGBT materials were included. At the time of the interview, the interviewee from BL provided a copy of the new stock policy, which had a revision date of May 2013. As with the supplier specification, other aspects of social inclusion were mentioned (namely age; disability; ethnic origin; gender; responsibility for dependents; and unemployment) but sexuality and gender identity were omitted. It is slightly disappointing that completion of the questionnaire had not drawn attention to the need to include them.

Only one interviewee made a comment relating to this subject, and that was Pilot 1, who observed that LGBT materials were not included in either the stock

policy or the supplier specification, resulting in a lack of mainstreaming of provision.

5.1.1 Section summary and relation to previous literature

The data presented in this section showed that the majority of the participating library services did not use specialist sources to purchase LGBT-related fiction aimed at children and young people. Although the majority of the authorities were permitted to purchase elsewhere in the event that the primary supplier did not have a good enough range, and/or retained a portion of the stock budget to spend outside the supplier contract, these options were not generally made use of to purchase LGBT-related fiction aimed at children and young people. There was some use of specialist information sources to find out about these materials, but respondents who used them were still in a minority.

Although some of the authorities that used supplier selection mentioned LGBT-related materials in their stock specification, LGBT-related materials aimed at children and young people were generally not mentioned. The data on inclusion of LGBT materials in stock policies were unclear; however, it would appear that the majority of participating authorities did not mention LGBT-related materials for children and young people. Van Riel et al. (2008) note that a good specification is essential to successful use of supplier selection, while the *Open to All?* report on public libraries and social exclusion recommends that supplier specifications should explicitly mention 'non-mainstream' titles to meet the needs of excluded groups (Muddiman et al., 2000). Including LGBT materials in stock policies would reduce the likelihood that stock team members would inadvertently overlook the need to provide such materials, and would make clear to any staff members with less-than-positive views about LGBT issues that provision of such materials is part of their professional duty.

The results reported here are in line with the findings of previous research on various aspects of LGBT library provision, which has indicated a reliance on mainstream suppliers, with a potentially negative impact on LGBT collections (Brett, 1992; Curry, 1997; Glover, 1987; Goldthorp, 2006; Migneault, 2003). Moreover, the findings are broadly comparable with those from my MA dissertation (Chapman, 2007a), which showed a similar failure to use specialist

bookshops or specialist information sources, or to mention LGBT-related materials aimed at children and young people in stock procurement documentation. The present research looks at these aspects in more detail, and goes on (in section 7.4) to investigate potential correlations between particular procurement practices and levels of provision of LGBT-related fiction aimed at children and young people.

5.2   Location and findability

The following sub-sections report findings on the location decisions for LGBT-related picture books and YA novels within the participating library authority, focusing on the issue of separation vs. integration. This is a key debate regarding the location of LGBT fiction (Chapman, 2007a, 2007b), although there are also other potential solutions such as shelving LGBT-related picture books with other books about families (Chapman, 2007a). The issue is complex and library authorities may opt for different permutations of the available options depending on the age range of the books (adult, YA, picture books) or the perceived quality of the story: participants in my MA dissertation research felt that issue-driven picture books should be shelved in a parenting section, while those with a strong storyline could be located with the general picture books (Chapman, 2007a). Because of this complexity, participants were not asked about location decisions in the questionnaires, although some volunteered comments on the subject. The interviews allowed for investigation of the subject in more depth, although the downside is that data could not be gathered on all 13 authorities, which is potentially a minor limitation of the research.

The sub-sections below focus on picture books and Young Adult novels, as limited numbers of early readers and books for junior school children are available for libraries to purchase (cf. section 4.1).

5.2.1 Young Adult novels

The large majority of interviewees (from BUP, TC, TL and the five pilot interviewees) said that LGBT-related Young Adult novels were integrated with

the rest of the YA stock in the authorities where they worked or had previously worked.

> "Ooh, no, I don't think we'd have a separate section, we're not into separate sections. So, for example, Barrington Stokes, for dyslexic children, are all interfiled." (TC7)

Only one interviewee, Pilot 4, said that their authority had separate LGBT YA sections in two large libraries within the county:

> "Pilot 4: They do have, erm, permanent collections, which are labelled as such [...] in the teen areas [...] in [name of central library] it is... at the end of the fiction, on its own shelf, erm, and I presume the same with [name of large branch library], although I haven't seen it there."

The large majority of the interviewees said that they personally agreed with the decision to integrate LGBT young adult fiction with the rest of the YA stock. The most commonly-cited reason for this, mentioned by seven of the interviewees, was that young people might feel uncomfortable or stigmatised looking at a separate LGBT section:

> "And you are self-conscious at that age, and you don't really want to be stood in front of a lesbian and gay section if you're not that confident." (BUP5)

> "It could be embarrassing for the young people, if they... for example, a teenage lass, coming in and is seen looking at all the LGBT material, it would single her out even more." (Pilot 5)

BUP had consulted with an LGBT youth group, who felt that they did not want a separate section for this reason:

> "Local group [name of group] thought that a separate section for young people could be offputting for those who are still exploring their sexuality." (Email from BUP3)

Two interviewees also mentioned the potential for serendipity if LGBT YA novels were interfiled – both for young people questioning their sexuality or gender identity, who might unexpectedly find something they could relate to, and for non-LGBT young people who might enjoy and/or benefit from an LGBT-related book that they would not have picked up if it had been labelled.

> "When you're at that – sort of between 12 and... well, whatever age really, but that teenage age, you kind of... you, you might not be aware that there are, there are such things as having same-sex relationships,

228

or… um, so you might just come across something that you recognise […]
I think integrating it make – just makes it, you might come across
something, like I might've been able to when I was 15 or whatever."
(BUP5)

"I think partly it's good because it means that young people who haven't
necessarily got any LGBT interest might stumble across a book, like, erm,
the new, I thought this one looked fantastic, erm, What's Up With Jody
Barton […] from the cover design it looks like a kind of like typical teenage
chick-litty book but actually deals with, um, LGBT issues in a very
unexpected way, so it's nice in that young people can get exposed to
something that they weren't interested in and can, and actually can start
to think about it." (Pilot 3)

Similarly, two participants specifically commented that they felt LGBT-related
books should be for everyone, and therefore they supported the idea of
integration:

"[W]e didn't want to restrict the readership for these books but hope that
having them as part of the mainstream stock 'normalises' diversity of
family set-ups and relationships." (Email from BUP3)

Two participants made reference to a perceived increase in sexual fluidity
among young people today, which made it problematic to label a separate
section as 'LGBT':

Me: But for the children's and young adult you feel that integration is the,
the right decision?
BUP5: I do really. Because I think… especially in this era, that we're in, it's
like… things about sexuality are becoming much more… kind of, fluid, and,
and it's not so much like… there's a lot of questioning about things, and –
especially in [BUP]."

"There were a couple of LGBT teens in the groups that I ran, and there
were others that weren't totally sure of their sexuality, they were still
figuring it out for themselves, but I don't think any of them would have
wanted to pick up a book that sort of explicitly marked them as one or the
other. I know a lot of kids do like the ambiguity these days, I mean
nothing's set in stone and it's, it's a lot more fluid, more choices." (Pilot 2)

Some researchers have indeed found that some young people are rejecting
fixed identity labels and opting for more fluid identities (Cohler & Hammack,
2007; Savin-Williams, 2005); however, other researchers contest these findings
(Coleman-Fountain, 2014; Russell et al., 2009). The complex issue of identity
labels has been discussed in section 1.2.3.

Pilot 4, who worked in an authority which had separate LGBT collections for young adults, felt that there were some advantages to this approach in terms of findability, for both library users and library staff members:

> "I can understand why it's done, because that way it makes it, er… more obvious, but there are pros and cons to it, I think. […] Also… it's easier for staff to pick up who might not know the stock as well." (Pilot 4)

This interviewee also admitted:

> "I think… it's been like that for so long that we just haven't thought about doing it any differently." (Pilot 4)

The phenomenon of doing things in a particular way within an authority, without any apparent awareness that things could or should be done differently, or were done differently in other authorities, was one which recurred in other contexts throughout the data. It is discussed further within section 7.6.3.

Some other interviewees, while favouring integration overall, acknowledged that the issue was somewhat tricky, again largely for reasons of findability:

> "But for library staff, having things marked makes it easy to keep them together." (Pilot 2)

> "That of course means that it might be serendipity whether or not they actually do come across the books that they want." (Pilot 3)

Pilot 1 mentioned spine labelling as a potential way of addressing the problem, to identify the titles without ghettoizing them. The local (adult) LGBT community had concurred that spine labelling was far preferable to a separate section:

> "Pilot 1: Um, however, there, I think there is a problem with identifying it, because like we've just said, sometimes seeking it out and knowing what you're looking for is not necessarily easy, um… so, um, I think in [name of authority] we did have a rainbow sticker on the side of the book, erm, and that was with, interspersed within the general fiction, and that was far more wanted by the LGBT community.
> Me: Mm-hm. And that's what you'd suggest for young people's books as well?
> Pilot 1: I think so, yes. Yes… Yeah, cos even more wi – particularly with young adults, it could be, it could be harder to, um, to, you know, be seen at that section…"

This interviewee went on to suggest that even a sticker could potentially be stigmatising, and there was thus a role for librarians in using reader development methods to promote the stock:

> "I think we probably have a role to play, erm, because a – a sticker of any sort will be identified by horrible teenagers, as, as they are wont to do, so that again, that in itself still might be a barrier […] so, we could have a role to play to guide people to the right, oh not the right books, but books that they may enjoy…" (Pilot 1)

Pilot interviewee 3 concurred with this:

> "I mean, it might not be a bad idea to have kind of – what we're, um, my library authority at the moment are doing, are going to put themed booklists, possibly, up on their website, and I suggested that we could possibly have an LGTB – LGBT teen themed booklist up there, so that could be accessed independently from home and browsed, you know, within your own privacy, and then young people could know what books to seek out but without having to be seen to be choosing the gay book." (Pilot 3)

Pilot 5 noted that there is a difference between having a permanent separate LGBT section for young adults, and having periodic displays to raise awareness and send a positive message about inclusion. Promotion is discussed further in section 5.4.

5.2.2 Picture books

Interviewees were also asked where they would locate LGBT-related picture books within their libraries. It should be noted that some of the authorities (notably BL and TL) had very few picture books with significant LGBT content at the time when the research was carried out (cf. sections 4.2.1 and 4.3.1), and it is not known how many titles were held by the authorities in which pilot interviewees worked or had previously worked. In the light of this, it is unsurprising that some responses showed a level of uncertainty as to where LGBT-related picture books were shelved (or would hypothetically be shelved) and seemed to be based more on the authority's general (non-LGBT-specific) stance on separate sections, or on the participant's personal opinion.

Interviewees from BL and TL, and two of the pilot interviewees, said that LGBT-related picture books would be interfiled with the rest of the picture books, at least in theory:

> "Me: And what about the picture books?
> BL1: Erm, they generally all go in together as well."

> "Erm… I would *think* they're interfiled. I think the very few that we have, erm, I don't think they have been separated with the parents' collection…"
> (TL4)

Some participants emphasised that LGBT-related picture books should be treated like any other picture book, and that LGBT parents (or anybody else looking for an LGBT-related picture book) should not have to go to a separate section:

> "My feelings are that people should, regardless of whether, what their family situation is, be able to borrow books, those books as well, and not feel they have to go to a specific area, so just as you would browse books in the picture books and pick up a, you know, and choose whether or not you want to take […] you know, the Momma, Mama ones, or not, as you would with, you know, the Gruffalo." (TC10)

> "It shouldn't necessarily be treated as a… an anxious situation [laughs], you know, dealing with a problem, therefore it's on the shelf that only parents can select from, I think… hopefully, if the stock is increased, and we felt happy that we had a number of books that reflected just different shades of family life, then it should just be there as different you know, shades of what's there anyway, rather than being separated as an issue."
> (TL4)

One interviewee felt that the whole concept of an 'issues' shelf was potentially problematic:

> "I often think it's rather a… unfortunate catch-all shelf, because it catches all areas, some of them are… some seem more judgemental than others, whereas one is a perfectly natural feature of human sexuality, another is going to the dentist, and you know, it kind of, kind of seems you're labelling everything *together*, where clearly you're *not*, but there's a very, it's a very difficult area to sub-divide in terms of stock." (TL5)

In contrast, other interviewees seemed to view LGBT picture books as 'issue' books[33], making comments that implied an unthinking conflation of inclusion-related issues such as sexuality and disability with problems such as bereavement or bullying:

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[33] This may be part be related to the trend for early LGBT picture books to be very didactic and issue-based (cf. section 2.6.2).

> "[Books with LGBT content] are included in a booklist entitled [title of booklist] which covers a variety of issues like disability, family break up, drug abuse, death etc." (BU1)

> "We have a section for families which deals with LGBT as well as divorce, bereavement etc." (MC3)

One of the pilot interviewees repeatedly expressed concerns about LGBT-related picture books being included in the general picture books, and the potential for complaint. They were not aware of any LGBT picture books stocked in their authority, and thought that any that did exist might be located in the section for books which deal with "sensitive subjects".

> "I mean cos it's in a children's library I think the reason it's done like that is so that children don't mistakenly come across it and then start asking questions. […] Erm, and I think you've got to be very careful about, er… where you'd put them in a children's library, because, I mean… the whole point of a children's library is that it's accessible for all ages, and I wouldn't want to be flicking through picture books, a picture book box, and find one. I can imagine it would shock quite a few people." (Pilot 4)

A similar comment was made by a questionnaire respondent from TC, who felt that parents should be given the choice as to whether to expose their children to LGBT picture books:

> "I would prefer the parents to have the choice of selecting or not selecting LGBT picture books and therefore rather than open shelves for children I would display the books in parenting section." (TC2)

BUP5 challenged such fears quite forcibly, describing them as "archaic":

> "Like, 'Ooh no, what if a child picks up,' and you know, all those sort of archaic kind of thoughts about… 'Oh, there's gonna be questions raised, and they might get confused,' and… I'm just like, 'Oh, well that's up to the parents really, to be… you know, addressing those issues.'" (BUP5)

As with the Young Adult novels, several participants had concerns about findability for both library users and staff, although this did not necessarily dictate their stance on where to locate the books:

> "You can find the books easily, if they're in a smaller collection." (TC6)

> "The way that I would sort of […] like it, is to have sort of like it represented in both, really, because I think it's important […] – it's useful from a staff point of view and from… specific enquiries, if people come in

233

and say they want a book… erm, and it, and it's in the Caring for Children's." (TC10)

Again as with the Young Adult books, two interviewees mentioned that there was a role for librarians in providing finding aids (discussed further in section 5.4.2):

> "The more I think about it the more I feel we have a role in saying, actually, they are interfiled, but if you're looking for this subject matter, then these are the books to go to." (Pilot 1)

> "I think I'm inclined to say that it should be… just there amongst the main part, although if you are then asked about, it's, it's harder for staff to pinpoint, if they want to, which is where maybe the booklist comes in, cos if, if it were, stock that we had was largely based upon a separate list then at least staff could refer… to know where to start looking." (TL4)

Interviewees from BUP and TC (which had somewhat larger numbers of LGBT-related picture books at the time of carrying out the interviews – cf. sections 4.2.1 and 4.3.1) had actively considered where to locate LGBT picture books, and had come up with more complex and nuanced solutions. These will be addressed in turn.

BUP was unusual in that it had a relatively large and well-used adult LGBT section, and consideration had therefore been given to whether LGBT-related picture books should also be located in this section. This was partly due to a feeling that placing this material in the LGBT section would "highlight that it's here" (BUP4), but also due to strong opposition to having it in the children's section from a relatively senior member of staff on the children's team (mentioned by both BUP4 and BUP5, and discussed further in section 6.3). However, the decision was finally made to locate it in the children's section:

> "After a big discussion, it was like, 'Well actually they're picture books aimed at children, so therefore we'll put them in the picture book section.'" (BUP4)

Interviewee BUP5 subsequently clarified that in fact some picture books are stocked in the parenting section (which is located within the children's library). Multiple copies of some titles are held, and divided between the parenting section and general picture books.

TC had purchased a small collection of LGBT-related picture books around the time that the questionnaire was carried out (cf. section 5.1) and subsequently purchased more titles following the interviews (see section 8.2.2). As in BUP, some of the titles were located in the parenting collection[34] while others were in general picture books; however, in this case the decision was made based on the content of the book and quality of the story.

> "Some of the stories on the list, including those above, have been added into picture book stock, but others, which tend to cover issues like being bullied as a result of living with gay parents or questions like 'Where did I come from?' can be found in 'Caring for Children' collections." (Email from TC8)

> "And I think the other thing with the picture books and… which also reflects… the way we buy, that there are books like the, the little boar – the Tricycle Press little board books, which are – And Tango Makes Three – I just want those to be really widely available in the general picture book collections, there are other books, erm, er, like Spacegirl Pukes, which… is… I feel quite purposive, the story we wouldn't, we wouldn't normally choose that story apart from the fact that you've got the two mums in it, so something like that, um, has actually gone into our Caring for Children collection so that it can be easily identified, but… I'd find it quite hard to justify it being in the general picture books because it doesn't meet our usual… standards for a picture book. Erm… so yeah, there's, there's, different, different… although they're both picture book format, there are different things that we're trying to do with them." (TC1)

Pilot interviewee 3 made similar comments, noting that some LGBT-related picture books were good stories in their own right and should be interfiled, whereas those bought specifically for the LGBT interest could be located in the parenting section instead or as well.

5.2.3 Section summary and relation to previous literature

There was a strong consensus in favour of integrating LGBT-related YA fiction with the rest of the YA stock; this was primarily for reasons of privacy, although two participants also mentioned the benefits of serendipitous discovery (see Ross, 1999, for a more general discussion of serendipity in the context of

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[34] In this authority, the parenting collection was referred to as the 'Caring for Children' collection. This title is more inclusive as it does not presuppose a parental relationship (as opposed to a foster carer or another family member). However, the term 'parenting collection' has been used throughout this thesis as it is both concise and readily understood.

reading for pleasure). The challenge of findability was acknowledged, and it was suggested that librarians had a role to play in creating finding aids.

My previous dissertation research with both librarians and (adult) LGBT people found a similarly strong consensus in favourite integrating YA materials (Chapman, 2007a). However, more recent research with young LGBT adults showed differences of opinion as regards the benefits and drawbacks of a separate section (Walker, 2013; Walker & Bates, 2015).

Interviewees also tended towards favouring integration of picture books, providing something of a contrast with my previous research in which no clear consensus emerged (Chapman, 2007a). However, LGBT participants in the previous study showed resistance to the idea that all LGBT-related picture books should be placed on an 'issues' shelf, "where people don't look unless they have an issue" (Chapman, 2007a, p. 96). Meanwhile, recent research by Naidoo (2013) in the US also found that most participating libraries interfiled LGBTQ children's books with other children's books, although many of them used a spine label such as a rainbow flag or pink triangle to facilitate findability.

Two of the participating library authorities (BUP and TC) placed LGBT-related fiction titles in both the general picture books and the parenting section. In the case of TC, this was dependent upon the quality or nature of the book, with more didactic or problem-focused books placed in the 'Caring for Children' section. This solution was suggested by library staff members in the MA dissertation research, and was incorporated into the research recommendations (Chapman, 2007a).

A small number of research participants seemed to conflate LGBT-related picture books with 'problem' books. This also emerged in Naidoo's (2013) research, in which one library labelled LGBTQ picture books with a 'Broken Homes' label, while another placed LGBTQ parenting titles "with parenting books on illnesses such as Tourette's, Asperger's, etc." (p. 36).

One participant expressed anxieties about LGBT-related picture books being located in the general picture book section, echoing similar comments made in my MA study (Chapman, 2007a). Concerns about the provision of LGBT-related

materials to younger children are discussed further in section 6.2.1, and the fear of complaint in section 6.2.6.

5.3 Age restrictions on LGBT-related fiction for children and young people

The following sub-section presents contextual data on the participating authorities' policies on age restrictions and parental permission requirements, gathered through the 'Stock team manager' questionnaire. This is followed by a discussion of participants' attitudes to such policies in the context of LGBT-related fiction, collected through the 'Stock team members' questionnaire and the interviews.

5.3.1 Library authority policies on age restrictions and parental permission requirements

Figure 41, on the following page, shows responses to the question 'Does your authority place any age restrictions on borrowing books?' All the types of books identified in the response options carried age restrictions in a large minority of authorities: 5/13 authorities (38.5%) in the case of Young Adult books and books with sexual content, and 6/13 authorities (46.2%) in the case of books from the adult library and graphic novels/comic books. None of the authorities said that they imposed age restrictions on LGBT materials specifically. Analysis on a case basis showed that authorities tended either not to impose any age restrictions at all (6 authorities, or 46.2%) or impose age restrictions on all the above materials. This seems logical, since (for example) books with sexual content or particularly explicit graphic novels might well be located in the adult library, as one respondent pointed out. However, the number of authorities which impose age restrictions is itself somewhat surprising in view of national and international guidance on the subject (CILIP, 2005; IFLA, 1999). The two participants who justified their authority's position in comments (BL1, TM1) spoke of the need to safeguard children from inappropriate materials (which is indeed mentioned in the intellectual freedom section of the UN Convention of the Rights of the Child (OHCHR, 1989)) and of a perceived responsibility
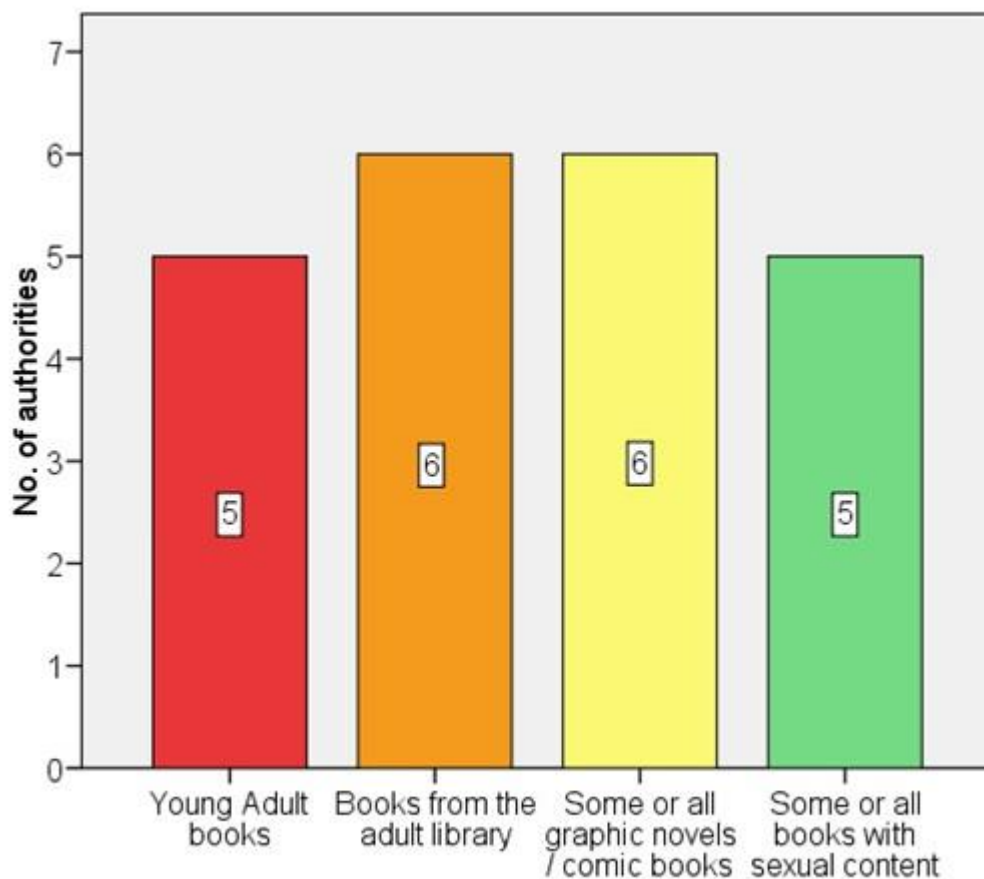
Figure 41: Types of books that carry age restrictions

towards parents/carers – perhaps indicating a concern about potential complaints from this quarter (cf. section 6.2.6). One participant also mentioned a need to abide by Council policy (TM1). Of the authorities with no age restrictions, only one participant justified their position in comments, stating that it encouraged parental responsibility (MC1). This is discussed further, with specific reference to LGBT-related materials, in the following sub-section (5.3.2).

Three participants (BL1, TL1, MM1) mentioned a cut-off age for accessing YA and adult collections, which was 14 in all cases. One of these authorities (BL) distinguished between 'teen' books (for ages 11-14) which were kept in the children's library, and 'Young Adult' books (for ages 14+) which were kept in the adult library.

Finally, three participants (BM1, MM1, TL1) mentioned that age restrictions could be overridden if parental permission were given, showing that age restrictions and parental permission are often used together to manage access. Figure 42, below, shows responses to the question 'Does your authority require parental permission for borrowing any books?' None of the authorities said that they imposed parental permission requirements on LGBT materials specifically.
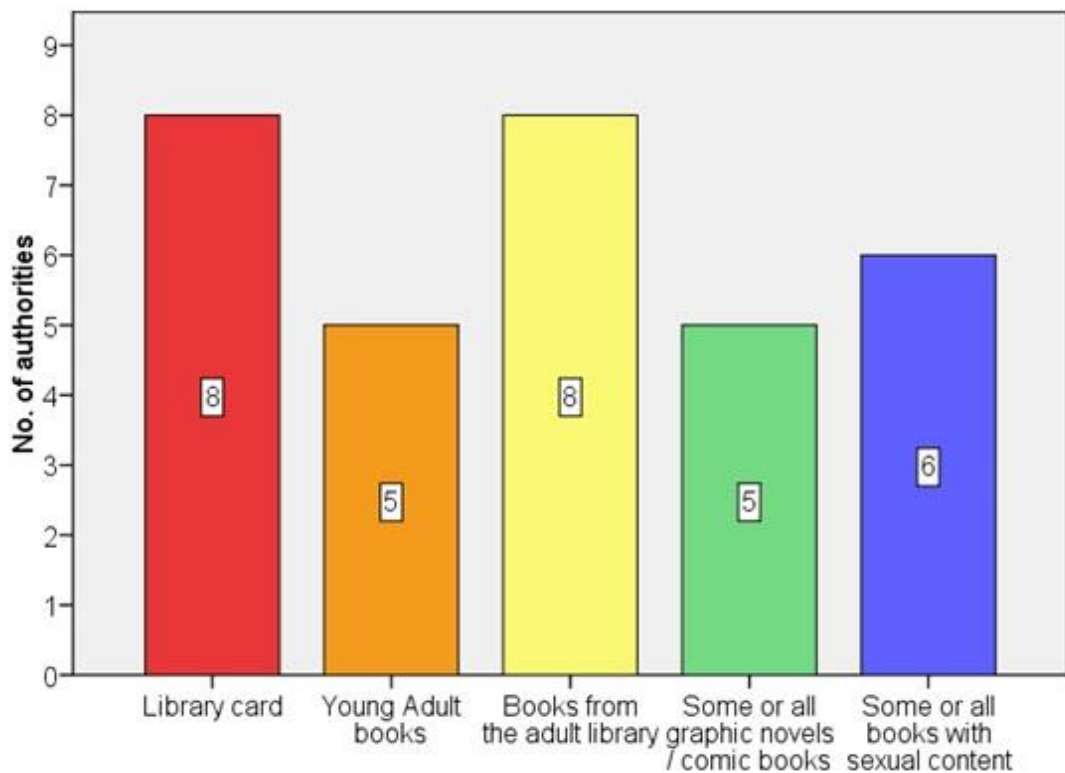
Figure 42: Types of books/services for which parental permission is required

The majority of respondent authorities (8/13, or 61.5%) required parental permission to get a library card in the first place. While this is not ideal as it may prevent some children from accessing library materials, it is commensurate with what I would have expected based on my professional experience. One authority provided a detailed explanation of why parental permission was required:

> "Parental permission is required for the child to register for a library card because the child is entering into a contract with the library service and as a minor, is not able to do so on their own. Also the card entitles the child to have access to the internet which should be supervised by parents, and chargeable items. With regard to the content of books, there have been occasions where a child has taken home books which parents have disapproved of later - parents have been upset that the child was not challenged at point of issue, so the parental permission is a safeguard for library staff as much as anyone else. Some exceptions are made for books from the adult library if they clearly tie in with homework e.g an adult book on the Tudors or famous artists." (BL1)

This approach privileges 'safe' books over more challenging material, and homework over reading for pleasure. It mirrors a comment made by a respondent to O'Leary's research (2005, p. 50), that a minor would be permitted to borrow adult material only if it were to be used for school.

Three participants (BU1, BC2, TC1) mentioned a cut-off age in this context, which was 16 in all cases. This appears to be because parents/carers are required to act as guarantor until this age. Again, this is in line with what I would have expected. One participant explained that when the parent gives permission for the child to join the library and agrees to act as the guarantor, they are "required to monitor the books that their children borrow" (MU1); thus, in a sense, parental permission is required for any book. Finally, one authority additionally noted that parental permission was sometimes sought for crime or horror books.

5.3.2 Staff attitudes towards age restrictions and parental permission requirements

Respondents to the 'Stock team members' questionnaire were asked open-ended questions regarding their opinions on age restrictions or parental permission requirements for books with LGBT content. In this section they were asked for their personal opinions, although some made reference to their authority's policy in their responses. They were asked to give details of any circumstances in which they felt age restrictions or parental permission might be necessary. For clarity, they were then asked closed-ended questions (with answer options yes, no and not sure) on whether they thought books with LGBT content were more likely to require age restrictions or parental permission

than books without LGBT content, with a text box for any further comments. Findings are reported below, and the full questionnaire is provided in Appendix I.

The majority of questionnaire responses were clear and unambiguous and did not raise any particular issues which required further investigation in the interviews. Therefore, the majority of interviewees were not asked any further questions regarding age restrictions or parental permission. There was, however, one exception to this: the interviewee from BL had said in the questionnaire that they were 'not sure' whether books with LGBT content would be more likely to require age restrictions or parental permission than books without LGBT content. They were therefore asked to expand on this in the interview, and their response is discussed below with the qualitative data from the questionnaire.

Figure 43, on the following page, shows stock team members' responses to the question, 'In your personal opinion, are books with LGBT content more likely to require age restrictions than books without LGBT content?' Of 27 respondents who answered this question, the large majority (23, 85.2%) felt that books with LGBT content were no more likely to require age restrictions than books without. The majority of the qualitative comments supported this, emphasising that there should be no discrimination:

> "I do not see a need to place age restrictions on books with LGBT content. In fact I would strongly disagree with this. I feel this stock should be regarded as the same as all other collections. We have LGBT stock in our Young People's Area which is aimed at 13-19 year olds and judge the LGBT stock suitably for this area along the same criteria as we would any other fiction or non-fiction title. I think it is very important to give young people access to stock focussing on LGBTQ issues." (BUP2)

> "I don't feel that in our diverse society these should be treated as something out of the ordinary. If a child is not allowed access to something purely because it contains reference to LGBT then it seems to promote LGBT as abnormal." (MC1)
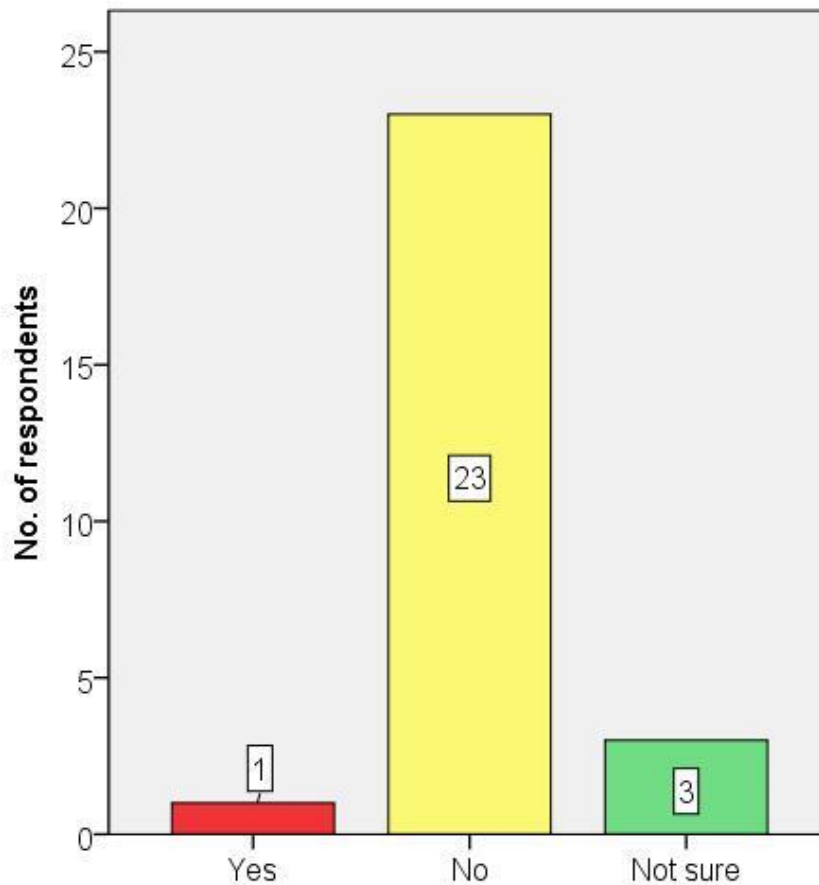
Figure 43: In your personal opinion, are books with LGBT content more likely to require age restrictions than books without LGBT content?

Some questionnaire respondents made comments which, while asserting a non-discriminatory position at the surface level, nonetheless betrayed certain assumptions about books with LGBT content. A number of respondents made comments which suggested that they were equating LGBT content with sexual content:

"Books with LGBT content should be treated the same as any other book that deals with sexual activity and personal relationships. If a book is explicit and/or is obviously written for an older & more mature readership, it may be appropriate to restrict lending to young people above a certain age." (BC1)

"It is a policy [that] any books that have sexual connotations in them have to be restricted to teen+ irrespective of the orientation." (MC3)

However, it should be noted that respondents were specifically asked about LGBT sexual activity in an earlier question (see the full questionnaire in Appendix I). They may therefore have had this issue at the forefront of their minds and felt the need to consider it in their responses to the questions on age restrictions.

The quotation from MC3, above, is also notable in that it contradicts the information provided by the stock team manager (MC1) in response to the question, 'Does your library authority place any age restrictions on borrowing books?' The stock team manager stated that there were no age restrictions on any category of books (cf. section 5.3.1). It is possible that the stock team member's response simply reflects a confusion over terminology, and is intended to imply that books with sexual connotations would be automatically located in the teen+ section. Although it is arguably easy to confuse the related concepts of 'age restrictions' and 'location by age' (i.e. placing books in age-appropriate areas of the library)[35] they are actually quite different ways of managing stock: the former contravenes intellectual freedom rights and national and international guidelines, whereas the latter simply guides readers towards appropriate choices. Moreover, a definition of 'age restriction' as 'prohibiting children or young people under a certain age from borrowing certain books or types of book (e.g. books from the adult library, graphic novels, etc.)' was provided at the top of the page (cf. Appendix I).

One respondent, while again emphasising that LGBT content should not be singled out for age restrictions, seemed to classify it along with several other 'issues', many of which carry extremely negative connotations:

> "I feel that a variety of subjects require age restrictions e.g. violence, sex, hate, extreme opinions on fanaticism etc." (TC2).

This implicit comparison of LGBT with violence, hate and fanaticism is troubling. A similar conflation of quite disparate 'issues' occurred in comments relating to

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[35] This confusion may suggest that a questionnaire was an inappropriate method of gathering data relating to age restrictions, as there are a number of related concepts which could cause confusion (age restrictions; location by age; age banding; spine labelling; etc.). However, the majority of respondents gave clear and unambiguous answers to this question, so overall it was felt to have been a useful way of collecting data on this subject.

the location of LGBT picture books in a separate section, and has been discussed in section 5.2.2.

While the majority of respondents stated that there should be no distinction between books with and without LGBT content in terms of age restrictions, Figure 43, above, shows that a small number of people felt that books with LGBT content would be more likely to require age restrictions (1 respondent) or were not sure (3 respondents). The single respondent who answered 'yes' provided the following explanation in the text box:

> "By age restrictions I mean spine labelling that indicates a likely reading age e.g. teen or 15+. This is more likely to be required where physical relationships are examined in the book's content as this requires a degree of maturity and knowledge of the world." (TU2)

Once again, this response conflates LGBT content and sexual content, as discussed above – with the added problem in this case that the assumption of sexual content has led the respondent to make an explicit distinction between LGBT and non-LGBT content in their response to the closed-ended question. Moreover, as with the quotation from MC3, above, the respondent is blurring the line between two quite distinct stock management practices, one of which restricts borrowing rights, while the other simply provides a guide.

Finally, a number of respondents made comments which expressed their stance on age restrictions in general in their open-ended answers to these questions. Of those who stated an opinion, the larger number (12 respondents) expressed some degree of approval of age restrictions:

> "Ideally restrictions should not be placed on books but age-appropriate content must be adhered to." (BM2)

> "Explicit sex undoubtedly requires age restrictions." (MU2)

> "Sometimes within a Young Adult collection, the range of material covers a wide age spectrum. There can be a case for ensuring the book is appropriate for the young person which may involve placing borrowing restrictions, e.g. over 16." (TM2)

It is rather surprising that a quite substantial proportion of the respondents expressed sentiments in favour of age restrictions, given that national and international guidance on intellectual freedom states that borrowing should not

be restricted (CILIP, 2005; IFLA, 1999). In some cases this may reflect authority policy (respondents from BL, BM, BU, MM and TM) but in other cases, the respondents' personal opinions conflict with the policy as stated by the stock team manager (respondents from BC, MC, MU and TC). The responses reflect more general concerns which are also expressed elsewhere, such as age-appropriateness (discussed further in section 6.2.1); provision of materials with sexual content (6.2.2); and the possibility of complaint from parents (6.2.6).

Having said this, a smaller number of respondents volunteered comments which expressed discomfort with age restrictions:

> "I'm not really in favour of this; although I can see it may be a useful guide I have done stock selection with young people many times and they would often go for books that are not necessarily aimed at their age group." (MU3)

> "I don't personally feel that it is our place to restrict loans, whether LGBT-related fiction or anything else. The role of librarians is to select and provide a range of materials to meet the needs of our readers and to present these in such a way as to provide guidance to suitability, but not to prevent access. e.g. Graphic novels for Teenagers should be displayed separately from those with more adult content (e.g. sex, violence etc.), but without any restriction on what is borrowed." (TC1)

In contrast to some of the respondents cited previously, this respondent makes an explicit distinction between practices which would restrict access, and practices which help to guide readers to make appropriate choices.

One of the respondents who answered 'not sure' in response to the closed-ended question was subsequently interviewed. As they had not provided any comment in the text box to explain their answer, they were asked in the interview whether they could expand on their response. Their response focused more on parental permission than age restrictions per se, and is thus discussed below.
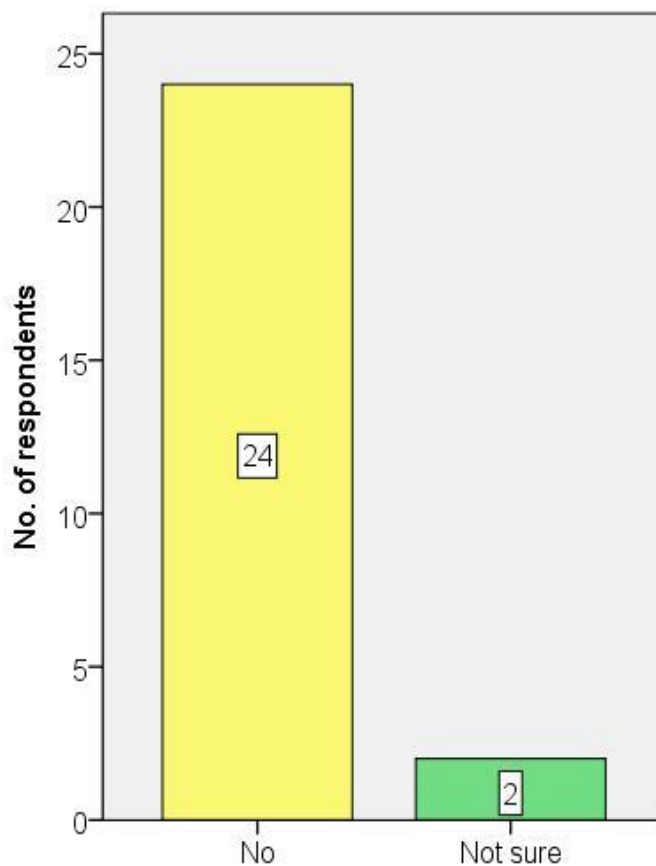
Figure 44: In your personal opinion, are books with LGBT content more likely to require parental permission than books without LGBT content?

Figure 44 shows stock team members' responses to the question, 'In your personal opinion, are books with LGBT content more likely to require parental permission than books without LGBT content?' Of 26 respondents who answered this question, the large majority (24, 92.3%) felt that books with LGBT content were no more likely to require permission than books without, and no respondents said that books with LGBT content *were* more likely to require parental permission, although two were unsure. Again, a substantial number of qualitative comments emphasised that there should be no discrimination, and books with LGBT content should be treated in the same way as any other book:

> "Again I think it is unhelpful & not necessary to treat LGBT differently to books dealing with 'alternative' families (single parents, divorced couples, step parents), or sexuality." (MC4)

> "I don't see why this should apply; there are no parental consent forms for books describing 'straight' relationships." (MU3)

Five respondents made comments which showed awareness of the fact that parental permission requirements could be particularly problematic where LGBT materials are concerned, as young people may need privacy from their parents:

> "[T]his could also be tricky if child is doubtful about their sexuality and has not told parent yet - they may need the space and privacy to read and judge how they feel before talking to their parents." (BU1)

> "Parental permission to borrow stock with LGBT content would be a barrier for many young people, especially those who are already struggling to share their feelings with their parents. It would also be a deterrent for the general reader and would stigmatise this area of stock." (TC1)

This problem is not limited to LGBT materials specifically, but could also apply to other valid and important information needs, such as materials relating to teenage pregnancy or drug use.

Eight respondents expressed concern regarding the concept of parental permission in general. All of these respondents favoured the concept of parental responsibility instead – i.e. parents have the right to oversee their children's reading if they wish, but it is their own responsibility to enforce this, not that of the library staff.

> "If a parent is not happy for their child to access such material it is their decision and their responsibility to monitor what their children are reading." (MC1)

> "I would encourage parents to take an interest in their children's reading matter, and this might include restrictions they impose themselves, but that I wouldn't expect staff to enforce this." (TC1)

Four of these respondents also commented that, if they felt a book was inappropriate for a young person of a particular age, they would flag this up to the child and/or parent at the counter:

> "We have a discussion with the child about whether the book is the best choice & whether their parents would be happy for them to take this book.

247

We are clear that it is their parents' responsibility not ours to supervise their child's reading materials." (MC4)

"Whilst I may suggest a book might not be appropriate (for any sexual or violent reasons) if selected from the adult section of the library, I would not bar a young person from borrowing it unless they seemed to be rather young (under 12yrs). In this situation, I would offer to keep the book aside until I had sought parental permission." (TC3)

Although the qualitative comments were, overall, less in favour of parental permission than age restrictions, there were a few responses which expressed support for the practice, either explicitly, or implicitly by making reference to the policies in force in the respondent's authority[36]:

"Q6: What are your opinions on requiring parental permission for borrowing books with LGBT content? Please write your answer in the box, giving details of any circumstances in which you feel that parental permission might be necessary.
MM1: We ask for parental permission for children younger than 14 to borrow books from the Young Adult and adult sections."

"Use of adult, adult teen stock generally we require parental permission for. Books would be graded, largely via publisher's age advice, into children's, adult teen or adult, below age 14 parental permission required for any but children's. I believe this policy to be broadly OK." (TL1)

While the majority of respondents stated that there should be no distinction between books with and without LGBT content in terms of age restrictions, Figure 44 above shows that two respondents were unsure. One of these clarified that it was simply because it was so "difficult to imagine anything parental permission" as this was very different from the way things were organised in the authority at present (TC5). The other respondent did not provide an explanation, and this was therefore followed up in the interview stage of the research.

BL1: Well, in general, erm, we only sort of ask for parental permission for, erm, say teenage material in general. So that if a 9-year-old is trying to

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[36] Great effort was made in the design of the 'Stock team members' questionnaire to elicit respondents' own opinions on this issue rather than the authority's policies (which were investigated through the 'Stock team manager' questionnaire). An introductory note at the top of the page emphasised that, "The questions on this page are about your own personal opinions on age restrictions and parental permission," and the questions included the phrase "your opinions" or "your personal opinion" (cf. Appendix I). Despite this, some respondents answered with reference to their authority policies; however, this apparent unwillingness to offer a personal opinion on the subject is interesting in itself, as it suggests a lack of critical consideration of the authority's policies, or of awareness that things could be done differently elsewhere.

take out, er, Judy Blume's *Forever* or whatever, erm, books like that, it can be stopped, erm, at the counter unless of course the parent says that's fine. Because there are parents that don't want their children to read certain types of material before they're ready. Um… and I think I'd include the LGBT fiction in that, simply from the point of view of the child being age, you know, age-ready for it. […]
Me: But it wouldn't be any *more* likely to require permission than straight fiction with sort of an equivalent amount of things about relationships?
BL1: No, I wouldn't say so. No."

While this clarifies that the participant would not discriminate between teen fiction with or without LGBT content, it also reflects a number of the problematic issues discussed above, such as the restrictions placed on children's intellectual freedom rights by parental permission rules; the infringement of children's privacy; and the potentially off-putting nature of an interaction in which a young person is challenged at the counter. There is also a suggestion in this passage that LGBT fiction is more likely to deal with sexual situations on a par with *Forever.* This was noted earlier in this section in the context of respondents' attitudes to age restrictions, and anxieties around the provision of books with sexual content are discussed further in section 6.2.2 below.

5.3.3 Section summary and relation to previous literature

The findings reported in this section showed that a large minority of the libraries imposed age restrictions on some materials, while a majority required parental permission to borrow materials from the adult library and to get a library card in the first place. These relatively restrictive policies were mirrored in participants' personal opinions, with the majority of those who stated an opinion expressing some degree of approval of age restrictions (although there were fewer positive comments on parental permission requirements). This may initially appear surprising in the light of national and international guidance on intellectual freedom (CILIP, 2005; IFLA, 1999). However, previous research has shown that even when librarians expressed support for the principles of intellectual freedom in theory, they were more restrictive in practice (Cole, 2000; Curry, 1997; McNicol, 2005a). A follow-up qualitative study by McNicol found that:

"Almost all [school and children's] librarians restricted access to fiction materials according to age; although access was extended to younger

249

children providing parental permission had been given." (McNicol, 2005b, p. 3)

In contrast, Stannard (2008) found that the large majority of public library staff members who participated in her research felt that children under the age of 16 should have free access to graphic novels and books from the adult library.

The vast majority of participants in the present research felt that LGBT-related books were no more likely to require age restrictions or parental permission than non-LGBT-related books. However, a few made comments which suggested they conflated 'LGBT' content with sexual content; Brett (1992) and Currant (2002) noted a similar phenomenon among some of their respondents.

A small number of respondents acknowledged the problems posed by imposing parental permission requirements on LGBT materials specifically. Some respondents noted that they would generally prefer a 'parental responsibility' approach to parental permission requirements. This is supported by Stannard's (2008) research, which found that 96% of parents and 90% of library staff members felt that a child's reading should be more the responsibility of parents than librarians. Furthermore, 95% of library staff members felt that parents should be aware of what their child was reading.

While a 'parental responsibility' approach is less restrictive than requiring parental permission, and has the benefit of absolving the library staff of responsibility in the event of a complaint, it is nonetheless problematic where LGBT-related materials are concerned. Respondent TC1 exemplifies this in their acknowledgement that children may require privacy from their parents, followed by a comment that parents may restrict their own children's reading. There is thus a tension between, on the one hand, parents' desire to know what their children are reading (especially if they are acting as a guarantor for materials borrowed) and the potential benefits of parental involvement in children's reading (Bonci, Mottram, McCoy, & Cole, 2011; Clark & Picton, 2012); and on the other hand, children's rights to privacy (OHCHR, 1989; Sturges, 2009), particularly in situations where this could affect their safety (BPS, 2012; Valentine et al., 2003). Similarly, challenging a young person at the counter

could prove very off-putting for a young person wanting to borrow a book with LGBT content.

5.4 Promotion of LGBT-related fiction aimed at children and young people

This sub-section presents the findings on promotion of LGBT-related fiction aimed at children and young people. Respondents to the 'Stock team manager' questionnaire were asked about the use of displays and other methods of promoting LGBT-related fiction for children and young people within their authority, while 'Stock team members' questionnaire respondents were asked if they personally used any such promotional methods. The issues were also discussed in the interviews.

5.4.1 Displays of books with LGBT content aimed at children and young people

Respondents to the 'Stock team manager' questionnaire were asked whether their authority put on displays of books with LGBT content aimed at children and young people, and were invited to give further details (e.g. reasons for having or not having displays, frequency of displays if used, etc.). As shown in Figure 45, on the following page, the large majority of respondents said their authority did not put on displays of this material. Only two participants said that they did: one of these, who was from the authority with a reputation for good provision, specified that the authority put on such displays "occasionally" (BUP1), while the other explained that the authority had not created any specifically LGBT displays, but had included LGBT-related books as part of a special promotion of books to help with difficult situations and issues (BU1). The project website reveals that the booklist for this promotion includes two picture books about families with lesbian parents in the 'Sex and sexuality' section. While it is positive that the authority has had such a promotion and has thought to include LGBT-related books, it is problematic if LGBT-headed families are framed as a difficult situation or problem. While there may be a case for
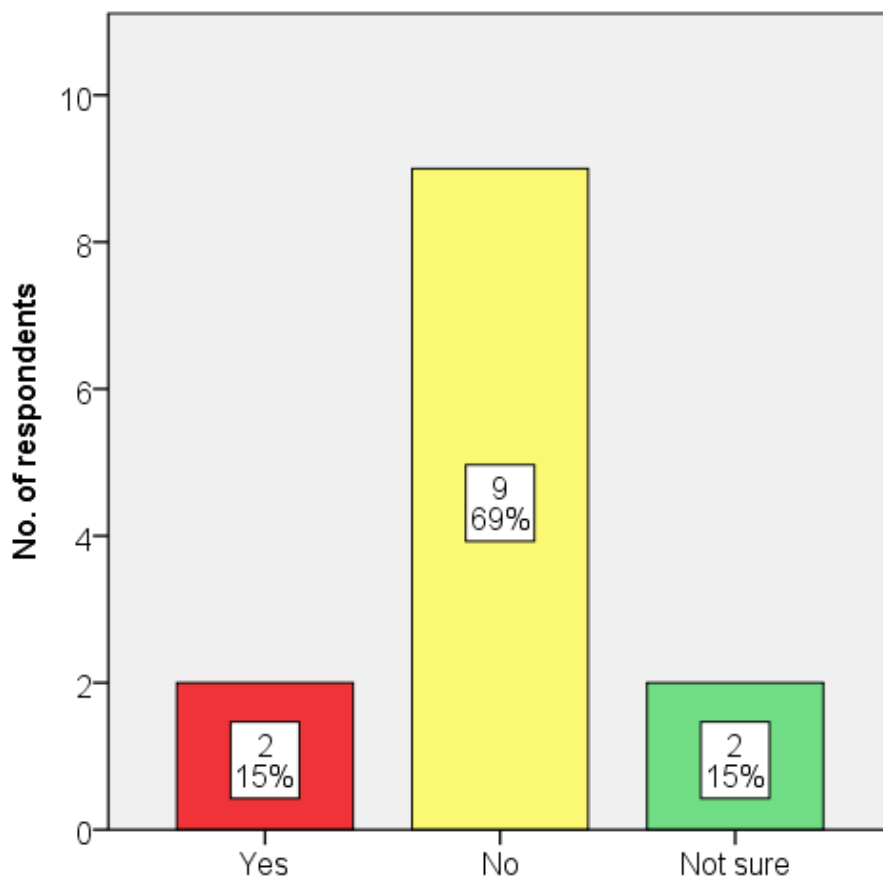
Figure 45: Stock team manager: Does your library authority put on displays of books with LGBT content aimed at children and young people?

including some LGBT-related books in a parenting section (cf. section 5.2.2), this should not be the only context in which LGBT-related books are provided.

Respondents to the 'Stock team members' questionnaire were asked whether they themselves put on displays of books with LGBT content aimed at children and young people, and were asked to explain their answer. Again, the majority (22 respondents, or 78.6%) said they did not do so, while only five respondents (17.9%) said they did (Figure 46). Of these five, two were from BUP, confirming the findings of the 'Stock team manager' questionnaire; both said that they put on displays during LGBT History Month, with one also mentioning displays during Pride. The other three came from MC, MU and TC, which suggests that individual staff members may put on displays of LGBT materials for children and young people even if there is no official policy on the subject,

and without their managers necessarily being aware of it. However, it should be noted that the comment made by the respondent from MU implied that they included LGBT-related books in general displays, rather than putting on LGBT-specific displays:

> "We do displays occasionally on new books, including LGBT books. We also have a 'real teen' display with some books covering these issues." (MU3)

Inclusion of LGBT-related books in more general displays is discussed further in section 5.4.1.1 below.
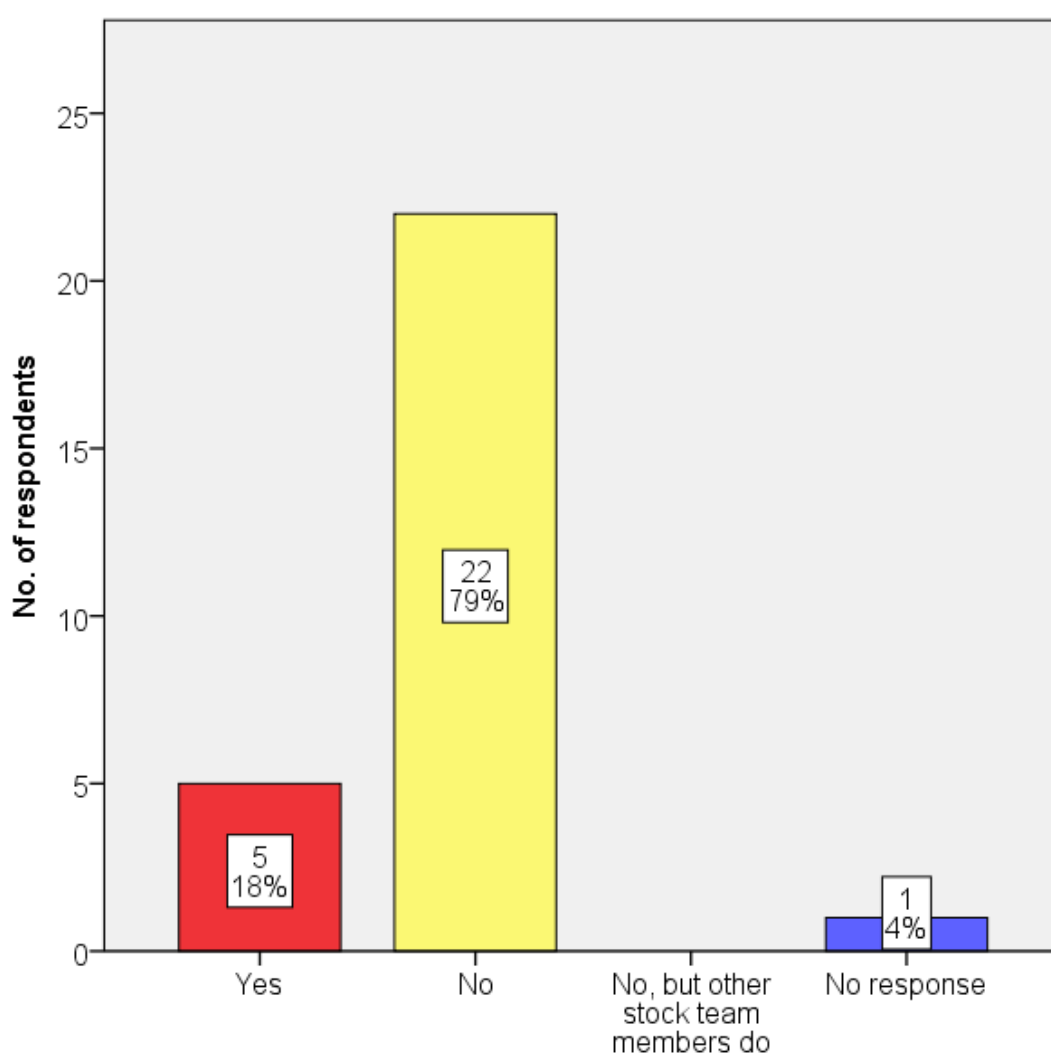
Figure 46: Do stock team members put on displays of books with LGBT content aimed at children and young people?

Several respondents cited their authority's lack of books with LGBT content aimed at children and young people as a reason for not having displays of this material, and for not including the material in more general displays (cf. section 5.4.1.1). This theme emerged inductively in both the questionnaires and the interviews, mentioned by 13 individuals in total from seven authorities.

> "Q12. Do you put on displays of books with LGBT content aimed at children and young people?
> MC4: No. We have very little available so this would be quite difficult to achieve."

> "With displays you really need to have an area of stock that has quite a lot of stock in order to… make it worthwhile. You know, if it's, if it's borrowed almost immediately, then your stock is decimated, so…" (TL4)

As discussed in section 4.4, participants were willing to acknowledge the shortcomings of their stock. However, the lack of stock cannot in itself fully explain the lack of displays: if participants had been more aware of the potential benefits of promoting LGBT-related materials for children and young people, they could have purchased materials to put in such a display. It is therefore necessary to look at broader issues which affect both (the lack of) books purchased and (the lack of) promotion, such as the lack of awareness among staff. This is discussed further in sections 6.1.3 and 7.6.

Another theme emerging from both the interviews and questionnaires was that some authorities tend not to have themed displays, particularly for children's and young people's material. This was cited by 12 respondents from four authorities as a reason for not having displays of materials with LGBT content aimed at children and young people. Seven respondents said that displays tended to be simply new books, with two mentioning displays to tie in with the school curriculum and one mentioning award-winning books.

> "Erm… but, alongside that, erm… we… very rarely do displays of fiction for children and young people, um… In all of our libraries we have, you know, your new book selection, and your dump bins with, erm… *interesting* titles on, um, but… that's very interesting, you've only just made me think about that, we don't do targeted displays for children and young people." (Pilot 1)

> "I don't think that's a deliberate thing, we don't have a focus on any niche, any small group in the children's side, um, unless it's tied in with a

school curriculum thing […] Our displays are very ad hoc, it's not, we don't sit down and really think about, it's about getting new books, er, on our quick choice displays and as, as they go out we'll just put new books on it again and again." (TL6)

"Q12: Do you put on displays of books with LGBT content aimed at children and young people?
BU1: No. Mainly because we just haven't thought about it - our displays usually are about award-winning books etc. rather than narrower subjects."

Interestingly, one respondent appeared to contradict themselves by saying that themed displays were rare, and then mentioning Black History Month:

"I mean by and large we promote, erm… the promotional materials we have tend to be very, um, unbranded, as it were – 'New Stock', or, um, maybe if there's, er, a crime week or something like that, or if it's Black History Month or whatever, those very specific areas of stock will be in some way promoted, but we're very much into promoting, um, new stock, um, and genre stock, erm…" (TL5)

This interviewee appears not to recognise that LGBT History Month is based on an extremely similar premise to Black History Month, and should be promoted and supported in the same way. However, it is also encouraging in that it suggests that a themed event of this nature can become accepted as part of mainstream library provision, as Black History Month has in recent years.

One questionnaire respondent speculated as to the possible reasons for not doing themed displays:

"We do not often promote any stock which deals with specific issues. Partly because we no longer have specialist staff to research/support this & partly I suspect because of workloads." (MC4)

Again this points to wider systemic issues, which have relevance beyond the specific areas of promotion and LGBT provision and affect the whole library service. Issues relating to budget, time and staff cuts are discussed further in section 7.1, and the loss/relinquishment of book knowledge among librarians is discussed in section 7.6.

5.4.1.1 Inclusion of books with LGBT content aimed at children and young people in displays on other themes

Stock team members were also asked whether they included books with LGBT content aimed at children and young people in displays on other themes. This was a more popular option than LGBT-specific displays, with nine respondents (32.1%) from six different authorities saying they did this, and one respondent saying that other stock team members in the authority did so[37] (Figure 47).
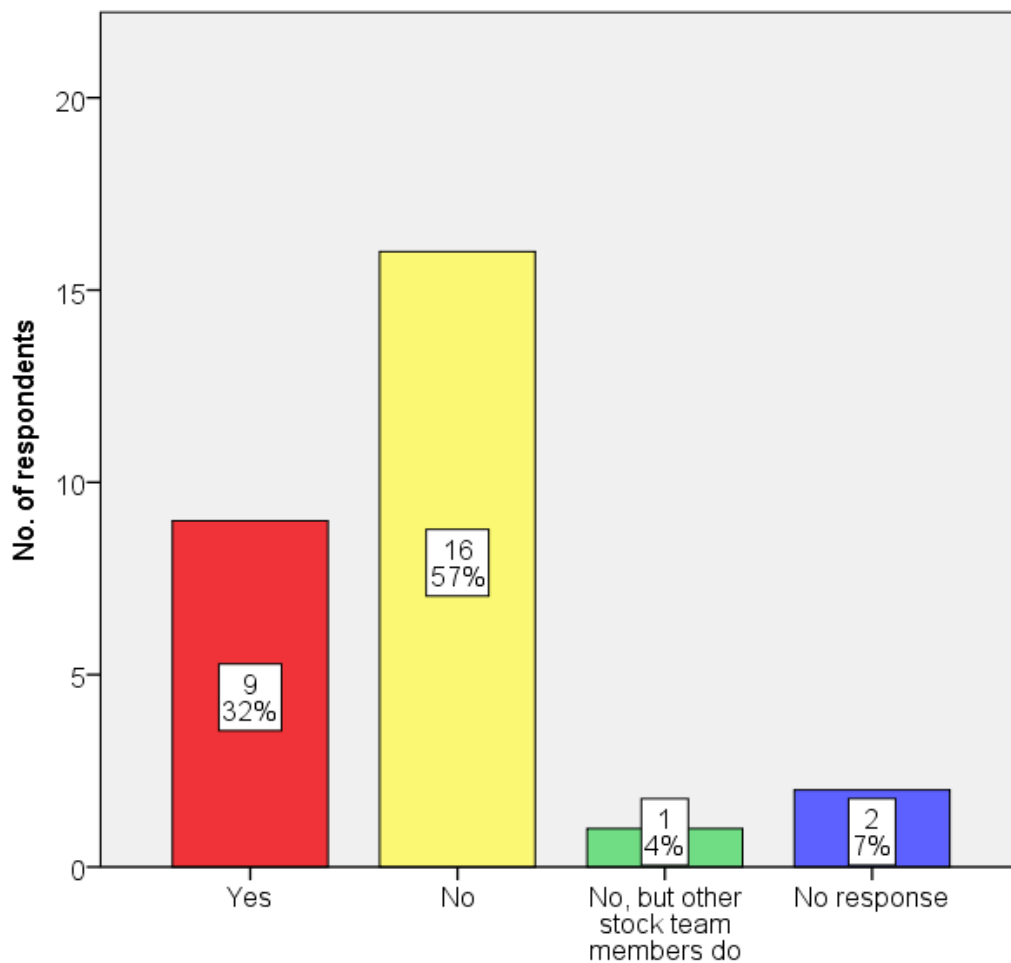
Figure 47: Do stock team members include books with LGBT content aimed at children and young people in displays on other themes?

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[37] This stock team member clarified that they were not in a position to select books for display as they did not work on the frontline. Although no other stock team members from MC selected 'yes' in response to this question, there were a large number of stock team members from this authority who did not complete the questionnaire (cf. section 3.3.4.3) and it is therefore entirely possible that other stock team members do include books with LGBT content aimed at children and young people in displays on other themes.

Respondents to the 'Stock team manager' questionnaire were not specifically asked about this topic, as the choice of particular books to display is usually made by individual staff members within a branch, and would be difficult to organise at the authority level. However, two respondents to the 'Stock team manager' questionnaire (BC2 and TC1) said that books with LGBT content were (to the best of their knowledge) included in general displays[38], with one clarifying that she felt such books were more likely to be borrowed as part of a general promotion (BC2). Respondents' reservations about specifically 'LGBT' displays are discussed further in section 6.2.5.

A small number of interviewees concurred that books with LGBT content aimed at children and young people were more likely to be included in general displays than placed on LGBT-specific displays, citing the fact (discussed in section 5.4.1 above) that themed displays of any sort were rare in their authorities.

> "Whether we'd have a separate display in the children's library I'm not sure, we don't have many displays, erm… on particular areas of stock, erm… But we'd certainly include them on, you know, the sort of, on the bay displays, if you've got a nice new one you'd have it on display, there wouldn't be a problem with that." (TC6)

Both questionnaire and interview responses suggested that, while participants would hypothetically be happy to include LGBT-related books on displays, they did not in fact make a great deal of effort to actually seek out and promote the stock.

> "Me: Do you make an effort to include those materials in general displays?
> TL4: Erm… they would be, I think there's no reason why they wouldn't be part of something more general if it was just something new, for instance, our, a lot of our displays tend to be based on new stock, erm, that we're promoting so… it wouldn't be excluded from a display."

> "Me: And would you make an effort to include LGBT stock in general children's displays?
> TL6: … We don't… it would be a subconscious effort […] if six [LGBT picture books] happened to be part of a display nobody would object to that, but our displays are very ad hoc…"

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[38] Neither of the stock team members from BC said that they did this; however, it is possible that frontline staff do so.

This lack of pro-activity recurred elsewhere in the data, and is discussed in more detail in section 6.1.3. It was also notable that some respondents assumed or claimed that other people within the authority promoted LGBT fiction for children and young people, and within the scope of the research it was not possible to ascertain the extent to which this was accurate (see footnotes 37 and 38 above). However, this may imply a tendency to shift responsibility – or at least to assume that all is well and no further effort is needed.

5.4.2 Other methods of promoting books with LGBT content aimed at children and young people

Respondents to the 'Stock team manager' questionnaire were asked whether their library authority used any other methods (i.e. other than displays) of promoting books with LGBT content aimed at children and young people. They
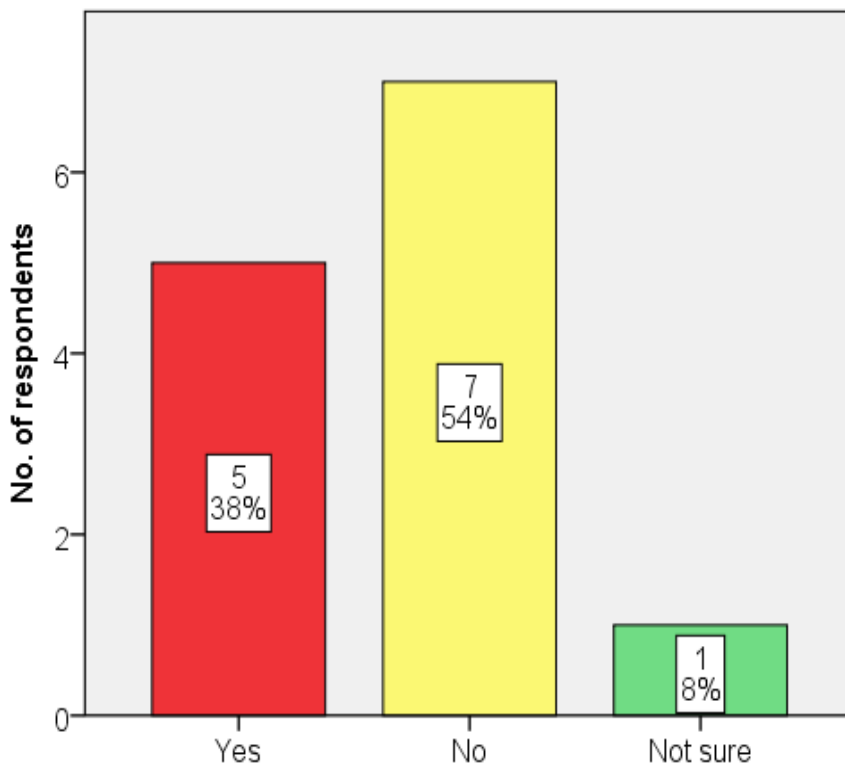
Figure 48: Does your library authority use any other methods of promoting books with LGBT content aimed at children and young people?

258

were asked to give details in a text box of any other promotional methods used, e.g. booklists, booktalks, etc. As shown in Figure 48, on the preceding page, five respondents (38.5%) said that their authority did use other promotional methods. Of these, four mentioned booklists, one mentioned the annual LGBT History Month celebration, and another mentioned that an LGBT picture book had been shortlisted for the local children's book award.

Respondents to the 'Stock team members' questionnaire were asked whether they themselves used any other methods (apart from displays) of promoting books with LGBT content aimed at children and young people. They were asked to explain their answer in a text box, and to give details of any promotional methods used (e.g. booklists, booktalks, etc.). Figure 49, on the following page, shows that 10 respondents (35.7%) said they did so. Of these, eight respondents (28.6%) said they used booklists, although the relative popularity of this promotional method may have been affected by the fact that it was one of the examples given in the question, and was thus more likely to come immediately to mind than other promotional techniques that might be used.

Two respondents said their authority used booktalks to promote books with LGBT content aimed at children and young people. This promotional method was not mentioned at all by respondents to the 'Stock team manager' questionnaire; however, it may have been more likely to come to mind in the 'Stock team members' questionnaire as again it was one of the examples given in the question.

Two other respondents (both from TM) mentioned that a title had been shortlisted for the local children's book award, as also noted in the 'Stock team manager' questionnaire. One respondent mentioned reading group sessions, another mentioned outreach with schools, youth groups and relevant professionals, and a third mentioned LGBT History Month. Booklists, LGBT History Month, Pride, reading groups and other events, and the children's book award are discussed in more detail in the subsequent sections; the other promotional methods were mentioned only briefly in the questionnaire.
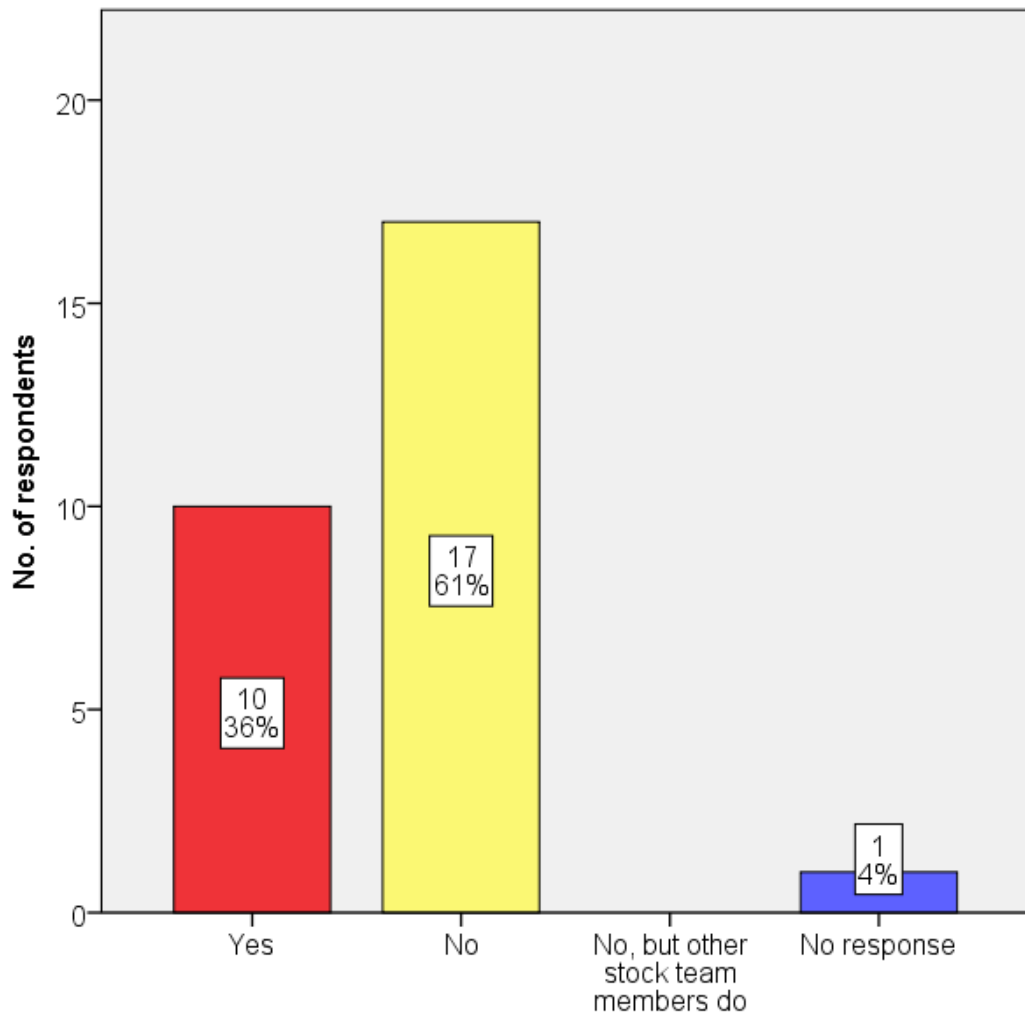
Figure 49: Do stock team members use any other methods of promoting books with LGBT content aimed at children and young people?

5.4.2.1   Booklists

As noted above, this was the most frequently-mentioned method of promoting books with LGBT content aimed at children and young people. Four respondents to the 'Stock team manager' questionnaire (from BM, BU, TC and TM) said that their authority used booklists and eight respondents to the 'Stock team members' questionnaire (from BM, BU, BUP, MM and TM) said they used this promotional method.

Qualitative comments made in both the questionnaires and interviews reflected a generally positive attitude towards the idea of using booklists to promote

books with LGBT content aimed at children and young people. The stock team manager from TL (TL1) expressed interest in the questionnaire in using booklists to promote LGBT materials for children and young people in the future, and a number of interviewees also expressed positive opinions regarding booklists, primarily for reasons of findability (cf. section 5.2). At the time when the interviews were carried out, the interviewees from BUP reported that their authority used booklists, confirming the questionnaire findings, and one pilot interviewee also said that their authority was working on a booklist to tie in with LGBT History Month (Pilot 3). Pilot 1 said that their authority had used booklists to promote LGBT materials, but only for adults; the lack of attention to LGBT provision for children and young people is discussed further in section 6.1.3.

While the above findings initially seem relatively positive, additional qualitative data from the questionnaires and interviews showed some of the findings in a rather different light. For example, BU's booklist related to the special promotion of books to help with difficult situations and issues, discussed in section 5.4.1 above[39], which only included two picture books with LGBT content and which framed LGBT issues as a 'problem'. Another questionnaire respondent stated that, "The books would be included in booklists or booktalks as any other books would" (MM1). This suggests that there is no institutional objection to this material but it remains possible that LGBT materials are nonetheless overlooked in booklists and booktalks if staff members do not make an effort to seek them out, particularly if the library authority has a limited number of LGBT books in the first place. Moreover, LGBT-themed booklists can function as a valuable finding aid (cf. section 5.2). Once again, this suggests a lack of pro-activity on the part of library staff members (cf. sections 5.4.1.1 and 6.1.3).

Furthermore, the interview data revealed that the stock team manager from TC was being rather premature in claiming that booklists were used to promote books with LGBT content aimed at children and young people. The text box comment stated that, "We will be adding booklists to the LGBT pages of the

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[39] See also Appendix O.

library website, once stock levels are appropriate" (TC1); however, in the interviews three years later, the same participant conceded that the booklists had still not appeared on the website (cf. section 6.1.4), although adult LGBT booklists had been there for some time. Subsequently, titles from the list provided by the researcher were added to a list of picture books with LGBT content which is now linked from the library website (see section 8.2.2 and Appendix O for further details of this).

As noted above, the stock team manager from TL expressed interest in using booklists to promote LGBT materials for children and young people at the time of the questionnaire. This respondent (TL1) had become aware of the inadequacy of LGBT provision for children and young people via a speaker at ASCEL, and had various plans to improve provision, including a stock purchase from Gay's the Word bookshop (cf. section 6.1.4 and Appendix O). However, data gathered at the interview stage revealed that this respondent had subsequently left the authority, and that many of their plans to improve LGBT provision (including the use of booklists) had not been implemented. The loss of tacit knowledge due to staff cuts and restructuring is discussed further in section 7.1.2.

The interviews carried out at BUP also revealed changes that had occurred since the questionnaire stage of the research. Both respondents to the 'Stock team members' questionnaire had reported using booklists to promote books with LGBT content aimed at children and young people: one booklist for families, and another for young people. However, when the interviews were carried out three years later, both interviewees said that although the booklists were still available, they were no longer being updated; indeed, participant BUP5 was able to identify more recently-purchased titles that did not appear on the booklists. Both interviewees identified this (without prompting) as being the result of staff shortages and time pressures in the wake of a restructure:

> "BUP4: Yeah, unfortunately this is one of the things that kind of, they're kind of not being updated, really, these booklists any more, erm…
> Me: Oh, that's a shame, why, why is that?
> BUP4: I think, erm… Time, basically. Yeah, since, since the sort of restructure, it's time, really."

> "Me: Yes, [BUP4] was saying they're not being updated any more, which seems a shame.
> BUP5: No, we haven't got the staff, yeah... We haven't got the staff really."

The impact of cuts and restructuring on LGBT provision for children and young people is discussed further in section 7.1.2.

Thus, it can be seen that, while booklists are a relatively popular option for promoting books with LGBT content aimed at children and young people, their actual use in practice is limited by a number of the broader factors discussed in chapter 7, including time and workload pressures, a lack of attention to LGBT provision for children and young people as opposed to adults, and the risk that if one keen person leaves then provision will fall by the wayside. Moreover, as with responses to the question on whether LGBT materials are mentioned in the stock policy (cf. section 5.1), it appears that some respondents gave slightly disingenuous answers which showed the authority in a more positive light, which casts doubt on the use of questionnaires as a reliable data-gathering method on this subject. However, the weaknesses of the questionnaire method are partially redressed by the fact that respondents from four of the authorities were also interviewed, providing triangulation of data, more in-depth investigation and the opportunity to explain any phrasing that was not clear. Moreover, the fact that respondents were so keen to 'talk up' their LGBT provision is an interesting finding in itself. It may reflect the fact that public library staff members are often discouraged from making remarks which may show their authority in a poor light (cf. section 4.4).

5.4.2.2   *LGBT History Month*

Only one respondent to each questionnaire (ML in both cases) mentioned LGBT History Month as a method of promoting books with LGBT content for children and young people. However, all interviewees were asked whether their authority celebrated LGBT History Month, and if so, whether there were any events or promotions for children and young people. Responses covered a spectrum ranging from two authorities which did not celebrate LGBT History Month at all, to one which included children's and young people's stock in LGBT History Month as a matter of course.

One of the pilot interviewees said that her library authority did not celebrate either LGBT History Month or comparable events:

> "I don't know what it is in [authority name], we don't tend to, er, go for the obvious promotions – like, we don't do anything for Black History Month or International Women's Day, or anything like that either. Um, there's nothing that comes down on high about, er, certain months." (Pilot 4)

Despite the lack of institutional attention to LGBT History Month, the interviewee was aware of its existence and even mentioned that there had been a noticeable increase in demand for LGBT fiction from library users during this month:

> "Pilot 4: We've had enquiries from customers […] cos… last month was, there was a promotion month, wasn't there?
> Me: Mm. Yep
> Pilot 4: And we did see an increase of people asking us for that kind of fiction…"

In this case, the institutional provision seems to be lagging behind what users actually want. While it is positive that some library users feel able to request LGBT fiction, and that this has been noted by at least one of the librarians, it cannot be assumed that all individuals will feel comfortable requesting LGBT material, and it is therefore incumbent on library authorities to pro-actively provide it (cf. section 6.1.3).

Interviewees from TL also said that their library authority did not do anything for LGBT History Month, although it is celebrated by the Council as a whole. One interviewee thought there were plans to have "a display… in the next year" (TL4), but another said that although it had been discussed, the outcome had not been positive, as budget constraints would not permit LGBT History Month to be incorporated into the calendar. The impact of budget on provision of LGBT fiction for children and young people is discussed further in section 7.1.1.

Pilot interviewee 1 explained that their authority had worked with a local community group to develop an LGBT collection, and this was launched as part of LGBT History Month. However, the participant felt that the project had not been a success:

> "We did something last year with the LGBT community of [name of borough], um specifically just within the adult fiction stock, erm… however I feel it was done incorrectly, um, what we did was we said, 'We'd have a section for you,' and they said, 'Fantastic, great,' but then we selected those books, and they ended up being a very dry, old-fashioned selection of stock that, um, I have… I presented… I had the 'pleasure' to present that to the LGBT… quite ashamedly, going, 'This is our offering,' and they weren't ever so impressed, so what we obviously should have done is consult what they wanted to see…" (Pilot 1)

It was also notable that this effort focused solely on adult fiction stock, while three out of the four interviewees at TL observed that the discussions around LGBT History Month to date had focused on adult provision. The general lack of awareness of the need for LGBT provision for children and young people is explored further in section 6.1.3.

In contrast, a small number of participants said they did promote children's and young people's stock as part of LGBT History Month. At BUP, both interviewees and both respondents to the 'Stock team members' questionnaire said that LGBT-related materials for children and young people would be included in displays for Pride and LGBT History Month; this suggests that the policy of including children's and YA materials in LGBT promotions is well-established at the authority, remaining consistent over time and being mentioned by different staff members.

> "Me: So in the questionnaire it said you, you do displays for Pride and LGBT History Month
> BUP4: Yes, yeah
> Me: And those would always include children's and young people's stock?
> BUP4: Yep, absolutely, yeah."

Pilot 5 also said that their authority had put on a display for LGBT History Month in the past, and this had incorporated both adult and children's material:

> "We promoted all the LGBT material, and so we had them all on the face-on display promotion stands, and posters and stuff on the internet and everything, promoting the material which we had […] The issue figures was pretty good." (Pilot 5)

The stock team manager from TC said that their authority had been doing displays of adult stock for LGBT History Month for "as long as I can remember" but in the preceding year, for the first time, they had "reminded people pro-

actively that there's children's stock available" to include in these displays alongside adult material (TC1). However, none of the other five interviewees from TC seemed to be aware of this, suggesting that the message had not yet become embedded in practice in the same way as it had at BUP.

5.4.2.3   Pride

At the time of the interviews, only one authority had done any promotional events around Pride; perhaps unsurprisingly, this was BUP, the authority with a reputation for good LGBT provision. As discussed in the previous sub-section (5.4.2.2) displays for Pride and LGBT History Month would include materials for children and young people as a matter of course. In addition to this, the authority also did outreach work at the Pride event itself, although recently this had focused on adults:

> "BUP5: I did a literature tent, I got a grant to do a literature tent at Pride… and, and it was the first time there's ever been a literature tent there…
> […]
> Me: So the literature tent was all adult, was it?
> BUP5: Yeah. In fact we hardly had any children in there, we didn't have any really. Yeah. We had 1700 adults through though, which I was really proud of."

An LGBT youth group with whom BUP5 had some contact had been invited to participate in the literature tent, but had chosen not to. In previous years, the library outreach at Pride had involved a storytelling event for LGBT families:

> "We'd take things like the badge maker and, um, and then we just had somebody there, we had a big blanket out and had all the, the stock, you know, like this sort of thing for families and that, and then we had a little storytime." (BUP5)

BUP5 suggested a number of possible reasons why this had fallen by the wayside; these included the fact that they personally were less family-oriented in the current stage of their life, and the fact that the storytelling event had previously been run from the mobile library, which had subsequently been axed because of cuts (cf. Appendix O). They also mentioned that "only a few people came to it" as an LGBT parenting group had its own enclosure for families at Pride.

Following the interview stage of the research, I received an email from TC8 saying that they had also subsequently done some outreach work at their local Pride event:

> "As a result of your contact, and with the help of a colleague on the [TC] County Council LGBT employee group who also was on the [TC] Pride organising committee we held two library stalls at the event - one in the Health and Well-being tent aimed at adults and a second aimed at families outside in the arena. The day went well. We had an Elmer Elephant costume and a colleague wore that whilst I talked to families about the library service. We also laid out some of our books on a mat and read to children if they wanted to stay for a while. […] It was great to see so many families having such a lovely time." (Email from TC8)

5.4.2.4   Reading groups and other events

Three participants (BUP5, Pilot 3, Pilot 5) mentioned LGBT reading groups which existed or had previously existed in their authority; however, as with many types of LGBT promotion, these all focused on adults (cf. section 6.1.3 for a discussion of the general lack of attention to LGBT provision for children and young people). However, BUP5 expressed interest in starting an LGBT reading group for young people in the future:

> "I have thought about starting up a young people's one, actually, so that might be something that we could – that I could focus on." (BUP5)

Pilot 2 had planned to have a 'Living Library' event involving a gay participant, perhaps as part of Holocaust Memorial day. However, this participant left the authority before plans could be implemented; the loss of tacit knowledge when one keen individual leaves a workplace is discussed in section 7.1.2.

> "When I was working in my last local authority […] one of the things I wanted to do was have a Living Library, er, and work with, there was a member of the Council who, who was openly gay, and have, like, young – the teen groups come in and speak to him and… it was a Holocaust Memorial Day idea that I've had, and, going with an openly gay person, and to talk about, firstly, um, the experiences homosexual people had during the Holocaust, and also in modern times – well, in the modern age – um, what… they, they still experience." (Pilot 2)

BUP5 had previously organised a writing workshop for a local LGBT youth group, but it was unsuccessful:

> "We ran a writing workshop for them, but no-one – none of them came." (BUP5)

TC1 commented that attendance at children's author events was often poor anyway; the implication being that an 'LGBT' event would attract an even smaller audience:

> "It can be quite hard to get an audience generally for a public children's author event so, um… It's one of those cases where I think we would be more likely to, um, end up cancelling which would be worse I think than not doing it." (TC1)

Perhaps for related reasons, Pilot 5 explained that children's events were usually on topics of general interest:

> "It's not that we have, um, set out not to do these type of [LGBT] events, it's, when we go out and do [children's] events, we try to do events for all rather than concentrate on particular groups" (Pilot 5)

Despite their previous involvement with children's events at Pride (cf. section 5.4.2.3), BUP5 was uncertain as to what an LGBT-themed children's event would involve:

> "And I'm not sure what that event would *look* like. What a, what a rainbow fam – a lesbian and gay parenting event would look like. I suppose we could have LGBT storytime. But I don't know, I don't know." (BUP5)

In contrast, staff members at TC organised a 'Rainbow Storytelling' event in the wake of the interview stage of the research. This was the only stand-alone children's LGBT event identified in the research; it followed on from the authority's successful day at Pride (cf. section 5.4.2.3) and, like the Pride event, was a direct result of participating in the research.

> "We are holding a special Rainbow Storytime on [date] at [name of library] to showcase the [newly purchased] books. […] It had been advertised via posters locally, through [local family group], via [name]'s networking contacts and on the library social media." (Email from TC8)

The new collection of LGBT picture books was also promoted internally and to schoolteachers.

5.4.2.5   Children's book award

All three questionnaire respondents from TM (the stock team manager and two stock team members) mentioned that an LGBT picture book had been shortlisted for the local children's book award. The shortlist is chosen by staff members and shortlisted books are promoted to children and schools through displays, flyers, posters and an awards ceremony. It is therefore very positive for an LGBT picture book to be shortlisted. However, unfortunately this authority did not respond to requests for interviews, and it was therefore not possible to investigate questions relating to the shortlisting, such as how it was received by members of staff and the public.

5.4.3 Section summary and relation to previous literature

The data show a lack of attention to promotion of LGBT-related fiction aimed at children and young people in the participating library authorities. There was little use of LGBT-specific displays in the participating authorities, with respondents expressing a preference for including LGBT-related titles in more general displays. In contrast, research with young LGBT adults has found that displays were a popular suggestion for improving LGBT provision in school libraries, both to raise awareness of the materials available and to 'normalise' LGBT issues (Walker, 2013; Walker & Bates, 2015).

A number of participants in the current study expressed positive opinions about the use of booklists; however, in practice their use was constrained by a number of factors, including issues relating to cuts, time, and workload. A minority of participants said that their authority had promoted children's and young people's stock to tie in with LGBT History Month and/or Pride, and one authority had shortlisted an LGBT-related picture book for the local Children's Book Award. In general, there was evidence of a tendency for LGBT-related promotions and events to be targeted at adults.

There has been little previous research on promotion of LGBT-related materials aimed at children and young people in UK public libraries. However, research on school libraries shows a similar lack of attention to this area. Bridge (2010)

and Wright (2007) both found that only a very small minority of librarian respondents had made any efforts to promote LGBT materials, e.g. through displays or booklists, and Walker (2013) noted a similar invisibility of LGBT resources.

One recent study by Naidoo (2013) suggests that at least some US public libraries provide better services in this respect, with almost half of the librarians surveyed including LGBTQ picture books in general children's programming at least once a year, and just over a third providing print and/or online bibliographies of recommended LGBTQ picture books. It should be noted that Naidoo's study used a purposive sample of libraries in areas with large numbers of LGBTQ families; however, as noted in section 6.1.3, it should not be assumed that LGBT-headed families do not exist in a given area or that LGBT materials are not of benefit to other families.

5.5   Dealing with complaints about LGBT-related fiction aimed at children and young people

This sub-section deals with complaints (both actual and potential) about LGBT-related fiction aimed at children and young people, from parents or other concerned individuals. The questionnaires did not address this subject, as I felt this was a complex issue which was best discussed in an interview situation.

Interviewees were asked whether they had received any complaints about the provision of LGBT-related fiction to children and young people, and the majority (13 out of 18 interviewees) explicitly stated that they had not. One questionnaire respondent also volunteered a comment to this effect.

> "It is rare that we get complaints about the content of children's or young people's books from parents and on most occasions the complaint is about the fright factor rather than sexuality." (MU1)

> "I don't think I've had a customer complaint that I've personally had to deal with, or staff that feel uncomfortable […] I've never had somebody, in my experience, that's complained that a child has read, like, a teenage book that they found uncomfortable or, um, so it's not something I'm concerned about when I'm buying teenage stock." (TC9)

Only one interviewee gave an actual example of a complaint about the provision of LGBT material to children and young people:

> "I did have an argument once with a parent whose daughter took out a yaoi[40] title, but that… and she was, she was furious […] this parent came in raising the roof, and shouted at me that I was giving her daughter pornography, and… this parent was sort of shouting that we should censor what their kids read, and… but, I explained that the mother should take an interest in what her childr – what her child read […] She didn't make an official written complaint, but she wanted – she shouted and swore, shouted and swore at me, got over it and then left." (Pilot 2)

In this case the interviewee had upheld the principles of intellectual freedom by pointing out that it was not the library's responsibility to censor young people's reading. Instead, the interviewee gave the common response of encouraging the parent to monitor her own child's reading if she wished to do so. However, as discussed in section 5.3.2, this is itself somewhat problematic in the context of LGBT-related fiction and other potentially 'controversial' areas, particularly given that young people also have rights to privacy (OHCHR, 1989; Sturges, 2009).

Four interviewees from TC made reference to complaints about various items of adult LGBT material, with one participant referring to a complaint about an adult LGBT display, another mentioning a complaint about the LGBT leaflet, and three citing complaints about both LGBT and non-LGBT magazines.

> "There was a complaint about one of the LGBT displays last year, but that was an adult, complaining about the adult stock, and that it shouldn't be in your face as you walk in the door and he disagreed with it." (TC6)

> "The thing you do have complaints about is the magazines [laughs] for, um… you know, that we display, for gay or lesbian, so… and then people don't, some people don't like that and we have, 'Ewww,' people that come in and turn them round, and that sort of thing." (TC1)

Two of these participants noted that the complaints had been engendered in part by a concern about the materials being visible to children:

> "I know there have been complaints in libraries, that they don't think we should, erm… put that kind of [LGBT] leaflet in such a prominent place.

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[40] As explained in section 2.6.3, yaoi refers to manga depicting sexual relationships between young men. Although manga and graphic novels fell outside the scope of the present research, the point remains relevant.

> [...] Some people do have very fixed ideas, don't they, that, erm... if you display that sort of thing it will corrupt. Same as they make comments about some of our [non-LGBT] magazines, that they think they shouldn't be in, um... in, sort of, the eyesight of youngsters..." (TC7)

> "We've certainly had challenges from parents about magazines for adults [...] so something as simple and family-friendly as Diva, or... So we've had complaints about those being visible on shelves." (TC9)

I asked these interviewees about how the complaints were dealt with, and whether any change was made in terms of how and where the material was provided. All the interviewees responded that the material in question had stayed where it was, although LGBT and non-LGBT magazines with nudity on the covers were sometimes kept on the top shelf.

> "Me: As far as you're aware, the leaflets stayed where they were?
> TC2: Yeah, I think so. Yeah, we, we wouldn't remove things just because one member of the public said so." (TC7)

> "They're still kept in the adult library, and I think the response was, you know, that they are in an adult library and we make sure that things like... cos they have FHM, so things like FHM or Gay Times or something where someone might be a little bit more scantily clad is kept at the top [...] Yeah, I think the stock response for those is just that we cater for a wide range of people and we have sections in the library. Um... and I think that it's dealt with a bit locally, so if you've got somebody that's very offended then you make sure that those magazines live on the top shelf, but it's certainly not our policy to segregate things to a top shelf, but, so I think there's a little bit of local management to appease local interest." (TC9)

While this is generally positive, it is somewhat problematic that LGBT magazines are sometimes placed on the top shelf. Diva editor Jane Czyzselska has said in an interview that it is inappropriate for the magazine to be placed on the top shelf (Cochrane, 2013). Similarly, a post on the Diva Facebook page, asking readers what put them off buying Diva in shops, elicited numerous responses stating that it was difficult or uncomfortable if the magazine was located on the top shelf, in part because it was alongside pornography but also because shorter people could not reach it without help (DIVA Magazine, 2013). While a library is unlikely to provide hardcore pornography in its magazine section, the association still remains, as does the point about being physically able to reach the magazine.

Given that provision and promotion of LGBT-related fiction to children and young people in the participating library authorities were generally fairly limited when the research was carried out (cf. chapter 4 and section 5.4), I considered the possibility that the relative lack of complaints could be due to the lack of materials available and visible within the libraries. I therefore also asked participants whether they thought complaints would be likely if they increased provision and promotion of this material. This question elicited a range of responses and unsurprisingly, given the speculative nature of the question, many participants found it difficult to give a definite answer, which in turn made it difficult to classify the responses. Broadly speaking, the numbers of participants erring on the side of 'no' and erring on the side of 'yes' were roughly equal.

Some participants felt complaints were unlikely, or at most there would be one or two:

> "Me: If you did kind of increase provision and promotion of this area more, do you think you would get any complaints, or…?
> BUP4: I, I don't see… that we would. Erm… you might get one or two. […] I, I wouldn't envisage any complaints, but you never know […] [but] I think especially in a city like [BUP] I wouldn't envisage any complaints."

> "Me: Do you think if you improved your provision and promotion of LGBT materials for children and young people, do you think you would get complaints?
> TC9: [pause] That's an interesting question, cos I might… my *initial* response would be no, but I hope that wouldn't be a naïve response, um… um… I think that we would be conscious of how we managed it, um…" (TC9)

Other interviewees felt that complaints were more likely:

> "Me: So if you increased your provision and promotion of LGBT fiction for children and young people, do you think you would get complaints?
> TC7: I think we *might*. I just… I think parents might be anxious that if their child read something, it would, you know… [puts on scary voice] make it more likely they'd end up gay, or whatever, which is ridiculous, but, um…" (TC7)

However, a number of these interviewees observed that people complain about a variety of things; the possibility of complaint is not limited to LGBT stock:

"Me: And do you think if you increased provision, do you think complaints would be likely?

Pilot 4: …[sigh] I think, where we are at the moment, with such limited resources, you're always gonna get that one or two that are wondering why you're spending money on, on a specialist subject rather than appealing to the masses. But that is the nature of public work, unfortunately [both laugh]. You're always gonna get someone that doesn't like where the money's going, unfortunately."

"I think the public complain. That's what they do. [both laugh] I don't think that, erm… there's no valid basis for a complaint, but they're entitled to complain, so they complain." (TL6)

One interviewee felt that increased provision would not lead to complaints, but promotions might attract negative attention (cf. section 6.2.5):

"I think if we increased *provision* there wouldn't be any, any problem […] Erm, as for promotion, erm… I suppose I could… if one put a panel up, with LGBT… if we put a specific panel which we don't have, which is seen to be promoting an area of stock that we don't ordinarily promote, I mean it might be, it might be contentious in certain areas of society." (TL5)

Interviewees were also asked how they would deal with a complaint if it did occur. The large majority said that a complaint would not affect whether or how LGBT material for children and young people was provided[41]. The majority of participants gave fairly standard examples of the type of responses that would be provided to complainants, commensurate with what I would have expected from my professional experience and drawing on key tenets and values of public library provision. Twelve participants made reference to the fact that we live in a diverse world and the role of the public library is to meet everybody's needs and be "all things to all people" (Pilot 1, Pilot 2):

"We provide for all ages, genders, whatever, erm, equally. Same as we would have, you know, books about children in wheelchairs, we would also pro – need to provide for that [LGBT] section of the community." (TC7)

"We would probably, or I would probably say, um, 'We're a public library authority and we have a responsibility to provide relevant and necessary stock for all of our users, we don't discriminate on people's, er, sexual preference, and their – or anything,' so like, I think that would be the road that we go down." (TL6)

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[41] The one exception to this was Pilot 3, who said that if a title was explicit (whether LGBT or not) then it might be reclassified to a different section within the library. However, this would only be implemented after the title had been read and assessed by a librarian (cf. section 6.2.2).

The role of the library in providing for everybody has been identified as a key value of public librarianship (Gorman, 2000; IFLA, 1994, 2006; McMenemy, 2009a; cf. section 1.6.2) and participants' perspectives on this are discussed further in section 6.1.2. It is also a statutory requirement of the Public Libraries and Museums Act 1964, although only one participant made specific reference to this:

> "[The library should deal with a complaint] in the way it deals with most complaints, look at it, and thank the complainer for taking the time to complain, and say stock provision is a – well, stock – library provision is statutory across the country. Service to all parts of the – all members of the public should be equal, and people that complain should be made aware of this. And refuse to remove the book." (Pilot 2)

Similarly, only one participant referred specifically to the requirements of the Equality Act 2010:

> "I think we'd probably point to the stock policy and also to the fact that, erm… we do live in a diverse world and… LGBT is a protected characteristic, and this is the law of the land that you don't discriminate… and – you know, by not providing the material. Erm, and basically I suppose politely just tell them that they have to like it or lump it, really [both laugh]." (BL1)

Three participants made mention of using the stock policy as support for their argument:

> "They are more likely to receive complaints from the public than other areas of stock, however a robust stock policy should stand staff in good stead to explain why we provide specific titles." (TC1)

It is interesting in the light of this that relatively few authorities specifically mention LGBT materials for children and young people in their stock policy, as far as could be ascertained from the data (cf. section 5.1). If these materials were mentioned, this would lend weight to the argument in the event of a complaint.

Three participants said that they would point out that the role of the library is not to act as a censor:

> "I think it's just a matter of explaining to the customer that, erm… we provide for the public, and the public have, have, erm… asked us to

provide this stock, and we don't censor our stock at all. It's part of our stock policy that we don't censor our stock." (Pilot 4)

Again, this is one of the key tenets of librarianship (cf. section 1.6.1) and is discussed further in section 6.1.2. Although relatively few participants mentioned censorship specifically, a larger number (seven interviewees) pointed out that the general public complain about many things[42], with the implication that removing materials on one subject in response to a complaint would be the thin end of the wedge:

> "You've got to consider that we are serving the whole community, and that if, um, one group expresses… disquiet about that kind of [LGBT] material, um, what's to stop another group from saying… 'We don't particularly like books about witchcraft,' or, um… and so on." (BL1)

Three interviewees said that they would encourage parents to take responsibility for their own children's reading; this was also the approach taken by Pilot 2 when faced with the manga-related complaint described above.

> "We don't censor what we provide, and… we would rely on parents to, to look at a book for if they were unsure about it, before they let their child have it." (TC7)

> "Well I think if we'd already decided that we were going to purchase that because it was on a recommended list and it had been thoroughly considered and, you know, we thought it was a good representation, then we would stand by our decision to, you know, we, we like to represent… all shades of family and we, er, we feel it was a quality book that was worth stocking, so we would just stand by it. Perhaps suggest that a parent is more vigilant in what their child is looking at, you know, the choice is there for them to make." (TL4)

This latter quote also makes reference to quality as a supporting argument in defence of retaining a book. This consideration also emerged in my MA dissertation research, in which some participants felt that if the book had a good storyline, this would give you "a good argument" (Chapman, 2007a, p. 92) in the event of a complaint. This is, however, problematic, as non-LGBT

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[42] This observation is borne out by the research literature. Schrader (1995) carried out a study of censorship challenges in Canada in the late 1980s. The most commonly cited reason for challenges was sexual explicitness, with homosexuality specifically appearing much further down the list. However, a range of other objections also appeared, including complaints about an image of a dog defecating and a book in which rubbish was not recycled and which was therefore deemed to be ecologically unsound. Taylor and McMenemy (2013) found evidence of far fewer complaints in their more recent study of Scottish public libraries, but their findings nonetheless included objections on some rather surprising grounds, such as a 'gruesome' picture of the longest fingernails ever in the Guinness Book of Records.

books are not necessarily held to particularly high standards of quality. This issue is discussed further in section 6.2.3.

The problematic issues around encouraging parental vigilance in the context of LGBT materials have been discussed previously, both in section 5.3.2 and earlier in the present section in the context of the complaint fielded by Pilot 2. Interestingly, one of the three interviewees who said they would encourage parental responsibility came to the realisation as they spoke that this could be unhelpful:

> "TC1: Our response to that is that we do encourage parents to, um, take an interest in their children's reading matter and, um… it's, it's, um… their decision as to what their child reads, they're responsible for the library card themselves until they're sixteen, so it's kind of… I suppose we sort of side-step that a little bit and pass it back to them as a family issue rather than… um… anything else, but I… I guess perhaps on the LGBT side that's not necessarily so helpful, is it? Because…
> Me: It's quite a difficult one, isn't it?
> TC1: Yeah. [pause] Yeah, cos if a young person's trying to work out who they are, um… and their parent's nosing about in their reading and says, 'What's all this about?' um… it's perhaps why they've come to us, cos they don't want to talk to their parents at that particular stage, so… [pause] I shall have to have a think about that one."

In this case the interview has acted as a catalyst for a helpful realisation and potential change in practice, in line with objective 10 of the research (cf. also section 3.3.5.5 of the methodology).

Overall, the large majority of interviewees said that the possibility of complaint would not, and should not, affect the provision of LGBT fiction for children and young people; two questionnaire respondents also volunteered comments to this effect.

> "Me: Do you think that concerns about parental complaint affect provision at all?
> TL5: Erm… maybe originally when I joined the service a long time ago but I wouldn't have thought so now."

> "Me: And what about the fear of parental complaint, is that a factor at all?
> TL6: No, not at all, there's lots of books that people complain about and that people aren't happy about, or – you know, but those are very very tiny percentages of a much much bigger, um, population, and actually, as

a public library authority, like, we have a, a duty to provide books for everyone, and not just for the mainstream."

However, despite these generally positive attitudes, a fear of complaint did emerge in the data. This is discussed further in section 6.2.6.

5.5.1 Section summary and relation to previous research

To date, the large majority of interviewees had not received any complaints relating to LGBT materials aimed at children and young people. Only one participant gave an example of such a complaint, with slightly more mentioning complaints about adult LGBT materials. The materials remained in place within the library, although some materials featuring nudity were moved to a higher shelf. Previous research on censorship has found that relocation of an item is a relatively common response to complaint (Curry, 1997, 2001; Schrader, 1995; Taylor & McMenemy, 2013).

Participants were divided as to whether complaints would be likely in the event that provision and promotion of LGBT materials were increased. However, there was a consensus that the possibility of complaint should not affect whether or how materials were provided. A substantial number of participants stated that the library should be a place for everyone, while a smaller number made reference to intellectual freedom considerations and said that the library should not act as a censor.

There has been little research on complaints or 'challenges' regarding LGBT or other materials in the UK context. A study of Scottish public libraries by Taylor and McMenemy (2013) found evidence of very few official complaints of any sort. None were obviously related to LGBT content, although one of the challenged titles (*Mummy Never Told Me*, by Babette Cole) includes brief mention of same-sex relationships. My own dissertation study similarly found that few of the focus participants had, thus far, received any complaints on LGBT-related materials aimed at children and young people; they concurred that the sample books in the focus group would be unlikely to provoke complaint. However, two participants mentioned the possibility of complaint from a councillor, and there was uncertainty about making active use of an LGBT-related picture book at a storytime. Moreover, some questionnaire

respondents seemed to feel that the possibility of parental complaint did impose constraints on librarians.

In the US context, books challenged on grounds of 'homosexuality' continue to appear in the American Library Association's annual list of 'most challenged books (ALA, 2015). However, research by Naidoo (2013) found that where LGBTQ materials were included in children's programming, there was little evidence of negative feedback. While this research was carried out in areas with large numbers of LGBTQ families, it is nonetheless an interesting finding, particularly as the study focused on services to families with young children, which emerged as an area of anxiety in the current research (cf. section 6.2.1).

5.6 Training on LGBT issues as they relate to libraries

The questions on training in the questionnaires and interviews sought to investigate whether participants had had any training on LGBT issues as they relate to libraries, and what the training had involved, if so. The findings are reported below.

Respondents to the 'Stock team manager' questionnaire were asked whether their authority had ever provided or funded any training on LGBT issues as they relate to libraries, and were asked to give details if so. Responses are shown in Figure 50 below; over half of respondent authorities had provided or funded training on LGBT issues as they relate to libraries[43]. This is a welcome finding: training is strongly recommended in the literature (e.g. Goldthorp, 2006; O'Leary, 2005; Vincent, 2006). The stock team manager from an authority which had not previously provided training (TL1) commented that they were now minded to do so. However, this individual left the authority before their plans to improve LGBT provision for children and young people could be put into practice (cf. section 7.1.2 and Appendix O).

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[43] In addition, a stock team member from BUP confirmed that they had received training on LGBT issues as they relate to libraries, although the stock team manager could not remember whether training had been provided. This increases the number of authorities which had provided some form of training to eight.

Those authorities that had already provided training were asked to give details. The most frequently-used approach seemed to be to cover LGBT issues within social inclusion/diversity/Council policy training, with five authorities mentioning training of this sort. The extent to which LGBT issues are covered in such training is not clear, and may vary significantly between authorities.
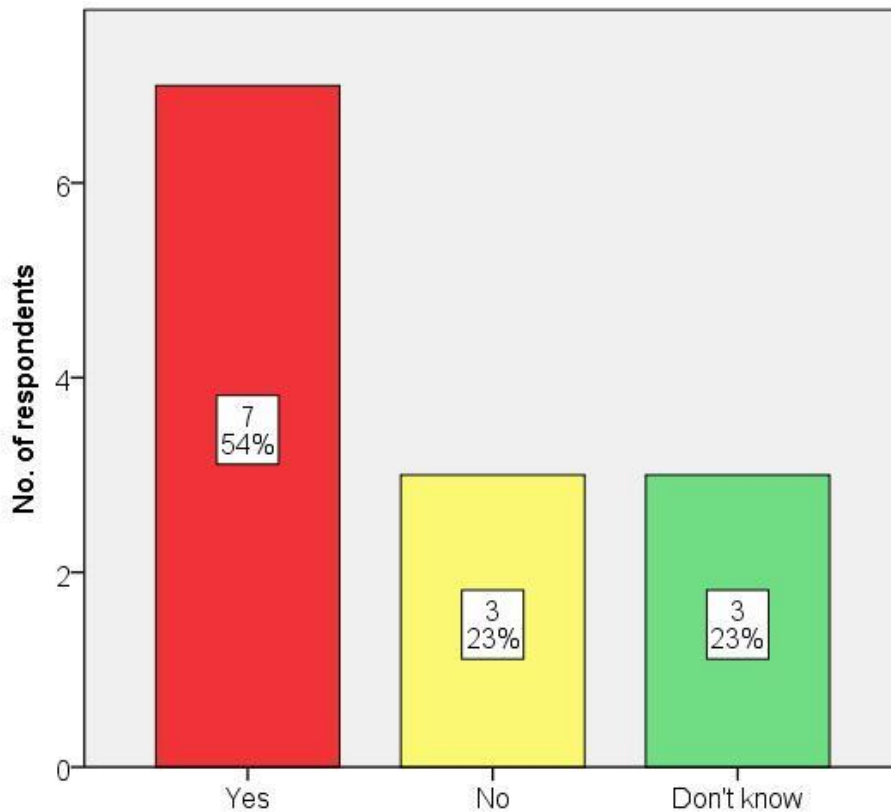
Figure 50: Has your library authority ever provided or funded training on LGBT issues as they relate to libraries?

Some authorities had provided more in-depth training in addition to, or instead of, general diversity training. One authority (BU) had had training days as part of a Consortium-wide social inclusion scheme, while another (TU) had brought in a librarian from another authority to advise on diversity promotions (although this had been eight years previously). A third (TM) simply noted that training had been provided on a number of occasions, while a fourth (MC) had sent staff to regional and county conferences on the subject, in addition to providing training on "cultural diversity and social inclusion" (MC1) run by the Social

Inclusion officer. Finally, one authority (TC) ran a special LGBT course which was recommended for all staff. The course had run four times in 2009-10 and eight further sessions were planned for the 2010-11 financial year. Participants from this authority were subsequently interviewed, so the training is discussed in more detail below.

Respondents to the 'Stock team members' questionnaire were asked whether they personally had already had any training on LGBT issues as they relate to libraries. Responses are shown in Figure 51, below. In contrast to Figure 50, almost half of respondents (13 of the 27 respondents who answered this question, or 48.1%) said they had not had any such training, and only seven respondents (25.9%) said they definitely had.
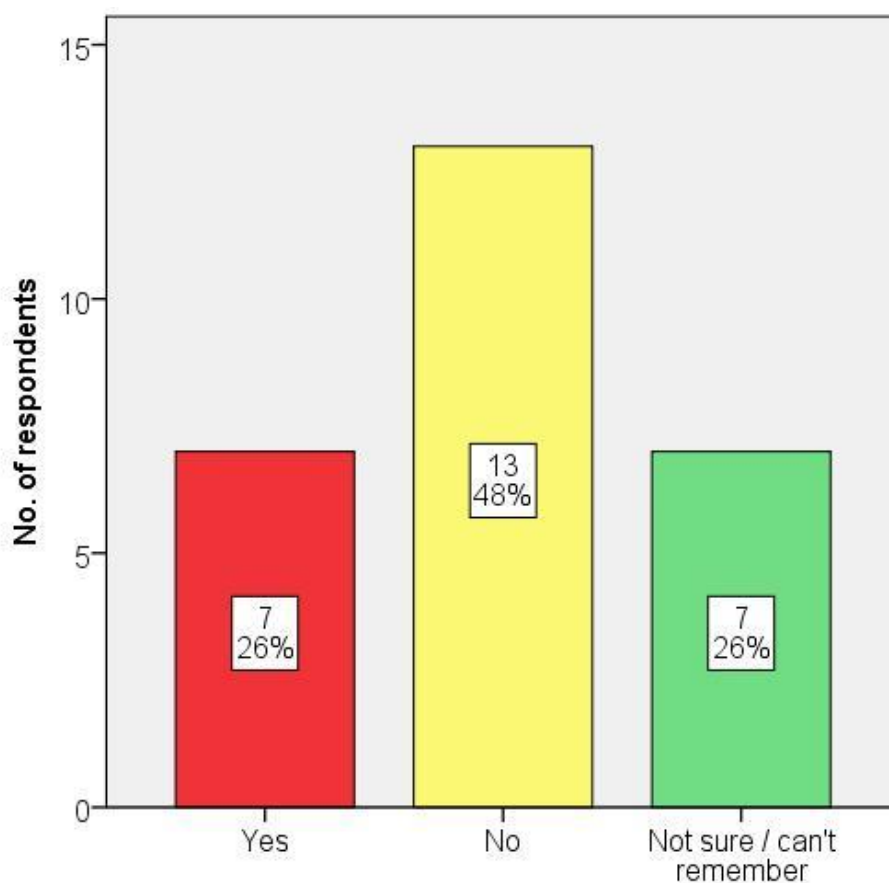
Figure 51: Have you already had any training on LGBT issues as they relate to libraries?

281

There are a number of possible explanations for the apparent discrepancy between Figure 50 and Figure 51. In some cases it may have been due to individuals' own inability to remember – for example, the stock team manager at TM said that training had been provided on "various occasions" (TM1) but both the stock team members ticked the "Not sure/can't remember" box. Alternatively, training may have been provided at some point but may not have reached all the individuals who were involved in children's and young people's stock procurement at the time when the questionnaire was carried out. For example, stock team member TU2 had not had training, which may be related to the fact that the training was provided eight years previously. In contrast, TC ran training courses several times a year, but it had still not covered all staff members – one individual commented, "I have been unable to attend the LGBT training in my authority as yet, but hope to be on a course in the next few months" (TC3). Finally, if the training was provided as part of general training on social inclusion, diversity, or Council policies, and included a relatively small 'LGBT' element, stock team members may not have interpreted this as 'training on LGBT issues', or may not have thought to mention it. This raises some questions as to the reliability of the questionnaire data on this subject, and suggests that questionnaires may not be the best way of gathering such data. However, the possibility that stock team managers are responding in such a way as to cast their authority in the best possible light, and make it look more 'inclusive' is interesting in itself, and tallies with findings elsewhere in the data (cf. the discussion of stock policies in section 5.1).

The seven respondents who had received training on LGBT issues as they relate to libraries were then asked whether the training had covered stock selection issues, and asked to give details if so. Responses are shown in Figure 52, on the following page.

Only two respondents said that the training had covered stock selection issues. Respondent TL1 had attended an hour-long talk as part of a London ASCEL (Association of Senior Children's and Education Librarians) meeting in his role as the stock team manager (cf. Appendix O); this had "includ[ed] some stock ideas". The other respondent, TC1, noted that the issues were addressed,

"Mainly in relation to adult stock." This tendency to focus on adult LGBT provision was also noted with regard to promotions (section 5.4.2) and is explored further in section 6.1.3.
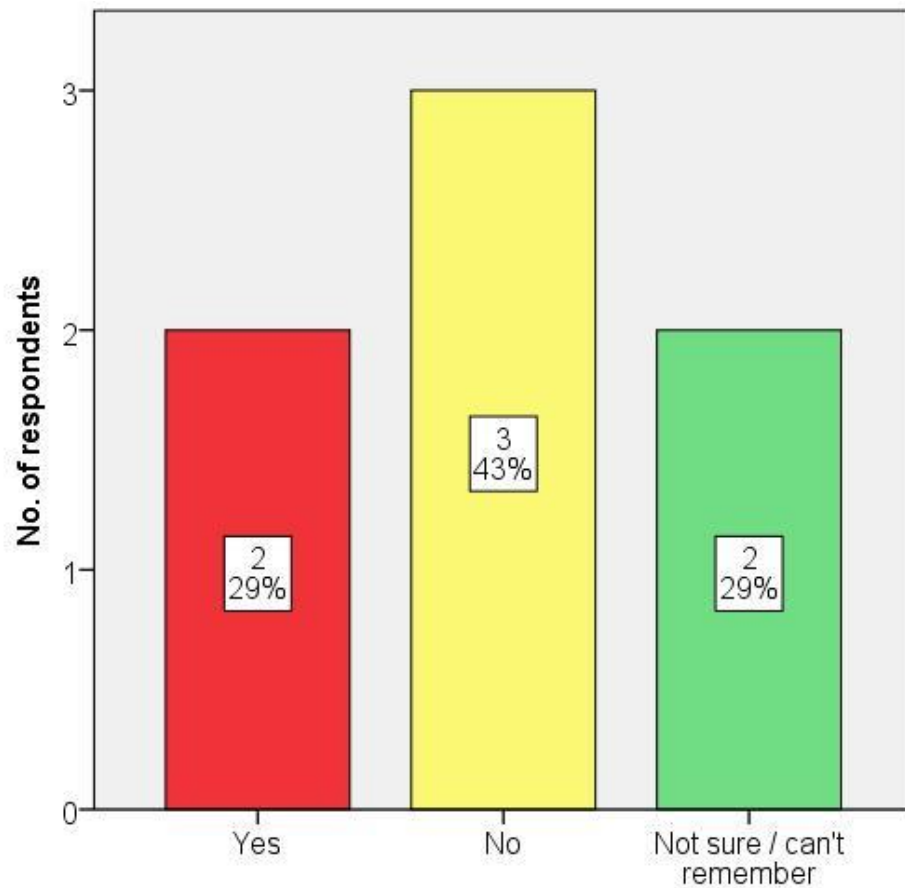
Figure 52: Did the training cover stock selection issues?

Interviewees were also asked whether they had received any training on LGBT issues as they relate to libraries. The interviewees from BL, BUP, TL and three of the pilot interviewees said that they had not received any such training; however, three of them went on to clarify that they had received general authority-level diversity training. This tallies with the findings of the 'Stock team manager' questionnaire (Figure 50), which suggested that the most common approach is to cover LGBT issues within social inclusion/diversity/Council policy training.

> "We sometimes have these equality training, but they're more corporate, they're not specifically about libraries." (BUP5)

LGBT issues were not necessarily covered in general diversity training of this type:

> "Almost as a matter of course we have something called Diversity Training, um, but… that really is – covers, largely ethnic communities and, erm, language barrier and cultural barrier, but it doesn't cover LGBT. And that's a corporate [training session]." (Pilot 1)

Authority TC was unusual in that it provided LGBT-specific training for all staff members, which according to the stock team manager ran several times a year. The interviews revealed that this training was provided by an external consultant who specialises in equalities and social inclusion work. Participants described the course as including a strong focus on opening minds and challenging preconceptions:

> "He kind of looked at a lot of, like, representations in the media of things, and that kind of opened up people's eyes a little bit too. Where some of the… yeah, maybe prejudices or, or things may, may lay. You know, like ask people to think of people they knew who were openly gay, and there was obviously a big gap within, like, the sporting world, and, you know, things, things that you kind of are subconsciously aware of but he brought them to the forefront of your mind." (TC9)

Participants identified a key aspect of the course as being customer service and the removal of barriers to provision:

> "It was more about, erm… helping members of the public, erm… and looking at different scenarios, how we would help in different situations…" (TC6)

> "It's just about, um, getting people to open up their minds to what different barriers or challenges people might bring. Like […] how a lot of our forms or formal ways of doing things might make a lot of assumptions. Like, you know, the very first thing you're asked to do is to fill in a form and the first, very first question on that form is male, female. So it was just kind of trying to get people to look at how to, sort of, welcome people." (TC6)

All six interviewees from TC concurred that there was no coverage of issues relating to stock selection or procurement. One interviewee explained that a strong focus on stock selection would have been inappropriate as the training

was provided to staff members at all levels; however, it did highlight LGBT authors:

> "It covered adult stock […] Not specifically selection, because it's training that's provided to staff at all levels who won't have any control over stock selection, erm… So part of it was sort of awareness-raising of LGBT authors that, um, frontline library staff would be seeing as just mainstream authors. So… very much… you're stocking this… book-wise, you're stocking lots of, lots of things, you just don't know that you've got it." (TC1)

Both TC1 and TC11 felt that the training focused primarily on adult stock, rather than materials for children and young people:

> "A lot of it was adult stuff, um, and when I actually asked about what provision was for children and young people, the people running the course were very vague indeed…" (TC11)

Once again, this reflects the trend that even where LGBT provision is considered, the tendency is to focus on materials or events for adults rather than for younger library users. This is discussed in more detail in section 6.1.3.

Two of the pilot interviewees had covered some issues relating to LGBT materials in libraries as part of their MA in Librarianship:

> "In library school, I remember, in my […] Children's Libraries course, we had… a… intro – I think we were talking about censorship, erm, and I think, um, we were looking at some specific books, like, er, Jacqueline Wilson's *Kiss*, maybe, and Aidan Chambers' *Postcards from No Man's Land*, and we were discussing content, um… and whether or not we would stock a book in the library and why… and I think that's when the LGBT issue came up." (Pilot 3)

> "I wouldn't know half as much as I do about it unless I hadn't been talking to you, or, or the kind of stuff that we got through our MA course […] there was a seminar on LGBT provision, but again it wasn't about… supplying it, it was more the censorship part of it. And, and whether it should be readily, readily available in libraries or, or whether you were gonna have too much of a problem with it, or where you… um… how you argued the point for it, as it were. And the importance of it even though it is something that is overlooked by most authorities." (Pilot 4)

Pilot 3 had also attended Booktrust's *Coming out of the Closet* event on LGBT YA fiction (Woodfine, 2013), but this was an event which they had "independently sought out" as part of their CILIP Chartership process. While it is positive that Chartership provides the opportunity for professional

development of this sort, there is no diversity requirement in the criteria; rather, the nature of the process means that it can be tailored to each individual's career development requirements and interests (CILIP, 2012).

5.6.1 Section summary and relation to previous literature

Just over half of all participating authorities said they had provided some level of training on LGBT issues. However, the qualitative data suggest that in many cases this is provided as part of general training on diversity, social inclusion and/or Council policy, and is not necessarily library-specific. Even where more specific training is provided, it is not always provided on a regular basis and may not reach all staff members. It is rare for training to cover issues relating to stock selection and procurement, and the tendency to focus on adult LGBT provision rather than children's and young people's provision recurs again here. These findings are broadly in line with previous research, which suggests that little training on LGBT issues is provided to library workers in the UK (Armstrong, 2006; Currant, 2002; Goldthorp, 2006). The 'Right Man for the Job' research found that there was a need for more specialised and targeted social inclusion training in general (Wilson & Birdi, 2008).

There were also some instances of participants who had gained knowledge of LGBT issues in libraries from sources outside their library authority: one event run by ASCEL, one Booktrust event, and two pilot interviewees who said that LGBT issues had been covered to some extent in the curriculum of their MA in Librarianship. However, it is worth noting that the two pilot interviewees were not randomly selected but were part of a convenience sample of people I already knew, and in fact were graduates of the University of Sheffield MA in Librarianship. Goldthorp (2007b) noted that at the time of writing, none of the professional training courses offered by Scottish universities addressed LGBT issues. While I am not aware of any research on the extent to which these issues are covered within LIS Master's courses in the rest of the UK, to my knowledge Sheffield is unusual in this respect. Research from the US context suggests that LGBT issues specifically, and diversity issues in general, are under-addressed in MLIS courses (Jaeger, Subramaniam, Jones & Bertot, 2011;

Subramaniam & Jaeger, 2010; Carmichael & Shontz, 1996). Mehra (2011) makes recommendations for integrating LGBTIQ issues into LIS courses in such a manner that student interventions can effect positive concrete change.

5.7   Chapter summary

This chapter has discussed data gathered through the questionnaires and interviews on stock procurement and management practices pertaining to LGBT-related fiction aimed at children and young people. The findings suggest a general lack of attention to this material in procurement, promotion and training. The findings are broadly in line with the extant literature on the subject, but there is a lack of UK-based research with which to draw comparisons.

6. Library staff attitudes and opinions regarding the provision of LGBT-related fiction to children and young people in public libraries

This chapter will present qualitative and quantitative data from the questionnaires, and qualitative data from the interviews, on library staff attitudes and opinions regarding the provision of LGBT-related fiction to children and young people in public libraries. The chapter looks first at general attitudes towards provision of LGBT-related fiction to children and young people, including personal motivations; an emphasis on equality, diversity and 'neutrality'; a severe lack of awareness; and a tentative willingness to change. I then go on to look at some specific issues which caused concern for some participants, and finally look at participants' accounts of their colleagues' attitudes, including senior management and frontline staff members. In this more qualitative chapter, previous literature is woven into the discussion throughout, and the chapter summary at the end is also related to the extant literature.

6.1 General attitudes and opinions regarding the provision of LGBT-related fiction to children and young people in public libraries

Self-reported attitudes to provision were generally positive. Table 20, on the following page, shows responses to the Likert scale statements presented in the 'Stock team members' questionnaire.

Table 20: Responses to Likert scale statements on the provision of LGBT-related fiction to children and young people in public libraries

	Strongly agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree	No response
The public library should provide a wide range of picture books with LGBT content	7 (25.0%)	**12 (42.9%)**	4 (14.3%)	4 (14.3%)	0 (0.0%)	1 (3.6%)
Picture books with LGBT content should NOT be available on open shelving in the children's area of a public library	0 (0.0%)	1 (3.6%)	2 (7.1%)	**15 (53.6%)**	10 (35.7%)	0 (0%)
Public libraries should put on displays of picture books with LGBT content	0 (0.0%)	**13 (46.4%)**	10 (35.7%)	4 (14.3%)	0 (0.0%)	1 (3.6%)
Picture books with LGBT content are valuable for children with LGBT parents	9 (32.1%)	**19 (67.9%)**	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Picture books with LGBT content can help children with non-LGBT parents to understand others	5 (17.9%)	**23 (82.1%)**	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
The public library should provide a wide range of young adult novels with LGBT content	7 (25.0%)	**14 (50.0%)**	6 (21.4%)	0 (0.0%)	0 (0.0%)	1 (3.6%)
Novels with LGBT content should NOT be available in an area of the library which is for under-18s	0 (0.0%)	0 (0.0%)	1 (3.6%)	**20 (71.4%)**	7 (25.0%)	0 (0.0%)
Novels which describe LGBT sexual activity should NOT be available in an area of the library which is for under-18s	0 (0.0%)	5 (17.9%)	1 (3.6%)	**17 (60.7%)**	2 (7.1%)	3 (10.7%)
Public libraries should put on displays of young adult novels with LGBT content	1 (3.6%)	12 (42.9%)	**13 (46.4%)**	2 (7.1%)	0 (0.0%)	0 (0.0%)
Young adult novels with LGBT content can help young people who are LGBT or questioning their sexuality to feel more comfortable about themselves	7 (25.0%)	21 (75.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)	0 (0.0%)
Young adult novels with LGBT content can help non-LGBT young people to understand others	6 (21.4%)	**21 (75.0%)**	0 (0.0%)	1 (3.6%)	0 (0.0%)	0 (0.0%)

100% of respondents (n=28) agreed or strongly agreed that 'Picture books with LGBT content are valuable for children with LGBT parents', 'Picture books with LGBT content can help children with non-LGBT parents to understand others' and 'Young adult novels with LGBT content can help young people who are LGBT or questioning their sexuality to feel more comfortable about themselves'. All but one respondent (96.4%) agreed or strongly agreed that 'Young adult novels with LGBT content can help non-LGBT young people to understand others'. There was therefore a general acceptance of the value of LGBT-related fiction among respondents.

The qualitative data also reflected the generally positive attitudes, with many participants making comments in both the questionnaire and interviews which emphasised their support for the idea of providing LGBT-related fiction to children and young people in public libraries:

> "This should be part of mainstream provision. There is more good quality material being published in this area suitable for all ages." (TM1)

> "It's very important to have fiction that represents young people and their experiences and what they're going through, because that will support them in anything they're going through but then it also makes them want to read, if they can identify with the books." (TC9)

Comments from several participants acknowledged the need to see oneself reflected in fiction:

> "I'm very positive about it, I think it's a very good idea, I think that there are a lot, erm, that young people and children should be able to locate themselves in the literary landscape and that you need to provide the means by which they do that... I want *everyone* to be able to recognise themselves somewhere in the collection." (Pilot 3)

> "I do endorse the fact that it should be represented within our stock, particularly for, um, young children whose, um, parents may be LGBT, and also for young people who are experiencing feelings or emotions, um, that they don't yet understand or haven't classified, and also, um, any bullying, um, helping them through any bullying that they may be experiencing." (Pilot 1)

These comments are in line with the literature on the need for provision outlined in section 2.5.

Furthermore, a number of respondents recounted anecdotes which showed evidence of demand from library users:

> "I think it's quite important, I know when I used to work at [name of library], there, there was a young lass who was very confused, going through puberty and didn't know whether she was gay or not. And, erm, I know this type of material did help her make her decision." (Pilot 5)

> "We had a young boy in our reading group who was out to all and sundry but his, his mum and dad [...] Um, but he requested a lot of items [...] and he did have to order it all [laughs], um, he – from quite a small village library, so I think he exhausted our, um, stock, and he put in quite a lot of inter-library loans, as well, so there must have been things that we *didn't* have. And he made a lot of stock suggestions, so this was a few years back, so we did buy some of the titles he suggested." (TC9)

Several respondents also acknowledged the benefits of diverse fiction in broadening young people's horizons:

> "I think it's really important, erm… both for… children in LGBT families, for young people who are questioning their sexuality, but also for, um, children who are in, um, traditional families to see, um, different sorts of people represented generally across the stock that we provide, so it's not a very narrow view of the world that we're presenting, so it's kind of… part of a, a bigger aim for sort of equalities-based stock" (TC1)

> "Young people who haven't necessarily got any LGBT interest might stumble across a book, like, erm, the new, I thought this one looked fantastic, erm, *What's Up With Jody Barton*, which I haven't read yet [...] from the cover design it looks like a kind of like typical teenage chick-litty book but actually deals with, um, LGBT issues in a very unexpected way, so it's nice in that young people can get exposed to something that they weren't interested in and can, and actually can start to think about it, and just kind of accept LGBT content as just a way of life cos it just happens to come across in literature." (Pilot 3)

Once again, this is supported by the literature on the need for provision discussed in section 2.5.

These generally positive attitudes are in line with the findings from the extant literature. The strong levels of agreement with the Likert scale statements mirror the findings from my MA dissertation research (Chapman, 2007a), while research from both the UK and the US has found that library workers tend to have positive attitudes towards both LGBT provision in general (Brett, 1992; Carmichael & Shontz, 1996; Currant, 2002; Readman, 1987; Waite, 2013) and

provision of LGBT-related materials and services to young people specifically (Bridge, 2010; McNicol, 2005a, 2005b; Walker, 2013; Walker & Bates, 2015; Wright, 2007).

Despite this, substantially fewer respondents agreed or strongly agreed with the statements 'The public library should provide a wide range of young adult novels with LGBT content' (21 respondents, 75%) and 'The public library should provide a wide range of picture books with LGBT content' (19 respondents, 67.9%). This tallies with the findings of my MA dissertation, in which 81.7% of respondents agreed or strongly agreed that the public library should provide a wide range of YA novels with LGBT content, and 68.7% agreed or strongly agreed that the library should provide a wide range of picture books with LGBT content (Chapman, 2007a).

Text box comments made in the present study suggested that some respondents were uncomfortable with the idea of providing a *wide* range:

> "While I agree libraries should provide picture books, 'wide range' has to be treated with care so that the overall stock is not unbalanced." (BC1)

A few respondents made comments which suggested that LGBT-related fiction was perceived as an area of niche interest:

> "We may have one or two books for each of the age ranges, I don't know if that is proportionate to the number of LGBT families or not." (MC3)

This is discussed further in section 6.1.3 below.

The quantitative data also suggested some other areas which were of potential concern to participants. Less than half of participants agreed that libraries should put on displays of picture books or YA novels with LGBT content; furthermore, no participants strongly agreed in the case of picture books, and only one strongly agreed in the case of YA novels (cf. Table 20). This was a substantially lower level of agreement than for the other Likert scale statements. The statement regarding materials with sexual content also elicited a broader range of opinions, with five participants agreeing that this material should **not** be provided in an area of the library which is for under-18s. Finally, the levels of agreement with the statements regarding picture books were

generally somewhat lower than for the equivalent statements regarding YA novels, perhaps suggesting that some participants were less comfortable with the idea of providing LGBT-related materials to younger children. These areas of potential concern are addressed in more detail in sections 6.2.1 (provision of materials to younger children), 6.2.2 (sexual content) and 6.2.5 (promotion).

6.1.1 Personal motivation

Only one participant identified themselves as LGBT to the researcher. For this participant, their identity as a lesbian was central to their desire to support LGBT provision within the library service:

> "I mean I came from a really small town, and it would've been amazing if I'd seen anything [about LGBT young people] […] if I'd've seen something like that [poster for an LGBT youth group] I would've absolutely lapped it up, I would've been totally scared as well, but… that I wasn't the only one, and all those sort of things." (BUP5)

This participant gave several examples of improvements to LGBT provision that had been initiated by lesbian staff members within the service, such as the LGBT section, the purchase of an LGBT parenting magazine, the LGBT book group and the literature tent at Pride. At four separate points in the interview, they reiterated their fear that without LGBT staff members, provision would be sidelined:

> "That's, that's my worry, that, you know, if none of us were gay here, it just wouldn't be addressed. I mean it would be addressed, but not in the same way." (BUP5)

This had unfortunately been the case with the black fiction collection:

> "Our staff team's very white, and we did have a black guy who worked on [inaudible], and he set up [the black fiction collection], and he left about 18 months ago, and since then it has been sidelined to a much smaller… even though I've been sort of fighting for it to not be, the, the person who runs fiction is kind of, "Oh it's taking up too much space," and, you know… Whereas I want to extend the LGBT section, I want, you know, I want to extend the BME section, and… and it's a fight, really." (BUP5)

Another (straight, cisgender) participant concurred that many straight library workers would be unlikely or even unwilling to consider providing LGBT-related fiction within the library:

> "I think it goes back to a general unwillingness to look at the stock and do in-depth search if there's something they're not personally interested in [...] people go for what they know, and... unless somebody is aware of, or knows people that are gay, or know what LGBT readers want, they're not liable to buy it." (Pilot 2)

These findings tally with the findings of Walker's dissertation research, which found that only the single LGBT librarian in the study "showed full competence, understanding and positivity towards LGBT support" (2013, p. 43). O'Leary's research findings also support the hypothesis that the presence of LGBT librarians can result in better LGBT service provision; one librarian in her research commented that, 'the development and promotion of LGBT issues in her branch would flourish dramatically if there were a LGBT person on staff" (2005, p. 90). Vincent has commented that LGBT library workers are often seen as the 'token expert' on LGBT library provision (2009b). This applies not only to LGBT library workers but also to representatives of other disadvantaged groups, as was the case with the black fiction collection discussed above. Similarly, Tso found that non-Chinese library staff "usually leave the task of understanding Chinese users' library service needs... to Chinese librarians" (2007, p. 28).

However, a small number of other participants mentioned an indirect personal motivation for their support of LGBT provision for young people in public libraries:

> "I buy as many books on this subject as possible for the Teen section of our libraries as I have 2 gay children myself."[44]

> "I suppose it's born out of personal experience, I know a lot of families where they are same-sex couples with children, and to know that they couldn't get a picture book within their own borough, um, is very distressing." (Pilot 1)

This is supported by a body of social psychology research which shows that positive personal contacts with individual LGBT people are one of the best mechanisms for reducing prejudice towards the group as a whole (Pettigrew & Tropp, 2006) (cf. also section 2.3).

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[44] I made the decision to keep this comment completely anonymous (i.e. not to ascribe it to a particular authority) to avoid any risk of inadvertently outing the respondent's children. Although every effort has been made to preserve anonymity, qualitative research within particular settings often runs the risk that participants may recognise their own setting (van den Hoonaard, 2003).

6.1.2 Equality, diversity and 'neutrality'

Participants throughout all stages of the research drew heavily on the rhetoric of equality and diversity, asserting that they would treat fiction with LGBT content in the same way as non-LGBT fiction. This came through particularly strongly in the questionnaire, which is unsurprising given that participants were explicitly asked to make a comparison between books with and without LGBT content in questions 7 and 8 (cf. Appendix I). However, comments using this type of rhetoric also occurred in other questionnaire responses and in the interviews:

> "We do not exclude these titles or any stock from our displays." (TM2)

> "I like to think that all my colleagues would give those books as fair a treatment as all the other books available – and, and me too." (TC11)

Some participants emphasised the fact that we live in a diverse society, and that the stock should reflect this:

> "I don't feel that in our diverse society these should be treated as something out of the ordinary. If a child is not allowed access to something purely because it contains reference to LGBT then it seems to promote LGBT as abnormal." (MC1)

> "Teenage stock should allow readers access to many experiences through books that reflect our society." (TC3)

Others discussed the issue in the language of intellectual freedom, emphasising that the role of the library is not to censor stock:

> "I don't discriminate against any book. Erm… I try, I don't do censorship on anything, I will buy anything to come in to the library." (Pilot 5)

> "I don't personally feel that it is our place to restrict loans, whether LGBT related fiction or anything else. The role of librarians is to select and provide a range of materials to meet the needs of our readers and to present these in such a way as to provide guidance to suitability, but not to prevent access. e.g. Graphic novels for Teenagers should be displayed separately from those with more adult content (e.g. sex, violence etc.), but without any restriction on what is borrowed." (TC1)

Intellectual freedom has been identified as a key aspect of professional ethics (cf. section 1.6.1), although the attitudes to age restrictions and parental permission discussed in section 5.3.2 suggest that not all participants upheld this principle as strongly as might have been hoped.

Some participants made a specific reference to the ethos of the library as a place for everyone:

> "We are, um, all things to all – libraries are, should be, all things to all people, and that means all i – um, all areas of the community…" (Pilot 1)

> "I think the library is a place for… finding out, you know, we're, we're a *neutral* space, and I think a very inclusive space as well, so the, the information and the stock that we provide needs to reflect that." (TL3)

However, this 'non-discriminatory' attitude frequently translated into an essentially passive stance: participants emphasised that they would not censor LGBT-related fiction, or exclude it from displays, but nor did they make any effort to seek it out or to promote it within the library:

> "I normally browse the shelves for material [to include in displays], and if I come across LGBT titles would include some. I have not specifically searched for LGBT titles though." (TC3)

> "Maybe we don't make a conscious effort to buy LGBT stock, but we don't… I, I, I, I hope none of us discriminate in any way. If it's there and it's available we'd definitely buy it." (TL6)

It was notable that many respondents used the conditional tense 'would', as if to imply something that might hypothetically happen, but which did not in fact take place in practice. The situation across the majority of participating authorities was summed up by this comment from the stock team manager at TC:

> "I think as things stand currently we, as a library authority, have not gone out searching specifically for LGBT stock for children and young people but we have, hopefully, not let prejudice influence the purchase of stock for the library service." (TC1)

The idea of the library as non-discriminatory and open to all has been identified as a key aspect of professional ethics, perhaps especially with relation to public libraries (cf. section 1.6.2). However, research into the needs of underserved communities has found that this is not necessarily the case in practice, identifying a variety of barriers to provision and a perception of the library as exclusionary (e.g. DeFaveri, 2005; Durrani, 1999; Harris & Simon, 2009; Muddiman et al., 2000; Waite, 2013). Critical approaches to LIS argue that in a capitalist society, libraries are entrenched within institutional oppression (de

jesus, 2014; Malone, 2000). Roach and Morrison's (1998) study of the provision of services to ethnically diverse communities within public libraries concluded that:

> "…it may be argued that the principle of 'universality' as expressed in the Public Libraries and Museums Act of 1964, rather than enabling, actually defeats equality by imposing a standard based on the needs of the most powerful or influential groups within society whilst failing to recognise the needs of less powerful or influential groups. In this way it has been possible for individual public library services to promote access for all whilst continuing to deliver, at best, colour blind (or, at worst, ethnically biased) service provisions." (p. 165)

A very similar point could be made about the majority of the participants in the present research, who expressed support for the idea of providing LGBT-related materials to children and young people whilst continuing to provide heteronormative/cisnormative services and materials. Walker (2013) also identified a passive, 'neutral' stance among several respondents to her research on LGBT provision in school libraries, who focused on the similarities between pupils in a way that failed to address the needs of LGBT youth. This focus on similarities – in a context where LGBT young people are actually being underserved – acts to erase differences and complexities, and to permit these young people to be overlooked. Walker concludes that, "Neutrality is problematic, however, as... it maintain[s] the status quo (where LGBT youth are ineffectively served)" (2013, p. 56). Similarly, Pateman and Vincent recommend a move *away* from 'equality' and 'neutrality', arguing that "we should not treat all of our customers equally, but in a way that meets their individual needs" (2010, p. 120).

The concept of 'neutrality' has also been critiqued in the wider professional literature as an ideological position which implicitly supports established interests; the processes of creating, managing and disseminating information can never be truly neutral (Blanke, 1989; Jensen, 2008; Lewis, 2008b; Smith, 2010). This raises a question as to whether a library can simultaneously be a 'neutral' space and also an 'inclusive' one, as suggested by participant TL1 above.

6.1.3 Lack of awareness

Nearly all of the research participants, in both the questionnaire and interview stages of the research, showed a lack of awareness of the need for provision of LGBT-related materials to children and young people. They nearly all admitted that it was an area they had not addressed and indeed had never thought about.

> "This is an area which we just haven't investigated." (BC1)

> "It's just not something that anybody's really thought of." (Pilot 4)

Variations on the phrase "we just haven't thought about it" appeared repeatedly in the data as the reason for not promoting LGBT stock for children and young people and for not providing it in the first place:

> "Q12. Do you put on displays of books with LGBT content aimed at children and young people?
> BU1: No. Mainly because we just haven't thought about it"

> "It probably won't occur to people, so, we need to stock this group, um… cos there – so many groups and interests are being, sort of, targeted, that some of them slip through the cracks…" (Pilot 2)

Two participants in Walker's research admitted to a similar lack of attention to the issue, using very similar phrasing:

> "'It's not really something I've though [sic] about extensively'
> 'I have not thought much about this issue'" (Walker, 2013, p. 50)

Although this theme was less dominant in Walker's study than in the present research, the similarity of phrasing is striking, particularly in view of the fact that the two pieces of research were carried out concurrently, and the theme emerged independently in each, without discussion between the researchers.

The overwhelming trend in the current study was that librarians were positive, but only when directly asked. This was summed up in a quotation from one of the pilot interviewees:

> "I think [my colleagues are] very positive, I'm not sure if it ever becomes flagged up as an issue of discussion though, erm… I'm sure if they were asked about it, it would be, erm, kind of a positive area […] but, particularly, it doesn't come up particularly..." (Pilot 3)

There was little evidence of pro-activity among participants, with several commenting that they had never been asked to provide these materials:

> "Have never been asked to [put on a display of books with LGBT content aimed at children and young people] and I suppose it's something we haven't really thought about." (TU1)

> "I am not aware of any complaints regarding the lack of titles available for children & young people in our libraries." (TC3)

This linked with a perception on the part of a minority of individuals that there was little or no demand for LGBT-related materials for children or young people in their area:

> "Q13. Do you make an effort to include books with LGBT content aimed at children and young people in displays on other themes?
> ML1: No. There is no such demand on the LGBT subject."

> "Because many of our libraries are, are kind of rural libraries, um, you don't get as much call for the stock [...] I think, just due to our customer portfolio we don't get as many enquiries as you maybe would do in Newcastle, or something like that, or Sheffield." (Pilot 4)

In contrast, a small number of interviewees acknowledged that it is problematic to assume that there is no demand when dealing with an invisible minority who still experience stigma and oppression from many quarters:

> "I asked them to put, um, a poster up [for a local LGBT youth group], and one of the staff members said that they hadn't put it up cos we don't get any in here. We don't get any lesbian and gay young people in here, and I went… I sent out this email to the whole service, and I said, "You might not think that you get les – young lesbian and gay people in there, in your library, but you don't actually know. So just presume – don't presume, that because nobody mentions it, that you're not getting young lesbian and gay people in, it's invisible, you know, because people are questioning their sexuality." (BUP5)

> "I think it's an easy excuse as to, we don't buy it because 1) Nobody wants it, as, well, nobody's requested it, because teenagers, especially gay teens, they don't want to be a bigger target than they already are, and they don't want to be seen to be requesting such titles openly and, yeah. It's a vicious circle. The books aren't bought because there's no recognisable group that would borrow them, and the group that does borrow them often aren't out and proud, and they just want to keep a low profile and not be recognised." (Pilot 2)

Two participants, while acknowledging the need for provision, questioned whether LGBT people do in fact want to read books specifically about LGBT people:

> "It's like, they're not different people, they're just people, like, they don't have, they don't, like, nobody gay or lesbian or transgender wants to read something different based on, you know?" (TL6)

> "I don't think, I don't think that does happen, I think young people just choose books that they wanna read, regardless of who the main characters are. And just because I'm a white Christian straight woman, I wouldn't necessarily seek out books with that person as a – you just pick what you like to read, don't you, really." (TC7)

However, the research evidence suggests that many LGBT individuals want to see themselves in at least some of the material they read (Bridge, 2010; Linville, 2004; Rothbauer, 2004; Waite, 2013; Walker, 2013; Walker & Bates, 2015). TC7, in particular, is overlooking the fact that a large proportion of books are about white straight (albeit not necessarily Christian) women, so there is no need to seek them out specifically. Another interviewee, who self-identified as lesbian, highlighted the heteronormative nature of this assumption by flipping it:

> "Yeah, it's like, it's like if that whole section was gay fiction, and there was three books for straight teenagers, what – how would that be perceived? You know. It's like, oh, well, do straight people *want* to ta – read about straight people?" (BUP5)

In contrast, there seemed to be an assumption among some participants that only individuals who were themselves LGBT, questioning their sexuality or gender identity, or in LGBT-headed families, would want or need to read books with LGBT content.

> "I think borough populations define how our stock is, obviously, because we cater for the needs of the residents." (TL6)

> "I would be interested to find out more about the local need for books covering LGBT; I feel it may be a hidden need and particularly that there may be more families and individuals that this subject directly relates to that we are under serving as customers." (TU2)

Thus, even where provision was better (i.e. in BUP), the existence of a visible LGBT community was frequently cited as the reason for this provision:

"Me: So, obviously you have done significantly better than some of the other authorities, so what do you think it is that has enabled you to do better?
BUP4: Erm… I would say, I'm just trying to think… possibly that awareness… maybe living *in* [BUP] and just that awareness of our community, erm… and that there are… [pause] significantly higher numbers of LGBT families in [BUP], erm, and that awareness that, um, you know, we do need, we need this stock, you know, that's, erm… that's what I would say […] I think it's probably quite sort of natural in [BUP] and as I say the adult LGBT section has existed for, for years, years and years we've had that, we've had that section, erm… so it's just, um… yeah, natural, actually, that… that we would have, and provide for families and parents and their children, yeah." (BUP4)

While it is positive that provision of LGBT-related fiction for children and young people was better in BUP, and that the library takes account of the needs of the local community, it is problematic if LGBT provision is predicated upon the existence of a (visible) LGBT community. While it may be true to an extent that LGBT-headed families may choose to congregate in particular areas that are perceived to be 'gay-friendly', this is not possible for all individuals. Moreover, it does not hold true at all for young people who are LGBT or questioning their sexuality or gender identity, who cannot help where they are born (Downey, 2013). LGBT-headed families and LGBT young people in rural areas, or other areas which are not perceived to be 'gay-friendly', may be particularly isolated and in need of resources and other provision. Finally, as discussed in the literature review, there are potential benefits to reading about people different from oneself, and indeed, there is no reason why straight, cisgender children and young people, from non-LGBT-headed families, would not be interested in reading a book with LGBT content. They may be interested in the experiences of people different from themselves, or may find other points of interest in the story that are not related to sexuality or gender identity. Mansoor takes issue with the idea that there is no need to provide 'ethnic minority' texts in predominantly white areas, arguing that provision of such texts "may promote a multiculturalism based on diversity… which may benefit society as a whole" (2006, pp. 57-8).

There was a particular lack of awareness among participants regarding the need for provision of LGBT materials for children and young people specifically.

As noted in section 5.4.2, efforts to provide and promote LGBT fiction in the participating library authorities had focused more on adult materials, and this reflected a more general lack of understanding in some quarters regarding the relevance and importance of LGBT materials for children and young people.

> "I think people don't ever really think about children in these situations and it's, it's very interesting doing this re – being part of this research now because it's making me really question why have we ne – why have we never thought about it? Erm… I think there's so much work and awareness around adult, sort of, LGBT issues, that that's what we've possibly concentrated on, and never really given the children, children's area any thought." (TL3)

Some individuals acknowledged the need for LGBT materials for teenagers, but questioned whether these materials would be relevant to younger children. Comments demonstrated a lack of awareness of both the existence of LGBT-headed families, and the age at which children start to become aware of their own sexuality or gender identity (cf. section 2.2):

> "I can't see the relevance for children, but I do see there might be a place for promoting this category of fiction with teenagers." (MU2)

> "BL1: I think when children are very young, they don't really have much sense of themselves as people with sexual orientations or feelings or whatever… um… so… I'm surmising that it's not… something that they're going to be, erm, exposed too much to and have too much difficulty over.
> Me: What about families who have two mums or two dads, who are exposed to it in that way, or children who have friends who have two mums or two dads?
> BL1: Erm… I can imagine in, in the, the future, as these relationships are more open and, er, accepted… I think there will be a place, place for that kind of material, yes. Because then that would reflect the reality of the child's… erm, background."

This type of response suggests a 'neutral' approach to librarianship as recommended by Foskett (1962), in which the library provides materials to meet the user's need as and when a request is made (cf. section 1.6.1). However, as discussed in section 1.6.1, the 'neutral' approach has been criticised for reinforcing the status quo (e.g. Blanke, 1989; Jensen, 2008; Lewis, 2008b; Smith, 2010) and locating the library as a passive, reactionary institution. More radical approaches to librarianship suggest that the library has a potential role as an agent of social change (Leckie, Given, & Buschman,

2010); under this type of approach, the library should stock books featuring LGBT-headed families in order to help promote inclusion and understanding (cf. section 2.5).

The response also reflects the heteronormativity prevalent in society (Warner, 1991), in its assumption that few LGBT-headed families currently exist and that social acceptance of such families and relationships is low. In fact, many such families already exist (cf. section 2.2) and social acceptance is increasing (cf. section 2.3).

Thus, although the majority of participants were positive about LGBT provision when asked (cf. sections 6.1 and 6.1.2), the lack of awareness of the need for provision, the assumption that no requests equate to no demand, the query as to whether LGBT people want to read about LGBT people and the failure to recognise how LGBT-related materials could be relevant to children all point to entrenched hetero/cisnormative assumptions and heterosexual/cisgender privilege. Cisgender, heterosexual library users are not expected to 'out' themselves as such in order to be able to access books that represent themselves or their families, but LGBT library users appear to be invisible unless they do this.

6.1.4 Willingness to change?

As discussed in the preceding sub-sections, there was a general trend of positive attitudes towards the idea of providing LGBT-related fiction to children and young people, coupled with an open acknowledgement that it was not an area they had previously considered. Many questionnaire respondents expressed a desire or at least willingness to change now that the questionnaire had drawn their attention to it, which initially seemed encouraging:

> "We are shortly going to ask 'Gay's the Word' bookshop to do a supplier selection for all our libraries in order to provide a good range of this stock." (TL1)

> "We will be adding booklists to the LGBT pages of the library website, once stock levels are appropriate." (TC1)

> "This questionnaire had highlighted a need for me to be more proactive in the selection and display of LGBT material for children and young people." (TC3)

However, in the interview stage of the research it became apparent that this had not really happened in the authorities where the interviews were carried out. As discussed in section 3.3.5, the delays to the research process had the unintended benefit of adding a longitudinal element to the study, and interviewees were therefore asked about things they had said that they planned to do in the questionnaires, and whether there had been any other developments in LGBT provision for children and young people over the intervening period.

> "Me: Since the questionnaire was carried out, have you done anything more particular in this area, um, any purchases of stock, or…?
> BL1: I'm afraid not, no."

> "Me: So when you discussed it at the meeting, what was the outcome of that? […]
> TC7: […] I think, as far as I remember, it was that we needed to be aware, and, um, that we did need some stock, I think we were aware that this was a gap at the time… and probably still is.
> Me: And was additional stock purchased at that time, can you remember?
> TC7: I don't believe it was… but… I'm not aware of it, certainly."

In authority TL, the stock team manager who completed the questionnaire had subsequently left the authority, and it proved very difficult to discover whether their proposed 'Gay's the Word' buy had gone ahead, as none of the interviewees – including the new stock team manager – were aware that it had even been planned. In this case, it appears that the impetus to improve provision came from one keen person, rather than being established at the institutional level as a standard element of mainstream provision. There is a wider issue here around the loss of tacit knowledge when staff members leave, which is likely to become an increasing problem as staff numbers are cut. This is discussed further in section 7.1.2.

Although the continued inertia in BL, TC and TL was depressing – and called into question the extent to which participants really did value LGBT provision – the interview stage of the research did prompt positive action in TC; this is discussed further in section 8.2.2, on the impact of the research.

6.2 Specific areas of concern

Despite the generally positive attitudes, some specific areas of concern were apparent from the data. These included the provision of LGBT materials to younger children; materials with sexual content; the quality and appeal of LGBT materials aimed at children and young people; the US focus of many publications; promotion of these materials; and the possibility of complaint. These are discussed in turn in the following sub-sections.

6.2.1   Provision of LGBT materials to younger children

As noted in section 6.1, the results of the Likert scale questions generally showed lower levels of agreement with the statements regarding picture books than with the equivalent statements regarding YA novels. Notably, less than half of respondents (46.4%) agreed or strongly agreed that public libraries should put on displays of picture books with LGBT content. One respondent felt that picture books with LGBT content should not be available on open shelving in a children's library, while two others were unsure.

The qualitative data also reflected anxiety among a few participants about providing LGBT materials to younger children. This was frequently linked to a fear of complaint (cf. section 6.2.6), coupled with a lack of understanding about why provision of LGBT-related picture books might be relevant or necessary (cf. section 6.1.3):

> "I think there may be a case for including LGBT fiction for young people as they become aware of sexual and gender issues, but it is more difficult to justify for younger children. Some of our client groups are from very conservative backgrounds – we have lent books in the past to playgroups run by churches who have specifically asked us not to include books on LGBT issues." (BL1)

> "I think you've got to be very careful about, er… where you'd put them in a children's library, because, I mean… the whole point of a children's library is that it's accessible for all ages, and I wouldn't want to be flicking through picture books, a picture book box, and find one. I can imagine it would shock quite a few people." (Pilot 4)

This tallies with the results of previous research, in which a minority of respondents have expressed concerns about providing materials with LGBT content to younger library users (Currant, 2002; O'Leary, 2005). Wright noted

that "several" participants in her research felt that LGBT materials were not suitable for younger members of the (secondary) school community:

> "I do not feel they should be on show in a school library, you have to consider all age groups and that includes the younger end of the school" (Respondent to Wright, 2007, p. 50)

In my own MA dissertation, the responses to the Likert scale questions did not show the same trend for generally lower levels of agreement with the statements relating to picture books. However, the statement, 'The public library should provide a wide range of picture books depicting LGBT families' had a substantially lower level of agreement, with 68.7% of respondents (n=73) agreeing or strongly agreeing, compared with 81.7% (n=72) for the equivalent statement on YA novels. The difference in the pattern of Likert scale responses may well be due to the fact that neither survey was large enough to be statistically generalizable.

One respondent suggested that the lack of attention paid to LGBT issues in children's libraries could be due to anxieties about an area which is perceived as relating primarily to sexual preference and thus, by implication, sex:

> "Pilot 3: It's ne – not necessarily flagged as a children's or young person's area.
> Me: And why do you think that is?
> Pilot 3: I think… possibly… because, erm… I don't know. It might be because, because it's dealing with sexuality, or sexual preferences, it might be thought of as… not necessarily an area needed to be promoted, I'm not sure… I think that maybe people might be scared off by the fact that it is dealing with kind of like… sexual preference."

This tendency to conflate LGBT content with sexual content occurred elsewhere in the research (cf. section 5.3.2). Previous researchers have also noted the assumption that LGBT materials must necessarily contain sexual content, and are therefore unsuitable for children (Brett, 1992; Currant, 2002). Mark Jennett, part of the No Outsiders project team, notes that:

> "LGB relationships are often seen as being mainly about sex. And since many people believe that sex has no place in the primary classroom, neither, in their view, do LGB people or their relationships." (No Outsiders Project Team, 2010, p. 1)

Despite the success of the No Outsiders pilot project, the national roll-out of the project – which aimed to challenge homophobia/transphobia and hetero/cisnormativity in primary schools – was cancelled after reports in the media falsely claimed that it was teaching children about "the pleasures of gay sex" (Brettingham, 2008, para. 3). Allan, Atkinson, Brace, DePalma, and Hemingway (2009), also members of the No Outsiders project team, note that primary schools are often thought of as a place of innocence, in which 'adult' issues (such as LGBT sexualities) are seen as threatening; the findings of the present research suggest that children's libraries may be viewed by some in a similar light.

6.2.2 Sexual content

As noted in section 6.1 above, the Likert scale question on materials with LGBT sexual content elicited a broader range of opinions than many of the other statements. Nineteen of the 27 respondents (67.8%) disagreed or strongly disagreed with the statement 'Novels which describe LGBT sexual activity should NOT be available in an area of the library which is for under-18s', i.e. they felt that such materials should be available. However, five respondents (17.9%) agreed with the statement, one neither agreed nor disagreed, and three respondents (10.7%) selected 'Don't know/no opinion'. None of the respondents who agreed with the statement made any qualitative comments explaining their position.

Nine questionnaire respondents emphasised that they would not distinguish between LGBT content and heterosexual content in this domain:

> "Novels describing LGBT sexual activity have to be assessed for their suitability/explicitness in the same way as heterosexual activity so some would suitable to make available but other novels would not." (BC1)

> "Books with any explicit sexual content, not specifically LGBT, should be placed in an older age range." (MM1)

This reflected a more general tendency among participants to emphasise that LGBT-related materials would be treated in the same way as non-LGBT-related materials. This has been discussed and critiqued in section 6.1.2. However, while the data did not suggest any concerns about LGBT sexual content

specifically, there did appear to be some anxieties about materials with sexual content in general. General concerns about sexual content are relevant in considering LGBT provision as there is sometimes a tendency to conflate LGBT content and sexual content (cf. section 6.2.1); moreover, it has been argued that materials with sexual content are particularly important for LGBT young people, as there is a dearth of positive, realistic material available elsewhere (see for example Epstein, 2013).

As discussed in section 5.3.1, five respondents to the 'Stock team manager' questionnaire said that their authority placed age restrictions on some or all materials with sexual content, while six respondents said that these materials required parental permission. A surprisingly large number of respondents to the 'Stock team members' questionnaire (12 people) expressed opinions in favour of age restrictions in general (cf. section 5.3.2). Six of these respondents, and one interviewee, specifically stated their approval of age restrictions for materials with sexual content:

> "We would keep novels which describe LGBT sexual activity in our Teenage Library which is for children aged 12+ i.e. we would not have them available for younger children. […] We put ALL books with sexual content / aimed at teenagers in our teen library as it is not appropriate for younger children to read or understand." (BU1)

> "So that if a 9-year-old is trying to take out, er, Judy Blume's Forever or whatever, erm, books like that, it can be stopped, erm, at the counter unless of course the parent says that's fine. Because there are parents that don't want their children to read certain types of material before they're ready. Um… and I think I'd include the LGBT fiction in that, simply from the point of view of the child being age, you know, age-ready for it." (BL1)

One interviewee commented that a very explicit Young Adult book might not be stocked in the areas where there was a large Orthodox Jewish population:

> "Maybe if there was a book that was extremely sexually graphic, erm, and I'm not speaking about LGBT, I'm speaking about anything, we might decide not to stock it in a certain library because it's a very Orthodox area but we would stock it in other branch libraries…" (Pilot 3)

Another questioned whether books for teenagers should include sex scenes:

> "I would not expect the books stocked in the Teenage section of the library to have much in the way of detailed, described sexual activity, either heterosexual or LGBT however." (TC3)

It is difficult to tell in this context exactly what the participant is thinking of when they refer to 'detailed, described sexual activity'. However, comments from other participants suggested similar anxieties. One interviewee was in the process of reading *How Beautiful the Ordinary* at the time of the interview. Although they spoke very highly of the book, and said they would recommend it to colleagues, they also observed that it might be more appropriately located in the adult library:

> "And it may end up in the adult section, because it's just that borderline... how much sex is okay, um, in something that we're recommending for teenagers..." (TC1)

The book was ultimately purchased and placed in the Teenage section; however, some anxiety is reflected in this participant's hesitancy about a book which was published for young adults, and which I myself had read for the purposes of the research and would consider to be age-appropriate. Another participant from the same authority observed that some frontline staff had expressed concerns about stocking a book about teenagers losing their virginity:

> "Very occasionally we'll think about a book if, um, there's a... there's a teenage novel that's kind of very obvious from the front cover what it's about, it's called, oh, I can't remember what it's called now, and I remember some of the library staff didn't like it [...] I do remember a couple of library staff said, 'nnggh, I don't like having this.'" (TC7)

Attitudes of this type have been identified among a minority of participants in previous research (Armstrong, 2006; McNicol, 2005b). However, books that are published, recommended and stocked for young adults often contain a significant amount of (heterosexual) sexual content (e.g. Melvin Burgess's *Doing It*).

In contrast, other participants were more comfortable with sex scenes, and felt that the teen or young adult section was an appropriate place to stock such material:

> "[A]s long as the teen library is separate from the children's no harm in tasteful descriptions of explicit sex – I would not see any distinction here between 'gay' and 'straight' sex." (MU1)

> "Materials with sexual content would be managed as with other teen materials with sexual content – by putting them in a teen section we are indicating they may include sexual content." (MC2)

A small number of participants discussed the issue of sexually explicit materials for adults (not necessarily LGBT materials), and whether these should be stocked by libraries at all. Two participants recalled instances of books actually being banned for sexual content; however, these situations had occurred several decades ago:

> "I think we did draw the line at Madonna, it was sort of sent to the, er, Head of the, er, Libraries committee for approval, and was never seen again." (BL1)

> "Well when I came here originally there was, there really *was*… in the librarian's office, a list of kind of banned books […] even things like Philip Roth, originally, were objected to, and if there was one objection it, of course it had to go through, um, a process up to and including the library committee. And then they would, um, they would, they would limit access of books, that included books about sex, um, um, and also occasionally religion, um, and there was a whole couple of shelves, and it made for good fun, when you had a look at them, because of course they were perfectly innocuous." (TL5)

This interviewee went on to observe that things had changed significantly in this respect:

> "I think there are much more *robust* methods of dealing with that kind of thing now and I, I think there's a lot less genuflecting to the idea that the public can determine what you can put on the shelf." (TL5)

Pilot 1 felt that the prevailing attitude in their authority had changed quite recently:

> "I think probably if you were speaking to me about five, six years ago, I would have probably said yes, there is some concern, erm, and that's just because of, erm, risk aversion and not knowing what the public were going to say. The Public in its sort of you know, with a big P, whoever they are… Erm… I would say now, in [name of authority], there is not that feeling at all, on the basis, we've just bought an erotic fiction collection that came with free edible knickers […] there were lots of bums and boobs all over the books." (Pilot 1)

The issue of sexual content in books also arose in a number of comments relating to the possibility of complaint. These are discussed in section 6.2.6, below.

6.2.3 Quality and appeal

This sub-section will discuss participants' opinions on both 'quality' and 'appeal' as they pertain to LGBT-related fiction for children and young people. These concepts are complex and subjective; in some contexts they are used almost interchangeably (i.e. a high-quality book is one that is appealing) while at other times they are viewed almost as opposites. In Phillips' (2005) dissertation research, the majority of participants made a clear distinction between 'a good read' and 'literature', even though opinions differed regarding the criteria used to define these concepts.

Participants were not explicitly asked about their opinions on the quality and appeal of LGBT-related fiction for children and young people in either the questionnaires or the interviews. The concept of 'quality' is a fuzzy one which is difficult to address in a questionnaire; as regards the interviews, I made the decision not to explicitly ask about potential concerns, such as quality or US focus (cf. section 3.3.5.2). However, as in my MA research (Chapman, 2007a) issues around quality emerged as concerns in both qualitative comments made on the questionnaires, and in interview discussions, reflecting their significance in the eyes of library staff members.

A small number of participants, who had some knowledge of the titles available, expressed concerns about the quality of the material, particularly as regards picture books:

> "Some of the picture books shown [at a training event] seemed a little weak re quality of production, however." (TL1)

> "We have found it really difficult to identify picture book level titles with the quality of story that we would generally expect to provide for our borrowers." (TC1)

The latter authority, TC, had made a special effort to seek out and purchase LGBT picture books in response to requests from members of the public (cf. section 5.1 and Appendix O). This authority made further efforts to expand its

collection of LGBT-related fiction for children and young people, and to promote the collection to the community, following its participation in the interview stage of the research (see section 8.2.2). However, the question of quality continued to cause concern, and there was a tension between the desire to provide an inclusive collection and the desire to maintain quality standards. A stock team member still had some reservations:

> "I am really disappointed at the quality of most of the books available… I know a lot are self-published but with many the stories and/or illustrations can be really horrible (e.g. Toast[45]) and they are not suitable for library stock and certainly do not convey a positive image of any family." (Email from TC8)

In contrast, the stock team manager commented that she had had feedback from library users that, "anything's better than nothing!" and went on to explain:

> "One of the customer comments that, that we received, um, which was for Spacegirl Pukes, and I had a di – I did have a discussion with the, the mum, um… around the fact that it's not sort of – its, its overall quality wasn't what we would've expected for our, our collection, and you know, the illustration style and so on… [but] obviously we did buy it." (TC1)

LGBT-related YA fiction was not subject to the same criticism as the picture books, although one participant questioned the appeal of the 'Rainbow Boys' series (Pilot 2) and another speculated about the quality of the fiction available:

> "I do sometimes look at the lesbian and gay section and a lot of the, the female, the lesbian fiction is American, and it's quite trashy… And I wonder if that's the same… you know, for young fiction. You know, what is there to write about? You know, how, how deep are the stories? Or is it just girl meets girl?" (BUP5)

This links in with a broader debate about the extent to which libraries should focus on high-quality, 'literary' works as opposed to more populist material (see for example Usherwood, 2007; Walker & Manecke, 2009). In the context of the present research, it is also interesting to consider whether different standards

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[45] After receiving this email, I discussed the title in question with Fen Coles of Letterbox Library, an expert in diverse children's literature, as I had not had the opportunity to read it myself and was wondering whether to take it off the recommended list. Fen commented: "[W]e sold the books. We both liked the quirk artwork. Text weaker but fine. Loads of energy & sparks in the book. We would both get behind it as a positive 'casual' LGBT representation. Pretty keen really." The book was therefore retained on the list.

are applied to LGBT-related fiction. Given the vast number of 'boy meets girl' stories available to straight young people, is it necessarily a problem if (some of) the LGBT-related YA fiction is 'just' girl meets girl?

Although only a few respondents commented specifically on the quality or appeal of the fiction available, several others emphasised that they would expect LGBT-related fiction to meet the same quality standards as any other fiction:

> "I think it depends on the book, I wouldn't necessarily supply an LGBT book just because it is LGBT, I want it to be a *good* book which has LGBT *content*… You don't want to chock the, erm, shelves full of books, erm… just to have… I mean, you do want to, I do want to have them, but you also want to have books that are high-quality and engaging." (Pilot 3)

> "I don't think I'd be happy to stock a book *just* because it was about LGBT… families. In the same way that I wouldn't stock a book *just* because it was multicultural." (TC11)

This participant went on to explain that they felt that providing poor-quality books could be counter-productive:

> "And we wouldn't buy them just because of that, I mean that's unfair, isn't it… you know. Because it gives all sorts of wrong messages… you know, you don't want all the books on this particular subject to be not as good in terms of quality as all the other books, because it… yeah." (TC11)

This tallies with the findings of my MA dissertation research, in which library staff in both the questionnaire and interviews felt that quality standards should be upheld. Both LGBT and library participants acknowledged the potential drawbacks of providing low-quality books; however, the LGBT participants were more open to the idea of relaxing quality standards in order to provide a diverse collection, although there was much debate on the subject (Chapman, 2007a).

6.2.4 US focus

As discussed in section 4.1.1, a large number of the available LGBT-related fiction titles for children and young people were not published in the UK. I did not gather quantitative data on the actual publication place of the non-UK titles, as this lay outside the scope of the research; however, it was overwhelmingly

apparent that the large majority of titles were published in the US[46] with only a very small number of titles from other English-speaking countries such as South Africa, Australia or New Zealand/Aotearoa, or translated from other languages. In section 7.3 I go on to discuss the impact of this on purchase by libraries, due to practical considerations such as price. However, it was also apparent from the qualitative data that some participants had concerns about US titles that went beyond these practical issues. This issue emerged inductively from the data; although it had previously emerged as a concern in the findings of my MA dissertation (Chapman, 2007a), I did not explicitly ask questions relating to this issue as I did not wish to highlight issues which might be of potential concern to participants, but which I myself felt should not preclude provision (cf. section 3.3.5.2).

Seven participants mentioned the US slant of much LGBT-related fiction for children and young people as a reason why they might be reluctant to purchase it for the library service. This issue was most frequently mentioned with relation to picture books; this could be due to the fact that there are few non-US picture books available, so libraries have few options. Concerns were primarily expressed in terms of cultural appropriateness for the target audience (mentioned by six participants), while three additionally or alternatively mentioned US spelling and vocabulary.

> "Some of the other titles were just too [American], you know, it wasn't, it was about the culture as well, not just about the sort of like actual language used, but wouldn't sit well, particularly, in our libraries, I don't think, which is a shame because it's not representative of, like, British, erm… life, then, is it?" (TC10)

> "The Americanisms in them might make them something we wouldn't buy. So it's not the fact that… I wouldn't say, 'Oh, all American books are gonna be a no-no," but, um… but you know, they'll be talking about 'mommy' instead of 'mummy'…" (TC11)

The participating supplier confirmed in an email that there was less interest from libraries in US titles in general:

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[46] This could be due in part to the fact that most of the critical and bibliographic literature on this subject is also published in the US, and the checklists on which I drew tended to have a US bias. However, Epstein (2013, p. 227) confirms the dominance of US titles in the field.

> "Most of the US ones are indeed available over here, but the prices are much higher and there's less interest (this is true of any book, not just an LGBT title!)"

However, one participant had modified their stance on this issue after talking to LGBT library users:

> "One of the difficulties for us is that, um […] a lot of titles are either very American, which is something that puts us off purchasing things because, erm… if it doesn't feel like a British family, um, it's not necessarily going to meet the needs of our readers, but, um, equally I've had some feedback from customers that, um, anything's better than nothing!" (TC1)

These findings broadly mirrored the findings of my MA dissertation, which gathered opinions from LGBT people as well as library staff members. Some individuals (both library and LGBT participants) expressed similar concerns about linguistic and cultural differences, which could form barriers for readers. In contrast, two participants (one from a library context and one from publishing) felt that teenagers in particular were "steeped in American culture anyway" and the focus group of young LGBT women concluded that "it was better to have American material than nothing at all" (Chapman, 2007a, p. 84). In this context, it is interesting to note that participants in the present research were keen that titles stocked in the library should represent 'British life' (which is itself a complex, multi-faceted and difficult-to-define concept), but did not seem to have considered the fact that titles depicting heterosexual families might not be representative of an LGBT-headed family's experience.

6.2.5 Promotion

The data reported in section 5.4 showed that the majority of participants did not promote LGBT-related fiction aimed at children and young people within their library authorities. Even where promotional efforts were made, they were often rather limited and piecemeal, and many participants acknowledged that they did not make any great effort to seek out and promote the stock (cf. also section 6.1.3). Participants were more likely to include LGBT titles in displays on other themes than to create LGBT-specific displays for children or young people. It was also notable that LGBT-related events or promotions tended to be targeted at adults rather than children or teenagers, tying in with a more

general tendency for children and young people not to be considered in LGBT library work (cf. section 6.1.3).

The attitudinal data reported in section 6.1 also shed light on this area. Less than half of respondents agreed or strongly agreed that public libraries should put on displays of picture books or YA novels with LGBT content. Qualitative comments revealed that in some cases this was due to an awareness of stigma and a reluctance to inadvertently 'out' young people:

> "Some young people find it difficult approaching displays with this type of content and sometimes even more difficult actually borrowing from the library." (BM1)

> "If LGBT books were put in a display it may inhibit the young people from borrowing them." (MU1)

However, one participant suggested that there are ways of managing displays to promote visibility while also permitting discretion:

> "The LGBT display which we did in Central, erm, was next to the self-service machine, to avoid, if anyone felt embarrassed about borrowing it, they could just borrow it on the self-service machine." (Pilot 5)

In a few cases there appeared to be a certain amount of discomfort with promotion, or concerns about complaint or media reaction (cf. section 6.2.6):

> "Excessive concentration on the subject would seem to be counter-productive. Present but not obtrusive would seem to be best." (MU2)

> "You want to promote the fact the material's there so people can take it out, but… I also want to avoid promoting it in one respect so that you don't get the, you know, the negativity around it, erm… Because it would get picked up, I reckon, by the press, and then they would turn it into something… they'd turn into a horrible kind of issue which it doesn't need to be at all." (TL3)

The preference for materials to be 'present but not obtrusive' chimes with the findings of research on general social attitudes by Valentine and McDonald (2004), which suggested that acceptance of lesbians and gay men was conditional on them keeping a low profile in public. Moreover, anxieties around the promotion of LGBT materials (including materials for adults) have been identified by previous library researchers. Research by Armstrong (2006) highlighted anxieties in the case study libraries around the promotion of both

gay and lesbian literature and British Black/Asian literature. Armstrong (2006) and Goldthorp (2006) both identified some instances of reluctance to promote LGBT materials, which echo the comments from the present study reported above:

> "I think the library should let patrons make their own decisions on what literature to read, label it clearly but let the patron choose without aggressive promotion of such genres" (Respondent to Armstrong, 2006, p. 22)

The majority of school librarians surveyed in studies by Bridge (2010) and Wright (2007) said they did not promote LGBT materials. In this context, it is interesting to consider the findings of Walker's (2013) research, which addressed the information needs of young LGBT people. This study found that better promotion of LGBT resources was the second most popular suggestion for improving school library provision among young LGBT respondents (with the most popular suggestion being an increase in the number of resources provided). Displays were specifically mentioned by a number of respondents as a good way of achieving this aim, and it was suggested that a display could help to reduce the stigma potentially associated with actively seeking out this material. It therefore appears that librarians' caution regarding displays does not tally with what young LGBT people actually want.

6.2.6 Complaint

As discussed in section 5.5, the majority of participants felt that the possibility of complaint should not be allowed to dictate provision. However, despite this lip-service to equality (cf. section 6.1.2), a fear of complaint did emerge in the data, and in some cases it appeared that this anxiety might be affecting provision. Instances of such fears included both anxieties expressed by participants themselves (including some of those participants cited earlier in this chapter as defending the need for provision) and perceived anxieties on the part of other staff members (cf. section 6.3).

"We have made a start but there is a long way to go – I have been saddened by a lot of attitudes and also by the lack of courage of some senior staff who were very reluctant to risk offending folk."[47]

"BUP5: And I, the other thing I think about this, is that a lot of it is fear.
Me: Can you say a bit more about that?
BUP5: Yeah, I, I mean, I think… customers asking questions or complaining to staff, I think staff feel like they wouldn't know the answers to, "Oh, my child's read this book about two penguins who are both men," or whatever, you know, and I think the staff, sometimes… in the past, perhaps, more, that librarians might have feared getting these kind of complaints because they don't really know enough, they haven't got enough knowledge around those issues, you know. And the staff often are quite anxious about stuff like that […] And they get flus – you know, people can get flustered, through not knowing how to approach it. […] It's like the fear of the unknown, isn't it. Like, 'Oh, I'm not gay, and I don't know anything about gay people,' so… best just not to bother having any gay books [laughs]. Then I don't have to think about it, or I don't have to answer any awkward questions."

The anxiety about potentially getting things 'wrong' was identified as a component of institutional anxiety around LGBT and Black British/Asian fiction in research by Armstrong (2006). This is supported by social psychology research on intergroup anxiety, which suggests that the underlying causes of such anxiety include concerns about whether one is behaving appropriately oneself (Blair et al., 2003; Turner, 2009).

The fear of complaint intersected with several of the other areas of concern discussed in this sub-section. This is unsurprising, as library workers and users may share the same concerns, and library workers' concerns may be generated or exacerbated by complaints they have received in the past or envisage receiving in the future. For example, the fear of complaint intersected with concerns about children and young people accessing materials that are considered unsuitable for their age range (cf. sections 5.3.2 and 6.2.1); an NVivo matrix coding query for 'complaint' and 'age appropriateness' brought up comments from 10 participants, only one of which suggested that parental complaint was not a particular concern. However, many of these were general comments, not specifically relating to LGBT material:

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[47] I made the decision to keep this comment completely anonymous (i.e. not to ascribe it to a particular authority) to avoid any risk of potential negative consequences for participants. Although every effort has been made to preserve anonymity, qualitative research within particular settings often runs the risk that participants may recognise their own setting (van den Hoonaard, 2003).

> "It is felt that there is a difference between the interests of teens (11-14 years) and Young Adults and different degrees of maturity within these age groups which makes it preferable to safeguard the younger age group from material which might upset them or their parents." (BL1)

> "Sometimes adult material ends up in children's, because some adult books *look* like children's books, and they end up getting shelved in the children's library, and we did have one very recently about a parent – from a parent who said [puts on scary voice] "*Why* is this – has my child picked up this book in the… And you have to grovel a bit, because actually that was our mistake…" (TC7)

The fear of complaint also intersected with anxieties about materials with sexual content, most frequently in the context of children and young people accessing these materials (cf. section 6.2.2). An NVivo matrix coding query for 'complaint' and 'sexual content' brought up comments from eight interviewees, with again just one suggesting that complaint was not a huge concern in this context. As with the concerns about age-appropriateness and parental complaint discussed above, these did not relate to LGBT materials specifically:

> "Particularly with young adult stock, and if it's got any sort of sexual content, there's going to be some parent at some point that reads it and thinks, 'Ooh, that's not right for my child, I'm going to write and complain,' but it doesn't necessarily mean… it's not necessarily related to… um… the sexuality of the content, it's, it's just that they, um… are uncomfortable with their children reading anything like that…" (TC1)

> "Somebody complained about, um [laughs] what's that book, Mr McGee and the Flea, when he has to whip off all his clothes cos the flea bites him, and the artist […] has got quite a crudely drawn little willy for him, so it's not very explicit at all [both laugh], it's just a little, a little triangular shape that you kind of see, we had a complaint about that, so there's an uncomfortableness with sexualising, I suppose, in any way." (TC9)

These participants' comments are supported by the research literature, which shows that sexual content is the most frequent or second most frequent reason for challenges to library materials, in a variety of countries and across two decades (ALA, 2015; Curry, 1997, 2001; Schrader, 1995; Taylor & McMenemy, 2013) (cf. also footnote 42 in section 5.5). Complaints about homosexuality specifically tended to appear much further down the list, although Curry's (2001) study of challenges to YA material was something of an exception to this.

Three participants perceived that certain materials, such as LGBT materials or materials with sexual content, might be more likely to attract complaint from particular faith or cultural groups.

> "The other caveat which I, I don't know if it's just cold feet or not, certainly in areas where there are strong, erm, faith communities, who don't approve of that kind of behaviour, that could… possibly create a little bit of tension." (BL1)

> "Possibly about people's cultural beliefs and religious beliefs and if certain parts of the borough have, um… erm… cert – you know, certain ethnic communities that might, um, be offended, um…" (TL3)

This could be linked to a fear of not being 'politically correct' and offending groups who already experience oppression and discrimination (Armstrong, 2006), but also suggests some troubling assumptions about particular ethnic or cultural groups. Research from Stonewall (Guasp & Dick, 2012) has found that in fact, self-declared attitudes of people of faith are quite positive towards LGB people: around nine in ten supported legislation preventing discrimination, and 88% said they would be comfortable being friends with an LGB person – only slightly lower than the figures for the population as a whole. In contrast, a meta-analysis by Whitley Jr. (2009) found an association between homophobic prejudice and certain aspects of religiosity (the degree to which people are involved in their religion). In particular, a large effect size was found for fundamentalism, and medium effect sizes for frequency of church attendance and Christian orthodoxy. Transphobia has also been found to correlate with religious fundamentalism (Nagoshi et al., 2008; Tee & Hegarty, 2006). However, it should be borne in mind that not all people of faith are fundamentalists; moreover, the study by Nagoshi et al., and all of those included in Whitley's meta-analysis, were carried out in the US context, and may not be transferable to the UK due to differing cultural factors such as the greater influence of the religious right in the US. In an overview of research on the relation of religion to homophobic prejudice, Horn notes that "the picture is much more complex than initially hypothesized and is contingent upon how both religion and attitudes are measured" (2013, p. 246). It should also be borne in mind that some people of faith are LGBT themselves.

A small number of participants expressed concerns about the possibility of negative attention from the media, or the wider 'moral majority', rather than just complaints from individual parents:

> "I think there's also a fear, well, a conservative fear that people will have an outcry about what books are being provided – I mean, the 'Think of the children!' cry goes up every now and again, and… people don't want to cause a fuss, make tr – make waves, they don't want to make libraries a bigger target, and it's possible that staff feel that providing LGBT titles might cause people to say, 'What are we spending our money on?'" (Pilot 2)

> "Me: Do you think prejudice or anxiety affects this area of provision at all? BL1: Erm… Certainly in my case I think it would be, would be anxiety about irate parents, you know, stomping up to the library and… brandishing the book, erm… Cos I think there was a case where… was it a children's picture book? I can't remember the exact details cos it was I think before I joined the authority, where the parent had taken out a, a book for their child and it had mentioned, I think it had one rude word in it and something that they thought was highly questionable, and the whole thing was sort of, erm, flagged up in that highly moral publication *The Sun*. You know, 'Filth on library shelves!' that kind of thing."

It is notable that that this interviewee is referring to an event which happened a long time ago – at the start of the interview they briefly discussed their career path, and explained that they had been working at the authority for a number of decades, so this occurrence may have been related to the media furore which was instrumental in the passing of Section 28. At another point in the interview, this interviewee mentioned that "in the past" some church-run playgroups had asked the library not to include LGBT-related picture books in the selection provided, "no doubt thinking of *Jenny Lives with Eric and Martin*" (BL1). Again, the mention of this book, which has been out of print for some time and which was cited in the media in the run-up to Section 28 (Colvin & Hawksley, 1989), most likely places the event in the 1980s. The participant is thus tacitly admitting that their anxieties around the provision of LGBT material are based on events which took place in a much earlier era, in a different political climate and when public opinion towards LGBT individuals was less positive (cf. sections 2.3 and 2.7.1).

In contrast, four individuals specifically stated that they felt the fear of complaint had reduced in their library authorities:

"I think probably if you were speaking to me about five, six years ago, I would have probably said yes, there is some concern, erm, and that's just because of, erm, risk aversion and not knowing what the public were going to say, the Public in its sort of, you know, with a big P, whoever they are… Erm… I would say now, in [name of authority], there is not that feeling at all…" (Pilot 1)

"[W]e have a bit of a history of allowing the most protective etc parents to exercise censorship of our children's stock, but we feel we will possibly be able to turn this round now." (TL1)

One interviewee suggested that negative media attention might not necessarily be a bad thing, as it would raise awareness of the materials:

"There would be a blip of complaints, people would become aware of them. And… but then again there's no such thing – well, usually no such thing as bad publicity. Erm, and, sort of people writing in would, it would stimulate, it would stimulate public debate, as people complained to the press about libraries offering gay books to children, and then, as a result people would talk about it and it would increase awareness of what's being offered and then, readers that might think that nothing's being offered to them, might start coming in to see what's being offered to them. Um, cos the thing is, um, complaints get more airtime than positive news stories […] [and] the more you try to get kids from stopping reading something, looking at something, the more they want to look at it." (Pilot 2)

The claim that there is 'no such thing as bad publicity' is potentially a little naïve, given the history of Section 28 and the media response to the No Outsiders project (cf. section 6.2.1). However, it is positive that this interviewee is nonetheless focusing on the need for provision and visibility.

6.3   Attitudes of other library staff

As discussed in sections 3.3.4.6 and 3.3.5.6 of the methodology, there was a risk of response bias due to the fact that questionnaire respondents and interviewees were unavoidably self-selecting, and may have given the answers they felt were 'politically correct'. In an attempt to partially redress this, interviewees were asked how they thought their colleagues felt about the idea of providing LGBT-related fiction to children and young people. They were subsequently prompted where necessary to specifically consider their fellow stock team members, the frontline staff and senior management. In addition, a

few questionnaire respondents volunteered information on their colleagues' attitudes.

Some interviewees found it hard to comment on this, precisely because the issue was not spoken about much (cf. section 6.1.3):

> "Me: And how do you think other staff members feel about this area?
> TL4: Erm, I haven't… it hasn't been discussed hugely."

However, a very large majority of participants felt that librarians with responsibility for children's and young people's stock selection were positive about this area (although it is possible that there may be some bias here due to interviewees not wishing to make negative comments about colleagues with whom they work closely). They therefore felt that poor provision was not a result of prejudice or anxiety among the people actually doing the purchasing.

> "Me: Do you think that prejudice or anxiety about the area play a part in affecting provision?
> TC10: Erm… I don't think there is, erm… I, not, I don't feel there is in the people that are involved with the buying teams, that that's an issue at all, I think that we would… very much view each individual title on its merits."

> "Me: Do you think that levels of provision are affected by any prejudice or anxiety among the staff?
> TL5: Erm… Books now are, are ordered by a very small number of staff, so basically only sort of six of us really, three in the adult team, three in the junior, who would order, and I wouldn't have thought that would've, that would've been problematic for *any* of us. Not at all." (TL5)

A small number of participants mentioned past or present instances of prejudice or anxiety among professional librarians. BUP4 and BUP5 both discussed a former member of the children's team who had not been comfortable with the provision of LGBT-related picture books:

> "And at one time, not that long ago, when I joined this service about 12 years ago, we had a librarian here who wouldn't allow… like, picture books. You know, she ran the children's services and she didn't, she didn't want lesbian and gay fiction." (BUP5)

Only one interviewee suggested that there might be some prejudice among stock selection librarians currently, and this was only a "general impression" relating to librarians outside the authority:

"Some librarians is, are quite stereo - stereotypical still, and erm, I think when I go to my regional meetings and, erm, some of the characters which I meet there, it doesn't surprise me that this material isn't [provided]." (Pilot 5)

Comments about the attitudes of senior management were also generally positive:

"Me: And do you think senior management are supportive of this area? TC1: Absolutely. And not just libraries management, erm… [TC] County Council as a whole has, um, a commitment to the, um, LGBT agenda, so we have our Assistant Director who has responsibility, um, for inclusion and, um… we work towards Stonewall, um, employers', um, recognition. Um, so I think at, at all management levels, um, there is, is some commitment there. We're pushing at open doors really."

In contrast, one questionnaire respondent felt that efforts to improve provision had been difficult due to negative attitudes at all levels, including senior management:

"We have made a start but there is a long way to go - I have been saddened by a lot of attitudes and also by the lack of courage of some senior staff who were very reluctant to risk offending folk."[48]

With regard to frontline staff members, responses were much more mixed. A small number of participants referred to specific episodes where staff members had expressed negative attitudes:

"I did have… not a run-in, but a conversation with a colleague about how they thought – felt that children in particular shouldn't be offered LGBT titles, because it – they saw it as not being fair that they should be forced into making a gender choice, but their view was also forcing a gender choice, inasmuch as keeping them heteronormative, which is seen as the norm, and… I can't speak for the entire service, but in the local authorities I've worked in, the staff I've worked with have been of an age where they're more socially conservative, and have views that LGBT isn't normal, or the norm, and that children should be firmly forced into, er… a heteronormative or straight lifestyle." (Pilot 2)

This participant also referred to staff members making homophobic remarks within the hearing of the public while staffing the counter or enquiry desk, and a general aversion among some staff members to purchasing or discussing gay

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[48] I made the decision to keep this comment completely anonymous (i.e. not to ascribe it to a particular authority) to avoid any risk of potential negative consequences for participants. Although every effort has been made to preserve anonymity, qualitative research within particular settings often runs the risk that participants may recognise their own setting (van den Hoonaard, 2003).

books. Another of the pilot interviewees commented that they had overheard library assistants making "snide comments" about LGBT-related children's picture books and about an LGBT History Month display; however, they went on to say that after these initial negative reactions, "they all rolled with it, they was fine" and it became usualised (Pilot 5).

Other interviewees felt that frontline staff members might have concerns, but without any actual evidence for this being the case:

> "Erm, I would think probably frontline staff, people that are part-time that maybe – yeah, that might feel, erm… that, that, you know, why, why should we have stock like this, why – you know – we don't know anyone like this, or… you know, I'm not saying that's actually been my experience, but there's always that possibility that people may say that, erm…" (TC10)

In some instances this seemed to tread dangerously close to a rather classist assumption that professional librarians would be open-minded, but the frontline staff might be prejudiced. However, two interviewees pointed out that frontline staff members are often the ones who initially have to field complaints, and this might lead to anxiety in the case of LGBT-related fiction.

> "TC6: It tends to be the frontline staff, I think concerned with how they would deal with a concerned parent or carer, erm…
> Me: So they're worried they might get a complaint?
> TC6: Yes, I think so."

> "Yeah, I, I mean, I think… customers asking questions or complaining to staff, I think staff feel like they wouldn't know the answers to, 'Oh, my child's read this book about two penguins who are both men,' or whatever, you know." (BUP5)

Research by Pooley (2007) found that the majority of frontline public library staff members do not receive any training in issues relating to censorship and intellectual freedom, which may contribute to this fear of complaint. It is discussed further in section 7.5.

6.4   Chapter summary and relation to previous literature

The qualitative and quantitative data showed that stock team members had generally positive attitudes to the provision of LGBT-related fiction to children and young people in public libraries, in line with previous research (Bridge,

2010; Carmichael & Shontz, 1996; Chapman, 2007a; Currant, 2002; McNicol, 2005a, 2005b; Readman, 1987; Waite, 2013; Walker, 2013; Walker & Bates, 2015; Wright, 2007). The data are subject to both response bias and social desirability bias, but do suggest that the lack of provision cannot simply be ascribed to homophobic, biphobic and transphobic prejudice. Interviewees confirmed that their stock team colleagues had positive attitudes towards LGBT provision for children and young people, as in most cases did senior management; however, some participants felt that some members of frontline staff might be less positive about the area.

Comments from interviewees echoed the literature on the need for provision presented in section 2.5, acknowledging the benefits of fiction for both seeing oneself represented and for increasing understanding of others. Some participants noted that there was an expressed demand for the material in their library service. Many participants expressed a willingness to improve provision at the time of the questionnaires, although the interviews revealed that little activity had in fact taken place over the intervening period.

Although only one participant identified themselves as LGBT in the course of the research, there was some indication that LGBT librarians might be more committed to developing LGBT-related services and collections. Some participants also commented that their personal relationships with LGBT people made them more inclined to develop this area.

Participants in the research drew heavily on the language of equality and diversity, citing key tenets of public librarianship such as intellectual freedom (Gorman, 2000; IFLA, 1999; cf. section 1.6.1) and the library as a place for everyone (Gorman, 2000; IFLA, 1994, 2006; McMenemy, 2009a; cf. section 1.6.2). However, this supposedly 'neutral' approach played out in practice as a lack of pro-activity in LGBT provision. Participants freely admitted that they had simply not thought about the need to provide LGBT-related materials to children and young people. Many took a heteronormative position, defaulting to an assumption that everyone is straight unless they specifically ask for LGBT books. Similar attitudes have emerged among a minority of respondents in previous research (Walker, 2013) but constituted a much stronger theme here.

The chapter has drawn on wider critical LIS literature to argue that a 'non-discriminatory,' 'neutral' stance may in fact perpetuate a heteronormative and cisnormative status quo.

Despite the generally positive attitudes, some areas of anxiety did emerge. A minority of participants were concerned about providing LGBT materials to younger children, in line with previous research (Bridge, 2010; Chapman, 2007a; Currant, 2002; O'Leary, 2005; Wright, 2007). This may be because LGBT content is conflated with sexual content, and thus seen as inappropriate for the 'innocent' space of the children's library. Relatedly, a minority of participants expressed anxieties about sexual content in YA titles, again in line with extant research (McNicol, 2005b).

Quality also emerged inductively as a concern in the research, with some participants commenting negatively on the quality of particular LGBT titles (especially picture books) and others emphasising that LGBT-related titles would need to meet the same mainstream quality standards as all other titles. US titles also caused concern, for reasons of cultural and linguistic relevance. Both of these concerns had emerged in very similar ways in my MA dissertation research (Chapman, 2007a).

Some participants exhibited anxieties around promotion of LGBT-related fiction aimed at children and young people, again in line with previous research (Armstrong, 2006; Goldthorp, 2006). Reasons for this included a belief that young people would not feel comfortable looking at very visible displays, and concerns about negative reactions from parents or the media. Indeed, the fear of complaint intersected with a number of other areas of concern (notably the provision of materials to younger children and materials with sexual content) to form a nexus of anxiety.

7. Factors affecting provision of LGBT-related fiction to children and young people

This chapter brings together findings from the preceding chapters with additional questionnaire and interview data in order to investigate potential causal relationships between the policies, practices and attitudes discussed in chapters 5 and 6, and the levels of provision presented in chapter 4. I consider first the potential impact of budget, workload and cuts; then availability through mainstream suppliers and publishers; procurement practices and the neglect of LGBT-related fiction for children and young people in this area; fear of complaint and lack of knowledge and awareness on the part of librarians; difficulty in finding information; and training, or the lack of it. I summarise these various factors and relate them to previous literature, and conclude by presenting a model of the factors that contribute to poor provision of LGBT-related fiction for children and young people in public libraries.

7.1 Budget, workload and cuts

7.1.1 Budget

As discussed in section 3.3.2, budget (specifically the number of book acquisitions) was used as one of the variables for selecting the sample of participating authorities, as it could have a direct impact on the authority's ability to purchase LGBT-related fiction for children and young people. Although the sample was not large enough for the findings to be statistically generalisable, I nonetheless felt that it would be useful to map the number of titles held against the number of book acquisitions, with a view to tentatively identifying any potential correlations. Figure 53, below, shows the relationship between the annual acquisitions budget (defined as the number of book acquisitions) and the total holdings of checklist titles. A line of best fit has been automatically inserted using Microsoft Excel 2010; as can be seen, there is no correlation between the number of book acquisitions and the holdings of checklist titles. It is also notable that the authority which stocks the largest number of titles (BUP) has a relatively small budget.
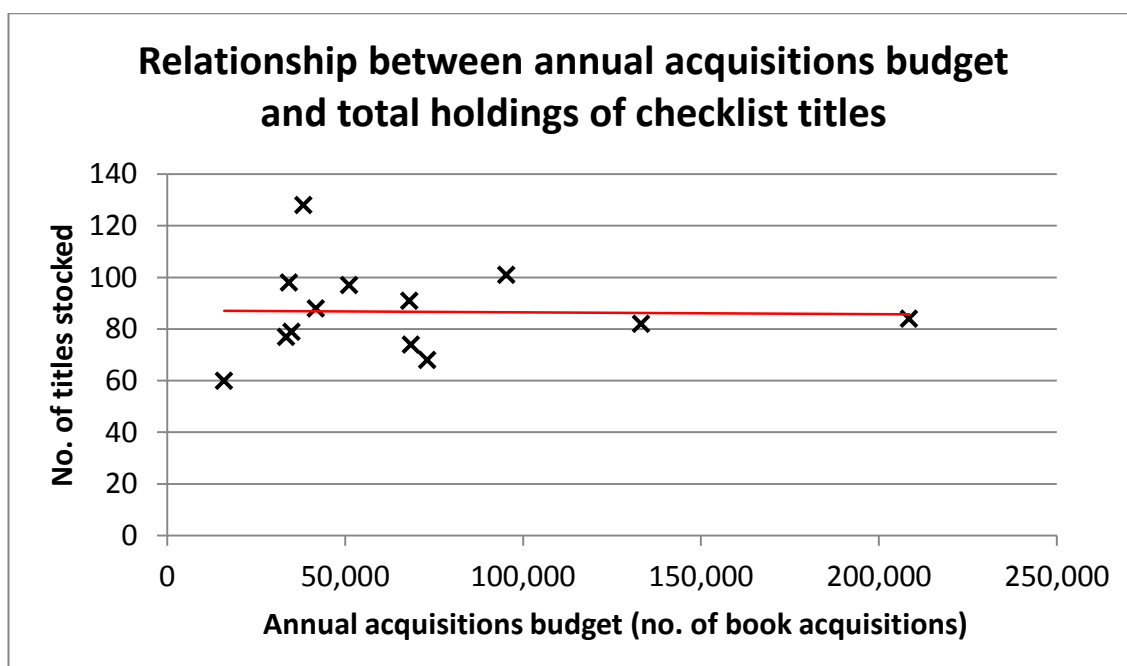
Figure 53: Relationship between annual acquisitions budget and total holdings of checklist titles

There is little previous literature on potential relationships between overall budget and holdings of LGBT-related fiction for children and young people. However, Williams and Deyoe (2014) found a mild relationship between collection size and number of LGBTQ titles ($R^2 = 0.22$) and between collection expenditure and number of LGBTQ titles ($R^2 = 0.3$). However, the impact of this in practice was not substantial, with the number of LGBTQ titles increasing by 1.6 for every $100,000 spent on the collection, and by 0.3 for every additional 10,000 volumes in the collection.

I then went on to map the number of book acquisitions against the copies of checklist titles held. The results are shown on the following page in Figure 54. Although the sample is not large enough for the findings to be statistically generalizable (and statistical tests have thus not been carried out), the data do suggest a strong correlation between the annual acquisitions budget (represented here by the number of book acquisitions) and the number of copies held. Moreover, it is logical that this would be the case, as authorities with larger budgets are able to buy more copies of the titles that they (or their supplier) have selected for the library service; indeed, the larger budget may reflect a larger authority with a greater number of branches to buy for.
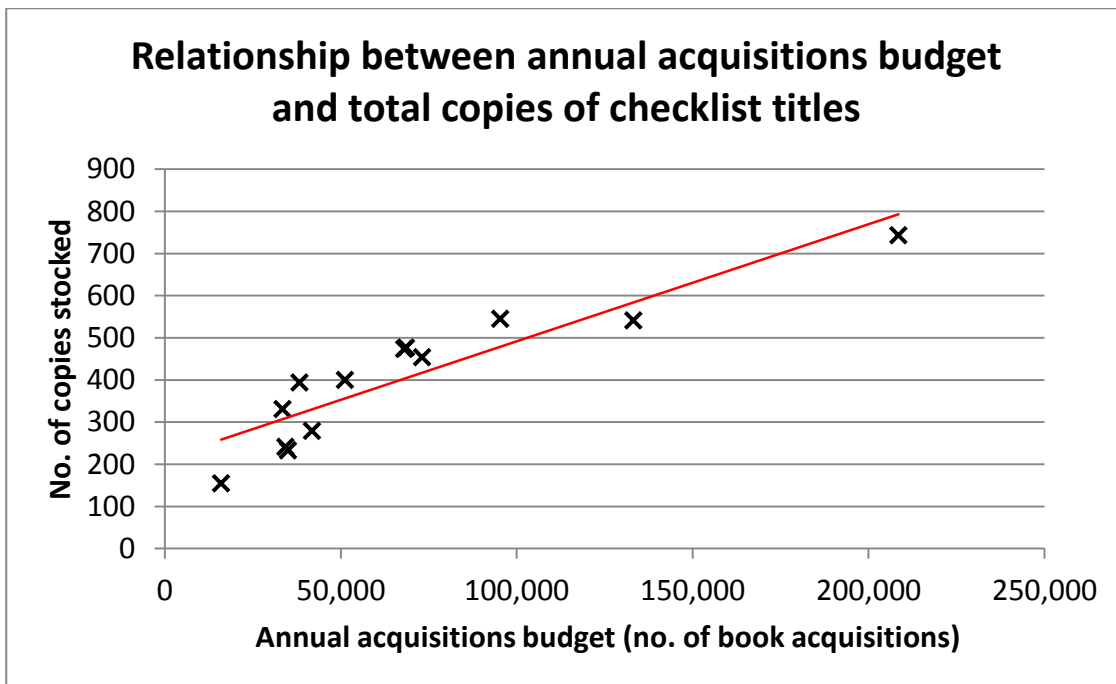
Figure 54: Relationship between annual acquisitions budget and total copies of checklist titles held

I subsequently went on to map the number of book acquisitions against the number of recommended titles held; as noted in section 3.3.3.4, the number of recommended titles held may be a better measure of the adequacy of a library's collection of this stock. As shown in Figure 55, on the following page, there is still no correlation between the number of book acquisitions and the number of titles held, with some lower-budget authorities providing more extensive collections of recommended titles.
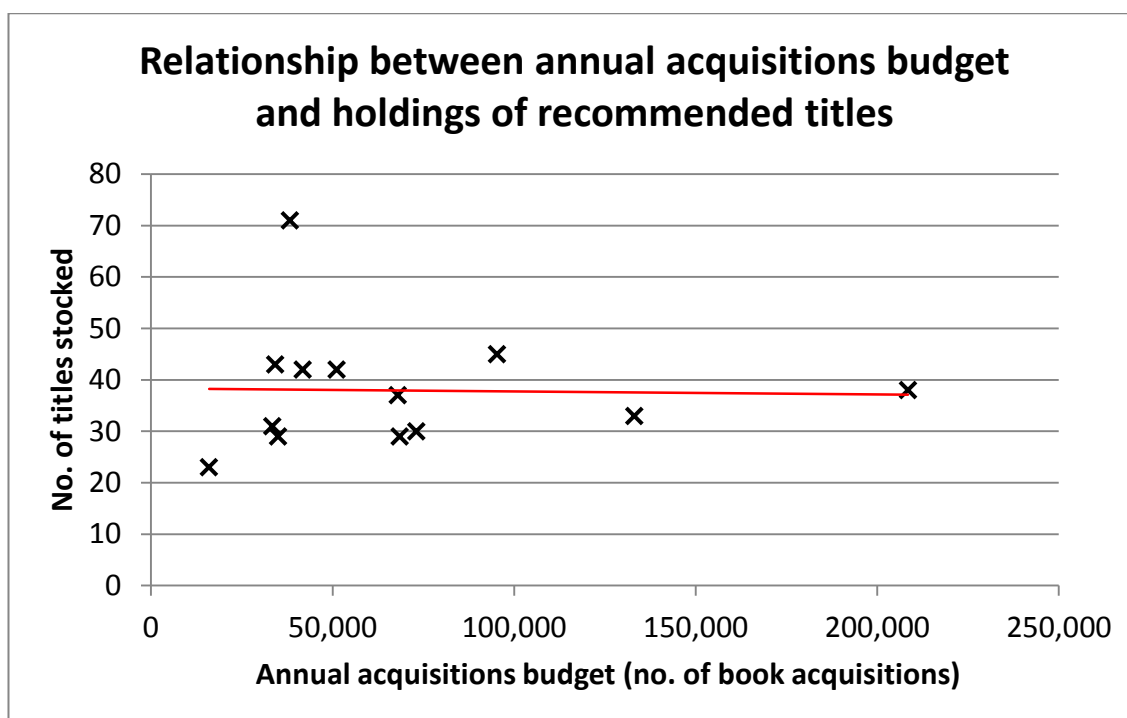
Figure 55: Relationship between annual acquisitions budget and holdings of recommended titles

Finally, I mapped the relationship between the number of book acquisitions and the copies of recommended titles held; the results are shown on the following page in Figure 56. Once again, the data suggest a correlation. However, when compared with Figure 54 above (which shows the relationship between the number of book acquisitions and the copies of checklist titles held, whether recommended or not) the correlation appears to be weaker. In other words, the graphs suggest that the richer authorities are buying more copies of checklist titles, but not necessarily those on the recommended list. This may suggest that the richer authorities are simply buying lots of copies of the more mainstream books, which may be both well-written and popular, but may not necessarily constitute a sufficient LGBT collection[49] (cf. section 4.3). In contrast, BUP appears in the top five authorities for copies of *recommended* titles, despite its relatively small budget. This suggests that a concerted effort may

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[49] For example, there were 137 copies of Kevin Brooks' *Black Rabbit Summer* across the participating authorities. This excellent novel was shortlisted for the Carnegie Medal in 2009 (CILIP, 2009a); however, it has a relatively small amount of LGBT content and I therefore did not include it on the recommended list.
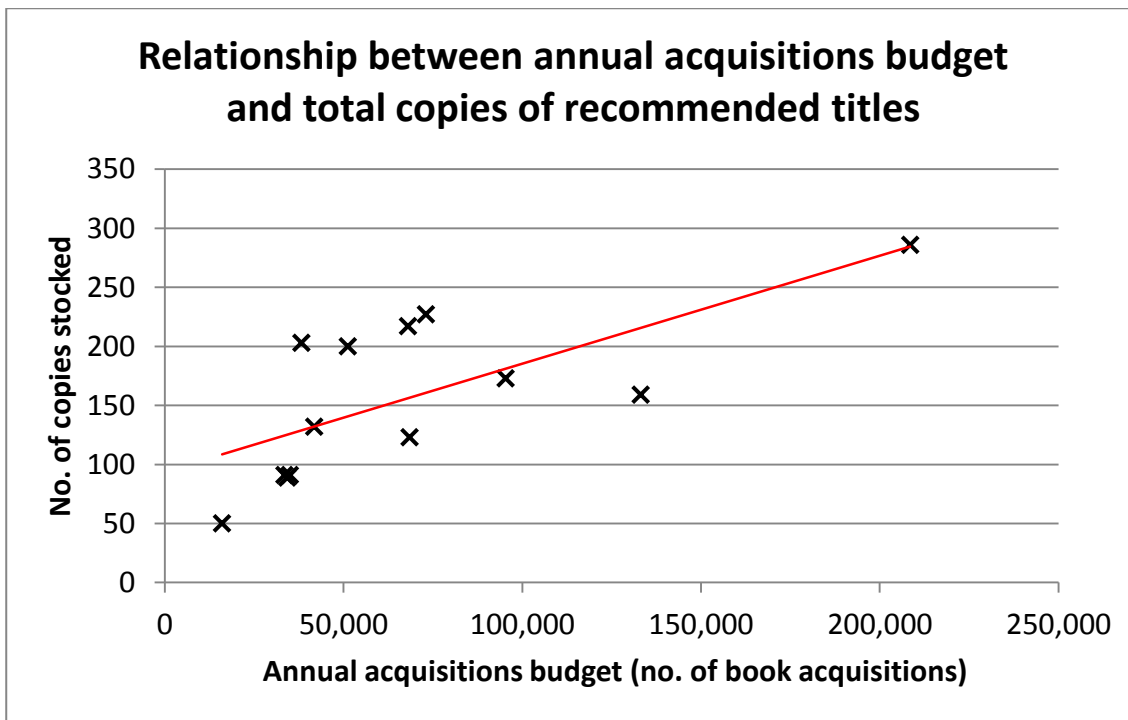
Figure 56: Relationship between annual acquisitions budget and total copies of recommended titles held

have been made to provide more copies of high-quality LGBT-related fiction for children and young people, rather than simply procuring more copies of mainstream fiction that may have a relatively small amount of LGBT content.

The graphs presented above suggest that there was no correlation between the children's fiction budget and the number of LGBT *titles* held at the time when the checklist study was carried out (December 2010 – July 2011). Moreover, budget did not emerge as a concern in either of the questionnaires (carried out in March – July 2010). However, many library services have undergone significant budget cuts in the wake of the Conservative/Liberal Democrat coalition government coming to power in May 2010 and subsequent cuts to public spending (cf. section 1.5; a brief summary of the situation in each participating authority is given in Appendix O).

Table 21, below, shows the number of book acquisitions for each of the participating authorities in 2007-08 (CIPFA, 2009)[50] together with updated figures for 2012-13 (CIPFA, 2014)[51] and the percentage change over the period[52]. The same figures are also shown for the four[53] authorities in which pilot interviewees worked.

Table 21: Number of book acquisitions by participating authorities in 2007-08 and 2012-13

Authority code	Number of book acquisitions		Change over the period
	2007-2008	2012-2013	
BC	73,068	67,925	**-7.0%**
MC	133,147	63,434	**-52.4%**
TC	208,483	234,989	**+12.7%**
BL	34,967	27,222	**-22.1%**
ML	41,802	44,085	**+5.5%**
TL	68,020	94,082	**+38.3%**
BM	34,231	17,728	**-48.2%**
MM	51,151	25,828	**-49.5%**
TM	95,324	53,928	**-43.4%**
BU	16,004	15,114	**-5.6%**
MU	33,458	42,608	**+27.3%**
TU	68,507	54,033	**-21.1%**
BUP	38,237	38,911	**+1.8%**
Pilot 1's authority	60,482	56,388	**-6.8%**
Pilot 3's authority	63,149	40,919	**-35.2%**
Pilot 4's authority	73,255	52,378	**-28.5%**
Pilot 5's authority	33,461	24,423	**-27.0%**

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[50] These were the figures used to select the sample; cf. section 3.3.2.

[51] It will be noted that these figures are based on the 2012-2013 CIPFA statistics, i.e. a year earlier than those reported by Ian Anstice and cited in section 1.5 of the introduction. This is because the CIPFA statistics are not publicly available, and the 2013-2014 statistics had not yet arrived in the university library at the time of writing.

[52] This figure does not take account of inflation. In real terms, therefore, these figures underestimate the extent of cuts and overestimate the size of budget increases.

[53] Pilot interviewee 2 had moved to work in a school library by the time the interview was carried out.

Table 21 shows a predominantly negative situation, with some authorities experiencing severe cuts of around 50% of their book budget. However, there are substantial differences between authorities, with some authorities seeing an increase in their book budget. Although neither budget nor the change in budget was a factor in selecting the authorities for interview, the interviews encompassed a broad spread of authorities in terms of the percentage change in book budget, ranging from an increase of 38.3% over the period (TL) to a cut of 35.2% (Pilot 3's authority). The spread was also broad in terms of the absolute figures, ranging from TC with 234,989 acquisitions in the 2012-13 period to Pilot 5's authority with 24,423.

Given the potential impact of budget cuts, participants were asked specifically about budget in the interview stage of the research, and – unsurprisingly in the light of the above – some participants felt that it could be a factor affecting provision of LGBT fiction for children and young people. This was notably the case for BL1 and Pilot 4, both of whom were from authorities with relatively small budgets and which had experienced substantial cuts in recent years:

> "I think part of our problem in a way is that […] we're so… poorly resourced for books, compared with other London boroughs…" (BL1)

> "Me: What about budget, do you think that affects it?
> Pilot 4: It does. Completely and utterly. I mean, especially in [name of authority] we've had our budget cut again this year […] it's, it's very difficult, you have to fight your corner for everything you want to buy at the moment, erm… and… I think if we found some discretionary money we would probably spend it in this area, and in other specialised areas, erm, but at the moment we're having enough trouble providing the, the main stock, the top tens and the things like that."

In contrast, the interviewees from BUP and Pilots 1 and 5 felt that budget did not affect the provision of LGBT fiction for children and young people within their authorities. All these interviewees commented that their authorities had been relatively lucky in terms of retaining an adequate stock budget (although Table 21 suggests that Pilot 5's authority had in fact experienced quite a substantial cut).

> "Me: Do you think budget affects your ability to buy this stock?
> BUP5: No. That's the only thing that hasn't been cut, our stock budget."

In other authorities the situation was less clear-cut. In TL, two interviewees commented that their main stock budget had remained relatively healthy, and this is borne out by Table 21, which shows that the book budget is high in comparison with the other London authorities and has risen substantially in recent years. Both these interviewees added that, given the relatively low numbers of LGBT fiction titles for children and young people available, an entire LGBT collection could be purchased without cutting too far into the stock budget. However, three of the four interviewees from this authority commented that their "development budgets" are very small, and shrinking further. These are discretionary budgets held by individual librarians to spend on whatever areas they feel need developing in the branches for which they are personally responsible (cf. section 5.1).

> "Quite a large percentage of it now is supplier selection, so we're just buying additional items from what's called our development budgets, and that's definitely… on the decline, the amount that we have for that." (TL4)

> "It's quite difficult, erm, when you're, you're dealing with a very small sum of money for quite a large number of branches, to, erm, to, to dig down too deeply into areas of stock." (TL5)

Similar comments were made by the interviewee from BL, where the stock budget is relatively small in any case.

> "Once we've handed over our chunk to Bertrams for supplier selection, we don't have an awful lot of spare cash for, erm, massive book buys of any description really." (BL1)

Given that provision through mainstream suppliers appears to be somewhat limited (cf. section 4.5), it is potentially relevant that purchasing is increasingly moving towards supplier selection, and that librarians (in this authority, at least) have relatively little discretionary funding to develop particular areas of stock that may otherwise be overlooked. The impact of procurement practices on provision of LGBT-related fiction aimed at children and young people is discussed further in section 7.4, and the over-reliance of librarians on suppliers is discussed in section 7.6.

A mixed picture also emerged in TC. Table 21 shows that this authority has a large book budget which has in fact risen in recent years. In line with this, four

interviewees said that budget did not affect the provision of LGBT fiction to children and young people, while one was unsure. However, the remaining interviewee felt that provision was potentially affected by budget, in a broader sense than simply the book budget:

> "Unfortunately we, um… we did have a, a slight period with… kind of just *manning* things, really, if it's not unprofessional to say, where we were kind of discouraged from buying single titles, so… the more you can buy in bulk… Yeah, that isn't something that we would definitely do forever, but certainly when we had kind of staffing… kind of changes to our structure and staffing, and changes to our supplier, and all these things are kind of budget-led, there was a 'make sure the bestsellers are on the shelf, because those are the ones that issue.'" (TC9)

It was notable that a number of interviewees, in TC and elsewhere, claimed that budget did not affect the provision of LGBT-related fiction to children and young people when asked about it directly, but later went on to discuss ways in which budget did potentially affect such provision, either directly or indirectly. These included several issues already touched on by interviewees cited above, including the focus on mainstream stock that will generate high issue figures; the various cost factors involved in purchasing more 'specialist' stock and the pressure to buy from the cheapest supplier; and issues relating to staffing, time and workload. These issues are discussed in more detail in the following sections.

7.1.1.1 Issue figures

The use of issue figures as a metric for measuring public library performance has been discussed and critiqued in the wider professional literature (Halpin et al., 2013; Toyne & Usherwood, 2001; Walker et al., 2012). Library authorities were required to collect these data and submit them to the DCMS under the Public Library Service Standards (DCMS, 2008); although these standards were abolished in 2009, many local authorities still require their library services to gather these data for internal purposes (Halpin, Rankin, Chapman and Walker, 2013). In line with the increasing trend towards neoliberalisation in public libraries (cf. section 1.5), there is a perception in many local authorities that library stock needs to 'work hard' and give 'value for money' (Cole, 2000). This concern also emerged in the current research:

> "It's, it's a difficult situation when you have a limited… discretionary fund, and, and the target is loans as a driver…" (TL5)

> "Issues and footfall are a *massive* thing, um… and some books are, these books are potentially gonna have less wide appeal." (TC9)

> "You don't wanna be spending… 20% of your stock budget on stock that you know is not going to… erm, issue terribly well, or, or, not be, um… picked up by the majority of your users […] our resources need to go to, to, erm… serving the majority, unfortunately." (Pilot 4)

In these quotations, we see the assumption that there is little demand for LGBT fiction for children and young people; this is potentially problematic, as already discussed in section 6.1.3. While it is possible to argue that demand may be somewhat lower owing to the lack of visibility and publicity accorded to many of these books (cf. section 7.7), there is an argument to be made that public libraries have a role to play in providing an alternative to mainstream market-driven provision of fiction and other cultural representations. The idea that stock should provide 'value for money' rests on a neoliberal assumption that 'value' can be measured in monetary terms, and that the market is an appropriate mechanism for ensuring that everyone's needs are met. It can be argued that public libraries should make a special effort to provide for those people who experience injustice and oppression in society, and indeed, the Public Libraries Act (1964) specifies that libraries must meet "the general requirements *and any special requirements* of both adults and children" (my emphasis). Moreover, the Equality Act (2010) prohibits local authorities from discriminating on the basis of sexual orientation or gender identity. These duties were recognised by some respondents:

> "Actually, as a public library authority, like, we have a, a duty to provide books for everyone, and not just for the mainstream." (TL6)

There is thus a tension between recognition of the library's social role and legal duties, and the desire to boost issue figures in order to satisfy paymasters and justify the library's continued existence.

7.1.1.2   Cost factors affecting stock procurement

There are a number of cost factors which may affect the type of stock purchased, and where it is purchased from. Five participants mentioned pressure to buy from mainstream suppliers; in part this is because of the large discounts they offer, and in part because the books are provided shelf-ready[54], thus saving staff time and costs involved in processing the books.

> "There is a certain amount of pressure to use the supplier that offers the biggest discount, which is the 40% of, of Bertrams as opposed to, say, 10% or 5% of some other specialist suppliers…" (TL5)

> "So, so what we did initially was we bought a collection mainly from Gay's the Word, erm… so that we could review the books, and then we topped up on, through our usual suppliers, um, in order to get the discount and the servicing, cos that's always the balance, cos… and… we do try, um, where we've used an organisation's… or a company's, erm… booklists, to buy at least one, to give them the courtesy of buying at least one copy from them [laughs], erm… but you have to balance that out with, you know, the jacketing and servicing time that, um… you have to do with bookshop-bought things." (TC1)

One participant from TC additionally noted that there was also pressure to use the cheapest mainstream supplier. This authority had recently changed from using Peters, which provides short reviews and additional information on titles, to Askews and Holts, which does not. The interviewee thought it was likely that financial considerations had played a part in the decision:

> "I'm not involved in those contracts, but I would assume that that's… you pay a price for that kind of expertise in your supplier and that might, that might be… the current climate might, might *reflect* those decisions, perhaps, as to why you wouldn't necessarily have… so much experience choosing your books, maybe." (TC9)

This interviewee also commented that librarians at their authority had been encouraged away from buying single titles, as mentioned in section 7.1.1 above. In part this was due to a focus on issue figures (cf. section 7.1.1.1), but the time taken to process the books and add them to the catalogue was also a concern:

> "You can process bulk of book, with putting new entries onto a catalogue, it's one job for forty books, but if you've got 40 different individual titles

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[54] i.e. with the plastic jacket, barcode and any labels already in place

that someone doesn't think will issue widely [...] then... I guess... yeah, they do take a back seat." (TC9)

As noted in section 7.1.1 above, the most 'mainstream' titles with LGBT content do not necessarily constitute an adequate LGBT collection. The graphs also showed that it is possible to provide a broader range of titles even with a small budget, as is the case in BUP.

As discussed in section 4.1.1, many LGBT fiction titles for children and young people are published outside the UK, and two participants mentioned the higher cost of books purchased from abroad; this was also confirmed by the participating supplier in an email.

> "Sometimes financially, I think, you notice that [books published outside the UK] are very expensive, erm... and getting hold of them, and – so yeah, yeah, it can be, actually, cos sometimes we get requests for certain titles, and I look, and I think, my – well, that's £25 for a paperback, you know, we just can't, can't do that, unfortunately." (BUP4)

> "Most of the US ones are indeed available over here, but the prices are much higher..." (Email from participating supplier)

However, Pilot 2 felt that it was sometimes disingenuous to use budget as an excuse, since money could be found for other collections, even when this involved purchasing from overseas:

> "[Budget] can be used as an excuse. Erm... I mean books that are imported from overseas are more expensive, generally. And... but then, it's a bit of a specious argument, because there are other collections that are bought, I know the urban fiction, sort of, the general, sort of, Afro-Caribbean series of books that have been purchased – I think One World Books supplies a lot of those – those are books that have largely been imported from overse – imported from overseas, and they're bought with no complaint. So it's a bit of a specious argument, saying budget is a reason that LGBT titles haven't been bought." (Pilot 2)

Similarly, Downey (2013) suggests that blaming lack of provision on tight budgets is a "trap" into which librarians might fall, and further notes:

> "...the things we forego during tight budget times reflect our values. When LGBT materials are the first things to hit the chopping block, a statement is being made that these items are expendable, unnecessary luxuries." (p. 106)

7.1.2 Time, workload and staffing

As with budget, issues relating to time, workload and staffing did not emerge as major concerns in either of the questionnaires (carried out in March – July 2010). However, one respondent identified issues around workloads and lack of specialist staff as a potential reason for no longer promoting particular areas of stock (cf. section 5.4.1):

> "We do not often promote any stock which deals with specific issues. Partly because we no longer have specialist staff to research/support this & partly I suspect because of workloads." (MC4)

This drew the issue to my attention as a potential factor affecting provision. Moreover, many library authorities had suffered cuts to staff numbers as a result of general budget cuts since the May 2010 general election, which increased the likelihood of this being a significant factor (cf. section 1.5; a brief summary of the situation in each participating authority is given in Appendix O). Interviewees were therefore asked specifically if they felt issues around time and workload affected the provision of LGBT-related fiction for children and young people, and half of the interviewees felt that they did:

> "It's, it's finding the time. I'm not, I'm not saying it's low priority, but… there are other massive things that we have to do." (BUP5)

> "I mean, I wouldn't… either have the time or the inclination to look out for it *ordinarily* in my work […] iI's a difficult situation when […] you *want* to have subject coverage, erm, but you need to do some research for it. Erm… that's, that's… I think a *valuable* thing to do, but it's quite sapping in terms of time." (TL5)

Seven interviewees said that time and workload issues did not affect the provision of LGBT fiction for children or young people; a number of them made comments to the effect that procurement of this stock would be no more time-consuming than any other, as "it doesn't matter what, what the stock is, it would still have to go through the same pathway" (Pilot 4). However, all but two of these seven interviewees subsequently made comments which suggested that in fact, issues of time and workload did potentially play a role. For example, Pilot 4 went on to say:

> "I don't think it's a matter of a time issue, I mean the only time issue you've got is seeking out the right titles, and having someone to sit down

and kind of know about this area, and, um, and what's good to buy and what's not, and that would take some research." (Pilot 4)

Similar comments were made by TC7 and Pilot 3:

"What we do is, we look monthly at what's been published […] and if there was an LGBT book, it wouldn't take me any more time to buy, it would only be if someone said, 'Okay, you've got three hundred pounds, go and buy some LGBT,' that would be a project, which would add to the workload I suppose." (TC7)

"I think it would only be a factor if, like, if the librarian decided that they wanted to extend that collection, um, directly, by using the percentage money […] to just directly purchase stock rather than just go through supplier selection, in which case it would be time and workload in that they'd have to seek out the books that they wanted to add to the stock and do that independently, um, independent of the book suppliers." (Pilot interviewee 3)

As discussed in sections 4 and 7.2, provision of LGBT-related fiction for children and young people through mainstream suppliers is limited, and it may therefore be necessary to undertake just such a project to research and purchase this material. TC6 acknowledged immediately that it could be difficult to find the time to do this for hard-to-source areas of stock, including but by no means limited to LGBT materials:

"Some of the, erm… harder-to-buy collections, such as books for children with disabilities […] any of those sort of sections of stock that aren't widely available, erm, we would love to have more time to ensure that our collections were up-to-date and current and, you know, well-provided for, but, um, yes, certainly time… is an issue." (TC6)

Two interviewees commented that the booklist provided to interviewees as part of the research was very useful in this respect:

"That's actually really helpful, because I think, um… you know, earlier, you said, is it, are there time and staff constraints about buying, and actually yeah there is, because every time, every time we log on to Bertrams to do buying, you want it to be as easy as possible, and what I do personally is I go to the, um, pre-published list and just buy from the pre-published list, if there was a list which said LGBT…" (TL6)

Some interviewees noted that time and workload issues had been exacerbated by recent cuts and restructuring, which might have a knock-on effect on the provision of LGBT-related fiction for children and young people:

"Me: Do you think time and workload issues affect provision?
TL3: I think possibly *now*… maybe when you spoke to [the previous stock team manager] three years ago it wasn't such an issue cos we had a much bigger team then, um, there were about twenty plus librarians, we're now down to a core team of, um, six, and three of them have, um, three of them have responsibility for children's stock, so it is, yeah, definitely now it's an issue for us."

Interviewees from all four of the authorities (BL, BUP, TC, TL), and some of the pilot interviewees, made reference to cuts and/or restructuring at some point in their interviews. However, the form and impact of the restructuring differed in each authority. Both interviewees from BUP talked at some length about the restructure carried out in their authority in September 2012, which had affected staff numbers, staff roles and ways of working:

"We lost 17 full-time equivalent staff, so, last September. So it's had a massive knock-on effect really, about what we can – our provision."
(BUP5)

BUP4 felt that time pressures were a significant issue for them as they worked in a part-time role, in conjunction with a colleague who was also part-time ("we're not quite a full person, unfortunately"). This had been exacerbated by the restructure, which decreed that all stock team members must spend 50% of their time working on the front line, further reducing the time available for stock procurement work:

"BUP4: I'm part of the stock and information team, 50% of our time has to be on the front line, erm… so from my point of view, someone that works 11 hours a week [laughs]
Me: Yeah, there's not a lot left, is there?
BUP4: No, and I think – I am responsible for all the children's stock, I buy all the DVDs and all the audio for 14 libraries, and I buy the picture books and the fic – you know, blah blah blah, but, you know, so I kind of think, yeah, in four hours or whatever it is [laughs]"

The interviewee from BL worked full-time, but in the wake of cuts their job had been added to so that they were performing several different roles:

"And it is very difficult even to keep up with… what's coming out generally, um… I mean you may not be aware, but since 2010, er, my role has… um, been added to… so I now wear about these four different hats […] the fact that I've got about four different roles means I can't really concentrate on any one in any depth." (BL1)

This interviewee also commented on the fact that there were now very few people with responsibility for children's stock on the stock team:

> "I have to say most of the stock panel is, is, sort of, um… overwhelmingly biased towards the adult side of things. Um, occasionally we have my colleague […] er, she's able to come, but not very often. So it's just really me being the sort of lone voice for children's work…" (BL1)

They felt that this lack of a specialist children's role was typical of many library authorities, and indeed a similar comment was made by Pilot 1:

> "And we have lost all specialisms, so we don't have anyone concentrating on, um, young people or children, um, or on adults for that matter, we are all now perceived to be generalists [sigh] so that's very sad." (Pilot 1)

This was by no means the case across all the participants interviewed; the majority had retained a specialist focus on children and young people. However, Pilot 2 commented that the number of staff members working with teenagers was very small, and getting smaller:

> "Dedicated teen work is under threat more so than ever before. Even when I was involved with it [in public libraries], we were a tiny group…" (Pilot 2)

Pilot 4 commented that there was no longer a dedicated reader development post; she felt that this affected provision in areas that were perceived as being more 'niche':

> "I think because of, erm, all the pressures that we're under at the moment, restructure, job changing, erm, the… post of reader development librarian, there isn't really one, it's all interfiled with a, a larger library operations role, erm, and there are so many strings to that bow that something's got to give, unfortunately, and it is the more unique collections that are, are taking the toll." (Pilot 4)

Another interviewee felt that the lack of a dedicated equalities role potentially had a negative impact on the provision of LGBT-related fiction for children and young people:

> "We used to have somebody who was responsible for, um… equalities, there was actual, an individual post in libraries, at, at a sort of senior librarian level, who would keep us all on track and sort of like highlight things to us and now that's sort of been absorbed into everybody's role, role, and we now – which makes it very difficult because it, it… it shouldn't be an add – I mean it *shouldn't* be an add-on, but it's, it's

343

always useful when you've got somebody who's, erm… well, who points you in the direction of, and says, 'Did you know' and it's, you know, that's been lost…" (TC10)

In BUP there was still a community outreach role, which had a strong equalities focus. This had obviously had a number of positive outcomes, such as the literature tent at Pride (cf. section 5.4.2.3). However, it appeared that to an extent, the provision of LGBT-related fiction to children and young people was falling between two stools in this authority:

> "BUP5: So [the children's stock team manager] has more involvement with young people, so as I say there is a bit of a crossover, because my role, although it's LGBT it's supposed to be like 0-90… but yet she's young people's… she runs young people and children's services, but I don't… so there's a bit of a crossover about where the responsibility lies, if you like, so…
> Me: I see. So it's possibly sort of falling down a gap, almost?
> BUP5: It kind of is…"

Another theme that emerged from the qualitative data was the loss of tacit knowledge when staff members left, whether due to cuts and restructuring or for other reasons. This was particularly problematic when efforts to improve provision of LGBT fiction for children or young people were the preserve of one keen person, rather than being mainstreamed. This was the case in TL, where the former stock team manager, who completed both questionnaires in 2010, had been made aware of the need to improve LGBT provision for children and young people following a training event, and had plans to purchase stock from Gay's the Word bookshop:

> "We are shortly going to ask 'Gay's the Word' bookshop to do a supplier selection for all our libraries in order to provide a good range of this stock. Very good speaker a couple of months ago at London ASCEL triggered this decision. […] we would hope in 12 months' time to be giving much more inclusive answers than I have given here! I have relatively recently taken on my role, and it was late in the last F[inancial] Y[ear] that I became aware of the inadequacy of our provision." (TL1)

However, by the time the interviews were carried out in 2013, this stock team manager had left the authority. Neither the new stock team manager nor any of the other three interviewees were aware of the plans to improve the stock of LGBT fiction for children and young people, and consequently none of the plans had been implemented:

344

> "Me: I know when I spoke to […] the previous stock manager, he said he was planning to do a buy from Gay's the Word bookshop, do you know if that ever happened?
> TL6: Um, I was part of the adult team, I don't *think* it ever happened, because… looking at the stock in Central, I don't think that it's happened." (TL6)

As discussed in section 6.1.1, this had also happened in BUP, where one individual had been responsible for the black fiction collection, and since his departure it had been sidelined:

> "Our staff team's very white, and we did have a black guy who worked on [inaudible], and he set up [the black fiction collection], and he left about 18 months ago, and since then it has been sidelined to a much smaller… even though I've been sort of fighting for it to not be, the, the person who runs fiction is kind of, 'Oh it's taking up too much space,' and, you know…" (BUP5)

In these cases, the failure to recognise LGBT or black fiction provision as an important aspect of mainstream provision is exacerbated by the loss of the few staff members with an interest in these areas. Vincent (2014) warns that this is a potential danger in library LGBT work, and the same phenomenon has been noted by Goldthorp (2012):

> "…across the board improvements and strategic developments are patchy and often the long term impact and viability of those projects are diminished when key library staff who promoted these projects move on or leave the service." (p. 38)

7.2   Supplier availability

In my MA dissertation (Chapman, 2007a), I tentatively hypothesised that mainstream library suppliers were not providing a full range of LGBT fiction aimed at children and young people, and recommended further research into availability via mainstream suppliers. In the present study, I investigated this by using the checklist to assess the availability of LGBT-related fiction aimed at children and young people through a mainstream supplier's website, and the results of this are detailed in section 4.5. I then went on to investigate the relationship between whether or not titles were available through the supplier and whether they were stocked in libraries (as described in section 3.3.3.5 of

the methodology). The tables below show extracts from the cross-tabulations for the categories being compared, and the phi coefficient, which is a measure of effect size. The full cross-tabulation tables are presented in Appendix X.

Table 22 shows the relationship between the variables 'Library_range' (whether or not a title is classified as 'Library Range' by the participating supplier) and 'Stocked_libraries' (whether or not it is stocked in one or more participating library authorities). As a reminder, the 'Library Range' category is the default that librarians will see when searching the website, and forms the basis for supplier selections and the lists presented to stock selection librarians. As discussed in section 4.5, the majority of titles were not included in 'Library Range': only 150 titles (27%) fell into this category, while the remaining 406 checklist titles (73%) were not included in 'Library Range'.

The data show that, of the 406 titles which were not included in 'Library Range' by the participating supplier, only 67 (or 16.5%) are stocked in one or more of the participating library authorities. In contrast, of the 150 titles which *were* included in 'Library Range', 143 (or 95.3%) are stocked by one or more of the participating library authorities.

Table 22: Extract from crosstabulation data for 'Library_range' (whether or not a title is classified as 'Library Range' by the participating supplier) and 'Stocked_libraries' (whether or not a title is stocked in one or more of the participating library authorities)

		Stocked_libraries		Total
		0 Not stocked in any participating libraries	1 Stocked in one or more participating libraries	
Library_range	0 Not included in 'Library Range'	339 (83.5%)	67 (16.5%)	406 (100%)
	1 Included in 'Library Range'	7 (4.7%)	143 (95.3%)	150 (100%)
Total		346 (100%)	210 (100%)	556 (100%)

Phi coefficient = .722

This striking percentage (95.3% of 'Library Range' titles stocked in one or more participating authorities) suggests that, if LGBT-related fiction titles for children and young people are actually made visible to library authorities by being included in 'Library Range', then at least some authorities will buy them. The implication of a very strong association between inclusion in 'Library Range' and purchase by one or more of the participating library authorities is supported by the phi coefficient of .722, indicating a very large effect size (Pallant, 2010).

I then went on to look at whether there was an association between whether or not a particular title was in stock at the supplier's warehouse, and whether or not it was stocked by one or more of the participating library authorities. Table 23 presents an extract from the cross-tabulation data for the variables 'In_stock' (whether or not a title is in stock in the supplier's warehouse) and 'Stocked_libraries' (whether or not it is stocked in one or more participating library authorities). As discussed in section 4.5, the large majority of titles were not in stock in the warehouse: only 87 titles (15.6%) were in stock, while the remaining 469 checklist titles (84.4%) were not in stock.

Table 23: Extract from crosstabulation data for 'In_stock' (whether or not a title is in stock at the participating supplier's warehouse) and 'Stocked_libraries' (whether or not a title is stocked in one or more of the participating library authorities)

		Stocked_libraries		Total
		0 Not stocked in any participating libraries	1 Stocked in one or more participating libraries	
In_stock	0 Not in stock in warehouse	338 (72.1%)	131 (27.9%)	469 (100%)
	1 In stock in warehouse	8 (9.2%)	79 (90.8%)	87 (100%)
Total		346 (100%)	210 (100%)	556 (100%)

Phi coefficient = .471

The data show that, of the 469 titles which were not in stock at the participating supplier's warehouse, 131 (27.9%) are stocked in one or more of the participating library authorities. In contrast, of the 87 titles which *were* in stock in the warehouse, 79 titles (90.8%) are stocked by one or more of the participating library authorities. Thus, it is notable that the large majority of titles which were in stock in the warehouse were also stocked by one or more of the participating authorities. However, 27.9% of the titles which were *not* in stock in the warehouse were also stocked by one or more participating authorities. This is logical, as whether or not a particular title is in stock in the warehouse at a given moment in time does not necessarily say anything about either its availability or desirability: for example, the supplier could have sold all its copies to libraries, and be waiting for more copies to arrive. It thus appears that the association between a title being in stock in the supplier's warehouse and being stocked in libraries is weaker than the association between a title being classified as 'Library Range' and being stocked in libraries. In other words, whether or not the title is classified as 'Library Range' seems to be a greater factor in whether or not a title is stocked. This is supported by a comparison of the effect sizes: the phi coefficient for the association between whether or not a title is in stock in the warehouse and whether or not it is stocked in one or more of the participating library authorities is .471, which although still relatively large (Pallant, 2010) is substantially smaller than the phi coefficient of .722 for the association between whether or not a title is classified as 'Library Range' and whether or not it is stocked in one or more of the participating library authorities.

In addition to the quantitative analysis detailed above, the issue of supplier availability was also investigated using more qualitative techniques. This served three interlinking purposes, namely triangulation of the quantitative data; extending the scope of the research beyond the single participating supplier; and also shedding some light on the knowledge and awareness of participants themselves.

Respondents to the 'Stock team members' questionnaire and interviewees were explicitly asked whether they felt their supplier provided a good range of this material (cf. Appendix I and Appendix R). The question on the questionnaire took the form of an open-ended text box in order to provide deeper, richer data. Having said that, it was possible to quantitize (Onwuegbuzie & Teddlie, 2003) the majority of the questionnaire responses into broad categories of negative, positive, mixed and 'don't know'. One response could not be classified in terms of expressing a positive and/or negative opinion on the supplier, as it focused instead on availability from publishers. The results are shown in Figure 57, on the following page.

In many cases it was also possible to categorise interviewees' responses as generally positive, generally negative, etc. However, these categories were not always discrete (e.g. some interviewees said they didn't know, before going on to make a negative comment later in the interview). Thus, it is not possible to present this information as a bar chart, but counts are given in the following discussion where appropriate.

As shown in Figure 57, 13 of the 26 questionnaire respondents who answered the question on supplier provision expressed negative opinions. This trend continued in the interviews, with 11 of the 18 interviewees expressing generally negative opinions about the provision of LGBT fiction for children and young people via their supplier, or mainstream suppliers in general.

> "Very limited choice only available from the main suppliers." (ML1)

> "I honestly think [our provision] comes down to what's available because, of the 49 picture books that are available how many of them are available from who we buy… that – I'm sure Bertrams don't stock all 49 of them." (TL6)
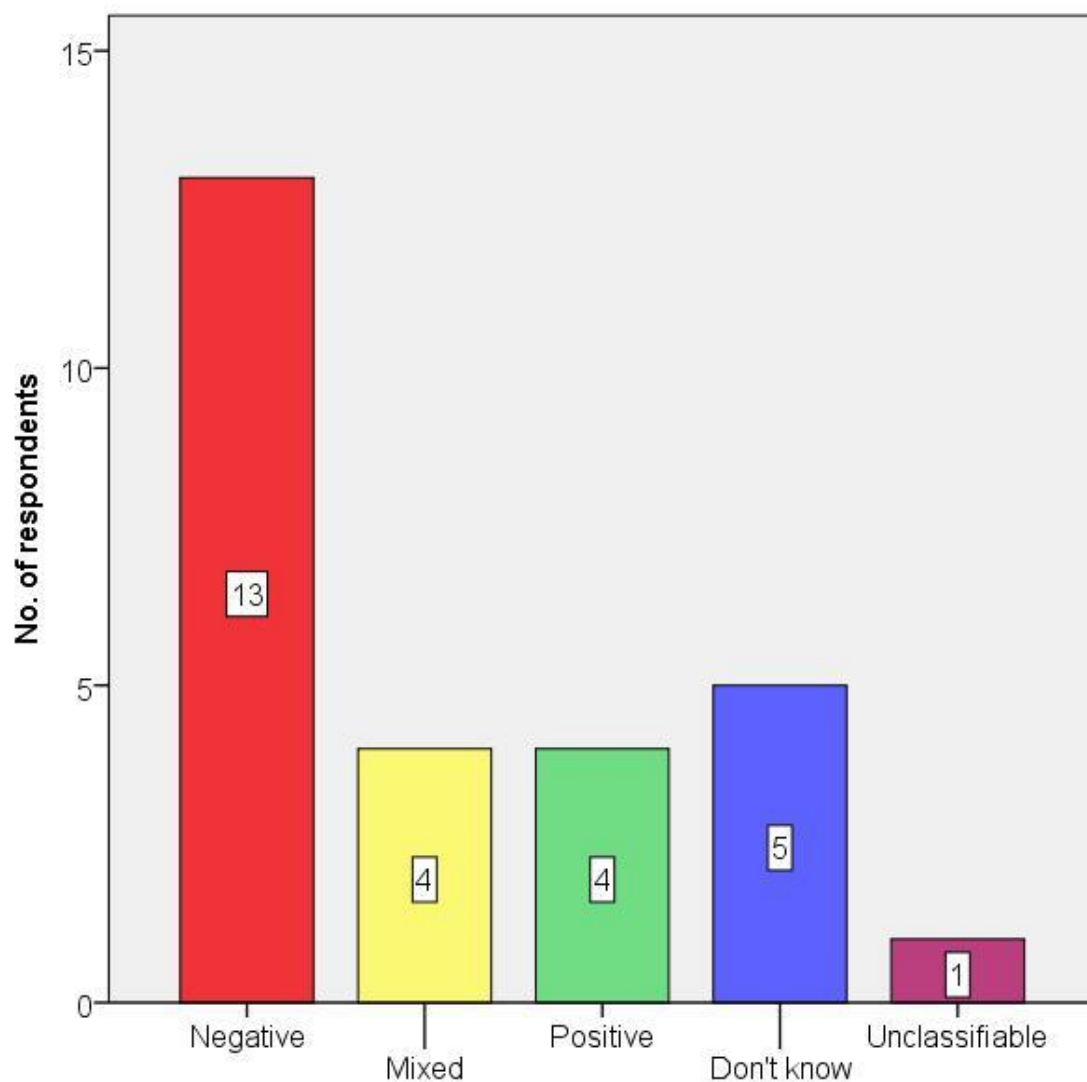
Figure 57: Questionnaire respondents' opinions of their main supplier's provision of LGBT-related fiction for children and young people

A small number of questionnaire respondents and interviewees had made a particular effort to improve collections of LGBT fiction for children and young people, but had had limited success in purchasing from mainstream suppliers:

> "Q9. Do you feel that your main supplier provides an adequate range of LGBT (lesbian, gay, bisexual and trans) fiction aimed at young people? BUP2: In the past we have had to source stock from specialist suppliers to boost our collections."

> "No - we had great difficulty getting a decent collection together - it was a special order and still inadequate." (BM3)

In the wake of the interview, Pilot 3 endeavoured to purchase some titles that I had recommended, with mixed success:

> "I was trying to get *Sugar Rush* added to our book supplier's booklist today but it is not supplied! Horror. [...] Whilst I could buy the Will Grayson and *Boy Meets Boy* (recently republished), the Malinda Lo and Jane Eagland books are not available to buy from the bookseller. Sad face :-(" (Emails from Pilot 3)

Some questionnaire respondents and interviewees suggested potential reasons for the lack of provision by mainstream suppliers. Four individuals suggested that it was perhaps an issue of books not being published, rather than not being supplied.

> "I have not seen much LGBT stock in general, not just from our supplier. I feel this may be a publishing gap in the same way that mixed race, black, Asian and disabled children and families are under-portrayed in fiction for children and young people." (TU2)

> "The range of fiction titles for young people [provided by our main supplier] is good but not many of the mainstream publishers publish much for younger children. This is a publishing issue rather than a supplier issue, I think." (BUP3)

While it is true that publishing is limited in certain areas (notably early readers and books for junior school children), the checklist study shows that substantially more books are available than are stocked in libraries. Availability from publishers is discussed in more detail in the next section, 7.3. It should also be noted that, if suppliers are not purchasing from non-mainstream publishers, this in itself is a 'supplier issue'. Indeed, this was pointed out by two participants:

> "[G]enerally, I don't think suppliers offer a very good range. I don't think they go out of their way to use the specialist publishers (this is true of adult books as well)." (BC1)

> "The booksellers or resellers to libraries have been closing down, one by one, and so you're getting into very big organisations that are buying [from] the mainstream publishing houses but not the smaller publishing houses, so the availability of stock out there has probably lessened... probably?" (Pilot 1)

Four people suggested that mainstream suppliers might be less likely to stock American imports:

> "I was just looking at a few of the authors, some of the larger authors in the field... Sara Ryan, Alex Sanchez particularly, and what struck me, um, was that... Bertrams doesn't have them, some of them are American publishers... er, I mean [Bertrams] do *have* American publications but obviously not all of them." (TL5)

This was confirmed by the participating supplier in an email (cf. section 4.1.1):

> "The most important [factor in books being picked up by UK library suppliers] would definitely be the publisher being based in the UK..." (Email from participating supplier)

One interviewee commented that their previous supplier had included multicultural imports on their monthly list, but not LGBT imports:

> "Peters very rarely had anything... that was an import, they did mark things as imports, and they tended to be, um... multicultural titles, rather than anything else." (TC1)

In contrast to the generally negative opinions expressed above, seven individuals (four questionnaire respondents and three interviewees) made comments which included both positive and negative aspects. One interviewee distinguished between different mainstream suppliers, and this is discussed further in section 7.2.1 below.

Three people observed that the supplier's coverage of the area depended on the age range:

> "Good coverage for Teenage, as there is quite a lot being published, however very little available in picture books – most of what is available would be imports though." (TC1)

> "I would say that, um, generally for the younger children, there was never anything much supplied
> Me: At Peters?
> TC11: Er, any of them. [pause] Once you get into teenage fiction there's a lot more...

This does reflect the proportion of published material available in the UK; however, as shown in chapter 4, substantially more titles are available than are stocked in libraries or by the participating supplier. The data presented in Table 12 (section 4.5) suggest that mainstream library suppliers have very few titles with LGBT content for any age ranges other than YA in their 'Library Range' collections (i.e. the collections of titles that will appear on monthly buying lists).

A questionnaire respondent reported that their supplier did provide some books, but it was necessary to supplement their provision by purchasing from elsewhere:

> "The supplier provides some and we supplement with requests or staff recommendations from other sources." (MU1)

Another commented positively on the supplier's customer service, but less positively on their range:

> "In my limited experience (which has been with queries around picture books mostly) I have found our supplier helpful, their stock did not reflect the range which I found in Amazon searches but I'm sure they would have been willing to supply anything they could." (MC1)

Finally, an interviewee expressed positive comments about the range, but noted that she found the lack of reviews unhelpful in comparison to the previous supplier used by the authority:

> "They don't have the kind of reviews and things [...] but they've got independently published authors on there [...] they've got quite a wide range of publishers, um... My *assumption* would be, um, there's not an awful lot of requests that have come through that I've had to look for elsewhere – in fact I can't think of one for a long time that I've had to go elsewhere to find." (TC9)

The lack of reviews and tagging is discussed further in section 7.7.

Five participants (four questionnaire respondents and one interviewee) made broadly positive comments about their supplier's provision of this material. Two of these questionnaire respondents simply answered 'Yes' in response to the question on whether they felt their main supplier provided on adequate range of this material (cf. Appendix I). It may be that this supplier (Peters in both cases) genuinely provides a good range of LGBT books; however, questions are raised by the fact that other participants who used or had previously used this supplier made more mitigated or outright negative comments (cf. sub-section 7.2.1, below). It should also be borne in mind that the phrasing of this question involves a subjective assessment of provision; thus, for example, somebody who was entirely opposed to the provision of LGBT fiction to children and young people might feel that a total lack of provision was 'adequate'. It is thus also worth noting that both these participants had relatively low scores on the Likert

scale questions on opinions, with mean scores of 3.45 and 3.55 respectively, ranking them as 25th and 27th most positive out of 28 respondents who answered the Likert scale questions.

Of the other participants who expressed positive opinions, MU3 commented, "Our supplier does include a range of 'issues' books." While this seems intended as a positive comment on the supplier's provision, the reduction of LGBT books to 'issues' books is problematic and may in fact suggest that the supplier does not provide an adequate range of books in terms of positive, realistic representations of LGBT people (cf. section 2.6). An interviewee commented that as a large organisation, their supplier would at least have access to this material (TL3), while another questionnaire respondent (BU1) made a cautiously positive comment on the supplier's provision of teen fiction in general, sometimes including LGBT material. However, both these participants were hesitant about their ability to make a judgement on the supplier's provision – the interviewee was not directly involved in buying, while the questionnaire respondent acknowledged that she had not monitored LGBT provision – an issue which is discussed further in the following paragraphs. Thus, none of these positive endorsements of suppliers seems particularly convincing.

It was also notable that a number of individuals said they didn't know or found it difficult to assess what their supplier's provision of LGBT fiction for children and young people was like. In some cases, there was a legitimate reason for this – for example, the questionnaire respondents from BC had only recently changed supplier, while the stock team manager interviewed at TL was not directly involved in doing any actual buying. However, the majority of these cases related to individuals with direct responsibility for children's and young people's stock procurement, who were nonetheless unable to venture an opinion as to whether their supplier provided a good range of LGBT fiction for these age groups.

"Have not monitored this." (BL2)

"Unknown - we have not specifically evaluated their collection on these terms." (MC2)

354

One respondent made an explicit link with supplier selection:

> "Unfortunately our library books are chosen by supplier selection so I cannot answer this." (BM2)

It is logical that librarians with less direct involvement would be less able to make a judgement on the supplier's provision; however, it can be argued that librarians still have a responsibility to monitor the stock that is coming in from the supplier, and to ensure that all communities are being adequately served. A query posted to the lis-pub-libs mailing list, for the purposes of writing a lecture, revealed that some authorities do this as part of their collection development management (Chapman, 2013b), as did BUP in the present research. The tendency for librarians to over-rely on suppliers is discussed further in section 7.6.4.

A number of respondents (seven interviewees and one questionnaire respondent) commented that LGBT fiction for children and young people is not usually flagged up as such by suppliers, making it more difficult for librarians who are seeking to improve this area to find relevant titles.

> "Pilot 2: I've developed library collections, and the titles haven't been there… well, I haven't seen the titles and I haven't had the opportunity to buy them, and…
> Me: So they're not coming up on the suppliers' lists, is what you're saying?
> Pilot 2: No. I mean, it's possible they could have come up on the lists, but if there's no guidance to say what the books feature…"

Difficulties in identifying and locating LGBT-related fiction for children and young people are discussed further in section 7.7.

7.2.1 Differences between mainstream suppliers

My initial thinking at the start of the research was that the levels of provision of LGBT-related fiction to children and young people in public libraries might well be affected by whether or not library authorities used smaller, more specialist suppliers in addition to the (then) 'Big Four' mainstream library suppliers (Askews, Holt Jackson, Bertrams and Peters)[55]; hence the questions regarding stock procurement choices on the 'Stock team manager questionnaire (cf. Appendix H). I had not, however, considered the possibility that provision might

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[55] As noted in section 5.1, Askews and Holt Jackson have subsequently merged to form Askews & Holts.

differ significantly *between* the major library suppliers, until this emerged as a suggestion in the first pilot interview:

> "Pilot 1: It's just a perception I have, that […] some suppliers, you know you can definitely go to them for some, perhaps, more… um… esoteric stuff, whereas you know Peters and Askews are gonna be extremely mainstream, and Peters in particular I've always found to be very… um… um… prudish, I think is the right word […]
> Me: Yes… So which suppliers have you found better?
> Pilot 1: Bertrams, definitely."

In the wake of this comment, I analysed the quantitative and qualitative data with a view to tentatively assessing whether there were any differences in the provision of LGBT-related fiction for children and young people from the four (now three) main library suppliers. A much more definite, quantitative response to this question could have been achieved by carrying out the checklist study on all four library suppliers' online databases; however, this was not possible, in part due to the limited timescale of this research, but also because one of these suppliers had already refused to participate (see section 3.3.2 above).

Figure 58 and Figure 59, below, show the total titles stocked by participating library authorities, and the picture book and early reader titles stocked by participating library authorities (i.e. the same data as in Figure 7 and Figure 8, section 4.2.1), colour-coded by supplier. These data should be treated with caution; the 13 participating library authorities do not constitute a statistically generalizable sample, and moreover, there are many other factors which may affect provision, discussed elsewhere in this chapter. For example, the relatively high number of picture books stocked by BM is due to the fact that a special order was placed; one staff member involved in this process commented negatively on the supplier's provision, noting: "we had great difficulty getting a decent collection together – it was a special order and still inadequate" (BM3). As many of the potential factors are not quantifiable, it was not possible to use a statistical technique such as regression analysis which would permit other factors to be taken out of the equation when assessing the impact of the choice of supplier.
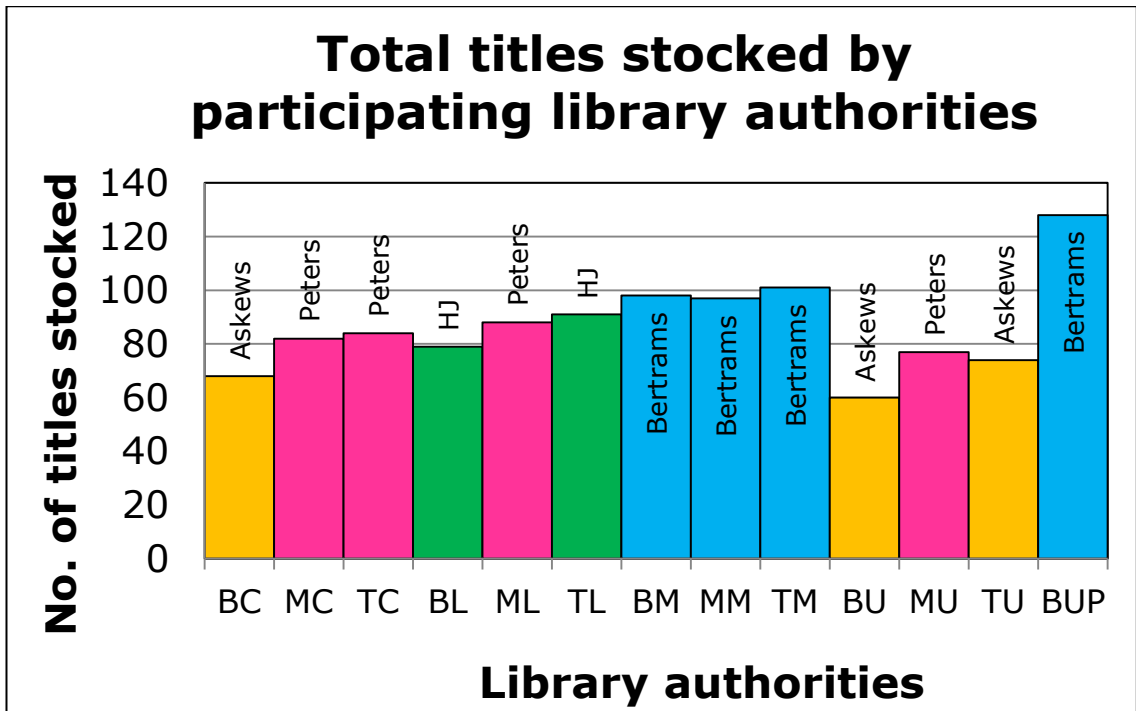
Figure 58: Total titles stocked by participating library authorities, colour-coded by supplier
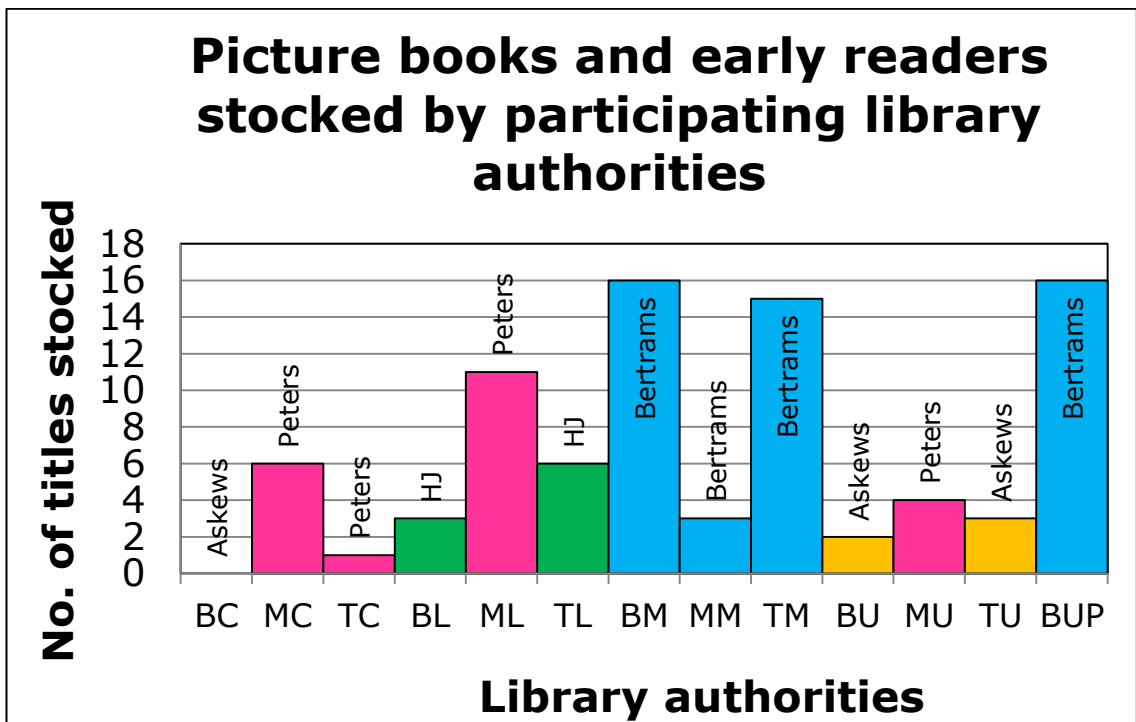
Figure 59: Picture books and early readers stocked by participating library authorities, colour-coded by supplier

With all the above caveats in mind, the graphs above do tentatively support Pilot 1's assertion that Bertrams' provision is better. The four authorities supplied by Bertrams (BM, MM, TM and BUP) are the top four authorities in terms of overall provision, and BM, TM and BUP are also the top three in terms of provision of picture books and early readers. It should, however, be noted that MM performs substantially less well on this latter measure with only three titles, suggesting that the choice of Bertrams as the main supplier is by no means *sufficient* for adequate LGBT provision; this is consistent with my thinking at the start of the research, and with the findings on the many other factors affecting provision, presented in this chapter.

The qualitative data were also analysed to see whether there were any trends in participants' views of particular suppliers. To do this, I ran a matrix coding query in NVivo using the 'Supplier availability' node as the row, and the case nodes for each supplier as columns. The references in each cell of the matrix were then studied to assess whether the comments gave a positive, negative or neutral/undecided perspective on that particular supplier. It should be borne in mind that participants' opinions are far from being objective data – as noted in section 7.2 above, participants' comments may be more indicative of the participants' own (lack of) knowledge than of the supplier's actual provision. Nonetheless, I felt that analysis of these comments might suggest some tentative trends worthy of further investigation (e.g. if comments on a particular supplier were consistently very positive or very negative).

However, the analysis of qualitative data did not reveal any clear trends. There were not enough comments on Askews or on Holt Jackson (prior to their merger) to identify any opinion trends on these companies. Comments on the merged Askews & Holts, Bertrams, and Peters were all primarily negative. Of the relatively few positive comments, the majority related to Peters, although all the suppliers attracted at least one positive comment.

It thus is not possible to draw any definite conclusions from the qualitative and quantitative data on the differences in provision of LGBT fiction for children and young people among the mainstream suppliers. The quantitative data suggest that Bertrams' provision may be somewhat better while Askews' provision (prior

to its merger with Holt Jackson) may have been worse; however, the quantitative data are not statistically generalizable, and nor do they take account of other factors potentially affecting provision. The qualitative data, in contrast, show that Peters attracted the majority of the (relatively few) positive comments. However, a more obvious conclusion from the data reported in sections 7.2 and 7.2.1 is that provision of LGBT fiction for children and young people from all the mainstream suppliers is felt by librarians to be poor overall.

7.3   Publishing availability and place of publication

As noted in section 4.1, the process of compiling the checklist revealed that more LGBT-related fiction titles aimed at children and young people were available than initially expected. However, the majority of these were Young Adult titles, with far fewer titles available for the younger age groups, and a particular lack of early readers. There was also a lack of titles available in accessible formats. Moreover, the literature review revealed areas of under-provision, including the lack of books featuring bisexual or trans characters, or characters with multiply marginalised identities (cf. section 2.6). It is thus immediately apparent that library provision is constrained by the lack of titles published, and the fact that some published titles have gone out of print.

Further to this, it became apparent during analysis of the questionnaire and interview data that a book's place of publication was potentially a significant factor affecting its provision in libraries (cf. section 3.3.3.1.3 of the methodology). I therefore gathered data on the number of checklist titles that were a) licensed for the UK market and b) published by publishing houses domiciled in the UK. As reported in section 4.1.1, while 60.6% of the total checklist titles (337 titles) were licensed for the UK market, only 29% of the titles (161 titles) were published by a UK publisher. The participating supplier stated in an email that they felt the latter consideration was "definitely" the more significant factor in whether titles were picked up by mainstream UK library suppliers.

I then went on to investigate the relationship between each of these variables and whether a particular title was held in participating libraries and in 'Library Range' by the participating supplier, as described in section 3.3.3.5 of the methodology. For this section of the analysis, I looked at whether titles were classified as 'Library Range' rather than whether they were in stock in the warehouse, as the analysis reported in section 7.2 found that the former was the more significant factor affecting whether titles were stocked by the participating library authorities. Moreover, other less relevant factors could affect whether a title happened to be in stock in the warehouse (e.g. if the supplier had just sold all its copies of a title). The tables below show extracts from the cross-tabulations for the categories being compared, and the phi coefficient, which is a measure of effect size. The full cross-tabulation tables are presented in Appendix Y.

Table 24, on the following page, shows the relationship between the variables 'UK_publisher' (whether or not a title is published by a UK publisher' and 'Library_range' (whether or not a title is classified as 'Library Range' by the participating supplier). As a reminder, the 'Library Range' category is the default that librarians will see when searching the website, and forms the basis for supplier selections and the lists presented to stock selection librarians. As discussed in section 4.5, the majority of titles were not included in 'Library Range': only 150 titles (27%) fell into this category, while the remaining 406 checklist titles (73%) were not included in 'Library Range'.

The data show that, of the 394 titles which are not published by a UK publisher, only 36 (or 9.1%) are classified as 'Library Range' by the participating supplier. In contrast, when we look at the 162 titles which *are* published by a UK publisher, 114 of these (or 70.4%) are classified as 'Library Range'.

This suggests that titles which are published outside the UK are quite unlikely to be included in 'Library Range' by mainstream library suppliers, and this will have knock-on effects on their provision in libraries (see Table 25 and associated discussion). This is reflected in the phi coefficient of .627, which is considered to be a large effect size (Pallant, 2010). However, a substantial minority of titles which *are* published by UK publishers (48 titles, or 29.6%) are

also not considered to be 'Library Range'; in other words, being published in the UK is helpful, but not sufficient.

Table 24: Extract from crosstabulation data for 'UK_publisher' (whether or not a title is published in the UK) and 'Library_range' (whether or not a title is classified as 'Library Range' by the participating supplier)

		Library_range		Total
		0 Not included in 'Library Range'	1 Included in 'Library Range'	
UK_publisher	0 Not published by a UK publisher	358 (90.9%)	36 (9.1%)	394 (100%)
	1 Published by a UK publisher	48 (29.6%)	114 (70.4%)	162 (100%)
Total		406 (100%)	150 (100%)	556 (100%)

Phi coefficient = .627

Table 25, on the following page, shows the relationship between the variables 'UK_publisher' (whether or not a title is published by a UK publisher) and 'Stocked_libraries' (whether or not it is stocked in one or more participating library authorities). The majority of titles (346, or 62.2%) were not stocked in any participating library authorities, compared with 210 titles (37.8%) which were stocked in one or more participating authorities.

Digging a little more deeply into the data, we can see that, of the 394 titles which are not published by a UK publisher, only 77 (or 19.5%) are stocked in one or more of the participating library authorities. In contrast, when we look at the 162 titles which *are* published by a UK publisher, 133 of these (or 82.1%) are stocked in participating library authorities; in other words, the proportions are almost inverted.

Table 25: Extract from crosstabulation data for 'UK_publisher' (whether or not a title is published in the UK) and 'Stocked_libraries' (whether or not a title is stocked in one or more of the participating library authorities)

		Stocked_libraries		Total
		0 Not stocked in any participating libraries	1 Stocked in one or more participating libraries	
UK_publisher	0 Not published by a UK publisher	317 (80.5%)	77 (19.5%)	394 (100%)
	1 Published by a UK publisher	29 (17.9%)	133 (82.1%)	162 (100%)
Total		346 (100%)	210 (100%)	556 (100%)

Phi coefficient = .586

When we compare Table 25 with Table 24, we can see that more non-UK titles are stocked in library authorities (77, or 19.5%) than are considered to be 'Library Range' by the supplier (36, or 9.1%). This suggests that some participating library authorities have made some effort to seek out titles published outside the UK which are not included in 'Library Range' by mainstream suppliers. Despite this, whether or not a title is published in the UK still seems to be an important factor in whether or not a title is stocked by participating library authorities; the phi coefficient is .586, which is considered to be a large effect (Pallant, 2010).

I then went on to look at the relationship between whether or not a title is licensed for the UK market, and whether it is stocked in participating library authorities and classified as 'Library Range' by the participating supplier. The tables below show extracts from the cross-tabulations for the categories being compared, and the phi coefficient, which is a measure of effect size. The full cross-tabulation tables are presented in Appendix Y.

Table 26, below, shows the relationship between the variables 'UK_market' (whether or not a title is licensed for the UK market) and 'Library_range' (whether or not a title is classified as 'Library Range' by the participating

supplier). Of the 219 titles which are not licensed for the UK market, only 4 (1.8%) are classified as 'Library Range' by the participating supplier, which is unsurprising. In contrast, of the 337 titles which are licensed for the UK market, 146 (43.3%) are classified as 'Library Range' by the supplier.

Table 26: Extract from crosstabulation data for 'UK_market' (whether or not a title is licensed for the UK market) and 'Library_range' (whether or not a title is classified as 'Library Range' by the participating supplier)

		Library_range		Total
		0 Not included in 'Library Range'	1 Included in 'Library Range'	
UK_market	0 Not licensed for the UK market	215 (98.2%)	4 (1.8%)	219 (100%)
	1 Licensed for the UK market	191 (56.7%)	146 (43.3%)	162 (100%)
Total		406 (100%)	150 (100%)	556 (100%)

Phi coefficient = .457

It is notable that more than half of the titles which *are* licensed for the UK market (56.7%) are still not stocked by any of the participating library authorities. This contrasts with the titles published by UK publishers, the majority of which (70.4%) *were* classified as 'Library Range' (cf. Table 24). It thus appears that whether or not the publisher is based in the UK seems to be a greater factor in whether or not a title is included in 'Library Range'. This is supported by a comparison of the effect sizes: the phi coefficient for the association between whether or not a title is licensed for the UK market and whether or not it is classified as 'Library Range' is .457, which although still relatively large (Pallant, 2010) is smaller than the phi coefficient of .627 for the association between whether or not a title is published by a UK publisher and whether or not it is classified as 'Library Range'. In addition, this ties in with the information provided by the participating supplier, to wit that whether or not a title is published by a UK publisher would be the more important factor in whether or not it is picked up by a mainstream library supplier.

Table 27, below, shows the relationship between the variables 'UK_market' (whether or not the title is licensed for the UK market) and 'Stocked_libraries' (whether or not the title is stocked by one or more library authorities). Of the 219 titles which are not licensed for the UK market, only 23 (10.5%) are stocked in one or more participating libraries. In contrast, of the 337 titles which are licensed for the UK market, 55.5% are stocked in one or more participating libraries.

Table 27: Extract from crosstabulation data for 'UK_market' (whether or not a title is licensed for the UK market) and 'Stocked_libraries' (whether or not a title is stocked in one or more of the participating library authorities)

		Stocked_libraries		Total
		0 Not stocked in any participating libraries	1 Stocked in one or more participating libraries	
UK_market	0 Not licensed for the UK market	196 (89.5%)	23 (10.5%)	219 (100%)
	1 Licensed for the UK market	150 (44.5%)	187 (55.5%)	337 (100%)
Total		346 (100%)	210 (100%)	556 (100%)

Phi coefficient = .453

We can thus see that very few titles are stocked by participating library authorities if they are not licensed for the UK market, which seems relatively unsurprising. However, it is also notable that close to half of the titles which *are* licensed for the UK market (44.5%) are still not stocked by any of the participating library authorities. This contrasts with titles published by UK publishers, most of which (82.1%) were stocked by at least one of the participating library authorities (Table 25). It thus appears that whether or not the publisher is based in the UK seems to be a greater factor in whether or not a title is stocked. This is supported by a comparison of the effect sizes: the phi coefficient for the association between whether or not a title is licensed for the UK market and whether or not it is stocked in one or more of the participating library authorities is .453, which although still relatively large (Pallant, 2010) is smaller than the phi coefficient of .586 for the association between whether or

not a title is published by a UK publisher and whether or not it is stocked in one or more of the participating library authorities.

Thus, overall, it appears that whether or not a title is published by a UK publisher is the more important factor in both whether it is classified as 'Library Range' and whether it is stocked by one or more of the participating library authorities. It seems likely that the supplier's classification acts as a mediating variable (Olsen, 2004); however, more non-UK books are stocked by library authorities than are included in 'Library Range', suggesting that some authorities have made an effort to purchase titles from outside the UK which are not classified as 'Library Range' by mainstream suppliers. This is in line with data presented in section 5.1, which showed that a minority of participating authorities had purchased LGBT materials aimed at children and young people from specialist suppliers, and/or had put in a special order to their mainstream supplier.

The quantitative data reported above were supplemented by qualitative comments from a number of participants relating to the (perceived) availability of LGBT-related fiction titles aimed at children and young people from publishers within and beyond the UK. One of the most frequently-occurring themes was the lack of UK titles and/or preponderance of US titles, mentioned by twelve participants; this theme emerged inductively from the data, as no questions were asked specifically on this subject. The participants who mentioned this trend tended to be those who were generally more knowledgeable about LGBT-related fiction for children and young people, and/or who had done some research beforehand; this is unsurprising as it implies a certain knowledge of the publishing market.

> "In my experience a lot of the picture books and early readers on that subject will be imports." (TC11)

> "I have a feeling that… there isn't a great deal, um, published so much in the UK that you're seeing coming past us, I think we're more aware of picking things up when it's UK publishing." (TL4)

Although a number of respondents specifically mentioned the lack of UK-published picture books, Pilot 3 mentioned that a Booktrust event they had

attended (cf. section 5.6) drew attention to a similar dearth of UK titles at the YA level:

> "One of the main focuses of that, um, event that I attended was the fact that actually there's a – there seems to be a notable *underproduction* of books with LGBT characters or content in UK publishing." (Pilot 3)

One librarian speculated that the lack of UK-published titles could be related to Section 28 (cf. section 2.7.1):

> "The main issues [sic] with supplying LGBT stock for children and young people is a shortage of UK based titles, especially for younger children. This may be a legacy of the Section 28 Local Govt legislation." (Email from BUP3)

A similar point was recently made in *The Guardian* by author Liz Kessler, who wrote about her first-hand experience of the reluctance to publish LGBT-related titles under Section 28, and of the recent shift in attitudes in the UK publishing industry (Kessler, 2014).

Four participants specifically made the link between the place of publication and non-inclusion on mainstream suppliers' lists:

> "I was just looking at a few of the authors, some of the larger authors in the field... Sara Ryan, Alex Sanchez particularly, and what struck me, um, was that... Bertrams doesn't have them, some of them are American publishers... er, I mean they do *have* American publications but obviously not all of them." (TL5)

> "A lot of books that I'm aware of come from America, and British publishers... don't... or haven't seemed to have had a history of publishing LGBT-specific titles. That is in the process of changing, but still the books aren't there, and even though books are available in the UK, um... they haven't been available through suppliers..." (Pilot 2)

This observation is supported by the quantitative data presented above. Moreover, the interviewee from BL provided a copy of the supplier specifications for children's and YA stock, which revealed that non-UK titles are specifically excluded, with a very few exceptions:

> "All titles selected will be British, except for any major publications. These would normally only be teenage titles, (e.g. Stephenie Meyer, PC Cast or Lauren Kate) or books that become bestsellers (e.g. Jeff Kinney's Diary of a wimpy kid). American and Australian picture books and board books are not listed within the library range." (BL supplier specifications)

This may in part be due to the sometimes higher price of non-UK titles, discussed in section 7.1.1.2.

In addition to the US bias in publishing, six participants noted that many LGBT-related fiction titles for children and young people are not published by mainstream publishing houses. Again, this theme emerged inductively as no questions were asked specifically on this subject:

> "The range of fiction titles for young people is good but not many of the mainstream publishers publish much for younger children. This is a publishing issue rather than a supplier issue, I think." (BUP3)

> "I talk a lot to the mainstream publishers and they – I don't see… this community represented well." (TC11)

Four participants made a link between smaller publishers and non-inclusion on mainstream suppliers' lists (cf. section 7.2):

> "[G]enerally, I don't think suppliers offer a very good range. I don't think they go out of their way to use the specialist publishers (this is true of adult books as well)." (BC1)

> "The booksellers or resellers to libraries have been closing down, one by one, and so you're getting into very big organisations that are buying [from] the mainstream publishing houses but not the smaller publishing houses […] so again it's a perception that the big publishing houses don't take on, erm, some LGBT fiction." (Pilot 1)

Again, this was supported by the actual supplier specifications provided by BL, and by comments from the participating supplier:

> "All supplier selected books are new, advance titles from the biggest children's publishers where they have provided us with timely Advanced Information." (BL supplier specifications)

> "I see all the big publishers every month, four months prior to publication of each title when they bring round Advanced Information (AIs). […] It's also an area of interest for me, as I select all our children's titles every month from those presented to me by the publishers, and I always ensure all communities are represented, provided I have been given the title information in the first place." (Email from participating supplier)

While the comments from the contact at the participating supplier show a commitment to and interest in the area, the process seems to exclude certain types of title through its focus on the big publishers.

7.4 Procurement practices

In section 5.1, I discussed the findings on stock procurement practices that could potentially affect the provision of LGBT-related fiction to children and young people in the participating library authorities. These data were primarily derived from the 'Stock team manager' and 'Stock team members' questionnaires, triangulated where relevant with interview data. In the following sub-sections, I look at potential associations between particular stock procurement practices and levels of provision in the participating authorities, as well as presenting qualitative data in which participants express their own opinions on how certain practices (or the lack of them) may affect provision of this material.

7.4.1 Supplier selection vs. selection by librarians

Figure 60 and Figure 61 show, respectively, the total titles stocked by participating library authorities, and the picture books and early reader titles stocked by participating library authorities (i.e. the same data as in Figure 7 and Figure 8, section 4.2.1), colour-coded by the primary stock procurement method. Neither of the graphs suggests any link between the primary stock procurement method and the level of provision.

Birdi (2014) reviews the literature on supplier selection, and notes that "a frequently cited criticism related to the perceived imbalance in the library service stock resulting from supplier selection, whereby both breadth and depth could be compromised, in favour of the more popular (best-selling) and mainstream titles" (p. 315). She goes on to suggest that this may have implications for the provision of 'minority ethnic' and LGBT stock. In the light of this, it is potentially somewhat surprising that there is no apparent link between the primary stock procurement method (supplier selection or online approvals by librarians) and the level of provision in the participating library authorities. However, this may be explained by the fact that materials selected by the supplier, and materials selected by librarians, are generally both selected from the pre-filtered 'Library Range' stock. The data presented in section 7.2 showed a very strong association between whether or not a title was included in 'Library Range' and whether or not it was purchased by one or more of the participating
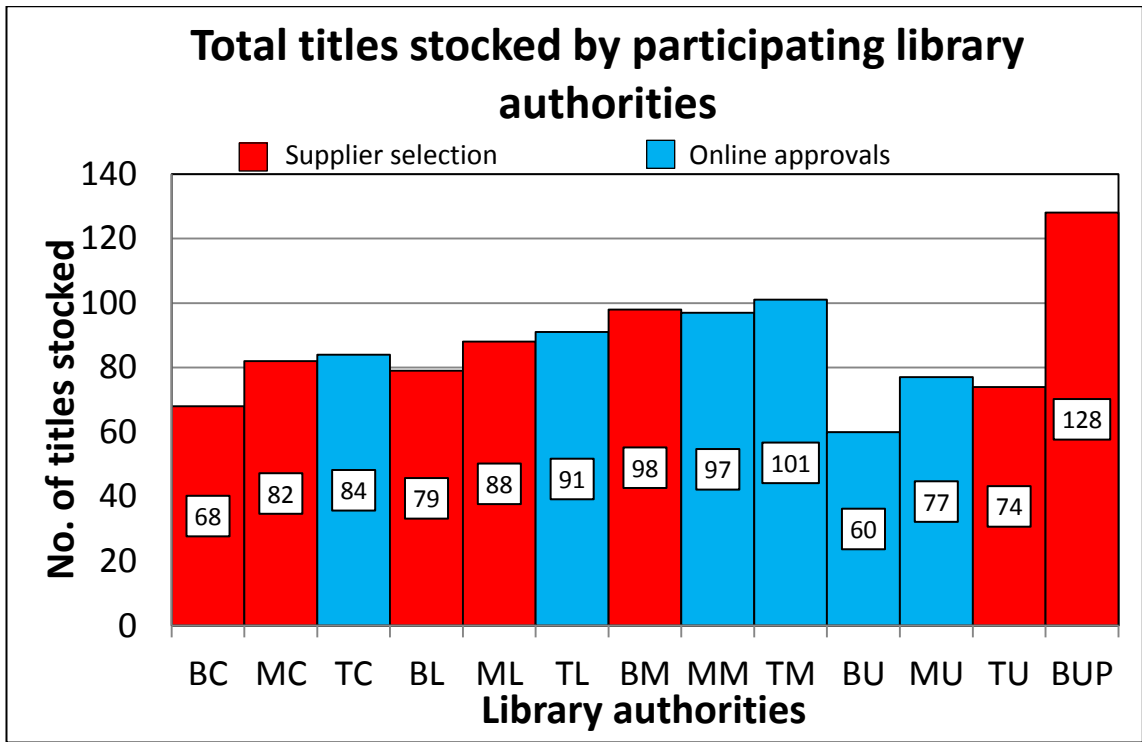
Figure 60: Total titles stocked by participating library authorities, colour-coded by primary stock procurement method
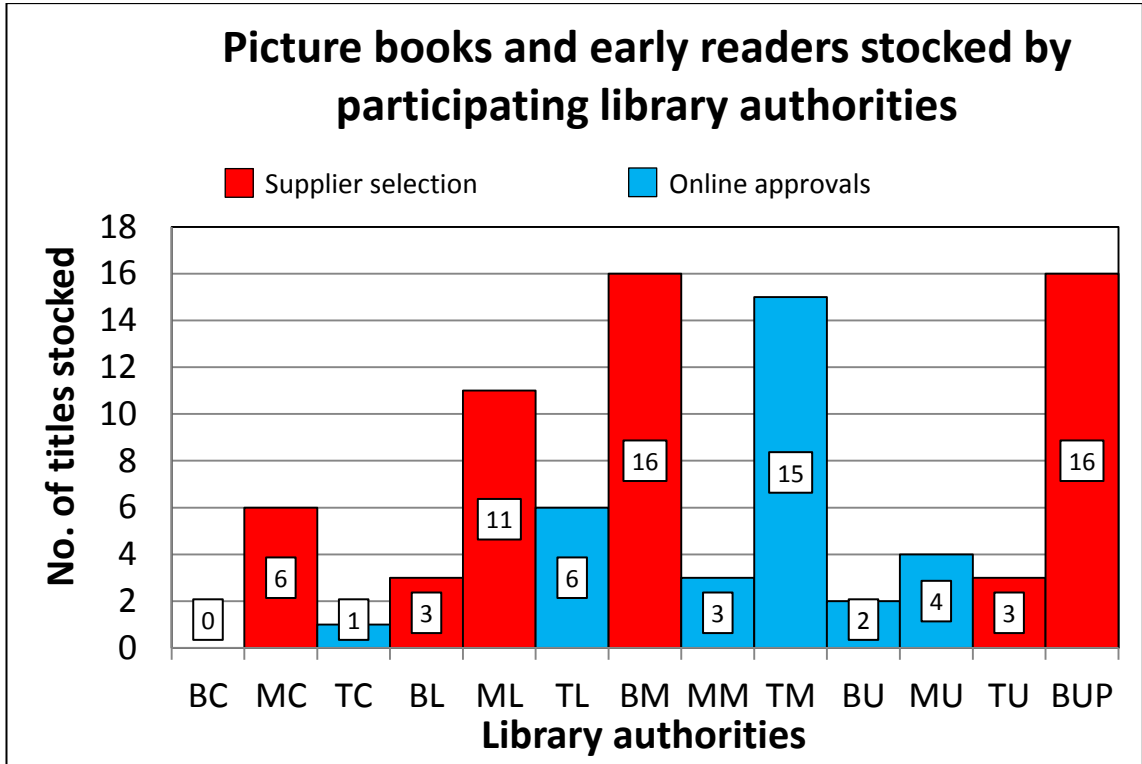
Figure 61: Picture books and early readers stocked by participating library authorities, colour-coded by primary stock procurement method

authorities (Table 22). Thus, it would appear that the primary stock procurement method plays less of a role in provision than whether or not an authority uses alternative sources *in addition* to the primary stock procurement method.

Having said that, qualitative comments suggested some particular aspects of supplier selection which could potentially have an impact on provision. Three interviewees noted that the supplier selection would generally focus on popular items by well-known authors, with high star ratings from the supplier:

> "Again I guess supplier selection always… that will pick out the most *popular* titles, or it will pick out, erm, you know, the most well-known children's stories, and so quite a large part of our stock decision-making is actually not in our hands…" (TL5)

> "Often the stuff that gets onto our *suggested* list from Bertrams is often what they would sort of classify as three, four, five star titles, so perhaps… I'm not suggesting that these are lower stars, but that's, that's *one* reason why books sometimes *don't* get on that list." (BUP4)

The data presented in sections 4.5 and 4.5.1 demonstrated that many of the checklist titles do indeed have lower star ratings from the participating supplier, or indeed no star rating at all. A supplier selection which focused on items rated three stars or above would include none of the picture books or early readers, just two of the books for junior school children, and 21 of the YA novels (4.4%), only five of which are the recommended list. However, supplier specifications usually permit the library authority to specify the extent to which the supplier should focus on different star ratings, and this thus refocuses attention on the specifications provided by the authority itself. This issue is discussed further in the following sub-section (7.4.2).

A pilot interviewee raised the possibility that the individuals responsible for picking the stock to be included in supplier selections could be homophobic or transphobic:

> "If [other library authorities] have left it to the suppliers to supply this material, it's, er, the individuals which are picking the stock at the supplier end, are they going to be – are they biased? Would they pick that stock, would they pick that stock over other – anything else?" (Pilot 5)

This becomes more of a potential problem as suppliers are increasingly responsible for selecting materials for many library authorities across the country. While there is no reason to suppose that the individuals who work for library suppliers are any more likely to be homophobic, biphobic or transphobic than librarians selecting stock within library authorities, the former group have far greater reach in terms of the impact of their decisions. If selectors at library suppliers are homophobic, biphobic and/or transphobic, or simply unaware of the material and the need for provision, this could affect the stock across a large number of authorities.

Another interviewee observed that items were sometimes missed by the supplier, and felt that this could have an impact on the provision of LGBT-related fiction for children and young people:

> "I mean we are dependent on them, what they put on their selection so if, erm… for example they may, we *know* that there have been books missed that, even well-known sort of like, erm, picture books that you would expect to be on there, so I suspect there is, there is stuff falling through the net that hasn't been chosen by them to be held […], so I suspect that's one of the reasons why [provision is not better] […] We do, because of, um, constraints of time, probably fail where we, we should, you know, we should be more… having a tighter rein on it, sort of thing, and being more vigilant in buy, buying titles." (TC10)

A discussion on the lis-pub-libs mailing list revealed substantial discrepancies in the extent to which librarians at different authorities monitor the materials provided through supplier selections (Chapman, 2013b). This issue also emerged in the present research, and is discussed further in section 7.6.4 below.

7.4.2 Failure to include LGBT-related fiction for children and young people in supplier specifications

As discussed in section 5.1, of the seven participating authorities which used supplier selection, only two (ML, BUP) said they mentioned LGBT materials aimed at children and young people in their stock specification. Five interviewees said that they thought LGBT materials would not come through in supplier selections unless they had specifically been asked for; this theme emerged inductively in the interviews.

> "It is a supplier selection problem as well […] the things I'm aware of with supplier selection, is that local authorities give the suppliers a run-down of what they want, and unless it's specifical – specified, then the suppliers will give, give the local authorities what they want and no more. And unless somebody says, 'We need LGBT titles for young people,' suppliers aren't going to start buying them in." (Pilot 2)

> "I don't think that we specify on our supplier selection profiles that we want books with LGBT content […] I don't think it's something that we specify for teen or children's, um… I think if we… we'd have to ask for it, I think kind of, unless you deliberately specify or try to develop the collection in that way then it's not going to happen." (Pilot 3)

One interviewee acknowledged the authority's responsibility for the lack of LGBT-related fiction for children and young people coming through supplier selection, as not only were these materials not mentioned, but the specifications emphasised that the supplier should focus on titles with high star ratings:

> "I can't blame the suppliers, we write the supplier selection document, so they, they buy based on the things that we've written down for them. And – and what – and basically we ask them to buy, spend the bulk of the money on five-star books, four-star books. If there's… I very much doubt that any of these books, because they would be targeting small audiences, as opposed to a general… are highly unlikely to be bestsellers, you know? One or two of them might be, but on – generally, most of them won't be five and four star. And because of that, because of where they feature on booklists and what number they'd be at, by the time we've got down to whatever number, our budget's committed so we're not going further down." (TL6)

While it is problematic to assume that books with LGBT content will not have mainstream appeal, this interviewee is quite right in assuming that the majority of LGBT-related fiction titles aimed at children and young people will not have high star ratings from the supplier (cf. sections 4.5 and 4.5.1). The previous sub-section discussed the possibility that supplier selections will focus on the most popular titles; however, this interviewee's comment suggests that in at least some cases, the responsibility for this choice lies with the library authority itself, rather than with the supplier. Thus, the stock procurement decisions are linked with concerns about the need for high issue figures and for stock to 'work hard' (cf. section 7.1.1.1).

Although the failure to mention LGBT materials aimed at children and young people in supplier specifications was seen as a problem by some interviewees, including these materials in the specification did not necessarily solve the problem. As noted above, the stock team managers from two authorities, ML and BUP, stated in the questionnaire that these materials were included in the supplier specifications. As regards the former of these authorities, the data presented in sections 4.2 and 4.3 show that ML is neither particularly bad nor particularly good in terms of its holdings of LGBT-related fiction aimed at children and young people, although it performs better than most authorities as regards picture books and early readers. In contrast, BUP stands out on all measures except for numbers of copies; however, comments made by interviewees and questionnaire respondents suggested that titles were still not coming automatically through supplier selection, and the better levels of provision at this authority were due more to special efforts by the librarians to acquire LGBT-related titles, including past purchases from specialist suppliers:

> "Maybe a few years ago, we kind of thought, 'You know what, we need, we need to buy some,' and probably five, six, seven years ago, we made quite an effort to get hold of some titles… but may – I'm trying to think… it doesn't necessarily occur to me that we need to *boost* it, I kind of think, 'Actually they're coming through naturally, it's okay,' *but*, having seen this [data on stock holdings], maybe we're not buying as many as we should, or, or as we could do." (BUP4)

> "We very rarely get anything through unless we ask for it." (BUP5)

Thus, including LGBT materials for children and young people in the supplier specification does not appear to be sufficient in itself to ensure adequate levels of provision. The following sub-section looks at the impact of purchasing from specialist suppliers in addition to the mainstream supplier.

7.4.3 Failure to purchase from specialist suppliers

The data reported in section 5.1 showed that, although the majority of participating authorities have scope to purchase materials from specialist suppliers, most of them do not make use of this option to purchase LGBT-related fiction for children and young people. Eleven out of 13 stock team managers (84.6%) said that their supplier contract for children's and young people's stock included a clause which allowed them to buy elsewhere in the

event that the supplier did not provide an adequate range in specialist areas (Figure 33) and nine out of 13 (69.2%) said that they retained a portion of the children's and young people's stock budget to spend on specialist materials outside the supplier contract (Figure 34). However, only three authorities each (23.1%) said that they purchased from specialist bookshops or Amazon, both likely sources for LGBT-related fiction for children and young people (Figure 30), while five stock team managers (38.5%) claimed that the authority purchased LGBT materials aimed at children and young people outside the supplier contract (with a further four, or 30.8%, saying that this would be left to individual staff members) (Figure 35).

This last finding is problematized by the data from the 'Stock team members' questionnaire, which were not consistent with the 'Stock team manager' questionnaire in all cases. Data triangulation showed that BM, BUP and TC had all purchased LGBT materials aimed at children and young people from specialist sources, with TC focusing on picture books specifically. However, a question remained over ML, MU and TU, and it is possible that the stock team managers from these authorities were endeavouring to show the authority in the best possible light, as occurred elsewhere in the data (cf. section 5.1).

Figure 62 and Figure 63 show, respectively, the total titles stocked by participating library authorities, and the picture books and early reader titles stocked by participating library authorities (i.e. the same data as in Figure 7 and Figure 8, section 4.2.1), colour-coded by whether or not the authority used specialist sources to purchase LGBT-related fiction aimed at children and young people outside the supplier contract. As regards total titles (Figure 62) the data are not particularly conclusive; however, when the data on picture books and early readers are viewed separately (Figure 63) a different picture appears. Two of the authorities which used specialist sources to purchase these materials (BM and BUP) top the rankings for provision of picture books and early readers. TC's lowly position, with just one title, would initially appear to contradict this finding; however, as noted in section 4.2.1, TC carried out a special purchase of picture books around the time of the interviews, but the titles had not yet appeared on the library management system by the time the catalogue check
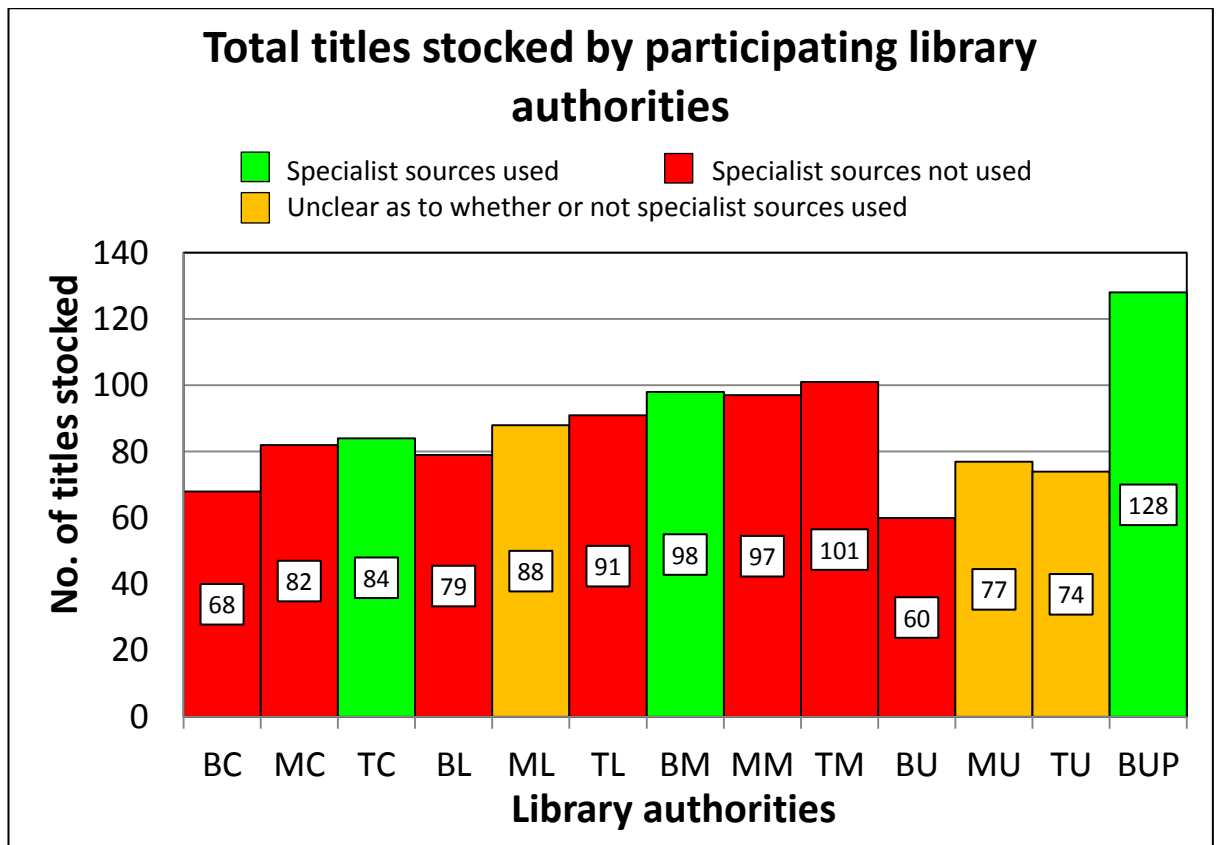
Figure 62: Total titles stocked by participating library authorities, colour-coded by whether or not specialist sources were used

was carried out. The catalogue check was thus re-performed for picture books and early readers at TC in July 2013 (cf. Figure 9). This showed that the number of picture books and early readers stocked by TC had increased to 10, supporting the association between purchasing from specialist sources and somewhat better levels of provision. A colour-coded version of the graph is presented in Figure 64.
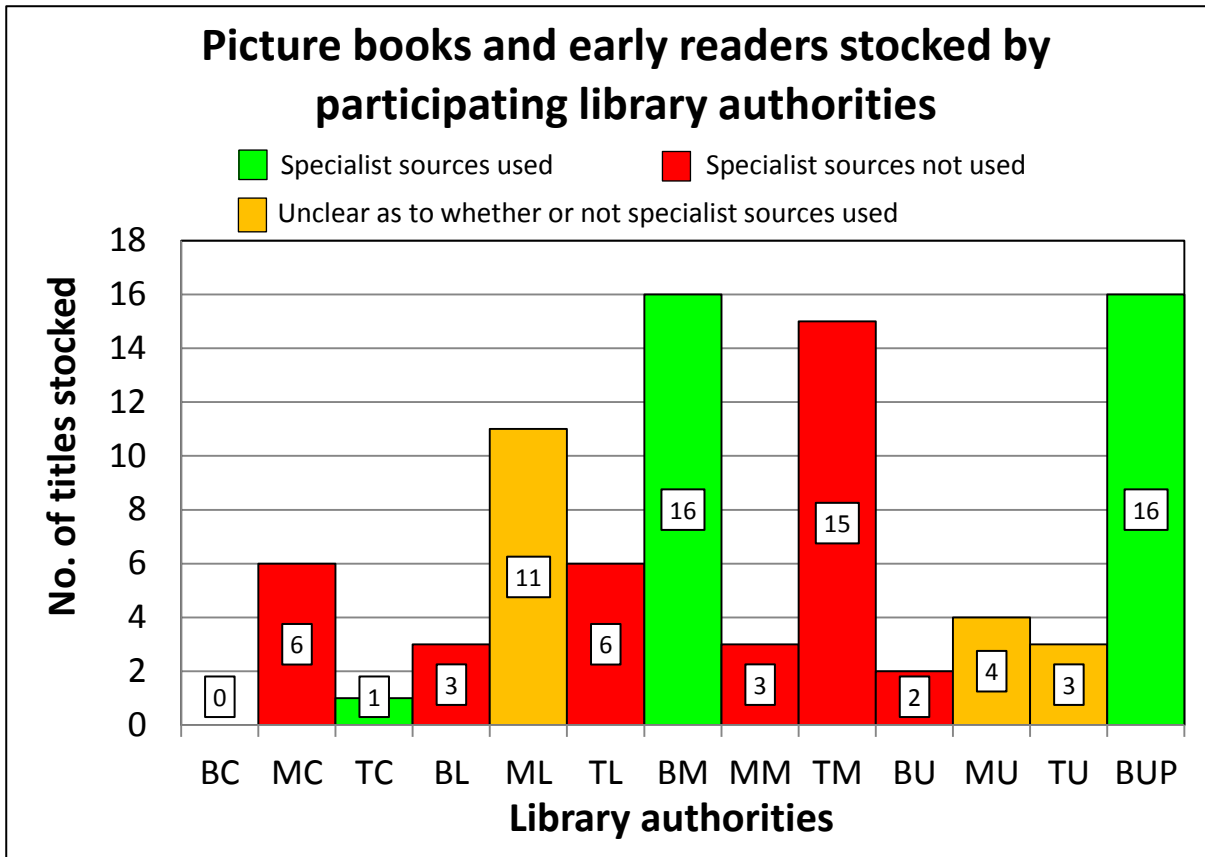
Figure 63: Picture books and early readers stocked by participating library authorities, colour-coded by whether or not specialist sources were used

As regards the authorities at which there was a query over whether or not specialist sources had been used, ML showed relatively good levels of provision, particularly for picture books and early readers, and this may potentially reflect the posited association. However, MU and TU both had poor levels of provision, in terms of both total titles and picture books and early readers specifically. If specialist sources were indeed used by these authorities to purchase LGBT materials for children and young people, they do not seem to have been used particularly effectively.

As with the inclusion of LGBT materials for children and young people in supplier specifications (cf. section 7.4.2), the use of specialist sources did not appear to be enough in itself to ensure adequate levels of provision. As demonstrated in section 4.2, holdings of titles for younger children in particular
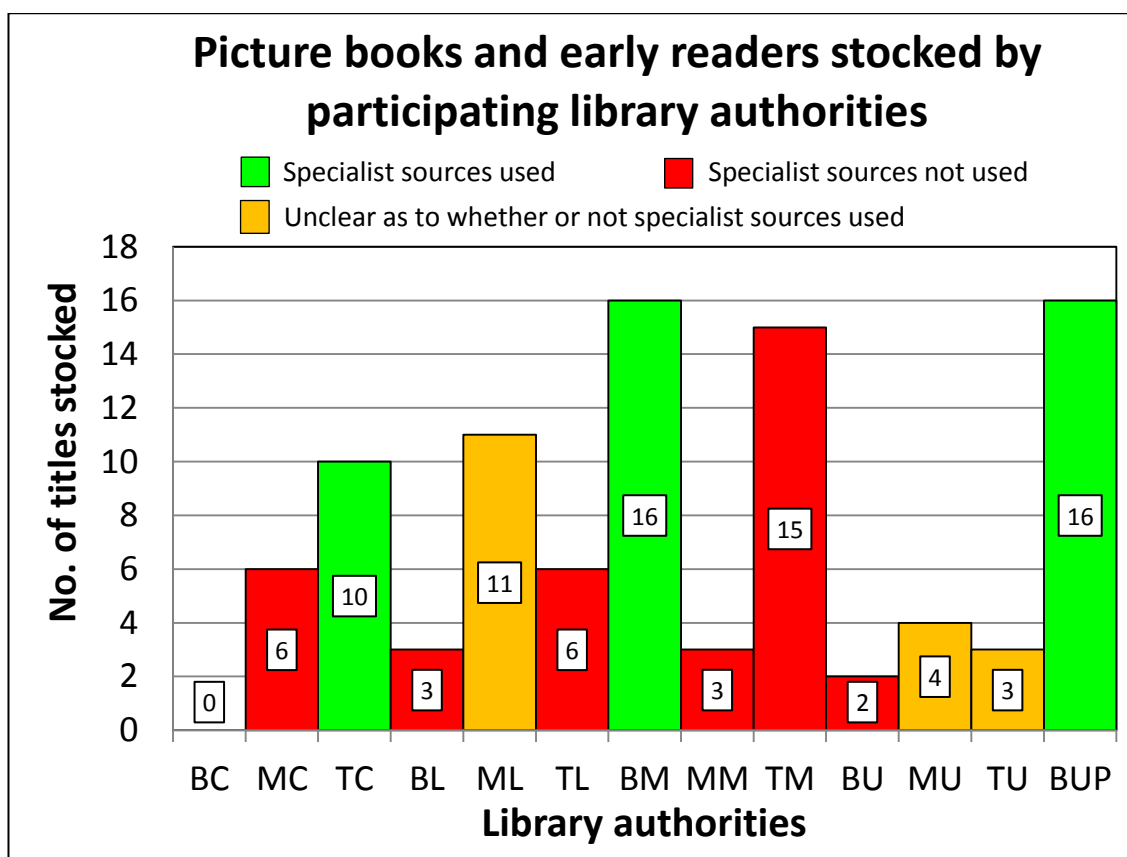
Figure 64: Picture books and early readers stocked by participating library authorities, with data for TC updated in July 2013, colour-coded by whether or not specialist sources were used

were very low in absolute terms, even in the best-performing authorities, and interviewees from all authorities – even BUP – felt that their provision could be improved. However, it would appear that the use of specialist sources is one of the factors which has enabled some authorities to provide a somewhat better level of provision, particularly as regards picture books and early readers.

7.5   Fear of complaint

As discussed in section 6.2.6, there was some evidence in the data of a fear of complaint, on the part of both participants themselves and other staff members. In some cases, it appeared that these concerns might affect the provision of LGBT-related fiction to children and young people in the participating library authorities. Some participants suggested that this fear might have an impact on whether the materials were in the library at all:

> "It's down to whoever's running the branch and whoever answers the complaints as to how much backbone they've got, cos sometimes people just roll over and sort of give in and withdraw the offending materials, rather than just fighting the corner and saying, 'These materials are in because there's a need for them.'" (Pilot 2)

> "Me: Do you think a fear of parental complaint affects whether staff are buying in this area?
> TL4: I think that would be in our minds, yes… not necessarily sufficient to, to say that we wouldn't go down that route because we, we're worried about what parents will say, but I do think that… there is a likelihood that somebody, even if it's a very low percentage, somebody might think that it's sensitive material and they don't want to come across it in the general range."

Participants' comments also suggested that fear of complaint might affect the *way* in which materials were provided. The possibility of parental complaint was cited by a few participants in support of age restrictions and parental permission requirements:

> "With regard to the content of books, there have been occasions where a child has taken home books which parents have disapproved of later - parents have been upset that the child was not challenged at point of issue, so the parental permission is a safeguard for library staff as much as anyone else." (BL1)

> "As in all categories of books (not just LGBT) there may be a title that may not be suitable for a younger reader – if the parent is there with the child this can be flagged up and the parent can decide whether it is suitable for their child. Personally I would not stop a child from borrowing any book if they really wanted to read it but parents do complain about the content of some books." (BM1)

These comments did not apply to LGBT-related books specifically, but to any titles that were perceived as age-inappropriate. However, as discussed in section 5.3.2, age restrictions and parental permission requirements may be especially problematic for young LGBT people, who may be particularly in need of privacy from their parents. In an environment where LGBT identities still carry a stigma, it may also be particularly off-putting for young LGBT people if they are challenged at the counter for borrowing an 'inappropriate' book.

Three participants mentioned the possibility of children stumbling across books with LGBT content by accident, potentially resulting in parental complaint, and the implications for where the books should be stocked in the library (cf.

section 5.2). One interviewee was very resistant to the idea of placing LGBT picture books in a separate section, but considered the possibility that it might be necessary in the event of a complaint:

> "I'm really, I personally am set against having it pigeon-holed in its own, sort of, category, but we may have, it depends how many complaints we got and the kind of general feeling of outrage, if that's, you know [laughs] erm, to kind of maybe have to look at, look at that, but I really think that's a dangerous route to go down." (TL3)

Pilot 4 was very wary about the idea of providing LGBT picture books in the general collection, and the possibility of complaint:

> "I think that is one of the reasons why they're kept in the teen section, and why we don't have obvious children's collections. Erm… so, so we kind of default that part, um. Kind of, yeah, we default that until they get to teen and then they can decide what they want to pick out and what they don't. […] Erm, and I think you've got to be very careful about, er… where you'd put them in a children's library, because, I mean… the whole point of a children's library is that it's accessible for all ages, and I wouldn't want to be flicking through picture books, a picture book box, and find one. I can imagine it would shock quite a few people." (Pilot 4)

In contrast, another interviewee suggested that a separate section could itself be a target for complaints:

> "Cos if you do separate things out you can either… they either get ignored by everybody, and they, they could be missing out on some really good stuff, or you could be, um, drawing all the, er, you know, the righteous indignation people." (BL1)

The fear of complaint also appeared to have an impact on decisions regarding promotions (cf. section 6.2.5). Anxieties relating to materials with sexual content, and the provision of materials to younger children, recurred in this context, forming a nexus of imbricated concerns:

> "If, you know, we included the younger age materials just as a display, it could raise… issues, so I think there needs to be a balance between having the items freely available and whether we're really focusing on them, making a point of them." (TL4)

> "Me: Do you or did you ever do displays of LGBT materials for children and young people?
> Pilot 2: No… um… Again mostly because the majority of the LGBT material I had was manga, and people are more apt to take offence at pictures, and a lot of the manga material was fairly explicit…"

One interviewee pointed out that young adult books vary in the degree of explicitness with which physical relationships are described, and suggested that they might tend to select the less explicit books if creating an LGBT teen display:

> "So we perhaps would make sure that [the promotion] was using those things that nobody's gonna, kind of, perhaps be shocked by, so I think we would be *conscious* of the potential for a complaint, um, and perhaps [...] if we were actively promoting and doing something we'd make sure that actually we were using stock that we've *used* with young people, or that we know is appro – yeah, going to manage it appropriately or comfortably for everyone, um…" (TC9)

Thus, although only a minority of participants felt that the fear of complaint would affect whether materials were provided, it appeared that such anxieties might have a greater impact on terms of where and how materials are provided, and specifically whether they are promoted.

7.6   Lack of knowledge and awareness

7.6.1 Negative attitudes and lack of awareness

There was relatively little evidence of explicitly negative attitudes towards the provision of LGBT-related fiction aimed at children and young people in the study: only one questionnaire respondent had a mean opinion score which was below the mid-point on the Likert scale (cf. Appendix P). Having said that, a minority of participants mentioned negative attitudes on the part of other library staff members (cf. section 6.3). In some cases, the participant then went on to refer to the impact on provision. For example, BUP5 suggested that more LGBT-related picture books had been bought after overcoming resistance to this type of stock:

> "I think [the higher percentage of picture books is] because we might have splurged on that, once… once we were allowed to have picture books in the ch – in the actual library, I think we must have done a splurge on that. Cos it was very much frowned upon before. Like, 'Ooh no, what if a child picks up,' and you know, all those sort of archaic kind of thoughts about… 'Oh, there's gonna be questions raised, and they might get confused'…" (BUP5)

Another participant commented that negative attitudes at all levels were holding up the drive to improve provision:

> "We have made a start but there is a long way to go – I have been saddened by a lot of attitudes and also by the lack of courage of some senior staff who were very reluctant to risk offending folk."[56]

It should also be borne in mind that the data are subject to both response bias and social desirability bias. Thus, it is likely that the present study under-reports negative attitudes. Moreover, as discussed in section 6.1.3, many participants openly acknowledged that their lack of awareness of the need for provision of LGBT-related fiction to children and young people was a contributing factor in the failure to provide and promote this material:

> "I don't think we would have looked at this area very much unless it had been brought to our attention" (TL5)

> "It's not necessarily an area for teen and children's that you first off think of developing." (Pilot 3)

There was a lack of pro-activity among participants, some of whom seemed to assume that the lack of requests meant there was no demand for the material:

> "If we had a specific request from somebody, then we would certainly look into it and buy, in the same way as we do… with anything else, if there's a stock gap identified, erm […] so yeah, that would be something that would *make* us do something, if someone said, 'You've got *nothing* for children on this,' then we would do something, and that would then raise it up the agenda…" (TC7)

> "I'm conscious that it's something we haven't really been asked for, in terms of, we respond to people's requests, and some topics you're more aware than others that, er, the question is out there, so you make the provision. So I would admit to saying that I didn't feel that it crops up regularly, as a request, but that's not to say that I have any objections to actually providing it." (TL4)

A particular effort had been made to improve provision in a minority of authorities (BUP, BM, TC; cf. section 5.1). The data pointed to possible external drivers for this, again highlighting the lack of pro-activity among librarians. At

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[56] I made the decision to keep this comment completely anonymous (i.e. not to ascribe it to a particular authority) to avoid any risk of potential negative consequences for participants. Although every effort has been made to preserve anonymity, qualitative research within particular settings often runs the risk that participants may recognise their own setting (van den Hoonaard, 2003).

BUP, the need for provision was recognised due to the existence of a large and visible LGBT community (as previously noted in sections 5.1 and 6.1.3):

> "Me: So, um, obviously although it's maybe not as good as you might have hoped, obviously it is actually quite a lot better than all the other authorities, so what do you think it is that has enabled you to do better? BUP5: I think... cos where we live, really, cos it's... you know... like the gay capital of whatever, you know, England, or whatever. And we've got a very high... our aim is to address as many communities' need as possible, basically, and because we've got a high percentage of lesbian and gay people in [BUP], that's what, that's what it is about."

It was not possible to carry out interviews at BM (cf. section 3.3.5.1) and it was thus not possible to probe the reasons behind the special purchase of LGBT materials for children and young people. However, one questionnaire comment suggested that wider council policy may have played a part in the decision:

> "Similarly stock may be needed to reflect council and departmental policies – currently, for example, the council is promoting equality of opportunity, positive attitudes towards minority groups and eliminating discrimination by focussing on individuals and groups around topics such as race, disability, gender, age, religion/belief, sexual orientation and caring responsibilities." (BM1)

The role of external drivers was particularly evident at TC, where library users had commented on the need for provision:

> "Following a comment from a member of the public, I am in the process of setting up a collection of books depicting children with same sex parents..." (TC1)

> "[A]s a result of a number of customer enquiries, I have sourced, reviewed and purchased a collection of LGBT picture books for libraries." (Email from TC8)

Another external driver for improving provision at TC had been the process of carrying out an Equality Impact Assessment (cf. section 2.7.1):

> "Me: What about lack of awareness, [do you think that affects provision]? TC1: Perhaps more so – the reason, erm, that I did the original picture book project was that I'd done a Equalities [sic] Impact Assessment for children's stock, and, um, it was one of the gaps that we identified through that process. So, um, it's entirely possible that had we not gone down the route of doing equality impact in... stock provision, then that would have not ever come to light..."

The impact of external drivers was also apparent at Pilot 1's authority, where a special collection of adult LGBT stock had been purchased by the library service and launched as part of LGBT History Month. Pilot 1 acknowledged that the library had been reactive rather than proactive in this partnership:

> "Me: So why, why do you think that this has happened with adult books but not children's?
> Pilot 1: Erm… I think, although I might have to check my facts, that the [name] group only represent adults, they don't have a children's and young people's league, if you like, erm, and it was actually the impetus for that came from them talking to us, rather than the other way round."
> (Pilot 1)

As the community group itself had focused on adult provision, so too had the library service. This participant's comment underscores one of the problems with this passive approach: young people themselves may not come forward, and adult members of the LGBT community may not necessarily speak up for them either. A participant from TC agreed, and suggested that greater partnership working with youth organisations might be a way forward:

> "I know there's a[n adult] group in [place name] that we're involved with planning the History Month with, um… but… when I think of sort of how many other groups we work with, there's, yeah, loads to represent other areas, um… so it could be that that's missing […] that might be useful, to, to work in partnership with people who… it's kind of their 24/7, to make sure that, that diversity is there, cos it's not our 24/7 unfortunately."
> (TC9)

Authority TC subsequently went on to work with a local LGBT family group in order to improve its provision (cf. section 8.2.2).

7.6.2 Lack of knowledge of the materials available

The lack of awareness among library staff members extended to knowledge of the books themselves. Seven of the interviewees freely admitted their own lack of knowledge and in some cases also identified a general lack of knowledge among the staff in the authority. This was also mentioned by one questionnaire respondent, although there was no question specifically relating to this issue.

> "I have to confess that I am not aware of the range of books published."
> (MC4)

"I wish I could say I was surprised, but… knowledge of LGBT titles generally is… I've found to be shocking in the local authorities I've worked for, and specifically for young people, I mean my knowledge is very scant […] …and I am fairly up-to-date on what's being published and what books are available, and I know next to nothing about LGBT publishing and the books that are there. (Pilot 2)

Eight interviewees expressed surprise on seeing the summary data (Appendix Q), as they had not previously been aware that there were so many books available:

"Me: Are you surprised by how many books actually exist, how many books are on the [list]?
Pilot 4: Yeah, I was actually, yeah. I mean it's like you were saying, you know about all the kind of normal mainstream ones, don't you, but… it's if you start researching and looking into it that you realise how many there are."

"I think 556, I think, gosh, that's actually quite a lot compared to what I was aware of to start with. Because, um, the books that I'm aware of, usually I come across just from reading, or from attending events like [the Booktrust event][57], so… if it's not highlighted, it's not brought to your attention, you don't know it exists. So I think yeah, 556 is a lot more than I thought there were! [laughs]" (Pilot 3)

Three of these interviewees commented particularly on the number of picture books available. As noted in section 7.2, there seemed to be a perception among some participants that publication levels of LGBT-related picture books were even lower than they are in actuality.

"Me: Are you surprised by the figures of the number of books that actually exist?
BL1: Erm… Not so much with the young adult, adult novels… erm… but certainly with the picture books and early readers, yeah."

Another interviewee commented that the number of Young Adult novels was much higher than they had expected:

"Me: Are you surprised by how many books actually exist?
TC7: Um, yes, quite surprised. Erm… I'm surprised there's that many in the Young Adult, I mean that's a *huge* number, actually.
Me: I was surprised by that actually, yeah.
TC7: Mm. *Really* surprised."[58]

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[57] See section 5.6.
[58] In contrast, one interviewee was surprised by how few titles were readily available (footnote continues on next page):

Even when presented with the recommended list, one interviewee commented on how few of the titles or publishing houses were familiar:

> "Gosh, there's nothing, kind of, just on a very very quick look, nothing… that sort of, I'm aware of, on, on here. I don't even know if there's certain publishers that publish… erm… but quite a lot of these are smaller publishers, Candlewick Press, is that one that particularly covers this area? Cos I've never heard of them. […] Yeah, certainly, just on a quick flick through this list, I don't recognise hardly any of the publishers. There's a few, um, but not many." (TC7)

Seven interviewees made an explicit link between lack of knowledge and poor provision, and felt that greater awareness of the materials available would enable them to provide a better service:

> "I think it's probably, erm, that people are not very aware, that's probably more the issue than anything else, erm, they're not aware that this – I certainly wasn't [laughs] aware that there was this much material available, erm…" (TL3)

> "Me: [I was asking] what you think might have enabled some authorities to do better than others or what might enable you to improve provision? Pilot 4: Erm, I think, well, it's part of what we were saying before, as well, it's the awareness of the stock, and having someone to actually, er, sit down and have a chance to look at it. Erm, or, or having an authority on this kind of stock in your area, in your local authority, would help."

It should however be noted that seven individuals showed some knowledge of available LGBT materials for children and young people, although this was generally patchy and the amount of knowledge varied significantly between individuals (insofar as could be judged from the interviews). Two people showed awareness of publishing patterns, recognising that a lot of the materials for younger children are published in the US:

> "The main issues [sic] with supplying LGBT stock for children and young people is a shortage of UK based titles, especially for younger children. This may be a legacy of the Section 28 Local Govt legislation." (Email from BUP3)

"That just seems really small, in terms of the promo – the publication – the publishing industry as a whole, it just seems tiny." (Pilot 1)

It is of course possible for both these things to be simultaneously true – the number of titles available is limited, particularly as regards material for younger children (cf. section 4.1) and even in the Young Adult bracket, the number of titles published account for a very small proportion of total publishing output (Lo, 2011, 2012, 2013a). However, several of the participants seemed to be under the impression that even fewer titles were available than is actually the case.

> "In my experience a lot of the picture books and early readers on that subject will be imports." (TC11)

Five interviewees were able to name items which they had purchased, and/or identify books from the recommended list which the authority already had:

> "I've just bought three this morning and I haven't finished [laughs]." (TC9)

> "This magazine came out called, er… *We Are Family*, I don't know if you know that magazine […] And we stock that now." (BUP5)

However, this last interviewee also acknowledged that their knowledge was dated in some areas:

> "I tend to come up with the same things, like Annie On My Mind, and all those sort of things, and I just think, surely this can't still be in the top ten, or whatever, surely there's other ones, modern. Modern stuff." (BUP5)

Pilot 5 was able to identify quite a number of titles from the recommended list that were already in stock in the library authority. However, they also noted that some of these titles could have been bought without any awareness that they had LGBT content:

> "I'm sure there'll be some which I've bought which I didn't even know was LGBT stuff." (Pilot 5)

As discussed in sections 7.2 and 7.7, if materials are not flagged up on the supplier's website as having LGBT content then it is more difficult for librarians to seek them out with a view to improving collections; moreover, if nobody is aware of the content then this makes promotional efforts, reader development and reference work more difficult.

Pilot 3 showed the widest knowledge, listing a variety of books, albeit with a focus on the older end of the age spectrum. They also showed awareness of the relative lack of diversity within the broad category of 'LGBT-related' books, as also noted by Epstein (2013) and Lo (2013b):

> "[I]n my reading I have come across more gay boys than girls, I have never come across a transgender character that I know of, and all the gay/bi men have been slightly built etc. I should like to read about a chubby transgendered [*sic*] teen etc." (Email from Pilot 3)

However, this participant was unusual in that they had been made aware of the need for LGBT provision at library school, and had subsequently attended a Booktrust event as part of their Chartership process (see section 5.6).

> "I think the titles that I'm aware of, I'm aware of cos I've read them personally, like *Boys Don't Cry*, I was like oh! Okay, that has LGBT content, erm… and I wouldn't have been exposed to other titles if I didn't deliberately go out and attend events that would bring them to my attention." (Pilot 3)

It was thus apparent from the interviews that many interviewees had little to no knowledge of the materials available, and even where interviewees did have some knowledge, it tended to be patchy. Several interviewees explicitly made the link between lack of awareness and poor provision, and felt that better awareness of the materials available would enable them to provide an improved service.

7.6.3 Lack of knowledge of suppliers and information sources

As reported in section 5.1, the majority of respondents to the 'Stock team members' questionnaire did not purchase LGBT fiction aimed at children and young people from specialist sources, or use specialist information sources to find out about this material. The interviews similarly suggested that a lack of knowledge in this area potentially constituted a barrier to provision, with seven interviewees explicitly acknowledging that they did not know where to find such materials, or information on the titles available:

> "I mean it's possible that they [librarians] don't know where to look. I mean apart from Gay's the Word, I don't know of any other book suppliers that do cater towards an LGBT audience, I mean they must be out there…" (Pilot 2)

> "Yeah, I think if somebody came to me asking, I wouldn't know immediately what the best resource to go to was… I assume having things at our fingertips on the internet, it wouldn't take you too long to *find* a good resource, um, that could support you, but… No, I don't have one that I would say to staff or a customer, this is my go-to place for good recommendations." (TC9)

> "I think… we, we perhaps don't know enough about… smaller publishers, um, and also non-UK publishers." (TC1)

Three separate participants used the phrase 'I wouldn't know where to start':

"Speaking as someone who hasn't sought it out, I wouldn't know where to start." (Pilot 1)

This is particularly concerning, given a key part of a librarian's professional skills is to be able to research any given topic that may come up as an enquiry or reference question, irrespective of whether they have any existing knowledge in the field – as detailed in the CILIP Professional Knowledge and Skills Base (CILIP, n.d.). This was acknowledged by Pilot 3:

"You could actually sit down and seek it out. We are librarians, we're supposed to be able to do that!" (Pilot 3)

Downey (2013) identifies the idea that "it's hard to find LGBT-themed books" as one of the "traps" that librarians may fall into. She goes on to suggest a range of (US-based) information sources, and points out:

"Librarians tend to take pride in knowing where to find information. It's an important part of our jobs. As I often tell my patrons, being a good librarian is mostly a matter of knowing where to look. Seeking out alternative sources is not nearly as difficult or time-consuming as we might fear, and it fits in well with our overall responsibilities." (p.105)

Other participants in the current study were more confident about their ability to find materials, although they had not attempted to do so until it was drawn to their attention by the research:

"One [thing] that helped was using your name. [both laugh] Erm… and then I got a lot of things that I had to, I had to, you had to be a member [inaudible], but eventually, it wasn't *too* difficult actually to *find*, I think." (TL5)

"Erm, I've… I've found lists googling, you know, and I think that's… you know, there are lists out there. Erm, I don't think our own Bertrams supplier has a particular section, but I haven't looked, I know that Amazon have a recommended list [pause] I'm not sure how much that has changed of, you know, perhaps in the last… five, ten years, whether that's become… more readily available to find, you know, I think it is out there and it's easier to find…" (TL4)

While these responses are more positive, they do not necessarily suggest a particularly sophisticated search strategy or awareness of the status of sources; for example, there are a number of recommended lists of LGBT fiction for children and young people on Amazon, but these are user-generated and vary in quality.

Some participants showed awareness of potential sources for the supply of LGBT fiction for children and young people, or for information on this material.

> "I did visit Gay's the Word a couple of times and spoke to the proprietors there..." (Pilot 2)

> "I'd probably use other library websites, see what they're, they're doing, um, and probably just Google, top ten young lesbian – sometimes I'll look at American sites, or I look in Gay's the Word. You know, I look on web – um, bookshop websites. Erm... I sometimes look in Diva actually, and things like that, for, um, current fiction, but they don't often have young... fiction. [...] Er, what else do I do? I some – I read the Bookseller, of course. So I look – but there's never hardly anything in there. And this We Are Family magazine, they do book reviews..." (BUP5)

Table 28, on the following page, shows all the potential sources for LGBT fiction for children and young people, or for information about this material, mentioned by interviewees and questionnaire respondents. It should be noted that not all of these had actually been used by participants in practice; some respondents were speaking hypothetically about sources they might use in the future. Moreover, it is notable that a number of these are not LGBT-specific sources, and even the most frequently-mentioned sources did not appear particularly often. There is relatively little overlap between this list and the sources which I found to be most useful in compiling the checklist (cf. Appendix C). It thus appears that participants' knowledge of potential sources for purchasing or finding information on LGBT fiction for children and young people is limited and patchy. While some respondents demonstrate awareness of a greater range of potential sources, there is still room for improvement.

It is notable that very few participants made any mention of knowledge-sharing between authorities when discussing potential sources of information on LGBT fiction aimed at children and young people (or indeed anywhere else in the data). Two participants (both from BUP) mentioned the lis-pub-libs mailing list, and one respondent (again from BUP) mentioned looking at the websites of other libraries or indeed visiting them in person:

> "I'm doing, I'm starting this, um, BME consultation and I'm going to go up to Birmingham, the new, the new library up there, a) because I want to see the library, but it's such a multicultural city, I really want to find out

what they're doing to address those communities. So it's nice to share, isn't it." (BUP5)

Table 28: Potential sources for purchasing or finding information on LGBT fiction for children and young people mentioned by participants

Source	No. of participants mentioning source
Amazon	5
Gay's the Word bookshop	4
My booklist and other sources written by me	3
Personal/user suggestions	3
Letterbox Library	2
lis-pub-libs listserv	2
Main supplier's website	2
Google	2
Other databases	1
Other library websites	1
Other bookshops and bookshop websites	1
Diva	1
The Bookseller	1
We Are Family	1
Booklist from Brighton library	1
Known publisher	1
No Outsiders project	1
Out for Our Children	1
LGBT staff members group	1

However, these comments were notable because they were the exception rather than the rule. Other than the two participants from BUP, the only participant who made any mention of sharing best practice was TC8, who noted in an email that they had drawn on a booklist produced by Brighton & Hove Libraries when preparing their own booklist of LGBT materials aimed at children and young people. This lack of knowledge-sharing was part of a broader trend in which some interviewees made comments that showed a lack of awareness of how things are done elsewhere, or that assumed a consistency of practice across authorities which does not in fact exist. These assumptions related to matters as diverse as age restrictions and parental permission (cf. section

5.3.2), separate/integrated LGBT sections (cf. section 5.2), staff roles, and reservation charges.

The lack of awareness and knowledge-sharing between authorities suggests a role for LIS education and research in providing resources of practical utility to the sector, such as the recommended list created for the present research, and a critical assessment of different approaches to practice. The need for closer links between LIS research and practice – particularly in the public library sector – has been noted by a number of scholars (e.g. Feather, 2009; McMenemy, 2010a). The LIS Research Coalition sought to address this (Cruickshank, Hall, & Taylor-Smith, 2011; Library and Information Science Research Coalition, 2012), but this was a time-limited project which concluded in 2012.

7.6.4 Over-reliance on suppliers

The lack of awareness of available materials and sources, discussed in the preceding sub-sections, tied in with a tendency among participants to over-rely on mainstream suppliers. As discussed in section 5.1 on stock procurement, the majority of questionnaire respondents did not purchase LGBT fiction aimed at children and young people from specialist sources. Over half of the interviewees also acknowledged that they did not look elsewhere for LGBT material, or keep track of what was available outside the mainstream supplier:

> "Er, because we are so tied into one particular supplier, um, it's very difficult to keep track of what is available outside what they provide." (BL1)

> "We are being slightly, yeah, belt-fed what's, what's available by what they show us" (TC9)

A number of interviewees were uncertain as to whether they were permitted to buy outside their supplier, or unaware that they were able to do so.

> "As I understand it, I may be wrong, but as I understand it as a term and condition of being part of the L[ondon] L[ibraries] C[onsortium], we don't go outside of our normal sup – or, regular supplier, so I don't know what the policy would be on going to, um, a small, a small supplier." (Pilot 1)

> "We're limited, erm, to purchase from our supplier directly [although] we do have, er… separate small budgets for like, um, graphic novels and manga." (Pilot 3)

The two interviewees quoted above subsequently queried this with their managers, and discovered that in fact this was not the case:

> "We are obliged to first try to source material from agreed consortium suppliers; if it is not available then we can go to independent suppliers." (Email from Pilot 1)

> "My manager said that we would be able to buy from a different supplier with a separate budget (i.e. Gays the Word) because it would be a specialist item." (Email from Pilot 3)

Other interviewees were aware that there was some flexibility on this rule, but were hesitant about it, suggesting that purchasing elsewhere was discouraged:

> "The last one I worked for I did bring up buying through Amazon and the head of stock support almost had a fit, because… he is coming up for retirement and didn't want a, anything to rock his boat, and he wanted to keep it as simple as possible, and that's going through the Council suppliers. And I think there are contracts that stipulate that they can only buy from the suppliers and not from outside resource – sources, unless… the only wiggle room was that if the supplier can't supply the requested materials then they can go elsewhere." (Pilot 2)

> "And also, now, we're not really, um – I mean I think we can in some, er, circumstances, but we're not really allowed to buy from anyone other than Bertrams. Although there, there, there are special circumstances around certain language collections, so I don't see why there wouldn't be circumstances… that would allow us to go out for an LGBT collection if Bertrams weren't well – didn't have a good stock." (TL6)

This tallies with the findings reported in section 5.1, which showed that the large majority of participating authorities do have a clause which permits them to purchase elsewhere in the event that the main supplier does not provide an adequate selection, and most reserve a portion of the budget to spend outside the supplier contract; however, fewer authorities spend this money on LGBT materials for children and young people. Dr Mel Gibson has commented that many librarians are unaware that they are able to purchase outside the supplier contract (Gibson, 2007), and this observation is supported by the present research.

Having said that, some interviewees showed greater awareness of the detail of the supplier contracts, and that it would be possible to purchase elsewhere if the supplier was unable to provide the material.

> "Me: How is your authority on buying from specialist bookshops? Is that a thing that you're allowed to do or not?
> Pilot 5: Erm, providing that we can't get it through our major supplier, because we're part of the Yorkshire Book Consortium, which has been extended to the north-west now, er, we have a [inaudible], we have to go through Bertrams for all our book supplies, and then they even go to Amazon for us, on our behalf. [...] Part of the provision with Bertrams, if they can't get it and it's available on Amazon, they will go to Amazon and buy it for us, providing that it's a new copy from Amazon and not a used copy from a different supplier."

> "BUP4: Cos initially… we just, we have to go through Bertrams really, that's the idea, erm, and if we can't find them at Bertrams we will look on, um… other [...] databases and have a look there, and say, 'Well actually this does exist, can you, can you get it for us,' so, um… okay.
> Me: So the sort of, the, kind of sequence would be, first you look on Bertrams website…
> BUP4: Yeah, yeah, absolutely
> Me: Um, if they haven't got it then you ask them for it specifically
> BUP4: Yeah
> Me: …and if they still can't get it you would go elsewhere?
> BUP4: Yes."

There was thus variation in the extent of interviewees' knowledge of the supplier contract and the permitted approaches to procurement.

As discussed in section 7.2, a number of individuals found it difficult to comment on their supplier's provision of LGBT fiction for children and young people as they did not monitor this area. In total, ten individuals made comments in the questionnaires or the interviews which implied a failure to monitor the supplier's provision. Eight of these individuals were from authorities which used supplier selection as their primary procurement method.

> "Have not monitored this." (BL2)

> "Unfortunately our library books are chosen by supplier selection so I cannot answer this." (BM2)

Three individuals said that they had assumed that LGBT fiction for children and young people would be coming through automatically with the supplier selection, or on the monthly list provided to librarians to select from:

> "I, I just thought it was a given that that would, we would be providing that kind of, er, material in our libraries, I didn't think it would be… something that we would have to question in any way, erm…" (TL3)

> "Probably five, six, seven years ago, we made quite an effort to get hold of some titles… but may – I'm trying to think… it doesn't necessarily occur to me that we need to *boost* it, I kind of think, 'Actually they're coming through naturally, it's okay,' *but*, having seen this [data on number of titles stocked], maybe we're not buying as many as we should, or, or as we could do." (BUP4)

Indeed, BUP4's colleague commented that, "We very rarely get anything through unless we ask for it" (BUP5), suggesting that LGBT fiction for children and young people will not necessarily come through automatically even if it is mentioned in the supplier specifications (cf. section 7.4.2).

Three interviewees said that they or their colleagues had made attempts to redress the potential shortcomings of supplier selection. At BUP, the children's stock team members monitored the suggested list provided by the supplier:

> "On the odd occasion stuff does get missed, you know, and [name] and I – [name]'s brilliant at kind of going through the Bookseller, erm… and sometimes I'll know, cos my – you know, my kids are very keen on… you know, whatever books they like to read, I'm like, 'My goodness, the new Tom Gates book's coming out, it's not on our list,' and we *need* fourteen copies of that, so it's… we do have to kind of be, be on it a bit more, so… yeah, supplier selection kind of just… can just miss stuff, unfortunately." (BUP4)

In comparison with this regular monitoring, the efforts described by the other two interviewees were limited in scope. Pilot 3 had looked into the provision of LGBT titles in their authority based on a list supplied by Booktrust (Booktrust, 2015), but this was a one-off effort carried out on their own initiative as part of independent professional development work for their Chartership portfolio. This process revealed some significant gaps in provision:

> "Other books, which you would've expected, like The Perks of Being a Wallflower, because there was a movie quite recently, but there were only two copies in the whole borough which surprised me, cos I thought, we wouldn't necessarily acquire that because of LGBT content but we would acquire it because it's a recent film and you'd think that there'd be lots of interest. And the same thing for City of Ashes, there were only a few copies of that which surprised me as well, partly cos it's a very popular series! And also because, you know, there's, um, the film coming out, um, so, I was surprised by what we didn't have […] That's poor supplier selection." (Pilot 3)

Pilot 1 identified the lack of librarian input into stock procurement as a potential reason for poor levels of LGBT provision. Again, there was some effort to address this problem, but the interviewee perceived this to be insufficient:

> "The way our stock is working at the moment is that we don't have really human interaction into what we buy, other than on a yearly stock selection policy, and LGBT stock has not been written into the stock policy. [...] And I suppose the additional fact is, I said there was no human interaction, there is *one* human interaction in buying stock, and she picks up on items that she thinks we should have bought but have missed through the supplier specification, but that is *one* person's perspective, um, looking at a very specific, um, target market." (Pilot 1)

One interviewee spoke specifically about the provision of 'specialist' material for particular communities. They recognised that it might be necessary to use specialist suppliers for these materials, but appeared to entirely relinquish responsibility for awareness and selection of the materials to these organisations:

> "I think often, often with specialist material, for example we have, um, you know, Asian titles, or black interest, we, we leave it up to the people that supply those particular titles to just tell us what's available and make those decisions, so..." (TL3)

A discussion on the lis-pub-libs mailing list suggested that there are quite substantial differences in terms of the extent to which library authorities monitor supplier selections. Some authorities seem to have largely relinquished responsibility for this area to their suppliers, while others have retained quite a high level of involvement in checking, supplementing and amending supplier selections (Chapman, 2013b). Although the present research did not specifically ask questions about this area, the comments above suggest a lack of oversight of the materials actually provided by suppliers. While it may be appropriate to consult with specialist organisations in some cases, it is problematic for the librarian to relinquish responsibility for the provision of an appropriate range of materials, in view of the fact that local authorities have a statutory obligation to provide "materials to meet the general requirements and any special requirements of both adults and children" (Public Libraries and Museums Act 1964).

Encouragingly, it was apparent from the data that a number of respondents made great effort to read widely and to maintain their knowledge of children's and young people's books in general (albeit not specifically LGBT titles). This enabled them to fill in any gaps in supplier selections (as with Pilot 3 and BUP4, above), draw their own conclusions on the quality of titles, and recommend books to young people:

> "Just sometimes, I guess things just do [get missed] – and it, it takes us to kind of search them out and hunt for them." (BUP4)

> "I just put books out that were popular, books that were related to popular books and books that I thought, knowing the kids like I did, that they'd enjoy reading […] Young readers, they generally prefer word of mouth, or recommendations from somebody that they trust, either… their fellows in their peer group, or somebody like myself that they'd grown to know and sort of didn't really dislike what I read…" (Pilot 2)

> "Obviously we read a lot." (TC9)

However, a number of participants – including some of those quoted above as making active efforts to maintain their book awareness – commented on the difficulty of maintaining awareness and developing collections when time and resources are increasingly limited (cf. section 7.1):

> "We don't have time to sit and analyse the collection, everything we do is kind of day-to-day now, with fewer staff. As a children's librarian a lot of my time is spent on the desk and then the rest is spent trying to catch up, you don't have time to speculate and develop." (Pilot 3)

> "For several years [I] was responsible for a branch, and you would look quite specifically at the stock and you'd be aware of what was being asked for with direct contact with the public, and you really could develop areas and respond to questions, whereas now I'm looking after about six branches in total, so it's, it's stepping back." (TL4)

A number of participants also made comments which suggested they relied on the supplier to provide them with information about the titles available, such as reviews to indicate the quality of the material, or tags to indicate whether an item had LGBT content. Issues relating to the difficulty of finding and identifying LGBT fiction for children and young people are discussed further in section 7.7.

7.7   Difficulty in finding information on LGBT-related fiction for children and young people

As discussed above, many participants showed a lack of knowledge of the materials available (section 7.6.2) and potential sources of materials or information about them (7.6.3), and tended to over-rely on their main supplier (7.6.4). This is discussed above in terms of the shortcomings in some participants' professional skills and knowledge; however, it is also fair to say that, in the words of one participant who had made an effort to find out about the area, there is "patchy information available" (TC1). Compiling the checklist and list of recommended titles used for the research was a lengthy and time-consuming process which took place over approximately two years[59], even though I already had an extant checklist compiled for the purposes of the MA dissertation (Chapman, 2007a). As discussed in section 3.3.3, I also bought and read a number of the books (cf. Appendix D) to assess the extent and nature of the LGBT content.

As the issue of the "patchy information available" had emerged in the questionnaire, and as the research was intended to have a positive impact on provision by addressing the lack of available information (objectives 2 and 12, section 1.3.3), interviewees were asked whether they felt it was difficult to find information on the titles available and the quality of these titles. No interviewees disagreed with this, and 13 of the interviewees explicitly agreed that this was a problem.

> "Me: Do you think that, um, the difficulty in finding titles and finding information about them is a factor in lack of provision?
> Pilot 4: Very much so, yes. I would say it is the, probably kind of 80% of the problem [...] Um, it's just not talked about really. You either know about it or you don't. It's really hard to find out about, I think."

> "Me: So what do you think are the reasons why provision isn't better at this moment in time, or what would enable you to do better in future?
> TC6: I think, erm, easy access to a list of what's available, you know, an easy way of finding the stock."

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[59] This is not intended to suggest that the compilation of the checklist was a full-time job over the course of the two years; I was simultaneously working on other aspects of the thesis. However, it was a significant undertaking which would not have been feasible for most practising librarians, in view of their other responsibilities.

As discussed in section 7.2, eight participants commented on the fact that LGBT materials are not flagged up on mainstream suppliers' websites[60]. Participants felt that it would be useful to have LGBT materials identified:

> "I can't think of many titles off the top of my head which suggests either A) it exists but it is not being flagged up specifically as LGBT stock and I am only aware of the items that have caused a stir or B) there isn't enough. I would err on the side of B and suggest that if they are supplying it maybe they should flag it up better." (TC4)

> "Um, so maybe [the supplier] could do something… because they, they recommend all the books and they review all the books so maybe they could do something to, um, highlight them." (Pilot 4)

Participant TC1 commented that information on the quality of the materials was particularly necessary, as "having LGBT content may still be homophobic content!" They felt that this information could be quite difficult to find, although they suggested that this was improving with the proliferation of blogs:

> "There, um, there's plenty of lists around, but it's, but it's, erm… it's the quality element of it that is hard to, um, garner from a list, really, I think that's the main thing. Um, and it's… it's improving because, you know, so many people are blogging about what they're reading and so on that, um, there's much more online available, so if, if you see a title on one list then you can see what other people are saying about it. Um, so – and that's improved in the last few years, quite a lot." (TC1)

Four participants commented that publishers do not tend to highlight LGBT content or strongly market LGBT titles:

> "[P]ublishers don't always highlight LGBT content in CYP fiction – it would be good to have some way of identifying books that have LGBT characters/storyline." (Email from BUP3)

> "They don't have the same marketing… I've not, I've never, knowingly, seen an LGBT fiction book marketed, as, one of… in the same way that, I dunno, the new James Patterson would be marketed." (Pilot 1)

One of these participants also added that LGBT materials tend not to be covered in mainstream publications such as The Bookseller:

> "I'm not sure if you ever see it in the Bookseller or anything like that. I'm not sure if… how much publishers and that push those sort of things." (BUP5)

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[60] In contrast, my own experience of using suppliers' websites has shown that some things are flagged up by suppliers, such as American titles.

Some participants also referred to the amount of time and effort required to seek out the rather sparse information available:

> "You've had to really dig for all that, no – nobody's got the time to be digging." (BUP5)

> "We're stretched so far in terms of doing it, I mean we meet once a month here [to do the monthly buy from the supplier's website], and then everything else is done sort of like as and when really, amongst everything else [laughs] […] But it would be more time-consuming not having a list, sometimes you can search for a very long time to find it and find then that… and then find it's not in stock or something!" (TC10)

This ties in with the increasing pressures of time and workload, as discussed in section 7.1.2. However, as discussed in sections 7.6.3 and 7.6.4, there is also an argument that information-seeking of this kind is a key part of a librarian's role, and it is problematic if this is relinquished to other bodies such as suppliers.

7.8   Training

The data reported in section 5.6 showed that eight out of the 13 participating authorities had provided or funded some form of training on LGBT issues as they relate to libraries, while just over a quarter of respondents to the 'Stock team members' questionnaire, and three interviewees, had received such training. However, qualitative comments revealed that in many cases, this took the form of general Council-level diversity and social inclusion training, with limited LGBT content. Authority TC, which ran a regular LGBT awareness course, was a notable exception to this, although the course still did not cover stock procurement, and any mention of stock was generally related to adult materials.

As discussed in section 5.6, there was a lack of clarity as to what the training involved in each authority, and stock selection and procurement issues were generally not addressed in any case. In the light of this, it does not seem appropriate to 'map' the provision or otherwise of training against stock holdings of LGBT-related fiction for children and young people, as was done for choice of mainstream supplier (section 7.2.1) and supplier selection vs.

selection by librarians (section 7.4.1). However, quantitative and qualitative data from the questionnaires and interviews shed light on the utility (or perceived utility) of training on LGBT issues in libraries. The following sub-sections present data on participants' opinions of training received to date, and opinions on whether (further) training would be useful.

7.8.1 Utility of training received to date

The interviewees at TC concurred that the regular LGBT training provided at this authority was very useful. Five out of the six interviewees were extremely positive about it:

> "Yes! Very useful. Excellent." (TC10)

> "Yeah, he was really good, but I think he'd worked in libraries […] Yeah, he was great!" (TC9)

One interviewee felt it was significant that the trainer self-identified as gay and was able to bring a personal perspective to the discussion:

> "The guy who did it was gay himself, and he was able to […] sort of say how people's attitudes were, on a personal [level]." (TC7)

Three of the interviewees felt that not only had the training been useful for them personally, but it also had a beneficial effect on staff attitudes in general:

> "TC6: It can be a sensitive issue for some staff, who feel… it maybe isn't appropriate, erm… but we do have a very good, erm… L&GBT, erm, training course that staff can go on, which is, erm, really useful, erm… And I think once, once they've been on the course, and they've had a chance to possibly talk it through with the children's librarian if they still have concerns, then usually those concerns are, are, um, are dealt with, and I think everyone I've spoken to has felt happy at the end of it.
> Me: Ah, that's really good, so you feel that the training does make a difference?
> TC6: It definitely makes a difference, yes."

> "Me: Do you think that that improved people's attitudes, the training?
> TC1: Yes. Yes. [pause] I think a lot of times, with, with the library staff, it's just raising awareness, isn't it, so they, they, um… they just haven't thought about how any issue relates to their job necessarily, they just think about what their day-to-day tasks are rather than thinking more widely about the role of libraries."

However, another interviewee from this authority questioned the extent to which the training course affected personal beliefs as opposed to outward behaviour:

> "So they should know what their attitudes are supposed to be, if you like, but is there a difference between a public face and what they think in private, and which one are you interested in, really." (TC7)

A similar comment was made by one of the questionnaire respondents, who had also attended LGBT training:

> "It was a very interesting day but I don't think it did much to change attitudes - you need to talk to real people with real issues - and have an open mind and an open heart." (BM3)

The former stock team manager at TL was very positive about the ASCEL talk which they had attended on this subject (cf. section 5.6). The influence of the talk was evident throughout their responses to both questionnaires, which expressed positive intentions regarding stock procurement, promotion and further training:

> "We are shortly going to ask "Gay's the Word" bookshop to do a supplier selection for all our libraries in order to provide a good range of this stock. Very good speaker a couple of months ago at London ASCEL triggered this decision." (TL1)

However, this respondent subsequently left the authority and it would appear that their plans were never implemented. This has been discussed in section 7.1.2.

The generally positive qualitative comments were supported by the quantitative data. The mean opinion score for each respondent was calculated as described in section 3.3.4.5. The mean of means for each group of respondents was then calculated to see whether there was a difference between those had had training, those who had not, and those who could not remember. The results are shown in Table 29 on the following page.

Table 29: Differences in mean opinion data mapped against whether respondents had already had training

Have you already had any training on LGBT issues as they relate to libraries?	Mean opinion score from Likert scale questions	N	Standard deviation
Yes	4.23	7	.43
No	3.93	13	.41
Not sure/can't remember	3.92	7	.28
Total	4.01	27	.40

Participants who had had training on LGBT issues as they relate to libraries had higher opinion scores, on average, than participants who had not had training or who could not remember. This is very far from being statistically generalizable, and even if there is a correlation this does not necessarily imply a causal relationship; for example, it could be the case that people who already have positive opinions are more likely to take up opportunities for training on LGBT issues, rather than the training bringing about more positive opinions. Having said that, the data do suggest a possible trend which is worthy of further investigation, particularly when coupled with the generally positive remarks on the impact of training, and the recommendations by other authors in the field that training should be provided (e.g. Goldthorp, 2006; O'Leary, 2005; Vincent, 2006).

7.8.2 Perceived need for training

Respondents to the 'Stock team members' questionnaire were asked whether they thought it would be useful to have training on LGBT issues as they relate to public libraries, provided or funded by their library authority. The results are shown in Figure 65, on the following page.
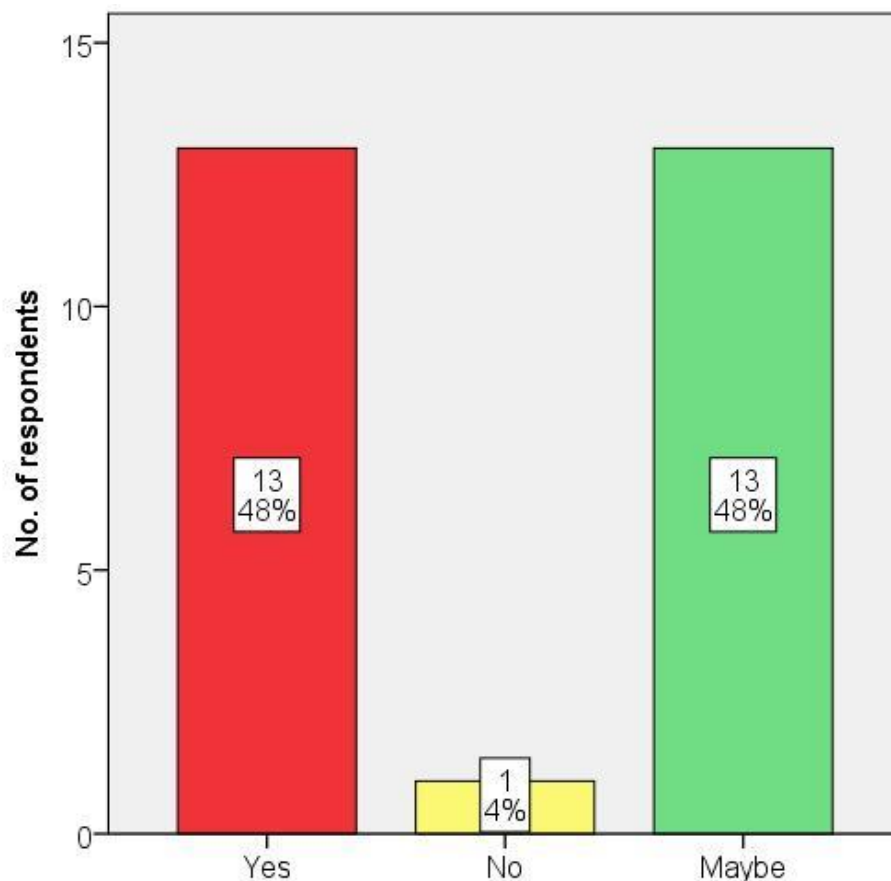
Figure 65: Do you think it would be useful if your library authority provided/funded training on LGBT issues as they relate to libraries?

Encouragingly, only one person said outright that it would not be useful to have training; however, almost half of respondents who answered this question (13/27, or 48.1%) were ambiguous on the issue, saying that it would 'maybe' be useful.

Interviewees were also asked whether they felt it would be useful to have training on LGBT issues as they relate to libraries. The majority of participants felt that it would be useful:

> "Me: Do you think [training] would be useful?
> Pilot 2: Definitely. Erm… just awareness, for staff in general…"

> "Yes! I think it would be interesting. And useful. I think, um, it's always nice to have as great a stock awareness as possible, for if someone wants information, um, you want to be as informed as possible. But, um, I think that would be the case for many things, LGBT or many other kind of, um,

books with different themes. It would be lovely to have training in lots of them! But yes, it would, LGBT." (Pilot 3)

However, some participants were rather more hesitant. While all the interviewees were broadly positive about having more information and knowledge on LGBT issues, some of them queried whether training was the right approach, and suggested that reading material or an online forum might be better:

> "Erm… probably greater awareness would, you know, there's no harm, erm [catches themselves and laughs] 'harm!' I think, you know, anything that makes us more aware, whether it needed to be training or whether it was, you know, perhaps, er… material that we could read through, or something online that tested your awareness or made recommendations." (TL4)

> "…if there is a sort of forum or if there's something that could say, 'Actually, stock librarians, this exists, and this is LGBT, and this is – you know, these titles are available,' yeah. Of course. Yes." (BUP4)

In some cases, their hesitancy related to time, budget constraints or logistics:

> "I think in terms of time, and in terms of pressure on us, erm – and I'm sure my colleagues will all say the same thing about facing a certain amount of pressure at the moment – I think it, I don't think it would be a *bad* idea for us to actually go away and, and *think* about what we've got, and what we need, but not ex – perhaps external, um… training." (TL5)

> "I think it would be useful to have some kind of current awareness training, yes. But the emphasis – er, any training that we do get nowadays, because of the, er, the budget constraints, is things that will support the, the council agenda. So we'll have LGBT discussed in, erm, equalities and diversity and service delivery monitoring, that kind of thing. And recruitment. But, er, we don't get many, er, the opportunity to go on many sort of library-specific training courses now." (BL1)

Budget, time and workload seemed to become more of an issue over the course of the study due to increasing cuts to public services; these issues have been discussed in section 7.1. However, as Pilot 2 noted in the context of collection development (cf. section 7.1.1.2), "[Budget] can be used as an excuse." While online training, forums and other reading matter would be valuable contributions, they have the drawback that individuals need to seek them out themselves; thus, they are only likely to attract people who are already aware of the need for provision and interested in informing themselves

further. Indeed, there are several online resources already available (see Appendix C), but most of the study participants showed little knowledge of the materials available or how to find out about them (cf. sections 7.6.2 and 7.6.3).

There was also a lack of consensus as to who would most benefit from training on LGBT issues as they relate to libraries. A small number of participants mentioned training for frontline staff, covering issues such as general diversity awareness, the books that are available and how to find them, and dealing with complaints:

> "Just awareness, for staff in general, because people say things when they're on enquiry desks and counters, I mean, they use words as insults, and just being aware that gay people look just like everybody else and you could be saying something homophobic without being aware of what you're saying […] that could be hurtful to people." (Pilot 2)

> "Making sure that they are aware, *what* is on the shelf, cos sometimes that doesn't happen, and, you know, as I say, being able to communicate with the customer, um, the, um, reasons for all sorts of things being available." (Pilot 1)

In contrast to the above, Pilot 4 felt that it would be more useful to provide training to people who are "able to implement the changes […] my level and the level above me." The training could then be cascaded down to library assistants internally.

The interviewees at TC had all received external training on LGBT issues as they relate to libraries, but, as noted in section 5.6, this did not really address issues relating to stock selection and procurement. They were thus asked whether they felt such training would be useful. All broadly agreed that it would, but four of the interviewees emphasised that this would not be relevant to everybody, but would need to be targeted at librarians with responsibility for stock procurement:

> "It would only be valid for a small number of people who are involved in stock selection, so maybe a one-off every now and again, I guess. Yeah. But only for the people who are on stock teams at the time. Yeah, I think people, if it had been included as part of [the general LGBT training], people would have possibly just switched off a bit." (TC7)

Interviewee TC1 (along with Pilot 1 and BUP2) was uncertain as to what training on LGBT stock selection and procurement should 'look like'. However, they then came up with the suggestion of incorporating it into the induction for new stock team members:

> "I'm just trying to think how it would work, that's all I'm, all I'm thinking, because people come onto a buying team on a sort of rolling programme, so it's perhaps I think that we would need to more formalise in people's induction, rather than it being a separate training – so that it's incorporated in them learning how the, um, supplier website works and then what our expectations are around, um, what we buy, and, um... their role in, role in that." (TC1)

This could potentially take the form of a more general discussion on how to procure hard-to-find stock. There is scope for further research into the most effective and appropriate way of delivering training.

7.9   Chapter summary and relation to previous literature

Analysis of the quantitative checklist data showed no relationship between book budget and the number of checklist titles held, although there was a relationship between book budget and the number of *copies*, as might be expected. There was some indication that richer authorities might simply be purchasing more copies of mainstream titles that would not necessarily contribute to a high-quality LGBT collection for children and young people. Further research would be required to determine whether these apparent trends are statistically generalizable. However, this issue has been neglected in the literature to date, and the present research thus constitutes a valuable first step in the field.

Opinions were divided on the extent to which budget affected provision of this material in the wake of recent cuts. However, many participants made comments which revealed that budget did have an impact, due to factors such as the pressure to generate high issue figures, the added expense of purchasing non-UK titles or buying from specialist suppliers, and the lack of staff time to research harder-to-find materials. There has been little previous research on the impact of budget on LGBT provision, although Pruitt (2010)

found a reluctance to support gay men's reading groups for budgetary reasons. However, it is instructive here to look at research on provision of ethnically diverse library services: Roach and Morrison (1999) found that lack of financial resources was cited by a number of participants in their research as a reason for not providing inclusive services.

Previous research has drawn on qualitative data gathered from librarians to suggest that reliance on mainstream suppliers may lead to a narrower collection that excludes LGBT and other hard-to-find stock (Brett, 1992; Chapman, 2007a; Curry, 1997; Glover, 1987; Goldthorp, 2006; Migneault, 2003). I tentatively suggested in my MA dissertation that this could also be related to the fact that many LGBT-related fiction titles aimed at children and young people are published in the US (Chapman, 2007a). However, to my knowledge these issues have not previously been investigated quantitatively. The data presented in this chapter show a strong association between publication by a UK publisher, inclusion in the 'Library Range' category on the supplier's website and purchase by libraries. As only a minority of checklist titles are published by UK publishers and included in 'Library Range', this has implications for the breadth of library stock. This is supported by qualitative data showing that the majority of participants had generally negative opinions of their main supplier's provision of LGBT-related fiction aimed at children and young people; comments from librarians and the participating supplier also suggested that materials from smaller publishers might be excluded by mainstream suppliers.

The problem is compounded by the fact that the majority of authorities do not mention LGBT-related materials for children and young people in their supplier specifications, and do not purchase these materials from specialist sources. The latter point is in line with the findings of previous research (Brett, 1992; Chapman, 2007a; Curry, 1997; Glover, 1987; Goldthorp, 2006; Migneault, 2003). Similarly, a number of researchers have found that public library systems have tended not to mention LGBT materials in their stock policies (Brett, 1992; Chapman, 2007a; Goldthorp, 2006; Hart & Mfazo, 2010; Ritchie, 2001); however, I am not aware of any previous research which has looked at

the (non-)inclusion of this material in supplier specifications and the potential impact of this on provision.

A minority of participants felt that the fear of complaint might affect whether LGBT-related materials were provided in libraries. This tallies with the findings from my MA dissertation research: focus group participants felt that this should not affect provision, but some questionnaire respondents felt that parental opinions imposed constraints on librarians' purchasing decisions (Chapman, 2007a). Participants in the present study suggested that concerns about parental reaction might affect how and where materials were provided, and whether they were promoted. Similar anxieties around location emerged in the MA research, with some participants expressing concerns about LGBT-related picture books being located in the general run, and others suggesting that a separate section could attract complaint (Chapman, 2007a).

Lack of awareness of the need for provision appeared to be a significant factor contributing to poor provision of LGBT-related fiction to children and young people. Many participants had little knowledge of the materials available, or where to purchase or find information on them, and they acknowledged that this was likely a factor in poor levels of provision. There was also a lack of pro-activity among the participants, some of whom assumed that a lack of requests for this material meant there was a lack of demand. This lack of pro-activity has been identified in previous research: Walker's study on LGBT provision in school libraries also identified a minority of respondents who did not see the need to provide resources given the apparent lack of demand:

> "If students ever asked for them I would prioritise providing the resources but as there is little demand I direct my funds elsewhere" (Walker, 2013, p. 48)

Given that previous studies have found that LGBT people are often reluctant to ask for the materials they want (Currant, 2002; Waite, 2013; Walker, 2013; Walker & Bates, 2015; Wright, 2007), this can result in a "vicious circle" (Bridge, 2010, p. 69): the material is not provided, thus a homophobic climate persists in which young people feel unable to ask for materials, thus the material is not provided. Gough and Greenblatt (2011) identify the assumption

that a lack of requests equates to a lack of demand as one of the key myths forming a barrier to adequate LGBT library provision. Similarly, reader development company Branching Out argued that inadequate LGBT collections in public libraries were due in part to library workers' lack of knowledge on how to find material for LGBT people, as well as:

> "the largely passive culture… library staff were always ready to respond to requests but there was no expectation of active intervention to open up reading choices, or understanding of promotional techniques to create a demand, rather than simply respond to it." (Branching Out, 2005, cited in O'Leary, 2005, p. 24)

The data also suggest that many of the participants in the study are over-reliant on their main supplier, both in the sense that they do not look elsewhere for materials, and in that they do not monitor the supplier selection or monthly list. Some participants were unaware that they could purchase elsewhere, while others knew that it was technically possible but seemed wary of doing so. Participants also pointed out that it was difficult to find information on LGBT-related titles, particularly reviews which gave an indication of the quality of the book. It was noted that publishers tend not to market these titles and they are not necessarily highlighted in mainstream review journals such as *The Bookseller.* In contrast, research by Rothbauer and McKechnie (2000) found that prominent US reviewing journals tend to cover LGBT YA titles, but showed some ambivalence about the LGBT content.

Despite these challenges, several participants showed evidence of wide reading and efforts to maintain book awareness, but this was perceived by some as becoming increasingly difficult with growing pressures on time and resources. This over-reliance on suppliers, coupled with participants' lack of knowledge of LGBT fiction aimed at children and young people and lack of confidence in their own ability to find this information out, suggests an increasing tendency to abnegate responsibility for specialist book knowledge to other professionals, such as library suppliers. In line with a broader trend towards deprofessionalisation of the library workforce (Adcroft & Willis, 2005; Greene & McMenemy, 2012), an area of specialism in which librarians could provide real added value – as independent professionals who do not have a commercial

stake in provision – is being allowed to slip away. This trend has been noted previously (Coleman, 1992; McKee, 1992; Toyne & Usherwood, 2001) and the reader development movement has attempted to address this (Elkin et al., 2003; Hornby & Glass, 2008; Opening the Book, 2014; Van Riel & Fowler, 1996; Van Riel et al., 2008). However, research carried out by Frances (2010) showed that, although public library staff members regarded book knowledge as important to their roles, this was not recognised at an institutional level. Only a few job advertisements for public library posts mentioned reading and book knowledge as desirable competencies in the person specification, and only a minority of LIS courses offered modules on reading and literature. The present research suggests that this trend may be gathering pace with the increasing outsourcing of stock selection to library suppliers and the growing constraints on staff time.

Qualitative and quantitative data suggested that training on LGBT issues as they relate to libraries had positive effects on staff attitudes, although this did not necessarily result in improved provision. Two participants queried the extent to which training in general would affect people's underlying attitudes and there was a suggestion that hearing the real-life stories of people who are themselves LGBT could play a positive role in changing attitudes; this tallies with the findings of social psychology research (Blair et al., 2003; Heinze & Horn, 2009; Herek & Capitanio, 1996; Hill & Willoughby, 2005; Tee & Hegarty, 2006; Vonofakou et al., 2007). The 'Right Man for the Job' case studies suggested "significant benefits of tailored training in improving staff confidence and capacity to deliver inclusive services" (Wilson & Birdi, 2008, p. 105). Around half of the 'Stock team members' questionnaire respondents and the majority of interviewees felt that training on LGBT issues as they relate to libraries would be useful, in line with the findings of previous research (Armstrong, 2006; Currant, 2002; Walker, 2013; Walker & Bates, 2015). However, others were more hesitant, and there was a lack of consensus about the most appropriate method of delivering such training.

7.10 Models of factors contributing to poor provision of LGBT-related fiction to children and young people

The preceding sub-sections of this chapter have discussed a number of factors that may contribute in varying degrees to poor provision of LGBT-related fiction to children and young people in English public libraries. The contributing factors can be summarised into a number of key themes, namely publishing and library supply; lack of awareness and knowledge among librarians; and budget, time and workload.

In the following sub-sections, I present models for each theme, showing the relationships between the various factors. Dotted lines indicate where each model links with the other models. The colour-coding indicates the influence of each factor, as suggested by the data gathered from the participating authorities. Thus, the red boxes and arrows denote factors and relationships that appear, from the empirical findings and the literature, to be particularly influential, while the amber boxes and arrows denote factors and relationships that have a moderate influence. Those that are not highlighted in a particular colour appear to be less influential based on the present research. However, they may be influential for a minority of individuals/library authorities, and/or further research could reveal stronger relationships.

7.10.1   Publishing and library supply

Figure 66 shows a model of the factors pertaining to publishing and library supply. As a reminder, the dotted lines indicate where this model links with the subsequent models. The red boxes and arrows denote factors and relationships that appear to be particularly influential, while the amber boxes and arrows denote factors and relationships that have a moderate influence. Those that are not highlighted in a particular colour appear to be less influential based on the present research. However, they may be influential for a minority of individuals/library authorities, and/or further research could reveal stronger relationships.

Figure 66: Model of factors relating to publishing and library supply

To further support the reading of the model, I identify and discuss the key factors below, referring back to previous sub-sections as appropriate.

- o There is a limited number of titles published in some sub-areas, namely titles for younger children; titles in accessible formats; and titles featuring bisexual or trans characters, or characters with multiply marginalised identities. Moreover, some existing titles in this area have gone out of print. This has a direct and substantial impact on provision, as neither libraries nor library suppliers are able to stock books if they do not exist or are otherwise unavailable (cf. section 7.3).

- o The majority of the checklist titles were not published in the UK. This appears to affect provision both directly and indirectly. There was some evidence that librarians themselves were sometimes reluctant to purchase US titles, both because of the higher price and because of perceived cultural and/or linguistic inappropriateness (cf. sections 6.2.4 and 7.3). In addition, there was substantial evidence of an indirect relationship, with the supplier's classification of a title acting as a mediating variable. The large majority of titles published outside the UK were not classified as 'Library Range' by the participating supplier, and hence did not reach libraries through mainstream channels of supply (cf. section 7.3). The quantitative evidence for this relationship was supported by qualitative comments from library staff members and the participating supplier.

- o Comments from participants also suggested that some LGBT-related fiction titles aimed at children and young people are published by smaller presses, and, again, do not reach libraries through mainstream suppliers (cf. section 7.3).

- o The majority of participating authorities which used supplier selection did not mention LGBT-related fiction for children and young people in their supplier specification. Some participants suggested that this could have a negative effect on provision; however, inclusion of this material in the specifications was not sufficient in itself to ensure good provision (cf. section 7.4.2).

413

o Many participating librarians did not purchase LGBT-related fiction for children and young people from specialist sources. This works in conjunction with the lack of provision through mainstream suppliers, i.e. if titles are not being sourced through either channel, then provision will be poor (cf. section 7.4.3).

o A pervasive lack of awareness on the part of librarians means that they have not considered the need to purchase LGBT-related fiction for children and young people from specialist sources, as they might do for other materials perceived as 'niche' (cf. section 7.6.4). Similarly, the lack of awareness meant that LGBT-related materials aimed at children and young people were rarely mentioned in supplier specifications (cf. section 7.4.2). Factors relating to the lack of awareness among librarians are presented in a separate model, in Figure 67.

o Librarians also showed a lack of knowledge of potential sources of supply (cf. section 7.6.3); logically, this will have an impact on the use of specialist suppliers, as librarians will not use them if they are unaware that they exist or that they are likely sources of LGBT-related fiction for children and young people. Factors relating to the lack of knowledge on the part of librarians are also presented in the model in Figure 67.

o Issues relating to budget, time and workload also have a negative impact on the use of specialist suppliers. These factors are presented in a separate model, in Figure 68.

At a broader conceptual level, a number of these factors reflect the hetero/cisnormativity present in society. The "totalizing tendency" of hetero/cisnormativity (Warner, 1991, p. 8) plays out in this context in the form of an implicit assumption that everyone is heterosexual and cisgender. Thus, librarians have not considered the need for the books, and hence do not purchase them from specialist suppliers or include them in specifications for the primary supplier. Similarly, mainstream suppliers do not consider the need to seek out these books from other sources (e.g. from smaller publishers or from outside the UK). While suppliers and publishers will inevitably also be influenced

414

by economic considerations (which fall outside the scope of this thesis), it is likely that more of these books would be published and supplied if there was greater awareness of the size of the potential market.

This model may be transferable to other areas of publishing and library supply perceived as 'niche', such as materials by and for BME communities.

7.10.2 Lack of awareness and knowledge among librarians

Figure 67 shows a model of the factors pertaining to lack of awareness and knowledge among librarians. As a reminder, the dotted lines indicate where the model links with the preceding and subsequent models. The red boxes and arrows denote factors and relationships that appear to be particularly influential, while the amber boxes and arrows denote factors and relationships that have a moderate influence. Those that are not highlighted in a particular colour appear to be less influential based on the present research. However, they may be influential for a minority of individuals/library authorities, and/or further research could reveal stronger relationships.

To further support the reading of the model, I identify and discuss the key factors below, referring back to previous sub-sections as appropriate.

o The lack of awareness of need for LGBT-related materials for children and young people appears to have a direct and substantial influence on provision, with nearly all of the research participants acknowledging that they had not considered this area (cf. sections 6.1.3 and 7.6.1) and some making an explicit link between lack of awareness and lack of provision (cf. section 7.6.1).

o The lack of awareness among librarians was itself influenced by a lack of external drivers such as requests. The research identified a small number of situations in which external drivers had drawn librarians' attention to the issue and some effort had been made to improve provision (cf. section 7.6.1).
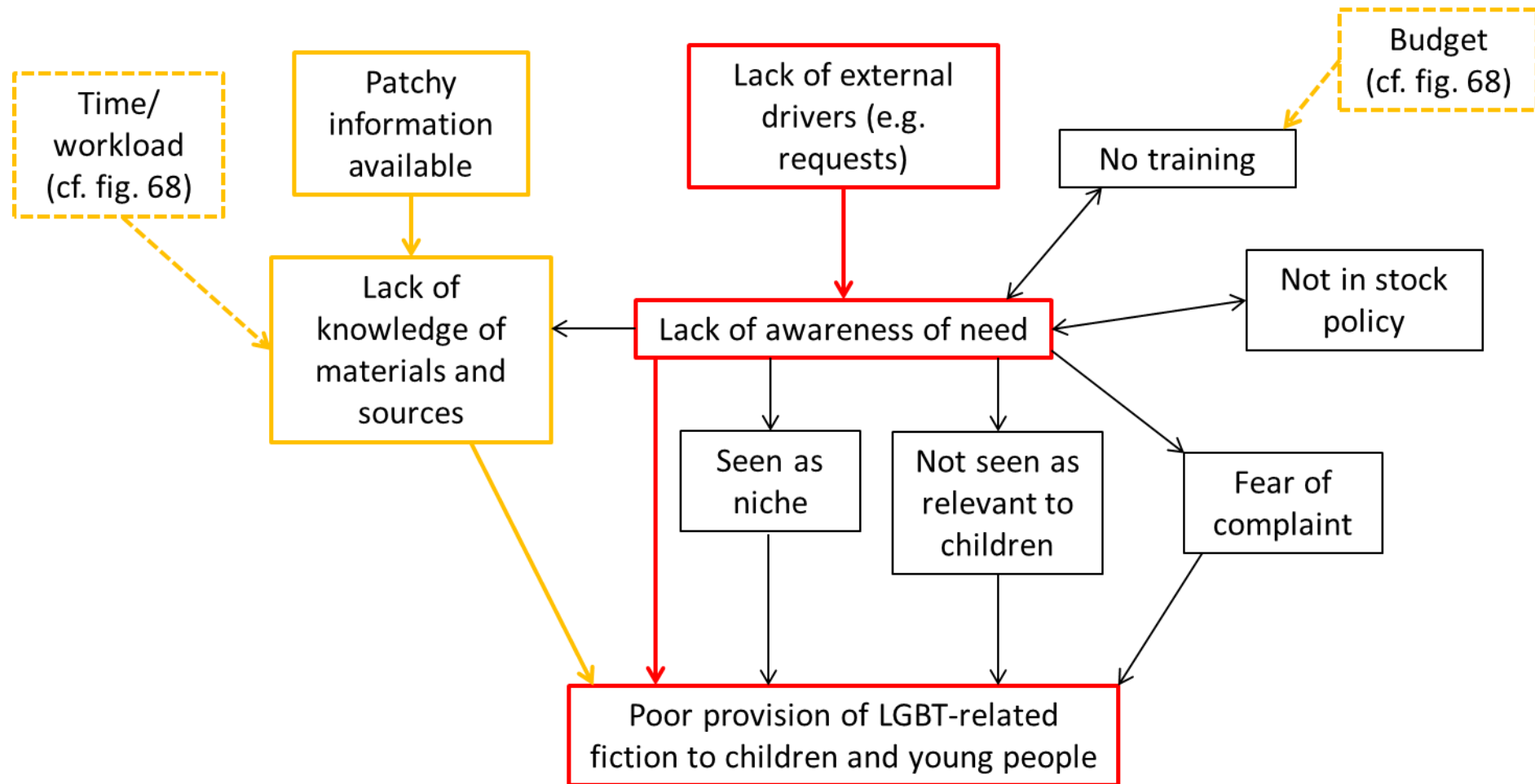
Figure 67: Model of factors relating to lack of awareness and knowledge among librarians

o The lack of knowledge of LGBT-related materials aimed at children and young people, and of potential sources of supply, appeared to have a moderate impact on provision. Many participants admitted that they had little knowledge of the materials available (section 7.6.2) or where to find them (section 7.6.3). Some interviewees made an explicit link between their lack of knowledge and poor provision, and felt that greater awareness of materials would enable them to provide a better service (cf. section 7.6.2).

o This lack of knowledge seemed to be due in part to the patchy information available on the subject. The majority of interviewees felt that this was a problem, with some explicitly making a link between the lack of available information and the lack of provision (cf. section 7.7).

o The lack of knowledge might also be explained in part by the lack of awareness of need. A number of respondents put great effort into maintaining their knowledge of children's and young people's books more generally (section 7.6.4), and it can be hypothesised that they would do the same for LGBT-related materials if they were more aware of the need for provision. A small number of individuals had investigated materials and/or sources of supply after the issue was drawn to their attention (sections 7.6.2 and 7.6.3).

o Among a minority of participants, the lack of awareness of need manifested itself in the form of a belief that there would be little demand for LGBT-related fiction for children and young people (cf. section 6.1.3).

o Similarly, among some participants the lack of awareness manifested itself in the form of a belief that LGBT-related materials were not relevant to children and there was thus no need to provide such materials (cf. section 6.1.3).

o Some participants expressed a fear of complaint, although it appeared that this would have more of an impact on *how* materials were provided (e.g. whether they were promoted) than *whether* they were provided at all (cf. section 7.5). Although this is to some extent a separate factor, there is a connection with the lack of awareness in that greater awareness of the need for materials might override the fear of potential complaint.

417

o The lack of awareness of need also meant that LGBT-related materials for children and young people tended not to be included in stock policies, as far as could be ascertained from the data (cf. section 5.1). This is a two-way relationship; on the one hand, a lack of awareness on the part of senior staff members with responsibility for drawing up stock policies could result in the omission of this material. On the other hand, if this material were mentioned in stock policies then it would raise awareness of the need for provision among the stock team members with responsibility for procurement.

o Similarly, there is a two-way relationship between lack of awareness and lack of training. There was a (non-statistically-significant) correlation between training and more positive attitudes towards provision of LGBT-related fiction to children and young people, and a broad consensus among those who had had training that it was useful (cf. section 7.8.1). However, the majority of participants had not had training on LGBT issues as they relate to libraries (section 7.8). Lack of awareness could thus be due in part to a lack of training; however, conversely, the lack of training could also be due to a lack of awareness of the need for such training among those responsible for organising staff training. It should also, however, be noted that there are additional potential reasons for the lack of training on this issue. In particular, participants noted that training was constrained by tight budgets. Factors relating to budget, time and workload are presented in a separate model, in Figure 68.

At the conceptual level, the lack of awareness and knowledge among librarians again reflects the "totalizing tendency" of hetero/cisnormativity (Warner, 1991, p. 8) and the implicit assumption that everyone is heterosexual and cisgender – perhaps especially parents, children and teens (Warner, 1991).

Heteronormativity and cisnormativity do not only render LGBT people invisible, but also stigmatize variant sexualities and gender identities (Herek, 1990; Rich, 1980; Kitzinger, 2005; cf. section 1.2.6). This may contribute to the fear of complaint, and the assumption that LGBT-related material is irrelevant or even inappropriate for children. In addition, the continuing stigma attached to queer

identities (cf. section 2.4) may mean that (young) LGBT people are reluctant to out themselves by requesting materials.

7.10.3   Budget, time and workload

Figure 68 shows a model of the factors pertaining to budget, time and workload. As a reminder, the dotted lines indicate where the model links with the preceding models. The red boxes and arrows denote factors and relationships that appear to be particularly influential, while the amber boxes and arrows denote factors and relationships that have a moderate influence. Those that are not highlighted in a particular colour appear to be less influential based on the present research. However, they may be influential for a minority of individuals/library authorities, and/or further research could reveal stronger relationships.

To further support the reading of the model, I identify and discuss the key factors below, referring back to previous sub-sections as appropriate.

o Budget did not initially appear to be a factor affecting provision, with quantitative analysis not identifying any relationship between the acquisitions budget and the number of titles provided. However, the interviews suggested that cost constraints had become more of a factor at some authorities as budgets were cut (cf. section 7.1.1), resulting in a direct negative impact on provision.

o Concerns about budget were influenced by the perception that the stock needs to 'work hard' and generate high issue figures. Some librarians felt that LGBT-related fiction was a 'niche' area (cf. section 6.1.3 and Figure 67) and the budget should thus be focused on items that would generate higher issue figures (cf. section 7.1.1.1).

o Budget also has an indirect effect on provision, as it is generally cheaper to buy UK books from mainstream suppliers, which offer large discounts, than to buy (non-UK) books from smaller suppliers, which are unable to offer the same discounts and which do not always provide materials shelf-ready (cf.
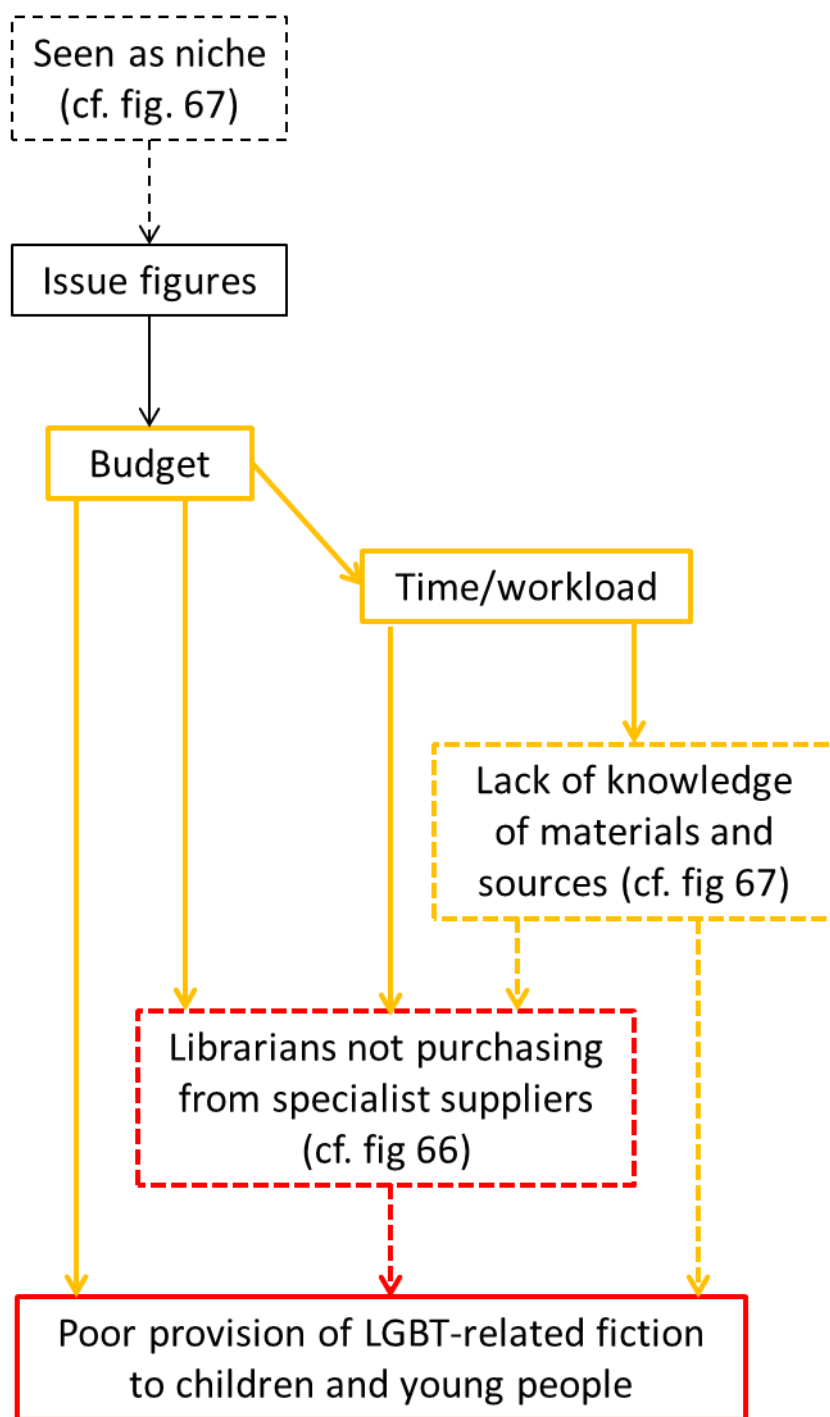
Figure 68: Model of factors relating to budget, time and workload

section 7.1.1.2). As a result, librarians are sometimes reluctant to buy from specialist suppliers, which in turn has a negative impact on provision (cf. Figure 66).

o Time and workload issues also have (indirect) negative impacts on provision, as it takes time to research materials and sources of supply, and to make a

special purchase from a smaller supplier rather than going through the normal procurement process (cf. section 7.1.2).

o Time and workload are themselves influenced by budget, in that workload pressures will increase if staff numbers are cut (cf. section 7.1.2).

At the broader conceptual level, these factors reflect an increasingly neoliberal approach to library provision, which places a strong emphasis on performance measurement in line with economic notions of 'value' and 'efficiency' (Greene & McMenemy, 2012; McMenemy, 2009b). The need for high issue figures and 'value for money' from suppliers increasingly takes precedence, particularly in an environment of 'austerity' and swingeing government cuts to public services (Jaeger et al., 2013; see also section 1.5). Workload pressures mean that librarians have less time to devote to areas that were once considered to be a key part of a librarian's expertise, contributing to deprofessionalisation (Greene & McMenemy, 2012). These factors lead to an over-reliance on mainstream suppliers and a neglect of 'minority' populations.

This model may be transferable to other areas which are perceived as 'niche' or 'specialist', such as provision of materials by and for BME individuals.

7.10.4   Summary model of factors affecting provision

Figure 69 summarises the key factors contributing to poor provision of LGBT-related fiction to children and young people. I have not attempted to show all factors and inter-relationships in a single model; rather, this model shows the key factors and relationships, and is of necessity somewhat simplified. Once again, the most influential factors are highlighted in red, while one factor that appears to have a moderate (although perhaps increasing) influence is shown in amber. In this model, the thick arrows demonstrate the most influential relationships, while the thin arrows denote a moderate influence
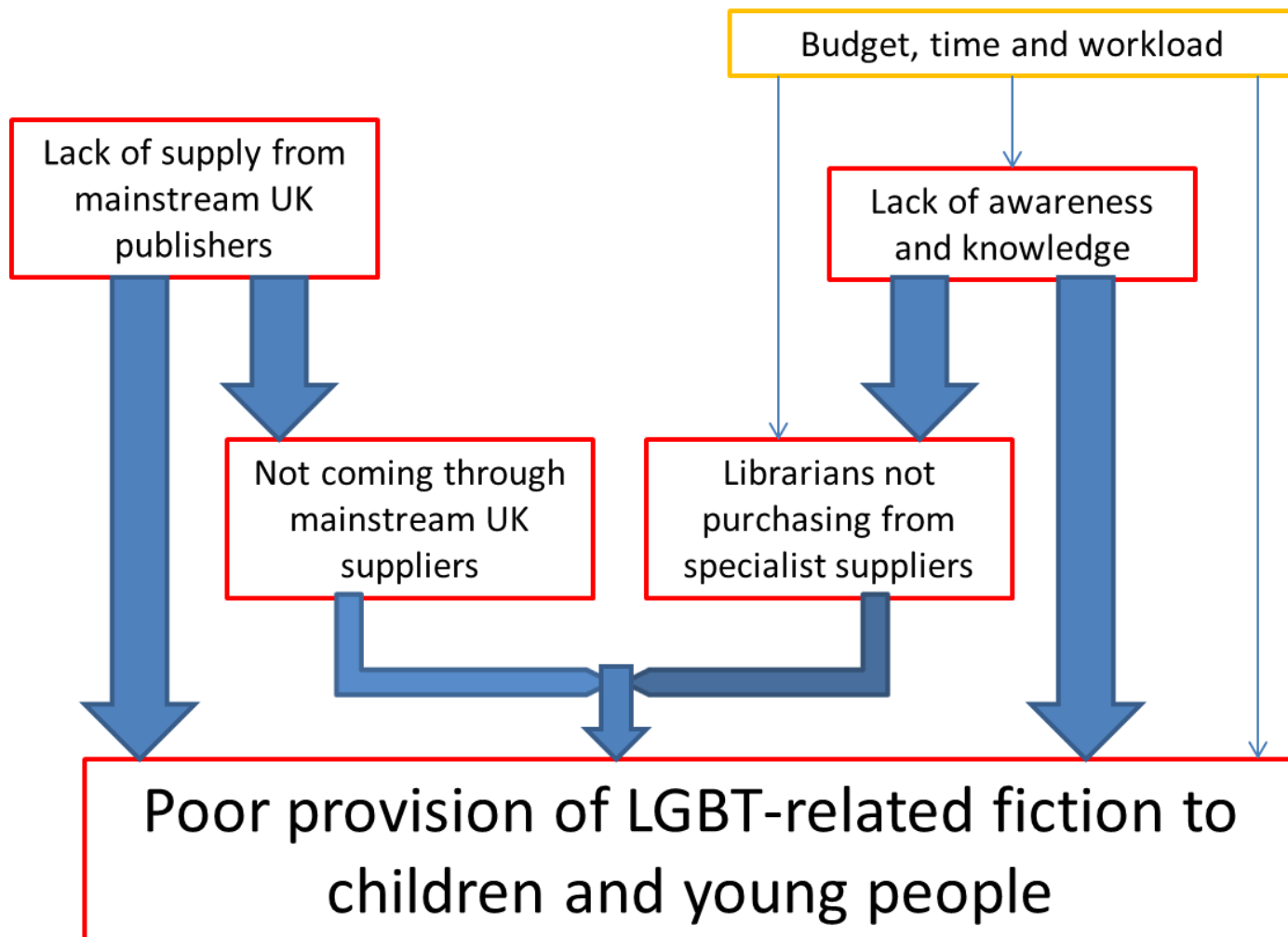
Figure 69: Summary model of factors affecting provision of LGBT-related fiction to children and young people

Thus, the key factors affecting provision appear to be patterns of publishing and supply, coupled with a profound lack of awareness of the need for provision and lack of knowledge of the area on the part of librarians. Provision is also affected directly and indirectly by issues of budget, time and workload; these issues may become more significant as government cuts begin to bite (cf. section 1.5). The limited publishing output and lack of awareness among librarians reflect broader societal hetero/cisnormativity (Warner, 1991), while issues relating to budget, time and workload are exacerbated by an increasingly neoliberal approach to library provision (Greene & McMenemy, 2012; McMenemy, 2009b).

These findings are broadly in line with previous research, which has suggested that over-reliance on mainstream suppliers may result in a narrower collection that excludes LGBT and other hard-to-find stock (Brett, 1992; Chapman, 2007a; Curry, 1997; Glover, 1987; Goldthorp, 2006; Migneault, 2003). Scholars have also suggested that adoption of a retail model focusing on the most popular material may have a similar effect (Rooney-Browne & McMenemy, 2010; Usherwood, 2007). Similarly, the findings on lack of awareness are in line with Walker's (2013) research on school libraries (see also Walker & Bates, 2015). However, to my knowledge, the present research is the first study that has shown the interaction between these factors (and additional factors, such as time, budget and workload) in the form of a model.

8. Conclusions

In this chapter, I address each of the research questions in turn and consider the extent to which it has been answered. I then outline the contributions of the study to scholarly research, and its actual and potential impact on professional practice. I consider the limitations of the study and present a short critical reflection on what I could have done differently. Finally, I make recommendations for both future research and professional practice.

8.1 Addressing the research questions

This sub-section takes each of the research questions in turn and presents the conclusions drawn from the research. It also considers the extent to which the study has succeeded in answering each question.

8.1.1 To what extent is LGBT-related fiction aimed at children and young people provided in English public library authorities and through mainstream library suppliers?

8.1.1.1 Provision in public library authorities

Provision of titles in the participating authorities was quite limited, with even the best-performing authority (BUP) holding less than a quarter of the total titles available (and just over a third of the recommended titles). Very few picture book and early reader titles were available in any of the participating authorities, and four authorities did not hold any of the recommended titles for these age groups. Unsurprisingly, consortium membership gave access to a broader range of titles, but this should not be viewed as a substitute for adequate provision within the authority. There was substantial variation between the participating authorities in terms of numbers of copies; this appears to be linked to budget, and is discussed further in section 8.1.4 below.

The large majority of interviewees felt that provision was inadequate, particularly as regards picture books and early readers. Even the interviewees at BUP, which had the best provision in terms of the number of titles, felt that there was room for improvement.

The research also showed very low provision of checklist titles in accessible formats (large print, audiobooks, e-books and e-audiobooks). Consortium membership did not substantially increase the number of titles available in these formats. Provision of large print titles, audiobooks and e-audiobooks was unavoidably constrained by the low numbers of titles available in these formats in the UK. In the case of e-books, over half the checklist titles were available in the UK but were not stocked in any of the participating library authorities. This may be because the participating library authorities did not yet provide e-book services at the time when the research was carried out.

8.1.1.2 Provision through mainstream suppliers

Although the vast majority of the checklist titles are listed on the participating supplier's database, only just over a quarter are included in the 'Library Range' category. Similarly, just over a third of the recommended titles are included in 'Library Range', while only two of the recommended picture books and neither of the recommended early readers are included in this category. Supplier selections and online purchasing lists would normally be drawn from the 'Library Range', and librarians looking to purchase specific titles would need to be aware of the option to search the entire database. The majority of titles did not have a star rating at all, and less than 1% of the checklist titles had a four- or five-star rating.

The majority of questionnaire respondents and interviewees expressed generally negative opinions regarding mainstream suppliers' provision of LGBT-related fiction aimed at children and young people. A small number of participants had endeavoured to purchase this material from mainstream suppliers, with limited success. Some respondents noted that provision of material for younger children was particularly poor, while others hypothesised that mainstream suppliers might be unlikely to stock American imports: this was confirmed by the participating supplier. Finally, some participants noted that LGBT-related fiction aimed at children and young people was not necessarily flagged up as such. It was not possible to draw any firm conclusions regarding differences in the quality of provision between the mainstream suppliers.

8.1.1.3   To what extent has the question been answered?

The thesis has presented substantial quantitative data on the levels of provision of the checklist titles in the participating library authorities and through the participating supplier. This is supplemented by qualitative data on participants' perceptions of their own library holdings and supplier provision.

The sample of 13 participating library authorities was not large enough to be statistically generalizable. However, as the level of provision was consistently quite low across the participating authorities, it seems likely that this may be the case in other public library authorities in England and the wider UK. Moreover, the present study has identified a number of factors that are likely to result in poor provision, and has generated a theoretical model showing the impact of these (section 7.10). Many of these factors (e.g. over-reliance on mainstream suppliers to the detriment of specialist sources; lack of awareness of need; and shrinking budgets) are likely to be applicable to the majority of English public library authorities, which increases the transferability of the findings on levels of provision. In addition, the previous study (Chapman, 2007a) also suggested that provision was poor, while UK studies on school libraries have identified a similar lack of provision (Bridge, 2010; Walker, 2013; Walker & Bates, 2015; Wright, 2007). Again, this increases the likely transferability of the findings.

Within the scope of the research, it was only possible to carry out the checklist study on one mainstream supplier; however, all of the four (now three) mainstream suppliers were represented in the research via the library authorities to which they provided services. The data suggested that all of the mainstream suppliers offered inadequate provision of LGBT-related fiction aimed at children and young people.

8.1.2 How is LGBT-related fiction aimed at children and young people procured and made available in English public library authorities?

8.1.2.1 Stock procurement practices and policies

The data showed a lack of attention to LGBT-related materials in stock procurement policies and practices within the participating library authorities. Likely sources of LGBT-related fiction aimed at children and young people, such as specialist bookshops and Amazon, were each used by only a minority of the participating authorities. The majority of authorities had a clause in their supplier contract which allowed them to purchase elsewhere in the event that the supplier did not provide an adequate range (although respondents in non-managerial posts were not always aware of this) and similarly, the majority of authorities retained a portion of the children's and young people's stock budget to spend outside the supplier contract. However, it appeared that few authorities made use of these options to purchase LGBT-related fiction for children and young people. Only a minority of stock team members said they actually purchased LGBT-related fiction for children and young people from specialist sources, or used specialist information sources to find out about this material. There was some resistance to purchasing from specialist suppliers owing to the lack of discounts and servicing provided.

Of the authorities which used supplier selection at the time when the questionnaires were carried out, the majority did not mention LGBT materials aimed at children and young people in their supplier specification. Similarly, it appeared that these materials were generally not mentioned in stock policies, although it was difficult to gather data on this as some respondents gave disingenuous answers to this question.

8.1.2.2 Location and findability

The majority of interviewees said that YA novels with LGBT content were integrated with the rest of the YA stock in their authority, although one authority had separate LGBT YA collections. The reasons given for integration tallied with those cited elsewhere in the literature (Chapman, 2007b): namely, the concern that young people might feel uncomfortable looking at a separate

section and, to a lesser extent, the benefits of serendipitous discovery, the idea that books with LGBT content are for everyone, and a perceived increase in sexual fluidity among young people which makes labelling problematic. Spine labels and booklists were suggested as ways of increasing findability if the stock were integrated in the rest of the collection.

The majority of interviewees who expressed an opinion also felt that LGBT-related picture books should be interfiled with general picture book stock, although a small number of respondents expressed anxieties about children stumbling across them by accident. There were also some concerns about findability, and again the role of librarians in providing finding aids was mentioned here. BUP and TC, which had a larger number of LGBT-related picture books, had copies in both the parenting section and general picture books. In TC, this decision was made based on the quality of the story.

8.1.2.3   Age restrictions and parental permission

The participating authorities were split between those which did not impose any age restrictions and those which placed age restrictions on some or all the following: YA novels, books from the adult library, graphic novels and materials with sexual content. Age restrictions and parental permission requirements were often used together to manage access; in some authorities, the age restriction could be overridden if parental permission were given. Although these requirements do not apply specifically to materials with LGBT content, they have implications for LGBT young people's ability to access materials in safety and privacy.

The large majority of questionnaire respondents felt that materials with LGBT content were no more likely to require age restrictions or parental permission than materials without LGBT content. However, a substantial proportion of respondents expressed opinions in favour of age restrictions in general, which is somewhat surprising in view of national and international guidelines on intellectual freedom. Attitudes towards parental permission requirements were generally less positive, with some respondents recognising that this could be particularly problematic for LGBT young people. Some respondents favoured a

'parental responsibility' approach which, although less restrictive, nonetheless raises issues around children's right to privacy.

8.1.2.4   Promotion of LGBT-related fiction aimed at children and young people

The majority of participants said they did not put up displays of LGBT-related fiction for children and young people, either individually or at the authority level. Reasons given for this included the lack of books to put on such a display, and a lack of themed displays in general. Including titles with LGBT content in a more general display was a more popular option, due in part to a feeling that young people might not be comfortable looking at a specifically 'LGBT' display. However, it did not seem that participants were particularly pro-active in seeking out LGBT-related books to include in displays.

A number of other promotional methods were also mentioned by a minority of participants, including booklists, LGBT History Month, outreach at Pride, reading groups and other events, and inclusion in the children's book award. However, it appeared that in practice, promotional efforts often focused on the adult LGBT community.

8.1.2.5   Dealing with complaints about LGBT-related fiction aimed at children and young people

The majority of interviewees said they had not received any complaints about provision of LGBT material, whether to children and young people or more generally. A small number of individuals did give examples of such complaints, but said that the material had remained in the library in all cases. However, there were a few examples of materials being managed in order to reduce the risk of complaint, such as placing magazines on a high shelf or moving a book to an older section of the library. Opinion was divided as to whether complaints were likely to increase if provision and promotion of LGBT fiction for children and young people were improved; however, the majority of participants felt that the possibility of complaint would not and should not affect provision.

Examples of actual and hypothetical responses to complaints drew on key tenets of public librarianship, such as the library's duty to provide materials for

everyone and the fact that the library should not act as a censor. Some participants said that they would encourage parents to take an interest in their children's reading; however, parental vigilance of this kind is potentially problematic where LGBT materials are concerned.

8.1.2.6   Training on LGBT issues as they relate to libraries

Over half of the participating authorities provided some form of training on LGBT issues as they relate to libraries; however, only around a quarter of stock team members had had such training. In many cases, the training took the form of general Council-level training on diversity and social inclusion. Even where more comprehensive LGBT-related training was provided, there was little attention to stock selection and procurement. A small minority of participants had attended external events relating to LGBT provision in libraries, or addressed the subject in their MA in Librarianship.

8.1.2.7   To what extent has the question been answered?

In some cases, there were inconsistencies in the data gathered through the interviews and the two questionnaires. This casts doubt on some of the questionnaire data, but highlights the benefits of using a mixed-methods approach, without which these inconsistencies might not have come to light. The sample was not large enough to be statistically generalizable, but the findings on stock procurement practices and policies are consistent with what I would have expected from my own professional experience. Moreover, they are broadly in line with those presented in my MA dissertation study (Chapman, 2007a). Variations in the percentage responses may reflect the fact that neither study was large enough to be statistically generalizable, but both studies point to a lack of attention to LGBT-related fiction aimed at children and young people in stock procurement policies and practices. The consistency between the two studies suggests that the findings are likely to be transferable to other public library authorities in England and the wider UK.

The issues relating to location and dealing with complaints were addressed only in the interviews, and thus the sample of authorities was even smaller than for other aspects of the research. However, many of the themes and concerns identified here tally with the findings of the MA research (Chapman, 2007a) and

with the extant literature (Chapman, 2007b). This increases the potential transferability of the findings.

8.1.3 How do library staff members involved in children's and young people's stock procurement feel about providing LGBT-related fiction to children and young people? Are there specific issues which cause concern?

8.1.3.1 General attitudes towards the provision of LGBT-related fiction to children and young people in public libraries

Participants showed generally positive attitudes towards the idea of providing LGBT-related fiction to children and young people in public libraries. They recognised the potential benefits of both seeing oneself reflected in fiction, and broadening one's horizons by reading about people different from oneself. A small number of participants mentioned a personal motivation for supporting the provision of LGBT-related fiction to children and young people in public libraries. The large majority of participants who expressed an opinion also felt that their librarian colleagues and senior management would be positive about the subject, although opinions were rather more mixed regarding frontline staff members.

Participants drew heavily on the rhetoric of equality, diversity and non-discrimination, emphasising that books with LGBT content should be treated the same as any other book. However, in practice this often seemed to translate into a passive stance: LGBT-related fiction aimed at children and young people was not censored or excluded, but nor was it sought out or promoted. Nearly all of the participants admitted that they had never thought about the issue, and some participants perceived it as a niche area, due in part to a lack of requests. There was a particular lack of awareness regarding the need for provision of materials to children and young people specifically, and this translated into a focus on adult materials in procurement and promotional efforts.

A number of participants expressed a willingness to improve provision, but follow-up at the interview stage of the research showed that little had changed. However, there were some positive developments in one participating authority following the interviews.

8.1.3.2 Specific areas of concern

Despite the generally positive attitudes, some specific areas of anxiety emerged in the data. These concerned the provision of LGBT-related materials to younger children; materials with sexual content; the quality and appeal of published materials; the US focus of published materials; the promotion of LGBT-related fiction aimed at children and young people; and the possibility of complaint.

A minority of participants expressed concerns about the provision of LGBT-related materials to younger children. This was linked to fears of complaint, and in some cases seemed to emerge from a conflation of LGBT identities with discussion of sex, as noted by researchers in other contexts.

The provision of materials with sexual content was itself a cause for concern among a minority of participants. This did not relate to LGBT sexual content specifically; rather, there was concern about children and young people accessing any material with sexual content that was not age-appropriate. A number of participants were in favour of age restrictions and/or parental permission requirements for materials with sexual content.

A small number of participants, who had some knowledge of the available published materials, expressed reservations about the quality and appeal of the picture book titles, while others emphasised that they would expect LGBT materials to meet the same quality standards as any other materials. There is a tension here between the desire to uphold quality standards and the desire to provide an inclusive collection. Similarly, some participants felt that the US focus of many of the picture book titles meant that they would not be culturally or linguistically appropriate for British library users.

Concerns appeared to be more widespread regarding the promotion of LGBT-related fiction aimed at children and young people. The majority of participants

did not promote this material within their libraries and many did not agree that it should be promoted. For some participants, this appeared to be due to a concern that the stigma surrounding LGBT identities would make displays undesirable to young people. Comments from other participants suggested a fear of complaint or a personal discomfort with overt promotion.

Despite an emphasis on equality of provision, concerns about the possibility of complaint did emerge in the data. These frequently intersected with concerns about age-appropriateness, the provision of materials with sexual content, and the promotion of LGBT materials, forming a nexus of anxiety. A few participants expressed concern about offending certain faith or cultural communities, while others were anxious about the possibility of negative media reaction.

8.1.3.3   To what extent has the question been answered?

Qualitative and quantitative data were brought together to answer this research question, providing both breadth (an overview of attitudes across all the participating library authorities) and depth (further investigation of particular areas of interest in the interviews). The inclusion of data from pilot interviewees contributed to both these axes.

It is not usually considered appropriate to generalise from qualitative data; however, the near-ubiquitousness of the lack of awareness of the need for provision suggests that this finding is highly likely to be transferable to other, similar settings in England and the wider UK. It is supported by theoretical literature on the prevalence of hetero/cisnormativity in current English/Western society.

Other findings, such as the generally positive attitudes to provision and the reluctance to promote LGBT fiction aimed at children and young people, occur elsewhere in the literature, which increases their likely transferability to other settings. Although some of the attitudes discussed were expressed by only a minority of individuals, it seems plausible that they will be shared by at least some individuals beyond the current sample.

8.1.4 What are the factors affecting provision of LGBT-related fiction to children and young people in English public library authorities?

The research has identified a number of factors affecting provision of LGBT-related fiction to children and young people in the participating library authorities, resulting in a model of factors that result in poor provision, presented in section 7.10. Library provision is initially constrained by the items that are readily available in print in the UK; the present research identified a lack of books for younger age groups, particularly early readers, and a limited number of titles available in accessible formats such as large print, audiobooks or e-audiobooks. The extant literature also suggests under-provision of titles featuring bisexual and trans characters, and characters with multiply marginalised identities (e.g. LGBT people of colour, LGBT people with impairments). Evidently, library services cannot provide titles that do not exist, although they potentially have a role in making publishers aware of the need for provision (Chapman, 2007a).

Another key factor resulting in poor provision is the lack of LGBT-related fiction aimed at children and young people published by UK publishers, and the resultant non-inclusion of such materials in supplier selections and in the pre-filtered lists provided to stock selection librarians by mainstream suppliers. The data did not suggest any significant differences between the three major library suppliers (Bertrams, Peters, and Askews & Holts) or between supplier selection and selection by librarians. However, there was a problematic tendency among some participants to abnegate responsibility for selection to suppliers, without apparently monitoring whether the selected items were appropriate.

The data also suggested that public libraries are deeply hetero/cisnormative environments. While there was little evidence of active aversion to provision among participants, the large majority admitted that they had never thought about it, and some questioned whether there was really any demand. In the small number of authorities where an effort had been made to improve provision, this was generally due to external drivers, such as requests from library users. As a result of this lack of awareness of the need for provision,

little effort was made to seek out LGBT-related fiction aimed at children and young people or to source these materials from specialist suppliers or bookshops. In conjunction with the lack of provision through mainstream library suppliers, this meant that many titles were effectively blocked from appearing on library shelves (cf. Figure 69 and sub-section 7.10.4).

In the early stages of the research, budgetary issues did not appear to be a major factor affecting provision; there was no correlation between the participating authorities' book budgets and the number of LGBT titles stocked. Although there was an apparent association between book budget and number of *copies* stocked, the data suggested that the authorities with higher budgets were simply stocking more copies of mainstream titles, which would not necessarily result in a better LGBT collection. However, issues relating to budget, time and workload emerged as a potential factor affecting provision in the qualitative data gathered in the later stages of the research, and the wider professional literature suggests that this may become more of an issue as book budgets and professional librarian posts are cut (cf. section 1.5).

One manifestation of the pressure on budgets, and the increasingly neoliberal approach to public library provision, is the focus on issue figures, which may result in a neglect of LGBT and other stock that is perceived to be 'niche'. Moreover, it is usually more expensive to purchase items from specialist bookshops or US publications, and some librarians may feel that they therefore do not provide 'value for money'.

The majority of participants had little knowledge of LGBT-related fiction aimed at children and young people or of potential sources of supply. A large number of participants felt that it was difficult to find information on this area, with some noting that publishers, mainstream suppliers and trade journals neglected this area. This meant that researching and sourcing these materials would require an investment of staff time, contributing to already heavy workloads. In addition, staff cuts can result in the loss of tacit knowledge, which may disproportionately affect areas that are not seen as part of 'mainstream' provision.

LGBT-related fiction aimed at children and young people tended not to be mentioned in supplier specifications or – as far as could be ascertained from the data – in stock policies, making it easier for both librarians and suppliers to overlook this material. However, the data suggested that including these materials in specifications was not sufficient in itself to ensure good provision, and additional effort would still need to be made rather than simply relying on the supplier.

Training, or the lack of it, could also affect the provision of LGBT-related fiction to children and young people. Of the participants who had received training to date, the majority felt that it was useful and had a positive effect on staff attitudes. There was also an apparent association between more positive attitudes and having attended training. Around half of questionnaire respondents and the majority of interviewees felt that (further) training would be useful, although there was a lack of consensus as to the form that it should take. Given the lack of awareness of the need for provision discussed above, it would certainly appear that there is a need for some sort of intervention to raise awareness.

The final factor potentially affecting provision was the fear of complaint. Although the majority of participants felt that the potential for complaint should not determine whether or not materials were provided, a small number suggested that it might do in practice. There was more evidence for the possibility that the fear of complaint would affect how and where materials were provided, e.g. whether LGBT-related picture books were included in the general run or located in a separate section, and whether age restrictions were imposed. In particular, there were concerns about promoting LGBT-related materials aimed at children and young people, and the potential for parental or media complaint.

Libraries are operating within a broader social context, and several of the factors identified within this study reflect a general hetero/cisnormativity at work within contemporary English/Western society, as well as the continuing stigma around LGBT identities. Procurement decisions and other working

practices are also affected by the increasing neoliberalisation of library service delivery and other public services.

8.1.4.1 To what extent has the question been answered?

The research has brought together qualitative and quantitative data gathered by means of a checklist study, questionnaires and interviews. This mixed methods approach permitted triangulation of the data, increasing credibility of the research, as well as investigation of the issue in both breadth and depth. Without this mixing of methods, it would not have been possible to present such a full picture of the phenomenon under study.

While the research focuses on 13 participating authorities, many of the factors identified as affecting provision apply to other authorities in England and the wider UK, such as the use of mainstream library suppliers and the increasing budgetary constraints. Many of the specific factors have been identified elsewhere in the literature, increasing the likely transferability of the findings.

8.2 Contributions of the study

The following section will discuss the original contributions of the present study, in terms of its contributions to research and impact on practice.

8.2.1 Contributions to research

The study makes a major contribution to the literature as it is, to my knowledge, the only study at doctoral level or above which has focused on provision of LGBT-related materials or services to children and young people in UK public library authorities. The small body of extant research in this field is from the US and Canadian contexts (Boon & Howard, 2004; Howard, 2005; Rothbauer & McKechnie, 1999; Spence, 1999, 2000), while the limited number of UK studies in the field of LGBT provision have focused on either school libraries (Bridge, 2010; Walker, 2013; Wright, 2007) or on public library LGBT provision to adults (Armstrong, 2006; Currant, 2002; Glover, 1987; Goldthorp, 2006, 2007a; Norman, 1998, 1999; O'Leary, 2005; Waite, 2013). Prior to this doctoral study, the only UK research which focused specifically on the provision of LGBT-related materials to children and young people in public libraries was

my own small-scale MA dissertation (Chapman, 2007a). The present research has extended the findings of the MA study in a number of ways:

- The present research looked in depth at a larger number of library authorities, increasing the potential transferability of the findings.

- The checklist study was based on a much more comprehensive list of titles, increasing the accuracy of the measures of provision. The full list of titles is itself available online for the benefit of other researchers, as extant lists were found to be patchy and incomplete.

- In the MA research, I was unable to draw anything more than the most tentative conclusions regarding levels of provision of LGBT fiction aimed at children and young people beyond the two case study authorities, and recommended a larger-scale checklist study to gather these data. The present study goes some way towards addressing this gap in knowledge.

- In the conclusions to the MA study, I tentatively hypothesised that "suppliers are not providing a full range of this material, and that librarians are failing to look beyond mainstream suppliers" (Chapman, 2007a, p. 105). The present study investigated the factors affecting the provision of LGBT-related fiction to children and young people, and the findings suggest that these two linked aspects are indeed major factors affecting the provision of this material (cf. sections 7.2 and 7.6).

- The present study confirmed some of the findings of the MA research, including the generally positive attitudes overall; the concerns regarding complaint among a minority of respondents; the anxieties on the part of some staff members regarding material with sexual content, whether LGBT or not; the preference for integration of LGBT-related YA fiction; and the stance taken in favour of age restrictions by a minority of respondents. The present study comprised an in-depth investigation of attitudes to LGBT-related fiction among library staff members from a broader range of authorities, while the MA research focused on just two authorities but also comprised a UK-wide survey that included attitudinal questions. The similarity of findings from two methodologically different

studies thus increases the trustworthiness and potential transferability of the findings of both studies.

- The doctoral study also generated some new insights which were not key findings in the MA research. These included the impact of the place of publication on inclusion in suppliers' lists and thus provision in public libraries; the anxieties around promotion of LGBT-related fiction for children and young people, which appears to conflict with what young people actually want (Walker, 2013; Walker & Bates, 2015); the potential impact of shrinking budgets and staff cuts, which is highly topical in the current economic environment; the lack of knowledge and awareness of LGBT materials and the need for provision among nearly all participants; and the lack of training on LGBT issues as they relate to public libraries. Although some of these phenomena have been identified in research in other contexts, such as school libraries (Walker, 2013) or the provision of 'minority ethnic' materials in public libraries (Mansoor, 2006; Roach & Morrison, 1999), the present research fills a significant gap in the literature regarding factors affecting the provision of LGBT-related materials to children and young people in UK public library authorities

- The present study has resulted in the generation of a number of models showing the factors that contribute to poor provision of LGBT-related fiction to children and young people in English public libraries (section 7.10). These models make an original contribution to knowledge by showing the relationships between the various factors affecting provision. In addition, the models on publishing and library supply, and on budget, time, and workload, may be transferable to other areas of library provision perceived as 'niche', such as materials by and for BME communities.

A conference paper presenting some of the findings from the study (Chapman, 2014a) has recently been translated into French (Chapman, 2014b), demonstrating that the research is felt to be of international interest and significance.

8.2.2 Impact on professional practice

The research was originally designed to be transformative and to have an impact on professional practice. Objectives 10, 11 and 12 related to this aspect; these objectives were as follows:

10) To suggest recommendations to the participating public library authorities regarding the provision of LGBT-related fiction to children and young people;

11) To raise awareness of the need for such provision among library staff members;

12) To provide stock recommendations of LGBT-related fiction aimed at children and young people to participating and other public library authorities.

Recommendations for provision are made in section 8.5.2.4 below and will also be disseminated to the participating authorities, together with a copy of the recommended list. A number of the recommendations are potentially transferable to other aspects of library provision for diverse communities. Moreover, the research has also permitted the development of recommendations for other professionals including publishers, suppliers, library schools and CILIP (cf. section 8.5.2 below).

I hoped that the process of taking part in the research would itself help to raise awareness of the need for provision among participating library staff members (objective 11). As discussed in section 6.1.4, a number of questionnaire respondents expressed interest in improving the provision of LGBT-related fiction to children and young people now the area had been drawn to their attention; however, the interview stage of the research suggested that this had not translated into practice. More positively, however, there was evidence of improvements in provision at some authorities in the wake of the interviews:

> "It's been *really really* useful and there's a, there's a nice, nice big chunk of work for me to do in the summer around, around that, so I've already, um… put a few Amazon orders in for some of the US titles, um, that, that look like they might be the sort of thing we're looking for." (TC1)

> "Since our meeting [name of staff member] has bought some of the titles you highlighted and took them to [TC] Pride where she got some interesting feedback about libraries and our stock. We will be highlighting

the picture books we have bought to our local young people's services librarians so they can highlight them to staff out in libraries. Also we will be taking them to our Bookstart steering group meeting, which is the support group made up of a range of professionals who support us in our Bookstart role.

Thank you for visiting us and raising the profile of an important area of stock selection, I feel I have greatly benefited from the experience." (Email from TC10)

In addition to the activity reported by participants, above, a booklist of picture books with LGBT content is now available on the library website at the time of writing (July 2014).

In addition to the impact of the research at TC, Pilot 3 purchased some books from the recommended list as part of their ongoing efforts to improve provision of LGBT-related YA fiction:

"I'll buy some right this minute and also add it to our LGBT month display booklist :-) ... Just bought 5 copies of W[ill] G[rayson] as we only had two in the libraries :-) So now have 7 which is much more respectable." (Email from Pilot 3)

In addition, this interviewee also volunteered to be the project lead on LGBT History Month in the following year, and commented that they would ensure inclusion of materials and events for children and young people. Although the interviewee subsequently left the authority, their legacy included an event featuring a prominent LGBT YA author.

It was not possible within the scope of the study to follow up the potential impact of the research at all the participating authorities in the wake of the interviews. However, a number of other interviewees commented that the interview process, and particularly the summary data with which they were presented on their authority's holdings of LGBT-related fiction for children and young people, had raised their awareness of the need to improve provision.

"I'm definitely gonna do some research, and you've probably made me think about the issues, really, that I hadn't, you know… before. I was con – it was in the back of my mind, but something like this really pushes, pushes you into action. You know, so hopefully, if you come back in a year, it might be different." (BUP5)

> "For me on a personal level I don't think that's good enough, it's not a good enough position to be in, so, actually, for us, um, for me it's, um, highlighted that this is something I need to talk to my team about." (TL3)

The continued inertia following the questionnaire stage of the research implies that increased awareness does not necessarily translate into practice, so these comments should be treated with caution. However, the positive developments at TC and Pilot 3's authority suggest that the interviews may be more successful in bringing about change than the questionnaires. This could be due to a number of factors, including the greater investment of time on the part of the participating staff members; the personal contact with the researcher; the use of the summary data to draw attention to the current lack of provision; and/or the provision of a list of recommended titles, tailored to each authority. As discussed in section 7.7, many participants commented on the difficulty of finding information on LGBT-related fiction for children and young people, and nearly all the interviewees commented specifically and enthusiastically on how useful the recommended list would be, as it made it much easier to purchase books without requiring a significant investment of time to research the availability and quality of titles.

> "Oh, God, this is absolutely invaluable." (BUP5)

> "Having the *recommended* listing, I think, will be very helpful, to actually base it on, on research and… knowing that, er, what we're looking for has been deemed to be suitable." (TL4)

In addition to distributing the recommended list to interview participants, the list has also been made available on my university website and via academia.edu. Analytics for the latter website showed that in the 60 days prior to writing this section (September-November 2014), the recommended list had been viewed by individuals from countries including the US (15 unique views), Canada (6 views), the UK (2 views), Australia (2 views), Brazil (1 view), the Philippines (1 view), Pakistan (1 view), Germany (1 view), Lithuania (1 view), Honduras (1 view), Sweden (1 view) and Ecuador (1 view). All-time views totalled 209 and the document had been downloaded five times. The list has also been disseminated to libraries and individuals via social media, primarily Twitter; although it has not been possible to quantify its reach through this channel, comments have suggested that it has been well received:

"@lgbtlibrarian How-do Liz? Your book list has been going down a storm with Scottish libraries :)" (LGBTHistoryScot, 2012)

Findings from the research have also been disseminated on Twitter using the #lgbtresearch hashtag. The RiLIES project found that informal channels such as Twitter were favoured among practitioners for finding out about relevant research (Cruickshank et al., 2011) while Webber (2014) recommends a multi-channel strategy combining multiple social media profiles (Academia.edu, Twitter, etc.).

Outputs from the research have been presented at conferences that are attended by practitioners from the library and publishing professions as well as researchers (Chapman, 2011a, 2011b, 2013a, 2014a). Preliminary findings and recommendations from the research were provided to John Vincent for inclusion in his recent book *LGBT People and the UK Cultural Sector* (2014). In addition, the research has informed my teaching at the University of Sheffield Information School and in the Department of Education, Childhood and Inclusion at Sheffield Hallam University, as well as a session presented as a guest lecturer at the UCL Department of Information Studies.

8.3   Limitations

All research has limitations, and the present study is no exception. The limitations of each research method have been discussed in chapter 3; however, I endeavoured to minimise these as far as possible by using a mixed methods research design which brought together methods with non-overlapping strengths and weaknesses (Creswell & Plano Clark, 2007; Johnson & Turner, 2003; Teddlie & Tashakkori, 2003). Nonetheless, I have identified a number of limitations which potentially affect the thesis as a whole, and these are detailed below. Presenting these limitations here serves four purposes:

- o   It invites scrutiny of the research, which has been identified as a key element in the dependability of the research (Ford, 2004);

- o It enables users of the research to make a more informed judgement as to whether or not the research findings may be transferable to their own contexts;

- o It has helped to identify areas for future research (cf. section 8.5.1 below);

- o It demonstrates my own ability to reflect critically on the research.

With this in mind, I have identified the following limitations of the research:

- o The study focused on the library context, and as such did not give voice to the presumed primary user groups for LGBT-related fiction for children and young people, namely LGBT young people and parents. In addition to the potential ethical implications of this, it also means that the premise of the study is based on an assumption, i.e. that provision of LGBT-related fiction to children and young people is a valuable part of library provision. However, I have endeavoured to address this through an in-depth study of various relevant bodies of literature (see chapter 2), including empirical research and anecdotal evidence that represents the voices of LGBT people themselves.

- o Although the study expanded on the previous MA dissertation research (Chapman, 2007a) by looking in depth at a larger number of library authorities, the sample was nonetheless too small to permit statistical generalization. Thus, although the aim of the research was to investigate the situation in 'English public library authorities', caution should be exercised when considering the degree to which the findings and proposed model are transferable beyond the participating authorities (cf. section 3.3.7). I have sought to address this to some extent by providing contextual information on the participating authorities (cf. Appendix O). Moreover, when considered in conjunction with the previous MA dissertation research and the extant literature, it has been possible to identify some probable trends.

o   As the research focused particularly on factors affecting provision, the target population was composed of librarians and not the frontline staff. However, the attitudes of frontline staff members are also important, as they will often be the first point of contact for LGBT young people and families who are using public libraries. In my MA dissertation, I recommended further study of frontline staff attitudes, as the online survey carried out for the Master's research showed a very low response rate from frontline staff members (Chapman, 2007a); however, the present study has in fact given even less place to the opinions of this group. The research findings tentatively suggested that the attitudes of frontline staff members to LGBT provision may in some cases be rather negative, but as these staff members were not given an opportunity to express their own views, it is problematic to draw conclusions based on the comments of a different (and hierarchically more powerful) group of staff members.

o   It was not possible within the scope of the research to read all the books included on the full checklist or the recommended checklist. This meant that in many cases I had to rely on other people's assessments of the content and quality of the books in order to determine whether they should be included on a) the full checklist and b) the recommended checklist, and whether they represented any of the groups which according to the literature are under-represented in LGBT-related fiction aimed at children and young people (e.g. bisexual and trans characters, and LGBT characters of colour). Although I indicated some books representing these groups on the recommended list provided to libraries, it was not possible to gather this information systematically for all of the checklist titles. In turn, this meant that it was not possible to quantitatively assess the levels of provision of titles featuring these under-represented groups. This is a clear limitation of the research, as these groups may be especially underserved by libraries. Waite (2013) has criticised research on 'LGBT' provision in libraries which does not pay attention to the specific needs of trans people.

- Participants' attitudes to provision were self-reported, and thus may contain a strong element of social desirability bias. Social psychology research has shown that self-reported (explicit) attitudes do not always correlate with implicit attitudes, and the latter are more closely correlated with behaviour (Banse et al., 2001; Greenwald et al., 2009; Jellison et al., 2004; Steffens, 2005). Having said that, participants were quite willing to admit to attitudes which were less than ideal, such as never having thought about the need for provision.

- The general limitations of questionnaires as a research method have been considered in section 3.3.4.6, and are in some measure compensated for by the use of interviews as an additional and complementary method of data collection. However, the process of carrying out the research drew attention to a further limitation of the questionnaire stage – namely, the tendency for some participants to misrepresent basic 'factual' data, such as whether LGBT materials are mentioned in the stock policy (cf. section 5.1). Although this was an interesting research finding in its own right, it made it difficult to gather reliable data on the actual topic that the question was seeking to investigate, and it also casts doubt on other data gathered through the questionnaires. This was addressed to some extent, but not fully, by the use of multiple data collection methods (two questionnaires, plus the interview stage of the research). In future research, a content analysis of the actual documentation would be a more reliable way of gathering such data, but this was unfortunately not possible within the scope of the present study.

8.4 Critical reflection

Overall, I am satisfied with the thesis. The use of a mixed methods approach has enabled me to answer my research questions (cf. section 8.1) and has also permitted me to develop both quantitative and qualitative data collection and analysis skills. The research has already had an impact on practice and

teaching, and has the potential to make further contributions in both the academic and professional spheres (cf. section 8.2).

However, with hindsight there are some things that I would do differently, and two of these stand out in particular:

- o When planning my research design, I eschewed Creswell and Plano Clark's (2007) advice to use one of the designs detailed in their typology, and to avoid mixing designs. I found this to be overly constraining, and I also noted that other methodological writers acknowledge that qualitative and quantitative approaches can blend and interlink at a number of levels (Maxwell & Loomis, 2003; Onwuegbuzie & Leech, 2005). I thus developed an imbricated research design, which incorporated elements of both explanation and triangulation (cf. section 3.3.1), and in which each of the data collection methods contributed to answering more than one of the research questions, and each of the research questions was answered by more than one of the data collection methods (Table 1). Although I feel the research was ultimately successful, the process of bringing together the data from the different sources in order to answer the research questions was extremely challenging, and I feel that I created difficulties for myself by selecting a complex research design.

- o A critical element entered this research at a relatively late stage (see for example section 1.5), impelled by the research findings on the impact of the economic environment and by developments in critical scholarship within LIS. While I feel the research has benefited from this, I also acknowledge that this element could have been developed further. If I were repeating the doctoral process, I would focus more strongly on this aspect from the start and would aim to produce a thesis which drew more on the work of theorists and other critical scholars. However, I feel that having brought me to this point, the doctoral research leaves me in a better position to develop this aspect further in the future.

8.5   Recommendations

8.5.1 Recommendations for future research

In this section, I present recommendations for future research that will build on and extend the present study.

o   *Research with LGBT young people and families*

With the exception of a very small sample of LGBT young people and parents who participated in focus groups and interviews for my MA research (Chapman, 2007a), I am not aware of any UK research with LGBT young people and families which addresses their public library needs or the role of fiction or other media in their lives. This is a significant gap in the literature; research in this area would be highly valuable to public library practitioners as well as representing the voices and experiences of under-represented groups.

o   *Research on other areas of public library LGBT provision*

In general, there is little UK research on LGBT provision in public libraries, and there is scope for significant further investigation of this area. This could take the form of in-depth case studies of a small number of authorities, and/or a large-scale survey of provision across the UK. The checklist approach could be adapted to assess other areas of provision, e.g. non-fiction materials, or manga and graphic novels.

o   *Research on frontline staff attitudes to provision of LGBT materials to children and young people*

In my MA dissertation (Chapman, 2007a), I recommended that future research should study the attitudes of frontline staff regarding the provision of LGBT-related fiction to children and young people, as the study showed a low response rate from this population. Unfortunately, the scope of the present research did not permit investigation of this area, and it thus remains under-studied. Frontline staff members are often the first point of contact for young LGBT people and families using the library, and are therefore in a position to have a significant impact on whether or not it is a pleasant experience.

o   *Research which takes an explicitly critical stance*

As noted in section 8.4 above, a critical element entered this research at a relatively late stage. Critical theory has until recently been neglected in LIS research (Leckie & Buschman, 2010) and research which took an explicitly critical stance would provide a valuable new perspective on, for example, the increasing neoliberalisation of public libraries and the impact of this on LGBT people and other marginalized communities.

o   *Broader quantitative research which analyses the levels of provision in a wider range of authorities and uses statistical techniques to investigate the factors affecting provision.*

Given the range of issues addressed in the present thesis, it was not feasible to carry out the study in more than 13 library authorities, and the sample was thus not large enough to be statistically significant. However, research with a narrower scope could be carried out in a larger number of authorities, to test for relationships between levels of provision and factors such as budget, primary procurement method or main supplier used.

o   *Research on library staff attitudes towards LGBT people using the Implicit Association Test*

The present study, and the preceding MA study (Chapman, 2007a), both reported on library staff members' self-reported attitudes towards the provision of LGBT-related fiction to children and young people. The data are thus subject to social desirability bias. As discussed in section 2.3, social psychologists have addressed this problem by developing the Implicit Association Test (Greenwald et al., 1998). Carrying out this test on a sample of library staff members would shed valuable new light on the nature of staff attitudes towards LGBT people. It could also be used in a pre-post test design to measure the effectiveness of different kinds of diversity training in reducing prejudice.

- *Research on the extent to which LGBT provision (and other areas of diversity provision) are addressed in university courses in librarianship in the UK*

Research on coverage of diversity issues in MLIS courses in the US has revealed a lack of attention to these areas, despite the fact that some coverage is mandated by the ALA (Carmichael & Shontz, 1996; Jaeger, Subramaniam, Jones, & Bertot, 2011; Subramaniam & Jaeger, 2010). In the UK, accreditation of LIS courses is based on the CILIP Professional Knowledge and Skills base, which contains only a brief mention of "respect for diversity within society" (CILIP, n.d., p. 8). Nor does the QAA Subject Benchmark include any mention of diversity or social inclusion (QAA, 2007), although a new version is currently open for consultation (QAA, 2014). Anecdotal evidence suggests that little attention is paid to these areas in many courses; however, to my knowledge there has been no systematic investigation of this area to date.

8.5.2 Recommendations for professional practice

The lion's share of the recommendations in this section are targeted at librarians and other library workers; however, the research has also generated recommendations for other professionals, namely publishers, mainstream library suppliers and specialist bookshops.

8.5.2.1   Recommendations for publishers

The present research, coupled with a review of the extant literature, has identified a number of gaps in the market:

- picture books with LGBT content

- early readers with LGBT content

- books for junior school children with LGBT content

- titles in accessible formats (e.g. large print, audiobooks, fully-accessible e-books)

- titles featuring bisexual and trans characters

- titles featuring characters with multiply-marginalised identities (e.g. LGBT characters of colour, LGBT characters with impairments).

High-quality publications in these areas would be extremely valuable. Moreover,

LGBT characters (and other characters with marginalised identities) should not always be relegated to 'issue' books.

The publication landscape in the UK is even more sparse. While there has been a recent increase in the number of LGBT YA titles published in the UK (Cox, 2014), there is scope for much greater diversification of publishing output in terms of sexuality and gender identity. In the event that suitable manuscripts from UK writers are not forthcoming, US titles could be published for the UK market.

8.5.2.2   Recommendations for mainstream library suppliers

o Include titles with LGBT content in supplier selections and the lists of recently-published or pre-publication titles presented to librarians ('Library Range');
o Ensure that librarians are aware of the option of searching the entire database for backlist titles;
o Highlight books with LGBT content to facilitate discoverability, e.g. through reviews or keyword tagging;
o Compile collections of recommended titles with LGBT content and promote these appropriately (e.g. on the front page of the website, or as a display in the showroom). While LGBT History Month constitutes a good opportunity to showcase these collections, it should not be the only time that they are promoted.

8.5.2.3   Recommendations for specialist bookshops and suppliers

o Public library authorities appear to be under-served by mainstream library suppliers as regards LGBT-related fiction aimed at children and young people. There is therefore scope for specialist bookshops and suppliers to market their expertise in this field to libraries.
o The research suggests that provision of shelf-ready stock (e.g. with plastic covers, date labels, RFID tags etc.) is important to public library services. Specialist bookshops and suppliers that are interested in working with libraries should therefore consider developing their services in this regard.

8.5.2.4 Recommendations for librarians and library authorities

8.5.2.4.1 Need for provision

o Provision of LGBT-related fiction aimed at children and young people is important for young people who are LGBT or questioning their sexuality or gender identity, and for children in LGBT-headed families. Moreover, this material can help to develop understanding and empathy in children and young people who do not fall into these categories. There is thus a need for the provision of LGBT-related fiction in all libraries, including materials for young children.

o A lack of requests for LGBT-related materials should not be taken to indicate a lack of demand. Not everybody will feel comfortable asking for this material, and this may be particularly true of young people.

o While there are legitimate concerns around the quality of some of the materials and their US focus, these concerns should not take precedence over the need to provide an LGBT-inclusive collection.

o YA titles with LGBT sexual content should be provided to young people in the same way as similar titles with heterosexual content. Indeed, particular effort should be made to seek out such titles, as LGBT young people may have little access to positive, realistic depictions of queer sex.

o While I acknowledge that many authorities are currently facing extreme budgetary pressures, this should not be used as an excuse for not providing LGBT-related fiction aimed at children and young people. Effort should be made to meet all needs within the overall context of the collection.

o Staff members at all levels should be made aware of the need for provision of materials and for the library to be a safe, welcoming space for all LGBT people, for example through the provision of training.

8.5.2.4.2 Procurement of LGBT-related fiction aimed at children and young people

o LGBT-related fiction aimed at children and young people may be available via your mainstream library supplier even if it does not appear on the buying lists. Make sure you are searching the supplier's entire database, or ask the supplier specifically for this material.

o If you use supplier selection, do not assume that LGBT-related fiction for children and young people will come through automatically; this may not happen even if it is explicitly mentioned in your supplier specifications!

o In the event that your mainstream supplier does not provide an adequate selection of LGBT-related fiction aimed at children and young people, it may be necessary to buy from a specialist bookshop such as Gay's the Word (www.gaystheword.co.uk) or Letterbox Library (www.letterboxlibrary.com). Most library authorities have a clause in their supplier contract allowing them to do this. Moreover, specialist bookshops have expertise in this area and will be able to advise on appropriate titles.

o Ensure that LGBT-related materials aimed at children and young people are specifically mentioned in documentation such as stock policies and supplier specifications.

o Work with local or national LGBT youth and parents' organisations to elicit opinions from these user groups on what they would like to see in their library service.

o Work with other organisations that have expertise in diverse literature and library provision, such as Inclusive Minds (www.inclusiveminds.com) and the Social Exclusion Action Planning Network (The Network; www.seapn.org.uk).

o Librarians with responsibility for children's and young people's stock procurement should keep themselves up-to-date with new publications in this area. Lists of books and information sources are available on my webpage (http://www.shef.ac.uk/is/research/groups/lib/chapman)

o Guidance or training on the procurement of LGBT-related fiction aimed at children and young people should be provided to all staff members with responsibility in this area.

8.5.2.4.3 Collection management of LGBT-related fiction aimed at children and young people

o For YA stock, interfiling with the rest of the collection appears preferable, for reasons of privacy; however, if this is option is chosen then thought should be given to facilitating findability (e.g. through rainbow spine labels, booklists etc.) so that young people do not have to out themselves to the librarian in order to find the stock.

- For picture book stock, there are arguments in favour of both interfiling and separate sections. One option is to include books that have a good storyline with general picture book stock, and more didactic titles on a 'parenting' shelf. If the branch has multiple copies of titles, copies could be placed in both locations. Another option is to have a 'Families' section, which carries fewer negative connotations than an 'issues' shelf.
- Booklists of LGBT-related fiction aimed at children and young people are a useful finding aid and promotional method.
- Visible promotions of LGBT-related fiction aimed at children and young people, such as displays, send a positive message about inclusion as well as drawing attention to the stock. LGBT History Month and Pride provide good opportunities for displays, outreach and other events, but promotion of LGBT-related materials for children and young people should not be solely relegated to these occasions.
- Age restrictions and parental permission requirements are potentially extremely problematic for young LGBT people, and contravene professional guidelines on intellectual freedom (CILIP, 2005; IFLA, 1999).
- If a 'parental responsibility' approach is encouraged, young people's rights to privacy should also be borne in mind (OHCHR, 1989).
- The possibility of complaint should not be permitted to dictate the provision, location or promotion of LGBT-related fiction aimed at children and young people.
- Guidance or training on collection management of LGBT-related fiction aimed at children and young people should be provided to all staff members with responsibility in this area.

8.5.2.4.4 General advice

- Librarians and other library workers should maintain awareness of the diversity of practices across and beyond English public library authorities, including but not limited to best practice in provision of LGBT-related fiction for children and young people. Ways of doing this include keeping up-to-date with research that has implications for practice; using mailing lists such as lis-pub-libs@jiscmail.ac.uk; visiting other library authorities; and continuing professional development activities.

8.5.2.5   Recommendations for library schools

o LIS curricula should include a greater focus on diversity issues in general and LGBT issues specifically, including provision of materials and services to children and young people.

8.5.2.6   Recommendations for CILIP

o Restore, update and expand the guidance formerly provided on the website on LGBT provision in libraries;

o Provide subsidised training on LGBT provision in libraries, including coverage of stock procurement and materials and services for children and young people;

o Encourage consideration of diversity issues as part of the Chartership process.

o Require library schools to include coverage of LGBT and other diversity issues in accredited university degrees, as does the American Library Association.

8.6   Chapter summary and closing thoughts

In this chapter, I have presented the conclusions relating to each research question and critically considered the extent to which each question has been answered. I have outlined the contributions of the study to academic research and professional practice, and have critically reflected on the limitations and what I could have done differently. I have concluded by making recommendations for future research, and for practising librarians, publishers, library suppliers and booksellers, library schools, and CILIP.

The present thesis has drawn attention to an area which has been, and continues to be, overlooked in public library research and practice. In the current political environment, as libraries struggle to stay open, there is a risk that areas of provision that are seen as 'niche' will be further neglected, or even deliberately sidelined as libraries seek to 'justify' their continued existence through high issue figures. The shift towards increased use of volunteers, most of whom do not have the benefit of training or professional guidelines, also carries risks. While acknowledging the huge financial pressures facing libraries,

I believe that it is now more important than ever to speak out for the needs of communities who may not shout the loudest, but who have just as much right to a 'comprehensive and efficient' library service. Indeed, I would argue that it is time for a renewed focus on public libraries' role in working towards social justice. I would like to close by quoting John Vincent, who continues to work tirelessly in this area:

> "[T]here needs to be a real commitment to ensuring that LGBT rights remain high on the agenda; that we remain vigilant to make sure that current gains are not eroded; and, nearer to home, to embedding the best practice into work across our sector to ensure that LGBT people are not left out or given second best." (Vincent, 2014, p. 131).

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Appendix A Example of ranked authorities divided into quintiles for sample selection

Name of authority	Type of authority	Number of book acquisitions (2007-08)
Solihull	M	24,665
Trafford	M	27,319
Knowsley	M	30,520
St Helens	M	33,708
Bury	M	34,231
Wakefield	M	36,455
South Tyneside	M	39,404
Doncaster	M	41,336
Rochdale	M	44,376
Salford	M	45,436
Calderdale	M	46,255
Gateshead	M	46,521
Barnsley	M	47,907
Bolton	M	48,428
Tameside	M	48,720
Rotherham	M	50,798
Wirral	M	51,151
North Tyneside	M	52,309
Sandwell	M	53,961
Sefton	M	56,417
Stockport	M	57,413
Oldham	M	58,502
Dudley	M	59,397
Wolverhampton	M	60,760
Sunderland	M	61,918
Coventry	M	62,774
Walsall	M	64,944
Wigan	M	75,094
Bradford	M	84,316
Kirklees	M	91,143
Liverpool	M	92,966
Manchester	M	94,673
Sheffield	M	95,324
Newcastle-upon-Tyne	M	101,722
Leeds	M	147,591
Birmingham	M	209,733

Appendix B   Example of letter sent to Heads of Service

Dear [name],

I am a PhD student at the Department of Information Studies, University of Sheffield, under the supervision of Briony Birdi.

The subject of my PhD is the provision of LGBT-related fiction to children and young people in UK public libraries. The term 'LGBT' stands for lesbian, gay, bisexual and trans. There is evidence that such materials are valuable for young people who are LGBT, in LGBT-headed families or questioning their sexuality, as well as for promoting understanding among others.

In my research, I am seeking to assess the level of provision of this material in public libraries, to identify potential barriers to provision, and to provide stock recommendations and practical suggestions for service improvement where appropriate. I would be very grateful if you would give your permission for [name of library authority] to take part in this study.

The research will involve a short online questionnaire regarding stock policies and procurement for the person in charge of children's and young people's stock selection, which should take around 10 minutes to complete. A separate questionnaire, which should take around 20-25 minutes to complete and which will primarily focus on staff opinions, will be sent to library staff members involved in stock selection for children and young people. These staff members may subsequently be invited to be interviewed; each interview is expected to take no more than an hour. The research will also involve a checklist study on the holdings of LGBT-related fiction aimed at children and young people (which I will carry out via the OPAC, and which will thus place no demands on staff time). The questionnaire is expected to take place around February/March, while the interviews and checklist study will take place later in the year.

I would like to stress that no individuals or library authorities will be identified in the research or in any associated publications. Instead, participants will be referred to in the following form: 'Children's stock team member, Authority A'. Personal information will be kept confidential and treated in accordance with the Data Protection Act. The study has full ethical approval from the Department of Information Studies Ethics Review Panel.

I would be grateful if you could let me know whether your library service is interested in taking part in the study by 20 January 2010, via the email address above. If you have any further questions about the research, please do not hesitate to email me, or let me know a convenient time and number on which to call you.

I look forward to hearing from you!
Yours sincerely,
Elizabeth Chapman (Ms)

Appendix C   Sources consulted to compile checklist

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518

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Appendix D   Books read for the purposes of compiling and updating the checklist and recommended checklist

Picture books

1.   Mummy Never Told Me – Cole, Babette
2.   ABC: A Family Alphabet Book – Combs, Bobbie, Keane, Desiree (ill.) and Rappa, Brian (ill.) – Not available
3.   King & King – De Haan, Linda and Nijland, Stern
4.   King & King & Family – De Haan, Linda and Nijland, Stern
5.   Molly's Family – Garden, Nancy
6.   The Great Big Book Of Families – Hoffman, Mary and Asquith, Ros (ill.) – Not published in time to add to the list used for the catalogue check, but subsequently added to recommended list
7.   Everywhere Babies – Meyers, Susan and Frazee, Marla (ill.)
8.   Heather Has Two Mommies – Newman, Lesléa and Souza, Diana (ill.)
9.   Felicia's Favorite Story – Newman, Lesléa and Romo, Adriana (ill.)
10.   The Daddy Book – Parr, Todd – Turned out not to have LGBT content
11.   The Mommy Book – Parr, Todd – Turned out not to have LGBT content
12.   In Our Mothers' House – Polacco, Patricia
13.   And Tango Makes Three – Richardson, Justin, Parnell, Peter and Cole, Henry (ill.)
14.   Christian, the Hugging Lion – Richardson, Justin, Parnell, Peter and Bates, Amy June (ill.) – Not included as it is never made clear that the two men are gay
15.   Hello, Sailor – Sollie, Andre and Godon, Ingrid (ill.) – Not included as it is never made clear that the two men are gay
16.   One Dad, Two Dads, Brown Dad, Blue Dads – Valentine, Johnny and Sarecky, Melody (ill.) – Not available
17.   The Daddy Machine – Valentine, Johnny and Schmidt, Lynette (ill.)
18.   Spacegirl Pukes – Watson, Katy and Carter, Vanda (ill.)
19.   Daddy's Roommate – Willhoite, Michael

Early readers

20.   The Duke Who Outlawed Jelly Beans – Valentine, Johnny and Schmidt, Lynette (ill.)

Junior school

21. Maggot Moon – Gardner, Sally – Not published in time to add to the list used for the catalogue check
22. Totally Joe – Howe, James
23. The Boy in the Dress – Walliams, David

Young adult

24. Quicksilver – Anderson, R. J. – Not published in time to add to the list used for the catalogue check, but subsequently added to recommended list
25. From Eroica With Love (first 3 vols only) – Aoike, Yasuko – Not included as graphic novels and manga were excluded from scope
26. The Boys and the Bees – Babcock, Joe
27. The Tragedy of Miss Geneva Flowers – Babcock, Joe – Not included as it was deemed to be adult
28. Ironside – Black, Holly
29. The Coldest Girl In Coldtown – Black, Holly – Not published in time to add to the list used for the catalogue check
30. The Poison Eaters – Black, Holly
31. Tithe – Black, Holly
32. Vintage – Black, Holly – Not included as the LGBT content was limited
33. Boys Don't Cry – Blackman, Malorie
34. Almost Home – Blank, Jessica
35. Baby Be-Bop – Block, Francesca Lia
36. Cherokee Bat and the Goat Guys – Block, Francesca Lia – Not included as turned out to be no LGBT content in this one
37. Girl Goddess #9 – Block, Francesca Lia – Not available
38. I Was A Teenage Fairy – Block, Francesca Lia – Not available, plus LGBT content fairly limited
39. Missing Angel Juan – Block, Francesca Lia
40. The Frenzy – Block, Francesca Lia
41. Violet and Claire – Block, Francesca Lia – Not included as never made clear whether the girls are in love or just close friends
42. Weetzie Bat – Block, Francesca Lia
43. Witch Baby – Block, Francesca Lia
44. Crash Into Me – Borris, Albert
45. Beauty Queens – Bray, Libba
46. Going Bovine – Bray, Libba
47. The Sweet Far Thing – Bray, Libba
48. Faerie Wars – Brennan, Herbie
49. Ruler of the Realm – Brennan, Herbie

50. The Faerie Lord – Brennan, Herbie – Not included as turned out not to have enough LGBT content
51. The Purple Emperor – Brennan, Herbie – Not included as turned out not have enough LGBT content
52. The Demon's Lexicon – Brennan, Sarah Rees
53. Unmade – Brennan, Sarah Rees – Not published in time to add to the list used for the catalogue check
54. Unspoken – Brennan, Sarah Rees – Not published in time to add to the list used for the catalogue check
55. Untold – Brennan, Sarah Rees – Not published in time to add to the list used for the catalogue check
56. All That Remains – Brooks, Bruce
57. Black Rabbit Summer – Brooks, Kevin
58. The Bunker Diary – Brooks, Kevin – Not published in time to add to the list used for the catalogue check
59. Mistik Lake – Brooks, Martha
60. Rubyfruit Jungle – Brown, Rita Mae – Not included as it is an adult book
61. Diverse Energies – Buckell, Tobias S. and Monti, Joe – Not published in time to add to the list used for the catalogue check
62. Sugar Rush – Burchill, Julie
63. Sweet – Burchill, Julie – Not available
64. Bloodsong – Burgess, Melvin
65. Boys and Girls – Burston, Paul (ed.) – Not included as was deemed to be an adult book
66. The Princess Diaries – Cabot, Meg – Not included as turned out not to have enough LGBT content
67. The Princess Diaries: After Eight – Cabot, Meg – Not included as turned out not to have enough LGBT content
68. The Princess Diaries : Give Me Five – Cabot, Meg – Not included as turned out not to have enough LGBT content
69. The Princess Diaries: Mia Goes Fourth – Cabot, Meg – Not included as turned out not to have enough LGBT content
70. The Princess Diaries: Seventh Heaven – Cabot, Meg – Not included as turned out not to have enough LGBT content
71. The Princess Diaries: Sixsational – Cabot, Meg – Not included as turned out not to have enough LGBT content
72. The Princess Diaries: Take Two – Cabot, Meg – Not included as turned out not to have enough LGBT content
73. The Princess Diaries: Ten Out Of Ten – Cabot, Meg – Not included as turned out not to have enough LGBT content
74. The Princess Diaries: Third Time Lucky – Cabot, Meg – Not included as turned out not to have enough LGBT content

75. The Princess Diaries: To The Nines – Cabot, Meg – Not included as turned out not to have enough LGBT content
76. How Beautiful The Ordinary – Cart, Michael (ed.) – Not published in time to add to the list used for the catalogue check
77. Dance On My Grave – Chambers, Aidan
78. Postcards From No Man's Land – Chambers, Aidan
79. The Perks Of Being A Wallflower – Chbosky, Steven
80. Tokyo Babylon (vol 1 only) – Clamp – Not included as graphic novels and manga were excluded from scope
81. City of Ashes – Clare, Cassandra
82. City of Bones – Clare, Cassandra
83. City of Fallen Angels – Clare, Cassandra
84. City of Glass – Clare, Cassandra
85. City of Heavenly Fire – Clare, Cassandra – Not published in time to add to the list used for the catalogue check
86. City of Lost Souls – Clare, Cassandra – Not published in time to add to the list used for the catalogue check
87. The Bane Chronicles – Clare, Cassandra, Brennan, Sarah Rees and Johnson, Maureen – Not published in time to add to the list used for the catalogue check
88. Falling – Clarke, Cat – Not published in time to add to the list used for the catalogue check
89. Between You And Me – Clarke, Julia
90. Very LeFreak – Cohn, Rachel (ed.) – Not published in time to add to the list used for the catalogue check
91. Love In Revolution – Collins, B. R. – Not published in time to add to the list used for the catalogue check
92. The Traitor Game – Collins, B. R.
93. Hidden Voices: the orphan musicians of Venice – Collins, Pat Lowery
94. Athletic Shorts – Crutcher, Chris
95. Ironman – Crutcher, Chris
96. The Miseducation Of Cameron Post – Danforth, Emily M. – Not published in time to add to the list used for the catalogue check, but subsequently added to the recommended list
97. Babyji – Dawesar, Abha – Not included as was deemed to be an adult book
98. Cruel Summer – Dawson, James – Not published in time to add to the list used for the catalogue check, but subsequently added to the recommended list
99. Hollow Pike – Dawson, James – Not published in time to add to the list used for the catalogue check, but subsequently added to the recommended list

100. Diary of a Chav: Fame and Fortune – Dent, Grace – Not included as did not have enough gay content
101. Diary of a Chav: Slinging the Bling – Dent, Grace – Not included as did not have enough gay content
102. Diary of a Chav: Too Cool for School – Dent, Grace
103. Diary of a Chav: Trainers vs. Tiaras – Dent, Grace – Not included as did not have enough gay content
104. Shiraz: The Ibiza Diaries – Dent, Grace – Not included as did not have enough gay content
105. Shiraz: The Real Diaries – Dent, Grace – Not included as did not have enough gay content
106. Born Confused – Desai Hidier, Tanuja – Not available
107. Out – Diersch, Sandra
108. Kissing the Witch – Donoghue, Emma
109. The Culling – Dos Santos, Steven – Not published in time to add to the list used for the catalogue check
110. Mosh Pit – Dunnion, Kristyn
111. Wildthorn – Eagland, Jane
112. Desire Lines – Gantos, Jack
113. Annie On My Mind – Garden, Nancy
114. Fancy White Trash – Geerling, Marjetta
115. Hello Groin – Goobie, Beth
116. Sister Mischief – Goode, Laura
117. Fear – Grant, Michael – Not published in time to add to the list used for the catalogue check
118. Gone – Grant, Michael – Not included as the lesbian character is not revealed to be lesbian yet
119. Hunger – Grant, Michael – Not discovered in time to add to the list used for the catalogue check
120. Lies – Grant, Michael – Not discovered in time to add to the list used for the catalogue check
121. Plague – Grant, Michael – Not published in time to add to the list used for the catalogue check
122. Will Grayson, Will Grayson – Green, John and Levithan, David – Not published in time to add to the list used for the catalogue check but subsequently added to the recommended list
123. Dream Boy – Grimsley, Jim – Not included on list as deemed to be an adult book
124. Radiant Days – Hand, Elizabeth – Not published in time to add to the list used for the catalogue check
125. Geography Club – Hartinger, Brent
126. Hex Hall – Hawkins, Rachel
127. Raising Demons – Hawkins, Rachel

128. Good Girls Don't – Hennessy, Claire
129. Love and Rockets: Heartbreak Soup – Hernandez, Gilbert – Not included as graphic novels and manga were excluded from scope, also I would class it as an adult book
130. Out of the Shadows – Hines, Sue – Not available
131. Jack – Homes, A. M.
132. 13: thirteen stories that capture the agony and ecstasy of being thirteen – Howe, James
133. The Whale Rider – Ihimaera, Witi – Turned out to have no LGBT content, plus is arguably adult
134. The Bermudez Triangle – Johnson, Maureen
135. Skinny – Kaslik, Ibi
136. Boy Meets Boy – Levithan, David
137. Every Day – Levithan, David – Not published in time to be included on the list used for the catalogue check, but subsequently added to the recommended list
138. Two Boys Kissing – Levithan, David – Not published in time to be included on the list used for the catalogue check, but subsequently added to the recommended list
139. Girl, Nearly 16: Absolute Torture – Limb, Sue
140. Steampunk! – Link, Kelly and Grant, Gavin J. (eds) – Not published in time to be included on the list used for the catalogue check
141. Carbon Diaries 2015 – Lloyd, Saci
142. Carbon Diaries 2017 – Lloyd, Saci – Not included as turned out not to have enough LGBT content
143. Adaptation – Lo, Malinda – Not published in time to be included on the list used for the catalogue check, but subsequently added to the recommended list
144. Ash – Lo, Malinda
145. Huntress – Lo, Malinda
146. Inheritance – Lo, Malinda – Not published in time to be included on the list used for the catalogue check, but subsequently added to the recommended list
147. What's Up With Jody Barton? – Long, Hayley – Not published in time to be included on the list used for the catalogue check, but subsequently added to the recommended list
148. Glee: Foreign Exchange – Lowell, Sophia
149. Glee: The Beginning – Lowell, Sophia
150. Crush – Mac, Carrie
151. Breakfast on Pluto – McCabe, Patrick – Not included as I deemed it to be an adult book
152. Cycler – McLaughlin, Lauren
153. Re(cycler) – McLaughlin, Lauren

154. 2 Girls – Magden, Perihan – Not available, also I deemed it to be an adult book
155. Strange Boy – Magrs, Paul
156. The Diary of a Dr Who Addict – Magrs, Paul
157. Guitar Girl – Manning, Sarra
158. Fragile Eternity – Melissa Marr – Not included as LGBT content never made explicit
159. Ink Exchange – Melissa Marr – Not included as LGBT content never made explicit
160. Radiant Shadows – Melissa Marr – Not included as LGBT content never made explicit
161. Wicked Lovely – Melissa Marr – Not included as LGBT content never made explicit
162. Defy The Dark – Mitchell, Saundra (ed.) – Not published in time to be included on the list used for the catalogue check, but subsequently added to the recommended list
163. Babylon Boyz – Mowry, Jess
164. Brigands M. C. – Muchamore, Robert – Not included as didn't have enough LGBT content
165. Class A – Muchamore, Robert
166. Divine Madness – Muchamore, Robert – Not included as didn't have enough LGBT content
167. Mad Dogs – Muchamore, Robert – Not included as didn't have enough LGBT content
168. Man Vs. Beast – Muchamore, Robert
169. Maximum Security – Muchamore, Robert – Not included as didn't have enough LGBT content
170. Shadow Wave – Muchamore, Robert
171. The Fall – Muchamore, Robert – Not included as didn't have enough LGBT content
172. The General – Muchamore, Robert – Not included as didn't have enough LGBT content
173. The Killing – Muchamore, Robert – Not included as didn't have enough LGBT content
174. The Recruit – Muchamore, Robert – Not included as didn't have enough LGBT content
175. The Sleepwalker – Muchamore, Robert – Not included as didn't have enough LGBT content
176. Gravitation (first 3 vols) – Murakami, Maki – Not included as graphic novels and manga were excluded from scope
177. Dairy Queen – Murdock, Catherine Gilbert
178. The Off Season – Murdock, Catherine Gilbert
179. Girl – Nelson, Blake

180. More Than This – Ness, Patrick – Not published in time to be included on the list used for the catalogue check, but subsequently added to the recommended list
181. Sisterland – Newbery, Linda
182. The Shell House – Newbery, Linda
183. Evermore – Noël, Alyson
184. 365 Days – Payne, K. E. – Not published in time to be included on the list used for the catalogue check
185. Belinda's Obsession – Penny, Patricia G.
186. Between Mom And Jo – Peters, Julie Anne
187. grl2grl: short fictions – Peters, Julie Anne
188. The Dead and the Gone – Pfeffer, Susan Beth – Not included as deemed not to have enough LGBT content
189. The Glass Republic – Pollock, Tom – Not published in time to be included on the list used for the catalogue check, but subsequently added to the recommended list
190. Beautiful – Reed, Amy
191. Scrivener's Moon – Reeve, Philip – Not published in time to be included on the list used for the catalogue check, but subsequently added to the recommended list
192. What I Was – Rosoff, Meg – Not included as turned out not to have any LGBT content, though is an interesting exploration of gender
193. Losers – Roth, Matthue
194. Never Mind the Goldbergs – Roth, Matthue
195. Allegiant – Roth, Veronica – Not published in time to be included on the list used for the catalogue check
196. Foretold: 14 stories of prophecy and prediction – Ryan, Carrie (ed.) – Not published in time to be included on the list used for the catalogue check
197. So Hard To Say – Sanchez, Alex
198. The Kid Table – Seigel, Andrea
199. Swimming in the Monsoon Sea – Selvadurai, Shyam
200. Planet Janet – Sheldon, Dyan
201. Flawless – Shepard, Sara – Not published in time to be included on the list used for the catalogue check
202. Heartless – Shepard, Sara – Not published in time to be included on the list used for the catalogue check
203. Killer – Shepard, Sara – Not published in time to be included on the list used for the catalogue check
204. Perfect – Shepard, Sara – Not published in time to be included on the list used for the catalogue check
205. Pretty Little Liars – Shepard, Sara – Not published in time to be included on the list used for the catalogue check

206. Ruthless – Shepard, Sara – Not published in time to be included on the list used for the catalogue check
207. Twisted – Shepard, Sara – Not published in time to be included on the list used for the catalogue check
208. Unbelievable – Shepard, Sara – Not published in time to be included on the list used for the catalogue check
209. Wanted – Shepard, Sara – Not published in time to be included on the list used for the catalogue check
210. Wicked – Shepard, Sara – Not published in time to be included on the list used for the catalogue check
211. Prep – Sittenfeld, Curtis – Not included as I felt it was an adult book
212. Grasshopper Jungle – Smith, Andrew – Not published in time to be included on the list used for the catalogue check
213. 101 Ways To Dance – Stinson, Cathy
214. Can't Get There From Here – Strasser, Todd
215. Golden Boy – Tarttelin, Abigail – Not published in time to be included on the list used for the catalogue check, also arguably an adult book
216. Awakening – Tiernan, Cate
217. Blood Witch – Tiernan, Cate – Not included as deemed not to have enough LGBT content
218. Book of Shadows – Tiernan, Cate – Not included as deemed not to have enough LGBT content
219. Changeling – Tiernan, Cate
220. Dark Magick – Tiernan, Cate
221. Eclipse – Tiernan, Cate – Not included as deemed not to have enough LGBT content
222. Full Circle – Tiernan, Cate – Not included as deemed not to have enough LGBT content
223. Night's Child – Tiernan, Cate
224. Origins – Tiernan, Cate – Not included as deemed not to have enough LGBT content
225. Reckoning – Tiernan, Cate
226. Seeker – Tiernan, Cate – Not included as deemed not to have enough LGBT content
227. Spellbound – Tiernan, Cate – Not included as deemed not to have enough LGBT content
228. Strife – Tiernan, Cate
229. The Calling – Tiernan, Cate
230. The Coven – Tiernan, Cate – Not included as deemed not to have enough LGBT content
231. All I Want Is Everything – Von Ziegesar, Cecily – Not included as deemed not to have enough LGBT content
232. Because I'm Worth It – Von Ziegesar, Cecily

233. Don't You Forget About Me – Von Ziegesar, Cecily
234. Gossip Girl – Von Ziegesar, Cecily – Not included as deemed not to have enough LGBT content
235. I Like It Like That – Von Ziegesar, Cecily
236. It Had To Be You – Von Ziegesar, Cecily
237. I Will Always Love You – Von Ziegesar, Cecily
238. Nobody Does It Better – Von Ziegesar, Cecily – Not included as deemed not to have enough LGBT content
239. Nothing Can Keep Us Together – Von Ziegesar, Cecily – Not included as deemed not to have enough LGBT content
240. Only In Your Dreams – Von Ziegesar, Cecily
241. Would I Lie To You? – Von Ziegesar, Cecily
242. You Know You Love Me – Von Ziegesar, Cecily – Not included as deemed not to have enough LGBT content
243. You're The One That I Want – Von Ziegesar, Cecily – Not included as deemed not to have enough LGBT content
244. Peter – Walker, Kate
245. The Kingdom by the Sea – Westall, Robert – Not included as turned out not to have any LGBT content
246. Bad Boy – Wieler, Diana
247. Jinx – Wild, Margaret
248. Pink – Wilkinson, Lili
249. Kiss – Wilson, Jacqueline
250. From the Notebooks of Melanin Sun – Woodson, Jacqueline
251. If You Come Softly – Woodson, Jacqueline
252. Paradise Kiss (vol 1 only) – Yazawa, Ai – Not included as graphic novels and manga were excluded from scope
253. Briar Rose – Yolen, Jane
254. Dear Julia – Zemser, Amy Bronwen

Appendix E   BookData availability options

Availability Codes

The availability status of a title is given by the publisher (publishing status) and the supplier/distributor (product availability status). For example a publisher may record a title as out of print but a distributor still has some stock so their status is available. The single and multi line summaries display the product availability status only. An explanation of the various statuses is below.

Publishing status		There is only 1 publisher in 1 place at 1 time
CODE	TEXT	ONIX EXPLANATION TO PUBLISHERS
00	Unspecified	Status is not specified (as distinct from unknown): the default if the <PublishingStatus> element is not sent. Also to be used in applications where the element is considered mandatory, but the sender of the ONIX message chooses not to pass on status information.
01	Cancelled	The product was announced, and subsequently abandoned; the <PublicationDate> element must not be sent.
02	Forthcoming	Not yet published, must be accompanied by expected date in <PublicationDate>.
03	Postponed indefinitely	The product was announced, and subsequently postponed with no expected publication date; the <Publication Date> element must not be sent.
04	Active	The product was published, and is still active in the sense that the publisher will accept orders for it, though it may or may not be immediately available, for which see <SupplyDetail>.
05	No longer our product	Ownership of the product has been transferred to another publisher (include details of acquiring publisher if possible).
06	Out of stock indefinitely	The product was active, but is now inactive in the sense that (a) the publisher will not accept orders for it, though stock may still be available elsewhere in the supply chain, and (b) there are no current plans to bring it back into stock. Code 06 does not specifically imply that returns are or are not still accepted
07	Out of print	The product was active, but is now permanently inactive in the sense that (a) the publisher will not accept orders for it, though stock may still be available elsewhere in the supply chain, and (b) the product will not be made available again under the same ISBN. Code 07 normally implies that the publisher will not accept returns beyond a specified date.
08	Inactive	The product was active, but is now permanently or indefinitely inactive in the sense that the publisher will not accept orders for it, though stock may still be available elsewhere in the supply chain. Code 08 covers both of codes 06 and 07, and may be used where the distinction between those values is either unnecessary or meaningless.
09	Unknown	The sender of the ONIX record does not know the current publishing status.
10	Remaindered	The product is no longer available from the current publisher, under the current ISBN, at the current price. It may be available to be traded through another channel.
11	Withdrawn from sale	Withdrawn, typically for legal reasons or to avoid giving offence
12	Recalled	Recalled for reasons of consumer safety
15	Recalled	Recalled for reasons of consumer safety
16	Temporarily withdrawn from sale	Withdrawn temporarily, typically for quality or technical reasons.
Product Availability		There can be many suppliers across many territories
CODE	TEXT	ONIX EXPLANATION TO PUBLISHERS
01	Cancelled	Cancelled: product was announced, and subsequently abandoned
10	Not yet available	Not yet available (requires <ExpectedShipDate>, except in exceptional circumstances where no date is known)
11	Awaiting stock	Not yet available, but will be a stock item when available (requires <ExpectedShipDate>, except in exceptional circumstances where no date is known). Used particularly for imports which have been published in the country of origin but have not yet arrived in the importing country.
12	Not yet available, will be POD	Not yet available, to be published as print-on-demand only. May apply either to a POD successor to an existing conventional edition, when the successor will be published under a different ISBN (normally because different trade terms apply); or to a title that is being published as a POD original.
20	Available	Available from us (form of availability unspecified)
21	In stock	Available from us as a stock item
22	To order	Available from us as a non-stock item, by special order
23	POD	Available from us by print on demand
30	Temporarily unavailable	Temporarily unavailable: temporarily unavailable from us (reason unspecified) (requires <ExpectedShipDate>, except in exceptional circumstances where no date is known)
31	Out of stock	Stock item, temporarily out of stock (requires <ExpectedShipDate>, except in exceptional circumstances where no date is known)
32	Reprinting	Temporarily unavailable, reprinting (requires <ExpectedShipDate>, except in exceptional circumstances where no date is known)
33	Awaiting reissue	Temporarily unavailable, awaiting reissue (requires the <Reissue> composite, and <ExpectedShipDate>, except in exceptional circumstances where no date is known)
34	Temporarily withdrawn from sale	May be for quality or technical reasons.
40	Not available	Not available from us (reason unspecified; if the reason is rights-related, it should be specified in PR.21)
41	Not available, replaced by new product	This product is unavailable, but a successor product or edition is or will be available from us (identify successor in <RelatedProduct>)
42	Not available, other format available	This product is unavailable, but the same content is or will be available from us in an alternative format (identify other format product in <RelatedProduct>)
43	No longer supplied by us	Identify new supplier in <NewSupplier> if possible
44	Apply direct	Not available to trade, apply direct to publisher

05/09/2012

534

Not sold separately	Must be bought as part of a set (identify set in <RelatedProduct>)
Withdrawn from sale	May be for legal reasons or to avoid giving offence
Remaindered	Remaindered
Not available, replaced by POD	Out of print, but a print-on-demand edition is or will be available under a different ISBN. Use only when the POD successor has a different ISBN, normally because different trade terms apply.
Recalled	Recalled for reasons of consumer safety
Not sold as set	When a collection that is not sold as a set nevertheless has its own ONIX record.
Not available, publisher indicates OP	This product is unavailable, no successor product or alternative format is available or planned. Use this code only when the publisher has indicated the product is out of print.
Not available, publisher no longer sells product in this market	This product is unavailable in this market, no successor product or alternative format is available or planned. Use this code when a publisher has indicated the product is permanently unavailable (in this market) while remaining available elsewhere.
No recent update received	Sender has not received any recent update for this product from the publisher/supplier
No longer receiving updates	Sender is no longer receiving any updates from the publisher/supplier of this product
Contact supplier	Apply to customer service

Appendix F   Availability options on BookData and Amazon.co.uk and decision reached in each case

Amazon Used only + BookData A-A = no
Amazon Used only + BookData A-IS = no
Amazon Used only + BookData A-Temp unavail = no
Amazon Used only + BookData Unk-A = no
Amazon Used only + BookData Unspec-TO = no
Amazon Used only + BookData Unspec-IS = no
Amazon Used only + BookData No longer our product-IS = no
Amazon Used only + BookData A-Not a = no
Amazon Used only + BookData OOP-IS = no
Amazon Used only + BookData OOSI-A = no
Amazon Unavailable + BookData A-A = no
Amazon Not listed + BookData A-A = no

Amazon Marketplace only + BookData A-A = yes
Amazon Marketplace only + BookData A-IS (US) = yes
Amazon Marketplace only + BookData A-To order = no
Amazon Marketplace only + BookData A-OOS[temp] = no
Amazon Marketplace only + BookData A-Temp unavail = no
Amazon Marketplace only + BookData Unspec-Uncertain = no
Amazon Marketplace only + BookData Unspec-To order = no
Amazon Marketplace only + BookData Unknown-IS = no
Amazon Marketplace only + BookData Unknown-A = no
Amazon Marketplace only + BookData Unspec-A = no
Amazon Marketplace only + BookData Unspec-IS = no
Amazon Marketplace only + BookData OOP-A = no
Amazon Marketplace only + BookData OOP-IS (US) = no
Amazon Marketplace only + BookData OOSI-A = no
Amazon Marketplace only + BookData OOP-Not a = no

Amazon 1-2mths + BookData A-IS (US) = yes (but keep an eye on – I wonder whether they are not really actually available?)

Amazon 5-8wks + BookData not listed = NO
Amazon 5-8wks + BookData OOP-Not a = No
Amazon 5-8wks + BookData OOSI-Not a = No
Amazon 5-8wks + BookData OOP-IS (US) = no
Amazon 5-8wks + BookData OOP-A = no
Amazon 5-8wks + BookData OOSI-IS (US) = no
Amazon 5-8wks + BookData Unknown-Contact supplier = no
Amazon 5-8wks + BookData Unknown-IS (US) = no
Amazon 5-8wks + BookData Unknown-A = no
Amazon 5-8wks + BookData A-Temp unavail = no
Amazon 5-8wks + BookData A-Not a = no
Amazon 5-8wks + BookData A-A = yes

Amazon 3-6wks + BookData Forthcoming-IS = yes

Amazon 2-5wks + BookData A-IS(US) = yes
Amazon 2-5wks + BookData A-A = yes
Amazon 2-3wks + BookData Active – Not yet available (US) = no (but keep an eye on it)
Amazon 11-13days + BookData Active – Not yet available (US) = no (but keep an eye on it)
Amazon 1-3wks + BookData Active – Not yet available (US) = in this specific case yes – Amazon status recently changed so I shouldn't be surprised if BookData may have changed in last couple of days – keep an eye on it…
Amazon 2-3wks + BookData OOP-IS = have only had this in one specific case, checked Bowker as well and it said it was readily available, so in this case yes
Amazon 2-3wks + BookData A-IS(US) = yes (esp as Bowker also said it was readily available in this specific instance)
Amazon 11-13days + BookData A-IS (US) = yes
Amazon 12-14days + BookData A-IS (US) = yes
Amazon 1-3wks + BookData A-IS (US) = yes
Amazon 1-3wks + BookData A-A = yes

Amazon TempOOS + BookData OOSI-Not a = no
Amazon TempOOS + BookData OOP-Not a = no
Amazon TempOOS + BookData OOP-A = no
Amazon TempOOS + BookData Unknown-Not a = no
Amazon TempOOS + BookData Active-Not a = no
Amazon TempOOS + BookData Unknown-Contact supplier = no
Amazon TempOOS + BookData A-A = keep an eye on it. Only two falling into this category so far; one has been 'Temp' OOS for ages now, so inclined not to put in

Amazon In stock + BookData A-Not a = check on publisher's website
Amazon In stock + BookData OOP-Not a = depends. So far have only had one falling into this category, and Amazon said there was only one left in stock and did not say more on way. So in this instance, no. Another seemed to have plenty of copies in stock so was kept in.
Amazon In stock + BookData OOSI-Not a = as previous one
Amazon In stock + BookData Unknown-Not a = as previous one
Amazon In stock + BookData Unspec-Not a = as previous one
Amazon In stock + BookData A-Uncert = as previous one
Amazon In stock + BookData A-No longer supplied by us = as previous one
Amazon In stock + BookData A-Not yet available = have only had a few falling into this category and it said more were on way at Amazon; also, in one case, Amazon status had recently changed, implying it may have become available recently. So yes. But keep an eye on them
Amazon In stock + BookData Contact supplier = have not formed definite opinion – look at publisher's website and whether Amazon is running out of supplies.
Amazon In stock + BookData OOP-IS = depends. So far have only had two falling into this category, and Amazon said there was only one left in stock and did not say more on way. So in this instance, no. Another seemed to have more copies coming in, so was kept in

Amazon In stock + BookData OOSI-IS = as previous one
Amazon In stock + BookData OOSI-A = as previous one
Amazon In stock + BookData OOP-A = as previous one
Amazon In stock + BookData Unknown-A = as previous one
Amazon In stock + BookData OOP-Temp unavail = as previous one
Amazon In stock + BookData A-OOS [temp] = yes but might be worth keeping
an eye on it
Amazon In stock + BookData A-Temp unavail = yes but might be worth keeping
an eye on it
Amazon In stock + BookData Forthcoming – IS (US) = yes
Amazon In stock + BookData A-POD = yes
Amazon In stock + BookData Not listed = This only came up for one title, after
the end of the PhD stage of the research. Not listed on Bowker either, but
plenty in stock on Amazon. Wouldn't have included for the PhD stage of the
research, but worth including on distributed checklist for maximum inclusivity
(is self-published, so libraries probably wouldn't buy anyway, and am not
putting on recommended list).

Appendix G   Sample email to experts in LGBT librarianship, research, bookselling and activism

Dear [name of contact],

I am a PhD student at the Department of Information Studies, University of Sheffield, under the supervision of Briony Birdi.

The subject of my PhD is the provision of LGBT-related fiction to children and young people in UK public libraries. As I'm sure you are aware, there is evidence that such materials are valuable for young people who are LGBT, in LGBT-headed families or questioning their sexuality, as well as for promoting understanding among others.

As part of this research, I am seeking to assess the level of provision of this material in public libraries. I have compiled a checklist of LGBT-related fiction aimed at children and young people which is currently in print in the UK, and I will be using this checklist to assess public library collections.

In view of your position as a key figure in LGBT librarianship / bookselling / activism [*delete as appropriate*] I would be very interested in your comments on the checklist, and your suggestions for any books which I may have missed.

If you wish, you may remain anonymous in the research, in which case you will be referred to as 'a key figure in LGBT librarianship / bookselling / activism [*delete as appropriate*]'. Personal information will be kept confidential and treated in accordance with the Data Protection Act, and you may withdraw from the study at any time without having to give a reason. The study has full ethical approval from the Department of Information Studies Ethics Review Panel.

I would be grateful if you could let me know whether you are interested in taking part in the study by [date], via the email address above. If you are willing to take part, I will then send you a copy of the checklist and the criteria used to compile it, together with a participant information sheet. If you have any further questions about the research, please do not hesitate to email me, or let me know a convenient time and number on which to call you.

I look forward to hearing from you!

Yours sincerely,

Elizabeth Chapman (Ms)

Appendix H   'Stock team manager' questionnaire

Introduction to the questionnaire

This questionnaire forms part of the research for a PhD on the provision of LGBT-related fiction to children and young people in UK public libraries. The term 'LGBT' stands for lesbian, gay, bisexual and trans. 'Trans' is the umbrella term for transgender and transsexual people, cross-dressers and other gender-variant people.

LGBT-related fiction aimed at children and young people falls into two main categories: young adult novels with LGBT content, and picture books depicting LGBT families. The broad term 'children and young people' is used to refer to under-18s.

You have been invited to take part because you have overall responsibility for stock selection for children and young people at a participating library authority. It is up to you to decide whether or not to take part. If you change your mind, you can withdraw from the research at any time without any negative consequences, and you do not have to give a reason.

This questionnaire will ask you about provision of LGBT-related fiction aimed at children and young people in your library authority. You will have the opportunity to make additional comments if you wish. The questionnaire should take around 15 minutes to complete. Completion of the questionnaire will imply consent for the data to be used in the research.

Data will remain confidential and access will be restricted to the researcher and supervisors. You will not be identifiable as an individual in the research or in any publications arising from it. Direct quotations may be used, but these will remain anonymous. Participants will be referred to in the following form: 'Children's stock team manager, Authority A' (the actual name of the authority will not be mentioned in the research write-up or in any associated publications).

Your contribution is extremely important and will be gratefully received.

If you have any questions or complaints, please contact the researcher (Elizabeth Chapman, e.chapman@sheffield.ac.uk) or the principal supervisor (Briony Birdi, b.birdi@sheffield.ac.uk).

1. Your age:

◯ 18-25

◯ 26-35

◯ 36-45

◯ 46-55

◯ 56+

◯ Rather not say

2. Your gender:

◯ Male

◯ Female

◯ Rather not say

Stock procurement

3. Which stock procurement method(s) does your library authority use for children's and young people's fiction? Please tick all that apply.

☐ Supplier selection

☐ Approvals online or on CD-ROM

☐ Approvals collections sent to the library

☐ Visits to suppliers' showrooms

☐ Specialist bookshops

☐ Amazon or similar online sources

☐ Selection by young people themselves

☐ Other (please give details)

* 4. Which is the *primary* stock procurement method used in your library authority for children's and young people's fiction? Please tick one answer only. (If you tick 'supplier selection', you will be taken to questions 5 and 6 on your stock specifications for the supplier; if you tick any of the other options, you will be taken straight to question 7.)

○ Supplier selection

○ Approvals online or on CD-ROM

○ Approvals collections sent to the library

○ Visits to suppliers' showrooms

○ Specialist bookshops

○ Amazon or similar online sources

○ Selection by young people themselves

○ Other (please give details)

5. Are LGBT (lesbian, gay, bisexual and trans) materials mentioned in your stock specifications for your supplier?

◯ Yes

◯ No

◯ Don't know

If yes, please give details:

```
                                                              5


                                                              6
```

6. Are LGBT materials aimed at children and young people mentioned in your stock specifications for your supplier?

◯ Yes

◯ No

◯ Don't know

If yes, please give details:

```
                                                              5


                                                              6
```

7. Which library supplier(s) do you use for children's and young people's fiction?

8. Does your supplier contract for children's and young people's stock include a clause which allows you to buy elsewhere in the event that the supplier does not provide an adequate range in specialist areas?

◯ Yes

◯ No

◯ Don't know

9. Do you retain a portion of the children's and young people's stock budget to spend on specialist materials outside the supplier contract?

◯ Yes

◯ No

If yes, what percentage?

10. Do you purchase LGBT materials aimed at children and young people outside the supplier contract?

◯ Yes

◯ No

◯ This decision would be left to individual staff members

Any further comments on this question:

* 11. Do you have a stock policy? (If you answer 'yes' to this question, you will be taken to questions 12 and 13 on your stock policy; if you answer 'no', you will be taken straight to question 14 on promotion and borrowing restrictions.)

◯ Yes

◯ No

12. Are LGBT (lesbian, gay, bisexual and trans) materials mentioned in your stock policy?

◯ Yes

◯ No

◯ Don't know

If yes, please give details:

> 5
>
> 6

13. Are LGBT materials aimed at children and young people mentioned in your stock policy?

◯ Yes

◯ No

◯ Don't know

If yes, please give details:

> 5
>
> 6

Promotion and borrowing restrictions

14. Does your library authority put on displays of books with LGBT content aimed at children and young people?

○ Yes

○ No

○ Not sure

Please give details (e.g. reasons for having or not having displays, frequency of displays if used)

> [text box]

15. Does your library authority use any other methods of promoting books with LGBT content aimed at children and young people?

○ Yes

○ No

○ Not sure

Please give details of the promotional methods used (e.g. booklists, booktalks, etc.)

> [text box]

16. Does your library authority place any age restrictions on borrowing books? Please tick all that apply. (If your library authority does not place age restrictions on any books, please leave this question blank.)

☐ Young adult books are restricted by age

☐ Books from the adult library are restricted by age

☐ Some or all graphic novels / comic books are restricted by age

☐ Some or all books with sexual content are restricted by age

☐ Other types of book are restricted by age (please give details)

If you have ticked any of the above options, please give further details:

> [text box]

17. Does your library authority require parental permission for borrowing any books? Please tick all that apply. (If your library authority never requires parental permission for borrowing books, please leave this question blank.)

☐ Parental permission is required for a child or young person to get a library card in the first place

☐ Parental permission is required for children below a certain age to borrow young adult books

☐ Parental permission is required for young people below a certain age to borrow books from the adult library

☐ Parental permission is required for young people below a certain age to borrow some or all graphic novels / comic books

☐ Parental permission is required for young people below a certain age to borrow some or all books with sexual content

☐ Parental permission is required for borrowing other types of book (please give details)

If you have ticked any of the above options, please give further details:

```
                                                              5


                                                              6
```

18. Has your library authority ever provided or funded training on LGBT issues as they relate to libraries?

○ Yes

○ No

○ Don't know

If yes, please give details:

19. Do you have any further comments regarding the provision of LGBT-related fiction to children and young people?

Appendix I   'Stock team members' questionnaire

1. Your age:

◯ 18-25

◯ 26-35

◯ 36-45

◯ 46-55

◯ 56+

◯ Rather not say

2. Your gender:

◯ Male

◯ Female

◯ Rather not say

Your opinions

The questions on this page are about your own personal opinions.

3. In this question, you will be presented with positive and negative statements relating to the provision of picture books with LGBT content (e.g. depictions of families with same-sex parents). You will be asked to select a response, from 'strongly disagree' to 'strongly agree'. Please read the statements carefully before choosing your answer.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know / no opinion
The public library should provide a wide range of picture books with LGBT content	○	○	○	○	○	○
Picture books with LGBT content should NOT be available on open shelving in the children's area of a public library	○	○	○	○	○	○
Public libraries should put on displays of picture books with LGBT content	○	○	○	○	○	○
Picture books with LGBT content are valuable for children with LGBT parents	○	○	○	○	○	○
Picture books with LGBT content can help children with non-LGBT parents to understand others	○	○	○	○	○	○

Do you have any comments on any of the statements above?

```
                                                              5


                                                              6
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552

4. In this question, you will be presented with positive and negative statements relating to the provision of young adult novels with LGBT content (e.g. LGBT main characters). You will be asked to select a response, from 'strongly disagree' to 'strongly agree'. Please read the statements carefully before choosing your answer.

	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Don't know / no opinion
The public library should provide a wide range of young adult novels with LGBT content	◯	◯	◯	◯	◯	◯
Novels with LGBT content should NOT be available in an area of the library which is for under-18s	◯	◯	◯	◯	◯	◯
Novels which describe LGBT sexual activity should NOT be available in an area of the library which is for under-18s	◯	◯	◯	◯	◯	◯
Public libraries should put on displays of young adult novels with LGBT content	◯	◯	◯	◯	◯	◯
Young adult novels with LGBT content can help young people who are LGBT or questioning their sexuality to feel more comfortable about themselves	◯	◯	◯	◯	◯	◯
Young adult novels with LGBT content can help non-LGBT young people to understand others	◯	◯	◯	◯	◯	◯

Do you have any comments on any of the statements above?

553

Your opinions - borrowing restrictions

The questions on this page are about your own personal opinions on age restrictions and parental permission.

'Age restriction' = prohibiting children or young people under a certain age from borrowing certain books or types of book (e.g. books from the adult library, graphic novels, etc.)

'Parental permission' = requiring a parent or carer to provide written or oral permission before children or young people under a certain age may borrow certain books or types of book (e.g. books from the adult library, graphic novels, etc.)

5. What are your opinions on placing age restrictions on books with LGBT content? Please write your answer in the box, giving details of any circumstances in which you feel an age restriction might be necessary.

6. What are your opinions on requiring parental permission for borrowing books with LGBT content? Please write your answer in the box, giving details of any circumstances in which you feel that parental permission might be necessary.

7. In your personal opinion, are books with LGBT content more likely to require age restrictions than books without LGBT content?

◯ Yes

◯ No

◯ Not sure

Please explain your answer

554

8. In your personal opinion, are books with LGBT content more likely to require parental permission than books without LGBT content?

○ Yes

○ No

○ Not sure

Please explain your answer

```
                                                                    5


                                                                    6
```

Stock procurement and promotion

The questions on this page are about procedures within your library authority.

9. Do you feel that your main supplier provides an adequate range of LGBT (lesbian, gay, bisexual and trans) fiction aimed at children and young people? Please give as much detail as you feel is necessary in your answer.

10. Do you purchase LGBT fiction aimed at children and young people from specialist sources?

( ) Yes

( ) No

( ) No, but other stock team members do

If yes, which sources do you purchase from?

11. Do you use any specialist information sources to find out about LGBT fiction aimed at children and young people?

( ) Yes

( ) No

( ) No, but other stock team members do

If yes, which sources do you use?

12. Do you put on displays of books with LGBT content aimed at children and young people?

○ Yes

○ No

○ No, but other stock team members do

Please explain your answer

```
                                                          5

                                                          6
```

13. Do you make an effort to include books with LGBT content aimed at children and young people in displays on other themes?

○ Yes

○ No

○ No, but other stock team members do

Please explain your answer

```
                                                          5

                                                          6
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14. Do you use any other methods of promoting books with LGBT content aimed at children and young people?

○ Yes

○ No

○ No, but other stock team members do

Please explain your answer, and give details of any promotional methods used (e.g. booklists, booktalks, etc.)

```
                                                          5

                                                          6
```

The questions on this page are about training.

15. Do you think it would be useful if your library authority provided / funded training on LGBT issues as they relate to libraries?

◯ Yes

◯ No

◯ Maybe

* 16. Have you already had any training on LGBT issues as they relate to libraries? (If you answer 'yes' to this question, you will be taken to questions 17 and 18 about the training; otherwise, you will be taken straight to the final question.)

◯ Yes

◯ No

◯ Not sure / can't remember

The questions on this page are about training.

17. Did the training cover stock selection issues?

◯ Yes

◯ No

◯ Not sure / can't remember

If yes, please give details:

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                                              5


                                              6
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18. Do you have any further comments regarding the training you had?

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                                              5


                                              6
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19. Do you have any further comments regarding the provision of LGBT-related fiction to children and young people?

Appendix J   Guidance sheet sent to pilot testers

You may like to consider the following issues:

- Was the participant information sheet clear?

- Did the participant information sheet cover all the issues that participants might have questions about?

- Did you feel confident that you would remain anonymous?

- Was the introductory page of the questionnaire clear?

- Were the questions clear?

- Where specialist terms were used, was their meaning clear?

- Are there any questions that you think people would find difficult to answer? If so, why were they potentially difficult?

- Where multiple choice questions were used, did you feel that all the necessary options were covered?

- Was the numbering correct?

- When you answered a question with skip logic (i.e. 'If you answer yes you will be taken to question X; if you answer no you will be taken to question Y') did it take you to the right page?

- Did you feel that the layout and colour scheme were a) clear and b) attractive?

- Did you have enough space to write in your answers?

- How long did it take you to complete the questionnaire, and was it roughly the same as the amount of time estimated? (20-25 minutes/10 minutes [delete as appropriate])

- Any other comments you have.

Appendix K   Participant information sheet for stock team managers

Participant Information Sheet

Title of Research Project: Provision of LGBT-related fiction to children and young people in UK public libraries.

(The term 'LGBT' stands for lesbian, gay, bisexual and trans. 'Trans' is the umbrella term for transgender and transsexual people, cross-dressers and other gender-variant people.)

You are being invited to take part in a research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

What is the project's purpose?
This research aims to investigate the provision of LGBT-related fiction to children and young people in public libraries, factors affecting provision, and staff attitudes to this material. It also aims to provide recommendations for improving the service where appropriate.

The research forms part of a PhD in Librarianship, running from October 2008 to September 2011. The researcher is Elizabeth Chapman (e.chapman@sheffield.ac.uk) and the principal supervisor is Briony Birdi (b.birdi@sheffield.ac.uk).

Why have I been chosen?
You have been chosen because you have overall responsibility for stock selection for children and young people at a participating library authority. 15 library authorities will be participating in the research, and everyone who is involved in children's and young people's stock selection at these authorities will be invited to take part.

Do I have to take part?
It is up to you to decide whether or not to take part. If you change your mind, you can withdraw from the research at any time without any negative consequences, and you do not have to give a reason.

What will happen if I take part?
You will be asked to complete a short online questionnaire about the provision of LGBT-related fiction to children and young people. This questionnaire will ask you about provision of this material in your library authority. It will primarily consist of questions which ask you to pick one of a number of responses from a list. However, you will have the opportunity to make additional comments if you wish. The questionnaire should take around 15 minutes to complete and you can do it at any time that suits you. The closing date for the questionnaire is 7 June 2010. Completion of the questionnaire will imply consent for the data to be used in the research as described on this information sheet.

You may then be invited to be interviewed about the provision of LGBT-related fiction to children and young people in your library authority. This should take no more than an hour. You will be asked to sign a consent form, which you may keep a copy of. In the interview, you will be given some information about the level of provision of this

material in your library authority (e.g. how your authority compares to other library authorities). You will be asked for your ideas about factors which you believe may affect provision of this material, and about your opinions on this material. If at any point you do not wish to answer a question, you are free to decline.

An audio recording will be made of the interview. This will be transcribed, and a copy of the transcript will be sent to you for your approval. The transcript and the questionnaire responses will be analysed in order to help the researcher identify factors affecting provision of LGBT-related fiction to children and young people in public libraries.

This information is important because it can be used to identify problems with acquiring this material, and ways of solving these problems. Public library staff members who are directly involved in stock selection are likely to know more about these issues than researchers working in an academic environment. Your contribution will be gratefully received!

What are the possible benefits of taking part?
Whilst there are no immediate benefits for those people participating in the project, it is hoped that this work will lead to improvements in the provision of LGBT-related fiction to children and young people in public libraries. Participating authorities will receive a list of book recommendations to improve their stock holdings, and other suggestions for service improvement where relevant.

What do I do if I have a question or a complaint?
Please feel free to ask questions about the project at any time! If you have a complaint or question, please contact the researcher (Elizabeth Chapman, e.chapman@sheffield.ac.uk) or principal supervisor (Briony Birdi, b.birdi@sheffield.ac.uk) in the first instance. If you feel a complaint has not been handled to your satisfaction, you can contact the University's Registrar and Secretary. Please retain this participant information sheet for reference.

Will my taking part in this project be kept confidential?
Yes. You will not be identifiable as an individual in the research or in any publications arising from it. Direct quotations may be included in the research write-up or in publications, but these will remain anonymous. Neither you nor your library authority will be referred to by name. Instead, the following form will be used: 'Children's stock team manager, Authority A' (the actual name of the authority will not be mentioned).

An audio recording will be made of your interview, but this will be used only for analysis. No other use will be made of it without your written permission. Audio recordings and transcripts will be kept in a secure location and access will be restricted to the researcher and supervisors. Transcripts will use anonymised codes rather than the names of the participants. Audio recordings and transcripts will be destroyed once the research and any related publications have been completed.

What will happen to the results of the research project?
The results of this research will be written up as a PhD thesis and will be available online from the University of Sheffield for the purposes of future research. Results will also be published in academic and professional journals, and as conference presentations. You will not be identifiable as an individual in the research or in any publications arising from it.

Who is funding the research?
The research is funded through a University of Sheffield studentship.

Who has ethically reviewed the project?
This project has been ethically approved via the Department of Information Studies ethics review procedure. This procedure is overseen by the University Research Ethics Committee.

Contact for further information
Elizabeth Chapman, e.chapman@sheffield.ac.uk
Department of Information Studies, Regent Court, 211 Portobello Street, Sheffield S1 4DP

Please feel free to ask questions. Thank you very much for taking part!

Appendix L   Participant information sheet for stock team members

Participant Information Sheet

Title of Research Project: Provision of LGBT-related fiction to children and young people in UK public libraries.

(The term 'LGBT' stands for lesbian, gay, bisexual and trans. 'Trans' is the umbrella term for transgender and transsexual people, cross-dressers and other gender-variant people.)

You are being invited to take part in a research project. Before you decide it is important for you to understand why the research is being done and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Ask me if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for reading this.

What is the project's purpose?

This research aims to investigate the provision of LGBT-related fiction to children and young people in public libraries, factors affecting provision, and staff attitudes to this material. It also aims to provide recommendations for improving the service where appropriate.

The research forms part of a PhD in Librarianship, running from October 2008 to September 2011. The researcher is Elizabeth Chapman (e.chapman@sheffield.ac.uk) and the principal supervisor is Briony Birdi (b.birdi@sheffield.ac.uk).

Why have I been chosen?

You have been chosen because you are involved in stock selection for children and young people at a participating library authority. 15 library authorities will be participating in the research, and everyone who is involved in children's and young people's stock selection at these authorities will be invited to take part.

Do I have to take part?

It is up to you to decide whether or not to take part. If you change your mind, you can withdraw from the research at any time without any negative consequences, and you do not have to give a reason.

What will happen if I take part?

You will be asked to complete a short online questionnaire about the provision of LGBT-related fiction to children and young people. This questionnaire will ask you about provision of this material in your library authority, and about your opinions on this material. It will primarily consist of questions which ask you to pick one of a number of responses from a list. However, you will have the opportunity to make additional comments if you wish. The questionnaire should take around 20-25 minutes to complete and you can do it at any time that suits you. The closing date for the questionnaire is 25 June 2010. Completion of the questionnaire will imply consent for the data to be used in the research as described on this information sheet.

You may then be invited to be interviewed about the provision of LGBT-related fiction to children and young people in your library authority. This should take no more than

an hour. You will be asked to sign a consent form, which you may keep a copy of. In the interview, you will be given some information about the level of provision of this material in your library authority (e.g. how your authority compares to other library authorities). You will be asked for your ideas about factors which you believe may affect provision of this material, and about your opinions on this material. If at any point you do not wish to answer a question, you are free to decline.

An audio recording will be made of the interview. This will be transcribed, and a copy of the transcript will be sent to you for your approval. The transcript and the questionnaire responses will be analysed in order to help the researcher identify factors affecting provision of LGBT-related fiction to children and young people in public libraries.

This information is important because it can be used to identify problems with acquiring this material, and ways of solving these problems. Public library staff members who are directly involved in stock selection are likely to know more about these issues than researchers working in an academic environment. Your contribution will be gratefully received!

What are the possible benefits of taking part?

Whilst there are no immediate benefits for those people participating in the project, it is hoped that this work will lead to improvements in the provision of LGBT-related fiction to children and young people in public libraries. Participating authorities will receive a list of book recommendations to improve their stock holdings, and other suggestions for service improvement where relevant.

What do I do if I have a question or a complaint?

Please feel free to ask questions about the project at any time! If you have a complaint or question, please contact the researcher (Elizabeth Chapman, e.chapman@sheffield.ac.uk) or principal supervisor (Briony Birdi, b.birdi@sheffield.ac.uk) in the first instance. If you feel a complaint has not been handled to your satisfaction, you can contact the University's Registrar and Secretary. Please retain this participant information sheet for reference.

Will my taking part in this project be kept confidential?

Yes. You will not be identifiable as an individual in the research or in any publications arising from it. Direct quotations may be included in the research write-up or in publications, but these will remain anonymous. Neither you nor your library authority will be referred to by name. Instead, the following form will be used: 'Children's stock team member, Authority A' (the actual name of the authority will not be mentioned).

An audio recording will be made of your interview, but this will be used only for analysis. No other use will be made of it without your written permission. Audio recordings and transcripts will be kept in a secure location and access will be restricted to the researcher and supervisors. Transcripts will use anonymised codes rather than the names of the participants. Audio recordings and transcripts will be destroyed once the research and any related publications have been completed.

What will happen to the results of the research project?

The results of this research will be written up as a PhD thesis and will be available online from the University of Sheffield for the purposes of future research. Results will also be published in academic and professional journals, and as conference presentations. You will not be identifiable as an individual in the research or in any publications arising from it.

Who is funding the research?

The research is funded through a University of Sheffield studentship.

Who has ethically reviewed the project?

This project has been ethically approved via the Department of Information Studies ethics review procedure. This procedure is overseen by the University Research Ethics Committee.

Contact for further information

Elizabeth Chapman, e.chapman@sheffield.ac.uk
Department of Information Studies, Regent Court, 211 Portobello Street, Sheffield S1 4DP

Please feel free to ask questions. Thank you very much for taking part!

Bottom-quintile county (BO)

Promotion
- No LGBT displays, but LGBT books included in general displays, more likely to be 'borrowed that way
- No other promotion
- Stock team members don't do anything with displays or promotion – haven't thought about it. Conflicts slightly with above on inclusion in other displays (there are no other team members) but 1/2 said this would be something to think about in future

Restrictions etc.
- No age restrictions (tho this doesn't logically match PP answer...)
- Parental permission required for library card & adult books. Under 16s require parental permission
- Consensus (2/2) that LGBT books would be no more likely to require AR/PP (tho one seems to hint that an 'LGBT storyline' would be more likely to be explicit and thus might do)
- Both agree that AR/PP might sometimes be required (explicit sex and other things)
- One notes that YA & adult books would require PP in this authority – slight contradiction with above

Training
- No training provided
- Stock team members have not had training – tallies with above

Summary
- No promotion
- No training – may explain lack of awareness/proactivity – cf. procurement info, provision expected to be poor
- Limitations on access (PP) – stock team members seem to agree with this. General agreement that LGBT no more likely to require it, tho some anxiety re explicitness

Appendix O   Descriptive summaries of participating library authorities

BC: bottom-quintile county authority

Demographics of authority and structure of library authority

BC is a large county authority, with a widely-dispersed population of around 310,000 when the empirical stage of the research began in 2009 (rounded to the nearest 10,000 to maintain anonymity), and not changing substantially over the course of the research (ONS, 2015). The county has 34 libraries, of which five are run by the community, although I was unable to discover whether this arrangement was already in place at the start of the research or whether it was a result of local authority cuts. The Public Libraries News website (Anstice, 2015) does not give any indication of any branches having left local authority control, although one of the authority's four mobile libraries was cut during the course of the research.

Structure of children's and young people's stock team

The diagram below shows an inversion of the usual hierarchical relationship. The stock team manager had overall responsibility for children's and young people's stock procurement, as well as carrying out additional purchasing via the supplier's website. They therefore completed both questionnaires. However, their manager was involved in drawing up the supplier specification and was thus considered to have direct involvement in stock procurement. This upper-level manager was therefore also asked to complete the 'Stock team members' questionnaire.

Stock team member – BC1
Directly involved in stock procurement.
Completed 'Stock team members'
questionnaire, although in senior role

Stock team manager – BC2
Overall responsibility for stock
procurement, also directly involved;
completed both questionnaires
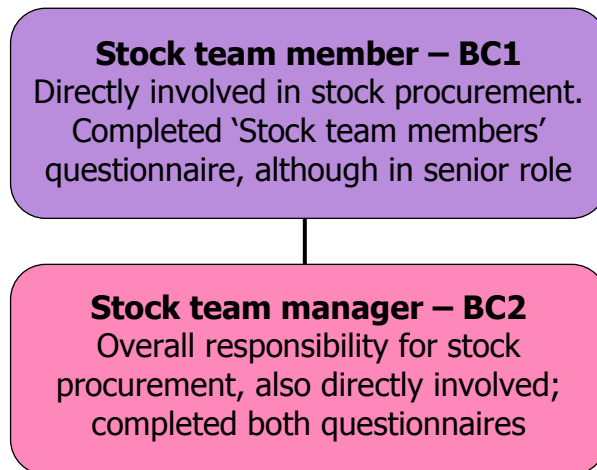
Stock procurement

The number of book acquisitions for the 2007-08 period was 73,068, which placed BC in the bottom quintile of county authorities (CIPFA, 2009). However, since county authorities tend on average to be larger, the authority did in fact have a higher number of book acquisitions than many of the participating metropolitan and unitary authorities and London boroughs. The number of acquisitions had dropped to 67,925 by 2012-13, a fall of 7.0% (CIPFA, 2014).

The authority used Askews as its primary supplier of children's and young people's fiction at the time when the questionnaire was conducted. Supplier selection was the primary method of stock procurement, supplemented by stock revision via the supplier's website. The stock team manager did not know whether LGBT materials were mentioned in the stock policy, as it was being revised at the time; however, they were not mentioned in the supplier specification. The supplier contract included a clause permitting purchase elsewhere in the event that the supplier did not provide an adequate range in specialist areas, and an (unspecified) portion of the children's and young people's stock budget was set aside to spend outside the contract. However, LGBT materials for children and young people were not purchased outside the supplier contract.

There was little evidence of efforts to promote LGBT-related fiction aimed at children and young people, although the stock team manager expressed a hope that such titles would be included in more general displays.

There were some slight discrepancies between the responses as regards the exact modalities of age restrictions and parental permission requirements in this authority. However, it was clear that under-16s required parental permission to borrow adult books and to get a library card in the first place.

No training had been provided on LGBT issues as they relate to libraries.

MC: middle-quintile county authority

Demographics of authority and structure of library authority

MC is a county authority, with a population of around 590,000 when the empirical stage of the research began in 2009 (rounded to the nearest 10,000 to maintain anonymity), increasing to 610,000 by 2013 (the most recent figures available at the time of writing) (ONS, 2015). The county's library services comprised 39 branches, including two central libraries in urban areas, at the start of the research. Eight branches have subsequently left local authority control and been transferred to community volunteers, and cuts have also been made to the mobile library service (Anstice, 2015).
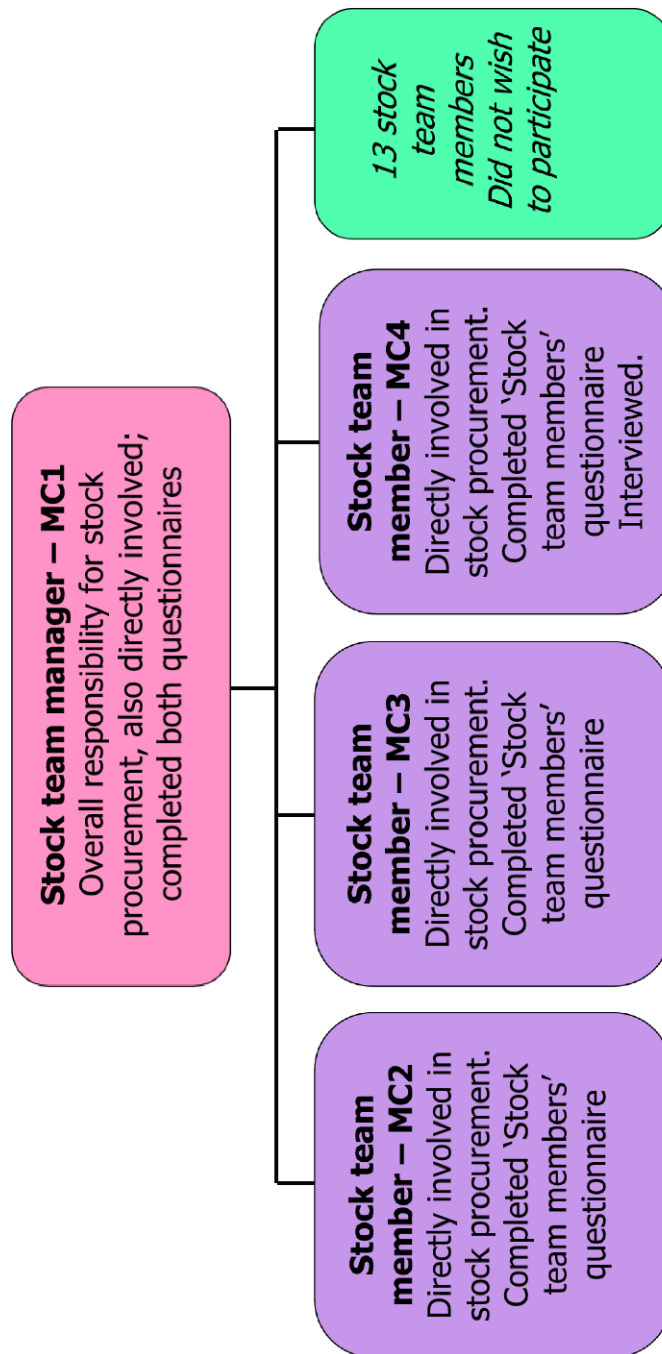
The diagram above shows the structure of the children's and young people's stock team. The stock team manager had overall responsibility for stock procurement and was also directly involved; they thus completed both the 'Stock team manager' and 'Stock team members' questionnaires. Supplier selection was used at this authority, but the 16 librarians had some limited

involvement in the procurement process by making suggestions/ recommendations and via an annual stock review. Their relatively low level of involvement may account for the fact that only three of them wished to participate.

Stock procurement

The number of book acquisitions for the 2007-08 period was 133,147, which placed MC in the middle quintile of county authorities (CIPFA, 2009). However, this figure then plummeted to 63,434 by 2012-13, a fall of 52.4% (CIPFA, 2014).

The authority used Peters as its primary supplier of children's and young people's fiction at the time when the questionnaire was conducted. Supplier selection was the primary method of stock procurement, supplemented by visits to suppliers' showrooms and selection by young people themselves. LGBT materials were not mentioned in either the stock policy or the supplier specification. The supplier contract included a clause permitting purchase elsewhere in the event that the supplier did not provide an adequate range in specialist areas, and an (unspecified) portion of the children's and young people's stock budget was set aside to spend outside the contract. The decision on whether to purchase LGBT materials for children and young people outside the supplier contract was left up to individual staff members, none of whom in fact purchased from specialist sources (although one suggested that other stock team members did so).

Other authority procedures

There was some evidence of efforts to promote LGBT-related fiction for children and young people at this authority, with one respondent noting that the authority had had displays on the subject for older children in the past, and another stating that some LGBT-related books had been included in 'family'-themed displays. No other promotional techniques were used. One stock team

member commented that books about specific 'issues' were not often promoted, due to the lack of specialist staff and workloads.

Neither age restrictions nor parental permission requirements were used in this authority. Instead, the authority encouraged parental responsibility.

The former Social Inclusion officer had provided training on LGBT issues as they relate to libraries, although it did not cover stock selection and not all of the stock team members had attended it. Delegates had also been sent to regional and county conferences on LGBT issues.

TC: top-quintile county authority

Demographics of local authority and structure of library authority

TC is a small, densely-populated county authority, with a population of around 1,100,000 when the empirical stage of the research began in 2009 (rounded to the nearest 10,000 to maintain anonymity), rising to 1,140,000 by 2013 (the most recent figures available at the time of writing) (ONS, 2015). The authority's library services comprise 47 branches, including four large central libraries; however, the local authority is currently consulting on a proposed strategy which will involve making 17 of the branches self-service only, with the only staffing provided by volunteers. Furthermore, the mobile library service was cut from 12 vehicles to seven in 2011 (Anstice, 2015).

Structure of children's and young people's stock team

Stock team manager – TC1
Overall responsibility for stock procurement, also directly involved; completed both questionnaires. Subsequently interviewed

Stock team member – TC2
Directly involved in stock procurement. Completed 'Stock team members' questionnaire

Stock team member – TC3
Directly involved in stock procurement. Completed 'Stock team members' questionnaire

Stock team member – TC4
Directly involved in stock procurement. Completed 'Stock team members' questionnaire
Interviewed.

Stock team member – TC5
Directly involved in stock procurement. Completed 'Stock team members' questionnaire
Interviewed.

4 stock team members
Did not wish to participate

The diagram above shows the children's stock team structure at the time when the questionnaire was carried out. There are two children's fiction teams at this authority: the picture book buying team and the children's fiction buying team, with the latter including teen purchasing. Both involve a mixture of librarians and library assistants, and team membership lasts for two years on a rolling basis. Retrospective fiction budgets are devolved to local young people's librarians.

The stock team manager had overall responsibility for procurement and was also directly involved; they thus completed both questionnaires, and were subsequently interviewed. The questionnaire was sent out to all team members, including some who had recently left the teams and would thus have had an influence over purchasing in the recent past. Four of these individuals completed the 'Stock team members' questionnaire, and four did not. As the questionnaire was anonymous, it is not known how many of these individuals were on the picture book team and how many were on the children's fiction team.

By the time the interviews were carried out, the membership of the children's fiction stock teams had changed (as more than two years had elapsed). This was confirmed by the fact that none of the interviewees (with the exception of the stock team manager) could remember completing the questionnaires. There were four members of the picture book buying team (two of whom were in a job share) and three members of the children's fiction buying team. All but one of these individuals were interviewed, as was the stock team manager. The new stock team structure is shown in the diagram on the following page.

Stock team manager – TC1
Overall responsibility for stock procurement, also directly involved; completed both questionnaires. Subsequently interviewed

Stock team member – TC6

Stock team member – TC7

Stock team member – TC8

Stock team member – TC9

Stock team member – TC10

Stock team member – TC11

Picture book buying team

Children's fiction buying team
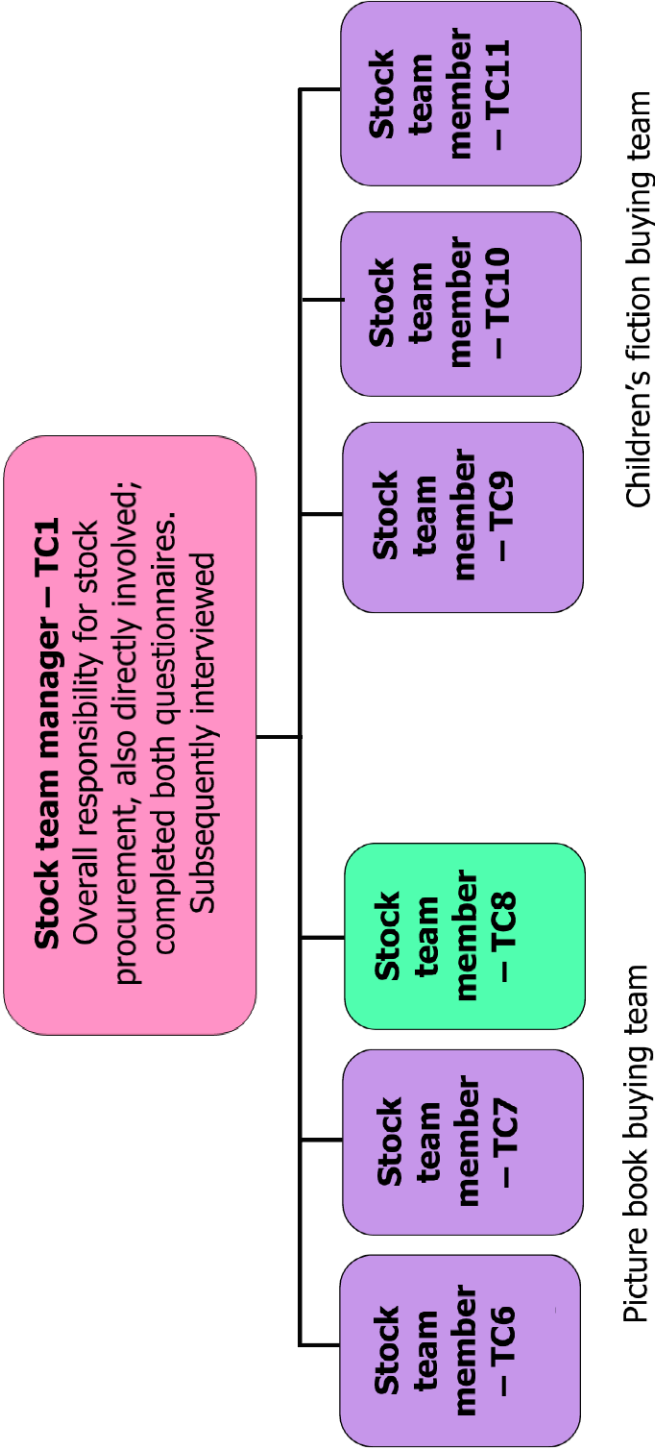
All stock team members were directly involved in children's and young people's stock procurement. All were interviewed with the exception of TC8, who was not available as their role is a job share with another member of the team. They subsequently communicated with me by email.

Stock procurement

The number of book acquisitions for the 2007-08 period was 208,483, which placed TC in the top quintile of county authorities; indeed, this figure was substantially higher than for any other authority in the sample (CIPFA, 2009). It then rose further to 234,989 in 2012-13, an increase of 12.7% (CIPFA, 2014).

The authority used Peters as its primary supplier of children's and young people's fiction at the time when the questionnaires were conducted, and had changed to Askews & Holts by the time of the interviews. One interviewee noted that buying had been scaled back during the changeover period. Online approvals were the primary stock procurement method, supplemented by visits to suppliers' showrooms, specialist bookshops, Amazon and similar online sources, and selection by young people themselves. LGBT materials in general were mentioned in the stock policy, but LGBT materials for children and young people specifically were not mentioned.

The supplier contract included a clause permitting purchase elsewhere in the event that the supplier did not provide an adequate range in specialist areas, but at the time of the questionnaire stage, none of the children's and young people's stock budget was set aside to spend outside the contract. However, a particular effort had been made to improve provision of LGBT-related picture books specifically. This had involved a special purchase from Amazon and Gay's the Word as many were US publications. The stock team manager used the No Outsiders project booklist (DePalma, Atkinson, & Pettigrew, 2007), user suggestions and Amazon reviews to find out information about these materials. The 'Caring for Children' collection, which included books about different types of family, was topped up on a yearly basis, in addition to the general monthly buying.

Other authority procedures

At the time of the questionnaire stage, one stock team member said that they put on displays of LGBT-related fiction aimed at children and young people,

while two said that these materials would be included in more general displays. The library authority celebrated LGBT History Month, but this was focused on adult stock and events. The stock team manager said in their questionnaire response that they intended to put booklists of LGBT-related titles aimed at children and young people on the library website once stock levels were sufficient; however, by the time of the interviews, this still had not happened. However, in the wake of the interviews, promotional efforts increased. A booklist of LGBT children's picture books appeared on the website, and the library service had two stalls at the local Pride event, including one aimed at families. Subsequently, the library service held an LGBT family storytime to launch the collection of picture books; this was advertised through posters, a local family group, through a staff member's contacts and on the library social media. The books were also showcased at a diversity event for teachers. Short articles were also written for the library and children's centre staff to make them aware of the titles available.

BL: bottom-quintile London borough

Demographics of borough and structure of library authority

BL is an Outer London borough, with a population of around 180,000 when the empirical stage of the research began in 2009 (rounded to the nearest 10,000 to maintain anonymity), rising to 190,000 by 2013 (the most recent figures available at the time of writing) (ONS, 2015). The borough's library services comprised nine branches, including a central library, at the start of the research, with one branch closing in 2012 as a result of local authority cuts (Anstice, 2015). The borough is also a member of the London Libraries Consortium (LLC), giving library users access to the services and stock of a number of additional library authorities across London. LLC member authorities numbered 12 when the empirical research began in 2009, increasing to 17 by January 2013 (London Libraries Consortium, 2015).

Structure of children's and young people's stock team

The diagram below shows the structure of the children's and young people's stock team at the time of the questionnaires. The individual with overall responsibility for children's and young people's stock procurement completed the 'Stock team manager' questionnaire, but was not actively involved in procurement, which was carried out by three other staff members. Of these, one completed the 'Stock team members' questionnaire; one was on maternity leave at the time; and one declined to complete it. Some members of the adult stock team purchased revision guides and graphic novels for the 14-18 age range but, as these items fall outside the scope of the present research, the questionnaire was not sent to these individuals.
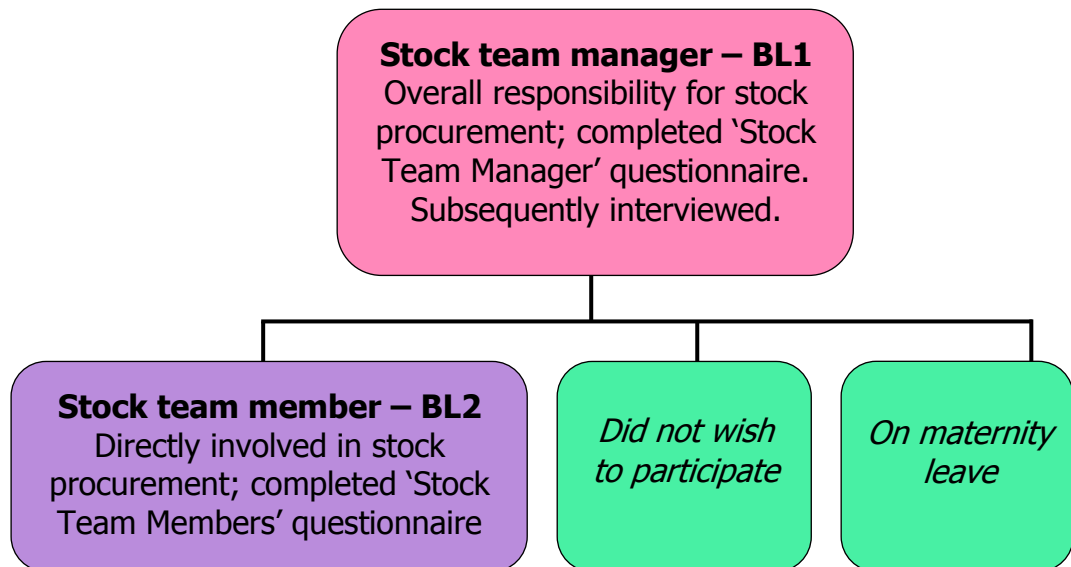
By the time of the interviews, staff cuts meant that BL1 was the only individual with regular involvement in children's and young people's stock procurement, and the stock panel was "overwhelmingly biased towards the adult side of things" (BL1). The time devoted to children's and young people's stock was further curtailed by the fact that BL1 had also taken on a number of additional roles. The diagram on the following page shows the new stock team structure.
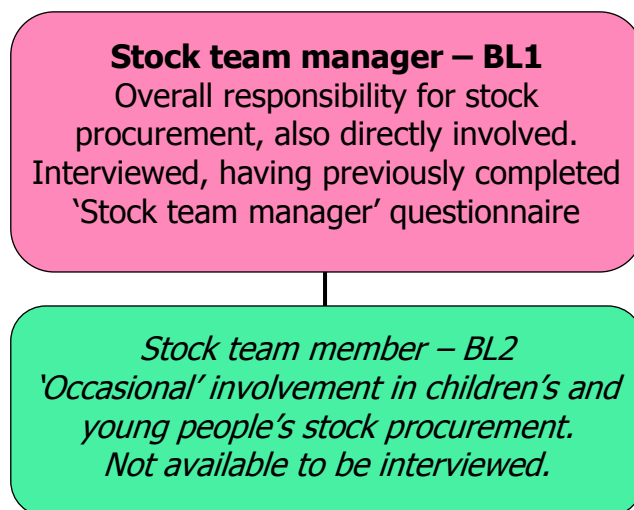
Stock procurement

The number of book acquisitions for the 2007-08 period was 34,967, which placed BL in the bottom quintile of London boroughs (CIPFA, 2009). This fell further to 27,222 by 2012-13, a reduction of 22.1% (CIPFA, 2014).

The authority used Holt Jackson as its primary supplier of children's and young people's fiction at the time when the questionnaires were conducted, and had changed to Bertrams by the time of the interviews. Supplier selection was the primary method of stock procurement, supplemented with visits to suppliers' showrooms. The supplier contract did not include a clause permitting purchase elsewhere in the event that the supplier did not provide an adequate range in specialist areas, but 4% of the children's and young people's stock budget was set aside to spend outside the contract. However, LGBT materials for children and young people were not purchased outside the supplier contract. The stock team manager did not know whether the supplier specifications mentioned LGBT materials in general, but said that LGBT materials for children and young people were not mentioned; this was confirmed by a copy of the specifications provided at the time of the interviews. The authority did not have a stock policy at the time when the questionnaires were carried out, although one had been drawn up by the time of the interviews. A copy of this was provided: it did not include any mention of LGBT people or materials, although other disadvantaged groups were mentioned.

The authority did not do displays of LGBT-related fiction aimed at children and young people, include this material in displays on other subjects, or use any other promotional techniques. LGBT History Month was celebrated in this authority, but "in a fairly tokenistic way" (BL1) and focusing mainly on adult materials.

The authority imposed age restrictions and parental permission requirements on all the materials mentioned in the questionnaire (YA titles, adult titles, graphic novels and materials with sexual content). In this authority, 'YA' materials were deemed to be those aimed at young people aged 14+, and were kept separately from 'teen' materials (age 11-14), which were not restricted. In addition, parental permission was required for a child to get a library card in the first place. There were some exceptions to the age restriction/parental permission requirements for books which obviously related to homework.

The stock team manager did not know if training had ever been provided on LGBT materials as they relate to libraries, but the stock team member had never had any such training.

ML: middle-quintile London borough

Demographics of borough and structure of library authority

ML is an Outer London borough, with a population of around 250,000 when the empirical research began in 2009 (rounded to the nearest 10,000 to maintain anonymity), rising to 270,000 by 2013 (the most recent figures available at the time of writing) (ONS, 2015). The borough's library services comprised ten branches (plus a local studies library) at the start of the research, with two branches closing at the end of 2011 as a result of local authority cuts and subsequently being re-opened by volunteers (Anstice, 2015). The borough is also a member of the London Libraries Consortium (LLC), giving library users access to the services and stock of a number of additional library authorities across London. LLC member authorities numbered 12 when the empirical

research began in 2009, increasing to 17 by January 2013 (London Libraries Consortium, 2015).

Structure of children's and young people's stock team

The diagram above shows the structure of the children's and young people's stock team. Supplier selection was used at this authority and the stock team manager was responsible for drawing up the specification, giving them a direct involvement in stock procurement; they thus completed both the 'Stock team manager' and 'Stock team members' questionnaires. The ten branch library supervisors also had some limited involvement in the stock procurement process via a stock gap reporting / suggestion system. The questionnaire was sent to the three supervisors who had the most involvement according to the stock team manager, but they did not wish to participate, perhaps owing to their relatively low level of involvement.

Stock procurement

The number of book acquisitions for the 2007-08 period was 41,802, which placed ML in the middle quintile of London boroughs (CIPFA, 2009). This rose slightly to 44,085 by 2012-13, an increase of 5.5% (CIPFA, 2014).

The authority used Peters as its primary supplier of children's and young people's fiction at the time when the questionnaire was conducted. Supplier selection was the only stock procurement method mentioned. The stock team manager stated that LGBT materials in general, and LGBT materials for children and young people, were both mentioned in the supplier specification. However, this is cast slightly into doubt by the fact that a similar claim was made regarding the stock policy, but the extract provided showed that in fact no specific mention was made of LGBT materials, only a general reference to 'diverse communities'. The supplier contract included a clause permitting purchase elsewhere in the event that the supplier did not provide an adequate range in specialist areas, but none of the children's and young people's stock budget was set aside to spend outside the contract. However, the stock team manager stated that LGBT materials for children and young people were purchased outside the supplier contract. Online sources such as Amazon were used to find out about these materials.

Other authority procedures

The authority did not do displays of LGBT-related fiction aimed at children and young people, nor was an effort made to include this material in displays on other subjects. However, LGBT History Month was celebrated in this authority. Neither age restrictions nor parental permission requirements were used in this authority.
Training on LGBT issues as they relate to libraries was provided as part of general diversity training.

TL: top-quintile London borough

Demographics of borough and structure of library authority

TL is an Outer London borough, with a population of around 270,000 when the empirical research began in 2009 (rounded to the nearest 10,000 to maintain anonymity), rising to 290,000 by 2013 (the most recent figures available at the

time of writing) (ONS, 2015). The borough's library services comprise twelve branches, including a central library. The borough is also a member of the London Libraries Consortium (LLC), giving library users access to the services and stock of a number of additional library authorities across London. LLC member authorities numbered 12 when the empirical research began in 2009, increasing to 17 by January 2013. (London Libraries Consortium, 2015)

Structure of children's and young people's stock team
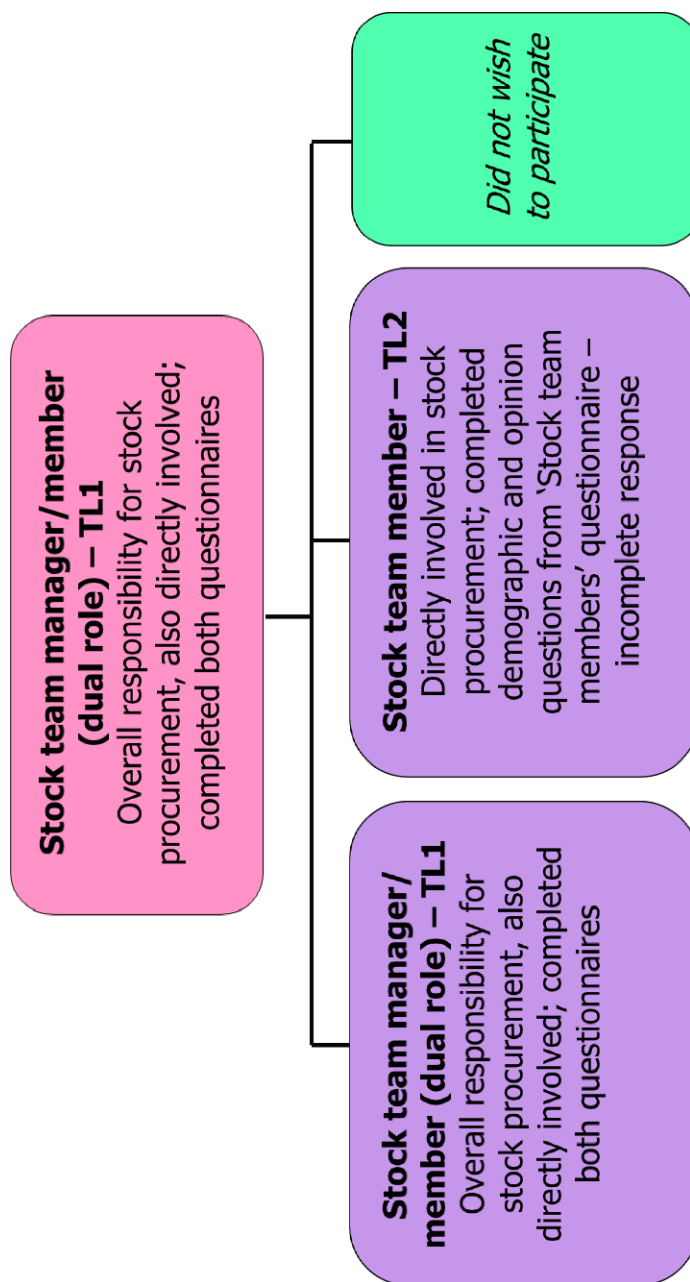
The stock team manager at TL was also a stock team member, as they held two separate roles at different levels on a part-time basis. They therefore completed both questionnaires. A second stock team member provided an incomplete questionnaire response; however, this was included in the research as they had responded to the Likert scale questions on attitudes and opinions. The third stock team member did not wish to participate. The diagram on the preceding page shows the structure of the children's and young people's stock team at the time of the questionnaire stage.

By the time of the interviews, the structure of the children's and young people's stock team had changed following a restructure and the departure of the original stock team manager. None of the interviewees remembered having completed the questionnaire and some explicitly stated that they were new to the children's and young people's stock team. It is thus presumed that none of the interviewees had participated in earlier stages of the research. The diagram on the following page shows the structure of the children's and young people's stock team by the time of the interviews.

Stock procurement

The number of book acquisitions for the 2007-08 period was 68,020, which placed TL in the top quintile of London boroughs (CIPFA, 2009). This rose substantially to 94,082 by 2012-13, an increase of 38.3% (CIPFA, 2014).

The authority used Holt Jackson as its primary supplier of children's and young people's fiction at the time when the questionnaires were conducted, and had changed to Bertrams by the time of the interviews. At the questionnaire stage of the research, the authority used online approvals as its primary stock procurement method, supplemented by supplier selection, visits to suppliers' showrooms, specialist bookshops and selection by young people themselves. By the time of the interviews, the authority had changed to supplier selection, supplemented by additional purchasing by librarians from their small development budgets.

At the time when the questionnaire was carried out, the authority did not have a stock policy. By the time of the interviews, the authority had changed to supplier selection, and the new stock team manager commented that materials relating to sexuality and gender identity were not mentioned in the supplier specifications, as far as they were aware. No comment was made on the stock policy in the interviews.

The supplier contract included a clause permitting purchase elsewhere in the event that the supplier did not provide an adequate range in specialist areas, and at the time of the questionnaire stage, 15-20% of the children's and young people's stock budget was set aside to spend outside the contract. The then stock team manager intended to make a special purchase from Gay's the Word bookshop, after hearing a speaker on the subject at the ASCEL conference. However, this stock team manager subsequently left the authority, and it does not appear that the planned purchase ever went ahead.

Other authority procedures

At the time when the questionnaires were carried out, no efforts were made to promote LGBT-related fiction to children and young people; the lack of stock was cited as a reason for this. The then stock team manager expressed an interest in using booklists and other promotional methods in future, but

subsequently left the authority before this (or the special purchase to procure the stock) could be implemented. The interview stage showed a continued lack of attention to promotion. The Council as a whole celebrated LGBT History Month, but this had a primarily adult focus, and the library had had little involvement to date. Although there had been a discussion as to whether it should be added to the library's programme of events, there was some doubt as to whether this would go ahead due to budget constraints, and again the discussion had focused on adult provision.

The authority imposed age restrictions and parental permission requirements on all the materials mentioned in the questionnaire (YA titles, materials from the adult library, graphic novels and materials with sexual content). Age restrictions and parental permission were used in conjunction to manage access: young people below the age of 14 could only borrow from the children's library, but parents could permit access to YA and adult stock (including graphic novels) from the age of 11, or entry to secondary school. Children could sign up for a library card themselves, but the card was then sent to the parents with a covering letter.

The former stock team manager had attended a professional development session on this subject as part of an ASCEL event, which included some stock ideas. This event was the driver for the manager's plans to improve provision of LGBT materials to children and young people. The authority itself did not provide any training on LGBT issues as they relate to libraries. Again, this was something that the former stock team manager had hoped to introduce, but they left the authority before this could be implemented, and the interview stage showed that training was still not provided.

BM: bottom-quintile metropolitan district

Demographics of district and structure of library authority

BM is a small metropolitan district, with a population of around 180,000 when the empirical research began in 2009 (rounded to the nearest 10,000 to maintain anonymity), rising to 190,000 by 2013 (the most recent figures

available at the time of writing) (ONS, 2015). The district's library services comprise 17 branches. Although changes have been made at some branches, with library services co-located alongside other council services, it does not appear that any branches have closed (Anstice, 2015).

Structure of children's and young people's stock team
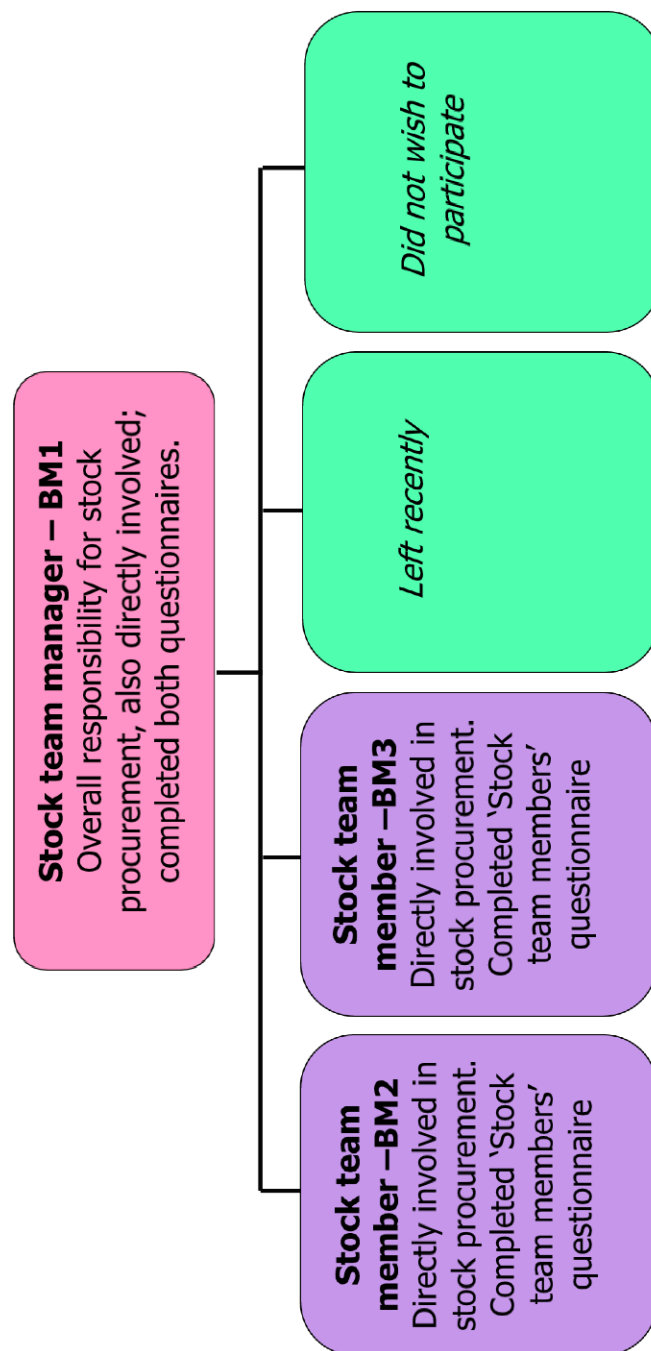
The diagram on the preceding page shows the structure of the children's and young people's stock team. Supplier selection was used at this authority and the stock team manager was responsible for drawing up the specification, giving them a direct involvement in stock procurement; they thus completed both the 'Stock team manager' and 'Stock team members' questionnaires. Three assistant librarians also had input into the supplier specification and were also invited to complete the 'Stock team members' questionnaire; however, one had recently left and another did not wish to participate, so only one completed the questionnaire. A colleague from the LGBT/social inclusion team had also been involved in procurement of LGBT-related fiction for children and young people, and also completed the 'Stock team members' questionnaire.

Stock procurement

The number of book acquisitions for the 2007-08 period was 34,231, which placed BM in the bottom quintile of metropolitan districts (CIPFA, 2009). This fell further to 17,728 by 2012-13, a substantial fall of 48.2% (CIPFA, 2014).

The authority used Bertrams as its primary supplier of children's and young people's fiction at the time when the questionnaire was conducted. Supplier selection was the primary method of stock procurement, supplemented by specialist bookshops, Amazon or similar online sources, and selection by young people themselves. The stock team manager noted that requests and suggestions were also taken into account. LGBT materials were mentioned in the stock policy, but not LGBT materials for children and young people specifically. LGBT materials were not mentioned in the supplier specification. The supplier contract included a clause permitting purchase elsewhere in the event that the supplier did not provide an adequate range in specialist areas, and a portion of the children's and young people's stock budget was set aside to spend outside the contract; this varied every year depending on the book fund. A particular effort had been made to improve provision of LGBT materials for children and young people; items had been purchased from specialist

sources, as well as putting in a special order to the mainstream supplier. An LGBT staff group within the local authority had provided lists of resources.

Other authority procedures

The authority did not do displays of LGBT-related fiction aimed at children and young people; the lack of stock and discomfort among frontline staff were cited as reasons for this. However, one stock team member said they made an effort to include LGBT-related fiction in displays on other subjects, and two said they used other methods to promote this material, including booklists, book talks, visits to schools/groups, and promotion to other professionals.

The authority imposed age restrictions on graphic novels and books from the adult library. Parental permission was required to get a library card in the first place and to borrow materials from the library, materials with sexual content, and other materials such as crime or horror. Comments suggested that this might in practice simply involve flagging up materials that appeared to be age-inappropriate at the point of issue.

Training on LGBT issues as they relate to libraries was provided as part of training on council policies. One stock team member had had the training and felt it was interesting but did not do much to change the attitudes of other staff members. It did not cover stock selection.

MM: middle-quintile metropolitan district

Demographics of district and structure of library authority

MM is a metropolitan district, with a population of around 320,000 when the empirical research began in 2009 (rounded to the nearest 10,000 to maintain anonymity), and rising only slightly by 2013 (the most recent figures available at the time of writing) (ONS, 2015). The district's library services comprise 24 branches, including three central libraries; however, at the time of writing, 15 branches are under threat of closure or transfer to volunteers (Anstice, 2015).

Structure of children's and young people's stock team
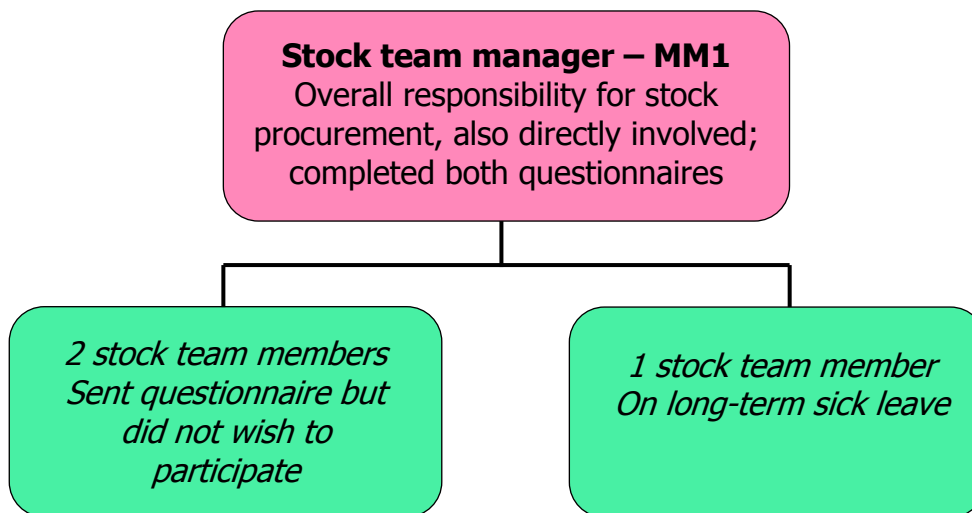
```
┌─────────────────────────────────┐
│    Stock team manager – MM1      │
│   Overall responsibility for stock│
│  procurement, also directly involved;│
│    completed both questionnaires  │
└─────────────────────────────────┘
         │
    ┌────┴────┐
    │         │
┌───────────┐ ┌───────────┐
│2 stock team│ │1 stock team│
│members     │ │member      │
│Sent        │ │On long-term│
│questionnaire│ │sick leave │
│but did not │ │            │
│wish to     │ │            │
│participate │ │            │
└───────────┘ └───────────┘
```

The stock team manager had overall responsibility for stock procurement and was also directly involved; they therefore completed both questionnaires. The 'Stock team members' questionnaire was sent to two stock team members, neither of whom wished to participate. The other stock team member was on long-term sick leave at the time when the questionnaires were carried out.

Stock procurement

The number of book acquisitions for the 2007-08 period was 51,151, which placed MM in the middle quintile of metropolitan districts (CIPFA, 2009). This plummeted to 25,828 by 2012-13, a fall of 49.5% (CIPFA, 2014).

The authority used Bertrams as its primary supplier of children's and young people's fiction at the time when the questionnaire was conducted. Online purchasing was the only stock procurement method mentioned. LGBT materials were not mentioned in the stock policy specifically, but there was a section on promoting positive images. The stock team manager did not know whether the supplier contract included a clause permitting purchase elsewhere in the event that the supplier did not provide an adequate range in specialist areas. None of the children's and young people's stock budget was set aside to spend outside the contract, and LGBT materials for children and young people were not purchased outside the supplier contract. However, the respondent noted that

the stock purchasing system was currently undergoing changes, and the authority planned to use more specialist information sources in the future.

Other authority procedures

There was little evidence of any efforts to promote LGBT-related fiction aimed at children and young people specifically, although the respondent stated that they would be included in displays, booklists and book talks like any other books.

The authority imposed age restrictions and parental permission requirements on all the materials mentioned in the questionnaire (YA titles, adult titles, graphic novels and materials with sexual content, as well as parental permission to get a library card in the first place). Age restrictions and parental permission requirements were used together to manage access: young people had to be at least 14 in order to access the YA and adult sections, but earlier access could be granted with parental permission.

No training had been provided on LGBT issues as they relate to libraries.

TM: top-quintile metropolitan district

Demographics of district and structure of library authority

TM is a large metropolitan district, with a population of around 540,000 when the empirical research began in 2009 (rounded to the nearest 10,000 to maintain anonymity), and rising to around 560,000 by 2013 (the most recent figures available at the time of writing) (ONS, 2015). The district's library services comprised 27 branches, including a central library, at the start of the research. As of 2014, 15 of these libraries are now run wholly or partly by volunteers, with varying levels of council support. The mobile library service was cut from five vehicles to two in 2012 and shut down completely in 2014 (Anstice, 2015).

Structure of children's and young people's stock team
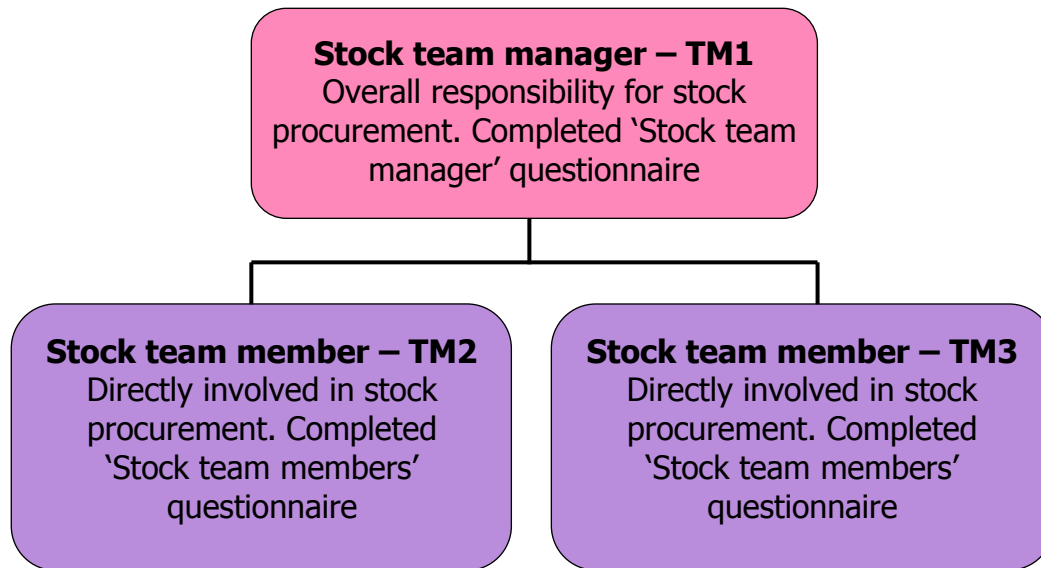
The stock team manager had overall responsibility for stock selection and therefore completed the 'Stock team manager' questionnaire. The 'Stock team members' questionnaire' was sent to two stock team members who were directly involved in procurement, both of whom completed the questionnaire.

Stock procurement

The number of book acquisitions for the 2007-08 period was 95,324, which placed TM in the top quintile of metropolitan districts (CIPFA, 2009). This dropped to 53,928 by 2012-13, a substantial fall of 43.4% (CIPFA, 2014).

The authority used Bertrams as its primary supplier of children's and young people's fiction at the time when the questionnaire was conducted. Online approvals were the primary stock selection method, supplemented by supplier selection and visits to suppliers' showrooms. The stock team manager stated that LGBT materials in general, and LGBT materials for children and young people specifically, were mentioned in the stock policy, although no further details were given. The supplier contract included a clause permitting purchase elsewhere in the event that the supplier did not provide an adequate range in

specialist areas, and an (unspecified) portion of the children's and young people's stock budget was set aside to spend outside the contract. The decision on whether or not to purchase LGBT materials for children and young people outside the supplier contract was left up to individual staff members, neither of whom in fact purchased these materials from specialist sources. However, they both said they used specialist information sources, such as Letterbox Library, to find out about these materials.

Other authority procedures

An LGBT-related picture book had been shortlisted for the annual children's book award in this authority, and as a result had also been included on promotional booklists relating to the award. However, there was no systematic effort to promote LGBT materials aimed at children and young people through displays, although stock team members noted that they would not be excluded from displays on other subjects.

The authority imposed age restrictions on YA titles, graphic novels and books from the adult library. Parental permission was required for books from the adult library and materials with sexual content.

The stock team manager said that training on LGBT issues as they relate to libraries had been provided on various occasions, but neither of the stock team members could remember whether they had had this training. The stock team manager also noted that there had previously been an LGBT staff group, but was unsure whether it still existed.

BU: bottom-quintile unitary authority

Demographics of authority and structure of library authority

BU is a small unitary authority, with a population of around 170,000 when the empirical research began in 2009 (rounded to the nearest 10,000 to maintain anonymity), and rising to around 180,000 by 2013 (the most recent figures available at the time of writing) (ONS, 2015). The authority's library services

comprised eight branches (including a central library) at the start of the research. None of these have been closed, although the authority is making increased use of volunteers, and four new volunteer-run community libraries have been opened. However, one of the two mobile libraries was cut in 2013 (Anstice, 2015). The authority is also a member of a local consortium, giving library users access to the services and stock of four other library authorities in the local area.

Structure of children's and young people's stock team

Stock team manager – BU1
Overall responsibility for stock procurement, also directly involved; completed both questionnaires

There was only one individual involved in stock procurement at this authority. They completed both the 'Stock team manager' and 'Stock team members' questionnaires.

Stock procurement

The number of book acquisitions for the 2007-08 period was 16,004, which placed BU in the bottom quintile of unitary authorities (CIPFA, 2009). This dropped to 15,114 by 2012-13, a fall of 5.6% (CIPFA, 2014).

The authority used Askews as its primary supplier of children's and young people's fiction at the time when the questionnaire was conducted. Online approvals were the primary stock selection method, supplemented by visits to suppliers' showrooms and selection by young people themselves. The respondent did not know whether LGBT materials were mentioned in the stock policy. The supplier contract included a clause permitting purchase elsewhere in the event that the supplier did not provide an adequate range in specialist

areas, but none of the children's and young people's stock budget was set aside to spend outside the supplier contract. LGBT materials for children and young people were not purchased outside the supplier contract, although some LGBT-related donations had been received, which had been placed in an 'issues' collection. Specialist information sources were not used to find out about these materials.

Other authority procedures

The authority had undertaken a number of promotional efforts (displays, booklists, posters and fliers distributed to health and social care professionals) around its collection of books on difficult 'issues' (e.g. drugs, family break-up, bereavement). Some donated books with LGBT content were included in this collection and promotion. Other than this, there was little evidence of any effort to promote books with LGBT content aimed at children and young people.

The authority imposed age restrictions and parental permission requirements on all the materials mentioned in the questionnaire (YA titles, books from the adult library, graphic novels and materials with sexual content, as well as parental permission for a child to get a library card in the first place). Parents acted as guarantors until the age of 16, and could give verbal permission for their children to borrow from the teen and adult sections.

Some libraries in the consortium had had training on LGBT issues as they relate to libraries as part of social inclusion efforts, but the respondent had not personally attended one.

MU: middle-quintile unitary authority

Demographics of authority and structure of library authority

MU is a unitary authority with a population of around 200,000 when the empirical research began in 2009 (rounded to the nearest 10,000 to maintain anonymity), and rising to around 210,000 by 2013 (the most recent figures available at the time of writing) (ONS, 2015). The authority's library services

comprised 15 branches (including a central library) at the start of the research, none of which have been closed (Anstice, 2015). There are also three small community library collections, which operate on an honesty basis.

Structure of children's and young people's stock team

```
┌─────────────────────────────────┐
│    Stock team manager – MU1     │
│  Overall responsibility for stock│
│  procurement, also directly      │
│  involved; completed both        │
│  questionnaires                  │
└─────────────────────────────────┘
        ┌──────────┴──────────┐
┌──────────────────┐  ┌──────────────────┐
│ Stock team       │  │ Stock team       │
│ member – MU2     │  │ member – MU3     │
│ Directly involved│  │ Directly involved│
│ in stock         │  │ in stock         │
│ procurement.     │  │ procurement.     │
│ Completed 'Stock │  │ Completed 'Stock │
│ team members'    │  │ team members'    │
│ questionnaire    │  │ questionnaire    │
└──────────────────┘  └──────────────────┘
```

Teen stock for the Central Library was purchased by the Headspace[61] Coordinator in conjunction with a group of young people. The remainder of the stock purchasing was carried out by the stock team manager and another stock team member, who was standing in temporarily to fill a vacancy. All three individuals thus filled in the 'Stock team members' questionnaire, and the stock team manager also filled in the 'Stock team manager' questionnaire.

Stock procurement

The number of book acquisitions for the 2007-08 period was 33,458, which placed MU in the middle quintile of unitary authorities (CIPFA, 2009). This rose quite substantially to 42,608 by 2012-13, an increase of 27.3% (CIPFA, 2014).

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[61] HeadSpace was a three-year project run by The Reading Agency which involved young people in the design of library spaces, including the choice of stock (Jenkins, 2008; The Reading Agency, 2010).

The authority used Peters as its primary supplier of children's and young people's fiction at the time when the questionnaire was conducted. Online approvals were the primary stock procurement method, supplemented by visits to suppliers' showrooms, Amazon and similar online sources, and selection by young people themselves. LGBT materials were not mentioned in the stock policy. The supplier contract included a clause permitting purchase elsewhere in the event that the supplier did not provide an adequate range in specialist areas, and an (unspecified) portion of the children's and young people's stock budget was set aside to spend outside the contract. The stock team manager claimed that LGBT materials for children and young people were purchased outside the supplier contract, but none of the stock team members said that they purchased such materials from specialist sources. There was little use of specialist information sources to find out about LGBT books aimed at children and young people, although one stock team member said that they checked web-based information 'now and then' to identify titles that might have been overlooked, and also received emails on 'specialist' books such as children's books dealing with adoption by a gay couple.

Other authority procedures

There was little evidence of efforts to promote LGBT-related fiction aimed at children and young people, although one stock team member said that they made an effort to include such titles in 'real teen' displays and displays of new books.

The authority did not impose any age restrictions, but imposed parental permission requirements on all the materials mentioned in the questionnaire (YA titles, books from the adult library, graphic novels and materials with sexual content, as well as for a child to get a library card in the first place). Given the lack of age restrictions, it seems likely that the parental permission requirements are quite informal and perhaps only involve the parent acting as a guarantor. Some graphic novels have parental guidance stickers.

The stock team manager did not know whether training on LGBT issues as they relate to libraries had ever been provided. Of the three respondents to the

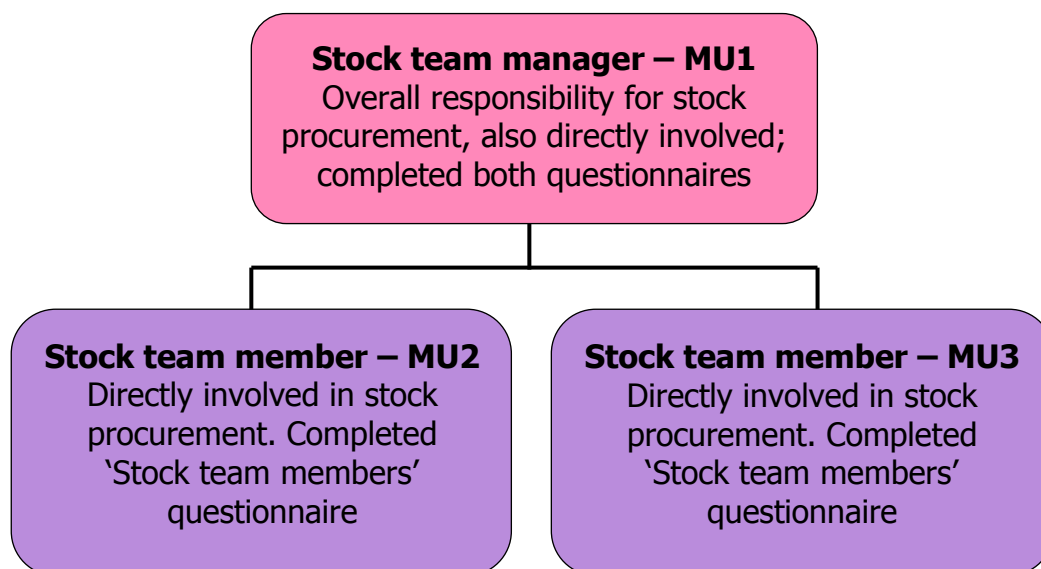'Stock team members' questionnaire, two had not had any such training and the other could not remember.

TU: top-quintile unitary authority

Demographics of authority and structure of library authority

TU is a unitary authority with a population of around 320,000 when the empirical research began in 2009 (rounded to the nearest 10,000 to maintain anonymity), and rising to around 330,000 by 2013 (the most recent figures available at the time of writing) (ONS, 2015). The authority's library services comprised 16 branches (including a central library) at the start of the research, none of which have been closed (Anstice, 2015). An additional self-service library in a community centre opened in late 2014, and the library service also has small collections of books in some children's centres.

Structure of children's and young people's stock team
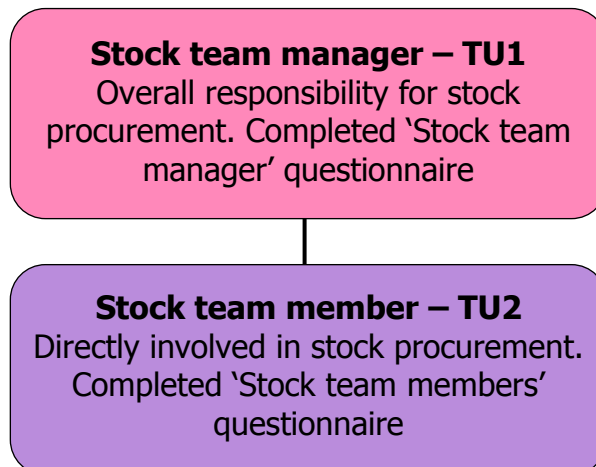
Stock team manager – TU1
Overall responsibility for stock procurement. Completed 'Stock team manager' questionnaire

Stock team member – TU2
Directly involved in stock procurement. Completed 'Stock team members' questionnaire

The stock team manager had overall responsibility for stock selection and therefore completed the 'Stock team manager' questionnaire. The 'Stock team members' questionnaire' was sent to a stock team member who was directly involved in procurement, who completed the questionnaire.

The number of book acquisitions for the 2007-08 period was 68,507, which placed TU in the top quintile of unitary authorities (CIPFA, 2009). However, this fell to 54,033 by 2012-13, a drop of 21.1% (CIPFA, 2014).

The authority used Askews as its primary supplier of children's and young people's fiction at the time when the questionnaire was conducted. Supplier selection was the primary stock procurement method, supplemented by online approvals. LGBT materials were mentioned in the stock policy, as part of a general policy which aimed to provide for all groups. LGBT materials for children and young people were not mentioned. Similarly, LGBT materials were mentioned in the supplier specifications, but LGBT materials for children and young people specifically were not mentioned. The supplier contract included a clause permitting purchase elsewhere in the event that the supplier did not provide an adequate range in specialist areas, and 10% of the children's and young people's stock budget was set aside to spend outside the contract. The stock team manager claimed that LGBT materials for children and young people were purchased outside the supplier contract, but the stock team member said that they did not purchase such materials from specialist sources. No specialist information sources were used to find out about LGBT books aimed at children and young people.

Other authority procedures

There was little evidence of efforts to promote LGBT-related fiction aimed at children and young people, although there had been a citywide campaign promoting general LGBT materials around eight years prior to the questionnaire stage of the research.

The authority imposed age restrictions on graphic novels, and parental permission was required to get a library card in the first place. The authority's stance was that if parents wished to monitor their children's reading, that was their own responsibility.

Training on LGBT issues as they relate to libraries had been provided about

eight years prior to the questionnaire stage of the research, when a librarian from elsewhere had been brought in to advise on diversity promotions. However, the stock team member had not had any training on this area.

BUP: purposively-selected bottom-quintile unitary authority

Demographics of authority and structure of library authority

BUP is a unitary authority with a population of around 270,000 when the empirical research began in 2009 (rounded to the nearest 10,000 to maintain anonymity), and rising to around 280,000 by 2013 (the most recent figures available at the time of writing) (ONS, 2015). The authority's library services comprised 14 branches (including a central library) at the start of the research, none of which have been closed, although one mobile library has been cut (Anstice, 2015).

Structure of children's and young people's stock team
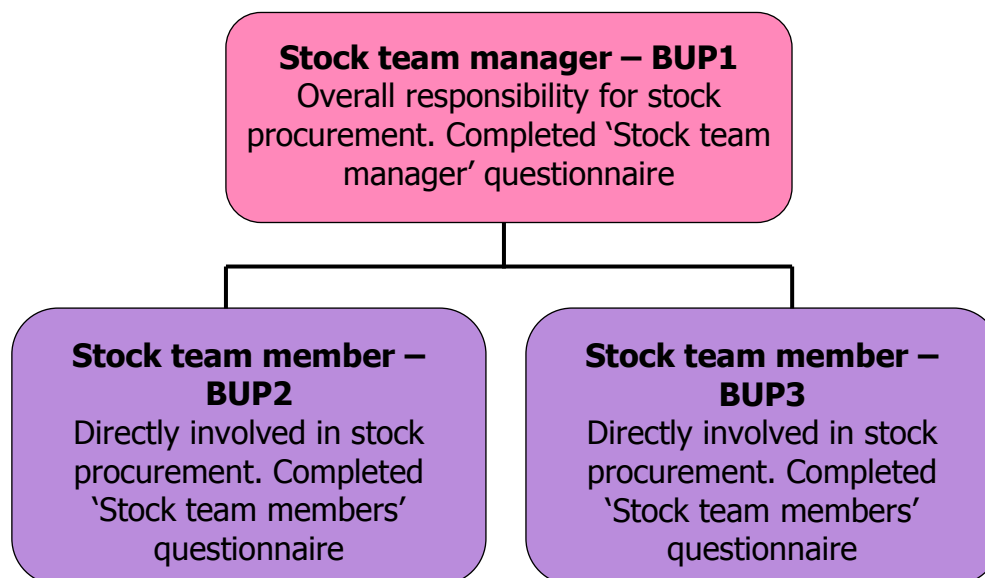
At the time of the questionnaire stage of the research, the structure of the children's and young people's stock team was as shown in the diagram above. The stock team manager had overall responsibility for stock selection and therefore completed the 'Stock team manager' questionnaire. The 'Stock team

members' questionnaire' was sent to two stock team members who were directly involved in procurement, both of whom completed the questionnaire.

By the time of the interviews, the structure of the stock team had changed slightly, as shown in the diagram below. The stock team manager was not available to be interviewed, and another stock team member was on annual leave, but sent some information in an email. The remaining stock team member was interviewed, as was the community engagement manager, who advised on LGBT stock procurement.

```
                    ┌──────────────────────────┐
                    │   Stock team manager     │
                    │    Not available to be   │
                    │  interviewed due to illness │
                    └──────────────────────────┘
            ┌─────────────────┼─────────────────┐
┌───────────────────────┐ ┌──────────────┐ ┌──────────────┐
│ Stock team member –   │ │ Stock team   │ │ Stock team   │
│ BUP2                  │ │ member – BUP4│ │ member – BUP5│
│ Not available to be   │ │ Directly     │ │ Directly     │
│ interviewed due to    │ │ involved in  │ │ involved in  │
│ annual leave. Sent    │ │ stock        │ │ stock        │
│ information via       │ │ procurement. │ │ procurement. │
│ colleague             │ │ Interviewed. │ │ Interviewed. │
└───────────────────────┘ └──────────────┘ └──────────────┘
```
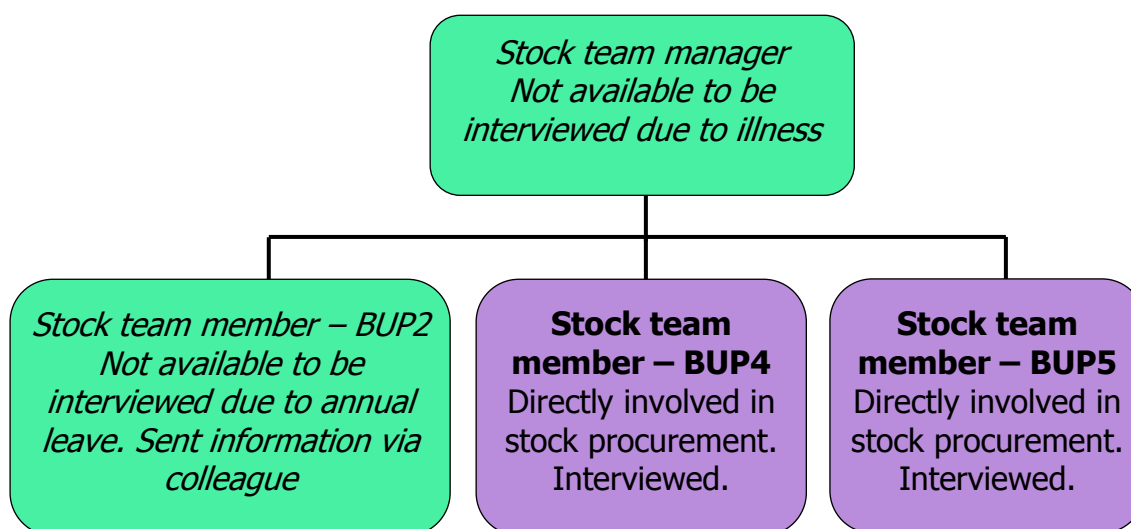
Stock procurement

The number of book acquisitions for the 2007-08 period was 38,237, which placed BU in the bottom quintile of unitary authorities (CIPFA, 2009). This remained stable over the period to 2012-13, increasing by 1.8% to 38,911 (CIPFA, 2014). Interviewee BUP4 explained that the stock budget had not been cut due to a PFI agreement.

The authority used Bertrams as its primary supplier of children's and young people's fiction throughout the duration of the research. The authority used supplier selection as its primary stock procurement method, supplemented by visits to suppliers' showrooms. The stock procurement librarians played an active role in checking and amending the lists of titles selected by the supplier.

LGBT materials in general, and for children and young people specifically, were mentioned in both the stock policy and the supplier specifications.

The supplier contract included a clause permitting purchase elsewhere in the event that the supplier did not provide an adequate range in specialist areas, and at the time of the questionnaire stage, 20% of the children's and young people's stock budget was set aside to spend outside the contract. The stock team members had made special purchases of LGBT materials aimed at children and young people in the past, although increasingly the preference was to request the books from Bertrams rather than purchasing from a specialist supplier such as Gay's the Word. Specialist sources such as the Out for Our Children website (www.outforourchildren.org.uk), Gay's the Word, Diva magazine and the We Are Family LGBT parenting magazine were used to find out about these titles.

Other authority procedures

The authority was relatively active in its promotion of LGBT-related materials aimed at children and young people. Displays of this material were created to tie in with Pride and LGBT History Month, and the authority also had two booklists, one aimed at LGBT-headed families and the other at young people. However, by the time of the interviews, these booklists were no longer being updated due to constraints on staff time. The library also did outreach work at Pride, including a literature tent in the previous year, although this had been entirely adult-focused. In previous years, the library outreach at Pride had included a storytelling event for LGBT families, but this had been discontinued. The authority did not impose age restrictions or parental permission requirements on any materials.

The stock team manager did not know whether training on LGBT issues as they relate to libraries had ever been provided. One stock team member said they had not had any such training, while the other had had training as part of a set of sessions focusing on equalities, but it did not cover stock selection. An

interviewee clarified that the equalities training was provided at the corporate level and was not library-specific.

Appendix P   Mean Likert scale data

Table 30: Mean Likert scale data

Participant code	Mean opinion score
BUP3	4.82
BUP2	4.73
BM3	4.64
BU1	4.64
MC4	4.45
MU3	4.36
TC1	4.36
TC4	4.27
MC1	4.09
BM1	4.00
MC2	4.00
TC3	4.00
TL1	4.00
TC5	3.91
TU2	3.91
ML1	3.90
BC1	3.82
MC3	3.82
MU1	3.73
TM2	3.73
BC2	3.64
BL2	3.64
MM1	3.64
TM3	3.64
TC2	3.55
BM2	3.50
MU2	3.45
TL2	2.82

Appendix Q   Example of summarised checklist results used as interview prompt

Proportion of checklist titles held

	Number of titles on checklist	Number of titles held	Percentage of available titles held
Picture books	49	3	6.1%
Early readers	6	0	0.0%
Books for junior school children	25	6	24.0%
Young Adult novels	476	70	14.7%

Comparison with other authorities: all titles on checklist
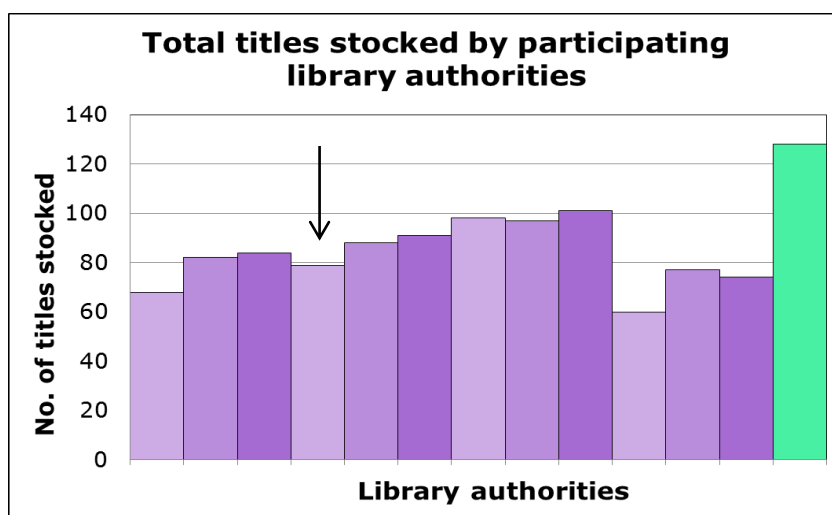
Your library authority is marked on the graph with an arrow. The library authority on the right has a reputation for good LGBT provision.

Comparison with other authorities: picture books and early readers

Your library authority is marked on the graph with an arrow. The library authority on the right has a reputation for good LGBT provision.

Appendix R   Example of interview schedule

Draft template for interview schedules - BL

Check they know what LGBT means, what the research is about, whether they did the questionnaire.

1. **Can you tell me a little bit more about how you personally feel about the idea of providing LGBT fiction to children and young people? How do you think other staff members feel?**
   Background notes to self: One stock team member did not wish to complete the questionnaire, another expressed opinions which were rather less positive than those of many respondents, and the stock team manager made various remarks which suggested she had reservations about the area.
   Prompts for manager, following up on comments:
   You said it was 'more difficult to justify' providing LGBT fiction to younger children. Can you tell me a little bit more about what you meant by this and why you feel this way?
   You also said you felt the issues were 'best explored through factual material'. Can you tell me a little bit more about what you meant by this and why you think this?
   You said that in the past you had lent books to church groups who had specifically asked you not to include books on LGBT issues such as Jenny Lives with Eric and Martin. Can you tell me more about this? When was it? Do comments like this from conservative groups make you more wary about what you provide in the library? Cf. Q7 for prompts.
   Prompt for stock team manager:
   You said that you were 'not sure' whether LGBT books would be more likely to require age restrictions/parental permission than non-LGBT books. Can you expand on this a bit?

2. **Show them their results.** Ask them to respond. Are they surprised by it? Do they feel it is adequate? Are they surprised by how many books actually exist / are on the recommended list? *Could summarise my reading of the situation: provision fairly poor, especially in terms of books for younger children.*

3. **What do they think are the reasons why provision is not better/what would enable them to do better?** Question must be open-ended to start with. Then follow-up prompts:

      a. **Budget?** Findings so far show that the number of copies is affected by budget, but you can still have a range of titles. The authority with the greatest number of titles has a relatively small budget.

      b. **Time/workload issues?**

      c. **Prejudice; anxiety; fear of complaint; lack of awareness?**
Results so far suggest there may be issues of this type, cf. question 1. Comment about conservative client groups suggests fear of complaint may be a particular issue – cf. Q7 for prompts. Compare with other London authorities.

      d. **Supplier issues?**
Background notes to self: This authority used Holt Jackson at the time – which is the same supplier as TL. The stock team member said they had not monitored the quality of supplier provision in this area, but TL's respondent felt it was inadequate. LGBT materials for C&YP were not purchased outside supplier contract.

      e. **Difficulty in finding (information on) available titles?**
Background notes to self: Nothing in comments so far that suggests particular knowledge of titles or suppliers

4. **Recap main causes of poor/better provision: is this a fair reflection of the situation?**
Have you worked in other authorities, and was the situation similar there?

5. **Have you done anything in particular in this area since the questionnaire was carried out? (efforts to improve provision, promotion, etc.)**

6. **Do you celebrate LGBT History Month?** If so, does it include events/promotions related to LGBT fiction for children and young people?

7. **Possibility of complaint**
What I ask here will depend on what has already been covered in previous questions, but I need to make sure that the following have been addressed:
Have you had complaints from the public about things you have done so far? *There have been complaints but not specifically about LGBT stuff.*
Do you think complaints from the public are likely if you increase your provision and promotion of LGBT fiction for children and young people? Why/why not?

If yes: would this affect the way in which you provide and promote LGBT fiction for children and young people?
How would you deal with complaints if they occurred?

8. **Location: In your authority, do you locate YA novels with LGBT content in a separate section or interfiled? Do you agree with this? Why/why not?**
Ditto picture books.

9. **Training:** At the time the authority didn't provide or fund any training on LGBT issues as they relate to libraries. **Is this still the case? Do you think training would be useful? Why/why not?**

Appendix S   Participant consent form

Participant Consent Form

Title of Research Project: Provision of LGBT-related fiction to children and young people in UK public libraries.

Name of Researcher: Elizabeth Chapman

Participant Identification Number for this project: **Please initial box**

I confirm that I have read and understand the information sheet explaining the above research project and I have had the opportunity to ask questions about the project.

I understand that my participation is voluntary and that I am free to withdraw at any time without giving any reason and without there being any negative consequences. In addition, if I do not wish to answer any particular question or questions, I am free to decline. Contact details: Elizabeth Chapman, researcher: e.chapman@sheffield.ac.uk

I understand that my responses will be kept confidential.
I give permission for the researcher and supervisors to have access to my responses. I understand that my name will not be linked with the research materials, and I will not be identified or identifiable as an individual in the research or any associated publications.

I agree to take part in the above research project.

_____   _____   _____

Name of Participant   Date   Signature
(*or legal representative*)

_____   _____   _____

 Lead Researcher   Date   Signature

To be signed and dated in presence of the participant

Copies:

Once this has been signed by all parties the participant should receive a copy of the signed and dated participant consent form and the participant information sheet. A copy of the signed and dated consent form should be placed in the project's main record, which must be kept in a secure location.

Appendix T   Provisional predefined codes

Provisional predefined codes

Opinions

- o   positive
- o   negative

Promotion

- o   anxieties about 'over-promotion' [this links to negative opinions]
- o   displays [this links to separate/integrated]
- o   booklists

Age

- o   censorship / intellectual freedom
  - • anti-censorship / pro-IF
  - • age restrictions
  - • parental permission
- o   categorisation by age [links to location]
- o   anxieties around age (especially provision of materials to young children) [this links to negative opinions]

Sex

- o   anxieties around provision of material with sexual content [this links to negative opinions]
- o   assumption that all LGBT material has sexual content

Quality [links to small presses and negative opinions]

Lack of awareness

- o   assumption of no demand
- o   awareness or otherwise of other diversity-related issues

Passivity

Suppliers

- mainstream
  - specifications [potential link to stock policies]
  - contracts [link to specialist bookshops and Amazon – i.e. whether they are allowed to buy elsewhere]
- specialist bookshops
- Amazon etc.

Stock policies

Small presses [this links to suppliers, but also to quality]

Location

- separate/integrated [this links with displays, and thus promotion]
- parenting collection

Training

Fear of complaint [links to censorship / intellectual freedom and its sub-categories]

- parents
- churches and other conservative groups

Appendix U   Extract from codebook

Parent code	Child codes	When to apply it	Examples	Notes
Age appropriateness		Everything relating to (perceived) age suitability of books	"Ideally restrictions should not be placed on books but age appropriate content must be adhered to." (BM2) "If a book is aimed at the age range of the child/young person who wishes to borrow the book I do not think that parental permission is necessary however I may not feel comfortable if a child of 8 years old wanted to borrow a book aimed at 14 plus to adult" (BM1) "We use 'Teen' collection to indicate age appropriate content" (MC2) "I have done stock selection with young people many times and they would often go for books that are not necessarily aimed at their age-group." (MU3)	Cross-referenced to 'Location – Sections by age' as appropriate. It is closely linked to child protection considerations. An important element of the discourse around books for children and young people.
	Children reading	Any references to children reading books	"they might query obvious mismatches such as an under 8 bringing a Stephen	Link as appropriate to library procedures involving restricting

	adult books	older than their 'intended' age range This may be considered appropriate or not (see quotations in next column).	King novel to be issued." (TU2) "I have done stock selection with young people many times and they would often go for books that are not necessarily aimed at their age-group." (MU3)	access to adult books
	'common sense' (in vivo code)	Comments or turns of phrase which suggest that sometimes age appropriateness is obvious (irrespective of whether or not I personally agree that this is the case).	"…legal / common sense restrictions…" (BM3) "…they might query obvious mismatches such as an under 8 bringing a Stephen King novel to be issued." (TU2)	Rhetoric used to justify age restrictions.
	Hate speech etc.	Any mention of hate speech in books. May be cited as a comparative issue which is equally/more of a concern than content relating to sex or sexuality.	"I feel that a variety of subjects require age restrictions eg. violence, sex, hate, extreme opinions on fanaticism etc." (TC2)	
	LGBT	Any discussion of	"there are parents that don't want their	Support for this in the

		whether LGBT content per se is (in)appropriate for a particular age group	children to read certain types of material before they're ready. Um… and I think I'd include the LGBT fiction in that, simply from the point of view of the child being age, you know, age-ready for it." (BL1)	literature on school library provision, and in my own dissertation. Also broader social narratives, e.g. the fuss over No Outsiders research
	Scary content	Any mention of scary content. May be cited as a comparative issue which is equally/more of a concern than content relating to sex or sexuality.	"…on most occasions the complaint is about the fright factor rather than sexuality" (MU1)	
	Sexual content	Comments relating to the Likert scale question about LGBT sexual content, and any other mention of sexual content whether LGBT or non-LGBT.	"We put ALL books with sexual content / aimed at teenagers in our teen library as it is not appropriate for younger children to read or understand" (BU1) "as long as the teen library is separate from the children's no harm in tasteful descriptions of explicit sex – I would not see any distinction here between 'gay' and 'straight' sex" (MU2) "I don't see why books with LGBT content should need age restrictions any more	

				than books without - unless they are more likely to be dealing wholly or predominantly with explicit sex & relationships." (BC1)	
		Sex assumption	Comments suggesting an assumption that 'LGBT' books must involve sexual content; also comments challenging or querying this.	"Books with LGBT content should be treated the same as any other book that deals with sexual activity and personal relationships." (BC1)	Wider social narratives around this, e.g. the fuss over No Outsiders research
	Swearing		Any mention of swearing or inappropriate language in books. May be cited as a comparative issue which is equally/more of a concern than content relating to sex or sexuality.	"[parental permission] depends more on content of book; violence, language, how sexually explicit - not whether LGBT or not." (BC2)	
	Violence		Any mention of violence in books. May be cited as a comparative issue which is equally/more of a concern than content	"…depends more on content of book; violence, language, how sexually explicit - not whether LGBT or not." (BC2) "A book without LGBT content, but with	McNicol's research found violence was more of a concern for librarians than sex; also somebody said this in my MA research.

		relating to sex or sexuality.	extreme violence would require parental permission." (TC2)	

Appendix V   Coding structure

Appeal
Appropriateness
Appropriateness\Age appropriateness
Appropriateness\Age appropriateness\children reading adult books
Appropriateness\Age appropriateness\'common sense'
Appropriateness\Age appropriateness\Hate speech etc.
Appropriateness\Age appropriateness\LGBT
Appropriateness\Age appropriateness\Scary content
Appropriateness\Age appropriateness\Sexual content
Appropriateness\Age appropriateness\Sexual content\Sex assumption
Appropriateness\Age appropriateness\Swearing
Appropriateness\Age appropriateness\Violence
Appropriateness\Toilet humour
Appropriateness\US focus
Attitudes and opinions
Attitudes and opinions\Equality, diversity and neutrality
Attitudes and opinions\Equality, diversity and neutrality\Ethos of library
Attitudes and opinions\Equality, diversity and neutrality\No discrimination
Attitudes and opinions\Equality, diversity and neutrality\'our diverse society'
Attitudes and opinions\Inappropriate comparisons
Attitudes and opinions\Lack of awareness of issue
Attitudes and opinions\Lack of awareness of issue\'limited demand'
Attitudes and opinions\Lack of awareness of issue\Not relevant to children
Attitudes and opinions\Lack of awareness of issue\'we just haven't thought about it'
Attitudes and opinions\Lack of interest in teenagers
Attitudes and opinions\Need for provision
Attitudes and opinions\Need for provision\Broadening experience
Attitudes and opinions\Need for provision\Broadening experience\Deviant cases
Attitudes and opinions\Need for provision\Identification with characters

Attitudes and opinions\Need for provision\Identification with characters\deviant cases
Attitudes and opinions\Need for provision\Personal motivation
Attitudes and opinions\Need for provision\Personal motivation\Deviant cases
Attitudes and opinions\Prejudice
Attitudes and opinions\'present but not obtrusive'
Attitudes and opinions\Provision or lack of related to known community or lack of
Attitudes and opinions\References to legal rights
Attitudes and opinions\References to legal rights\Equality laws
Attitudes and opinions\References to legal rights\Statutory library provision
Attitudes and opinions\Risk aversion
Attitudes and opinions\Shifting responsibility
Attitudes and opinions\Unfortunate terminology
Attitudes and opinions\'wide range' concern
Attitudes and opinions\Willingness to change
Attitudes of other library staff
Attitudes of other library staff\public vs private
Availability
Availability\Other sources
Availability\Publisher
Availability\Publisher\Differing by publisher
Availability\Publisher\Publicity
Availability\Publisher\Small presses
Availability\Publisher\US publisher
Availability\Supplier availability
Availability\Supplier availability\Differing by supplier
Availability\Supplier availability\Don't know supplier availability
Availability\Supplier availability\Library range vs. Entire database
Availability\Supplier availability\Mixed opinions
Availability\Supplier availability\Negative opinions
Availability\Supplier availability\Positive opinions
Availability\Supplier availability\Unclassifiable opinions

Budget, time, workload etc
Budget, time, workload etc\Budget
Budget, time, workload etc\Budget\'value for money'
Budget, time, workload etc\Cuts
Budget, time, workload etc\Cuts\Loss of children's specialism
Budget, time, workload etc\Cuts\Loss of tacit knowledge with staff
Budget, time, workload etc\Time, workload, staff numbers
Cataloguing
Complaint
Complaint\Actual LGBT complaint or anti-gay sentiment
Complaint\Children very accepting
Complaint\Complaints from LGBT people about poor provision
Complaint\Complaints from LGBT people about poor provision\Deviant cases
Complaint\Complaints unlikely in future
Complaint\Complaints unlikely in future\Deviant cases
Complaint\Fear of complaint
Complaint\Fear of complaint\Deviant cases
Complaint\Fear of complaint\Stumbling on unwanted issues
Complaint\Fear of complaint\Stumbling on unwanted issues\Deviant cases
Complaint\LGBT complaints rare or non-existent
Complaint\Management of materials in response to complaint
Complaint\Many things attract complaint
Complaint\Possibility of complaint should not dictate provision
Consortia
Consultation
Continued inertia
Evidence of demand
Evidence of demand\Deviant cases
Factors affecting attitudes
Factors affecting attitudes\Age
Factors affecting attitudes\Faith or cultural groups

Factors affecting attitudes\Whether or not they have children
Findability
Hypothetical
Impact of research
Impact of research\Process of realisation
Intellectual freedom
Intellectual freedom\Age banding
Intellectual freedom\Age restrictions
Intellectual freedom\'difficult to police'
Intellectual freedom\'discussion with child'
Intellectual freedom\Exclusion & censorship
Intellectual freedom\guidance not censorship
Intellectual freedom\IF rights
Intellectual freedom\Legal restrictions
Intellectual freedom\Parental permission
Intellectual freedom\Parental responsibility
Intellectual freedom\Privacy from parents
Issue figures
Lack of mainstreaming
LGBT activity
LGBT activity\Services for adults but not children
LGBT activity\Collection development and management
LGBT activity\Unsuccessful activity
LGBT community
Local authority policies
Location
Location\Kept behind desk
Location\Location within authority
Location\Parenting section
Location\Sections by age
Location\Sections by age\LGBT in children's

Location\Sections by age\teen plus
Location\Separate vs integrated
Location\Top shelf

Media
Media\'no such thing as bad publicity'

Need to be able to justify actions

Neutrality

Other diversity

Patchy information available

Procedures

Procurement
Procurement\Contracts
Procurement\Discretionary budget
Procurement\Donations
Procurement\Flagging up
Procurement\Online approvals
Procurement\Shelf-ready
Procurement\Showroom visits
Procurement\Special or retrospective buy
Procurement\Stock policy
Procurement\Supplier decides categories
Procurement\Supplier reviews
Procurement\Supplier selection
Procurement\Supplier selection\Supplier specifications

Promotion
Promotion\Book awards
Promotion\Book talks
Promotion\Booklists
Promotion\Displays
Promotion\Displays\Integrated displays
Promotion\Lack of targeted promotions

Promotion\LGBT History Month
Promotion\Other methods
Promotion\Outreach or community librarianship
Promotion\Personal recommendation
Promotion\Pride
Quality
Reservations
Roles & knowledge
Roles & knowledge\Book knowledge or lack of
Roles & knowledge\Book knowledge or lack of\General book knowledge
Roles & knowledge\Book knowledge or lack of\General book knowledge\Combating limitations of supplier provision
Roles & knowledge\Book knowledge or lack of\Knowledge of existing stock
Roles & knowledge\Book knowledge or lack of\LGBT book knowledge
Roles & knowledge\Book knowledge or lack of\LGBT book knowledge\Deviant cases
Roles & knowledge\Book knowledge or lack of\Reader development
Roles & knowledge\Book knowledge or lack of\Supplier over-reliance
Roles & knowledge\Knowledge of borrowers
Roles & knowledge\Knowledge of suppliers & info sources or lack of
Roles & knowledge\Lack of knowledge of policies
Roles & knowledge\Stock selection expertise
Roles & knowledge\Who knows best
Safeguarding
Self-publishing
Spine labelling
Staff groups
Staff groups\Frontline staff
Staff groups\LGBT staff groups

Staff groups\Librarians
Staff groups\Senior management
Stigma & barriers
Stock levels
Tokenism
Training
Types of material
Types of material\audiobooks
Types of material\early readers
Types of material\ebooks
Types of material\ graphic novels
Types of material\junior school books
Types of material\magazines
Types of material\non-fiction
Types of material\parenting books
Types of material\YA novels

Appendix W Participant codes and involvement in each stage of the research

Table 31: Participant codes and involvement in each stage of the research

Participant code	Participated in
BC1	Members questionnaire
BC2	Members questionnaire, manager questionnaire
MC1	Members questionnaire, manager questionnaire
MC4	Members questionnaire
MC2	Members questionnaire
MC3	Members questionnaire
TC1	Members questionnaire, manager questionnaire, interview
TC5	Members questionnaire
TC2	Members questionnaire
TC3	Members questionnaire
TC4	Members questionnaire
TC6	Interview
TC7	Interview
TC9	Interview
TC10	Interview
TC11	Interview
TC8	Email
BL1	Manager questionnaire, interview
BL2	Members questionnaire
ML1	Members questionnaire, manager questionnaire
TL1	Members questionnaire, manager questionnaire
TL2	Members questionnaire (partial)
TL3	Interview
TL4	Interview
TL5	Interview
TL6	Interview
BM1	Members questionnaire, manager questionnaire
BM2	Members questionnaire
BM3	Members questionnaire
MM1	Members questionnaire, manager questionnaire
TM1	Manager questionnaire
TM2	Members questionnaire
TM3	Members questionnaire
BU1	Members questionnaire, manager questionnaire
MU1	Members questionnaire, manager questionnaire
MU2	Members questionnaire
MU3	Members questionnaire
TU1	Manager questionnaire

TU2	Members questionnaire
BUP1	Manager questionnaire
BUP2	Members questionnaire
BUP3	Members questionnaire, sent information via colleague
BUP4	Interview
BUP5	Interview
Pilot 1	Pilot interview
Pilot 2	Pilot interview
Pilot 3	Pilot interview
Pilot 4	Pilot interview
Pilot 5	Pilot interview

Appendix X   Full cross-tabulation data showing relationships between whether or not titles were available through the supplier and whether they were stocked in libraries

Table 32: Full crosstabulation of 'Library_range' (whether or not a title is classified as 'Library Range' by the participating supplier) and 'Stocked_libraries' (whether or not it is stocked in one or more of the participating library authorities)

			Stocked_libraries		Total
			Not stocked in any participating libraries	Stocked in one or more participating libraries	
Library_range	Not included in 'Library Range'	Count	339	67	406
		% within Library_range	83.5%	16.5%	100.0%
		% within Stocked_libraries	98.0%	31.9%	73.0%
		% of Total	61.0%	12.1%	73.0%
	Included in 'Library Range'	Count	7	143	150
		% within Library_range	4.7%	95.3%	100.0%
		% within Stocked_libraries	2.0%	68.1%	27.0%
		% of Total	1.3%	25.7%	27.0%
Total		Count	346	210	556
		% within Library_range	62.2%	37.8%	100.0%
		% within Stocked_libraries	100.0%	100.0%	100.0%
		% of Total	62.2%	37.8%	100.0%

Phi coefficient = .722

Table 33: Full crosstabulation of 'In_stock' (whether or not a title is in stock at the participating supplier's warehouse) and 'Stocked_libraries' (whether or not it is stocked in one or more of the participating library authorities)

			Stocked_libraries		Total
			Not stocked in any participating libraries	Stocked in one or more participating libraries	
In_stock	0 Not in stock in warehouse	Count	338	131	469
		% within In_stock	72.1%	27.9%	100.0%
		% within Stocked_libraries	97.7%	62.4%	84.4%
		% of Total	60.8%	23.6%	84.4%
	1 In stock in warehouse	Count	8	79	87
		% within In_stock	9.2%	90.8%	100.0%
		% within Stocked_libraries	2.3%	37.6%	15.6%
		% of Total	1.4%	14.2%	15.6%
Total		Count	346	210	556
		% within In_stock	62.2%	37.8%	100.0%
		% within Stocked_libraries	100.0%	100.0%	100.0%
		% of Total	62.2%	37.8%	100.0%

Phi coefficient = .471

Appendix Y   Full cross-tabulation data showing relationships between place of publication, availability through supplier, and stocking in libraries

Table 34: Full crosstabulation of 'UK_publisher' (whether or not a title is published by a UK publisher) and 'Library_range' (whether or not a title is classified as 'Library Range' by the participating supplier)

| | | | Library_range | | Total |
			0 Not included in 'Library Range'	1 Included in 'Library Range'	
UK_publisher	0 Not published by a UK publisher	Count	358	36	394
		% within UK_publisher	90.9%	9.1%	100.0%
		% within Library_range	88.2%	24.0%	70.9%
		% of Total	64.4%	6.5%	70.9%
	1 Published by a UK publisher	Count	48	114	162
		% within UK_publisher	29.6%	70.4%	100.0%
		% within Library_range	11.8%	76.0%	29.1%
		% of Total	8.6%	20.5%	29.1%
Total		Count	406	150	556
		% within UK_publisher	73.0%	27.0%	100.0%
		% within Library_range	100.0%	100.0%	100.0%
		% of Total	73.0%	27.0%	100.0%

Phi coefficient = .627

Table 35: Full crosstabulation of 'UK_publisher' (whether or not a title is published by a UK publisher) and 'Stocked_libraries' (whether or not it is stocked in one or more of the participating library authorities)

			Stocked_libraries		Total
			0 Not stocked in any participating libraries	1 Stocked in one or more participating libraries	
UK_publisher	0 Not published by a UK publisher	Count	317	77	394
		% within UK_publisher	80.5%	19.5%	100.0%
		% within Stocked_libraries	91.6%	36.7%	70.9%
		% of Total	57.0%	13.8%	70.9%
	1 Published by a UK publisher	Count	29	133	162
		% within UK_publisher	17.9%	82.1%	100.0%
		% within Stocked_libraries	8.4%	63.3%	29.1%
		% of Total	5.2%	23.9%	29.1%
Total		Count	346	210	556
		% within UK_publisher	62.2%	37.8%	100.0%
		% within Stocked_libraries	100.0%	100.0%	100.0%
		% of Total	62.2%	37.8%	100.0%

Phi coefficient = .586

Table 36: Full crosstabulation of 'UK_market' (whether or not a title is licensed for the UK market) and 'Library_range' (whether or not a title is classified as 'Library Range' by the participating supplier)

			Library_range		Total
			0 Not included in 'Library Range'	1 Included in 'Library Range'	
UK_Market	0 Not licensed for the UK market	Count	215	4	219
		% within UK_Market	98.2%	1.8%	100.0%
		% within Library_range	53.0%	2.7%	39.4%
		% of Total	38.7%	0.7%	39.4%
	1 licensed for the UK market	Count	191	146	337
		% within UK_Market	56.7%	43.3%	100.0%
		% within Library_range	47.0%	97.3%	60.6%
		% of Total	34.4%	26.3%	60.6%
Total		Count	406	150	556
		% within UK_Market	73.0%	27.0%	100.0%
		% within Library_range	100.0%	100.0%	100.0%
		% of Total	73.0%	27.0%	100.0%

Phi coefficient = .457

Table 37: Full crosstabulation of 'UK_market' (whether or not a title is licensed for the UK market) and 'Stocked_libraries' (whether or not it is stocked in one or more of the participating library authorities)

			Stocked_libraries		Total
			0 Not stocked in any participating libraries	1 Stocked in one or more participating libraries	
UK_market	0 Not licensed for the UK market	Count	196	23	219
		% within UK_market	89.5%	10.5%	100.0%
		% within Stocked_libraries	56.6%	11.0%	39.4%
		% of Total	35.3%	4.1%	39.4%
	1 Licensed for the UK market	Count	150	187	337
		% within UK_market	44.5%	55.5%	100.0%
		% within Stocked_libraries	43.4%	89.0%	60.6%
		% of Total	27.0%	33.6%	60.6%
Total		Count	346	210	556
		% within UK_market	62.2%	37.8%	100.0%
		% within Stocked_libraries	100.0%	100.0%	100.0%
		% of Total	62.2%	37.8%	100.0%

Phi coefficient = .45