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An Analysis of *Little Red Riding Hood* Storybooks in the de Grummond Children's Literature Collection

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University of Southern Mississippi

Readers: Dr. M.J. Norton
Dr. Teresa S. Welsh

Introduction

General Background

Little Red Riding Hood is a fairy tale which children and adults alike have read or heard in one version or another over the years. It is probably one of the first stories most adults heard when they were youngsters and more than likely one of the first fairy tales they told to their children.

"*Little Red Riding Hood*" began as an oral folk tale and continued to be told to children for centuries before being published in a French version by Charles Perrault in 1697, and then in 1812 in the German version by Jacob and Wilhelm Grimm (Delaney, 2006, p. 70)

"The tale of *Little Red Riding Hood* is one of the small stock of stories that were read or told to children of the Western world for a century and a half and one that continues to enjoy great popularity in today's mass media-dominated society" (Degh, 1991, p. 111). This ancient tale has versions that can be traced to Germany, France, the Czech Republic, El Salvador, England, Hungary, the former Soviet Union, the United States, and Yugoslavia. Beckett in *Recycling Red Riding Hood* (2002) remarks "Little Red Riding Hood was an inveterate globetrotter" who inspired "intriguing new retellings not only throughout Europe, but from Australia to Japan and Columbia to Canada" (p. xviii).

Statement of the Problem and Sub-Problems

The focus of this study was an analysis of one fairy tale currently located in the de Grummond Children's Literature Collection in order to determine the extent of the collection as well as characteristics of the collection of *Little Red Riding Hood* illustrated storybooks, including year of publication to indicate the oldest version in the collection, publication trend over time from 1966 to 2010, culture or country of origin, and authorship. Adult-themed books in Cook

Library that are related primarily to the topic of *LRRH* were also examined.

Research Questions

- R1. What is the oldest version of the *Little Red Riding Hood* storybook in the de Grummond Children's Literature Collection?
- R2. What is the publication trend of *Little Red Riding Hood* in the de Grummond Collection from 1966 to 2010?
- R3. What is the country (or culture) of origin of the versions of *LRRH* in the de Grummond Collection?
- R4. What are the authorship characteristics of the children's books examined in this study?
- R5. Which adult-themed books related primarily to the topic of *LRRH* and are available in USM Cook Library?

Definitions

Bibliometrics: The use of mathematical and statistical methods to study and identify patterns in the usage of materials and services within a library, or to analyze the historical development of a specific body of literature, especially its authorship, publication, and use (Reitz, 2011).

Culture: The totality of socially transmitted behavior patterns, arts, beliefs, institutions, and all other products of human work and thought (thefreedictionary.com, 2011).

Authorship: The origin of a manuscript, book, or other written work, with reference to its author(s) (Reitz, 2011).

Limitations/Delimitations

This bibliometric study was limited to versions of the story of *Little Red Riding Hood* found in the de Grummond Children's Collection. This study further

included the adult-themed books related primarily to the topic of *Little Red Riding Hood* available in USM Cook Library.

Assumptions

It was assumed that the *Little Red Riding Hood* literature in the de Grummond Collection as well as the adult literature in Cook Library was entirely and completely indexed so that relevant items were retrieved.

Importance

Little Red Riding Hood can be used as an educational tool for teachers and librarians at any educational level. *LRRH* tells children of morals, which children are expected to understand and follow. According to Saintyves (1989) "... we could consider this charming story a fable and suppose that it was invented in order to teach young girls that they should not talk to strangers" (p. 72). In making different cultural versions available, children have the opportunity to learn of the morals being taught in this old fairy tale.

"Enjoying a Good Story: Why We Use Children's Literature When Teaching Adults" (Freeman, Feeney, and Moravcik, 2011) "revealed four purposes for the incorporation of children's literature into pre-service and in-service teachers' course work" (p. 2):

1. to enhance students' cross-cultural competence
2. to help prepare teachers to work in inclusive classrooms
3. to prepares students to work with children and families going through divorce
4. to supplement the required textbook in a child development course (Freeman, Feeney, and Moravcik, 2011, p. 2).

With the abundance of versions of *Little Red Riding Hood*, a collection analysis of this particular fairy tale may show a need to broaden the growth of the *LRRH* collection in the cultural aspect. A collection analysis may help determine the strengths and weaknesses of a collection. Hart writes, "The most basic question in a collections analysis is 'Where is my collection weak, and where is it strong?'" (2003, p. 36).

In *Fundamentals of Collection Development and Management* (2009), Johnson states "collection analysis is more than analyzing the collection per se. It encompasses analysis of the library's collection, its use, and ultimately, its impact" (p. 225). Johnson (2009) believes, "analysis provides information on various aspects of the collection, for example, the number of pieces and titles in a particular subject; formats represented; age and condition of materials; breadth and depth of coverage; language in which the resources are available" (p. 225). A collection analysis of *Little Red Riding Hood* could provide indications as to the need to broaden the growth of the collection on this particular fairy tale. According to Johnson (2009),

"A librarian gains information that helps him or her decide if a collection is meeting its objectives, how well it is serving its users, in which ways or areas it is deficient, and what remains to be done to develop it" (p. 226).



DeWolfe, Fiske, and Co., 1890

Image Courtesy of

[de Grummond Children's Literature Collection](#)

Literature Review

History of Little Red Riding Hood

Little Red Riding Hood is described as "one of the most enduring traditional tales, which continues to fascinate young children and academics alike..." (Fox, 2001, p. 435). While difficult to identify the origins of the oral tale, Bettelheim (1989) traces the origins of

the tale back to the eleventh century, "a Latin story of 1023 (by Egbert of Lièges called *Fecunda ratis*)" (p. 189).

Chase and Teasley traced the oral tradition of *Little Red Riding Hood* to the sixteenth and seventeenth century witch persecutions in France (1995, p. 769). Darnton (1984), referring to the origin of classic French tales,

Folklorists have recognized their tales in Herodotus and Homer, on ancient Egyptian papyruses and Chaldean stone tablets; and they have recorded them all over the world, in Scandinavia and Africa, among Indians on the banks of the Bengal and Indians on the Missouri" (p. 21).

Chalou, in *A Postmodern Analysis of the Little Red Riding Hood Tale* (2002), suggests that the first publication of the tale, *Little Red Riding Hood*, is Charles Perrault's 1697 French version "*Le Petit Chaperon Rouge* (The Little Red Cap) in his collection titled *Contes du Temps Passé (Stories of Past Times)*" (p. 61). Iona and Peter Opie (1974) indicate that this tale was first translated into English in *Histories or Tales of Past Times* in 1729 (p. 94). According to Madland (1984),

Whereas in the oral tradition preceding Perrault the young heroine was a healthy, self-confident peasant girl quite capable of taking care of herself and the wolf, the dominant versions today are those by Charles Perrault and the Brothers Grimm, both of which stress obedience and the regulation of female sexuality" (p. 278).

The versions of this tale by Perrault and the Brothers Grimm became the dominant versions we know today despite "some radical twentieth-century adaptations that include Thurber's brief anecdote and its memorable concluding moral (after the young heroine has shot the wolf with her automatic), 'It is not so easy to fool little girls nowadays as it used to be'" (Madland, 1984, p. 278).

The tale was originally intended for adults. Muir (1969) wrote that "although the characters and the background belong superficially to fairyland, most of them are too sophisticated for children (p. 36). Orenstein (2002) declares, "Once upon a time, hundreds of years ago, 'Little Red Riding Hood' was a

bawdy morality tale for adults, quite different from the story we know today" (p. 3). However, children began reading or having the tale told to them, shortly after the first publication. Shavit states that "although children's literature is today a 'natural' phenomenon taken for granted in any national literature, it is a relatively new development--less than two hundred years old" (1989, p. 130). In the 1700s, literature for children was just beginning to appear and did not become a customary trade until the later portion of the 1800s (Shavit, 1989).

Fox stated, "Red Riding Hood may well be the world's most published heroine" (2001, p. 435). From the seventeenth century to the twenty-first century, this tale has been re-told and re-written. According to Beckett (2009),

The famous fairy tale would be more fittingly categorized as a literature of "inexhaustible possibility" since one can only marvel at the apparently endless and innovative ways in which *Little Red Riding Hood* has been recycled, and not only in a parodic mode, in recent decades. As well as being the most retold, it is indisputably the most commented on fairy tale of all time (p. xv).

Little Red Riding Hood is so well known that Fox (2001) determined, "She appears on records, in advertisements, greeting cards, political cartoons, as a collectible piece of Staffordshire pottery, and on CD-ROM" (p. 435). It is possible this tale is over 900 years old. Bettelheim (1976) states,

When Perrault published his collection of fairy tales in 1697, "*Little Red Riding Hood*" already had an ancient history, with some elements going far back in time. There is the myth of Cronos swallowing his children, who nevertheless return miraculously from his belly; and a heavy stone was used to replace the child to be swallowed. There is a Latin story of 1023 (by Egbert of Lièges, called *Fecunda ratis*) in which a little girl is found in the company of wolves; the girl wears a red cover of great importance to her, and scholars tell that this cover was a red cap. Here, then, six centuries or more before Perrault's story, we find some basic

elements of "Little Red Riding Hood": a little girl with a red cap, the company of wolves, a child being swallowed alive who returns unharmed, and a stone put in place of the child (p. 168).

Scholars, folklorists, historians, and even anthropologists have analyzed this tale from feminism, to gender role, and psychoanalytic theory the characters portray in the story. Dundes (1989) believes two of "the most important founders of the academic discipline of folkloristics, the scientific study of folklore," are Jacob and Wilhelm Grimm (p. 7). Zipes (1989) determined feminism is addressed in this tale because, "*Little Red Riding Hood* reflects men's fear of women's sexuality- and of their own as well" (p. 126).

Another way of looking at *Little Red Riding Hood* from the prospective of childhood is provided by psychoanalytic theory (Roheim, 1989, p.159). *Little Red Riding Hood* can be perceived as a cautionary tale; a tale which is told to children to warn of dangers (Rumpf as cited by Jager, 1989, pp. 91-92). Jager explains the Swedish folklorist von Sydow classified *Little Red Riding Hood* as a cautionary tale and "pointed out older stories and popular educational practices that evoked the wolf to discipline children" (1989, p.91). Orenstein asks, "What makes Little Red Riding Hood so interesting to folklorist, feminists, psychoanalysts, poets, advertisers, and for that matter me? The answer... is that beneath her simple appearance--beneath her cloak-- Little Red Riding Hood embodies complex and fundamental human concerns" (2002, p. 7-8).

There are many versions of the tale in the de Grummond Children's Literature Collection. This study will focus on the written formats of the tale currently found in the de Grummond Children's Literature Collection at The University of Southern Mississippi in Hattiesburg.

Bibliometrics

"Bibliometrics deals with the quantitative aspects of print documents" (Jalal, Biswas, and Mukhopadhyay, 2009, p. 3). Although this is only one aspect of bibliometrics, it can also be used as a qualitative

method. White and Marsh (2006) describe it as a "flexible research method that can be applied to many problems in information studies" (p. 23).

Librarians use the different available bibliometric tools to provide further examination of a topic/subject, which would be relevant to their collection or other services offered. Joyce Mosely evaluated her collection using content analysis, which is commonly used "to study trends, values, and... it is useful in the investigation of collection development and other media services" (1997, p.14).

In the earlier days bibliometric studies used the databases of *Institute for Scientific Information (ISI)*. With the advancement of technology, there are many databases available for analyzing documents. Jalal, Biswas, and Mukhopadhyay (2009) propose *Google Scholar* provides a simple way to broadly search for scholarly literature, while *Scopus* contains embedded citation information and provides the researcher with tools to analyze and visualize research (p. 7). There are also field specific databases such as *CiteSeer* and *Citebase* (Jalal, Biswas, and Mukhopadhyay, 2009, p. 7). The use of bibliometrics in this study will contribute to an understanding of *Little Red Riding Hood* and describe the library holdings with regard to publication trends, culture, and author gender of items in the collection.

Publication Trend

Brissett (2008) researched content analysis on picture books with the focus on the color of characters. In Brissett's original study she stated, "The literature suggests that major publishers have had little interest in publishing picture books with characters of color" (p. 14).

Brissett's study used forty-eight picture books in the easy-to-read (primary collection) from the Gladys A. Abraham Elementary School Library collection (2009, p. 215). Content analysis was used to identify the ethnicities of the main characters and the settings of the picture book collection. A coding form was used to record the title of the book, the main character by ethnicity, the setting by geographic location, the author and illustrator by color and the publisher by name and location (2009, p. 214). Each book was examined and the data were recorded on an Excel

Spread Sheet. The study results indicated only twenty-six (54%) of the main characters of the story books were of color. Twenty-one (44%) of the main characters were black, and only two (4%) were Hispanic. The study further determined forty-two (88%) of the books were set in the United States, while only two (4%) had Caribbean locales and one (2%) had an African location (Brissett, 2009, pp. 215-16).

The methodology in this study will be similar to the methodology in Brissett's study by addressing the publication trends in the *LRRH* collection. These trends will determine the oldest book in the collection as well as how many books in the collection were published each century. This study will further indicate the culture or country of origin similar to Brissett's study when she determined the locales in which the story books were set.

Ford (2010) researched "the publication pattern and authorship of the scholarly literature related to student academic success/achievement and school libraries including how much has been published on this topic per year, in which journals they were published and authorship of the articles (pp. 180-181). The database *Library Literature and Information Science* full-text database and *ERIC* database were searched using the terms "student achievement" and "librar*" in the abstract field. The limitations of full-text and peer reviewed were included in the search (Ford, 2010, p. 191).

According to Ford's results, "30 articles were published on the impact of school libraries on student achievement from 1998-2009" (2010, p. 192). These findings indicated seven articles were published during 2005, six articles in 2007, three articles published in 2002, 2003 and 2004. Two articles were published in 1999 and 2008, while only one article was published in 1998, 2001, 2006, and in 2009 (articles for 2009 only included articles through the date of the study) and no articles were published in 2000 (Ford, 2010, p. 192). Ford's study determined that *Teacher Librarian* published 60 percent of the articles, and *School Libraries Worldwide* published 16 percent of the articles (Ford, 2010, pp. 192-193). Ken Haycock authored four of the articles, while Judi Morellion and Jo Ellen Misakian co-authored two

articles, and the remaining authors contributed one article each (Ford, 2010, p.193). Finally, Ford's study determined that "more than half of the authors teach on a college level, many in the field of library and information science" (p. 194) and professional librarians authored nine articles (Ford, 2010, pp. 192-194). This study of *Little Red Riding Hood* will be similar to Ford's study by providing the number of storybooks published in a given century.

Culture or Country of Origin

Culture is an important aspect in literature for young children. Brissett states, "Parents, politicians, and pundits recognize the importance of children's literature, specifically picture books that offer children, whether they can read or not, an opportunity to see themselves and others" (2008, p. 17). Children need to be aware of other culture mores, which exist in society today. Larrick pointed out in 1965, if children do not see honest and accurate portrayals of themselves in picture books, they become "invisible" (Mendoza and Reese 2001 as quoted by Brissett, 2008, p. 17).

Therefore, young children need to be taught commonalities of different cultures rather than differences. Wan (2006) addressed the issue of diversity and tolerance in the classroom and used multicultural children's literature as a thematic approach. "Thus literature becomes a great resource for us to study our various cultures" (Wan, 2006, p. 141). Brissett states, "Librarians can ensure, by selecting picture books that portray the culture and heritage of their students, that they will have a meaningful learning experience" (2008, p. 6). This results in children learning to appreciate diversity and multicultural trends.

Authorship

Authorship can provide insight to the publication trend and can be a contributing factor to the gender of the author publishing a version of *LRRH*. Straub and Anderson (2010) researched authorship trends in *MISQ* to examine how the authors were being published in relation to the number of authors per article (solo, multiple, or student) and location. Straub and Anderson found that the number of authors per article does "directly relate to the issue of the number of authors achieving publication, as

fewer solo-authored papers translates into additional authors achieving publication in our top journals" (iv).

Michalec and Welsh (2007) researched the topic of GIS in LIS literature but limited the research to publication pattern and authorship. The study examined a 16 year span from 1990 to 2005 (Michalec and Welsh, 2007, p. 70). Bibliographic data were gathered from the *Library Literature and Information Science* and *Library, Information Science and Technology Abstracts* databases (Michalec and Welsh, 2007, p. 71). There were 305 items retrieved through databases, which were narrowed to 146 items after removing duplicates (Michalec and Welsh, 2007, p. 71). The collected data from the articles were compiled in an Excel spreadsheet and analyzed for publication pattern and authorship. The results of the publication pattern fluctuated by year but in general indicated a positive increase in publication. The results of the authorship affiliation yielded 64 percent were single-authored articles, 25 percent by two authors, and 12 percent by three or more authors. The study determined 57 percent of the authors were librarians or LIS academics, 29 percent were academics and research from other fields of study, and 14 percent were government entity or corporation (Michalec and Welsh, 2007, p. 74). This study provided no clear trend of author affiliation of the articles on GIS (Michalec and Welsh, 2007, p. 74). The study of *LRRH* will be similar to the study of Michalec and Welsh, as it will use similar methodology in determining the authorship gender in the publication trends of *LRRH*.

Matthews 2010 study located 57 scholarly articles related to information literacy and critical thinking in a span of 10 years from 2000 to 2009. The results were first sorted by year of publication and then whether or not the articles focused on an academic library or institution of higher learning (Matthews, 2010, pp. 205-206). The articles retrieved were then broken out on the basis of the demographics of authorship: gender, affiliation, and numbers of authors on a single article. Further, author gender data were categorized as "male" or "female" and gender ratios were examined overall as well as for each bracket of multiple authorships; "author affiliation was based on the organization type with

which the author was affiliated at the time of publication" (Matthews, 2010, p. 205).

All of the data were compiled in an Excel spreadsheet and analyzed. Matthews found the articles on this topic were distributed by time (yearly) and only seven articles were produced in the first five years of the ten years examined. From 2005-2009 forward publications did rise overall but were unevenly distributed. The greatest portion (72%) of articles on "information literacy and critical thinking" was related to institutions of higher learning and associated libraries. The other 28 percent were related to primary or secondary schools.

Matthews also examined how these articles carried the terms "Internet", "Web", "digital", "online", or "technology" in their titles and found only six of the fifty-seven included one or more of these terms. The last result Matthews found related to the demographics of authorship gender. There were 102 authors who contributed to these 57 articles with a gender distribution of 27.5 percent male authors and 72.5 percent female authors (2010, p. 207). Matthews stated, "The gender distribution among the authors, weighted heavily towards females, may indicate that women now dominate the field" (2010, p. 208). The study of *LRRH* will use similar methodology as Matthews did to determine the authorship gender.

The previous studies examined publication trends, culture or country of origin, and authorship. Online databases were used to collect the information needed to complete each of the indicated studies and Excel spreadsheets were used to compile and analyze their collected data. This study of *LRRH* also examines publication trends, culture or country of origin, and authorship. An online database was used to collect information for each area of the study and Excel spreadsheets were used to compile and analyze the collected data.

Methodology

The de Grummond Children's Literature Collection
The de Grummond Children's Literature Collection was established in 1966 by Dr. Lena de Grummond. Dr. de Grummond wanted the collection to focus on classic and contemporary children's literature so she

wrote her favorite authors and illustrators to solicit materials related to the creation of children's books. "By 1999, thirty-three years after de Grummond sent her first letter, her collection houses original manuscripts and illustrations created by more than twelve hundred authors and illustrators" (Jones, 1999, p. 301). The oldest book in the collection, *Aesopi Phrygis Fabellae Graece & Latine*, was published in 1530 (Jones, 1999, p. 303). The collection is available online at: <http://digilib.usm.edu/cdm/landingpage/collection/degnum>.

This study focused on the *Little Red Riding Hood* illustrated storybooks in the de Grummond Children's Literature Collection that were collected from 1966-2010. The study examined the year of publication to indicate the oldest version in the collection and publication trend over time, culture or country of origin, and authorship of the children's books in the de Grummond Children's Literature Collection. The study did not include duplicates of the *Little Red Riding Hood* illustrated storybooks in the de Grummond collection. Further, this study examined the adult-themed books available in Cook Library related primarily to the topic of *Little Red Riding Hood*.

Data Collection and Analysis

Data for this study were gathered from the online catalog *ENCORE*. The parameter used in the online catalog was "little red riding hood" and limited to the de Grummond Children's Literature Collection. Duplicates, articles, microform, visual media, printed music, musical media, e-books, and spoken media were eliminated. Any other format types retrieved which did not focus on the topic were disregarded. Further, if any authors had ambiguous names which prevented the determination of gender, the *Literature Resource Center* through The University of Southern Mississippi Library, was used to locate the author information. Author Web sites were also used to determine gender of any generically named authors. Authorship characteristics such as single author, multi-author and unknown author were noted.

This study sorted data related to the *Little Red Riding Hood* illustrated storybooks in three phases. First,

the books were sorted by year of publication to determine the oldest version in the collection. To verify the oldest version of *LRRH*, the de Grummond Children's Library was visited for a physical review of the collection. To verify the publication trend of *LRRH*, in addition to a catalog search, the de Grummond Children's Library was visited to physically review the *LRRH* collection. This process determined whether all of the *LRRH* books were actually listed in the online catalog. The data collected for the oldest version and publication trend were placed in a Microsoft Excel Spreadsheet for evaluation and provided statistical information as to how many books were published per century, as well as the oldest version of *LRRH*.

Second, the books were sorted by country of origin to determine the culture. Each of the *LRRH* books in the de Grummond Children's Library were physically reviewed and the University's online catalog (*ENCORE*) was consulted. The cultural or country of origin was determined based on the geographical location of the publishing company of each book. If the culture or country of origin could not be determined by physical examination, the catalog information listed in the online catalog was used. If the cultural aspect or the country of origin could not be determined, the book was listed as unknown.

Next, the books were sorted to determine the authorship characteristics, which included gender, single author, multi-author, and unknown author. University's online catalog (*ENCORE*) and the *Literature Resource Center* were used in this process. In determining the author gender, all books with no author and unknown gender were excluded. The books were examined for author gender and for single authorship, multi-authorship, or an unknown author.

The final portion of this study examined the holdings of the Cook Library to resolve the number of books in the general collection related primarily to the topic of *Little Red Riding Hood*. The University's online catalog (*ENCORE*) was utilized using the search parameters which were limited to "little red riding hood" or "red riding hood" within the title and targeted only titles held in Cook Library. Duplicates, articles, microform, visual media, printed music,

musical media, e-books, and spoken media were eliminated. Any other format types retrieved that did not focus on the topic were disregarded. The compilation and analysis using Excel provided the percentage of adult-themed books related to the topic of *LRRH* found in the Cook Library.

Results

This study retrieved 229 items related to *Little Red Riding Hood* and excluded 72 of the items. These excluded items were duplicates, articles, microform, visual media, printed music, musical media, e-books, and spoken media, which left 157 *Little Red Riding Hood* illustrated storybooks housed in the de Grummond Children's Literature Collection. The illustrated storybooks were sorted into three phases: publication year, authorship, and culture or country of origin.

R1. What is the oldest version of the *Little Red Riding Hood* storybook in the de Grummond Children's collection?

Based on the publication dates of the *Little Red Riding Hood* illustrated storybooks housed in the de Grummond Children Literature Collection; the oldest book listed the publication date as 1796.

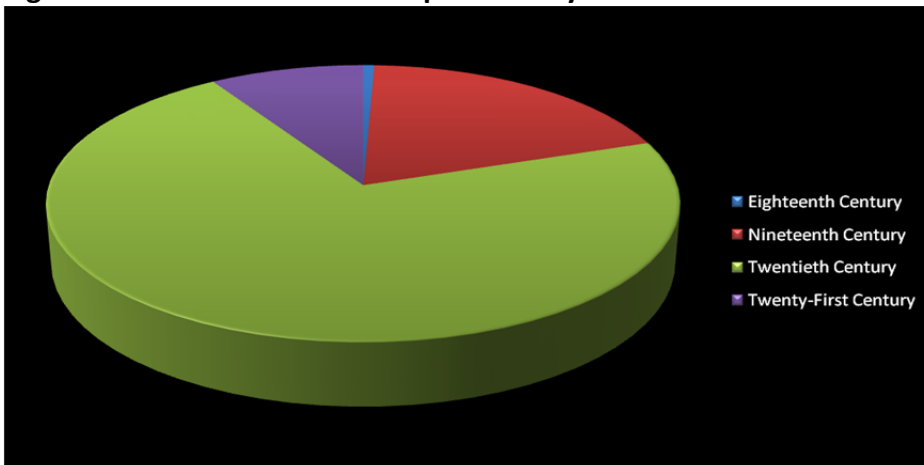
R2. What is the publication trend of *Little Red Riding Hood* in the de Grummond Collection from 1966 to 2010?

The nineteenth century saw the publication of thirty books (19%). The largest number of books was published during the twentieth century with one hundred twelve books (71%). Fourteen books in the collection were published in the twenty-first century (9%) (Table 1, Figure 1).

Table 1. *LRRH* Books Published per Century

Century	Total Books Pub. Per Century	Percentage Pub. Per Century
Eighteenth Century	1	1%
Nineteenth Century	30	19%
Twentieth Century	112	71%
Twenty-First Century	14	9%
Total Pub.	157	100%

Figure 1. *LRRH* Books Published per Century



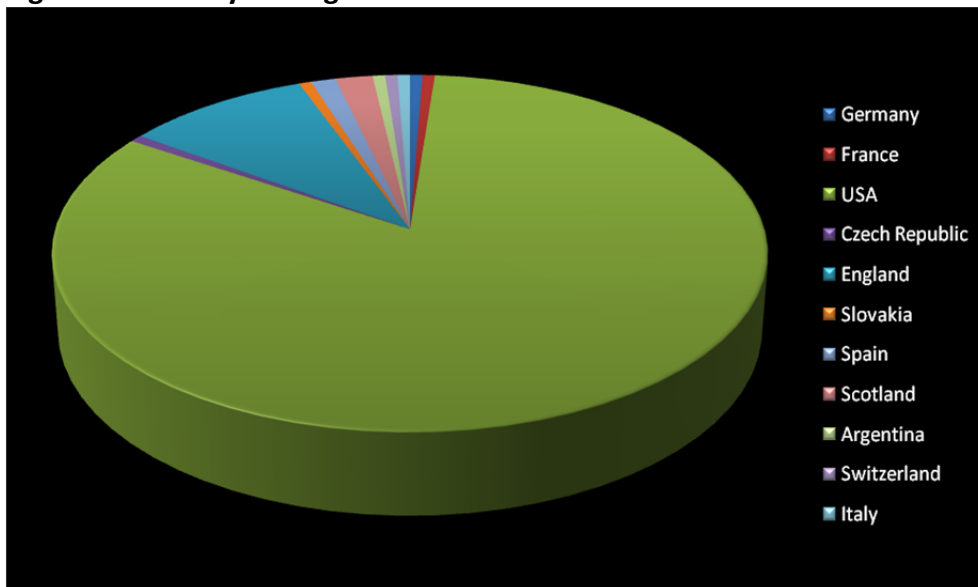
R3. What is the country (or culture) of origin of the versions of *LRRH* in the de Grummond Collection? The culture of each book was determined by the country of origin based on the publication information. Germany, France, the Czech Republic, Slovakia, Argentina, Switzerland, and Italy each had

only one book published during one of the four centuries. Spain produced two books. Scotland produced three books. England published fifteen books (10%) and the United States produced the most books with a total of one hundred thirty (83%) (Table 2, Figure 2).

Table 2. Country of Origin of *LRRH* Books

Country	Books Published Per Country	Percentage Pub. Per Country
USA	130	83%
England	15	10%
Scotland	3	02%
Spain	2	01%
Argentina	1	0.6%
Czech Republic	1	0.6%
France	1	0.6%
Germany	1	0.6%
Italy	1	0.6%
Slovakia	1	0.6%
Switzerland	1	0.6%
Total Pub.	157	100%

Figure 2: Country of Origin of *LRRH* Books



R4. What are the authorship characteristics of the children's books examined in this study? Author characteristics examined in this study included gender and number of authors per book. The female authors totaled forty-one (26%), the male authors totaled forty (25%), while the unknown authors totaled seventy-nine (49%) (Table 3, Figure 3).

The number of authors per book (single author, multi-author, unknown author) was noted. Single-authored books totaled seventy-one (46%), while multi-authored totaled only five (3%), and unknown authorship was seventy-seven (50%) (Table 4, Figure 4) (found on following page).

Table 3. Author Gender

Gender	Author Gender	Percentage Author Gender
Female	41	26%
Male	40	25%
Unknown	79	49%
Total Author Gender	160	100%

Figure 3: Author Gender

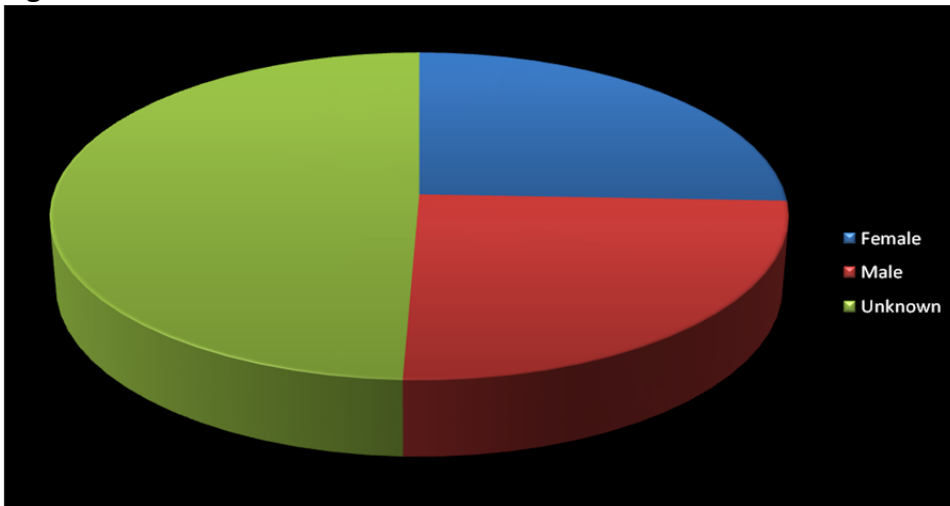
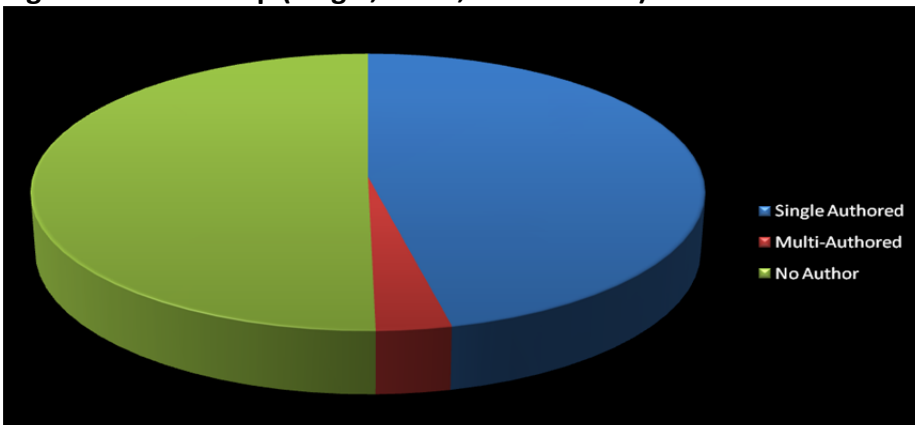


Table 4. Authorship (Single, Multi, or Unknown)

Authorship	Total Books Pub. Per Authorship Type	Percentage Pub. Per Authorship Type
Single	71	46%
Multi	5	3%
No Author	77	50%
Total Pub. Per Authorship Trend	153	100%

Figure 4. Authorship (Single, Multi, or Unknown)



R5. Which adult-themed books are related primarily to the topic of *LRRH* and are available in the Cook Library?

The final portion of this study used USM Cook Library online catalog ENCORE to discover how many adult-themed books related primarily to *Little Red Riding Hood* were in the collection. The searches revealed five (5) books that were pertinent to *LRRH*:

- *The Trials and Tribulations of Little Red Riding Hood: Versions of the Tale in Sociocultural Context* (1983) by Jack Zipes,
- *Little Red Riding Hood Uncloaked: Sex, Morality, and the Evolution of a Fairy Tale* (2002) by Catherine Orenstein
- *A Postmodern Analysis of the Little Red Riding Hood Tale* (2002) by Barbara Smith Chalou
- *Recycling Red Riding Hood* (2002) by Sandra L. Beckett.
- *Red Riding Hood and the Wolf in Bed: Modernism's Fairy Tale* (2006) by Ann Martin

All other books found in the Cook Library in relation to *Little Red Riding Hood* were not related primarily to the tale.

Conclusion

The de Grummond Children's Literature Collection contains a total of 229 items related to *Little Red Riding Hood*. After duplications and non-storybook items were omitted, 157 illustrated storybooks of the tale were examined. Within the holdings of the de Grummond Collection, there was only one *Little Red Riding Hood* book published in the eighteenth century; thirty (19%) in the nineteenth century; and the majority, one hundred twelve (71%) in the twentieth century. In the twenty-first century the number of publications in the collection was fourteen (09%) at the time of the study.

The gender ratio portion of this study found the largest number of *Little Red Riding Hood* storybooks were created by authors of undetermined gender at forty-nine percent, female authors were the second highest at twenty-six percent, and male authors were the lowest at twenty-five percent. The authorship of *LRRH* books in the collection indicated forty-six percent were single-authored stories, three percent

were multi-authored stories, and fifty percent were unknown authors.

The culture/country of origin portion of the study indicated the storybooks held in the de Grummond collection were two percent or less for all countries except the England at ten percent and the United States at eighty-three percent.

The final area of study revealed Cook Library housed five adult-themed books related primarily to *Little Red Riding Hood*. Of course, Cook Library had many books that included but were not focused primarily on *Little Red Riding Hood*.

Discussion

Little Red Riding Hood is an old and valued tale which has probably been read or heard by children and adults alike throughout the years. It has been suggested the origins of the tale date back to the eleventh century. Further, it has been noted that *Little Red Riding Hood* is so well known she has traveled the globe with appearances on records, in advertisements, on greeting cards, in political cartoons and on CD-ROM. With a tale this old and ubiquitous, one may consider using *Little Red Riding Hood* as a teaching tool from elementary age students through adults.

This study examined the *Little Red Riding Hood* illustrated storybooks in the de Grummond Children's Collection by researching the publication trend/oldest version, the authorship, and the culture/country of origin. Research into the storybook publishers may be of interest for further study. Examination was also given to the adult-themed books related primarily to *Little Red Riding Hood* in USM Cook Library. Future study could be conducted on a content analysis of adult books related to the story.

It is the responsibility of any librarian to ensure that the collection of the library meets the needs of the patrons. A collection analysis is a useful tool in this process by determining the strengths and weaknesses of a collection and to promote greater awareness of an historical collection.

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