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Chapter 03: Got Books?

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THE INSIDE, OUTSIDE, AND UPSIDE DOWNS OF CHILDREN'S LITERATURE

From Poets and Pop-ups to
Princesses and Porridge

Jenifer Jasinski Schneider, Ph.D.

The Inside, Outside, and Upside Downs of Children's Literature: From Poets and Pop-ups to Princesses and Porridge

Jenifer Jasinski Schneider, Ph.D.

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TEXTUAL TENDENCIES AND OPEN AND CLOSE READINGS

SECTION 1

Access to Books

Identifying and categorizing examples of children’s literature is an important skill but *finding* children’s literature is a whole different story. In this chapter, I focus on the central conduits for the collection, curation, and distribution of children’s literature: libraries, booksellers, and museums.

The Library

For some individuals, the library is an archaic place, filled with memories of dusty books and shushing librarians. Some stuffy libraries still exist, but they are fading away as modern libraries are now equipped with hi-tech hubs, collaborative meeting areas, green designs, and cafes. In fact, the ALA offers resources for library-building design to help architects and planners achieve a shared vision for library space usage (<http://www.ala.org/acrl/academic-library-building-design-resources-planning>).

If you dig libraries
as I do,

THEN FOLLOW THESE LINKS TO A SERIES OF LISTS

of the “best” libraries

in the world:

62	World’s Most Beautiful Libraries
25	Most Famous Libraries
35	Best Libraries in the World
20	Libraries So Beautiful They’ll Bring Out the Bookworm in Everyone
45	Most Majestic Libraries in the World
18	Libraries Every Book Lover Should Visit

I have worked with students who haven't visited a library in 10 or more years. As a book lover, it's hard for me to believe. As a professor, it's the reason I make people go—the library is an amazing resource. Yes, yes, yes, you can find information online. But I guarantee you'll find more in a library because you will search differently. In addition, you will find better stuff if you work with a librarian. There is an art to searching for books and librarians have mad skills in online databases and in the stacks.

Go on a library scavenger hunt! Find the following:

- One book of poetry for children written by Eloise Greenfield or Arnold Adoff.
- One Newbery winner.
- One Caldecott winner.
- One book about a science concept (any topic will do, but it has to be for kids—college textbooks do not count).
- One biography written for children.

Video 3.1 Jenny's Tour Through the Wackety Stacks <http://www.kaltura.com/tiny/rr3ev>

JENNY'S TOUR THROUGH THE WACKETY STACKS

WITH JENIFER SCHNEIDER

THE INSIDE, OUTSIDE, AND UPSIDE DOWNS
OF CHILDREN'S LITERATURE

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and Porridge

I have also worked with students who come from countries in which public libraries are not available or accessible. A free, public library is an unprecedented resource for them. Similarly, I have worked with students who are traveling, living, or studying abroad and they are shocked by the limited availability of books in other countries. It's true. The library is the cornerstone of democracy and the key to an educated public.

Why do you think Hitler burned books?

(<http://www.ushmm.org/outreach/en/article.php?ModuleId=10007677>)

Why do you think North Korea censors what people read?

(http://www.nytimes.com/2015/04/22/world/eritrea-and-north-korea-are-worlds-most-censored-countries-advocacy-group-says.html?_r=0)

Why do you think US slaves were forbidden to read or write?

(<http://www.pbs.org/wnet/slavery/experience/education/history2.html>; <http://www.yale.edu/glc/archive/927.htm>)

OK, so this isn't a book about the history of the United States or a political treatise on democracy, but understanding the history of the library is important when we think about children's literature and access to books.

- Did you know libraries did not have special sections for children until the late 1800's (Hanaway 1897)?
- Did you know some library hours were often limited for girls, giving priority to working boys; and some libraries were only open to boys of a certain class or employment level (Powell, 1917; Sayers, 1963)?
- Did you know many libraries were segregated and Black people were not allowed to use all public libraries until the Civil Rights Act of 1964 (Lee, 1991, 1998; Malone, 1995)? (That's just a few years before I was born.) Even then, many libraries refused service.

As with all history lessons, it is important to understand the origins of the library because this knowledge enhances our awareness of the cultural, social, and political structures that shape our experiences. In this case, the library shapes our experiences with books. Think about it. The policies to segregate libraries or deny access to particular individuals certainly affected the children at that time (Figure 3.1). We know, for example, parent-preschooler reading is related to outcome measures such as language growth, emergent literacy, and reading achievement (Bus, Van Ijzendoorn, & Pellegrini, 1995). Book reading also affects children's acquisition of the written language register (i.e. their ability to speak or write in standard ways) (Bus, Van Ijzendoorn, & Pellegrini, 1995). Therefore, if you limit access to books, you limit opportunities.

Figure 3.1

Reading lesson in African American elementary school in Washington, D.C., by Marjory Collins, 1942. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA. No known restrictions.

If you limit access to books,
you limit opportunities.

But the impact of book reading extends to the next generations as well. Children with limited literacy experiences can grow into adults with lower literacy levels. Adults with lower literacy levels often doubt their ability to support their children as readers, providing them with fewer books and fewer literacy experiences in the home (Neuman & Celano, 2001). In other words, adults with limited literacy do not have the personal experiences from which to draw upon as they make parental choices for their children. It takes time and intervening actions to undo cycles of illiteracy that are brought about by public policies and social practices.

The library plays a central role in the education of the populace. For this reason, let's examine the evolution of the modern library in relation to its focus on children.

Want to know more about the evolution of libraries?
Check out the “History of Libraries” <http://eduscapes.com/history/index.htm>.

Ancient libraries. The oldest known library in the world is in Ebla, Syria (Figure 3.2), where archeologists discovered “a vast archive of thousands of clay tablets dating from about 2600 to 2300 B.C.” (Wellisch, 1981). Other ancient libraries, such as the Library of Alexandria in Egypt (283 B.C.E.) and libraries in Athens and Rome held significant texts for scholars to study (Casson, 2001). No children allowed.

Figure 3.2

The oldest known library in the world is in Ebla, Syria, 2008. Photograph by Effi Schweizer. Reprinted with permission.

No children allowed!

University, religious, and government libraries. Monks, rabbis, clergy, clerics, and other religious persons maintained institutional libraries to store historical scrolls and other documents to conserve history and religious doctrines. Churches also funded parochial libraries that included religious texts as well as books of law, math, natural history, and medicine (Steiner, 1896).

No children allowed!

Of note, in 1695, Thomas Bray, a clergyman in the Anglican Church, devised and developed a system of parochial libraries that were funded by English citizens and eventually supported by public funds in the colonies. Thomas Bray initiated the idea and directed donations as the “best Inducement to Pious and Sober Ministers to come and live amongst us; And will be the Cause of such Education be given, both to our own People, and Native Indians, as will best promote the Interest of Religion and Morality in this province” (Steiner, 1896, p. 67). As a predecessor of the branch library, these small outreach initiatives of the church/state, were managed by ministers and meant to socialize people (Figure 3.3).

Universities also maintained libraries for students. Given most universities did not admit women or people of different races or ethnicities until the 1900s, access was limited to the student body and mediated by scholars. Of course, children were not given access to any of these libraries.

No children allowed!

Public libraries. The United States, as a former Spanish, French, and British colony, borrowed heavily from European practices and idealistic visions for information exchange. With little attention to American Indian philosophies and traditions of poetics, performances, and texts (Figure 3.4) (See Swann & Krupat, 1987), the US’s evolving creation of a democratic government along with free libraries and compulsory schooling, necessitated a focus on the book to both conserve and promulgate Western ideas and practices.

During the Colonial years, Benjamin Franklin's recognition of the importance of access to books led to his involvement in the creation of the Library Company of Philadelphia (<http://www.librarycompany.org/>) (Hayes, 2008). Benjamin Franklin and his friends owned impressive personal libraries. Books were extremely expensive and required shipping from Europe to the Colonies. Benjamin wanted his friends to share books with each other, but the men did not want to give away their prized possessions. Instead, they combined resources and made donations to develop a subscription-service library. *The Library Company* (est. 1731) (Figure 3.5) offered subscribers the opportunity to read more books than they could purchase on their own, and from this concept, the public library emerged (Fletcher, 1894).

Figure 3.5

The Library Company of Philadelphia was founded in 1731 by Benjamin Franklin. Image scan of “A Short Account of the Library,” in *A Catalogue of Books Belonging to the Library Company of Philadelphia* (Philadelphia: B. Franklin, 1741). No known restrictions.

Selected youth were allowed.

Another influential figure, Thomas Jefferson, also accumulated a vast personal collection of books from all over the world. When the Library of Congress collection was burned as a result of the War of 1812, Jefferson agreed to sell his books to Congress (Jefferson & Wilson, 2010). According to the Library of Congress website, “Jefferson anticipated controversy over the nature of his collection, which included books in foreign languages and volumes of philosophy, science, literature, and other topics not normally viewed as part of a legislative library” (<https://www.loc.gov/about/history-of-the-library/>).

Jefferson's extensive collection and eclectic interests established a diverse national library (Figure 3.6). The “Jeffersonian concept of universality, the belief that all subjects are important to the library of the American legislature, is the philosophy and rationale behind the comprehensive collecting policies of today's Library of Congress” (<https://www.loc.gov/about/history-of-the-library/>).

Figure 3.6

An exhibit featuring Thomas Jefferson's library in the Thomas Jefferson Building at the Library of Congress in Washington, DC, 2015. Photograph by Smash the Iron Cage. Reprinted with permission.

In addition to Franklin’s and Jefferson’s contributions, Andrew Carnegie’s enormous wealth provided the funding for large philanthropic initiatives, one of which was the Carnegie library system (Figure 3.7). Andrew Carnegie made his fortune in steel but he gave away over 90% of his money to build libraries and fund other educational endeavors. As a youth, Carnegie experienced the benefits of a library when a Civil War Colonel opened his personal library to the working boys of the neighborhood (Van Slyck, 1995). Carnegie felt he owed his business success to the knowledge he gained through exposure to the Colonel’s books. As a result, Carnegie established a corporation to distribute his money to build over 2,500 libraries across the United States, and throughout Europe, 1880 to 1920. The Carnegie Corporation approved each free, public library based on local need for library facilities. Carnegie paid for the building only upon agreement that the local city or town maintained the libraries through taxes (Van Slyck, 1995). Carnegie also built libraries for colleges and universities often supporting colleges for African American students.

Figure 3.7

The West Tampa Free Public Library is a Carnegie Library built in 1913. The library continues to serve the West Tampa community. Photograph by Ebyabe, 2007. Reprinted with permission.

Youth were allowed but segregated.

Franklin’s and Jefferson’s libraries were foundational in concept and collection to what currently exists in libraries today. Additionally, Andrew Carnegie’s libraries provided unprecedented access for some, along with public funding and changes in design that improved the user experience (Figure 3.8).

However, none of these early libraries focused space or programming for children. As Deborah Stevenson (2011) points out, “Literate children have often been a minority; even among them, many have had neither money with which to buy books, other opportunities to access them, especially in the pre-library days, nor the school or the leisure time in which to read them.... The ‘children’ in ‘children’s literature’ have been a privileged subset of a much larger group” (p. 180).

Figure 3.8

Carnegie libraries featured large reading rooms to encourage extended visits. Carnegie Library, Coshocton, Ohio / E.W. Hart, architects, 1903. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA. No known restrictions.

Service to children came at the insistence of the librarians. In addition to recognizing the emergence of books and buildings, it is necessary to acknowledge the corresponding significance of the librarians who worked within them.

The Librarians and the American Library Association (ALA). Beginning in 1853 a group of librarians made their first attempt to form the American Library Association to promote library service and librarianship. Officially founded in 1876, the current mission of ALA is to “provide 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” (<http://www.ala.org/aboutala/>). For a complete history of the organization, visit the ALA website (<http://www.ala.org/aboutala/history/details-ala-history>).

Since its founding years, members of the ALA have fought for the direction of public libraries (Jevons, 1881; Quincy, 1876). Librarians also debated the design of library spaces and access to the stacks (Figure 3.9). As Van Slyck (1995) describes these early years of the ALA, “the traditional understanding of the library as a treasure house, protecting its books from untrustworthy readers, was falling out of currency. Increasingly, the library profession sought to use the public library to bring readers and books together, rather than to keep them apart” (p. 25).

By the early 1900s, Bostwick (1910) reported that open-shelf libraries in which the user selected his or her own books were replacing closed-shelf libraries in which books were stored in large alcoves where library staff scaled ladders to retrieve them (Figure 3.10).

Figure 3.9

Librarians frequently debated library design. Competitive design for the New York Public Library / Brite & Bacon, architects, 1897. Library of Congress Prints and Photographs Division Washington, D.C. 20540 USA. No known restrictions.

Figure 3.10

View of library with stacks and skylight by George Gardner Rockwood, 1832-1911. Image scan of Robert N. Dennis collection of stereoscopic views. Stephen A. Schwarzman Building / Photography Collection, Miriam and Ira D. Wallach Division of Art, Prints and Photographs. Public domain.

Librarians also debated issues of access in other ways. Some libraries required users to provide certificates of character (Figure 3.11) to ensure the users would return books or pay fines (Williamson, 1919). The librarians also debated the type of shelving (Godfrey, 1892) and classification system needed to manage collections (Dewey, 1891) as well as the loan charging process and the best template for borrowers' cards and cataloging (Bullock, 1901). They reviewed national data regarding lost or stolen books (Lord & Wilcox, 1908). And they discussed the amount of fines (Bostwick, 1910).

Figure 3.11

Library patrons agreed to follow the rules and often signed certificates of character, which were intended to guarantee the return of books. Rules for Public Library, Hertfordshire, 1930. No known restrictions.

In addition to administrative issues, librarians also discussed the social and cultural practices that impacted the library. For example, some librarians explicitly discussed the “colored” population and how to support, or in some instances dissuade, library usage along racial lines (Bell, 1917). Bostwick (1910) described the situation as one in which open access was the theory in Northern libraries where very few “Negroes” actually used the library. He sensed they felt unwanted. In contrast, “in the South separate accommodation for the colored people, if they are to be accommodated at all, is, of course, a postulate [sic]” (p. 52).

Bostwick stated that the problem was addressed in one of three ways: “by the tacit understanding that the Negroes are not to use the libraries [sic]” (p. 52), by the creation of separate branch libraries near residential districts where Black people lived, or by separate accommodations in the same building (Figure 3.12). Other librarians wrote of varying success using branch libraries for segregated populations (Yust, 1913) including accommodations for immigrants (Figure 3.13) and those who spoke and read in languages other than English (Bostwick, 1910).

Figure 3.12

African-American children line up outside of Albemarle Region bookmobile. Colored Children's Library [sic], North Carolina Digital Collections, 1950s. No known restrictions.

Figure 3.13

Branch libraries segregated immigrant populations. Art and Picture Collection, The New York Public Library. [Interior of the Aguilar Library, Lower East side, ca. 1898.] Public domain.

In most of the publications and papers presented in the early years of the ALA, including those written by African Americans (e.g., Bell, 1917), many librarians conserved segregation practices while trying to elevate services in separate facilities (Harris, 1915; Jones, 1917; Rose, 1922). Still, a fringe group of librarians led the way to equal access (Lee, 1991; 1998; Malone, 1995).

The same exclusionary practices directed toward African Americans and immigrants were also directed toward children. Whereas some librarians balked at the idea of library services for children (Figure 3.14), others gave the concept serious consideration and engaged in contentious debate.

Figure 3.14

When we think about libraries, we think about open stacks. In the late 1800s and early 1900s, librarians pulled reading materials for patrons. Children were not the priority. Inside the Buffalo Public Library, New York, 1900s. Public domain.

Children’s Story Hour and Reading Rooms. In the Colonies, “social libraries” were founded in small towns. Similar to Benjamin Franklin’s Library Company and Thomas Bray’s provincial libraries, groups of people gathered books for children to read (Powell, 1917). But these libraries were underfunded, underdeveloped, and hard to find. They operated more along the lines of book clubs than public libraries. One of the earliest social libraries for children, The West Cambridge Social Library (est. 1835), was created by Dr. Ebenezer Learned. In his last will and testament, he left \$100 to create the library for the small town where he first taught school (Jordan, 1913).

Social libraries functioned like book clubs rather than libraries.

In the early days of public libraries, children were banned. Library services were restricted to those who were 12 and older and usually limited to boys who served as apprentices (Sayers, 1963). According to Sophy Powell (1917), “as early as 1797 there was an Artisans’ library in Birmingham, England, which could be used upon payment of a penny a week” (p. 4) (Figure 3.15). Other libraries followed with “mechanics’ institutes in England and the United States, each with its library, reading room, museum, and lecture courses” (Powell, 1917, p. 34).

Figure 3.15

Mechanics institute and free libraries were intended to educate the working class, nd. Public domain.

Emily Hanaway (1887), the principal of a grammar school, described her idea for a children's reading room. Soliciting donations and collaborating with librarians, civic leaders, and representatives from different faiths, the reading room was located in different rented spaces and children were issued tickets for admission. Upon entering the room, children could read books within the confines of the space.

The idea for a children's reading room came from a grammar school principal in 1887.

Caroline Hewins, the librarian at the Hartford Young Men's Institute (private subscription library) is credited with creating the first children's story hour in Hartford, Connecticut (Figure 3.16). She also shared methods for

developing expertise in the reading preferences of children (Hewins, 1882; 1896). As Caroline Hewins described it, she paid special attention to the books that one particular family read and reread over a period of years. Based on her observations of children's reading habits, she built her expertise and contributed to her library's publication of a quarterly bulletin called "Library Notes" in which they made recommendations for reading. In addition,

Hewins developed the library's collection based on her knowledge of children and their interests. Of course Caroline Hewins avoided books that included "unwholesome mental food" (1882). Once the library became public, the library opened a branch for children in 1895, and Caroline Hewins continued publishing recommendations in *Publishers Weekly* and developing the children's library. She also published a history of children's literature (Hewins, 1888), which can be accessed freely (<http://tinyurl.com/zecgqfg>). Due to Caroline Hewins' focused efforts over several years, the Hartford Free Library was influential in the area, and Hewins' presentations and published papers impacted the field.

Figure 3.16

Caroline Hewins is credited with creating the first children's story hour. Image of Caroline Hewins – Hartford History Center, Hartford Public Library - See more at: <http://connecticuthistory.org/the-public-library-movement-caroline-hewins-makes-room-for-young-readers/>

Caroline Hewins created the first children's story hour. In selecting books she avoided the ones that included "unwholesome mental food." Do librarians make different choices today?

In 1897, Mary Wright Plummer, reported on the “Work for Children in Free Libraries.” She reviewed data from 15 libraries across the US and reported on a range of indicators. She discussed circulation rates, number of volumes, and staffing of libraries that provided services for children. Of these 15 locations, 11 libraries actually circulated books to children, allowing them to take the books home while the remaining four libraries required children to read on the premises in a children’s reading room. In addition to providing information on usage, Mary Plummer also provided commentary on the quality of reading materials available to children.

We have passed the time when reading in itself was considered a vast good. The ability to read may easily be a curse to the child, for unless he be provided with something fit to read, it is an ability as powerful for evil as for good. When we consider the dime-novels, the class of literature known as Sunday-school books, the sensational newspapers, the vicious literature insinuated into schools, and the tons of printed matter issued by reputable publishers, written by reputable people, good enough in its intention but utterly lacking in nourishment, and, therefore, doing a positive harm in occupying the place of better things—when we consider that all these are brought within a child’s reach by the ability to read, we cannot help seeing that the librarian, in his capacity as selector of books for the library [sic], has the initial responsibility. Certain classes of the printed stuff just spoken of do not, of course, find their way into children’s libraries, since they are barred out from all respectable shelves; but we are still too lenient with print because it is print, and every single book should be carefully examined before it goes into a library where children should have access to the shelves. (Plummer, 1897, p. 78).

You are what you read.

Is this entirely true? Children’s literary diets build up within them, allowing them to make connections between themselves and others. Can this be harmful? What happens when children read about dangerous topics or contrasting opinions? Can reading change their minds, bodies, and souls?

After lamenting the quality of books for children, Mary Wright Plummer then questioned whether children should spend so much time reading in the first place.

Are there not here and there children who are reading to the lasting detriment of their memories and powers of observation and reflection, stuffing themselves with type, as it were? Nearly every observant librarian knows of such cases. Are there not days when the shining of the sun, the briskness of the air, the greenness of the turf and of the trees, should have their invitation seconded by the librarian, and the child be persuaded away from the library instead of to it? We are supposed to contribute with our books toward the sound mind, but we should be none the less advocates of the sound body—and the child who reads all day indoors when he ought to be out in the fresh air among his kind, should have our especial watching. (Plummer, 1897, p. 79)

Sounds like arguments about kids playing video games, watching TV, and engaging in all other forms of screen time.

Other librarians, such as Alice Hazeltine, published papers to support librarians who wished to engage children. She discussed the type of programming children needed, disciplinary measures for unruly children, and programming to support development. By 1917, the ALA published enough papers and presentations to warrant a book on the topic—*Library Work with Children*—a collection edited by Alice Hazeltine (1917).

For the most part, “noise” kept children out of libraries because they disturbed adult patrons (Figure 3.17). However, many people held beliefs about children that prohibited them from using the libraries. In a speech presented to the Massachusetts Library Club, Caroline Matthews (1908) summarized her own beliefs; it is a speech that captures disparaging views about children that were prevalent at the time. Her speech was also published by the ALA in the *Library Journal* and reprinted in an edited collection by Hazeltine (1917). I have selected a few quotes to share:

Figure 3.17

Library rules for the Cooper Union Reading Room, nd. Cooper Union for the Advancement of Science and Art. No known restrictions.

- [On children's rooms] I grew to have a horror of children's rooms—as distinct from children's departments. Intellectually, physically, morally, I believe them harmful. Neither can I see their necessity (Matthews, 1917, p. 96).

Here is that old mantra: Children should be seen and not heard.

- [On attention to the Child] Everywhere, in city, town and suburban library, the effort to reach the Child is apparent. Special attendants are in readiness to meet him the instant he comes into reading room and station after school hours. Thoughtful women are assigned to overlook and guide his reference work. Entertainment is offered him in the form of blocks to play with, scrap-books to look at, story hours to attend. Books specially selected with regard to his supposedly individual needs are placed on the shelves. Picture bulletins are made for his use in the schools. Where he is not segregated he is allowed to monopolize tables and chairs. I find no corresponding effort made to reach the adult, to reach the young mechanic, to draw to the library the parent. (Matthews, 1917, p. 97)

What a hater? Clearly Miss Caroline Matthews had no understanding of child development, the impact of literacy on adult employment options, or the correlation between education and the economy.

- [On the role of women librarians] I next noticed and with some alarm the feminization of the library corps. And I confess to see no remedy. The schools are facing the same difficulty, but eventually it will be solved for them in the raising of certain salaries to a man's standard. This is not likely to happen in library work. Consequently we have this feminization to reckon with... for women far more than men are prone to indulge individual fads. (Matthews, 1917, p. 95) [In this case, the fad was a children's reading room.]

Ok, so this just angers me. I'm baffled by women putting down women.

What? Are you saying men don't care about children?

Librarians and patrons also worried about the destruction of property and the transmission of germs as many librarians wrote extensively about the ways to clean books in between users (all users, not just children) (Bostwick, 1910). In addition, children's literature was in its infancy. Challenges, such as "Why waste good books on children?" were eventually replaced with "What books would the children read?" and "What services could the library provide?"

During the early years of the library, schools such as the Pratt Institute graduated influential women, such as Anne Carroll Moore, who challenged traditions, gained recognition within ALA, and secured services for children (Figure 3.18). In particular, storytelling, reading aloud, and gaining personal knowledge of children were characteristics of library services at Pratt (Eddy, 2006). Storytelling was useful in rural districts with short supplies of books. Reading aloud enticed readers by example. And building personal relationships helped librarians find the right book for each child. The librarians who trained within this system had a lasting impact on children's rooms and libraries across the country.

Figure 3.18

Anne Carroll Moore, nd, was hired by the Pratt Institute and she altered the library program to secure services for children. No known restrictions.

The Pratt Institute had a lasting impact on children's rooms and libraries with a focus on storytelling and reading aloud.

By 1919, children's reading rooms and libraries were firmly in place and the demand for more and better books for children was increasing. In particular, Frederic Melcher, editor of *Publishers Weekly*, and Franklin Mathiews, chief librarian of the Boy Scouts of America decided to create "Children's Book Week" to encourage the quality of juvenile reading (Eddy, 2006). To support their efforts, they reached out to Anne Carroll Moore and Alice Jordan, the supervisors of children's services in the New York and Boston public libraries (Figure 3.19). Both women were considered experts in children's books, savvy in navigating social, political, and professional networks, and they knew how to reach into neighborhoods to find children.

Figure 3.19

Anne Carroll Moore was a pioneering librarian. Her story is told in a children's book: *Miss Moore Thought Otherwise: How Anne Carroll Moore Created Libraries for Children* by Jan Pinborough and illustrated by Debby Atwell, 2013, New York, NY: HMH Books for Young Readers. Copyright 2013 by Debby Atwell.

Children's Book Week encouraged the quality of juvenile reading.

Enterprising librarians recognized the value of books for children and with the expansion of public libraries, dedicated attention to children grew in spite of continued criticism.

Children's Libraries

In modern children's libraries, children's books are usually located in special locations. Why? Because children are still loud! Young children do not read silently and they enjoy discussing books when they take them from the shelves. Children are also playful. Based on decades of transdisciplinary research, we now have greater understanding of how children learn to read. Educators, librarians, and parents know to encourage children to have embodied responses to books by acting out stories, laughing out loud, asking questions, and sharing personal connections to the text. The days of quiet children's libraries are over.

Children are loud!

Video 3.2 Toddler Story Time - Webster Library

Toddler Story Time. Webster Library. New York Public Library. Retrieved from <http://www.nypl.org/audiovideo/toddler-story-time-webster-library>.

However, libraries are also responsive to children with special needs. For example, many libraries hold separate storytimes for children with sensory processing issues. The librarians adjust the amount of stimulation to create the best environment for the children (e.g., <http://wgntv.com/2015/05/27/chicago-libraries-start-a-new-kind-of-storytime/>).

Children need their own special areas where they can be themselves and engage in reading and its associated responses. Rather than separating children from adults and limiting the books they are allowed to read, children's libraries are designed to encourage reading and interaction.

In children's libraries, you will notice tiny chairs and tables, beanbags, stages, carpeted areas, oversized chairs, and character cut-outs. The newer books will be prominently displayed, advertising popular authors and illustrators and the librarians' recommendations.

Check out my Pinterest page for a collection of my favorite library designs for children. <https://www.pinterest.com/jschneidusf/childrens-library-and-bookshelf-design/>

Young adult books are typically located near the children's section, but they seem to have less interesting furniture and fewer book-themed decorations. Why? I'm not sure. Most teenagers appreciate interesting spaces, unique lounging furniture, and literary displays. In spite of the fact that young adults appreciate good design, their books tend to be placed in the same stacks and arrangements used for adult books.

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Advice from a Librarian. One of the unsung benefits of studying children’s literature is how easy it is to find relevant texts in libraries. Unlike textbooks, which most libraries do not collect, children’s literature is very accessible—for free!—in libraries, if you know where to look. Here are some tips and tricks to get you started:

Public libraries. Public libraries typically have extensive collections of children’s literature, although their collections tend to skew toward the recently published or perennial favorites and classics. Looking for an obscure title from 1976? You probably won’t find it at the public library, particularly at a smaller branch.

In order to obtain a library card, most public libraries require you to show proof of residency in the city or county in which the library is located. Even if you do not have a library card, though, you can visit a public library and use their resources in the building for free. If you are uncertain if you qualify for a borrower’s card or if you need help, just ask— librarians will be happy to provide additional information.

Ebooks and libraries. Many children’s books are available in ebook format, and many public libraries provide free access to ebook downloads (note that while many college and university libraries have ebooks in their collections, almost none have children’s literature in ebook format). In order to access ebooks from a public library, you will need to have a library card. On a public library’s homepage, look for the word “ebook.” This link will take you to a database with ebooks, including children’s literature, for you to check out and download to your iPad or other tablet device.

Your college or university library. College and university libraries, particularly those at schools that offer degrees in education, typically have representative samples of children’s literature in their collections. Children’s literature holdings at university and college libraries tend to be smaller than those found at public libraries and often focus on award winners or titles that support curriculum development studies. Nevertheless, in a pinch, you should be able to find some children’s literature titles at your college or university.

- Melanie Griffin

Associate Librarian for the Children’s and Young Adult Literature Collection
at the University of South Florida

Collections

In contrast to public librarians, children's-literature archivists and special-collections librarians assemble and curate original manuscripts, artwork, and published books in libraries across the world (e.g., the de Grummond Children's Literature Collection, the Kerlan Collection, the International Youth Library, National Collection of Children's Books in Ireland).

The University of Southern Mississippi houses the De Grummond Collection, a collection of manuscripts and illustrations from more than 1300 authors and illustrators and including more than 160,000 books. <http://www.lib.usm.edu/degrummond>

The University of Minnesota houses the Children's Literature Research Collections (<https://www.lib.umn.edu/clrc>). The extensive collections include:

- The Kerlan Collection includes over 100,000 books, manuscripts, illustrations, and materials related to children's literature. Click here for access to Kerlan Newsletters dating back to 1998 <https://www.lib.umn.edu/clrc/kerlan-newsletter-archive>
- The Borger Collection centers on the 40,000 volume comic book collection of John Borger. <https://www.lib.umn.edu/clrc/borger-collection>
- The Hess Collection also features dime, pulp, and series books. <https://www.lib.umn.edu/clrc/hess-collection>
- The Oz Collection includes books, memorabilia, and paraphernalia related to L. Frank Baum and the Oz books. <https://www.lib.umn.edu/clrc/oz-collection>
- The Paul Bunyan Collection features books, papers, and documents related to Paul Bunyan. <https://www.lib.umn.edu/clrc/paul-bunyan-collection>
- The Treasure Island Collection includes over 450 books that represent various published versions of Treasure Island. <https://www.lib.umn.edu/clrc/lionel-johnson-collections>

The International Youth Library preserves, documents, and shares international children's and youth literature through collections, catalogues, and outreach efforts. Located in Munich, Germany, the library's complete libraries holdings are listed in an online database.

<http://www.ijb.de/en/about-us.html?noMobile=0%27A%3Do>

The National Collection of Children's Books in Ireland is an online database that facilitates the exploration of over 250,000 children's books written in over 90 languages from five libraries in Dublin, Ireland. <https://nccb.tcd.ie/about>

Many of these collections are housed in universities with the primary intention of acquiring and preserving a living history of literary text and art that can be accessed through online databases and in person (Hoyle, 2011). For example, The Baldwin Library of Historical Children's Literature is a model of ease and access with searches available by genre, creator, publication date, publisher, or text excerpt (See <http://ufdc.ufl.edu/juv>).

For those of you who live near me (Tampa, Florida), the following collections are open to visitors.

The Baldwin Collection. The Baldwin Library of Children's Literature in the Department of Special Collections (<http://web.uflib.ufl.edu/spec/>) at the University of Florida's George A. Smathers Libraries (<http://cms.uflib.ufl.edu>) contains more than 130,000 books and periodicals published in the United States and Great Britain from the mid-1600s to present day.

<http://ufdc.ufl.edu/juv>

USF Children's and Young Adult Literature Special Collections.

The USF Children's and Young Adult Literature Collections currently feature over 25,000 titles of American fiction for adolescent and young readers, dating from 1870 to the present. The collections comprise three distinct parts: the Hipple Collection of young adult literature, the children's literature collection, and the dime novel collection.

<http://www.lib.usf.edu/special-collections/childrens-young-adult-literature/>

Additionally, many archives and special collections may be viewed by appointment during supervised site visits (Video 3.3).

Video 3.3 Using Special Collections <http://www.kaltura.com/tiny/pcd3b>

When I visited the Peter Pan Collection at the Great Ormond Street Hospital in London (<http://www.gosh.org/about-us/peter-pan>), I met with Christine De Poortere, the Peter Pan Director, who led me into an empty reading room where she assembled portions of the collection that were typically stored away (Figure 3.20). Together, we examined variations in illustrations across versions of the story/play (Figure 3.21), memorabilia from the first performance of Peter Pan (Figure 3.22), and programs from various pantomimes (Figure 3.23). I examined the collection through her passion and insight—a very different experience in person.

These same interpersonal connections I experienced with the Peter Pan Collection can be recreated for people who live across diverse social, geographic, and economic regions. As Marcus (2011) observed, “now that special collections have web sites on which are sometime posted detailed finding aids and even virtual exhibitions, it has become easier to scope out the archival portion of the research landscape...” (p. 393).

The following examples are freely available to anyone with Internet access.

The International Children’s Digital Library. The ICDL is a collection of historical and contemporary children’s books from throughout the world. The books represent different cultures and they are written in different languages. In addition, search tools use different languages.

<http://en.childrenslibrary.org/>

The Children’s Literature Comprehensive Database. The CLCD provides search access to all important and relevant information about Pre K-12 media of all types, including reviews from respected publications for those professionals who work with Pre K-12 media. <http://www.library.arizona.edu/applications/quickHelp/tutorial/childrens-literature-comprehensive-database>.

Figure 3.20

The reading room for the Peter Pan Collection at the Great Ormond Street Hospital. Photo copyright 2015 by Jenifer Schneider.

Figure 3.21

Original program artwork for the performance of Peter Pan by J.M. Barrie, 1904, London, England: Hodder & Stoughton. Copyright 1988 by Great Ormond Street Hospital. Photo copyright 2015 by Jenifer Schneider.

Figure 3.22

Peter Pan memorabilia in the Peter Pan Collection at the Great Ormond Street Hospital. Photo copyright 2015 by Jenifer Schneider.

Figure 3.23

Programs from various Peter Pan pantomimes are available in the Peter Pan Collection at the Great Ormond Street Hospital. Photo copyright 2015 by Jenifer Schneider.

Although children's literature collections may lack the geographic convenience of a local public library, and they are not typically targeted for audiences of children, the collections house a depth and breadth of materials that provide unprecedented access to the texts and processes of children's book creation. In addition, these collections and archives are mediated through the scholarly lenses of archivists, librarians, and passionate collectors.

Locations and access. For expert insight into special collections, I turn to my colleague, Melanie Griffin, Associate Librarian for the Children's and Young Adult Literature Collection at the University of South Florida (<http://www.lib.usf.edu/special-collections/childrens-young-adult-literature/>).

“

Most public libraries and college or university libraries collect current or very popular children's literature due to the nature of the populations that they serve. If you are looking for obscure, old, or less popular works of children's literature in libraries, you may need to consult a special collections department. These departments collect children's literature more broadly and holistically, typically with goals of ensuring long-term preservation and providing access to texts that are not widely available. Some special collections of children's literature are broad, covering the entire history of children's literature across the globe, while others are more specific, focusing on particular genres, such as contemporary young adult literature, or geographic areas, such as Japan. Many special collections of children's literature also include manuscript and archival material related to the production of specific texts or the careers of specific authors.

Special collections libraries are typically part of a university library or a very large public library, such as the New York Public Library or the San Francisco Public Library; there are also some independent research libraries, such as the Newbery Library in Chicago, that include special collections departments with collections of children's literature. Unlike the materials found in public and university libraries, the books and manuscript materials housed in special collections departments cannot be checked out and taken home; instead, researchers consult these materials in the department's reading room. It pays to plan ahead if you need to conduct research in a special collections library: they are typically open fewer hours than other libraries, materials may be stored off site and require advance notice for retrieval, and you may need to travel to visit the library.

“

Despite these challenges, conducting research in children’s literature at a special collections library will let you investigate questions that are difficult to answer elsewhere. Using special collections materials, you can:

- See how the text of a book, such as the first Nancy Drew novel, for example, has changed over time to reflect changing social and cultural values (Video 3.4).

Video 3.4 Nancy Drew: Then and Now <http://www.kaltura.com/tiny/u8z8v>

- Compare manuscript and early drafts of novels to explore the textual and editorial evolution of a well-known text (Video 3.5).

Video 3.5 The Evolution of an Author's Manuscript: Luna by Julie Anne Peters <http://www.kaltura.com/tiny/zul3z>

- Consult editorial notes, correspondence, and press releases to trace the publication history of a text.
- Columbia University's collection of literary agents' personal papers proved pivotal in classifying Harper Lee's *Go Set a Watchman* as a precursor to *To Kill a Mockingbird* rather than a sequel; for more information, see <https://blogs.cul.columbia.edu/rbml/2015/07/14/go-set-a-watchman-in-the-papers-of-harper-lees-literary-agents/>
- Trace the reception history of a text through its subsequent publications, its reviews, and its spin-offs (Video 3.6).

Video 3.6 The Alice in Wonderland Collection at the University of South Florida
<http://www.kaltura.com/tiny/vbkud>

- Read texts outside of the current canon of children's literature that are not included in other circulating collections.

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There are many excellent online listings of children’s literature research collections in special collections libraries. Two particularly notable bibliographies are:

- The Special Collections in Children’s Literature Wikiography, maintained by the Association for Library Services to Children (http://wikis.ala.org/alsc/index.php/SPECIAL_COLLECTIONS_IN_CHILDREN%27S_LITERATURE_WIKIOGRAPHY). This wiki provides collection name, location, and very brief collection overviews.
- The Collections of Children’s Literature is a listing maintained by the Social Sciences, Health, and Education Library at the University of Illinois at Urbana-Champaign: (<http://www.library.illinois.edu/sshel/s-coll/usebks/collections.htm>). This listing is more selective in nature than the wikiography, but it contains more detailed collection descriptions for the collections that it highlights.

Special collections online. Can’t travel but still interested in studying historical or international children’s literature? There are some online collections that will be of particular interest. These digital collections present a select portion of larger special collections freely online; they typically include only material not currently under protection by copyright (in the United States, this covers the vast majority of books published from 1923 to the present).

- The Baldwin Library of Historical Children’s Literature at the University of Florida provides free, online access to over 6,000 of the titles in the collection (<http://ufdc.ufl.edu/juv>).
- The Rosetta Project’s Children’s Books Online offers online access to illustrated children’s books published in the 19th century (<http://rosettaproject.org>).
- The International Children’s Digital Library includes both historical and contemporary children’s books from around the world in a wide variety of languages (<http://en.childrenslibrary.org/index.shtml>). The homepage may look a bit outdated, but the content is extraordinary in terms of its scope, breadth, and diversity.

Newbery and Carnegie Award winner Neil Gaiman famously (on the internet, at any rate) quipped that “libraries are our friends.” For students of children’s literature in particular, Gaiman is right, especially if you know where to look.

- Melanie Griffin

Associate Librarian for the Children’s and Young Adult Literature Collection
at the University of South Florida

The Booksellers Gruff

Outside of public and private libraries, bookstores and book sellers provide access to children's literature. Many retailers allow reading without buying, but their underlying mission is to function as a business.

The Itty-Bitty Book Shop. We've heard the predictions that little retailers are dead. We've seen the plot in romantic movies—an independent bookseller loses her business to the big, bad book store around the corner. The potential for extinction is there, but independent bookstores are actually on the rise (Video 3.7).

Video 3.7 Inkwood Books <http://www.kaltura.com/tiny/zk58b>

Customers rely on expert booksellers to develop the book inventory and recommend good books for individual clients. Customers value a bookseller who understands their reading interests and shares their love of particular authors and illustrators. For example, in my itty-bitty book shop, Inkwood Books (Figure 3.24), the employees use bookmarks to indicate their recommended books. The owner, Stefani Beddingfield, also sponsors author talks, social gatherings, and book clubs.

Figure 3.24

Inkwood Books in Tampa, Florida. Photo copyright 2015 Stefani Beddingfield. Reprinted with permission.

Video 3.8 Inkwood Books Reading Groups
<http://www.kaltura.com/tiny/vnwmn>

Independent bookstores also keep an inventory of old and new books because people reread classics and they also search for new titles. In a recent article, Zachary Karabell (2014) explains the reasons for the success of small, independent bookstores and the failures of larger stores such as Borders and Barnes and Noble:

To demonstrate higher profitability, retail stores have an incentive to turn over their inventories quickly. For clothing and electronics and automobiles, that workflow is in sync with consumer behavior. Consumers want new fashion, the newest flat-screen, the latest model car. Book consumers aren't the same. Yes, new titles can drive sales, but book buyers also look for forgotten classics and hidden gems. That means poring over shelves, and that requires old inventory.

(http://www.slate.com/articles/business/the_edgy_optimist/2014/09/independent_bookstores_rising_they_cant_compete_with_amazon_and_dont_have.html)

In addition to the expertise of the bookseller and the care given to the selection of books in a small bookshop, initiatives such as Small Business Saturday (the Saturday after Thanksgiving) and IndieBound (<http://www.indiebound.org/>) encourage people to shop locally. For more information, the American Booksellers Association (ABA) offers a list of local stores and provides helpful information about the independent bookseller industry (<http://www.bookweb.org/>).

The Bigger Box Bookstore. Many people enjoy shopping for books in large bookstore chains. Yes, children's literature is also found in grocery stores, drug stores, and retail stores such as Target or Walmart, but bookstores have larger collections that are developed in response to market trends. The major bookstore chains will often have what you want or they can order it within days. Major bookstores often create an atmosphere for reading with classical music playing and a coffee shop area for refreshments.

At first sight, big box retailers appear very similar to libraries: children's sections are separated from young adult and adult books, the children's area includes small furniture and spaces for interactive reading, and they tend to have knowledgeable staff. Big stores also have large collections that include new and old best sellers across a variety of genres. But this is where the similarities end.

Unlike libraries and small bookstores that have a catalogue created with local readers in mind, bookstores are stocked for sales. If there is an upcoming holiday (even Hallmark holidays), the big stores will have a display of books to match the theme. The big box stores also sell stuffed animals, games, and toys that correspond to the best selling books of the day. Try to find great poetry for children, or a selection of Coretta Scott King Award winners, and you will find very little. But if you need a wand for your Harry Potter purchase, or a Dr. Who alarm clock for your nightstand, the big box store will meet your needs.

The Mega eCommerce Retailer. If the big box store has a large selection, it is nothing in comparison to the mega ecommerce retailer known as Amazon. On Amazon.com you can find any book that is still in press and many that are not. You can find the most obscure and the wildly popular, and if you aren't sure what you want, you can search by topic, author, genre, or bestsellers. You can find new and used books and they arrive within days.

Open catalog searching is a key feature of online retailers. Open searching is also available for the library. However, library databases and Amazon are not equivalent searches. As with big box stores, Amazon is guided by sales as well as the analytic assessment of your searching patterns and online shopping history. Therefore, Amazon search results are skewed to match your buying tendencies. The library is guided by key words, not best sellers or your recent purchases.

Amazon is great if you know what you want and if you want to keep the books in your personal collection. Amazon is also helpful because it includes book reviews from other patrons as well as professional book reviews from sources such as *School Library Journal*. But don't confuse Amazon's recommendations with expertise. Just because a book is popular or trending, doesn't mean it's good.

Don't confuse online recommendations with expertise.

Museums

Children's literature museums function to construct community spaces in which children and families view, interpret, and manipulate various media and artifacts. The museums may also simulate the experiences and artistic processes of specific authors and illustrators. In doing so, effective children's museums address spatial affordances, aesthetic education goals, and informal learning strategies to promote children's engagement in space through exploratory movement, visual contact, and active engagement with exhibit elements (Ishikawa, 2012; Valance, 2007; Wineman & Peponis, 2010).

When I entered the Roald Dahl Museum and Story Centre in Great Missenden, England (Figure 3.25), I was transported into the life of the author, his characters, and his local places of inspiration. I read the story about Roald's British Airforce experience and then looked at a life-sized cut out of a giraffe and a palm tree that functioned as a height chart (Figure 3.26). The names of Roald and his characters, Matilda, Willie Wonka, the BFG, and many others, were carved on pieces of wood and tacked onto the tree, giving museum visitors a very real sense of Roald's height in comparison to his characters and in relation to a giraffe. (The fact that adults between the heights of 5'6 and 5'10 corresponded to the heights of "The Twits" was not lost on me.)

Moving on from this display, I could have chosen to sit in the cockpit of a mock WWII airplane, play dress-up with items held in a 1940's suitcase, or turn around and walk to the center of the room to enter Roald's actual writing hut, preserved and opened up like a doll house in the middle of this intimate and engaging exhibit space (Figure 3.27). When I entered the hut and saw his old, beat-up chair, his collection of candy wrappers, and his pencil sharpener, I felt a connection to Roald Dahl through physical contact with and close proximity to his artifacts.

Many popular museums have sprung from the birthplaces or writing spaces of beloved authors such as Beatrix Potter's Hill Top Farm near Sawrey, Hawkshead, Ambleside, UK (<http://www.peterrabbit.com/en>) or Louisa May Alcott's Orchard House in Concord, Massachusetts (<http://www.louisamayalcott.org/>) (Figure 3.28). These museums take visitors back in time to understand the ways in which authors lived and how they drew inspiration from their environments.

Figure 3.25

The Roald Dahl Museum and Story Centre in Great Missenden. Photo copyright 2015 by Jenifer Schneider.

Figure 3.26

I'm as tall as a Twit. Photo copyright 2015 by Jenifer Schneider.

Figure 3.27

Walk through Roald's writing hut! Photo copyright 2015 by Jenifer Schneider.

Figure 3.28

Louisa May Alcott's Orchard House. Photo copyright 2015 by Jenifer Schneider.

Other museums are focused on curating children’s literature as fine art or literature. For example, Eric Carle Museum of Picture Book Art in Amherst, Massachusetts (<http://www.carlemuseum.org/>) is focused on inspiring a love of art and reading through picture books (Figure 3.29). The Carle includes a gallery, movie theater, library, and studio where children and adults can explore picturebook art creation. In fact, even the bathroom tiles contain art (Figure 3.30). In another example, the Mazza Museum in Findley, Ohio (<http://www.mazzamuseum.org/>) is one of the largest and most diverse collections of original picturebook art in the world. Unlike other museums with exhibits that focus on one artist or one theme, the Mazza includes an amazing gallery with examples from hundreds of children’s book illustrators and authors (Figure 3.31), representing different illustration styles and techniques (Figure 3.32).

Still other museums maintain the collection and preservation of a nation’s literature, for example Australia’s Dromkeen (<http://www.dromkeen.com.au/>) or Britain’s Seven Stories Centre (<http://www.sevenstories.org.uk/>) (Hammill, 2011).

Children’s literature museums provide a focus on certain collections of literature and they create multimodal experiences with texts.

Get Books

Ultimately, you have many choices when it comes to finding children’s literature. It all comes down to personal preference. Do you know what you want or do you need help searching? Do you want to shop from home, shop in a store, or not shop at all? Are you comfortable exploring shelves for the right book or do you like to plan, organize, and search with a list? Unless you really know the field of children’s literature, I recommend that you try the Goldilocks approach. Try different locations (library, museum, or bookstore) and find the place that is “just right” for you.

Figure 3.29

My visit to the Eric Carle Museum of Picture Book Art. Photo copyright 2015 by Jenifer Schneider.

Figure 3.30

The bathrooms tiles are a space for art at the Eric Carle Museum of Picture Book Art. Photo copyright 2015 by Jenifer Schneider.

Figure 3.31

The Mazza Museum gallery, an amazing collection of children’s book illustration. Photo copyright 2015 by Jenifer Schneider.

Figure 3.32

Different illustrative styles and techniques are on display at the Mazza Museum. Photo copyright 2015 by Jenifer Schneider.

HOT TOPICS AND CURIOUS QUANDARIES

SECTION 2