

September 2013

Entire Issue: Volume 2, Issue 2

Stacy Creel

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Erratum

10/17/2013: Revision corrects author's name on p. 33. The correct name is Jeannie Ferriss, not Jean Ferriss.



THE UNIVERSITY OF
SOUTHERN
MISSISSIPPI

School of Library & Information Science

SLIS Connecting

People, Technology, Libraries, History & Learning



Volume 2, Issue 2 September 2013

SLIS Update

By Elizabeth Haynes, Director

Welcome to this issue of *SLIS Connecting*. This publication continues to make its mark in number of article downloads and accessibility to our students, alums, and friends as well as interested scholars.

SLIS welcomes Dr. Matthew Griffis to the faculty. Dr. Griffis comes to us from Canada, where he obtained his Ph.D. from the University of Western Ontario, an ALA-accredited program. You can read more about him in the Faculty Spotlight.

This past summer we piloted two new courses – a mini-session course in graphic novels, manga, and anime, which had several exciting guest speakers, and an advanced reference course, something we have not had in a number of years. We continue to have great interest in our two graduate certificate programs: one in Archives and Special Collections and the other in Youth Services and Literature. This fall we are offering a special problems course in social media and libraries.

In July, I was named as Director of SLIS. Dr. Norton continues in her role as Interim Dean of Libraries for Southern Miss. She served as Director for ten years and moved SLIS forward in innumerable ways – most notably in reaffirming our regular ALA accreditation status and solidifying our online programs at the graduate and undergraduate levels. She has been an incredible support to me as I have started in the position as Director. We all owe her a huge debt of gratitude for her years of hard work as Director of the School.

SLIS will be hosting a focus group at the Mississippi Library Conference in Biloxi. The session is scheduled at 9:00 AM on Wednesday, October 16th, and we hope as many of you as possible will be able to attend. These focus groups are an important link between us and our constituents, and we value the feedback and suggestions that we receive.

There will also be an Alumni Breakfast on Thursday, October 17th at MLA. The time is 8:00 and you will need to reserve a ticket. We hope to see many of your there as well.

Plans are underway for the 2014 Fay B. Kaigler Children's Book Festival. Christopher Paul Curtis will be our Medallion winner and he will be joined by other noted authors and illustrators in the line-up. A call for break-out session presenters has gone out as well as the call for our new poster sessions. Information can be found here: <http://www.usm.edu/childrens-book-festival/call-workshop-and-poster-proposals>

Dr. Rodney Bennett has started his first full academic year as President of Southern Miss. His enthusiasm and devotion to students and learning has brought a new excitement to campus and we look forward to his leadership this coming year.

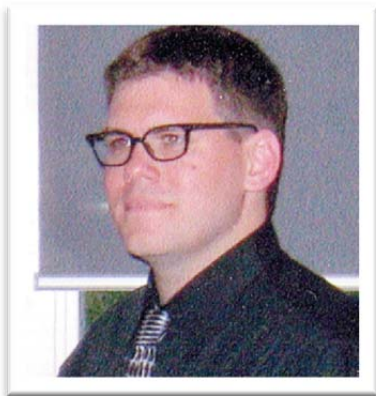


Dr. Elizabeth Haynes received her MLS and Ph.D. degrees from the University of Texas at Austin. She has been a school library media specialist and district library administrator for the El Paso (Texas) Public Schools. For three years, Dr. Haynes was a library media specialist for the Texas Education Agency. She joined the faculty of the School of Library and Information Science at the University of Southern Mississippi in Hattiesburg in 1998.

To support the Southern Miss School of Library and Information Science, donations are invited to the **Library Science Fund #0134**; donations may be in the form of an honorarium or memorial to someone. Tribute information is available at: <http://www.usmfoundation.com>

Faculty Spotlight

Dr. Matthew Griffis joined the School of Library and Information Science in August, 2013. A native of Ontario, Canada, he has worked in both the archives and public library fields and is a graduate of Trent University, Queen's University, and the University of Western Ontario. He currently teaches LIS 605 (Library Management) and LIS 636 (The Library in American Society), and in coming years will introduce courses on rural public libraries and the library as place.



Dr. Griffis completed his Ph.D. in library and information science in January of 2013. His areas of specialization include public libraries and society, the public library as place, library buildings and architecture, and library history. His dissertation, "Space, Power and the Public Library," investigated the materially-embedded relations of power between people inside public libraries and how building design regulates spatial behavior according to library objectives. He is currently reworking his dissertation for publication in *Advances in Library Administration and Organization*. Griffis has several publications, including three articles written with Dr. Catherine Johnson (Principal Investigator) of the University of Western Ontario about public libraries and social capital.

Many of Dr. Griffis's hobbies are library-related. An avid collector, Griffis specializes in vintage library postcards from around the world, antique library equipment, and original letters written by famous librarians. Griffis also has a strong interest in rare books and book history, and collects modern firsts and literary ephemera.

SLIS Alumni Spotlight



Lindsey (Nikki) Haney works as an acquisitions librarian in the Information Procurement Department for Linklaters LLP, a global law firm headquartered in London, England. Linklaters currently employs 4,600 members of staff across 28 offices in 19 countries. Linklaters, regarded as one of the members of the "Magic Circle" of leading UK law firms, was ranked number four among the highest-grossing law firms in the UK and the sixth highest-grossing law firm in the world.

Lindsey works within a team of three information procurement specialists, who are responsible for the acquisition of all English-language law materials for the firm. Her responsibilities include ordering, cataloguing, processing and invoicing of hardcopy materials for Linklaters global offices. She also assists with daily inquiries relating to serials records and electronic resources. As a member of the Linklaters Global Library Management System Experts Group and Linklaters Global Cataloguing Group, Lindsey works extensively with the firm's offices globally, especially Hong Kong, Tokyo, and Singapore.

Originally from Moss Point, Mississippi, Lindsey graduated from Moss Point High School in 2000. Upon graduation, she moved to Hattiesburg to pursue a bachelor's degree in English at the University of Southern Mississippi. Two years before finishing her B.A, Lindsey began working as student employee for Cook Library Circulation Department. She graduated from Southern Miss with a B.A. in English, minor in Classics in August 2005. Lindsey

decided to enroll in the master's program in Library and Information Science in December 2008 where she focused her studies on cataloguing and special libraries. Lindsey received her master's degree in Library and Information Science in December 2010.

While pursuing her MLIS, Lindsey worked as a monograph cataloguer for the Bibliographic Services Department at Cook Library. She worked within the Acquisitions Team, performing record management and data entry activities in acquisitions, cataloguing and serials records. She also assisted with the ordering, receiving and processing of firm order, approval plan and gift materials for Cook and Gulf Coast campuses. Lindsey's six year tenure in acquisitions enabled her to gain valuable work experience which benefitted her in the pursuit of her degree, and in her professional career.

After receiving her master's degree, Lindsey moved to the United Kingdom and began working at Linklaters as a temporary cataloguer in October 2011. She was given a permanent position in the Information Procurement Department in January 2012. Currently, Lindsey happily resides in south London and plans to continue living in Europe.

Course Spotlights:

LIS 670 Public Health Informatics, (Spring 2013-2014)
Instructor: Dr. Xinyu Yu

Have you thought of becoming a medical librarian or effectively providing quality health information for patrons in your public libraries? A health informatics course will help you realize your dream. There is no prerequisite to become a medical librarian but a background in health sciences or computer technology is considered an asset (Medical Library Association, 2002).

With a project funded by the National Library of Medicine, a graduate level course will be offered to cover public health informatics topics for the School of Library and Information Science and the Department of Public Health in spring 2014. Public health informatics is defined as "a systematic application of information and computer science and technology to the public health practice, research, and learning" (Yasnoff, Carroll, Koo, Linkins &

Kilbourne, 2000, p.68). Public health professionals rely on technology to analyze and interpret health information and data from a population's perspective. Mississippi is one of the most rural states in the nation and public health professionals play a significant role in monitoring the state health conditions and disseminating health information to Mississippians. Because public health has a broad coverage of practices from human issues to living environment, understanding public health information and how technology has an impact on the public health practices can empower librarians to team with health professionals and serve the community.

In this course, key health information resources, evidence-based approach, electronic health records, standards and ethics related to public health information technology will be introduced. Students will be guided to become familiar with searching PubMed/MEDLINE and information technology tools used in public health practices.

References

Medical Library Association. (2002 April). Tip sheets for graduate students and career changers. Retrieved from http://www.mlanet.org/pdf/career/career_exp_graduate.pdf

Yasnoff, W.A., O'Carroll, P.W. Koo, D., Linkins R.W., Kilbourne, E.M. (2000). Public health informatics: Improving and transforming public health in the information age. *Journal of Public Health Management Practice*, 6:67-75.



Dr. Xinyu Yu is an Associate Professor in the School of Library and Information Science. She joined Southern Miss in Fall 2007. She teaches several courses including cataloguing, special libraries, information in society, introduction to Information Science, metadata, and digital libraries.

Student Associations News

LIS Student Association (LISSA)

Officers for 2013-14

President – Emilie Aplin

Vice President – Colleen Smith

Secretary/Webmaster – Jennifer Crawley

Faculty Advisors – Dr. Xinyu Yu, Dr. Matthew Griffis

Dr. Matthew Griffis, who recently joined the SLIS faculty from the University of West Ontario, is serving with Dr. Xinyu Yu as LISSA faculty advisor. LISSA is anticipating a book drive service project this fall.

Looking back on the year of 2012-2013, LISSA continued its tradition of serving LIS students and the community. LISSA's Facebook page is an active forum for all the LIS students. A new LISSA T-shirt was designed and dozens sold at the Mississippi Library Association Annual Conference in Natchez and Children's Book Festival. Ginger Rogers from Plainville, Indiana was selected for the Student-to-Staff program at ALA Annual Meeting in Chicago.

LISSA's book drive was well received in the university. In December 2012, LISSA collected and donated 280 picture books to the USM Children's Center for Communication & Development. The Center's director and former USM President Aubrey Lucas sent letters to commend LISSA's impact on young children's lives at the center.

LISSA officers assisted the Children's Book Festival and met with students and alumni who attended the festival. LISSA's book donation was featured in Southern Miss Now (<http://www.usm.edu/news/>) and the Children's Center for Communication & Development's Web page.

LISSA is an American Library Association student group and assists the annual Children's Book Festival and Miss. Library Association Annual Conference. <https://www.facebook.com/southernmisslissa>

REPORT: ALA/LISSA Student-to-Staff Program

By Ginger Rogers, Director, Owen County Public Library, Spencer, IN



The highlight of 2013 for me, so far, was attending the ALA conference in Chicago. I was amazed that I was chosen to receive an ALA scholarship to represent USM at ALA (I know its clichéd, and not completely true, but I was telling everyone "I can't believe this, I never win anything!"). Then, besides the opportunity to attend ALA and visit Chicago, the icing on the cake was the opportunity to work for the ALA conference staff. My job in the Student-to-Staff program was reporting for *ALA Cognotes*. It was my dream job. I was given assignments to cover two presentations per day during the 6-day conference, but we were also encouraged to write about any other presentations we attended.

The conference was held primarily at Chicago's McCormick Place Convention Center. I've never been to any conference of this magnitude, with multiple presentations taking place at any given time on nearly every library-related topic. There were presentations by authors, as well as book-signings; presentations on technology in a hundred different forms; presentations on bookmobiles, library buildings, library furnishings, library insurance, library fund-raising, library programming, adult literacy, early childhood literacy, library marketing, and the future of libraries just to name a few topics. I was glad for the *Cognotes* assignments because choosing on my own was hard work! Some librarians had more focus if they were exclusively children's librarians or academic librarians, but I wished there were three of me, because I wanted to take back all the information that applied to our library that I could.

It was a nearly overwhelming experience. I don't even know how to describe the crowd, or the number of exhibits, the buzz of excitement when the exhibit hall opened each day, the hero worship taking place as attendees joined lines that snaked through the exhibit hall to get an autograph from one of the many authors who attended, and the impressiveness that the City of Chicago surrendered a small fleet of buses to shuttle attendees back and forth from the conference hall to the hotels, or just as impressive and convenient, the fact that the U. S. Postal service set up a post office inside the exhibit hall and was available for us to ship home boxes of books and other materials that were bought or given away. The articles I wrote on the events that I attended are available online (<http://ala13.ala.org/cognotes>).

Opening Session:

Think like a Freak author and economist, Steven Levitt encourages out-of-the-box thinking. He celebrates the fact that Internet Web sites, e-mail, blogs, social media, etc. give people a chance to communicate and work together on problems despite the distance between them. He advocates that people need a place to think and innovative tools with which to solve problems. Libraries, he asserts, can provide both.

Bookmobile Parade:

Since our library just bought a bookmobile last year, I was excited about the opportunity to view award-winning bookmobiles, look at the physical equipment and various kinds of technology that can be implemented, to hear about the various ways they are being used, what they have to offer, their programs, and future plans.

Reading Program Presentation:

I also attended a display of materials from various libraries' award-winning reading programs. Many of these were summer reading programs. I brought back lots of materials from this presentation to look at more carefully and to share with the staff for ideas for future programs at our library.

Author, Ann Patchett:

Ann Patchett, author and Nashville book store owner gave an inspirational presentation advocating providing effective readers' advisory for our patrons.

Leading by example, she is an ardent reader and has been known to snatch books out of her customer's hands, substituting something she feels sure they'll enjoy more! Matching books with readers is her specialty; her love affair with books is evident. I left her presentation with a long list of "must-reads".

Oliver Stone & Peter Kuznick (Really! Oliver Stone!): Stone and Kuznick have recently finished work on a documentary about American history that rarely gets taught in schools at least below the high school level. Their distress that the American public knows so little of our own history, or that the public only knows the watered-down version of historical events led to heavy research on the subject involving many hundreds of volumes borrowed from libraries (Kuznick joked that he still had stacks of books waiting to be returned to his local library). There were so many details that could not be covered in the 10-part documentary (although, they assured the crowd there was far more information packed into their film than the average documentary), that they decided they needed to write a book with documentation. The result is *The Untold History of the United States*, an 800+ page volume of history from dropping the atomic bomb on Japan through the Cold War and the fall of Communism.

ALA 2013 conference handouts are available online; <http://ala13.ala.org/sessions/handouts>

I'm so thankful for the opportunity to attend the convention. I feel that it was important as a library director just to have that experience. I made new connections with other librarians and strengthened connections with librarians in my home state. I brought back ideas and information that we are considering, implementing, and working into future plans in our library.

I came back home ready to take as many staff members as I can to the Indiana Library Federation Conference coming up next month. I know it will be a conference on a far smaller scale, but I hope it will capture some of the same educational and inspirational spirit I experienced in Chicago. Thank you so much for the opportunity to go to Chicago. I hope it won't by any means be my last ALA conference.

Southern Miss Student Archivists (SMSA)

Officers for 2013-14

President: – Cole Smith

Vice President – Rob Richards

Media/Public Relations Coordinator – Callie Wiygul

Co-Chairs, Educational Outreach Committee – tool

Faculty Advisor – Dr. Teresa S. Welsh

SMSA students had a busy, productive spring and summer. President Cole Smith coordinated with Learning Enhancement Center videographers and de Grummond Children's Literature Curator Ellen Ruffin and Archivist Jennifer Brannock to produce a series of videos to be used in online courses related to archives and to children's literature. The videos are available on the LEC YouTube channel:

<http://www.youtube.com/user/usmlec/videos>

In April, Cole Smith, Callie Wiygul, Tristin Triplett, and Phillip Carter attended the Society of Mississippi Archivists Conference at Delta State University, Cleveland, Mississippi. USM Archivist Jennifer Brannock and Cole co-presented "Shooting the Messenger: Creating Videos to Enhance Online Distance Education."

Callie Wiygul, Cole Smith, and Sarah Himel attended the Society of American Archivists Conference in New Orleans, August 14-16, where they worked as recruiters at the SLIS booth. Cole presented a poster at the conference as did SLIS alum Erin Wimmer; another USM alum Shugana Williams participated in the Congressional Papers Roundtable.

Congratulations to three SMSA members who completed national archival internships this summer: Kate Brunelle interned at the U.S. Holocaust Memorial Museum, Washington, D.C.; Callie Wiygul interned at the Smithsonian Archives of American Art, Washington, D.C.; and Lili DeBarbieri interned at the National Park Service Cultural Center, Tuscon, AZ.

If would like to join or support the Southern Miss Student Archivists, email teresa.welsh@usm.edu and/or "Like" SMSA on Facebook.

<http://www.facebook.com/pages/Southern-Miss-Student-Archivists-Association/203760579638985>

Archival Digitization Workshop

By Cole Smith



On April 17th *Tips, Tricks, and Solutions for Archival Digitization* workshop was held at Delta State University led by Blues Curator Greg Johnson and Digital Initiatives Librarian Kathryn Michaelis from the University of Mississippi.

Going into the workshop I assumed I was tech-savvy enough that I already had a fairly good comprehension on the subject matter but that turned out not to be the case. Being a grad student and never really working in a digital archival environment, I had not realized how many considerations there are on how to present the material, to store the material, and the choices between outsourcing and doing work in-house. We also learned about standards for saving and displaying information, from general file size and type to which type should be used in different formats and how to effectively standardize metadata.

Greg and Kathryn were very engaging teachers and explained things in a very comprehensible manner. They were very enthused about the subject and also surprisingly young, which was reassuring for someone who will soon enter the job market.

I enjoy working with technology and would like to incorporate that into whatever position I may end up in after graduation. The workshop gave me a good basis for how to effectively digitize material, the how's and why's of setting up a digital archive, and how to maintain data integrity. These tips would help any institution, from a small local library, to a large and well-funded archive.

Archival Internship at the Smithsonian

By Callie Wiygul

While closing in on the completion of my first year in the Master of Library and Information Science program at USM, I decided that a summer archival internship would provide the necessary experience and perspective for me to excel in the field. I chose to apply for a number of archival internships to increase my chances of receiving an offer. After weeks of submitting application packages and waiting for responses, I was selected for an archival internship at the Smithsonian Institution's Archives of American Art (AAA) in Washington, D.C. This internship served as both an internship and a practicum, which is required in pursuant with the graduate certificate in archives and special collections.

For eight weeks last summer, I was the Graduate Legacy Finding Aid Encoded Archival Description (EAD) Conversion Intern at AAA. I was charged with a Smithsonian-wide archival project to convert legacy archival finding aids to the EAD format using Archivists' Toolkit software and database. Participating units included the National Air and Space Museum Archives, Archives Center at the National Museum of American History, Freer Sackler Gallery Archives, and AAA. However, this was so much greater than a practicum; the experience facilitated a huge leap of professional progression.

During my tenure at the AAA, I learned how to encode a finding aid from scratch; became accustomed to working with Archivists' Toolkit, an open-source software program utilized extensively in digital archival projects; assisted my supervisor in Smithsonian-wide training sessions using Archivists' Toolkit and another open-source software program, Steady; and was chosen to lead a presentation about Steady to the entire AAA Processing Department staff.

At the end of the eight weeks, I converted twelve large legacy finding aids (some with container lists above 200 boxes, literally thousands of items) into the EAD format. Accordingly, I was exposed to the intricacies associated with archival descriptive standards and engaged in conversations about the evolution of best practices.

Naturally, the Smithsonian Institution and the greater Washington D.C. area provided many opportunities for networking, and the contacts I made have already proven to be fruitful for my post-graduate career. In addition to brown bag luncheon sessions in which AAA professionals apprise interns on their career trajectories, we had myriad opportunities for professional development.

Information sessions, open houses, private tours (of the Library of Congress and the Supreme Court) and volunteer opportunities were in abundance. Above all else, I was *challenged* - wonderfully and continually challenged in a collegial and professional environment. Many AAA interns go on to work for AAA during their careers, which is exactly why I advise students to APPLY for internships. Even if you think you do not have shot, just APPLY. The experience is worth it.

For information on internship opportunities with AAA, go to:

<http://www.aaa.si.edu/aboutus/opportunities>



Upcoming Events

Association for Rural and Small Libraries (ARSL) 2013 Conference, Hilton Doubletree, Omaha, NE, September 25-28.

Mississippi Library Association (MLA) 2013 Annual Conference, Imperial Palace Hotel, October 16-18.

Association for Information Science and Technology 2013 Conference (ASIST), Le Centre Sheraton, Montreal, Canada, November 1-5.

American Association of School Librarians (AASL) 2013 Conference, Hartford, CT, November 14-17.

American Library Association Midwinter Meeting, Philadelphia, PA, January 24-28, 2014.

British Studies, June 27 – July 28, 2013

Teresa S. Welsh, Ph.D.

The British Studies LIS course, taught in London and Edinburgh during the month of July, was a wonderful, enriching experience. This past summer, seventeen LIS graduate students from nine universities across the country earned six graduate credit hours.

The class featured lectures by British librarians, archivists, and curators on-site in historic libraries, archives, museums, and special collections. New sites visited this year include the Museum of London Archaeology Archive (<http://www.museumoflondonarchaeology.org.uk/>), the University of Edinburgh New Library and Rare Books Collection, and the Beatrix Potter Collections at Blythe House.



British Studies 2013 LIS Students, Bodleian Library University of Oxford, UK



Museum of London Archaeology Archive (2013)

To view the 2013 British Studies blog with photo album and links to student blogs, visit:

<http://usmbritishstudies13.blogspot.co.uk/>

For information about British Studies 2014, send an email to teresa.welsh@usm.edu

From the GAs:

Graduate Research Symposium

By Preston Salisbury



As a Graduate Assistant, I had the opportunity to serve on the Graduate Student Senate. The Senate is composed of representatives from each of the departments within the Graduate School, and provides a voice for Graduate Students within the University, as well as organizing different means for graduate students to present or publish their research. I primarily worked on three projects during the 2012-2013 school year.

I was part of the ad hoc committee which composed a statement to the administration on the library budget. This involved meeting with library officials, as well as a meeting with a private consultant brought in by the University.

I also served as an Associate Editor of the Fall 2012 issue of the *Synergy*, a journal for graduate students to publish research. The journal contained nine articles, all authored by students from the College of Education and Psychology and the College of Health. Two of the articles were by students within SLIS.

The Senate also puts together the Symposium, a yearly academic event in which graduate students from all colleges come together and present their research. I moderated three sessions in which there were presentations in fields as diverse as Biology, anthropology, and English literature. One of the presentations in my session was a fellow student, and at least one other SLIS student presented.

Both the *Synergy* and the Graduate Student Symposium provide opportunities for SLIS students to share their research and gain experience in publishing and presenting.

Upcoming projects include working on a newsletter to better publicize academic research and service work of graduate students. The Graduate Student Senate may also work on expanding health insurance offerings to more graduate students.



Angie Manfredi, pictured above, (MLIS 2007), Los Alamos Library Systems Head of Youth Services, receives YALSA Award <http://nmstatelibrary.org/>

Congratulations SLIS Alums

Nicole Aranda (MLIS 2013) is Public Services Librarian, William Carey University, Hattiesburg.

Will Barber (MLIS 2013) is Professional Reference Assistant, Eudora Welty Library, Jackson, MS.

Jaime Barrilleaux (MLIS 2012) is Library Applications Analyst at LOUIS: The Louisiana Library Network.

Bernadette Birzer (MLIS/Archival Certificate 2012) is Collections Registrar, African-American Military Museum, Hattiesburg.

Kate Brunelle (MLIS/Archival Certificate 2013) is Library Media Specialist, Portsmouth NH High School.

Susan Cassagne, Director of Judge George W. Armstrong Library, Natchez, MS, is Executive Director, Mississippi Library Commission.
<http://www.mlc.lib.ms.us/>

At Southern Miss College of Education & Psychology Awards Day, March 27, Lori Clendenning (LIS BA 2012) received the Anna M. Roberts Award for Scholarship, Service and Professionalism; Christine Hiller (MLIS 2012) was awarded the Warren Tracy Award for Professionalism, Scholarship, and Service.

Hugh Donohoe (MLIS 2012) is Reference & Instruction Librarian, William Carey University, Hattiesburg, MS.

Christina Falgout (MLIS 2011) is Reference Librarian, El Centro College, Dallas, TX.

Kristin Finch (MLIS 2010) is Branch Manager of Purvis Public Library, Purvis, MS.

Michelle Finerty (MLIS 2012), Instructor Librarian, Mississippi College, Jackson, was presented the SLIS Graduate Research Award for her study of federal court cases related to the Patriot Act at the 29th Annual Graduate School Forum, April 19.

Patty Furr (MLIS 1997) is Executive Director, Jackson-Hinds Library System, Jackson, MS.

Jillian Garner (MLIS 2011) is Reference Librarian, Slidell Branch, St. Tammany Parish Public Library, LA.

Dr. Jingjing Liu (MLIS 2003; Ph.D., Rutgers, 2010) is Assistant Professor, University of South Carolina School of Library and Information Science.

Antoinette Giamalva (MLIS 2012) is Reference and Instruction Librarian, Delta State University, MS.

Brenetta Hoskins (MLIS 2013) is Reference and Instruction Law Librarian, University of Mississippi Grisham Law Library, Oxford, MS.

Ken Howard (MLIS 2013) is Reference Librarian, Academic Services, Fort Leonard Wood, MO.

Jesse Kelley (MLIS 2009) is a Reference/Instruction Librarian, Mississippi Valley State University.

Matthew Leavitt (MLIS 2012) is Collections Manager, L. Tom Perry Special Collections, Brigham Young University Library, Provo, UT.

Krystal Pederson (MLIS 2009) is Director, Prairie West Branch Library, Sioux Falls, SD.

Hillary Richardson (MLIS 2013), Instructional Librarian, Mississippi State University Libraries, was awarded a grant to attend the North American Serials Interest Group (NASIG) conference, Buffalo, NY.

David Sesser (MLIS 2013) is Technical Services Coordinator and Assistant Librarian, Henderson State University Huie Library, Arkadelphia, AR

Erin Stringer (MLIS 2010) is Director, Columbus-Lowndes Public Library System, Columbus, MS.

Tanna Taylor (MLIS 2012) is Director, Tombigbee Regional Library System, West Point, MS.

Mara Villa (MLIS 2009) is Director, Central Mississippi Regional Library System, Brandon, MS.

Corey Vinson (MLIS 2009) is Reference Librarian, First Regional Library, Oxford, MS.

Maddie Wagner (MLIS 2010) is Associate Director of Grants and Contracts, Northeast Iowa Community College, Peosta.

Dee Works (MLIS 2012) is Interlibrary Loan Specialist, University Libraries, USM Hattiesburg.

Congratulations SLIS Students

Mississippi Library Commission Public Librarian 2013 Scholarships were awarded to: Mike Alexander, Gulfport Public Library; Mary Ann Stone, Sunflower County Library System; and Dee Hare, Northeast Regional Library System.

Justine Burcham was awarded a \$1,000 Mid-Atlantic Library Alliance Scholarship.

Joy Garretson is Continuing Education Training Coordinator, Mississippi Library Commission, Jackson.

Lynndy Hurdle, Oxford High School Librarian, was awarded a \$1,000 grant from YALSA/Dollar General Literacy Foundation for a summer reading program.

Jaclyn Lewis, Youth Services Director, Madison County Library System, was awarded an Ezra Jack Keats Foundation grant to produce a short series of stop-action animation workshops for youth at East Flora Elementary School.

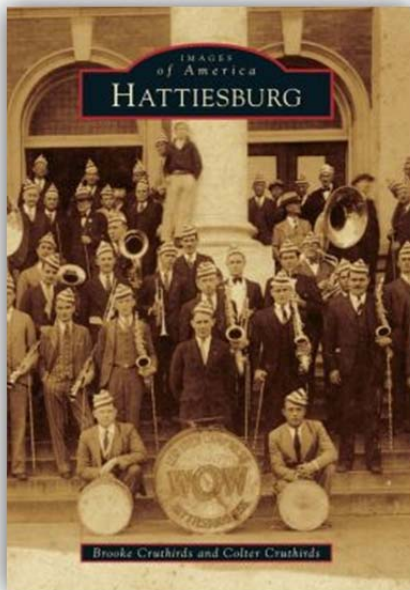
<http://vimeo.com/64585698>

Tanya Nadas is Adult Services Librarian Trainee, Dobbs Ferry Public Library, NY.

Jennifer Pace, Children's Services Coordinator, Polk County NC Public Library, was awarded a scholarship to attend the North Carolina Library Association 2013 Conference.

Cole Smith is serving on the Society of Mississippi Archivists Board and is SMA Webmaster.

Sarah Wofford is Library Assistant I, Springfield Township Library, Springfield, MO.



Images of America: Hattiesburg (Arcadia, 2013) is co-authored by Brook Roberts Cruthird (MLIS 2008), Conservator, Mississippi Armed Forces Museum, Camp Shelby, MS.

A recent book by Lili De Barbieri (MLIS 2013) *Guide to Southern Arizona's Historic Farms & Ranches* (History Press, 2012) is a finalist in two categories (Travel & History) of the 2014 New Mexico-Arizona Book Awards.

Faculty, Student, Alum Publications

Catharine Bomhold, "Educational Use of Smartphone Technology: A Survey of Mobile Phone Application Use by Undergraduate University Students" in *Program: Electronic Library and Information Systems* 47(4): 424-436.

Catharine Bomhold & Callie Wiygul, "Academic Libraries Are Moving to the Mobile Web – Or Are They?" in *Texas Library Journal* 89(1): 16-20, 2013.

Kristin R. Eschenfelder, Tien-I Tsai, Zhu Ziaohua, and Brenton Stewart, "How Institutionalized are Model License Use Terms? An Analysis of e-Journal Use Rights Clauses, 2000-2009" in *College & Research Libraries* 74(4), 326-355, July 2013.

Matthew Griffis, book review of Cook and Farmer's new methods text in *Using Qualitative Methods in Action Research: How Librarians Can Get to the Why of Data*. In *Library and Information Science Research* 35(3), 252-253, July 2013.

James Stephen Parks, "Bringing Mississippi's Government into the Homes of its Citizens: The Mississippi College Law Library's Legislative History Project" in *Mississippi Libraries* 76(1), Spring 2013.

Hillary Richardson (MLIS 2013) "Revelations from the Literature: How Web-Scale Discovery Has Already Changed Us." Paper done in LIS 651: Information Science in *Computers in Libraries* 33(4): 12-18, 2013.

Timothy Senapatiratne, "Reference Ethics: Theological Librarianship in Conversation with ALA Reference Ethics Guidelines" (paper completed in LIS 501: Reference) in *Journal of Religious & Theological Information* 12(1/2), 2-12, 2013.

David Sesser (MLIS 2013) "Authorship Analysis of *The Southeastern Librarian*, 2007-2011" (paper completed in LIS 651: Information Science) in *The Southeastern Librarian* 61(3), Fall 2013.

Madeline Wagner (MLIS 2010) "Proprietary Reference: Do Students use Library Help?" in *The Reference Librarian*, 54(3): 251-262, 2013.

Teresa S. Welsh & Stacy Creel, "Geographic Distribution of an Open Access e-Journal" in *Information Services & Use* 33(3/4), October 2013.

Faculty, Student, Alum Presentations

Catharine Bomhold and Callie Wiygul presented on academic libraries and the mobile Web at the 2013 Mississippi State University Libraries eResource & Emerging Technologies Summit, Starkville.

Shugana Campbell Williams (MLIS 2003), Librarian, Manuscript and Digitization Specialist, USM Gulf Coast Library, participated in the Congressional Papers Roundtable, Historic New Orleans Collection, Society of American Archivists Conference, August 14th.

Stacy Creel and Teresa Welsh presented a paper on usage patterns of an open-access e-journal at the 17th International Conference on Electronic Publishing (EIPub13), Karlskrona, Sweden, June 13.

MLIS student Joy Garretson presented a poster on analysis of public library homepages at the USM Student Research Colloquium, April 25.

Shane Hand (MLIS/History 2011) presented "The Missing Link: Visual Culture, Colonial Germany, & Curious George" at the Children's Literature Association Conference (ChLA), Biloxi, MS, June 13-15. colonialgermanyandcuriousgeorge.weebly.com/

Two MLIS students, Jamie Jones and James Stephen Parks, as well as MLIS alum Marilyn Brissett, presented research papers at the Qualitative and Quantitative Methods in Libraries International Conference (QQML13) in Rome, Italy, June 4-7. <http://www.isast.org/programplenarysession.html>

SLIS alum, Ellen Ruffin, Curator of de Grummond Children's Literature Collection, was a co-organizer of the Children's Literature Association Conference "Play and Risk in Children and Young Adult Literature," Biloxi, June 13-15. <http://www.usm.edu/chla2013>

MLIS student Cole Smith co-presented with Archivist Jennifer Brannock, "Shooting the Messenger: Creating Videos to Enhance Online Distance Education" at Society of Mississippi Archivists Conference, Delta State University, April 17.

Cole Smith also presented a poster on "Creating Videos to Enhance Online Distance Education" at the Society of American Archivists Conference in New Orleans, August 15th.

SLIS faculty Brenton Stewart led a panel and presented "The Desideratum in the South: The Southern Medical & Surgical Journal and the Codification of Southern Medical Literature" at the Society for the History of Authorship, Reading, and Publishing (SHARP), University of Pennsylvania, July 18-21.

Maddie Wagner (MLIS 2010) and Kimberly Babcock Mashek presented "Innovation for the Career-Bound Student within the Classroom and Strategic Planning with Faculty," Iowa Library Association/ACRL 2013 Spring Conference, Indianola, IO, May 10.

Erin Wimmer (MLIS/MA Political Science 2012), External Relations Team member, Univ. of Utah's Marriott Library, presented a poster, "The Politics of Archiving" at the Society of American Archivists Research Forum, SAA Conference, New Orleans, August 13.



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A New Health Informatics Course: A Funded Collaboration

by Xinyu Yu

Background

Information access is considered critical to the public health workforce, which involves informatics, communication, analytic assessment, and health education (NN/LM Public Health Training Workgroup, 2004). Information-oriented outreach to the public health workforce is challenging to libraries because the public health workforce is made up of diverse health professions and public health personnel are not aware if key information resources are available to them (Cogdill, 2007). The National Library of Medicine (NLM) funded information outreach to the public health workforce projects in different periods of time, which altogether reflect challenges of providing public health professionals with access to electronic health information resources and the importance of establishing partnerships with public health agencies and institutions.

Public health informatics is a recently developed area as a result of the increasing role of computing technology in public health. Yasnoff, O'Carroll, Koo, Linkins, and Kilbourne defined it as "a systematic application of information and computer science and technology to the public health practice, research, and learning" (2000). The populating approach of public health requires public health workers to obtain a large amount of health data about populations and seek responses to tackle various public health problems such as epidemics, environmental health, or disasters. Both public health data and problems are characterized by complexity and variability across geographical areas and the population density. Innovations of Internet technology provide both challenges and opportunities to public health professionals. Public health professionals are able to locate their needed information online and receive further training of various topics through applications of distance learning and multimedia software.

Mississippi is one of the most rural states in the nation. The rural population consists of at least half of the state population (51.2 percent), which means a majority of Mississippians lives in the rural area. Twenty-one counties of 82 counties are classified as 100 percent rural. Health problems are cited as one

of reasons that lead to disability and unemployment in the rural area of Mississippi (Logue, 2011). Mississippi is a medically underserved state, so public health services provided by the state department of health and community are crucial to the large number of the rural population (Office of Rural Health, 2007). Even so, there are still many challenges for public health professionals to reach out to the rural population, which is scattered across the state. Mississippi's major health problems are more likely caused by risky behavioral and environmental factors such as tobacco use and sedentary lifestyle than acute infectious diseases, which require more attention and resources from the state health departments to promote community health and education (Office of Health Administration, 2012).

The 21st century public health professionals have to make use of information, data, and technology effectively. And informatics plays a role in public health professionals' core competencies and public health informatics is essential to public health academic programs and jobs (Richards, 2007). This project focuses on an outreach to the graduate students of the Department of Public Health at the University of Southern Mississippi because they will serve in various health settings and tackle serious public health issues including heart problems, obesity, infant mortality, teen birth rate, and natural disasters and environmental issues in Mississippi.

Project

The project—*Strengthening the 21st Century Public Health Informatics Competencies: Outreach to the Future Public Health Professionals at the University of Southern Mississippi*—was funded \$20,000 through the National Library of Medicine. It seeks to identify information needs of public health professionals and improve their access to public health information; develop a subject guide for public health information resources and tutorials, and deliver a public health informatics course in a Web-based format. (See Course Spotlight for more information).

NIH U.S. National Library of Medicine

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- NLM Lends Collections to Grolier Club Exhibition "Extraordinary Women in Science and Medicine: Four Centuries of Achievement" (09/18/13)
- NLM Launches "Surviving and Thriving: AIDS, Politics, and Culture - Traveling Banner Display and Online Exhibition" (09/16/13)
- 2013 Association of Health Care Journalists/National Library of Medicine Fellows Announced (09/10/13)

Technical Connect with Multimedia Podcasts NLM Tools

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Join Now!: Professional Organizations as a Student

By Lynndy Hurdle

Why should a person join a professional organization?

According to Lisa Russell, an eHow.com contributor, “professional organizations offer benefits to their members, making it easier to do their jobs and solving common problems for members. Most importantly, joining a professional organization instantly associates you with the most serious people in the industry and adds to your credibility as a professional” (2013). Taking in account this advice about professional organizations, school librarians need to join professional library organizations so that they can find practical advice and ideas about school libraries, so that they can learn from the most serious people in the industry, and so that they can gain credibility in their field. The Young Adult Library Services Association (YALSA) and the Mississippi Library Association are two professional library organizations that school librarians in Mississippi would benefit from joining.

The Young Adult Library Services Association is a division of the American Library Association. It is “a national association of librarians, library workers and advocates whose mission is to expand and strengthen library services for teens, aged 12-18” (About YALSA, 2013). The association seeks to build libraries and librarians in order to “engage, serve, and empower teens” (About YALSA, 2013).



My membership with YALSA began in a round-about way, but I have been extremely glad to be connected to the organization. Last fall, a fellow librarian asked if I would like to accompany her to YALSA’s Young Adult Literature Symposium in St. Louis (www.ala.org/yalitsymposium). She knew that I was a library student and that I could get discounted registration for the conference. Since her district was paying all the travel costs, I decided to buy an ALA

student membership, and I purchased a YALSA add-on for \$20. That small investment in ALA and YALSA has paid off tremendously. Through this organization, I have gained ideas to use in my library, I have learned from experts in the field, and I, myself, have gained credibility in the field.

I was glad that I went to the YALSA conference because I gained so many practical ideas there. At the conference, one of the presenters mentioned having a brown bag book club at her school. She explained that she chose a book for the group to read and that she ordered brown bag lunches from the cafeteria for the kids to eat in the library while they had their book club meetings. I liked this idea and decided to give it a try at my school. Amazingly, my students loved having these meetings. Within one meeting, I had formed a core group of students for the club, and every time we finished a book, they asked what the next book was going to be. If this idea had been the only new idea that I had gained from the YALSA membership, the cost of membership would have been worth it.

Also, with this membership, I am able to access the wisdom and knowledge of librarians who work with teens. As part of my YALSA membership, I receive the journal, *Young Adult Library Services*. This journal contains news about YA library services, it includes articles of current interest to YA librarians, and it provides information about YALSA events and professional literature (YALSA Products and Publications, 2013). I particularly enjoyed the spring issue with its emphasis on Teen Tech Week™. I have not done a Teen Tech Week™ at my school library, but with the advice of professionals who have done it; I think I can try to organize an event next year.

Finally, my YALSA membership has helped me gain my own credibility in the field. In the YALSA E-News email that I receive, I saw an ad for a Summer Reading Grant from YALSA and Dollar General. I decided to submit a grant proposal, and I won one of the twenty grants that were available. My school library received \$1000 from YALSA and Dollar General for a summer reading program. I was able to gain

some professional credibility by receiving this grant, but if I had not been a member in YALSA, I never would have been able to apply.

The second organization that is beneficial to school librarians is the Mississippi Library Association (MLA). "The mission of the Mississippi Library Association is to provide professional leadership for the development, promotion, and improvement of library and information services and the profession of librarianship in order to enhance learning and ensure access to information for all" (Mission & History, 2013). This organization has also helped me gain ideas for my library, it has helped me learn from experts in the field, and I hope to gain credibility in the field by contributing to this organization.

From the MLA, I have gathered ideas and facts that were very practical and relevant to my work as a school library. The book reviews in the MLA journal, *Mississippi Libraries*, have been helpful. For example, as I was reading the journal, I read a review for Margaret McMullan's book *Sources of Light*. I learned that McMullan was a Mississippi author and that *Sources of Light* was one of several YA books that she had written. This information was very helpful because a teacher in my school has a Mississippi author assignment. I had been struggling to find books by Mississippi authors that my students could read and that they wanted to read. My school library had a lot of Grisham, Faulkner, and Welty books, but very few YA books by Mississippi authors. After reading this review in *Mississippi Libraries*, I researched McMullan and bought several of her books for our library.

While MLA does not focus primarily on school libraries, the information provided by library experts in Mississippi is relevant for school libraries. For instance, an article about library orientations for freshmen at Mississippi Valley State University was beneficial because as a school librarian, I need to know what library skills the upper classmen at my high school need to know when they leave high school.

Finally, I hope to gain some professional credibility by contributing research to MLA. My Master's project is about the Mississippi Library Partnership, and my

project analyzes the First Regional Library System's participation in the partnership. When my project is complete, I hope to submit it for publication in the MLA journal and, thereby, gain some professional credibility within the library field.

So, why are YALSA and MLA important library organizations for school librarians? I can speak from experience that both of these organizations provide their participants with benefits that exponentially outweigh the costs associated with membership. They provide practical ideas, professional knowledge, and venues for librarians to gain professional credibility. I am a better librarian because of my membership in these organizations, and I hope to gain more from and contribute more to these organizations.



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47th Annual Fay B. Kaigler Children's Book Festival: April 9-11, 2014

The School of Library and Information Science is pleased to announce the 47th annual Fay B. Kaigler Children's Book Festival, to be held April 9-11, 2014, at the Southern Miss Thad Cochran Center. The highlight of the festival is the presentation of the Southern Miss Medallion awarded to an author or illustrator for his or her body of work. The 2014 Southern Miss Medallion winner is **Christopher Paul Curtis**.

After graduating from high school in Flint, Mich., Curtis attended college at nights while working on an assembly line putting doors on Buicks. After working in the plant for 13 years, following another five years of menial jobs, he took a year off work to write his first book, *The Watsons Go to Birmingham - 1963*. This book won several awards, and his second book, *Bud, Not Buddy*, became the first book to win both the Newbery Medal and the Coretta Scott King Awards. His latest title is *The Mighty Miss Malone*. Christopher enjoys playing basketball and collecting record albums, as well as writing. He lives in Detroit, Mich., with his wife, Habon, and their daughters, Ayaan and Ebyaan.

Other outstanding authors and illustrators scheduled to appear include:

M.T. Anderson has written stories for adults, picture books for children, adventure novels for young readers and several books for older readers (both teens and adults). His satirical book, *Feed*, was a Finalist for the National Book Award and was the winner of the L.A. Times Book Prize. The first volume of the *Octavian Nothing* saga won the National Book Award and the Boston Globe/Horn Book Prize. Both the first and second volumes of the two-part series were Printz Honor Books. He writes: "I love writing for younger readers. I love their passion. I love their commitment to stories. I love the way their heads are exploding will all the things they want to say and do."

Leda Schubert wrote her first children's book at the age of five or six, but unfortunately, that text has not survived. After working in the public school system for a number of years, Leda published her first books, *Winnie Plays Ball* and *Winnie All Day Long*. In 2004, she obtained an MFA from the Vermont College of Fine Arts and is currently serving on the faculty there. Her latest book, *Monsieur Marcaeau*, was featured on the cover of the spring 2013 Horn Book Guide; it and several of her other books have received numerous starred reviews. She lives in Vermont.

Ezra Jack Keats Lecturer **Karen Nelson Hoyle** spent more than 40 years as curator of the Kerlan Collection at the University of Minnesota where she helped to preserve numerous manuscripts and items related to the writing and illustrating of children's books. She also served on the committee for the Newbery and Caldecott awards. She retired from the University of Minnesota in 2012 and that same year was honored as the Kerlan Award recipient. Karen has also received the the Bridge Award from the Eric Carle Museum of Picture Book Art and the Anne Devereaux Jordan Award of the Children's Literature Association.

Born in North Carolina in the front seat of her father's car, and brought up in Houston, de Grummond Lecturer **Kathi Appelt** is the author of a number of books for both children and young adults, including the Newbery Honor Book, *The Underneath*, which was also a National Book Award Finalist. She has garnered numerous other awards for both children's books and young adult books. Kathi still lives in Houston, Texas.

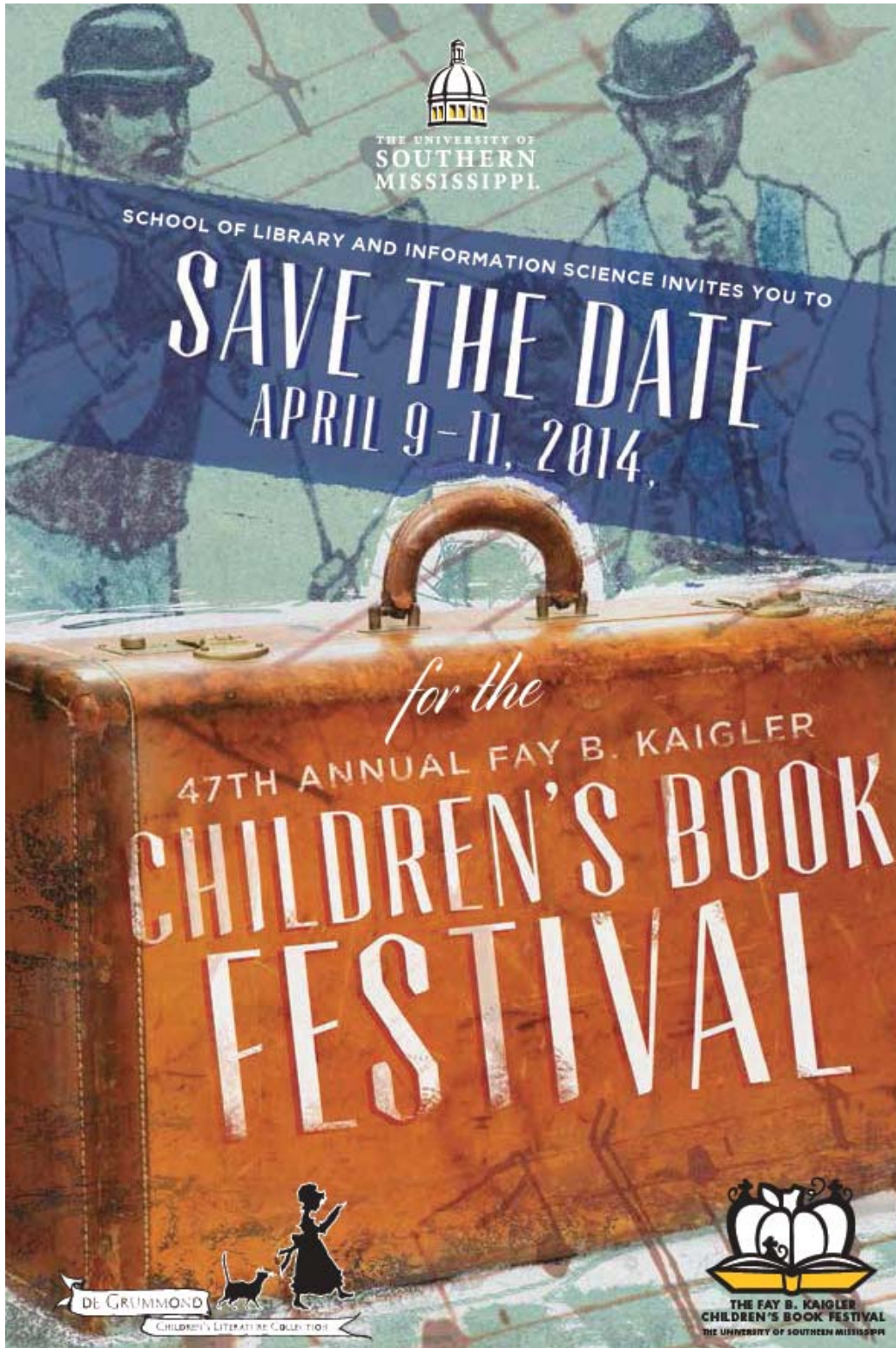
Coleen Salley Storytelling Award recipient **Mary Hamilton** hails from Kentucky and has been a professional storyteller since 1983. Several recordings of her stories have won awards, including a Parents' Choice Gold Award for *Sisters All... and One Troll*. Mary received a Circle of Excellence Oracle Award from the National Storytelling Network in 2009. Her first book of stories, including essays on the art of storytelling, was published in 2012.

David Small and **Sarah Stewart** reside in a historic home built in 1833 on a bend of the St. Joseph River in Southwest Michigan. After some friendly advice persuaded him to pursue art, Small obtained his MFA from the Yale Graduate School of Art and taught on the college level for many years. He has illustrated over 40 picture books and won numerous awards, including a Caldecott Honor in 1998 for *The Gardener*, written by Stewart, and a Caldecott Medal in 2001 for *So, You Want to be President?* by Judith St. George. Most recently, he received a 2013 Caldecott Honor for *One Cool Friend* by Toni Buzzeo. Stewart grew up in Texas and studied Latin and philosophy at many different colleges and universities. After working as a teacher, speechwriter and a number of other jobs, she turned her hand to writing and has written a number of children's books, as well as reviews of children's books for the New York Times. Stewart received the 2007 Michigan Author Award for her body of work.

The Fay B. Kaigler Children's Book Festival continues to host the Ezra Jack Keats Book Awards.

Since 1985, the Ezra Jack Keats Book Awards have been given to an outstanding new writer and new illustrator of picture books for children who share Ezra's values: the universal qualities of childhood and the

multicultural nature of our world. Now in partnership with the de Grummond Children's Literature Collection, the EJK Book Awards continue to encourage the next generation of talent who are committed to celebrating diversity through their writing and art.



For more information, including the tentative schedule and registration information, please visit www.usm.edu/bookfest or call 601.266.4228.

Exploring 19th Century Gift Books in a Special Collection: A Collection Analysis

By Bernadette Birzer

Master's Research Project, September 2012

Readers: Dr. Elizabeth Haynes

Dr. Teresa S. Welsh

Introduction

The 19th century was a period in history when people in society were becoming progressively more literate and interested in reading and writing for communication, entertainment, education, business, and creative purposes. The Industrial Revolution sparked a culture that after a hundred years became comfortable with and acclimated to mass production. One machine that was improved upon during this time period was the printing press; along with this were improvements made to the craft of engraving and book making (Mourão, 2012). Books and other types of publications became easier to provide to the public from cheap to expensive, depending on the craftsmanship and materials used to create them. It should be emphasized, however, that even though the printing press was improved upon, the process of book binding was not completely mechanized during the 19th century. Certain tasks of the book making process were alleviated by improvements made to particular printing machines, but not the whole process.

Another important influence that carried most of the 19th century was Queen Victoria's reign from 1837 until 1901 in England. While Cruse (1935) claims that she was probably not as fond of reading as the period named after her was, she did happen to have morals and opinions that definitely influenced the fashion and personality of the time. This time period, even though it primarily referred to England, influenced the culture and style of many other countries like America, for example.

The gift book is a genre that includes the keywords: annuals, keepsakes, tokens, and souvenirs. Mourão (2012) explains that the titles might sometimes reference history or contribute to the memory of an occasion. These books were described as being very decorative and alluring with gilt edges, beautiful bindings, and lovely engravings to delight and

impress the recipient. Some books were produced in soft covers that one could pay an extra fee to have beautifully bound; books without hard bindings had a more disposable nature about them (Maser & Spawn, 1983).

The trend of giving a book as a gift also focused on the lasting quality of the object; a person who chose to pay for a book to give as a gift was concerned with how well the book would last from generation to generation. Books were bound decoratively not only to delight their recipient, but also to have a high presence of quality that would look appropriate amongst other items of high quality like furniture (Maser & Spawn, 1983). For one who was not privileged but fortunate enough to be literate, books were a luxury item they may have foregone eating and warmth in order to obtain; this may be because of the manner in which the act of reading can both educate and entertain (Cruse, 1935).

Popular titles for these books included names of flowers, gems, themes of female beauty, holidays, special occasions, and anniversaries. One very popular gift book theme was the Christmas holiday. Gift books also contained literature that was designed to be elegant and attractive in order to make an impression or honor the recipient. The lavish prose along with engravings that were sometimes reproductions of actual paintings or sculptures contained in gift books made them a highly sought form of amusement and pleasure.

Women progressively became the target audience and large contributors for this kind of publication (Library of Congress, 2012). Literature found in this genre has sometimes been described as lacking intellectual substance but having high moral standards in order to sway women of the day (Mourão, 2012). While some very famous English and American literary authors beloved today may have been featured in a gift book anthology or even produced a complete work in the genre; the overall reputation of it being of low cerebral quality did repel some who wanted to create literary work that was

not morally censored. Faxon (1912) referred to the appearance and content of this genre by describing them as “butterfly books” (p. xv).

Understanding the masses’ demand for art and literature, specific publishers decided to produce gift books and profit from the trend. Faxon (1912) makes reference to the popularity of the gift book as a “craze” or a “fad” that eventually died down around the 1850s. Mourão (2012) also makes this observation. Supplying this genre to the masses created access to literature for groups in social levels other than the upper class. Mourão claimed that gift books were extremely well-liked in the Victorian middle-class; they were considered fashion accessories and status symbols. Books in Victorian culture could also symbolize a mode of defense against unfamiliar social environments or situations so it would make sense that some would be designed to be attractive in appearance (Ablow, 2011).

It is important to explore this book variety because it symbolizes the book as a product for early consumers. America was one country where this type of literature became tremendously fashionable within a budding consumerist culture. Characteristics concerning this genre of print materials are important features that can often be used to describe a work for organizational and retrieval purposes in library catalogs today. Sometimes these elements are the very bare essentials that are needed to create an indexed record for a work within a collection.

Antique books possess many distinctive qualities that are useful in uncovering and understanding a society and its media culture; Maser and Spawn (1983) claim that book bindings can uncover cultural patterns of early America. Books from this era and genre are significant items to preserve and provide access to, especially for an academic research community like the one found at The University of Southern Mississippi (USM). Exploring an era’s media can help to describe the way of life and style of the time period; this is one purpose for collecting out of print books in special collections. By observing the uniqueness of gift books and annuals from the 19th century; one can determine the way of life, visual styles, popular authors, engravers, and publishers.

Gathering this type of information can be helpful so that the collected works in a special collection can be promoted and thus be made available to patrons such as students and faculty who might utilize them for research. The use of primary sources by a library’s patrons can symbolize a healthy collection. In order to facilitate this type of relationship between patron and special collections, it may be important to understand and explore items in a collection with the goal of better promoting their existence.

Statement of Problem

Descriptions of 19th century literature can be limited because items may be out of print, hard to find, or undocumented. USM’s McCain Library and Archives offers a limited selection of 19th century gift books and annuals; these books can be used to evaluate certain distinct characteristics regarding publishers, dates of publication, authors, and binding styles. This study can help to determine prominent genre characteristics for this era, which may be otherwise difficult to determine considering the scarcity of some of the titles and their editions.

Another use for this study is to identify titles in this genre within McCain’s holdings and determine the strengths and weakness of the genre’s presence. This is significant because special collection libraries should find ways to promote access to their collections. There are several universities that promote their gift book collections. If McCain has a strong gift book collection this may help the institution to collaborate with other collections and having a strong collection may entice researchers to visit USM’s McCain Library and Archives. One reason the identification of the genre may be somewhat vague is because it may seem like all books from the era fit the description of a gift book. Another reason information regarding this book genre can be scarce is due to the overall lack of awareness of the genre along with title and content fluctuations due to shifts in publishing standards associated with the era (Faxon, 1912).

Research Questions

R1. How many gift books does McCain Library have in their collection?

R2. Who are prominent authors of McCain Library's selection of gift books?

R3. Who are publishers of McCain's collection of gift books?

R4. What publication dates are found within gift books located at McCain Library?

R5. What types of binding were used for books in this study?

Definitions

19th Century: A period in history that includes 1800-1899.

Bibliometrics: A method of using mathematics and statistics for analysis regarding usage and/or the historical development of a collection (Johnson, 2009).

Collection Assessment and Analysis: Both are methods of evaluating a collection, however, assessment mainly refers to analyzing a collection for strengths and weaknesses usually with the participation of patrons. Collection analysis focuses on a collection and not patrons (Johnson, 2009).

Gift Book: A 19th century book genre described as having decorative, gaudy binding, containing engravings, prose, and commonly having titles that include the terms: annuals, keepsakes, tokens, mementos, offerings, gems and souvenirs (Faxon, 1912).

Online Public Access Catalog (OPAC): According to Zeng and Qin (2004), an OPAC is a computerized catalog which allows patrons "to search, locate, and retrieve descriptive information about library materials" (p. 323). WorldCat can be described as being an OPAC that allows libraries around the world the ability to share their holdings as members. USM's University Libraries online catalog can also be described as an OPAC.

Limitations & Delimitations of the Study

This study is limited to books found in USM's McCain Library and Archives that were published between the years 1800-1899. Publication dates that precede

or exceed the era were excluded. Literature that was identified within the genre included novels, novellas, poetry, drama, and anthologies. Content, however, was not a focus of the study.

Because the genre consists of anthologies of work, only authors and editors that appeared on the title page or that were cataloged and used to index the work within the collection were counted. No more than two editors or authors were noted even if they appeared on the title page. Publishers and city of publication found on the title page were counted. Only books in English and having complete English translations of non-English text were included.

Titles that are considered magazines, periodicals, or that consisted of multiple volumes and lacking hardcover bindings were excluded from the study. In the case of a hardcover book qualifying as a title in the genre having two volumes, only the first volume was counted. A soft-cover book was accepted if it did not appear to be part of a periodic series; apparently some gift books were bought in soft-cover form and bound later at an extra cost.

Assumptions

It is assumed that the online public access catalog (OPAC) at Cook Library is an accurate and current reflection of the University Libraries' collection including McCain Special Collections and Archives. It is further assumed that the items in the OPAC and in the WorldCat database are indexed correctly so that pertinent items are retrieved. It is also assumed that USM's McCain Library and Archives does have titles in this genre.

Importance of the Study

The goal of this study was to investigate patterns regarding authors, publishers, dates, and binding styles in order to better describe the genre. The manner and frequency in which books of this particular genre were distributed as well as any collaborations between authors and the publishers may also help to better understand the characteristics of the gift book. The visual quality of each book represented by its binding was observed because style and materials used to make them can be considered a quality exclusive to the publisher of the book. Observing the binding of these books

helped to determine whether the gift book titles held at McCain possess the proper characteristics that qualify a book for this genre.

By evaluating books from this period the results of the study identified authors, publishing companies, and binding styles that were prevalent within a selection of books from USM's McCain Library and Archives. By exploring this book genre from 1800-1899, the study recognized qualities that were popular throughout the era and therefore provided a descriptive evaluation of the sample selection. This type of collection analysis is valuable because it can provide much-needed information about items that may need to be addressed in order to further understand the collection and its uniqueness. By learning about these publishing characteristics concerning gift books from the 19th century it may be possible to better describe and represent the collection for promotional attention within the academic user community.

This study may also be useful in unearthing resources regarding the items that may be beneficial to further research or maintenance of the collection. Due to the rarity of some of the books, this type of study may support information regarding them that scholars may otherwise not have been able to find. By doing this, perhaps pathfinders, bibliographies, and finding aids can eventually be created to assist special collection librarians in order to promote access to these materials.

Literature Review

Collection development and management is a common reason for analysis conducted on any type of library collection. There are specific techniques in bibliometrics that allow a researcher to evaluate collected works by using exact methods; Eugene Garfield and his work in bibliometrics, Lotka's Law, and Bradford's Law are a few evaluative techniques commonly used to explore publications and citation frequencies. These methods can be rigid and seem somewhat controlled because collections and information being derived from their study are often times generally focused on finding data relative to the productivity of a resource and how this frequency relates to the overall health of a collection.

Evaluating special collections may warrant the use of a more flexible approach because these types of materials can represent variable standards. Special collections deal with many items that are delicate, one of a kind, and rare; they are not mass produced and only recently has there been an incentive to digitize them for preservation and access purposes.

Chai and Xiao (2012) analyzed the citations of a journal called *Design Studies* in order to investigate future trends and core themes in design research. Their methodology included using a standard bibliometric analysis technique of aggregating author co-citations; it also addressed issues of human errors regarding data entry and analysis that can skew results (Chai and Xiao, 2012). By studying publication pattern analysis, a collector or researcher interested in gift books may be able to see when the genre was popular and when it became less of a trend in Victorian Culture.

Surveys are another popular form of assessment that often measures patron usage regarding various types of collections. Gray (1987) used an analysis technique developed by a state archivist named Gerald Newborg who employed a survey method to evaluate how patrons were using a manuscript collection. When exploring and evaluating special collections and archives, common bibliometric methods may not be suitable in order to answer questions regarding antiquated publications, documents, or objects. Kingston (2011) describes how particular archives acquired during the French Revolutionary War were eventually managed by trial and error situations over many years. A special collections librarian may have to improvise when it comes to analyzing these types of collections; research techniques may need to be tailored to fit the project (Kingston, 2011). For example, Kingston's (2011) article describes archivists from several hundred years ago and how methods of collecting official documents regarding the French Revolution influenced the collection development and management of the modern archive. His description of past archivists and their compilation and analysis of documents helps support the importance of promoting special collections. Kingston (2011) explains this earlier process consisted of combining cataloging with analysis; by doing this an

archivist could learn to prioritize characteristics of items in a collection and thus better promote them.

It is apparent that an important feature in researching a special collection is scope. Borin and Yi (2011) conducted a study on how to apply an analytical approach to measure the scope, and usage of a collection. This study emphasizes defining a collection's capacity as an important figure needed to qualitatively manage the collection. The question of how many gift book titles are found at McCain is a variable that needs to be defined.

In order to determine the scope of a special collection, collected works may need to be recognized or compared with collections with similar holdings. This can be done by using WorldCat's Collection Analysis (WCA) tool or by manually comparing items using a check list. An example using WCA can be read in an article where Lowery (2011) conducted a criteria and usage based assessment of an atlas collection by comparing the atlas holdings at the University of Illinois at Chicago to a standard atlas bibliography. Some challenges were apparent in using WCA because the author felt that atlases could vary depending on the location in which they are collected.

Since there are only a limited set of titles for the gift book genre being evaluated, titles indexed as gift books in WorldCat's database were used to locate titles in USM's online catalog. The titles were located in order to pull the actual book from McCain's holdings for physical observation which helped to determine the condition of the book. There can be variation in titles associated with this book genre as well as binding conditions, so using multiple inventories or collection bibliographies to locate titles allowed for more accurate results.

In a unique account regarding a special collection, Rothfeld (2005) provides an historical analysis of how books taken by the Nazis during WWII were processed in an attempt to return them to or locate their owners. These books were given the title "Ex Libris" and the way in which Rothfeld describes how the task was managed is related to how gift book titles were identified and studied; the appearance of gift books did help to identify the genre in the same

way that certain characteristics of "Ex Libris" books were used to find their previous owners. Investigating particular characteristics regarding the genre helped to understand their uniqueness and promote their existence in a way that benefits the library and its patrons.

Another example of a core list being generated for a unique collection can be found in a study conducted by Lai (2010) who describes the compilation of core titles for a music conspectus used to recognize the strengths and weaknesses of the music collection found at Hong Kong Baptist University. Due to the small size of the collected works being evaluated, an automated evaluation analysis service like WorldCat Collection Analysis (WCA) was not utilized.

Other reasons for a collection analysis may focus upon determining the quality of a particular subject within a collection. Many libraries have been using OCLC's Collection Analysis tool to cross examine library collections. Powers (2011) performed a collection analysis of the art and art history section of the University of South Florida's academic library. This study was used as a collection development tool that would help make the budget more efficient based on usage. By using this comparative technique, USF was able to gauge what their library needs based on what other libraries have.

Masuchika (2012) also conducted a subject focused qualitative study involving Asian American Studies at Pennsylvania State University that used a basic method of comparing the collection's holdings to a core list; this comparative method was used to compare PSU's collections to those held by other universities in order to measure its strengths and weaknesses. Another study focusing on a genre or resource subject is Scanlon's (2011) study which evaluated a collection's resources regarding the Taliban. This study was based on how the collection compared to other university holdings; title, author, and publisher were collected as data and documented on an Excel spreadsheet. The study of gift books helped to evaluate the strength of a specified genre in McCain's collection. While this might not directly affect efficiency, it may assist in better identification or understanding of the

uniqueness of books that may be out of print or hard to find.

Another use of bibliometric analysis based on a resource genre is Enoch's (2010) study which researched the poetry holdings of 72 elementary schools to identify their distinguishing features. This kind of exploration of a type of book is useful for exhibition purposes; an exhibition of items needs to display a variety of books that compliments the genre. One good way to do this is by conducting an analysis that will help determine what types of items regarding a subject matter should be included or excluded from an exhibit. The results of studying 19th century gift books will help to support the future promotion of the collection and provide a means to create a bibliography, pathfinder, and finding aid for the selection. The study concerning antiquated books was actually inspired by the process of pulling books for an exhibit at a special collections library and archive.

One really good example of a special collection of rare books being evaluated is Maser and Spawn's (1983) study, which was published in book format. His study involved 62 entries that were used to investigate book bindings from 1680-1910 (Maser & Spawn, 1983, p. 12). By focusing on books and their bindings from this time span, Maser and Spawn were able to learn more about early American culture. While his study primarily focused on the evolution of book binding and how it related to specific book binders of the different periods, it did select books from a collection to study. This is similar to the study on 19th century gift books because it used a university collection and examined characteristics of the books in order to uncover a pattern specific to the time period.

Faxon (1912) put out a bibliography of gift book titles that were gathered as a result of his studies to try and learn more about the genre. The study regarding gift book titles at McCain resulted in a bibliography and used a university collection in order to study the genre.

Jorgensen, Marty, & Braun (2012) aimed to answer questions regarding what institutions' collections consist of and which ones are notable to their user

communities. This needs assessment survey proved to be an important study that was helpful in discovering preservation and access strengths and weaknesses. This was similar to the study on 19th century gift books in that the study's goal was to evaluate whether McCain's holdings included a specific book genre that may help promote the overall collection in the future.

Methodology

Physical attributes regarding 19th century gift book characteristics included binding style, specific titles, date, publisher, location of publisher, authors, and editors were gathered by examining the gift book titles in McCain Library and Archive's holdings. Titles of gift books were searched for online by using bibliographies or collection inventory of books in the genre. By searching the Internet, online collection inventories were found.

Faxon's (1912) bibliography was used as a source of gift book titles; these titles were accumulated and documented by studying the library collections of the Library of Congress, New York Public Library, Philadelphia Mercantile Library, Boston Public Library, Columbia University Library, Harvard University Library, and the Boston Athenaeum. Faxon based this research on two publications: the *Boston Public Library Bulletin* from October, 1893 and the *Bulletin of the New York Public Library* from July, 1902. The bibliography generated by Faxon includes 2,000 volumes; the three groups in which Faxon divided his gift book titles included American, English, and a section devoted to "Addenda and Errata" gift books and annuals. Titles from these lists that were used to locate books in McCain were taken from the 1,009 titles in bold. Descriptions of variations of these titles are included in Faxon's list, but not used in the study.

WorldCat was used to locate book titles that were indexed as "gift books." WorldCat's bibliography of works indexed as "gift books" resulted in 294 titles. WorldCat includes book bibliographies found at library institutions all over the world that choose to share their library inventory in order to create access to materials.

These inventories were used to locate gift book titles within McCain's holdings. Each title found by using these bibliographies was searched for in USM's online library catalog by using McCain Library and Archives as a location limiter in the search browser. Whenever titles from a bibliography were located, the call number and title of the book was documented. The list consisting of titles and call numbers that were present at McCain Library and Archives was then used to pull the physical work from its holdings. Looking at the actual book helped to ensure the accuracy of the title, publishers, authors, editors, dates, and to determine the condition of the binding. Observing the books in person was very important in determining whether or not the bindings were original.

Characteristics regarding publisher, binding, author, and publishing dates were documented as they appeared in the actual text by using Microsoft Excel as an organizational tool. Each title was given a row on an Excel spreadsheet that allowed for its author or editor, city of publication and publisher, publication date, and condition of binding to be documented. Documentation of each of these attributes was then used to determine patterns regarding the collection. Authors and editors were counted with the goal of finding any name or names that occurred more than once. The frequency of the appearances of editors over authors was also documented. The same approach was used to count city of publication, publisher, publishing date, and binding condition. A range of dates was established within a chart in order to visualize a pattern associated with the data. Authors, editors, cities, and publisher are attributes that were best visualized by using a table of figures.

Bindings were recorded as being original or rebound. Binding colors were also documented as well as the presence of pages with gold edges or "all edges gilt" which is a term used to describe a book having page edges that are gold (Antiquated Booksellers' Association of America, 2012). Binding materials were also determined as being leather, cloth, or paper.



100 Years of Publishing: 19th Century Literature at McCain Library and Archives

Data Analysis

The Scope of McCain Library's Gift Book Holdings

Six bibliographies were used as checklists to find titles within USM's online catalog: the University of Wisconsin's Digital Collections, the Antiquarian Book Seller's Association of America, WorldCat's listing of titles indexed as "gift books," Columbia University Libraries Rare Books and Manuscripts online, University of Pennsylvania Libraries gift books, and Frederick Winthrop Faxon's bibliography of the genre from 1912. Each of these inventories contained duplicate titles because within the genre books may have multiple names and can be year, publisher, or editor sensitive. This means that a gift book that has one title may have a completely different title the next year, or even if a different editor or publisher takes over it. Another issue is that sometimes the book would be given a new title for a new year and the old title would still remain on the title page. Variables like these can cause variations in title when cataloging the work into an inventory. For example, one bibliography may have referred to *The Token* as such; Faxon's bibliography may have referred to it as the *Teacher's Token* or given five examples of gift books that start with the word "Token."

Ultimately, 1,905 titles were searched for in McCain's collection. It must be taken into consideration that Faxon's (1912) bibliography containing over 1,009 titles from two library bulletins; he also used seven libraries to compile the list. Compared to Faxon's bibliography, McCain only holds 45 titles that may or may not represent exact

titles or editions of what he mentions in his bibliography. Ockerbloom (2012) compiled 469 titles for the University of Pennsylvania’s gift book and annual files. The University of Wisconsin’s Digital Collections (University of Wisconsin Libraries, 2012) provided 121 titles as well as images and descriptions for each title it had. The Antiquarian Booksellers Association of America (ABAA) provided only 12 titles in which they felt determined a possible collection (Mac Donnell, 2012). McCain only holds two of the twelve titles mentioned by the ABAA. Columbia University’s Libraries Rare Books and Manuscripts online (2012) also have a bibliography of 37 titles with images of the actual books. From these 37 titles, McCain only holds six. Table 1 is a list of the bibliographies and how their titles compare with that of McCain’s gift book holdings.

Table 1. Scope of McCain’s Gift Books Compared to Bibliographies Used for Study

Bibliographies	Number of Titles	% of Titles
Faxon’s Gift Books and Annuals	1009	4%
University of Pennsylvania Libraries	469	9%
WorldCat	294	15%
University of Wisconsin Digital Collections	121	37%
Columbia University Rare Books and Manuscripts	37	43%
Antiquated Booksellers’ Association of America	12	25%

Authors and Editors

Within the 45 titles selected for the study, a total of six characteristics were identified regarding authors and editors. Actual naming of an author responsible for a gift book, annual, souvenir, or keepsake resulted in a high percentage. The proportion of editors responsible for titles in this genre outnumbered that of the authors by only one. Many books in the

collection did not specify an author, editor, or any collaboration; 12 of the 45 titles lacked any specific reference to a creator. In some cases, the editor would be referenced with the term “various” accompanying their name. The term “various” was used to describe the lack of detail regarding the creator or creators’ identities or an abundance of names associated with a work. Some titles either referenced the collaboration of “various” entities in creating the work or actually listed the names of authors and editors. Table 2 details the creators of gift books by these aforementioned categories.

Table 2. Creators of Gift Books by Categories

Credits Found on Title Page	Number of Appearances	Percentage in Collection
Editors	13	29%
Authors	12	27%
n/a	12	27%
Two Authors	4	9%
Non-specific	3	7%
Various	1	2%

Another observation regarding authors and editors of this sample was that three of the 45 titles were non-specific in regards to whether or not the referenced name was the author or editor. For example, C.S. Guild, Edmund Routledge, and Laura E. Richards are found on the title pages but there is no explanation as to if they were authors or editors. Edmund Routledge is responsible for publishing such titles as *Routledge’s Every Boy’s Annual*, *Every Girl’s Annual* and *The Young Ladies’ Book*. The *Every Girl’s Annual*, however, is accredited to being edited by Alicia A. Seith and published by Routledge. These inconsistencies in crediting specific entities for an anthology related to the genre can most likely be attributed to variations within the process of creating the actual book and lack of concrete standards for acknowledgment of intellectual work.

Prominent Publishers

Genre titles located for this evaluation did not share very many similarities regarding publisher (Table 3). Prominent publishers found within this collection of gift books and annuals include George Routledge and Sons, Leavitt and Allen, R. Worthington, and the

Longman & Green Co. While these figures display the presence of a pattern regarding prominent publishers, they do not necessarily make a definite statement about which publisher contributed the high distribution of gift books in the 19th century.

Table 3. Publishers of Gift Books at McCain Library

Publishers	Number of Appearances	Total Percentage
Longman & Green Co.	4	9%
George Routledge & Sons	3	7%
Leavitt & Allen	3	7%
R. Worthington Co.	2	4%

These figures can be affected by the title being from several editions or versions. It also seems that publishers did not exclusively put out gift books as their only product; the genre usually represents an anthology of works. While the figures may not display a prominent pattern regarding gift book publishers, it does show that of 45 titles, only 12 titles were from five similar publishers.

The Longman and Green Company published four of the books found in the collection of gift books under various iterations of their company name. These titles include: *The Animal Story Book*, *The Green Fairy Book*, *Heath's Book of Beauty*, and *The Literary Souvenir*. George Routledge & Sons, a London publisher, published three books found in the collection: *Routledge's Every Girls' Annual*, *Routledge's Every Boys' Annual*, and the *Young Ladies' Book: A Souvenir of Friendship*. Leavitt & Allen also published three of the titles found in the collection. These titles include: *The Passion Flower*, *The Rose Bud*, and *The Token and Atlantic Souvenir*. Two titles found in the collection were published by the R. Worthington Company. These titles include: *Christmas Box* and *Buds and Blossoms*.

Prominent Publishing Cities and Dates

The selection of gift books found at McCain Library and Archives were primarily published in Boston,

New York, London, or Philadelphia. Nine titles were published in Boston, 13 in New York, 13 in London, and seven in Philadelphia (Table 4). According to Lehmann-Haupt, French, and Rogers (1967) these were some of the prominent cities of early American book binding, except of course, London. Hartford, Connecticut and New Haven, Connecticut were locations that were found in only two of the 45 books.

Table 4. Publication Location of Gift Books at McCain Library

City of Publication	Number of Titles Published	Percentage
London	13	29%
New York	13	29%
Boston	9	20%
Philadelphia	7	16%
Hartford	1	2%
New Haven	1	2%
n/a	1	2%

Dates associated with publishing range from the 1820s to 1890s. There was a higher concentration of gift book titles published during the 1840s and 1850s (Fig 1). Faxon (1912) does mention that the actual gift book trend weakened after the 1850s. Analysis did not reveal any significant patterns of collaboration between publishers, publishing cities, or date, which may be due to a limited collection size that includes mostly American cities.

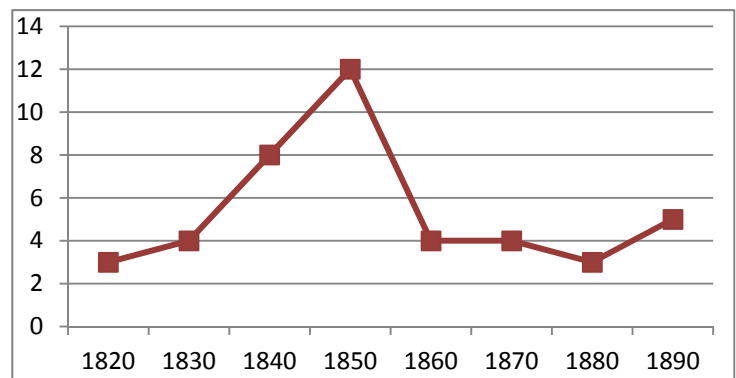


Figure 1. Dates of Gift Books Found at McCain

McCain Library and Archives' Gift Book Bindings

Titles pulled for the study from McCain's stacks were examined mainly to determine if their bindings were original. Determining this feature is very important to the strength of the collection. A collection primarily consisting of rebound titles would be more suitable for practical reading use; binding copy is a term that generally describes a rebound book (ABAA Glossary, 2012). Having too many binding copies of gift book titles would create a weak collection mainly because this type of book is studied for its binding and categorized by the appearance of its binding. Fortunately, the gift books that were located at McCain mostly had their original bindings; of course some may have been worn with age or somewhat damaged and fragile. Only five books found in the collection had rebound covers. These include: *The Rosette*, *Christmas Box*, *The Juvenile For-Get-Me-Not*, *The Token and Atlantic Souvenir*, and *Youth's Keepsake*. The rest of the selection had appropriate bindings; these were then used to evaluate materials, prominent colors, gold decorations, and gilt edges.

The most popular binding material found in McCain's gift book collection was cloth; 21 of the titles had this type of binding. Only seven were leather and two were made of paper board which is like condensed cardboard. Another observation regarding the physical appearance of the gift book was binding color. Bindings in this collection consisted of five prominent colors: blue, brown, green, white, and red (Fig 2). Sixty percent of the books consisted of one of these five colors; while 11% had been rebound and the remaining 29% were either too worn or damaged to determine color. Some of the books in the selection were faded and actual color was too hard to determine. Ultimately, the most popular color for gift books in this selection is brown; forty percent of the selected books were this color. Twenty-five percent were blue; red, green, and white were present but not in abundance.

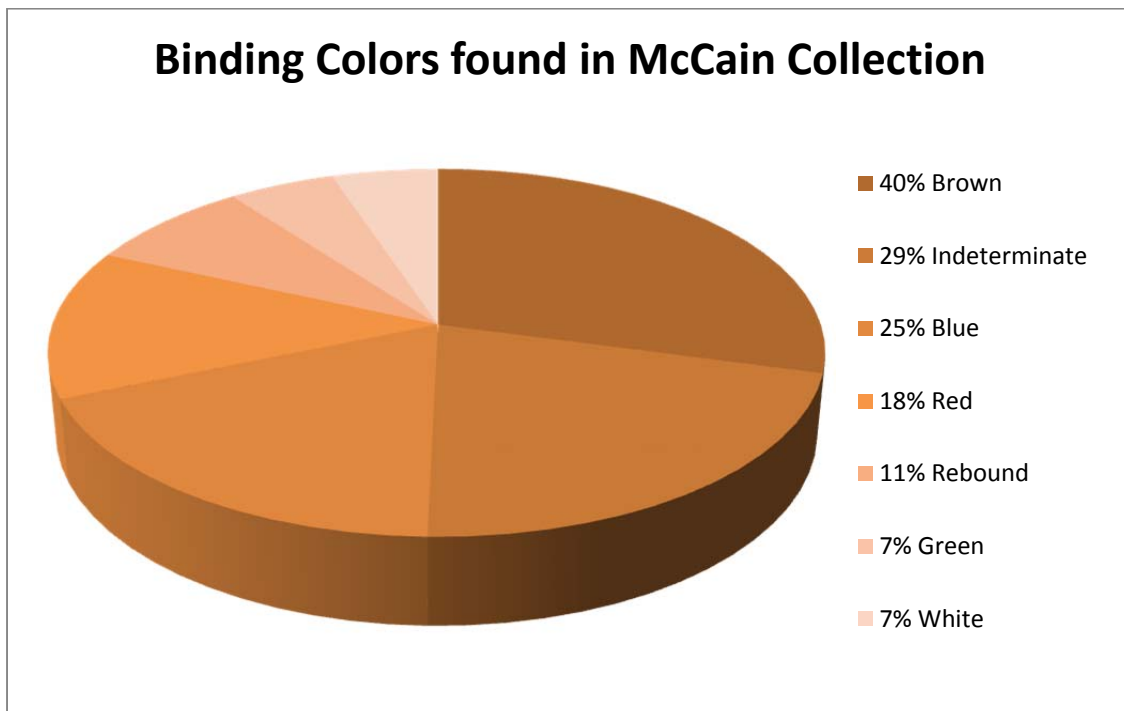


Figure 2: Binding colors found in McCain Collection

Table 5. Binding Materials and Ornamentation

Binding Materials		Ornamentation	
Materials	No. of Books	Decorations	No. of Books
Cloth	24	All Edges Gilt	17
Leather	7	Gold Decorations	15
Undetermined	6	Fore Edge Painting	1
Paper Board	3		
Original Binding	40		
Rebound	5		

A total of 33 books had gold decorations somewhere on the actual binding and all edges gilt. *The Oriental Annual* was the only book that possessed a fore edged painting on the edge of its pages. This is a hidden image that is painted onto the edges of pages. When in regular position the pages appear gilt but when fanned out an image emerges. Apparently, most of the titles that had gold decorations also possessed all edges gilt. Table 5 (above) shows the various distributions of binding characteristics throughout the collection of titles for the study.

Inconsistencies within the Gift Book Genre

Investigating the gift book genre within McCain's holdings was successful in evaluating its strengths and weaknesses. There were challenges during the evaluation for various reasons; these include titles, type of publication, and year of publication. These factors made finding an actual title within a collection somewhat difficult. Gift books can appear to have more than one title that may have previously caused confusion when cataloging or entering the title into a collection or bibliography. Another factor was that gift books also included some works that were actually periodicals. Titles within this genre were also either published during various years or some years represent a completely different version of the title.

Other issues regarding gift book titles included the appearance of keywords: gift, memento, keepsake, souvenir, and annual. These specific keywords presented the question of whether all books from the 19th century that contained them could actually be classified in the genre. Keywords associated with gift books may also contribute to titles that are either not cataloged or indexed as gift books. It was important to compile a list of gift book titles from other

collections and research in order to stay within a certain set of perimeters when locating titles from McCain's holdings. Investigating titles that were not specifically cataloged as gift books might be conducted in a separate study to create a larger bibliography within the genre for the purposes of identifying more gift book titles within McCain's holding.

Binding was yet another issue that was inconsistently represented by each title. Original bindings varied from year to year and books and some titles had been repaired or rebound. This becomes a challenge when, for example, McCain did have the title, but the binding was completely different from what another bibliography described.

Conclusion

The overall study regarding the presence of gift books at USM's McCain Library and Archives was successful in that titles for the genre were located and a better understanding of the genre was initially established. By using bibliographies and inventories from other institutions, data were gathered for evaluation of the possible existence of a gift book collection at McCain. By analyzing the data patterns associated with gift books a few interesting characteristics of the genre were revealed. These characteristics are usually mentioned when researching gift books. For example, it is often hinted that gift books may have irregular titles or multiple titles; this was found to be an obstacle that made location of an actual title difficult. The same title of a gift book may be by a different author, publisher, and even publishing city. By understanding and researching the binding of each title, it could then be either accepted or excluded from the study; this task was accomplished by using

online collections that provided images of their gift books and comparing this to books found at McCain. Another obstacle was trying to find a complete, master list of titles; using a list with an abundance of titles like Faxon's (1912) bibliography proved to be the best approach.

Authors, editors, publishers, and collaborations between them could be found on gift book title pages. By observing the results regarding them one could see that there were inconsistencies in the 1800s with crediting work of all contributors within the work itself. Publishers found may not have shown a pattern within the collection and this may be because of the limited size of the collection. However, the gift books found in McCain Library were from four prominent cities associated with bookbinding and publishers: Boston, New York, Philadelphia, and London.

The binding condition of many of these types of books held at McCain ranged from very good to fine. A majority of titles located had their original bindings intact and the overall conditions of these bindings were of high quality. Of course, there was the occasional rebound book or title that was extremely fragile from the wear and tear of over 100 years. Using the 45 titles pulled for the study, McCain could actually have an exhibit focusing on this type of book. Only five of the sample collection had been rebound; this might point out titles that McCain may want to acquire in order to strengthen their gift book collection. While the statistics provided may seem scarce, the overall existence of the gift book at McCain Library and Archives is apparent. This study documents that there is a collection of 45 gift books at McCain that are in good condition. It also indicates that there are some inconsistencies associated with the genre based on the era in which they were created; these inconsistencies may not conclude that patterns found were weak or scarce, but that perhaps further investigations should take place in order to learn more about the nature of the gift book in hopes to identify more titles in McCain's holdings.

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Paths through the Darkness: A Survey and Content Analysis of Holocaust Literature for Children and Young

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Master's Research Project, May 2013

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Introduction

The Beginning

It was the most unprecedented event in human history, the attempted elimination of an entire group of people, which almost succeeded; it was the Shoah, the Catastrophe, the Hurban, the Holocaust, and the "Final Solution" to what the leadership of Nazi Germany considered the "Jewish Problem" (Berenbaum, 2007, p.325). The number of victims killed was estimated to be between 5,860,000 to over six million during the years 1933 to 1945, including one million children; but it was impossible to determine exactly how many people died. The problem for educators of middle school and high school students is teaching their students about this event and all the horrors contained in it, without making it seem unbelievable or irrelevant.

According to the *Holocaust Education Report for the United States* (n.d.), although there is not a national curriculum, all of the 48 states and the District of Columbia address the Holocaust through either state created department of education standards, which can be explicit—the case with 24 states—or implicit—as with 23 states—or through legislative mandates (*Task Force for International Cooperation on Holocaust, Education, Remembrance, and Research*, n.d.). Regulations encouraging or recommending Holocaust education were in place in ten states due to the actions of state governors or state legislatures. Holocaust commissions or councils that support Holocaust education existed in twelve states, with the activities varying from state to state. In addition to state standards, there has been an increase in books published about the Holocaust. According to Brabham (1997), this was a publishing response to the demand for the books. He continued to observe, "these books can be used to expand the body of

literature and the scope of historical facts presented as lessons from the Holocaust" (p. 139).

Purpose of the Study

What did this emphasis on Holocaust education mean to the educators who created the study units, and librarians who provided supplemental materials in the form of books, DVDs, audiotapes and other resources? It created the need for sources of information on the seemingly endless amount of material available on the Holocaust, in order to assist educators in selecting the most appropriate materials for their needs. The purpose of this study was to compile a base of information for educators and librarians to use in selecting materials concerning Holocaust literature for children and young adults.

Problem Statement

The focus of this study was to survey the monographs related to the Holocaust that were written for children and young adults, in order to examine specific characteristics of the literature such as monograph type (historical fiction or non-fiction, children's or young adult), whether illustrated or not, publisher, and year of publication; protagonist gender dominance, age, type of experience, and the relationship of that fact to collection placement; and physical setting by country and specific location.

Research Questions

- R1. How many monographs in this study were classified as fiction and how many were classified as non-fiction?
- R2. How many monographs in this study were classified as children's literature and how many were classified as young adult literature?
- R3. How many of the monographs were illustrated with drawings, maps, or images?
- R4. Which company published the greatest number of monographs in this study?

R5. In which years of publication were the largest percentages of the monographs in this study published?

R6. Did the monographs have a greater percentage of male or female protagonists?

R7. What was the average age of the protagonist in the monographs in this study?

R8. What type of experience (hiding, ghettos, camps, rescued, rescuer, etc.) was had by the protagonist?

R9. In which country was the setting of the monographs in this study?

Definitions

Adolf Hitler-the dictator of Nazi Germany from 1933-1945.

Children's literature- for this study children's literature covered books normally read by those 9-12 years of age and in classes studying the Holocaust in the fifth or sixth grade. (United States-Holocaust Education Report, n.d.).

Concentration Camp-"a camp where non-combatants of a district were accommodated, such as . . . those organized by the Nazi regime in Germany before and during the war of 1939-45" (Oxford English Dictionary, 2012).

Displaced person-"Jews and others who did not wish, at war's end, to be repatriated to their former communities/countries of origin, and who were placed in DP camps" (Harran, 2000, p.706).

Extermination Camp-"a concentration camp for the mass murder of human beings, applied especially to the camps set up by Nazi Germany in the war of 1939-45" (Oxford English Dictionary, 2012).

Final Solution-"term used by Hermann Goring in a letter to Reinhard Heydrich that was discussed at the Wannsee conference. It became the code term for

the complete destruction of all Jews" (Harran, 2000, p.706).

Gender-a male or female, in cases where the books deal with groups of both genders and have multiple protagonists, the gender characteristic were listed as both.

Gentile-a person of a non-Jewish nation or of non-Jewish faith (Merriam-Webster, 2012).

Ghetto-the quarter in a city to which the Jews were restricted (Oxford English Dictionary, 2012).

Holocaust-"the term used for the systematic state-sponsored murder of millions of Jews by the Nazis and their collaborators during World War II" (Berenbaum, 2007, p.325).

Nazi-a member of the National Socialist German Workers' Party (Oxford English Dictionary, 2012).

Resistance-"organized opposition to an invading, occupying, or ruling power; (an organized body of) individuals engaged in such opposition in the Second World War" (Oxford English Dictionary, 2012).

Shoah (Sho'ah)-"(Hebrew. Mass slaughter)-this Hebrew word was preferred over "Holocaust" in Israel. It was found in Isaiah 10:3; 47:11 and Psalm 35:8 and meant destruction, complete ruination" (Harran, 2000, p. 708).

Second World War-"the war began with the German invasion of Poland on September 1,1939 and ultimately involved the majority of nations of the world; hostilities ceased in Europe on 7 May 1945 and in the Far East on 12 September 1945" (Oxford English Dictionary, 2012).

Young Adult literature-for this study young adult literature covered books normally read by those 13-17 years of age and in classes studying the Holocaust at ages 13 and 16 (United States Holocaust Education Report, n.d.).

Limitations and Delimitations of the Study

The literature in this study was limited to accounts dealing with the Jewish Holocaust during the Second World War. Although there were different ethnic groups, such as the Roma and Sinti (Gypsies), Jehovah's Witnesses, and others who were also selected for extermination, this study concentrated only on literature dealing with the Jewish experience and the experiences of those who rescued them.

Due to the immense amount of literature available on the Holocaust, the books selected for this study were those published in English, available for examination and reading during the study, and limited to books written for children and young adults.

There were no limitations on the type of literature read and used in the survey. Different types of historical fiction, diaries, biographies, autobiographies, and non-fiction accounts were included to represent the broad spectrum available for children and young adult readers.

The deciding factor for classification of monographs as children's or young adult was determined by the library from which it was borrowed. In the case of books in a private collection, *WorldCat* was used as the source of classification.

Assumptions

It was assumed that the information in the factual accounts represented is true. It was assumed that the fictional accounts were based on historical fact unless otherwise stated. It was assumed that the literature in this study was representative of the Holocaust literature in general published for children and young adults from 1938 to 2013.

Importance of the Study

More and more educational systems are requiring Holocaust studies for children and young adults, both in the United States and abroad. It is important to understand the common characteristics within Holocaust literature, for educators teaching the studies and for librarians providing literature to support those studies. An understanding of how

different characteristics affect both the story plots and characters assists educators in determining which Holocaust literature is best suited for their particular student group. This survey seeks to define and analyze ten different characteristics from different books, giving the reader a look at common elements and how these elements repeat within certain literature patterns. Also, this survey seeks to give those reviewing Holocaust literature a quick overview of the literature in table and graph form. A study of this type enables users to find common characteristics and a set of monographs which match their curriculum or need. For example, a middle school educator may not desire to select a graphic account of the death camps for their seventh grade students. The United States Holocaust Education Report (n.d.) cited six basic reasons in question 7 on why Holocaust studies are included for students:

- The Holocaust was a watershed event in the entire history of humanity.
- Studying the Holocaust helps students learn about the uses and abuses of power and the roles and responsibilities of citizens, organizations, and nations.
- Students develop an understanding of the ramifications of prejudice, racism, anti-Semitism, and stereotyping.
- The Holocaust demonstrates how a modern nation could use its technological expertise and bureaucracy to implement destructive policies.
- The Holocaust provides a context for studying the dangers of remaining silent and indifferent in the face of oppression.
- Students gain an understanding of the complexity of the historical process.

The importance of Holocaust education requires that educators and librarians are given information in formats that are easy to understand and cover a broad range of Holocaust subject matter. For busy professionals, graphs and figures are often easier to assimilate when reviewing large amounts of information.

Literature Review

Background to the Holocaust

When Adolf Hitler, Fuhrer (leader) of the National Socialist Party (Nazis), was appointed chancellor of Germany on January 30, 1933; the fate of the Jews in Europe took a terrifying road to extermination. Dachau, the first concentration camp, opened in March of that year, and by April the German government commenced a short-lived boycott of Jewish stores and professionals in an effort to deprive Jewish families of their incomes. The Nazis continued to pass laws denying Jews the right to hold government office, attend public schools, stripped Eastern European Jews living in Germany of their citizenship, and banned Jews from serving in the German armed forces. Throughout the 1930s, Jews were excluded from every facet of public life, as more and more concentration camps opened to house "enemies of the state" (Berenbaum, 2007, p.344-345).

On January 30, 1939 Hitler announced that if war broke "out the result will be the annihilation of the Jews" (Berenbaum, 2007, p.346). The Nazis invaded Poland in September 1939, Britain and France declared war on Germany, and the Second World War began. Hitler invaded the Scandinavian countries, followed by France, Luxembourg, Belgium, and the Netherlands in 1940. The final entrapment came to European Jews in June of 1941, when Nazi Germany invaded the Baltic countries and the Soviet Union (p. 347). The attempted elimination of the Jewish people continued for five years until the defeat of the Nazi forces in 1945.

On January 20, 1942, Reinhard Heydrich held a meeting at Wannsee, Germany and decided the final fate of all the Jews under Nazi occupation. At the meeting, Heydrich announced that all of the Jews were to be "Evacuated to the East", a euphemism for mass murder (Berenbaum, 2007, p.336).

While thousands of Jews died in the camps or at the hands of special killing squads called Einsatzgruppen, many European Jews experienced other situations during the war years (Berenbaum, 2007). For many of

them, the path was a roundup by local authorities and/or Nazi forces, transference to the Jewish ghettos in the East (mainly located in Poland), then finally the train ride to the concentration or extermination camps. However, the multiple accounts by survivors told other stories. Families and individuals were rescued or protected from arrest (as the Danish Jews were), went into hiding with Gentile families, escaped from ghettos, fought in the resistance, lived in underground caves and in the woods, survived the camps, immigrated to other countries, and started new lives. With such diversity of experience, where would an educator or a librarian look to seek resources on the Holocaust?

Seeking Resources

Extensive searching of scholarly literature failed to discover research resembling the type of survey in this study. Searches were conducted in numerous databases such as *Library Literature & Information Science Full Text*, *Academic Search Premier*, *Education Full Text*, *Humanities International* and *Children's Literature Comprehensive* databases on different facets of Holocaust literature and education. The findings in scholarly research only reflected literature comparisons between several specific Holocaust titles instead of a significant number of monographs, selected bibliographies of Holocaust literature for children and young adults alone without comparison data, or views on Holocaust writing for children in general.

Education and Holocaust Literature

Baer (2000) once said "the creation of a literature of atrocity for children, and the presentation of that literature, calls upon us to recognize and convey the evil that is new in the post-Holocaust world" (Baer as cited in Jordan, 2004, p. 199). The challenge of teaching the Holocaust to children and young adults was a fine tightrope of teaching history and the personal experiences within it; and not "inundating them with information that is graphic or too emotional for them to handle" (Jordan, 2004, p.199). Drew (as cited in Brabham, 1997, p.2) insisted that any Holocaust literature be preceded and accompanied by documents and other historical

works that put the Holocaust in historical context. She also recommended that educators selected biographies and novels which gave a more complete understanding of the Holocaust's history and consequences.

Jordan (2004) stated that an "important component" in Holocaust education is the use of "sensitive and age-appropriate literature" (p.199). To accomplish these suggestions, educators and librarians required information that assisted those selecting materials. The information professionals who choose books for these educators needed monographs that were clearly written, age-appropriate, historically accurate, and appropriately illustrated. Yet, the plots must interest the readers they were attempting to educate, without traumatizing students by the graphic nature of the material being presented. In most children's literature, there were a high percentage of happy endings, but in Holocaust literature, many protagonists lost family members, became homeless, and saw horrible things that most children never imagined. Those who provided monographic sources needed to be aware of the level of maturity concerning their audience and the level of violence and death within the literature. Jordan (2004) added that due to the sensitive nature of the materials shared with children on the Holocaust, the works used should not just have removed troubling details, but also worked at presenting a balanced picture of any discussion about the Holocaust.

Previous Holocaust Literature Studies

When researching the literature for this survey, no comparable research could be located. There were many articles on comparing two or more Holocaust books, selected bibliographies of Holocaust titles, and articles on teaching the Holocaust using individual Holocaust titles. This literature gave a wide variety of approaches to using literature about the Holocaust in educational settings. The different approaches assisted in discovering the different types of Holocaust literature available for children and young adults, and helped to compile the titles to be read for the present survey.

Groce (2009) used Lois Lowry's *Number the Stars* to illustrate titles dealing with the rescue of Danish Jews. Groce argued that including non-fiction works along with fictional accounts of the Holocaust gave readers a more meaningful and significant look at the fictional stories (p.9). The rescue of the Danish Jews by the people of Denmark was a unique situation and the information in Groce's article added a different dimension to the title selected on rescue stories. Other titles that supported his ideas could have included *Black Radishes*, which dealt with the rescue of Jews in France and was based on a true story, or *The Mozart Question*, a true story based on musicians in the camps.

In contrast, Short (1997) used a completely different view of Holocaust literature when he argued against children's literature, dealing with the Jews in Nazi Germany, being useful to studies of the Holocaust. Short explained that Holocaust studies are part of the National Curriculum for England and Wales since 1990. He stated that in his study of teachers' attitudes and practices regarding the Holocaust, there is an assumption that anti-Semitism started in the 1930s and was unique to Germany. Secondly, that educators and textbooks generally failed to comment on both Jewish resistance to the Nazis and the plight of other victims, such as Gypsies. Thirdly, he noted that educators and textbooks made extended use of the phrase "Germans and Jews" suggesting that German Jews were not German citizens but a foreign presence in the country (Short, 1997, p.181). Short continued his arguments by discussing two books; *Friedrich* and *Mischling Second Degree*. His discussions included the concept that all Jews in Germany were religious as in *Friedrich*; and that books often recommended as Holocaust literature are often not centered on the Holocaust experience as in the case of *Mischling Second Degree*. Gilbert (2010) took an even stronger stance in her criticism of *The Boy in the Striped Pajamas*. This book was based on the idea that the son of the commandant of Auschwitz wandered into the camp, made friends with a Jewish boy, and was gassed along with him. Not only did Gilbert present evidence of the historical inaccuracies, young children were exterminated upon

arrival; but also to the ideas that presenting the concentration camps as a type of fantasy world or fable as questionable at best. Gilbert (2010) stated "I would argue that Boyne's text raises particular issues about the exploitation of history for the sake of story" (p.361-62). Both were an excellent source for the survey in educating others on becoming aware of the questionable information in some Holocaust literature.

Another author who objected to representing the Holocaust as a type of fable or other fantasy land was Rochman. Rochman (2006) also acknowledged that not all Holocaust literature was factual but some stories had turned the truth into inappropriate representation in order to create the story. When she discussed *Let the Celebrations Begin!* Rochman stated the book portrayed Bergen-Belsen concentration camp as "a playful summer camp with bunk beds, laughter, and leapfrog games in the sun" (p. 549). She described the book's happy ending as "a lie" (p. 549). This article again helped to demonstrate the caution needed by educators and librarians in choosing titles which may have offended readers or families who suffered during the Holocaust.

Walter and March (1993) continued the discussion on the problems unique to writing Holocaust fiction for children, and stated that the authors of such works had all of the difficulties of writers of adult fiction plus the responsibility of not trivializing a very real historical event (p.39). The authors explained Eric Kimmel's (1977) theory of Holocaust literature as being similar to the levels of severity in Dante's *Inferno* with milder stories acting as rings around a fiery center focusing on the concentration camps. The different rings represented: a) resistance novels where others rescued Jews or work with the Underground, b) refugee novels, c) occupation or hiding novels, d) heroic novels, e) Jewish resistance novels and f) concentration camp stories (p.41).

Walter and March (1993) approached the theme of Holocaust literature by using an in-depth look at two titles, *Let the Celebrations Begin!* and *Rose Blanche*. Their findings led them to "conclude the books for

children that deal with horrific events should be viewed as a category of their own" (p. 36). McDowell (as cited in Walter & March) observed that in addition to the physical differences between children's literature and adult literature, additional differences exist since children's books had child protagonists, emphasized action and dialogue, relied on traditional plots, contained clear-cut moral schemes and had an optimistic world view. Just as Rochman felt *Let the Celebrations Begin!* was not truthful enough, Walter and March (1993) stated that "writers of Holocaust literature for children have all of the problems encountered by writers of adult literature, plus some additional problems raised by the fact that the intended reader is a child" (p.39).

While Rochman saw *Let the Celebrations Begin!* in a negative light, Walter and March were careful to note that the front flap of the book included information on the fact that the story is based on a true incident where a Polish woman made a collection of stuffed toys for the first children's party held in the camp after the liberation. From their perspective the focus of the picture book is on the celebration which took place after liberation and not the horrible conditions of the camp. Two different perspectives on the same monograph gave a completely different idea of the appropriateness of the story for young children.

In discussing the best of Holocaust literature for children and young adults, Rochman (2006) asked the question "Can there be art about genocide?" (p.547). She reviewed and discussed some of the "best" Holocaust literature including Anita Lobel's *No Pretty Pictures*. The Lobels were well-known author/illustrators of many children's stories. The harsh autobiography of her life in Nazi-occupied Poland was a surprise to many who knew her name only in association with easy readers. Lobel's book was a compelling look at a childhood which included hiding, the ghettos, surviving the camps and recovering from the experience enough to go on and build a life in a new country.

In a totally different vein, Dublin (2002) took a look at Holocaust literature for young adults as a comparison

to the developmental tasks of adolescents. She used monographs to explore and compare such tasks as "independence from parents" illustrated with *The Diary of Anne Frank* (p.132) and "relationship with age mates" illustrated by *A Pocket Full of Seeds* (p.134). She divided Holocaust literature in three categories: historical fiction, memoirs, and diaries (p.127) which made the different types of stories easier to identify. Her divisions of literature were useful in the selection survey titles for young adults.

Klein (2003) and Jordan (2004) created two different approaches to viewing Holocaust literature. Klein (2003) chose to survey Holocaust literature for children and young adults by comparing modern protagonists around the world who experienced ethnic cleansing, as holocausts were later referred to. Klein compared Anne Frank's experience to Zlata in *Zlata's Diary*, which dealt with the war in what once was Yugoslavia, and Ji Li Jiang in *Red Scarf Girl: A Memoir of the Cultural Revolution* in Communist China. The article gave insight for librarians who tried to assist educators with materials which linked the past to headlines of today. By including these titles, Klein brought the continuing problems of ethnic hatred into perspective for students who may not have realized that the mass murder of people groups still continued around the world.

Jordan (2004) sought a milder approach, as she searched for strategies used by authors who wished to convey the Holocaust experience to children and young without overwhelming them with the terrible truth that defined Holocaust history. Jordan selected titles she felt were "exemplary" in approaching the subject with sensitivity, and conveyed the important message effectively to young people (p. 216). Jordan discussed almost a dozen works representing picture books, fictionalized memoirs, fantasy novels and self-narrated stories. Her broader approach was as helpful as Klein's and illustrated the variety of ways librarians and educators were looking at teaching the Holocaust. Her analysis assisted readers in understanding the most useful aspects of the different types of Holocaust literature, as well as the

characteristics that made the titles excellent matches for children and young adults.

A more individualized view on Holocaust literature for children was presented in Kummerling-Meibauer's (2009) article on Maurice Sendak's use of illustration in his picture book *Dear Mili*. Although the story was a re-telling of a legend retold by Wilhelm Grimm, Sendak placed images from the Holocaust amongst his illustrations for the book. The Holocaust was a personal tragedy for the Sendak family. His grandfathers were rabbis in Zembrova, Poland and most of his extended family perished in the Holocaust. Sendak's parents moved to New York in the 1920s and he was born in Brooklyn in 1928 (p.7). Hidden among the illustrations were pictures of eight Jews with yellow stars in 1940s clothing, crossing a bridge. Under the bridge were branches and roots that looked like human bones, and in the background was a stone wall and a watchtower which symbolized Auschwitz (p.12). Sendak linked the Romantic period of Grimm with the reality of the Holocaust, and united them both using themes such as the perils of war and death.

One very interesting article which helped to define the parameters of this study was Katrien Vloeberghs' (2009) study *Untimely Childhood in Literary Holocaust Memoirs and Novels for the Young*. The purpose of the study was an "investigation of the discursive characteristics of the child figure shows how they enter into a specific interaction with the conceptualization of the Holocaust" (p.51). The author discussed conceptualization as "standing outside linear chronology, though in diverging forms and with different implications" (p.51). One of the exercises was to look at how writers who experienced the Holocaust as children transformed their views and conceptions when authoring accounts of their own experiences. Because the European experience during the Holocaust was so personal and intense, the writing represented in this article was more of an adult or older young adult set of monographs, rather than the other literature used for this study. It was an excellent perspective on the differences that

Americans took on writing about Holocaust literature versus a European perspective.

All of the literature used in the review provided a different segment in choosing Holocaust literature for children and young adults. Without the various perspectives presented, the wholeness of the survey material would not have been well rounded. Each article added to the understanding of the complexity of Holocaust literature. Unlike many historical events, the Holocaust was far more complicated than many other forms. The violence of the topic, combined with the horror of the subject matter, made choosing literature for children and young adults a task that required a great deal of understanding of the subject matter and the audience. Only four content analysis surveys were located on any subject for children and young adults as academic articles. These included an Iranian literature study done in 2010 (Mohammadi, Azadeh, & Babalhavaeji, 2010), a study on the mythology of the home in children's literature (Wilson & Short, 2012), a study on morphemics and middle school students (Pacheco & Goodwin, 2013) and a study on picture books, graphic novels and middle school students (Pantaleo, 2011).

Methodology

The methodology of this study was based on Wilson's (2011) *Research Methods: Content Analysis*, which addressed the two types of content analysis: conceptual analysis and relational analysis. In conceptual analysis, Wilson stated, "the content is coded for certain words, concepts, or themes, and the analyst makes inferences based on the patterns that emerge" (p.177). This approach assisted in clarifying both how the data was collected for this study and how it was analyzed.

Wilson (2011) developed a five step approach that was used to collect data for the study. The five steps were: 1) Develop a research question, 2) Determine or identify the population (in this case a set of monographs), 3) Choose a research design (the survey), 4) Gather data, and 5) Analyze and interpret the evidence.

Searching for Monographs

The search for monographs used in this study began with a basic search of the following databases: *Academic Search Premier, Education Full Text, Humanities International Complete, Children's Literature Comprehensive* and *Library Literature and Information Science Full Text*. The greatest number of titles came from the *Children's Literature Comprehensive* database, which yielded not only book titles but also reviews, awards, author information and more. The awards section became very important as there were 1,425 listings under Holocaust in the database. The survey monographs were a representation of not only different experiences during the Holocaust but also the best and most useful accounts available. Award lists such as the Boston Globe-Horn Book Award for Excellence in Children's Literature, the William Allen White Children's Book Award, and the Newbery Award were excellent places for educators and librarians gathering titles for their Holocaust collections. Many of the most well-known titles were also recipients of the National Jewish Book Award and the Sydney Taylor Book Award, which made these two particular lists wonderful sources for book titles.

First, titles were selected from various award lists (Newbery Award winners, Children's Book Award, etc.) using the Children's Literature Comprehensive Database and monographs listed in numerous peer-reviewed journals. Then, the books were borrowed from the Children's and Young Adult sections of the Parmly Billings Library in Billings, Montana; the Children's section of the Ida Dockery Owen Library in Billings, Montana, and the Children's and Young Adult collection at Montana State University Billings Library, and a private collection of Holocaust accounts for children and young adults.

After the monographs were selected and divided into categories to insure a broad spectrum of accounts, each title was read and evaluated for ten characteristics. These characteristics were: fiction/non-fiction, gender of the protagonist (male, female or both if there are more than one protagonist), publisher, year of publication, type of

experience, illustrated/no illustrations, setting by country, children's or young adult titles, and age of the protagonist at the beginning of the experience. The type of experience was listed as: all, camps, escape, ghetto, hiding, persecution, rescuers, resistance and train. Those books which covered multiple experiences were listed by the experience which defined the monograph over-all. For example, a child who was in hiding for 15 chapters out of the book but was discovered in the last chapter was listed as hiding. A more detailed explanation of each category was included in the results section to assist readers in their interpretation of the information.

The "country" heading was determined by the nationality of the protagonist and the length of the time spent in the country which dominated the story line of the monograph. Many Holocaust accounts took place in multiple countries and to avoid confusion, the nationality of the protagonist assisted in giving a variety of experiences throughout Europe. If the country of origin was not the main setting of the monograph, then the country which dominated the story line was used. For example, if the protagonist was born in Germany but the majority of the monograph took place in the Netherlands, then the country listed would be the Netherlands. An example of this would be *The Diary of Anne Frank*. The Frank family were German Jews but the entire book takes place in the Netherlands so the country is listed as the Netherlands.

The information was entered using a master *Excel* spreadsheet with the main category listed by author. This master list was then organized alphabetically by each category, to obtain various data sets. The data sets were then tallied and percentages used to determine the most common variables within the titles studied and the information was used to answer the research questions. This study was not intended to be an accurate survey of every children's or young adult Holocaust book in print, but rather a solid representative sample of the variables which permeated the literature. A complete bibliography of all titles used in the survey, and the master list gathered from the titles, is included for those wishing

to triangulate the information in a larger study (see Appendices).

Results

This was an information seeking study which gathered statistics on children's and young adult books on the Holocaust. Because the study did not seek to prove or disprove any ideas, the results were collected to present an overall but not complete survey of the literature. This subject is vast in scope and continues to grow with new published works on a monthly basis. It was not practical to try and detail every children's and young adult book on the subject, so the decision was made to select 200 (approximately 14%) of the 1,400 listed in the *Children's Literature Comprehensive Database* as a fair representation for the study. It was determined that 200 books was a reasonable amount of material to read given the timeframe of the study and that this number of titles would be accessible for borrowing

R.1 How many monographs in this study were classified as fiction and how many were classified as non-fiction?

The first question asked how many of the monographs were fiction and how many were non-fiction. The representation was 80 (40%) fiction and 120 (60%) non-fiction (Figure 1).

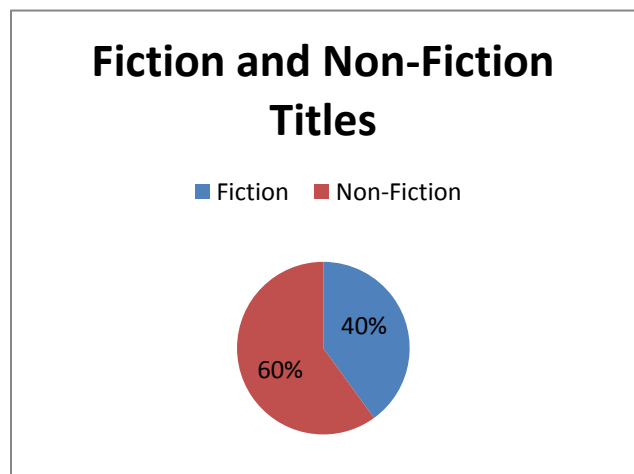


Figure 1

All monographs were chosen for content of the story, so this division and the percentages were purely random numbers with no intentional selection of

more non-fiction titles or fiction titles. A consideration was given to establishing a historical fiction category for stories that were fiction but were based on a real person or real individual incident. This consideration was discarded as the titles were not always clearly marked as to the extent of their reliance on actual events or real people.

R. 2 How many monographs in this study were classified as children's literature and how many were classified as young adult literature?

The answer was an even 100 (50%) split for both categories (Figure 2). Again, the choices were not made based on the title's placement in the library, but on the content of the book.

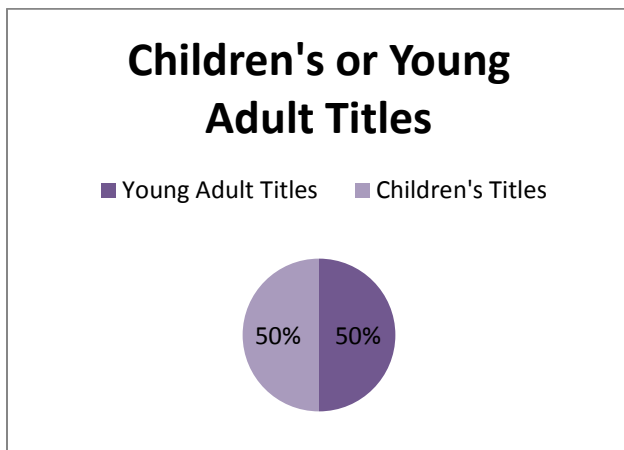


Figure 2.

These results were more subjective however, as libraries placed individual titles in as many as five different places within the collections: children's, young adult, adult fiction, adult non-fiction and biography. To determine their placement within this study, the recommended reading age range used in the Children's Literature Comprehensive Database, as well as the classification within the lending library was used to establish placement. In the rare cases

where this information was conflicting, the determination was made by the researcher.

R.3 How many of the monographs were illustrated with drawings, maps, or images?

The third area in the study was the question of how many of the monographs were illustrated with drawings, maps, or images (Figure 3). Of the 200 monographs, 130 (65%) of the titles contained some type of illustrations and 70 (35%) did not (See Figure 3 on next page). Most of the monographs that contained illustrations included several types of visual representation (photographs, maps, documents) or in the case of the fiction titles, artistic illustrations (paintings, drawings, collage). The category was therefore simply divided into illustrated or not illustrated. Of 130 monographs with illustrations, 104 (52%) were non-fiction and 28 (14%) were fiction. Many of the non-fiction titles included photographs of protagonists and their families (*Tell No One Who You Are*), rescuers (*Anne Frank Remembered*) and places (*The Star Houses*) where the stories took place. The illustrated fiction titles were often children's books, which used illustrations to soften or explain the story in a gentler way as in *Angel Girl* or *The Mozart Question*. The opposite of this pattern were the *Maus I and Maus II* graphic biographical novels, which used illustration to heighten awareness of the horrors the characters experienced. It was expected that many of the fiction titles (52%) were not illustrated, as many of these were monographs meant for the young adult readers ready for longer chapter books and deeper subject matter as in *The Devil's Arithmetic* or *Black Radishes*.

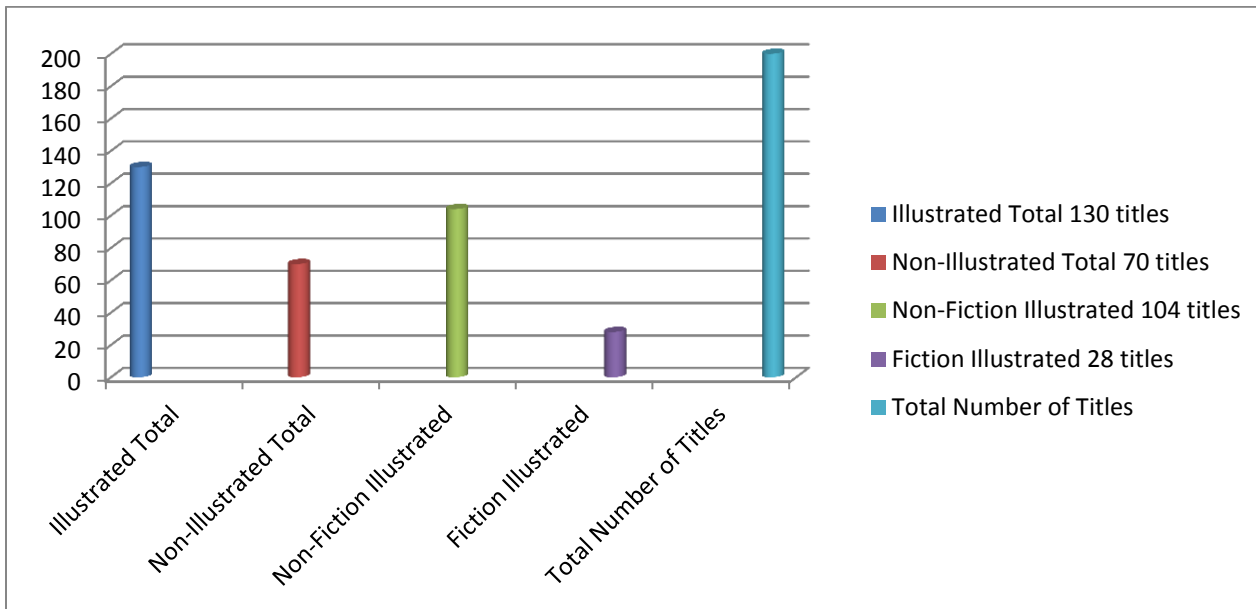


Figure 3. Illustrated and Non-Illustrated Titles

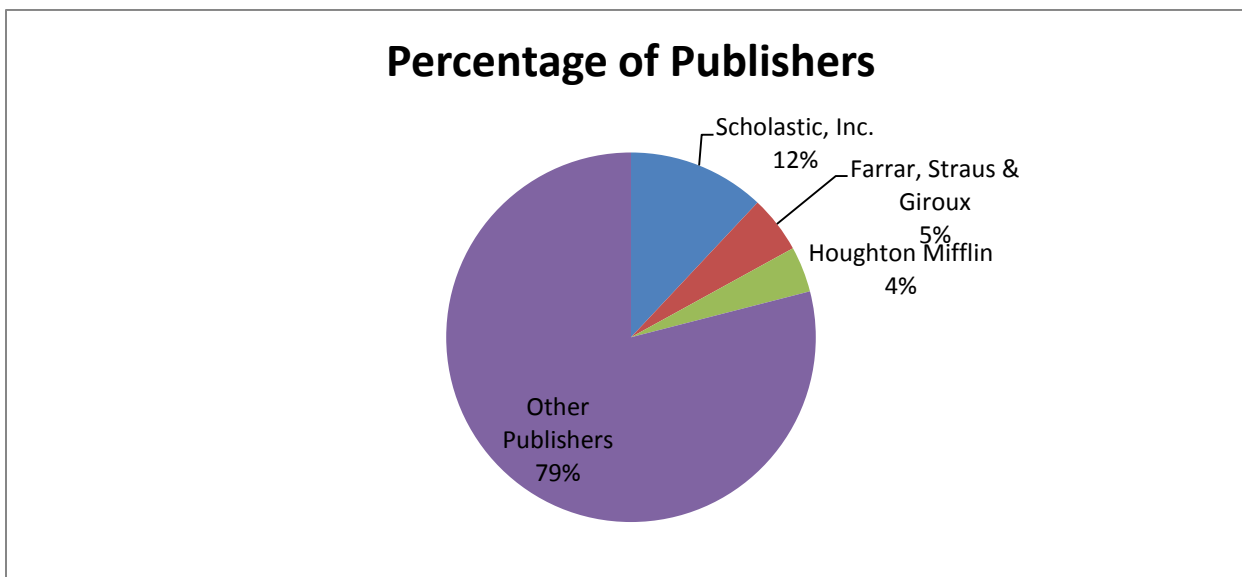


Figure 4. Percentage of Publishers

R. 4 Which company published the greatest number of monographs in this study?

The fourth research question asked which company published the greatest number of monographs in this study. The first step to answering this question was to consolidate the publishers which were obviously the same company under different but close names, for example Scholastic, Inc. was listed in the monographs

as Scholastic, Inc.; Scholastic, Scholastic Books, Scholastic Press, etc. Due to time constraints, there was not an attempt made to research each publisher for parent companies. With these conditions stated, the results were as follows; Scholastic, Inc. was the largest publisher with 24 titles (12%), Farrar, Straus, & Giroux with ten titles (5%), Houghton Mifflin with eight titles (4%) and the rest of the publishers came in with less than four percent of the titles (Figure 4).

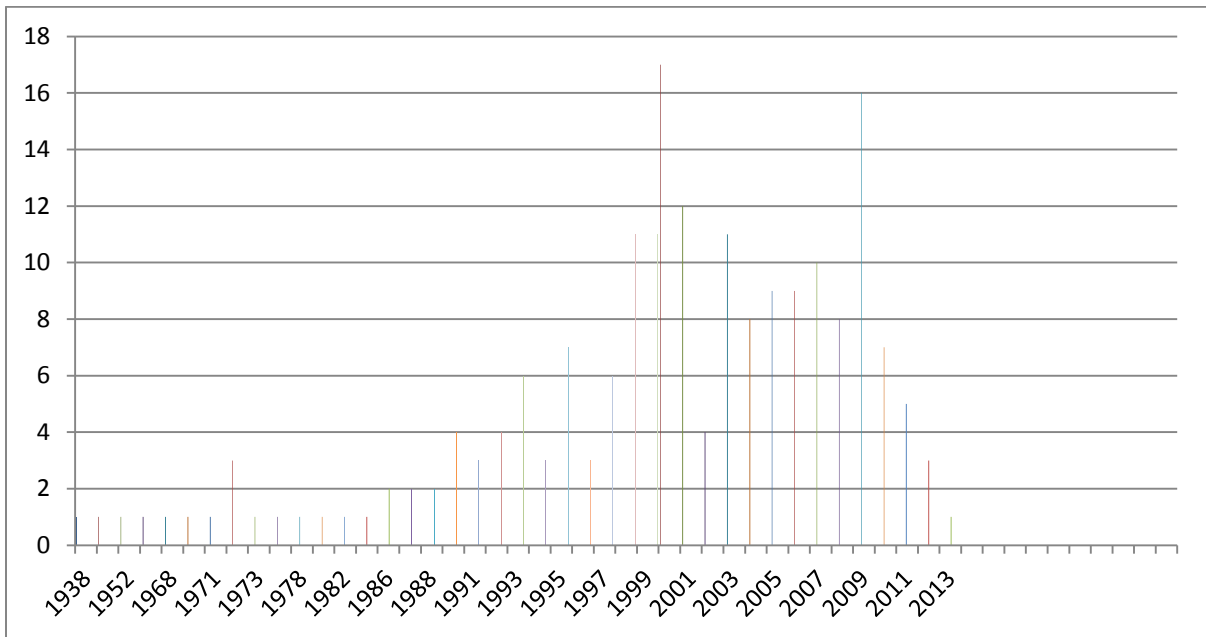


Figure 5. Number of Titles Published by Year 1938-2013

R. 5 In which years of publication were the largest percentages of the monographs in this study published?

The next question concerned the year and years in which the largest number of titles were published by percentages. The error factor for this question was approximately 3% as the dates listed in the books often varied by a year. The largest publishing year for books on the Holocaust from the years included in this study—1938 to 2013—was the year 2000 with 17 titles (8.5%), followed by the year 2009 with 16 titles (8%). Seventy-one titles, or 35.5%, included in the sample were published between 1991 and 2000. From 2001 to 2013, there were 103 titles (51.5%) published. From 1938 with the publication of Emile and Karl to 1990, there were 26 titles (13%) published. The majority of the titles in the sample were published 46 years after the end of the Second World War when ages of the readers would have correlated with the ages of grandchildren and great-grandchildren of Holocaust survivors (Figure 5).

R. 6 Did the monographs have a greater percentage of male or female protagonists?

The greater percentage of protagonists were female with 115 (57%), males with 77 (39%) and titles with the lead protagonists consisting of both female and male characters at eight (4%) (Figure 6).

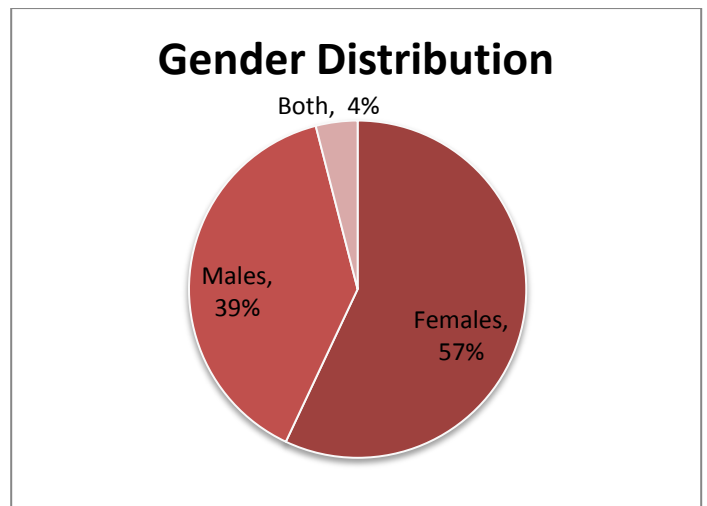


Figure R. 6 Gender Distribution

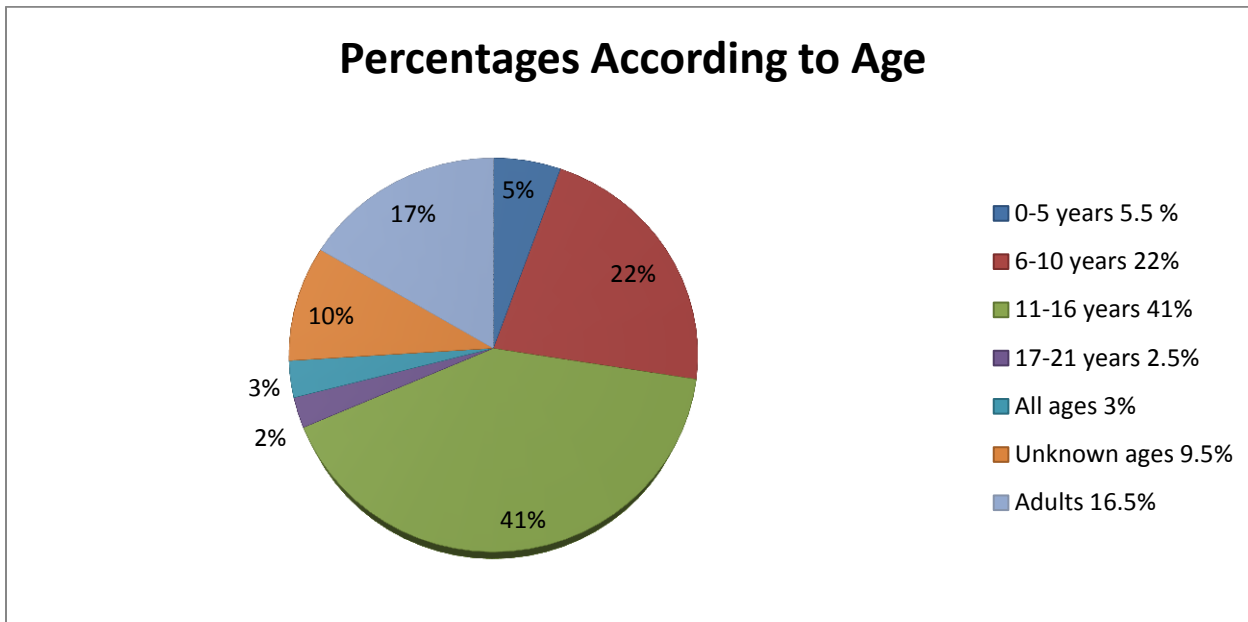


Figure 7. Percentages According to Age

R. 7 What was the average age of the protagonist in the monographs in this study?

It was interesting that the highest percentage in the age category was young adults from 11-16 years old with 82 out of 200 titles falling in this range (41%). In that range, protagonists were age 12 were the most prevalent with 23 titles (11.5%). This may be due to the budding awareness of readers in that age group that world events may impact their lives, the fact that many of the books were based on real people or events who happened to fall within those ages, or those ages are taught Holocaust history in their schools. There were also a large number of protagonists between the ages of 6 to 10 years of age—44 titles (22%). Children, who were younger than five were featured in 11 titles (5.5%), and those 17-21 years old were in five books (2.5%). The last category consisted of adults as well as books with all ages, and titles where the age of the protagonist was unknown. There were 33 titles (16.5%) with adult protagonists, six titles (3%) with all ages, and 9.5% of the titles had protagonists with no known age.

R. 8 What type of experience (hiding, ghettos, camps, rescued, rescuer, etc.) was had by the protagonist?

The experience of the protagonist was broken down into the following areas:

- a) All - the story covered multiple experiences throughout the book.
- b) Camps - these titles included labor camps, concentration camps and extermination camps.
- c) Escape - where the protagonist of the book escapes the danger they are in.
- d) Ghetto - a title where the majority of the experience is spent around the ghetto area.
- e) Hiding - the book is based on the hiding of the protagonist and/or their families.
- f) Persecution - this area was used for two titles that were set before 1941 when the Final Solution was not yet in place.
- g) Rescuers - this category was reserved for those who risked their lives to help others.
- h) Resistance - these titles dealt with those specifically resisting the Nazis.
- i) Train - this category was used when the majority or central heart of the story took place on a train transporting the characters to the camps.

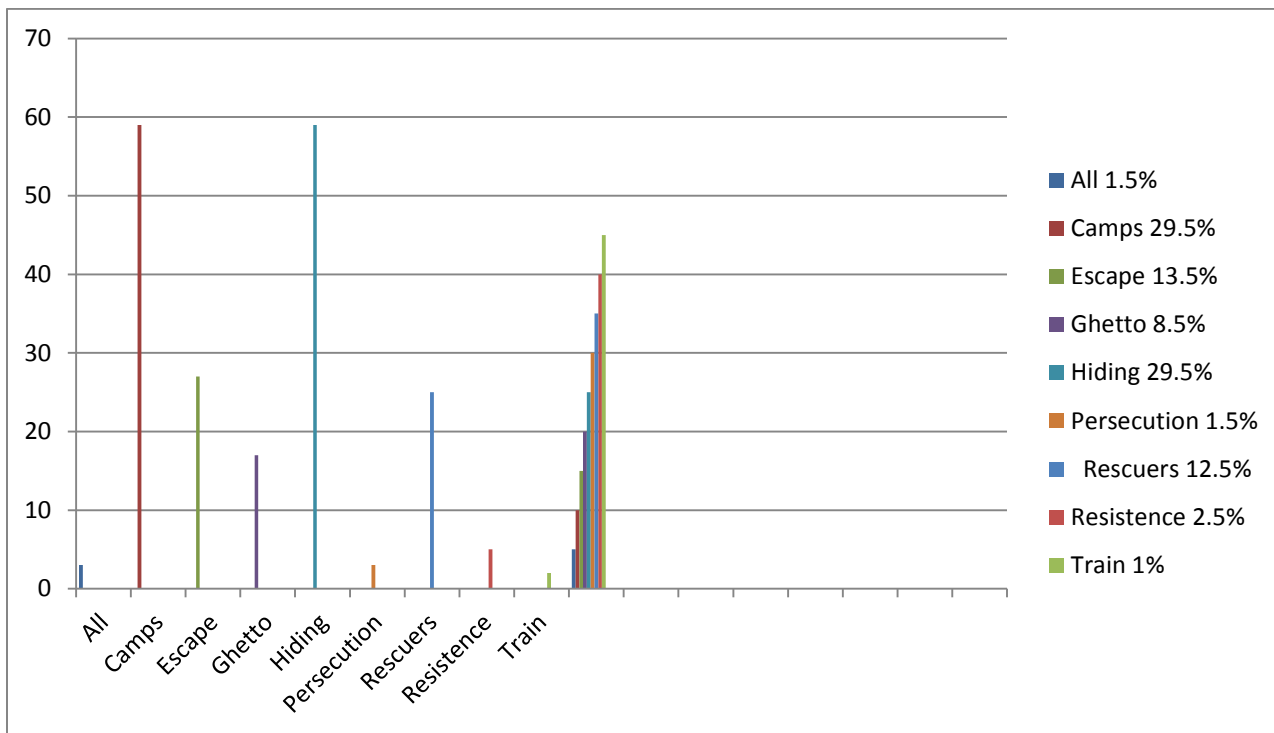


Figure 8 Distribution of Types of Experiences and Percentages Within Titles

With these core experiences as benchmarks, the results were a historical panorama of the different types of experiences both fictional characters and real people endured during the Holocaust. The titles broke down into these different areas as shown in Figure 8: All three (1.5%), Camps 59 (29.5%), Escape 27 (13.5%), Ghetto 17 (8.5%), Hiding 59 (29.5%), Persecution three (1.5%), Rescuers 25 (12.5%),

R. 9 In which country was the setting of the monographs in this study?

The country with the largest percentage of the monographs in this study was Poland. It was interesting but not unexpected that 62 titles (31%) of the monographs were set there, making it almost twice the total of Germany 24 (12%) and the Netherlands 25 (12.5%). Poland was the site of the largest concentration camps, such as Auschwitz-Birkenau, as well as the largest ghettos in Europe, located in Warsaw and Lodz, Poland. Also having a large percentage of the titles were the countries of Austria 15 (7.5%), France 17 (8.5%), Czechoslovakia

Resistance five (2.5%), and Train two (1%). Many of the ghetto experiences often ended up with longer camp experiences; those titles were listed under the areas which made the most impact on the story. The same was true for stories that dealt with long periods of hiding. For example, *Annexed* was classified as hiding, even the protagonist was sent to a camp, because that was not the main focus of the book. 11(5.5%), and Hungary 9 (4.5%) (See Figure 9 on next page). There were a few titles set in such remote places as the United States (two titles), Ireland (one title), and Sweden (one title). There were also three titles in which the location was undisclosed, so that the books could have represented any of a number of experiences without attaching a particular place to them, such as in *Milkweed*. Another title which took a unique approach to the location scenario was *The Final Journey* which left a great deal about the characters and their background to the imagination. Readers only have conversations inside a cattle car to gather background on the protagonists. In titles where the main part of the plot took place in Europe

Geographic Distribution of Monographs

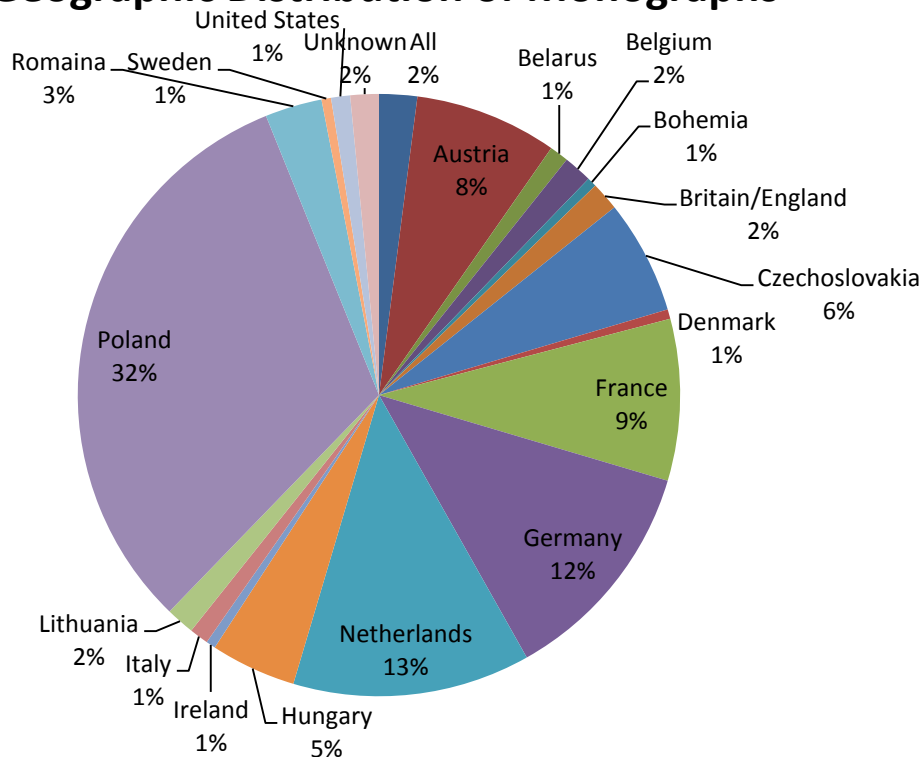


Figure 10 Geographic Distribution of Monographs

but the actual story was set in the United States, such as *The Devil's Arithmetic*, the location was listed as Poland. However, where the majority of the story was a remembrance and there was not a focus on the European country, such as in *The Tie Man's Miracle*, the country was listed as the United States.

Discussions and Conclusions

This study was an attempt to give a reasonable look at the different aspects of Holocaust literature for children and young adults by dividing the monographs into information categories, which then were used to help piece together a picture of what a child or young adult could expect to read on the subject. There were hundreds of titles to choose from and even as the study was completed, the local young adult librarian called to announce she had just received two more new titles on the subject and asked if those would be needed. The monographs were selected through a variety of literary sources which resulted in a wide diversity of geographic areas, different types of experiences, and gave an

acceptable representation in answering different aspects of the research questions.

The questions provided a solid survey of the titles used, but a survey of 600 titles out of 1,400 would provide a more complete picture of the literature available than 200 out of 1,400. The first question supported the idea that there would be more non-fiction than fiction titles in the literature. It is impossible to identify as to if this is a trend in the larger group of books since these books were not randomly selected. There is the potential that a future study of the entire 1,400 would reveal that this holds true; perhaps because biographies written by survivors and homework support materials.. This study concentrated on monographs that were single person or family experiences, though several books containing multiple protagonists were included to complete the 200 number.

The division between children's and young adult books into two equal parts was completely unintentional for the results of question two. It was

interesting to see that there are a large number of monographs available for both the younger and older readers. The number of picture books about the Holocaust was an interesting discovery. Stories such as *The Tie Man's Miracle* and *Benno and the Night of Broken Glass* brought history to even the youngest listeners.

The large number of photographs and illustrations, 65 percent of the titles, brought a very personal touch for the reader as they saw pictures of families and protagonists who endured unimaginable horrors. Question three sought to look at how the Holocaust was represented visually in the literature and it provided a variety of forms and representations from drawings, paintings, maps, photographs and collage. Who could not be moved by the photographs in *Hana's Suitcase: A True Story* about a little girl who would never come back to her brother or the terrifying graphic illustrations of the *Maus* books.

In question four Scholastic, Inc. was the publisher of the largest number of the titles used in the study. It was interesting to see that a company that reaches so many children and young adults through the schools still chose to bring so many Holocaust stories to their readers. Many of the other publishers produced only one or two books but the fact that there were so many different publishers and editors still reading Holocaust manuscripts could lead readers in the future to remember this era in history.

Charting the publishing trends in question five led to the discovery that there was very little Holocaust literature published for children and young adults before 1990. The statistics showed that 174 of the 200 titles (87%) used in this study were published between 1991 and 2013. The reason for this sudden publishing increase during that time period could be a subject of further research. One of the factors concerning publishing dates in this study may have been the limited availability of titles.

The gender distribution of question six also raises more questions. The study showed that 57 percent of the protagonists were female. Is this a reflection of

the readers' interest or the fact that it was simpler for a female to disguise her background and remain undiscovered due to physical factors. Many of the non-fiction stories discuss physical appearance as a help or hindrance in avoiding capture.

Question seven enlightened the study about the age of the protagonist. The age of twelve was the most prevalent at 11.5 percent and the books favored the ages 11-16 overall. This correlates well with the fact that many Holocaust units begin during the middle school years. A study on the reactions of students that age to a Holocaust monograph featuring a protagonist of the same general age could tell educators which titles could be the most effective in their classrooms.

The answers to question eight on the experiences of the protagonists were difficult to categorize in several ways. Many of the titles dealt with several experiences with equal strength. The path was often the same throughout the books just as it was in real life. The Nazis invaded, began passing laws restricting the rights of the Jews and then the people took several different actions. Families who had the resources and realized the danger escaped the situation whenever possible and settled in other countries. The escapes often overlapped with stories of rescuers. Those trapped in Eastern Europe, especially Poland, were rounded up into ghettos (which often was a large part of the book) and then sent to concentration, labor, or death camps (which was often the most dramatic and emotional part of the book). These emotion evoking parts of the books made it difficult to categorize the titles into predetermined categories. For example, if a book was predominantly set in a hiding situation where fear was the main emotion, but the last couple of chapters dealt with the horror of the concentration camps and evoked so many emotions, forcing the decision that was based on part of the story that was the main focus and majority of the book was sometimes a difficult choice.

The last question dealt with the country in which the monograph took place or was centered. This again

was a category that looked simple at first but turned out to be more subjective than first envisioned. Was the nationality of the protagonist as important as the country where it took place? In the case of books dealing with Anne Frank, it was the experience of hiding in the Netherlands that was the center of the book, not the fact that she was born in Germany. Many of the monographs dealing with the camps began somewhere else but finished in Poland. If the main experience centered on the place, such as *The Star Houses*, which took place in Hungary but were run by the Swedish diplomatic personnel there, then the story was listed under Hungary and not Sweden.

Despite all of the variables that occurred in the study the information gathered gave a beginning look at Holocaust literature for children and young adults. A complete study on the subject would take years to complete and a much larger collection on which to base the results. Improvements would have included a larger title base and a longer time period to study the results. For such a significant event in history, it was surprising to find that so little had been done on content analysis of Holocaust titles for children and young adults. It became clearer why, when the statistics on the publication dates was collected and showed that the bulk of the literature has only been available for the last 25 years.

Continued research on the Jewish Holocaust could lead to research on the other groups that were also hunted for their distinctions such as the gypsies. History is continuing to repeat itself around the world as children and young adults hear about modern ethnic groups being destroyed by others who feel superior. These events will need to be studied in history classes and processed by young people with the help of excellent literature to assist them in understanding the world around them.

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Appendices I: List of the 200 Monographs Used in the Study

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72. Hart, K. (1982). *Return to Auschwitz: The remarkable story of a girl who survived the Holocaust*. New York: Atheneum.
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74. Hesse, K., & Watson, W. (2004). *The cats in Krasinski Square*. New York: Scholastic, Inc.
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104. Levine, K. (2003). *Hana's suitcase: A true story*. Morton Grove, Ill: Albert Whitman.
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106. Ligocka, R. (2002). *The girl in the red coat*. New York: Delta Books.
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111. Macdonald, M. (2013). *Odetta's secrets*. New York: Bloomsbury Publishing.
112. McDonough, Y. Z., & Root, K. B. (2005). *The doll with the yellow star*. New York: Henry Holt.
113. Matas, C. (1998). *Greater than angels*. New York: Simon & Schuster.
114. Matas, C. (1998). *In my enemy's house*. New York: Simon & Schuster
115. Matas, C. (2007). *The whirlwind*. Victoria, B.C: Orca Book Publishers.
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135. Polacco, P. (2000). *The butterfly*. New York: Philomel Books.
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138. Propp, V. W. (2000). *When the soldiers were gone*. New York: Scholastic, Inc.
139. Pryor, B. (2011). *Simon's escape: A story of the Holocaust*. Berkeley Heights, NJ: Enslow.
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141. Rabinovici, S., Pressler, M., & Skofield, J. (1998). *Thanks to my mother*. New York: Puffin Books.
142. Ransom, C. F. (1993). *So young to die: The story of Hannah Senesh*. New York: Scholastic, Inc.
143. Rappaport, D., & McCully, E. A. (2005). *The secret Seder*. New York: Hyperion.
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153. Rubin, S. G., & Weissberger, E. (2006). *The cat with the yellow star: Coming of age in Terezin*. New York: Holiday House.
154. Rubin, S. G. (2001). *Fireflies in the dark: The story of Friedl Dicker-Brandeis and the children of Terezin*. New York: Scholastic, Inc.
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156. Ruelle, K. G., & DeSaix, D. D. (2009). *The grand mosque of Paris: A story of how Muslims rescued Jews during the Holocaust*. New York: Holiday House.
157. Russo, M. (2005). *Always remember me: How one family survived World War II*. New York: Atheneum.
158. Russo, M., Cole, R., & Schwartz & Wade Books. (2011). *I will come back for you: A family in hiding during World War II*. New York: Schwartz & Wade Books.
159. Sachs, M. (1973). *A pocket full of seeds*. Garden City, N.Y: Scholastic, Inc.
160. Schmidt, G. D. (2001). *Mara's stories: Glimmers in the darkness*. New York: Henry Holt.
161. Schloss, E., & Kent, E. J. (1988). *Eva's story: A survivor's tale*. New York: St. Martin's Press.
162. Schnur, S., & Johnson, S. (1995). *The tie man's miracle: A Chanukah tale*. New York: Morrow Junior Books.
163. Schnur, S., & Taus, H. (1994). *The shadow*

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164. Sharenow, R. (2011). *The Berlin Boxing Club*. New York: HarperTeen.
165. Siegal, A. (1981). *Upon the head of the goat: A childhood in Hungary, 1939-1944*. New York: Farrar Straus Giroux.
166. Slier, P., Slier, D., & Shine, I. (2007). *Hidden letters*. New York: Star Bright Books.
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169. Spiegelman, A. (1991). *Maus II: A survivor's tale : and here my troubles began*. New York: Pantheon Books.
170. Spinelli, J. (2003). *Milkweed: A novel*. New York: Alfred A. Knopf.
171. Stillerman, M., & Gerber, P. (1998). *Nine spoons: A Chanukah story*. Brooklyn, N.Y: Hachai Publishing.
172. Szedlecki, A., & Azrieli Foundation. (2009). *Album of my life*. Toronto: Azrieli Foundation.
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175. Taylor, M. (1999). *Faraway home*. Dublin: O'Brien Press.
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177. Thoene, B. (1989). *Vienna Prelude*. Minneapolis: Bethany House Publishers.
178. Thor, A., & Schenck, L. (2009). *A faraway island*. New York: Delacorte Press.
179. Toll, N. S. (1993). *Behind the secret window: A memoir of a hidden childhood during World War Two*. New York: Dial Books.
180. Ungerer, T. (2010). *Otto: The autobiography of a teddy bear*. London: Phaidon.
181. Upjohn, R., & Benoit, R. (2012). *The secret of the village fool*. Toronto: Second Story Press.
182. Van, B. F. A. (2008). *Flory: A miraculous story of survival*. New York: HarperOne.
183. Vande, V. V. (1998). *A coming evil*. Boston: Houghton Mifflin.
184. Voorhoeve, A. C., & Reichel, T. (2012). *My family for the war*. New York: Dial Books.
185. Vos, I., Edelstein, T., & Smidt, I. (1995). *Dancing on the bridge of Avignon*. Boston: Houghton Mifflin.
186. Vos, I., & Edelstein, T. (2000). *The key is lost*. New York, NY: HarperCollins Publishers.
187. Warren, A. (2001). *Surviving Hitler: A boy in the Nazi death camps*. New York: HarperCollins Publishers.
188. Watts, I. N. (2002). *Finding Sophie*. Toronto: Tundra Books.
189. Watts, I. N. (1998). *Good-bye Marianne*. Plattsburgh, N.Y: Tundra Books.
190. Whiteley, S. M. (1999). *Appel is forever: A child's memoir*. Detroit: Wayne State University Press.
191. Whitney, K. A. (2009). *The other half of life: A novel based on the true story of the MS St. Louis*. New York: Alfred A. Knopf.
192. Wiesel, E. (1972). *Night*. New York: Farrar, Straus and Giroux.

193. Weitz, S. S., & Cogley, S. B. (1993). *I promised I would tell*. Brookline, Mass: Facing History and Ourselves.

194. Winter, K. (1998). *Katarína: A novel*. New York: Farrar Straus Giroux.

195. Wiviott, M., & Bisailon, J. (2010). *Benno and the Night of Broken Glass*. Minneapolis: Kar-Ben Publishing.

196. Whiteman, D. B. (2005). *Lonek's journey: The true story of a boy's escape to freedom*. New York:

Star Bright Books.

197. Williams, L. E., & Goldstein, A. N. (1996). *Behind the bedroom wall*. New York: Scholastic, Inc.

198. Wiseman, E. (2002). *My canary yellow star*. Plattsburgh, N.Y: Tundra Books.

199. Yolen, J. (2005). *The devil's arithmetic*. New York: Scholastic, Inc.

200. Ziemian, J. (1975). *The cigarette sellers of Three Crosses Square*. Minneapolis: Lerner Publications Co.

Appendices II: Listing of Publishers, Number of Titles Published, Percentage in the Study

Name	Number of Titles	Percentage of Titles
1. Albert Whitman	1	.5%
2. Alfred A. Knopf	5	2.5%
3. Anchor Books	2	1.0%
4. Atheneum	3	1.5%
5. Arcade Publishing	1	.5%
6. Atlantic Monthly Press	1	.5%
7. Azrieli Foundation	1	.5%
8. Barron's	1	.5%
9. BenBella Books	1	.5%
10. Berkley Books	1	.5%
11. Bethany House Publishers	1	.5%
12. Bloomsbury Publishers	2	1.0%
13. Carolrhoda Books	1	.5%
14. Chosen Books	1	.5%
15. Clarion Books	1	.5%
16. Coward, McCann & Geoghegan	1	.5%
17. David Fickling Books	1	.5%
18. Delacorte Press	2	1.0%
19. Dell	2	1.0%
20. Delta Books	1	.5%
21. Dial Books	3	1.5%
22. Disney-Hyperion Books	1	.5%
23. Doubleday	2	1.0%
24. Enslow	1	.5%
25. Faber	1	.5%
26. Farrar, Straus, & Giroux	10	5.0%
27. Feiwel and Friends	1	.5%
28. Feminist Press at the City University	1	.5%
29. Four Winds Press	1	.5%
30. Frances Lincoln	1	.5%

31. Free Press	2	1.0%
32. G. P. Putnam/Putnam	2	1.0%
33. Graphic Universe	1	.5%
34. Greenwillow Books	2	1.0%
35. Gulliver Books	2	1.0%
36. Hachi Publishing	1	.5%
37. Harcourt, Brace, & Jovanovich	2	1.0%
38. HarperCollins/HarperTeen/HarperOne	7	3.5%
39. Henry Holt	7	3.5%
40. Hill and Wang	1	.5%
41. Holiday House	5	2.5%
42. Holt, Rinehart and Winston	1	.5%
43. Houghton Mifflin	8	4.0%
44. Hyperion	4	2.0%
45. ibooks	1	.5%
46. iUniverse	1	.5%
47. Jewish Publication Society	1	.5%
48. JourneyForth	1	.5%
49. Kar-Ben Publishing	1	.5%
50. Ktav	1	.5%
51. League for Human Rights etc.	1	.5%
52. Lee & Low	1	.5%
53. Lerner Publications Company	2	1.0%
54. Little, Brown & Company	1	.5%
55. Longstreet Press	1	.5%
56. Lucent Books	1	.5%
57. Marlowe	1	.5%
58. Marshall Cavendish	1	.5%
59. McFarland & Company	1	.5%
60. Metropolitan Books	1	.5%
61. Mikaya Press	1	.5%
62. Moody Publications	1	.5%
63. Morrow Junior Books	2	1.0%
64. O'Brien Press	1	.5%
65. Orca Book Publishers	3	1.5%
66. Pantheon Books	2	1.0%
67. Paris Press	1	.5%
68. Penguin Books	1	.5%
69. Phaidon Press	1	.5%
70. Philomel Books	3	1.5%
71. Pocket Books	2	1.0%
72. Prentice Hall for Young Readers	1	.5%
73. Puffin Books	1	.5%
74. Pulpit Rock Press	1	.5%
75. Roaring Brook Press	1	.5%
76. Ronsdale Press	1	.5%

77. Rosen Publishing Group	4	2.0%
78. Royal Fireworks Press	1	.5%
79. Scholastic, Inc.	24	12.0%
80. Schwartz & Wade Books	1	.5%
81. Second Story Press	4	2.0%
82. Simon & Schuster	5	2.5%
83. St. Martin's Press	3	1.5%
84. St. Vladimir's Seminary Press	1	.5%
85. Star Bright Books	2	1.0%
86. Tanglewood	1	.5%
87. Time Books	1	.5%
88. Tricycle Press	1	.5%
89. Troll	1	.5%
90. Tundra Books	3	1.5%
91. University of Nebraska Press	1	.5%
92. University of Washington Press	1	.5%
93. University of Wisconsin Press	1	.5%
94. Viking	2	1.0%
95. W.W. Norton	1	.5%
96. Walker Books	1	.5%
97. Wayne State	1	.5%

Appendices III: Publishing Dates

YEAR	NUMBER OF TITLES	PERCENTAGE
1938	1	.5%
1945	1	.5%
1952	1	.5%
1961	1	.5%
1968	1	.5%
1970	1	.5%
1971	1	.5%
1972	3	1.5%
1973	1	.5%
1975	1	.5%
1978	1	.5%
1981	1	.5%
1982	1	.5%
1983	1	.5%
1986	2	1.0%
1987	2	1.0%
1988	2	1.0%
1989	4	2.0%
1991	3	1.5%
1992	4	2.0%
1993	6	3.0%
1994	3	1.5%

1995	7	3.5%
1996	3	1.5%
1997	6	3.0%
1998	11	5.5%
1999	11	5.5%
2000	17	8.5%
2001	12	6.0%
2002	4	2.0%
2003	11	5.5%
2004	8	4.0%
2005	9	4.5%
2006	9	4.5%
2007	10	5.0%
2008	8	4.0%
2009	16	8.0%
2010	7	3.5%
2011	5	2.5%
2012	3	1.5%
2013	1	.5%

Appendices IV

Ages of Protagonists, Number of Titles, Percentage of the Study

AGE	NUMBER OF TITLES	PERCENTAGE
1	1	.5%
3	2	1.0%
4	3	1.5%
5	5	2.5%
6	6	3.0%
7	3	1.5%
8	14	7.0%
9	14	7.0%
10	7	3.5%
11	9	4.5%
12	23	11.5%
13	17	8.5%
14	13	6.5%
15	11	5.5%
16	9	4.5%
17	1	.5%
18	1	.5%
19	1	.5%
20	1	.5%
21	1	.5%
Adult	33	16.5%
All	6	3.0%
Unknown ages	19	9.5%