NEWBERY AND NOTABLE: INVESTIGATING TRENDS

IN CHILDREN'S LITERATURE 2000-2009

A DISSERTATION

SUBMITTED IN PARTIAL FUFILLMENT OF THE REQUIREMENTS

FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

IN THE GRADUTE SCHOOL OF THE

TEXAS WOMAN'S UNIVERSITY

COLLEGE OF PROFESSIONAL EDUCATION

BY

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DENTON, TEXAS

MAY 2012

DEDICATION

To my husband Fred

I am so grateful to have you by my side

Late nights
Or early mornings
Vehemently reminding me to breathe
Encouraging me to push forward

You have made this possible
Overseeing my well being
Ubiquitous to all I do and am

And to:

Sylvia Vardell,
I'd write pages of thanks but
there aren't enough words

ACKNOWLEDGMENTS

It has been said that doctoral work is solitary work. So much of what needs to be done is done alone. It is important to note that "alone" does not mean without help. I don't think I have ever relied on the help and support of others as much as I have during this process and I am truly thankful to the following:

First and foremost, I'd like to recognize the amazing group of educators at Texas Woman's University who served on my doctoral committee. I am grateful for your feedback, support, guidance and encouragement through every step of this process. To Maria Cahill, Ph.D., thank you for your support and allowing me to work alongside you as your graduate assistant. To Lynn Akin, Ph.D. thank you for encouraging my love and advocacy of the public library. And most importantly, Sylvia Vardell, Ph.D. for sending me an email after my graduation from Library School in 2004 encouraging me to continue my education, and for your continued support of that decision over the past six years.

Thanks also to the graduate school staff, especially Michan Chowritmootoo for your expert advice and infinite patience. I would also like to thank former TWU faculty, Dr. Janet Hilbun for your friendship and support, and fellow student Kimberly Kinnaird for being my comrade in arms.

ABSTRACT

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Given the prestige and longevity of the Newbery award winning books, they are often used as historical samples of children's literature. This use is questioned in this study since the Newbery award winning title is but one in thousands published in any given year.

This study asked: Should the Newbery award winning books be placed in a position of serving as landmarks of the past? Do they reflect what typically occurred in the time period during which they were produced? Can assumptions be made about the whole year's worth of children's literature through the examination of one book?

In order to answer these questions, a larger, yet similar sample data set was needed. The Notable Children's books list was selected due to its similarities in selection committee makeup and book selection criteria. Using the standardized Library of Congress subject headings, an open coding method, based in grounded theory, was applied, resulting in created inclusive groupings, called "supersets." Frequencies and

analyses were gathered and reported for the study showing there were six years in which the Notable book list and the Newbery award winning title shared a superset heading. After examining aggregate data for the studied years, 2000-2009, five superset headings were shared by both lists: "animal (wild)," "family," "fantasy," "friends" and "traditional literature."

One of the findings this study reported was that the top ten superset headings occurring in the Notable books list accounted for not quite half, 47%, of the listings of superset headings; 1272 occurrences out of a possible 2709. Of the 88 superset headings created by the researcher, a mere ten of the 88 constituted almost half of the entries. This would seem to show a concentration in these areas of content for the Notable books list: "biography," "poetry," "animal (wild)," "traditional literature," "science," "occupation," "family," "fantasy," "books and reading," and "friends."

In conclusion it is important to note that while breaking the books down into subject headings in this study may seem to anonymize the titles or reduce them to their base elements, in this case their subject headings, each of these books is really a single drop in the sum total of children's publishing. However, the impact of the Newbery award winning titles on individual readers is what makes them truly unique.

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INTRODUCTION

Children's literature can be viewed in many ways. It can be seen as a vehicle through which to explore unknown worlds and live through the stories of another or as a way to teach a lesson, reinforcing character traits that are positive while delighting in the downfall of the wicked. It can be used to educate, presenting information in a new and exciting manner, and as a way of encapsulating a time and place. Author and illustrator Mordecia Gerstein said, "Books take us to places we will never go and let us be people and creatures we can never be... I think of a picture book as a handheld theater, entered by opening it and operated by turning its pages..." (Gerstein, 2004, 11).

But sometimes children's literature is viewed in ways that reach further into the culture and history of a society, with great significance attached. Hughes Moir, co-director of the Children's Literature Institute at the University of Toledo wrote "If it is true, as is often written, that a society and the literature of that society are inseparable, then the books of a period serve as a significant artifact of that time in the social history of a group" (Moir, 1981). This study questions the usage of a single book as the sole artifact of a period in children's literature.

The John Newbery Medal, awarded to the most distinguished book published for children each year, can be considered one of the primary artifacts in the world of

children's literature and in the lives of its young readers. Given annually since 1922, the award has become a touchstone for childhood memories of books. Read and loved, they are books remembered and sought after. Author Linda Sue Park commented in her Newbery award acceptance speech that, new to the United States and new to English, her father took her and her siblings to the public library to select books, including those with the "precious sticker." Her father chose these books and others, guided by the recommendations, awards, and lists created by the Association for Library Service to Children, a division of the American Library Association (Park, 2002). Like Park, many generations have been touched by this same "big old gold sticker" (Horning, 2003), having encountered the Newbery award winning books on the shelves of the library or in the classroom. Noted for their quality, these books are often assigned as part of the school literature canon. In 1996 long time librarian and 1998 Newbery award selection committee member, Tim Wadham, recounted his personal relationship with the Newbery award winners and the impact they have had in his reading life, as a child, and in his professional life, as a librarian, by quoting from one of his favorite Newbery award winners, *From the Mixed-Up Files of Mrs. Basil E. Frankweiler*: "Everything gets over and nothing is ever enough. Except the part you carry with you" (Konigsburg, 1968, 140). Wadham reinforces the important role these books play in the lives of the youth and adults who encounter them; they are carried with the reader long past the end of the books' pages (Wadham, 1996).

The Newbery award winning books also serve as a benchmark in the publishing industry of children's literature. It is the prize authors dream of winning and publishers covet. Because of the prestige attached to the Newbery award winning books, these titles have remained on the shelves of libraries and classrooms, been translated into many languages and formats, and have stood the test of time. The first award winner, *The Story of Mankind* by Henrik van Loon, published in 1921, is a recounting of the continuum of human civilization and remains in print, receiving periodic updates to include modern history, most recently in 1999.

But the fame of this award comes with a price. While its prestige results in titles remaining in print and ensuring longevity, it also places the award winning books in a position of scrutiny, where they are often studied and referred to as an archeological remnant of the literature and culture from a past time and place. The literature review to follow will touch on many examples of research in which the Newbery award winners were used as a sample; the books are examined in depth in an attempt to seek indications of wider trends such as, but not limited to, the changing roles of women in society, the inclusion of racial stereotypes and the depiction of people with disabilities. The goal of this research was to uncover how relevant and accurate these award books are as indicators of trends in society, reading habits and publication patterns.

Should the Newbery award winning books be placed in a position of serving as landmarks of the past? Do they reflect what typically occurred during the time period

during which they were produced? Can assumptions be made about the whole year's worth of children's literature through the examination of one book? By researching a sample of other noteworthy books produced during the same period of time and comparing the Newbery award winning books' content with other titles of similar caliber, this research examined and explored the historic place of the Newbery award winning books in the world of children's literature during the last decade.

This study compared the Newbery award winning books to a larger group of titles, the Notable Books for Children list. Created in 1940 at the request of the Association for Library Service to Children, a division of the American Library Association, the Notable books list was initiated to recognize the larger field of quality children's literature produced each year beyond the confines of the sole Newbery award winner. This list is particularly well suited for study alongside the Newbery award winning books as they share the same audience age range, birth through 14, and since the expectation of high quality is present in both (ALA/ALSC Notable Children's Book Manual, 2009). It should be noted that the Newbery award winning, and the Newbery honor books are automatically inserted into the Notable books list if not already present.

Purpose of the Study

This study compared the Newbery award winning books to a larger sample, the Notable books list, all published in the last decade, and examined the recurrence of trends during this time frame, 2000-2009. These years were chosen as the most recent and

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complete decade in a new century. Comparative analysis was used to determine how the Newbery award winning titles followed or deviated from the trends found in the Notable books list. Through this examination of commonalities, observations were made about the practice of using the Newbery award winning book as a representative sample of a year's worth of children's literature.

Research Questions

- Were the Newbery award winning books (2000-2009) a representative barometer of children's books published during their given year?

- How did the subject matter of the Newbery award winning books from the select ten year span of 2000-2009 compare with the subject matter of a larger sample of critically acclaimed books, specifically the Association for Library Service to Children's (a division of the American Library Association) Notable Books for Children list, during the same years?

The exploration of these questions will either give increased credibility, or call into question, the use of the Newbery award winning books as a representative sample for research in trends in children's literature. It will also place the matter of Newbery award winning books in context within a greater pool of books and subject matter for the sampled years.

Limitations

This study started with a focus on the predetermined subject headings used, and accepted, as a standard within the library community: the Library of Congress subject headings. These subject headings are descriptive in nature, but they cannot serve to capture esoteric facets of a book, such as style, voice, and pacing, many of the intangibles that make a book unique and touch readers on a personal level.

While some subject headings are named for a specific genre of literature, such as "biography" or "poetry," it is important to note that this was in keeping with standard Library of Congress subject headings. Other genre related subject headings included in the standardized Library of Congress subject headings were "nursery rhymes," "folktales," "fairy tales" and "legends" which were grouped during coding into "traditional literature." Beyond this, the study does not examine genre trends in either the Newbery award winning books or the Notable books list.

For the purpose of this study, the first four subject headings of each record were examined. All records used in this study contained an entry in the first subject heading placement, 97% had two subject headings, 85% had three and 75% listed four. The decline of percentages continued, so the limitation of this study to four subject headings allowed inclusiveness while remaining efficient. Considering the great number of steps involved in the data collection process, and the specificity of some of the Library of Congress subject headings, the inclusion of all the individual and unique headings would

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mask the appearance of trends. The inclusion of specific character names, "Harry Potter" or "Iris," for example, would occur less often than the "fictitious character" group in which they were ultimately included through an open coding process.

The open coding method was drawn upon from Glaser and Struass' grounded theory. Since some Library of Congress subject headings were too specific for determining trends, these headings were re-categorized using grounded theory open coding methods, allowing "categories (to be) discovered in data" (Strauss, 1998, 102). An important feature in grounded theory is being permitted to "open up text…and expose meaning" by using broader, more generalized terms which are then applied to the standard Library of Congress subject headings to gather the subject headings into superset headings, larger inclusive categories, which amassed the too specific Library of Congress subject headings into generalized groupings. An example of this process can be observed in the Library of Congress subject heading for one of this study's books, "Chiens;" which was re-categorized by the researcher into the superset heading, "animal (domestic pet)." While necessary for the discovery of emerging trends, this does impose researcher subjectivity on the study. A second coder evaluated the same data in an effort to minimize subjectivity and increase validity with a resulting 98.1% agreement rate.

It is also important to note that during the years covered in this study, 2000-2009, the average number of books published for youth exceeded 18,000 annually. This study purposely compared books of high standards as determined by similar criteria set forth in

both the Newbery Award Manual and the Notable Books for Children Manual, standards set by the Association for Library Service to Children. This comparison is important to the relativity of the study, but it does decrease the sample size as the Notable books list typically contains approximately 70 titles per year. This of course limits the generalizability of these findings to all books published within any given year.

Significance

While being awarded the Newbery medal for an outstanding contribution to children's literature is a weighty honor, should the book and its author bear the burden of being a permanent representation of the entire field of children's literature for the year? This was not the author's intent when creating the book and not the charge of the Newbery Award selection committee in singling out one book for recognition. The Newbery Medal is given simply to the "most distinguished contribution to American literature for children," not necessarily the most representative (Newbery Committee Manual, 2009, 10).

Many studies document the usage of Newbery award winners as a form of data representing children's literature, citing circulation statistics (Ujiie and Krashen, 2006) and surveys of children's opinions (Zeligs, 1940) as a way of measuring the popular success, or lack thereof, of these books. Still more use select years and titles from the long history of the Newbery award winning books as a sample for more detailed research,

finding within the pages an example to prove or contradict the researcher's hypothesis regarding changes in attitudes and societal trends.

A recent example of this selective Newbery research conducted by Tina Taylor Dyches examined the portrayal of disabilities in 41 main and secondary characters in 31 Newbery award winning and Newbery honor books spanning 34 years (1975-2009). The research reported "Although there have been more kids with disabilities portrayed in Newbery Medal-winning titles in recent years, there still remains a huge discrepancy between the number of characters in Newbery Award-winning books and how many children in the general population attend special education classes…" and continued "the representation of Newbery characters with disabilities is out of sync with the current U.S. population of students with disabilities" (Whelan, 2011). Here the assumption seems to be that if children with disabilities do not appear as characters in Newbery award winning books, then they must be absent from children's literature altogether.

This usage of the Newbery award winning books as a representative sample is one that is oft repeated in dissertation and thesis research, examining the shift in the point of view regarding thoughts on the roles of women, the portrayal of people with disabilities, and the depiction of minorities in American culture as seen in their presence or absence in children's literature. Most of this research has been performed qualitatively, using content analysis specifically chosen by the researcher focusing on key factors in the books, often from a select or incomplete list of Newbery award winning titles. Such

studies rely on an interpretation of the book's contents, filtered by the researcher's focus and bias.

Interestingly enough, there is a great deal of commentary from those in the library community criticizing the Newbery award winning books for not only being unrepresentative of what was produced during the year, but for being unpopular and unappealing to children as a whole. Most of these comments are based on anecdotal experience, but there has been research conducted using surveys of circulation statistics (Ujiie and Krashen, 2006) to measure the popularity and child appeal of the Newbery award winning books. Ujiie and Krashen (2006) compared a sample of Newbery award winning books to those found on the children's "bestsellers" list and discovered very few of the award winners had sales figures that earned the books a position on the list. The study then compared the number of the same sample of Newbery award winning books and the bestsellers for children based on number of copies a library system owned, and how many were currently checked out by users. Ujiie and Krashen determined that during the period of their study half of the bestsellers were checked out of the library, but only a quarter of the sample Newbery award winning books held the same status. This was perceived as lack of popularity of the award winning books concluding "children don't know what is best for them" and continued that the judges of the award committees "have different standards than the real audience of children's and adolescent literature" (Ujiie and Krashen, 2006, 35).

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This study attempted to reduce researcher subjectivity through using a quantitative approach, evaluating the subject content of the Newbery award winning books in question, standardized through the usage of Library of Congress subject headings, rather than relying on an interpretation of the books' content. In addition, these Newbery award winning books were then compared not to other Newbery award winning books, but to the subject content of a larger sampling of titles selected from a data sample of books also deemed "notable" by the same professional community of critical readers.

The next several chapters will address the origins and intent of the award, a retrospective of the history of the award, an examination of the commentary Newbery award winning books have received, and will discuss specific instances of studies employing the Newbery award winners as a sample in research. Details of the theoretical framework will be explained, research methods provided, including terms and definitions, and results will be explored. Future implications regarding the study of trends in children's literature will be examined, as well as what role the Newbery award winning books should hold in the examination of these trends.

CHAPTER II

REVIEW OF LITERATURE

The study of the Newbery Award, its history, criticism, and use as a research sample is abundant. For the purposes of this study, the review will be confined to a brief look at the man for whom the award was named, the creation of the first award for children's literature by the Association for Library Service to Children, a division of the American Library Association in 1922, the controversy that has surrounded the popular success, or lack thereof, of the Newbery award winning books from inception to present, and the many times the Newbery award winning books have been used as representative of any given year's worth of children's literature and the year's societal attitudes and trends. An overview of the Association for Library Service to Children's Notable books list for children will also be included since the titles included on this list will be used as a comparative sample in this study.

John Newbery, the Man

People who have contact with children and their reading material may have knowledge of the Newbery Medal and the books that have received this recognition. But most will have never heard of the man, John Newbery, or why he was chosen as the namesake for such a prestigious award.

John Newbery was born in 1793 in a small English village and received a typical education for his time and station as the son of a farmer. His love of books and ambition led to an apprenticeship in Reading, England and a friendship with his employer, ultimately resulting in the inheritance of the man's business, including, among other things, a printing company. Newbery later married the man's widow, moved the company to London and proved successful in business (Welsh 1885).

Newbery was an enlightened man and appreciated the works of John Locke, who thought children could and should be taught to read through books that appealed to their inherent playful and imaginative nature. This line of thought was furthered by the growing middle class who were determined to seek ways to continue their children's advancement in the world, they realized the importance that education and reading played to increase their offsprings' societal improvement (Townsend 1994).

Newbery, a smart business man, saw an opportunity to use his printing press to create works that were both appealing and educational for children, and would further the goals of his customers who had both money and inclination to purchase books. A master marketer, Newbery used his books to allude to other titles published by his printing house and products sold by his company. While Newbery's books did not put him on the map for literary quality, he is remembered for realizing and promoting the business of making books for children (Townsend 1994; Cann 1934).

The John Newbery Medal, the Award

In an article written for the children's literature journal, *Top of the News,* "The First Golden Age of Children's Book Publishing: 1916-1931," Kaye addressed the sad conditions in the world of children's literature. At the time very little attention was given to this arena of the publishing world. Much of what was produced were popular series books "commonplace... marked... by   mediocrity in literary attainment" (Straus 1912). Not long after at the 1921 meeting of the American Library Association, the discussion continued, focusing on the state of children's literature and the reading habits of the library's youngest patrons. Many agreed that standards for the materials were not of high literary quality. The co-editor of *Publisher's Weekly*, who was also the man behind establishing Children's Book Week, Frederic G. Melcher, proposed creating an award as a way to encourage the writing of more literary works for children, hoping to spur on the production, the publication, and the reading of works of a higher literary merit and written "by authors of real ability" (Kaye 1979, 6).

Melcher also viewed this as a way to promote his own interests; in a manner very reminiscent of Mr. Newbery he was able to endorse his publication *Publisher's Weekly*, his Children's Book Week event and incorporate an eager organization of professionals dedicated to children's literature into achieving his goals (Green 1964). Also like Newbery, his timing was perfect, coinciding with a shift in attitude towards service to children on the professional level including the addition of dedicated spaces for children

in public libraries and universities as well as specialized coursework in children's literature (Elleman 2007).

Melcher proposed naming the award after John Newbery as a "memorial to the earliest publisher of books for children" (Cann 1934, 7) as a way of showing the great growth in the industry, and as a reminder of the industry's beginnings and what there was still to achieve.

The Newbery Controversies

From the awarding of the first medal and the shift in publication and writing trends within children's literature, the criticism and controversy began. The award, designed to elevate the world of children's literature from mediocrity to a higher literary standard, was met with a slap in the face. While addressing the Children's Librarian's Section of the American Library Association in 1924, the director of the Work with Children Department of the Washington DC Public Library, Louise P. Latimer, quoted William E. Kellicott's book *The Social Direction of Human Evolution* (1911) stating: "Elevation from mediocrity to superiority has far greater effect upon the social constitution than has elevation from inferiority to mediocrity." She defended the accusation that librarians were being too "high brow" in their selection of quality materials for the children with, "If we are going to set up what children like as our standard in book selection we will have results as baneful as we would have if we set up

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such a standard in other things." Instead she suggests we ask "Has this book any value?" (Latimer 1924, 623).

The editorial section of the *Elementary English Review* in the 1930s offered a fertile ground for people to express their displeasure over the style and point of view of the Newbery award winning books. In "What are Little Boys Made of?" author C.C. Certain disparages recent winners citing their "faded prettiness… something sweetly reminiscent of an adult's childhood, but all too little of the stuff that the dreams of real boys and girls are made of" (Certain 1939, 247). The author continues that the selection of the books would be different if people who were "sympathetically interested in children's reading" were involved. This editorial was followed the next month by an anonymous letter stating that the Newbery Award Committee had forgotten the "ideals" of Frederic Melcher, rewarding instead "books that are so highly sentimental... that they (children) will come to regard all literature as 'sissy'"(Certain 1939, 248).

In a 1939 *Publishers' Weekly* editorial "Men wanted?" Frederic G. Melcher replied personally to the dispute about the "sissy-ness" displayed by recent titles by commenting that often it is not because women are choosing the books for the award, but that men, possibly more interested in the financial reward not always present in the world of children's literature, were not writing for this audience. He encouraged more male writers to participate in this aspect of the literary world (Melcher 1939). Responding to these attacks was yet another editorial posting in *Elementary English Review* in April

1940 disputing much of what previous letters stated but closing with a comment noting how the heated debate on the topic "indicate(s) that children's literature has gained an invaluable critical audience which should encourage higher level of achievement" (*Elementary English Review* 1940, 162).

It is important to note almost the exact same conversation continues today. In 2008 two prime examples were printed, one in *Publishers' Weekly* by Elizabeth Devereaux claiming that each year the award is given to "The same old story" one that is "good for you" (morally) instead of just good (Devereaux 2008,74). Another large attack on the award and its recipients is found in Anita Silvey's article, "Has the Newbery lost its way" (2008) complete with comments from critics, teachers, reading experts and librarians repeating what has been said so often, that the Newbery Awards do not take their readership into consideration regarding subject matter and the winners are "completely forgettable." Additionally the selection committee is attacked with comments that there may be too many "experts" on the committee and not enough practitioners.

While literary merit is of highest importance when discussing the Newbery, there are other controversies raised by past winners that focus on other important issues. The winners have often been cited as ignoring or condoning racism in children's literature. From the portrayal of the "solution" to the problem of skin color in Hugh Lofting's 1923 Newbery winner *The Voyages of Doctor Doolittle* (1922), to the lack of authentic voice

in winners such as William A. Armstrong's *Sounder* (1969) and Paula Fox's *Slave Dancer* (1973); concern is expressed regarding retaining these book as landmarks to the bigoted and ignorant past and worry of the harm it could cause in the portrayal of people of color in children's literature (Suhl 1967; Tate 1979; Schwartz 1979).

Other controversies regarding the content of the Newbery award winning books are those surrounding age appropriateness and even language. *Criss Cross* by Lynne Rae Perkin's received the award in 2006 and while not necessarily inappropriate, the book received criticism for being at the upper end of the award's age range, ages 12 to14. Many criticized the book because its readership level excluded a majority of the Newbery award's intended audience, birth to 14 (Cruze 2006).

The questioning of *Criss Cross* as an award winner was nothing compared to the uproar over the 2007 Newbery award winner, *The Higher Power of Lucky* and author Susan Patron's use of the word "scrotum" on the very first page. In a *New York Times* article, librarian Dana Nilsson was quoted as saying "…you won't find men's genitalia in quality literature. At least not for children" (Bosman 2007). Libraries all over the country pulled the book off of shelves or refused to include it in their collections.

Still others worry about what is all too often not included in the list of award winners. Milton Meltzer asked, in *Horn Book* (1976), "Where Do All the Prizes Go?" questioning the lack of nonfiction recipients of the Newbery award and expressing concern that nonfiction was viewed as "non-books."

The Popularity of the Newbery Award Winning Books

The theme of popularity is a repeated one in the Newbery argument and worthy of a closer examination. As noted previously, the early world of children's literature was widely populated with mass produced series and books which, while popular among young readers, were not considered to possess quality literary value. While the Newbery award has served to affect a change in this pattern of creation and publication, it has produced a backlash of people criticizing the titles for not being readily appealing to children (Cann 1934).

Again, this argument reaches back in time to the very start of the Newbery award. Mary E. Townes shared her exploration of the popularity of the Newbery books with children in a 1935 *Library Journal* article aptly titled "The popularity of Newbery Medal books." She began by stating that popularity "should scarcely be set up as a criterion" for an award given a title marked for its distinction. While her research had shown that out of the, then total 13, Newbery award winning books, only two were considered popular among child readers, but elaborates that the books were as popular "as a group of standard children's books of the same type." She did not elaborate on this "type" but it is the assumption that she was referring to other titles of similar literary merit included in her library's collection. In closing she ponders that the Newbery award winning books may increase in popularity as the award continues and becomes more well known (Townes 1935).

A similar exploration of the popularity of the Newbery award winning books occurred using the 1947 Newbery Award winner *Twenty One Balloons* (Du Bois 1947) tested alongside the honor books for the year. Marion A. Webb shared her collection of the opinions of school children after distributing *Twenty One Balloons* and the honor books with children in a local public school. Demographic data on the children was not provided. She found children did not judge *Twenty One Balloons* based entirely on the fact that it had won the award, but favored the book based on personal preference. She was surprised that her assumptions about likes and dislikes among the titles were false. She suggested librarians may have many misconceptions about titles that appeal to children and recommended speaking with the audience served for an eye opening experience (Webb 1949).

In her 1960 *Library Journal* article "The Newbery Award is <u>Not</u> (sic) a Popularity Contest" Dorothy M. Broderick admonishes critics of the Newbery Award winning books who looked for wide acceptance in young readers believing instead that these works should be viewed as books for a "vertical audience, an audience not measured in the here and now but measured by the lifetime of man." She encouraged children's literature professionals to seek a different view of measurement in the power of the Newbery award winners "in terms of its impact on the few readers of each year who… absorb the author's statement" (Broderick 1960, 1282).

Children's perception of the Newbery award itself was the topic of research conducted by Kathleen T. Horning in her 2003 article for *Children and Libraries*. Interviewing two groups of children, one group of ten fifth graders and one group a mixed aged group, Horning explored what the children thought was the purpose of the award, how it was decided and their personal opinions on the books they knew to be Newbery award winners. As expected, there were some misconceptions on the part of both the children and admittedly by Horning. Most surprisingly, in the face of the ever present "popular with children" discussion was that the students she interviewed felt that the same books would win if children made the selection (Horning 2003).

The unpopularity of Newbery award winning books was the subject of recent research by Joanne Ujiie and Stephen Krashen (2006). Their study compared library ownership and circulation statistics of award winning books and compared them with the same statistics of books listed on the bestsellers list. Ujiie and Krashen determined that during the period of their study half of the bestsellers were checked out of the library, but only a quarter of the sample of award winning books held the same status. Ujiie and Krashen interpreted these findings as a lack in popularity of the award winning books, they concluded "children don't know what is best for them," and continued that the judges of the award committees "have different standards than the real audience of children's and adolescent literature" (Ujiie and Krashen 2006, 35).

An article in the online magazine *Slate* titled "Captain Underpants doesn't need a Newbery Medal" provided an honest, albeit, tongue in cheek look at the award from the point of view of a children's book author. Erica S. Perl reminds us that no book, award winning or not, is right for all children and what the Newbery award has done is exactly what Frederic Melcher hoped it would, "promoting innovation in the children's books field" (Perl 2008). Perl contends that literary awards should do more than "affirm books that are easy to love and would likely find fans regardless of the medal;" literary awards are to encourage authors to continue to create and grow their art in hopes of creating the "odd, offbeat, and not always pretty stories that we believe in our hearts children will want to read" (Perl 2008).

It is important to understand that popular books are not the enemy, just as neither are the award winners. This dichotomy between showcasing award winning literary quality and celebrating popular works for children is interesting and can sometimes obscure the real issues. Betty Carter claimed there are a great many books out there that "move youngsters from word callers to lifetime readers" and are "passed from child to child and generation to generation" (2010). She advises that we look again to the growing wealth of choices in children's literature and remember that readers aren't built by awards.

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The Newbery Award Winning Books As a Research Sample

Because of the award's longevity, the Newbery award winning books have often been used as a sample for research. Many dissertations and other forms of scholarly research have used the collective titles of the Newbery award as a data sample set for studies in portrayals of themes, treatments of people and other topics of interest.

Many of these studies attempt to chart changes in attitude such as Newton's study "Newbery winners reflect societal trends" (1986), which found a blanket portrayal of the winning titles between 1952 and 1985 as "fiction stories with happy endings about white, middle class, twelve-to fifteen-year-olds who live in the rural United States in the second half of the twentieth century" (Newton, 1986 97). Wallace (1981) attempts to discern the shift in political attitude toward equality as seen through Newbery award winning books by comparing values portrayed first in the books of the 1920's and then in those of the 1930's. Upon an examination of conservative and liberal ideals, Wallace found that the Newbery award winning titles were accurate in the reflection of "important American social values." Views on school and education were explored by Hildebrand in 1986 through a critical reading of the Newbery award winners from 1960-1980, examining the positive and negative portrayals of school and education in children's literature.

Newbery award winners were used as samples examining readability, grade placement and Trope density by doctoral students in 1967 and then again in 1987 (Chatham 1967; Bealing 1987). In particular, Bealing's study compared the readability of

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the Newbery award winning books with the "Advanced teacher's choice awards," finding no significant differences. Burton (2010) used content analysis to explore "Sutherland's seven needs of childhood" to provide a psychological and education framework, which was found to be evident in the majority of Newbery award winning books. Children with special needs and their portrayal in Newbery winners were studied by Bunn (1978).

Reiterating some of the criticism that Newbery award winners are often books that are good for you rather than good (Deveraux 2008), several research studies have focused on the development of character and character traits using the Newbery award winning books as a sample. Topics include middle class morals (Lowry 1966), personal development (Hayden 1969), philosophy (Hills 1974), personal and identified values (Ryder 1978), the Kohlberg levels of moral reasoning (Rihn 1978), spiritual values (Yandell 1990), leadership in youth (Lautenbach 2004), and character traits (Bryant 2008). Most recently and most specifically was Bones' (2010) examination of Newbery award winning books for their representation of the "six pillars of character" which include caring, citizenship, fairness, trustworthiness, respect and responsibility. Bones' findings of positive examples of these character traits was presented as endorsing the use of Newbery award winning titles for instruction on character development.

Given the time span and great societal changes that occurred during the 90 years of administering the Newbery award, important social issues such as racism and sexism have received frequent in-depth study. There have been studies of general portrayals of

minority characters (Roosen 1977), comparing the depiction of stereotypical roles in the first and last decades (1922-31 and 1976-85) (Phelps 1985), race relations (Lowe 2004) and more specifically, a comprehensive look at the representation of Mexican Americans (Lopez-Crowley 2007). Stereotyping of race, age and gender was explored in studies by Kimmel (1990) and Iwamoto (1996).

One of the most frequently appearing research topic using the Newbery winners as a sample has been the repeated exploration of the portrayal of girls and women. Again, the extended time period allows for a retrospective look at issues like sex-role stereotyping using books from the 1950's and 1970's (Lash 1979) and a broader look at the same topic using eight books from the time span of 1950-1990 (Moorcroft 1992).

An even larger study on gender roles focused on the charting of the female protagonist: starting in 1977 with a study of the female character (Weller 1977), a study on the "locus-of control" in male and female character conflict (Roberts 1987), a longitudinal study of seventy five years (1922-1997) of heroines (Houdyshell and Kirkland 1998), the heroine's journey (Beesley 2001), a more current (1985-2000) exploration of the female protagonist (Groce 2001), and female archetypes using Newbery award winners from 1967-2003 (Ricks 2003).

Sweeping surveys have been done and trends have been sought in the Newbery award winners by Donohue concerning age appropriateness in titles from, 1940-1968. Readers in 5th and 6th grade were permitted to select and read from any of the Newbery

award winning titles. Donohue then assessed their responses to the books and their level of reading difficulty via survey. This study was in response to the then recent criticism of the age and reading level of the books awarded the Newbery medal (1970). Solt gathered Newbery award winning books as well as those receiving an honor citation and grouped them into genres and noted trends. Solt's study determined a subtle shift from historical to realistic fiction in the genres for the years 1922-1972 (1973).

The popularity of the Newbery Award winner is a constant touchstone in the children's literature world and it has been the research focus for "distinguishing characteristics" in the Newbery winner compared to "current popular" books (Darkatsh, 1975), a contrasting study of "style and structure" between award winners and Children's Choices titles during 1975-1985 (Lehman 1986) and another comparison of literary qualities that mark the Newbery winners and Children's Choices titles during a slightly longer period of 1975-1995 (Chong 1996).

The Association for Library Service to Children's Notable Books for Children

The Newbery award is probably the most well-known recognition in the field of children's literature, but it highlights only a single book. The Association for Library Service to Children also recognizes a set of books with their list of Notable books published each year.

In 1940, at the direction of the Board of Directors of the Association for Library Service to Children, a list of Distinguished Books for Children was created and served to

recognize the wider contributions to quality children's literature made outside of the confines of the Newbery award. In the 1960s the name of the list was changed to Notable Books for Children (Horning, pers. comm.). The list aligns with the parameters of the Newbery award winning books in age and criteria; noteworthy of attention and created for children from birth to 14 years. Criteria used in evaluation of "noteworthiness" include: books are of literary quality, original, clear in style and language, well illustrated, well designed, well organized and accurate, were of interest to children and would be well received by children. The selection committee of the Notable books list is drawn from ALSC membership, as is the Newbery award selection committee (ALA/ALSC Notable Children's Book Manual 2009).

The background surrounding the creation of the Notable books list is not well documented. It has been suggested that the list serves as an extended form of the Newbery honor books list. Exploration of the American Library Association webpage *Newbery Medal and Honor Books, 1922 –Present* (ALA.org) does show some evidence of an increased number of honor books listed in the 1930s which trends downward in count after the creation of the Notables list. The number of honor books selected in the 1930s, the decade preceding the creation of the Notable books list averaged 5.6 books, with a range of 3 to 8 books selected and a mode of 6. After the creation of the list, the honor books selected in the 1940s had an average of 4 books, with a range of 2 to 5 books and a mode of 4 (American Library Association John Newbery Award page).

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It is interesting to note that the creation of the Notables list coincides with a period during which there was heavy and public criticism of the Newbery award winners in professional publications. Although there is no documentation that this list is a result of negative press given to the Newbery, a sort of backlash to the overly literary books chosen, the timing is suspect.

In the past, the Notable children's books list was subject to periodic reappraisal, every five years, critiqued by the "Books worth their keep" committee, whose name was later changed to match the name of the list, the "Notable children's books committee" (ALA, 1977). The reevaluation committee notes that "Many of the titles are as popular today as they were when originally published. Society may change but the basic desires and needs of children stay the same" (ALA 1977).

Notable children's books, 1940-1970 (ALA, 1977) concludes with an observation about trends in the Notable books lists noting that 1940s were the "golden era" and that "rural and small town settings" were the norm in the literature. The 1950s ushered in "internationalism," beginning readers, and "upheavals and changes" in the political, social, sexual and racial themes starting to appear. The rights of the individual and "humanitarian themes" were the hallmarks of the 1960s. "However, children still enjoy along with the new realism the fantasy and magic of the 1940s." This comment adds substance to the quest for trends in children's literature, the constant need to look backwards to the past and take note of what was published as an indicator of history.

While the Notable books list is chosen independently of other Association for Library Service to Children awards, the Newbery award winning and honor books are added if not already present.

The Newbery award winning books are an important touchstone in the world of children's literature. Their roots are tied to businessman John Newbery and the start of the idea that books for children were important and profitable, and furthered by Frederic Melcher's initiative to draw talented authors to the field. The prestige of the award winning books ensures their longevity and availability in print. Because of this availability the award winning books are often studied as artifacts of the history of children's literature as scholars and professionals seek to understand changing views and trends.

Research using the Newbery award winning books is plentiful and varied. Sweeping looks at popularity (Ujiie and Kashen 2006) measured through circulation statistics seek numeric justification, while other studies examine trends in Newbery award winning books in terms of readability and age appropriateness (Donohue 1970), or genre classification (Solt 1973).

This study sought to examine the trends in the Newbery award winning books by examining the standardized Library of Congress subject headings, and compared those found in the Newbery award winners to those found in a larger data sample, the Notable books list. How the sample was coded, categorized, and analyzed will be discussed next.

CHAPTER III

METHODOLOGY

The research, descriptive in nature, sought to explore the relative position held by the Newbery award winning books in a larger context of noteworthy children's literature for the most recent complete decade, 2000-2009. To this aim, data on the Newbery award winning books and the Notable books list was collected from the Online Computer Library Center (OCLC) in the form of Machine Readable Cataloging Records (MARC), which included standardized Library of Congress subject headings for both groups of books. These records provided a platform from which inductive generalizations were made. Using open coding, Library of Congress subject headings were grouped into broader generalized categories, or "superset headings." The secondary coding of data was verified by a professional cataloger with a 98.1% rate of agreement. This data was then compiled, transferred via SPSS format, and tabulated for frequency analysis. Aggregate and annual comparisons were drawn from the resulting data which displayed trends, or recurrences of superset headings, presented in tables and narrative, to determine common trends in subject matter between the Newbery award winning books and the Notable books list during this ten year period.

Theoretical Framework

A grounded theory approach was used to guide this study, seeking not to impose a hypothesis on the data but instead to collect and code the data to discover trends as they became apparent. This was particularly critical in guiding the coding of the superset version of subject headings.

Grounded theory offers a model of analysis particularly well suited to this study and its "general method of comparative analysis" (Glaser and Strauss 1967). The theory developed for social research by Glaser and Strauss guards against forcing data to fit a "dubious" hypothesis, but instead allows the hypothesis to grow from the process of conducting research, changing and developing as new data, patterns and trends emerge. Glaser and Strauss assert that grounded theory disallows instances of "exampling:" finding one single example or instance to prove a theory.

In this study the re-categorizing of the Library of Congress subject headings permitted the data to be refined during collection prior to content analysis. These new categories named "superset headings" were based on the standardized Library of Congress subject heading and, through open coding, utilized a grounded theory approach allowing "categories (to be) discovered in data" (Strauss 1998, 102). For example the superset heading "traditional literature" was created by grouping related catagories found in the data, which in this case were the Library of Congress subject headings "folklore," "nursery rhymes," "fairy tales" and "legends." These similarly themed groupings of

Library of Congress subject headings were gathered together based, in this case, on the common roots founded in oral storytelling.

Research Problem

Because books that win the Newbery award are not only remembered but remain in print long after others produced in the same year are not, these titles are often viewed as a representative sample of the children's literature produced during the same year. This research will explore how the Newbery award winning books compare to others produced during the same year by examining and comparing the superset headings and content of these books to a larger relevant sample, the Notable books list.

This research method relies on comparative statistics to describe trends uncovered during a given year to determine if, and how, the Newbery Award winning books' superset headings follow or defy the trends of the larger data sample of the Notable books.

Research Questions

- Were the Newbery award winning books (2000-2009) a representative barometer of children's books published during their given year?
- How did the subject matter of the Newbery award winning books from the select span of 2000-2009 compare with the subject matter of a larger sample of critically acclaimed books, specifically the Association for Library Service to Children Notable Books for Children list, during the same years?

The exploration of these questions will either give increased credibility, or call into question, the use of the Newbery award winning books as representative sample in the research of trends in children's literature. It will also place the matter of Newbery award winning books in context within a greater pool of books and subject matter for the sampled years.

Definitions

Newbery Award

"The Newbery Medal is awarded annually by the Association for Library Service to Children, a division of the American Library Association, to the author of the most distinguished contribution to American literature for children" (ALA Newbery Committee Manual 2009, 10). The author of the book awarded the medal must be a resident of or maintain a residence in the United States. The title must be written originally in English and published in the United States first, or simultaneously, during the preceding year and not have appeared in print or in another form prior to the award year consideration. The book must be published with children as the intended audience, but this term does not intend inclusion or judgment of child appeal. The term "distinguished" covers excellence in quality, originality in execution and distinction and covers "interpretation of theme," "presentation of information," "development of a plot," "delineation of characters," "delineation of setting" and "appropriateness of style" (ALA Newbery Committee Manual 2009, 11). In addition to the Newbery award winner, the selection committee may name honor books at their discretion. This is not required and

there are no recommendations for the number of honor books. This study does not include the Newbery Honor books except as a part of the Notable Children's Books list.

Notable Children's Books

Each year a committee of the Association for Library Service to Children (ALSC) identifies the best of the best in children's books. According to the Notables Criteria, "notable" is defined as: "worthy of note or notice, important, distinguished, outstanding. As applied to children's books, notable should be thought to include books of especially commendable quality, books that exhibit venturesome creativity, and books of fiction, information, poetry and pictures for all age levels (birth through age 14) that reflect and encourage children's interest in exemplary ways"(ALA Notable Children's Book Committee Manual). This list will be referred to as the Notable books list for the purpose of this study. A complete Notable books list for the years examined in this study, 2000-2009, is listed in Appendix B.

Library of Congress Subject Headings (LCSH)

The Library of Congress subject headings list was started in 1909 based on the holdings of the Library of Congress. The list in not static, nor is it perfect. "It was not conceived at the outset and still is not considered a comprehensive system covering the universe of knowledge" (Chan 1978, iii). The list grew as the library's holdings did, and it continues to grow, especially with advances in technology. The decreased processing time, the ability to share files and increasing storage capacity have all influenced the breadth and width of the content now included in the standardized listing of Library of

Congress subject headings. This has resulted in more Library of Congress subject headings in online catalogs and an increase in the inclusion of them in Cataloging in Processing (CIP) pages (Stone 2000).

The list has weaknesses and has been criticized for being "too specific or too general" (Chan 1978, vi) and that it lacks the depth of representing many of the holdings of specialized libraries. But it still holds as the standard for library collections since it allows headings to be adjusted as the need arises.

This evolving nature of Library of Congress subject headings will continue as folksonomy, or user vocabulary, grows and influences the inclusion of subject headings while Library of Congress subject headings seek to find a middle ground for shared language in cataloging content (Yu and Chan 2009). A complete list of the Library of Congress subject headings compiled for the books in this study can be found in Appendix C.

Machine Readable Cataloging (MARC) Record

The MARC record is a "carrier for information concerning the authorized forms of names and subjects to be used as access points in MARC records, the forms of these names, subjects and subdivisions to be used as references to the authorized forms, and the interrelationships among these forms" (Library of Congress 2011). The access points mentioned above are searchable fields labeled by an identifying field number and are a point of entry for an online catalog to search the "machine readable" records. Examples of searchable fields are the "100" field, which signifies the author's name, and the "240"

field, which is the official title. This research focused on the "650" field which contains the "topical" Library of Congress subject headings collected (Library of Congress, MARC Reference Materials 2009).

Superset Headings

For the purpose of this study, the term "superset headings" will be used to name the coded groupings created by the researcher. The superset headings started with the standardized Library of Congress subject headings and through open coding, utilized a grounded theory approach allowing "categories (to be) discovered in data" (Strauss, 1998 102). For example the superset heading "traditional literature" was created by grouping related categorized found in the data, which in this case were the Library of Congress subject headings: "folklore," "nursery rhymes," "fairy tales" and "legends." A complete listing of superset headings can be found in Appendix D and examples of the Library of Congress subject headings included in select superset headings given in Appendix E.

MarcEdit

MarcEdit is software developed by Terry Reese from Oregon State University which enables Machine Readable (MARC) Records to be downloaded into a format capable of being manipulated through readily available software, such as Microsoft EXCEL. The software converts the formatted ".dat" files downloaded from the Online Computer Library Center (OCLC) to be reformatted into MARC records (".mrk") and then provides program functions used in this study to "mine" the fields from the records, culling the relevant fields needed for examination in this study.

<p style="text-align:center">Online Computer Library Center (OCLC)</p>

A membership based nonprofit community of libraries and other "memory organizations," the Online Computer Library Center pools and shares collective records. The center serves "25,900 libraries, archives and museums in 170 countries are members.... enabling libraries each year to catalog more than 258 million items" (OCLC 2012).

<p style="text-align:center">Cataloging in Publication (CIP)</p>

The basic information for a book is included on a page which generally appears before the main title page and can include, but is not limited to; title, author, publisher and Library of Congress subject headings.

<p style="text-align:center">Trend</p>

For the purpose of this study trends are defined as the recurring appearance of a superset heading in the study data.

Measurement Tools

Microsoft EXCEL was used to compile Library of Congress subject headings and the coded superset headings for the Newbery award winning titles and Notable books list for each year. These figures were then displayed in comparative tables to report commonalities and trends across sample data.

The study data was then converted via SPSS software to enable ease of cross analysis of superset headings in both aggregate and annual formats.

Sample

The John Newbery Medal, awarded to the most distinguished book published for children each year, has been given annually since 1922. The prestigious Newbery award winning books remain in print while most of their contemporaries do not. This ensured longevity means they are readily available and often used for research purposes when studying children's literature of the past. This study will use the Newbery award winning books of the most recent complete decade, 200   0-2009. The Newbery award winning books for these years are presented below (Table 1).

Table 1. Newbery award winners, 2000-2009

Year	Title	Author
2000	*Bud, Not Buddy*	Christopher Paul Curtis
2001	*A Year Down Yonder*	Richard Peck
2002	*A Single Shard*	Linda Sue Park
2003	*Crispin: The Cross of Lead*	Avi
2004	*The Tale of Despereaux*	Kate DiCamillo
2005	*Kira-Kira*	Cynthia Kadohata
2006	*Criss Cross*	Lynne Rae Perkins
2007	*The Higher Power of Lucky*	Susan Patron
2008	*Good Masters! Sweet Ladies!*	Laura Amy Schlitz
2009	*The Graveyard Book*	Neil Gaiman

Because the books published annually for children number in the thousands, a smaller sample was used. In addition to the Newbery award, the Association for Library Service to Children also produces a list of recommended reading for children, the Notable books list, the criteria of which includes the same age range as for the Newbery award, as

well as the same focus on literary quality. Unlike the Newbery award, which is given to one winning title and a handful of honor books, the Notable books list does not have numeric constraints. Because of this lack of limitation, it is a broader list that contains a wider representation of the trends present in the year's publications of children's books.

According to *Bowker Books in Print,* over 20,000 books were published for children in the United States in 2009. As previously mentioned this number is large and not necessarily pertinent to this research. *Bowker* does not differentiate books by age so this total includes books for teens that are outside of the age group examined in this study, which in accordance with the Newbery award and Notable books list manuals covers the ages of birth through age 14. The figures from *Bowker* also include paperback issues of books published in previous years which are also not relevant as these titles would not be considered by the Newbery selection committee. Since it was not practical to study cataloging data for thousands of books, a subset of books was needed as the basis for comparison with the 10 Newbery award winning titles. Thus the Notable books list was selected to supply the sample set.

The following list displays the number of children's books published during the time period of this study, as well as the number of books contained in the Notable books list used as the sample for each year.

Table 2. Children's books published and Notable books list, 2000-2009

Year	Children's Books Published*	Association for Library Service to Children Notable Books for Children
2000	8,690	70
2001	9,582	72
2002	11,208	90
2003	20,187	66
2004	21,661	60
2005	22,039	79
2006	22,115	100
2007	24,440	96
2008	22,603	76
2009	21,878	75
		786

Bowker Annual of Library and Book Trade Information (2003; 2007; 2010)

Procedures

For each Newbery award winning and Notable book, a MARC record, which includes the Library of Congress subject headings were obtained with permission through Online Computer Library Center (OCLC). These records were downloaded and converted from data files (.dat) to MARC (.mrk) files using MarcEdit software. The software was then used to cull extraneous data fields leaving only the OCLC record identifier and the "650" Library of Congress subject heading field. The "650" field is a searchable access point in a MARC record and describes the most general subject topic in a book's MARC record. This data was then transferred into an EXCEL spreadsheet for ease in manipulation (i.e. sorting and tabulation).

There is a great deal of variety in the number of Library of Congress subject headings listed for a book. Some may only contain one or two, while others can include a dozen or more. With increased computer speed, access and storage capacity, the restrictions once curtailing the inclusion of details on a MARC record no longer exist. For the purpose of this study, the first four subject headings of each record were examined. This was decided since the overall number of Library of Congress subject headings decreased with each additional inclusion. All 758 records used in this study contained an entry in the first subject heading placement, 735 (97%) had two subject headings, 649 (85%) had three subject headings and 567 (75%) listed four. This decline continued, so the limitation of this study to four subject headings allowed inclusiveness while remaining efficient. While Library of Congress subject headings appear in declining order of relevance they were not rated in order of appearance but each bore equal weight in trend analysis.

The Library of Congress subject headings were too numerous and idiosyncratic to use each and every one, with a total of 1312 unique headings found in the 2709 MARC "650" fields examined. Among them were many obscure and non-repeating heading such as the "Social behavior in animals, Kenya" heading this study included. For determining trends, Library of Congress subject headings were re-grouped using grounded theory open coding methods, to allow "categories (to be) discovered in data" (Strauss,1998, 102). An important feature in grounded theory is being permitted to "open up text…and expose meaning" by using broader, more generalized ones. An example of this might be

seen in the CIP page of the 2011 Newbery Honor book *Heart of a Samurai* (Preus 2010). The first Library of Congress subject heading listed is "Nakahama, Manjiro 1827-1898." It is unlikely that this Library of Congress subject heading would be part of a repeatable pattern, signifying a trend across multiple books. Instead this may be determined to be a "biography" in the assignment of new generalized subject headings, the superset headings. This secondary level of coding was carried out by the primary researcher and confirmed through an additional coding process performed by a professional cataloger to ensure study validity with an agreement rate of 98.1%. This secondary coding of Library of Congress subject headings was labeled the "superset heading" as it encompasses more than one grouping of Library of Congress subject headings. This superset heading permitted the number of variables to be reduced from 1312 Library of Congress subject headings to 88 researcher created superset headings.

Data was assessed examining the 786 Notable books for the presence of the 88 superset headings for those most frequently occurring. Due to an error in processing, 28 books were omitted from this study, resulting in a data sample of 758 books including all Newbery award winning books for this period. After studying the frequency of superset headings a marked drop was identified after the top ten most frequently occurring superset headings. Due to this drop, displayed results will be limited to this upper tier of top ten superset headings. See appendix D for a complete listing of superset headings and their frequency results. Findings were compared using data for the Newbery award

winning books as well as comparing this to the entire Notable data sample results by year and in total.

Margin of Error

During the many steps taken to procure data, there were opportunities for error. Book information was requested through the OCLC interface by inputting the "international standard book number" (ISBN). With such a large number of numeric inputs, numbers may have been transposed. An additional area for error was the process of downloading data in large quantities, or "batch downloading." Here again, data files may have been misplaced or lost. While 786 titles are included in the Notable books list for the time period of this study only 758 files were downloaded. This was a loss of data equaling 3.6%. While not ideal, it was deemed marginal with little overall impact on the study.

This chapter discussed the goal of the study through research questions and examined the decision to use a grounded theory approach in seeking answers through coded data superset headings created by the researcher. After defining the key phrases in this study, and exploring the reasons for the selection of the Notable books list as a representative data sample for comparison, the data was processed and coded. The next chapter will report the results of the analysis which will then be elaborated upon in discussion of implications in the final chapter.

CHAPTER IV

RESULTS

This study used content analysis to identify trends by examining the usage of superset headings in Newbery award winning books and comparing them to a larger sampling of titles, the Notable books list, which were selected on the basis of their exceptional quality by the same professional community, the Association for Library Service to Children. This study sought to investigate whether the Newbery award winning books from 2000 to 2009 were a representative barometer of other notable children's books published in their given years. More specifically, how does the subject matter of the Newbery award winning books from 2000 to 2009 compare with the subject matter of a larger sample of critically acclaimed books during the same years? The analyses yielded multiple frequencies and percentages based on the researcher's codes of the superset headings for both Notable books and Newbery award winners. Overall results indicate that the Newbery award winning books from 2000 to 2009 show commonalities with the Notable books list sample pool in only a few cases which will be discussed in detail. In addition the aggregate superset heading overlap between the Newbery award winning books and the Notable books list will be discussed as potential trend indicators.

Primary Analyses

Research question 1: Were the Newbery award winning books (2000-2009) a representative barometer of children's books published during their given year?

To answer the first research question, frequencies and percentages of superset headings were calculated for the Notable books, excluding Newbery award winning books for the ten year period of 2000-2009 (see Table 3) as well as for the Newbery award winning books for the same time period (see Table 4). It should be noted that the frequencies for the superset headings were calculated based on the headings available, up to and including the first four given in the MARC "650" Library of Congress subject heading field. Some Notable books did not have four Library of Congress subject headings listed. As noted in Chapter III, all 758 records used in this study contained an entry in the first subject heading placement, 735 (97%) had two subject headings, 649 (85%) had three subject headings and 567 (74%) listed four. This totaled 2709 listings in the MARC "650" Library of Congress subject heading field which were then converted to the same number of superset headings. For efficient and relevant reporting the top ten superset headings, as measured by frequency and percentage, will be listed in the tables and summaries for the Notable books list. The frequency and percentage of all superset headings will be provided for all ten of the Newbery award winning books for the years 2000 to 2009.

The following pages include a breakdown of the top ten superset headings in the

Notable books list by individual year, which will be used to compare the sample of

Notable books with the Newbery award winner in an annual analysis.

Table 3. Frequencies and percentages of top ten superset headings in the Notable books list by year, 2000-2009, (excluding Newbery award winners)

	Frequency	%
Notable Books for 2000		
Traditional Literature	25	10.2
Poetry	17	6.9
Books and Reading	13	5.3
Biography	12	4.9
Family	11	4.5
Science	10	4.1
African American	9	3.7
Occupation	9	3.7
Animal (Wild)	8	3.3
Fantasy	8	3.3
Notable Books for 2001		
Biography	31	11.7
Poetry	22	8.3
Traditional Literature	19	7.2
Science	16	6.1
Occupation	14	5.3
Character Traits	11	4.2
Building and Structure	10	3.8
School and Education	10	3.8
Dinosaurs and Fossils	9	3.4
Siblings	9	3.4

Table 3, continued

	Frequency	%
Notable Books for 2002		
Poetry	37	10.8
Biography	20	5.8
Family	15	4.4
Animal (Domestic)	13	3.8
Animal (Wild)	13	3.8
Occupation	13	3.8
Traditional Literature	13	3.8
Race, Discrimination and Civil Rights	11	3.2
Science	11	3.2
Disease and Disability	9	2.6
Notable Books for 2003		
Biography	32	14.6
Occupation	21	9.6
Animal (Wild)	17	7.8
Family	15	6.8
Science	12	5.5
Traditional Literature	10	4.6
Friends	9	4.1
Animal (Domestic pet)	8	3.7
Poetry	8	3.7
Arts, The	7	3.2

Table 3, continued

	Frequency	%
Notable Books for 2004		
Fantasy	13	7.3
Traditional Literature	12	6.7
Occupation	11	6.1
Science	11	6.1
Animal (Wild)	10	5.6
Family	8	4.5
Poetry	8	4.5
Character Traits	7	3.9
Arts, The	6	3.4
Holocaust	6	3.4
Human Animal Relationship	6	3.4
Notable Books for 2005		
Poetry	31	12.1
Animal (Wild)	17	6.6
Traditional Literature	13	5.1
Cities, Towns and Community	11	4.3
Fantasy	11	4.3
Occupation	11	4.3
Science	11	4.3
Friends	10	3.9
Race, Discrimination and Civil Rights	10	3.9
Character Traits	9	3.5
Family	9	3.5

Table 3, continued

	Frequency	%
Notable Books for 2006		
Animal (Wild)	17	7.7
Biography	17	7.7
Poetry	14	6.3
Science	14	6.3
Character Traits	11	5.0
Friends	9	4.1
Family	8	3.6
Traditional Literature	7	3.2
Animal	6	2.7
Animal (Domestic pet)	6	2.7
Books and Reading	6	2.7
Fantasy	6	2.7
Parent	6	2.7
Notable Books for 2007		
Biography	31	9.8
Animal (Wild)	24	8.7
Traditional Literature	23	6.7
Family	16	6.4
Friends	13	4.5
US History	13	3.6
Occupation	12	3.6
Poetry	12	3.4
Animal (Domestic pet)	11	3.4
Food and Cooking	11	3.1
Siblings	11	3.1

Table 3, continued

	Frequency	%
Notable Books for 2008		
Poetry	33	11.9
Biography	21	7.6
Science	19	6.9
Animal (Wild)	18	6.5
Traditional Literature	13	4.7
Arts, The	11	4.0
School and Education	11	4.0
Books and Reading	9	3.2
Family	7	2.5
Celebrations, Festivals and Holidays	6	2.2
Infants	6	2.2
Parent	6	2.2
Notable Books for 2009		
Biography	33	12.7
Animal (Wild)	28	10.8
Fantasy	13	5.0
Science	12	4.6
Friends	10	3.9
Occupation	10	3.9
Family	9	3.5
Poetry	9	3.5
Traditional Literature	7	2.7
Sports	6	2.3

Table 4. Frequencies and percentages of superset headings of Newbery award winners by year, 2000-2009

	Frequency	%
2000 *Bud, Not Buddy*		
Abandoned, Orphan, Runaway and Homeless	2	50.0
African American	1	25.0
US History	1	25.0
2001 *A Year Down Yonder*		
Family	2	50.0
Cities, Towns and Community	1	25.0
US History	1	25.0
2002 *A Single Shard*		
Arts, The	2	100.0
2003 *Crispin: Cross of Lead*		
Character Traits	2	50.0
Abandoned, Orphan, Runaway and Homeless	1	25.0
Middle Ages	1	25.0
2004 *The Tale of Despereaux*		
Animal (Wild)	2	50.0
Books and Reading	1	25.0
Traditional Literature	1	25.0
2005 *Kira-Kira*		
Death and Grief	1	25.0
Friends	1	25.0
Japanese American	1	25.0
Siblings	1	25.0

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Table 4, continued

	Frequency	%
2006 *Criss Cross*		
Character Traits	1	50.0
U.S. History	1	50.0
2007 *The Higher Power of Lucky*		
Abandoned, Orphan, Runaway and Homeless	3	75.0
Interpersonal Relationship	1	25.0
2008 *Good Masters! Sweet Ladies!*		
Arts, The	2	50.0
Middle Ages	2	50.0
2009 *The Graveyard Book*		
Death and Grief	2	50.0
Abandoned, Orphan, Runaway and Homeless	1	25.0
Fantasy	1	25.0

In the year 2000, as shown in Table 3, the most frequently reported superset headings for the Notable books list were "traditional literature" (10.2%), followed by "poetry" (6.9%), "books and reading" (5.3%), "biography" (4.9%), "family" (4.5%), "science" (4.1%), "African American" (3.7%), "occupation" (3.7%), "animal (wild)" (3.3%), and "fantasy" (3.3%). When examining the Newbery award winner for the same year (see Table 6), the results indicated that the most frequent superset heading was "abandoned, orphan, runaway and homeless" (50.0%) followed by "African American" (25%.0) and "U.S. history" (25.0%). For this year, there was a common superset heading of "African American." While this superset heading was shared it is important to keep

perspective its relationship with the larger sum. The 70 titles on Notable books list represents .8% of the 8,690 books published for children and youth in 2000. The Newbery represents .01% of this total.

In the year 2001, the most frequently reported superset headings for the Notable books were: "biography" (11.7%), followed by "poetry" (8.3%), "traditional literature" (7.2%), "science" (6.1%), "occupation" (5.3%), "character traits" (4.2%), "building and structure" (3.8%), "school and education" (3.8%), "dinosaurs and fossils" (3.4%) and "siblings" (3.4%). When examining the Newbery award winner for 2001, the most frequently reported superset headings were "family" (50.0%) followed by "cities, towns and community" (25.0%) and "U.S. history" (25.0%). For the year 2001, there were no commonalities between the top ten Notable books list superset headings and the Newbery award winner.

For the year 2002 the most frequently reported superset headings for the Notable books were: "poetry" (10.8%), "biography" (5.8%), "family" (4.4%), "animal (domestic)" (3.8%), "animal (wild)" (3.8%), "occupation" (3.8%), "traditional literature" (3.8%), "race, discrimination, and civil rights" (3.2%), "science" (3.2%), and "disease and disability" (2.6%). The only superset heading for the 2002 Newbery award winner was "the Arts" (100.0%). As with the previous year, there were no common superset headings between the top ten most frequently reported in the Notable books list and the Newbery award winner.

When looking at the superset headings for the notable books in 2003, the most frequently reported sets were: "biography" (14.6%), "occupation" (9.6%), "animal (wild)" (7.8%), "family" (6.8%), "science" (5.5%), "traditional literature" (4.6%), "friends" (4.1%), animal (domestic pet)" (3.7%), "poetry" (3.7%), and "the Arts" (3.2%). When examining the superset headings for the Newbery award winner in 2003, the results were different. "Character traits" made up 50% of the superset headings, followed by "abandoned, orphan, runaway and homeless" (25.0%) and "the Middle Ages" (25.0%). For the year 2003, there were no shared superset headings between the Newbery Award winner and the top ten subject headings in the Notable books.

For the year 2004, the superset headings for the Notable books list were: "fantasy" (7.3%), "traditional literature" (6.7%), "occupation" (6.1%), "science" (6.1%), "animal (wild)" (5.6%), "family" (4.5%), "poetry" (4.5%), "character traits" (3.9%), "the arts" (3.4%), "the Holocaust" (3.4%) and "human animal relationship" (3.4%). The superset headings for the 2004 Newbery award winner were "animal (wild)" (50.0%), "books and reading" (25.0%) and "traditional literature" (25.0%). For the year 2004, there were common superset headings of "animal (wild)" and "traditional literature." Keeping this in perspective, the 60 titles on Notable books list represents .3% of the 21,661 books published for children and youth in 2004. The Newbery award winning book represents .005% of this total.

When examining the superset headings for 2005, the results revealed that "poetry" was the most common heading (12.1%), followed by "animal (wild)" (6.6%), "traditional

literature" (5.1%), "cities, towns, and community" (4.3%), "fantasy" (4.3%), "occupation" (4.3%), "science" (4.3%), "friends" (3.9%), "race, discrimination and civil rights" (3.9%), "family" (3.5%) and "character traits" (3.5%). The Newbery award winner shared only one of these superset headings: "friends" (25.0%). This Newbery award winning book's other superset headings were "death and grief" (25.0%), "Japanese American" (25.0%), and "siblings" (25.0%) which were not shared with the Notable books list.

The top Notable books list superset headings for 2006 were: "animal (wild)" (7.7%), "biography" (7.7%), "poetry" (6.3%), "science" (6.3%), "character traits" (5.0%), "friends" (4.1%), "family" (3.6%), "traditional literature" (3.2%), "animal" (2.7%), "animal (domestic pet)" (2.7%), "books and reading" (2.7%), "fantasy" (2.7%), and "parent" (2.7%). Please note that there were 13 top superset headings listed for this year due to the pattern of frequencies and percentages, with five sharing an equal place at the bottom of the top "ten." The Newbery award winner shared the superset heading "character traits" (50.0%) however, its subject heading of "U.S. history" (50.0%) was not shared with the Notable books' superset headings. It should be noted that the 2006 Newbery award winner listed only two Library of Congress subject headings resulting in only two listings for superset headings. With the larger sum total of books published during 2006, totaling 22,115, the Notable books list represents .45% of this total and the Newbery a mere .004%.

When examining the Notable books in 2007, it was revealed that the most frequently mentioned superset headings numbered 11 with a shared last place. They were as follows: "biography" (9.8%), "animal (wild) (8.7%), "traditional literature" (6.7%), "family" (6.4%), "friends" (4.5%), "U.S. history" (3.6%), "occupation" (3.6%), "animal (domestic pet)" (3.4%), "poetry" (3.4%), "siblings" (3.1%) and "food and cooking" (3.1%). The two superset headings for the 2007 Newbery award book were "abandoned, orphan, runaway, and homeless" (75.0%) and "interpersonal relationship" (25.0%). In 2007 there were no common superset headings between the Newbery award winner and the Notable books list.

The most frequently mentioned superset headings in 2008 were "poetry" (11.9%), "biography" (7.6%), "science" (6.9%), "animal (wild)" (6.5%), "traditional literature" (4.7%), "the arts" (4.0%), "school and education" (4.0%), "books and reading" (3.2%), "family" (2.5%), "infants" (2.2%), "parent" (2.2%), and "celebrations, festivals and holidays" (2.2%). There were 12 superset headings resulting from a tie for last place in percentage and frequency. There was a single shared superset heading for the Newbery award winner in 2008, "the Arts" (50.0%). There was one other superset heading for the 2008 Newbery award winning book, "the Middle Ages" (50.0%), which was not present in the most frequently mentioned superset headings listed for the 2008 Notable books. While one superset heading was shared it is important to keep perspective its relationship with the larger sum. The 75 titles on Notable books list represents .3% of the 22,603

books published for children and youth in 2008. The Newbery represents .004% of this total.

Finally, in the year 2009 the most frequently mentioned superset headings were: "biography" (12.7%), "animal (wild)" (10.8%), "fantasy" (5.0%), "science" (4.6%), "friends" (3.9%), "occupation" (3.9%), "family" (3.5%), "poetry" (3.5%), "traditional literature" (2.7%), and "sports" (2.3%). There was only a single shared superset heading in the Newbery award winner: "fantasy" (25.0%). The other two superset headings for the Newbery award winner were "abandoned, orphan, runaway and homeless" (25.0%) and "death and grief" (50.0%). Again, perspective is needed. The Notable books list, containing 75 titles comprises .3% of the 21,878 books published for the youth audience in 2009, of which the Newbery award winning book represents .004%.

Research Question 2: How did the subject matter of the Newbery award winning books from the select span of 2000-2009 compare with the subject matter of a larger sample of critically acclaimed books, specifically the Association for Library Service to Children's Notable Books for Children list, during the same years?

The investigation of the second research question also employed content analysis, but the superset headings for the ten years of Notable books list were analyzed as a whole (Table 5), as were the superset headings of the Newbery award winners for the same ten years (Table 6). The aggregate results for each group were then compared to one another.

Table 5. Frequencies and percentages of top ten superset headings of Notable books, excluding Newbery Award Winners, 2000-2009

	Frequency	%
Notable Books, Excluding Newbery Award Winners		
Biography	228	8.6
Poetry	191	7.2
Animal (Wild)	158	6.0
Traditional Literature	142	5.4
Science	123	4.6
Occupation	110	4.2
Family	103	3.9
Fantasy	80	3.0
Books and Reading	72	2.7
Friends	65	2.5
Totals	1272	48.1%

The top ten superset headings occurring in the Notable books list accounted for not quite half, 48.1%, of the listings of superset headings, 1272 occurrences out of a possible 2709. Of the 88 superset headings created by the researcher, ten of the 88 constituted almost half of the entries.

Table 6. Frequencies and percentages of Newbery award winners superset headings,2000-2009

	Frequency	%
Newbery Award Winners		
Abandoned, Orphan, Runaway and Homeless	7	19.4
Arts, The	4	11.1
Character Traits	3	8.3
Death and Grief	3	8.3
Middle Ages	3	8.3
US History	3	8.3
Animal (Wild)	2	5.6
Family	2	5.6
African American	1	2.8
Books and Reading	1	2.8
Cities, Towns and Community	1	2.8
Fantasy	1	2.8
Friends	1	2.8
Interpersonal Relationship	1	2.8
Japanese American	1	2.8
Siblings	1	2.8
Traditional Literature	1	2.8
Total	36	100

As shown in Table 5, the top ten superset headings for all Notable books lists for 2000-2009 were "biography" (8.6%), "poetry" (7.2%), "animal (wild)" (6.0%), "traditional literature" (5.4%), "science" (4.6%), "occupation" (4.2%), "family" (3.9%), "fantasy" (3.0%), "books and reading" (2.7%), and "friends" (2.5%). As shown in Table 6, all of the superset headings for the Newbery award winning books were displayed.

These superset headings were as follows: "abandoned, orphan, runaway and homeless" (19.4%), "the Arts" (11.1 %), "character traits" (8.3%), "death and grief" (8.3%), "the Middle Ages" (8.3%), "U. S. history" (8.3%), "animal (wild)" (5.6%), "family" (5.6%), "African American" (2.8%), "books and reading" (2.8%), "cities, towns and community" (2.8%), "fantasy" (2.8%), "interpersonal relationship" (2.8%), "Japanese American" (2.8%), "siblings" (2.8%) and "traditional literature" (2.8%). The superset headings for the Newbery award winners between 2000 and 2009 totaled 36 headings because some books did not have four subject headings which was reflected in the percentages. A comparison of the summative superset headings for the Notable books list and the Newbery award winning books revealed that there were five shared headings: "animal (wild)," "family," "fantasy," "friends," and "traditional literature."

Summary

This study examined the commonalities between the superset headings of the Notable books list between 2000 and 2009 with the superset headings found in Newbery award winning books of the same years. A content analysis was conducted to see where commonalities were found in the superset headings of the books. When the groups were examined as a whole, the results revealed that there were five recurring trends in the Newbery award winning books that were also present in the top ten aggregate superset headings of the Notable books list: "animal (wild)," "family," "fantasy," "friends" and "traditional literature."

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The research also examined the commonalities of the superset headings for individual years across a ten year period. This content analysis revealed that there were shared superset headings between the Notable books list and Newbery award winning books in six out of the ten years: 2000, 2004, 2005, 2006, 2008 and 2009, which included "African American," "animal (wild)," "traditional literature," "friends," "character traits," "the arts" and "fantasy."

It is important to note that the difference in the summative results of common superset headings from the resulting annual shared superset headings are impacted by the weighted averages that occur when statistical analysis of the 758 Notable book lists titles were examined. It should be noted that the superset headings the recur in the yearly analysis most often are in fact the ones that are also present when examining the decade of superset headings as a whole. The superset heading "animal (wild) is present in the top ten superset headings of eight years; " "family" in nine, "fantasy" in five, "friends" in five and "traditional literature" in nine of the years studied.

Next these results will be discussed in more detail as the Newbery award winning books are compared with examples of trending superset headings taken from titles on the corresponding year's Notable books list. This detailed comparison will serve to further exemplify the differences between the Newbery award winning book and those from the larger data sample, the Notable books list, for each year of the study.

CHAPTER V

IMPLICATIONS

This study converted standardized Library of Congress subject headings through

an open coding approach, based in grounded theory, into superset headings, grouping

multiple headings into similar categories. Using grounded theory allowed "categories (to

be) discovered in data" (Strauss 1998, 102). The recurrence of a superset heading,

defined in this study as a trend, was observed and tracked. The appearance of these trends

was explored for both the Newbery award winning books and the Notable books list and

examined as an aggregate group and as separate years for comparison.

The results found in Chapter IV will be explored further in this chapter as will the

broader implication of this study and suggestions for future research.

Interpreting Results

The application and quantification of the applied superset headings in this study

sought to label and delve more deeply into the subject matter of the Newbery award

winning books. Townes (1935) studied children and their reading habits to define the

Newbery award winning books' popularity; Ujiie and Krashen (2006) examined

circulation statistics to do the same. Others analyzed the content of the Newbery award

winning books to understand changes in societal attitudes through the portrayal of sex

and race in children's literature, using the award winners as a research sample (Newton

1986; Hildebrand 1986; Phelps 1985; Kimmel 1990; Iwamoto 1996; Lowe 2004; Lopez-Crowley 2007). While many of the studies cited here explored the Newbery as one book representing an entire year's worth of books, this study sought to compare the content of the Newbery award winning book to a larger sample similar to itself. The Notable books list, also created and selected by membership of the Association for Library Service to Children, reading critically for quality literature for the same age range, birth to 14, offers an equitable ruler for measuring the suitability in subject content of the Newbery award winning books.

The tables and narrative presented in the previous chapter broadly illustrated the analysis of this comparison in a numeric fashion, but here the focus shifts to a discussion of the Newbery award winning book for each year and how it fits in with the larger similar sample of data, the Notable books list.

2000 Newbery Award Winning Book: *Bud, Not Buddy* by Christopher Paul Curtis

The historical fiction novel, *Bud Not Buddy*, set in Depression era Michigan, follows a ten year old orphan who refers to himself as "Bud-not-Buddy" as he runs away from a foster home to seek out the father he never knew. The superset headings assigned to this book were "Abandoned, orphan, runaway and homeless," "African American," and "U.S. history." These subject headings clearly define the topics in the story, including setting the story within a time and place in history.

Table 7. Frequencies and percentages of the Newbery award winner superset headings compared to those of the top ten percent of Notable books superset headings, 2000

	Frequency	%
Newbery Award Winner - *Bud, Not Buddy*		
Abandoned, Orphan, Runaway Homeless	2	50.0
African American	1	25.0
U.S. History	1	25.0
Notable Books		
Traditional Literature	25	10.2
Poetry	17	6.9
Books and Reading	13	5.3
Biography	12	4.9
Family	11	4.5
Science	10	4.1
African American	9	3.7
Occupation	9	3.7
Animal (Wild)	8	3.3
Fantasy	8	3.3
Totals for 70 Notable Books	122	49.9

During this same period of time, the top ten superset headings that appeared in the Notable books list were: "traditional literature," "poetry," "books and reading," "biography," "family," "science," "African American," "occupation," "animal (wild)" and "fantasy." Some of the titles on the Notable books list that reflect these superset headings were: *Ugly Duckling* (Andersen), a retelling of the traditional classic with new art from illustrator Jerry Pinkney ("traditional literature"); *What Do Illustrators Do?* (Christelow), which walks children through the illustrator's process of bookmaking ("occupation"); *Red-eyed Tree Frog* (Cowley), following the daily life of this rain forest native through colorful photographs ("science"); *26 Fairmont Street* (DePaola) sharing the childhood life of the beloved author and illustrator, Tomie DePaola ("biography");

Little Dog Poems (George) celebrating a day in the life of best friends, one human, one puppy ("poetry"); *Francie* (English) detailing the trials of a young woman navigating "Jim Crow-era" Alabama ("African American"); *It's So Amazing: A Book About Eggs, Sperm, Birth, Babies and Families* (Harris), a child friendly guide to sex education created for a younger audience ("science"); *Elements of Pop-up* (Carter), a basic guide for beginners on how to create a "pop-up" book ("books and reading"); and *Harry Potter and the Chamber of Secrets* (Rowling) detailing the fantastic doings of Harry and his friends during their second year at Hogwarts ("fantasy").

The Notable books list clearly represents a wide array of topics and formats of books published for children during the year 2000. The only commonality between the superset heading of the Newbery award winning book and the Notable books list for this year was the heading of "African American." While this superset heading appeared on both tables (Table 5 and Table 6) it should be noted that the superset heading appeared on the Notable books list only 3.7% of the time. While this may seem like a weak connection, the inclusion of "African American" in both lists occurs during the year when the Newbery award was given to an African American man, which had only happened once before. This trend in superset headings may indicate progress in the inclusion of African Americans in more books written for children and more recognition for authors of color.

2001 Newbery Award Winning Book: *A Year Down Yonder*
by Richard Peck

In this historical fiction novel, *A Year Down Yonder*, city bred fifteen year old

Mary-Alice has been sent to live with her strong willed, gruff grandmother for a year in a

small country town. The superset headings assigned this book were "cities, towns and

community," "family" and "US history" implicating the time and place of the setting.

Table 8. Frequencies and percentages of the Newbery award winner superset headings
compared to those of the top ten percent of Notable books superset headings, 2001

	Frequency	%
Newbery Award Winner – *A Year Down Yonder*		
Family	2	50.0
Cities, Towns and Community	1	25.0
U.S. History	1	25.0
Notable Books		
Biography	31	11.7
Poetry	22	8.3
Traditional Literature	19	7.2
Science	16	6.1
Occupation	14	5.3
Character Traits	11	4.2
Building and Structure	10	3.8
School and Education	10	3.8
Dinosaurs and Fossils	9	3.4
Siblings	9	3.4
Totals for 72 Notable Books	151	57.2

The Notable books top ten superset headings were, in descending order,

"biography," "poetry," "traditional literature," "science," "occupation," "character traits,"

"building and structure," "school and education" "dinosaurs and fossils" and "siblings."

Some of the titles in the Notable books list for the year that represent these subject

heading were: *America's Champion Swimmer: Gertrude Ederle* (Adler), the story of the first woman to ever swim the English Channel ("biography"); *Days Like This: a Collection of Small Poems* (James), an anthology of small poems detailing everyday events ("poetry"); *Kate and the Beanstalk* (Osborne), the classic tale with a female hero ("traditional literature"); *Digging for Bird-dinosaurs: An Expedition to Madagascar* (Bishop), following a paleontologist in search of fossils proving the relationship between bird and dinosaurs ("science"); *Liberty* (Curlee), covering the history and construction of the Statue of Liberty ("building and structure"); *Judy Moody* (McDonald), a funny slice of life told by a contemporary third grade girl ("siblings").

Although historical fiction is an anecdotal staple among Newbery award winners, it is interesting to note that there were no listings of the superset headings "U.S. history" or "family" on the Notable books list this year. No commonalities in superset headings were found during this year between the Newbery award winning book and the Notable books list.

<div align="center">2002 Newbery Award Winning Book: A Single Shard
by Linda Sue Park</div>

The historical fiction novel, *A Single Shard*, set in 12th century Korea, tells the story of a ten year old orphan, Tree Ear, who admires the artisans of the town from afar. An unfortunate incident renders him in the debt of a talented potter whom he repays through labor. The official MARC record of this title only contained two Library of Congress subject headings which both translated into the superset heading "the Arts."

Table 9. Frequencies and percentages of the Newbery award winner superset headings compared to those of the top ten percent of Notable books superset headings, 2002

	Frequency	%
Newbery Award Winner – *A Single Shard*		
The Arts	2	100.0
Notable Books		
Poetry	37	10.8
Biography	20	5.8
Family	15	4.4
Animal (Domestic)	13	3.8
Animal (Wild)	13	3.8
Occupation	13	3.8
Traditional Literature	13	3.8
Race, Discriminsation and Civil Rights	11	3.2
Science	11	3.2
Disease and Disability	9	2.6
Totals for 90 Notable Books	155	45.2

During this same period of time, the top ten subject headings that appeared in the Notable books list were: "poetry," "biography," "family," "animal (domestic)," "animal (wild)," "occupation," "traditional literature," "race, discrimination and civil rights," "science," and "disease and disability." Some of the titles included on the 2002 Notable books list that reflect these superset headings include: *A Poke in the I: A Collection of Concrete Poems* (Janeczko), thirty concrete poems with collage illustrations ("poetry"); *Surviving Hitler: A Boy in the Nazi Death Camps* (Warren), the story of teenager Jack Mandelbaum's concentration camp experience ("biography"); *Helen Keller: Rebellious Spirit* (Lawlor), a comprehensive biography ("biography"); *The Greatest: Muhammad Ali* (Myers), this biography of the fighter includes his bouts with racism ("biography" and "race, discrimination and civil rights"); *And the Dish Ran Away with the Spoon* (Stevens

and Crummel), an updated and humorous take on the classic nursery rhyme ("traditional literature"); *Olivia Saves the Circus* (Falconer), fashionista pig, Olivia, recounts a "mostly true" tale of the time she saved the circus ("animal (domestic)").

There were no common superset headings during this year between the Newbery award winning book and the Notable books list. The Notable books list contains a great deal of variety, with some books like *The Greatest: Muhammad Ali*, listing two of the superset heading trends found on the list this year. The Newbery award winning book's single superset heading "the Arts" was not listed at all. It may not be surprising that a book about "the Arts" is unique in a year's worth of published books for children.

<center>2003 Newbery Award Winning Book: Crispin: Cross of Lead
by Avi</center>

In *Crispin: Cross of Lead*, set in 14th century England, Crispin, orphaned and falsely accused of a crime flees his small town with the assistance of a traveling juggler; his only possession a small lead cross that holds a clue to his father's identity. The subject headings for this title are "abandoned, orphan, runaway and homeless," "character traits," and "the Middle Ages."

Table 10. Frequencies and percentages of the Newbery award winner superset headings compared to those of the top ten percent of Notable books superset headings, 2003

	Frequency	%
Newbery Award Winner – *Crispin: Cross of Lead*		
Character Traits	2	50.0
Abandoned, Orphan, Runaway Homeless	2	25.0
Middle Ages	1	25.0
Notable Books		
Biography	32	14.6
Occupation	21	9.6
Animal (Wild)	17	7.8
Family	15	6.8
Science	12	5.5
Traditional Literature	10	4.6
Friends	9	4.1
Animal (Domestic pet)	8	3.7
Poetry	8	3.3
The Arts	7	3.2
Totals for 66 Notable Books	139	63.2

During this year there were no commonalities in trends between the Newbery award winning book and the Notable books list where the top ten superset headings included: "biography," "occupation," "animal (wild)," "family," "science," "traditional literature," "friends," "animal (domestic pet)," "poetry," and "the Arts." The Notable books list included the following titles as a representation of the above mentioned superset headings: *Gossie & Gertie* (Dunrea), the tale of two gosling friends ("friends"); *Frida* (Winter), a biography of the infamous Mexican artist ("biography" and "the Arts"); *The Pot that Juan Built* (Andrews-Goebel), a rhyming picture book recounting the methods of famous Mexican potter, Juan Quezada ("biography" and "the Arts"); *Inventing the Future: A Photobioraphy of Thomas Alva Edison* (Delano), a biography

rich with photographs ("biography" and "science"); *My Chinatown: A Year in Poems* (Mak) free verse poems detailing a year in a life of a young boy recently arrived in America ("poetry"); *The Spider and the Fly* (Howitt), a retold traditional tale ("traditional literature").

While the Newbery award was again given to a historical fiction novel, *Crispin: Cross of Lead* the superset headings for the Notable books list did not reflect this as a trend. Interesting enough, "the Arts" superset heading is present in multiple books, unlike the list of the previous year, 2002, where this heading was the only one listed for the Newbery award winner *A Single Shard*.

2004 Newbery Award Winning Book: *The Tale of Despereaux* by Kate DiCamillo

The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup and a Spool of Thread, is a four sectioned fairy tale format novel which tells the story of a small mouse, Despereaux who is an outcast in his mouse community due to his love of words, music and, the princess of the castle, Pea. The superset headings for this novel were "animals (wild)," "books and reading," and traditional literature."

Table 11. Frequencies and percentages of the Newbery award winner superset headings compared to those of the top ten percent of Notable books superset headings, 2004

	Frequency	%
Newbery Award Winner – *The Tale of Despereaux*		
Animal (Wild)	2	50.0
Books and Reading	1	25.0
Traditional Literature	1	25.0
Notable Books		
Fantasy	13	7.3
Traditional Literature	12	6.7
Occupation	11	6.1
Science	10	5.6
Animal (Wild)	8	4.5
Family	8	4.5
Poetry	7	3.9
Character Traits	6	3.4
The Arts	6	3.4
Holocaust	6	3.4
Human Animal Relationship		
Totals for 60 Notable Books	87	48.8

The superset headings of the Notable books list for this year contained the following: "fantasy," "traditional literature," "occupation," "science," "animal (wild)," "family," "poetry," "character traits," "the arts," "Holocaust," and "human animal relationship." Some of the titles on the Notable books list that represent these subject headings were: *Diary of a Wombat* (French), detailing the daily life activates of a wombat, and the changes that occur when human neighbors arrive ("animal (wild)" and "human animal relationship"); *What Do You Do with a Tail Like This?* (Jenkins and Page), the body parts of 30 animals are presented and their specific purpose shared in this illustrated guide ("science"); *Just a Minute: A Tricksters Tale and Counting Book* (Morales), the retelling of a classic Mexican folktale ("traditional literature" and

"fantasy"); *Mack Made Movies* (Brown), tells the story of Mack Sennett and his impact in the word of motion pictures ("occupation"); *Granny Torrelli Makes Soup* (Creech), a young girl finds advice and comfort in the warm, soup filled kitchen of her grandmother ("family" and "character traits"); *Hana's Suitcase* (Levine), a suitcase on display in a Holocaust museum is the impetus for a teacher and class to discover the story behind its owner, Hana ("Holocaust"); *Locomotion* (Woodson), Lonnie adjusts to his life in foster care and the loss of his parents in this novel in verse ("poetry" and "family"); *Inheart* (Funke), a fantasy adventure featuring words that come alive when read by a young girl's father ("fantasy").

There were two common superset headings for this year, "traditional literature" which represents 6.7% of the Notable books list and "animal (wild)," with an even smaller percentage rate of 5.6%. While it could be said that this is a weak relationship, it is interesting to note there are two titles on the Notable books list this year echoing the superset headings of "traditional literature" and "animal (wild):" *Bruh Rabbit and the Tar Baby Girl* (Hamilton) ("traditional literature" and "animal (wild)") and *Horse Hooves and Chicken Feet: Mexican Folktales* (Philip, ed.) ("traditional literature" and "animal (wild)").

2005 Newbery Award Winning Book: *Kira-Kira*
by Cynthia Kadohata

In the contemporary realistic novel, *Kira-Kira*, a Japanese American family moves to a rural town in Georgia where the parents work long hours. Left to care for each

other, the younger sister, narrator Katie, cares for and ultimately loses her older sister to

lymphoma. The superset heading for this novel were "death and grief," "friends,"

"Japanese American," and "siblings."

Table 12. Frequencies and percentages of the Newbery award winner superset headings compared to those of the top ten percent of Notable books superset headings, 2005

	Frequency	%
Newbery Award Winner – *Kira-Kira*		
Death and Grief	1	25.0
Friends	1	25.0
Japanese American	1	25.0
Siblings	1	25.0
Notable Books		
Poetry	31	12.1
Animal (Wild)	17	6.6
Traditional Literature	13	5.1
Cities, Towns and Community	11	4.3
Fantasy	11	4.3
Occupation	11	4.3
Science	11	4.3
Friends	10	3.9
Race, Discrimination and Civil Rights	10	3.9
Character Traits	9	3.5
Family	9	3.5
Totals for 79 Notable Books	143	55.8

The Notable books list for 2005 contained the following superset headings,

"poetry," "animal (wild)," "traditional literature," "cities, towns and community,"

"fantasy," "occupation," "science," "friends," "race, discrimination and civil rights,"

"character traits," and "family." Among the titles on the Notable books list for the year

were: *The Neighborhood Mother Goose* (Crews), an urban, multicultural retelling of

classic tales ("traditional literature"); *Hot Day on Abbot Avenue* (English), high

temperatures and high tempers cause the "break-up" of best friends ("friends" and

"character traits"); *Wow! City!* (Neubecker), see the sights of a city through the eyes of a young girl ("cities, towns and community"); *The Tarantula Scientist* (Montgomery), follows the scientific work of Sam Marshall and his study of tarantulas ("science" and "occupation"); *The Outcasts of 19 Schuyler Place* (Konigsburg), follows the complicated family relationship of a young girl and her quirky uncles ("family"); *A Dream of Freedom: The Civil Rights Movement from 1954 to 1968* (McWhorter), an extensive look into an area of U.S. history ("race, discrimination and civil rights"); *Here in Harlem*: *Poems in Many Voices* (Myers), a collection of stylistic poems representing the people and history of Harlem ("poetry" and "cities, towns and community").

The Newbery award winning book and the Notable books list shared one subject heading, that of "friends," while in the top ten reoccurring subject headings of the year, amounts to only 3.9% of the subject headings. Though it is not surprising that the superset heading "friends" is one common in children's literature, this year's Newbery award winning book could be said to have much more in common with the Notable books list than was calculated in the analysis. While the superset heading "Japanese American" is present in the Newbery winner, *Kira-Kira*, those with a complete knowledge of the book would question why superset headings "race, discrimination and civil rights" and "family" are not listed, connecting *Kira-Kira* more firmly to the Notable books list.

2006 Newbery Award Winning Book: *Criss Cross*
by Lynne Rae Perkins

In this slice of life historical novel, *Criss Cross*, set in the 1960s, the lives of two

14 year olds, Hector and Debbie, are told through vignettes in an array of writing and

illustrative styles, as their lives criss and cross. The subject headings attached to this title

are "character traits," and "U.S. history," marked the setting.

Table 13. Frequencies and percentages of the Newbery award winner superset headings
compared to those of the top ten percent of Notable books superset headings, 2006

	Frequency	%
Newbery Award Winner – *Criss Cross*		
Character Traits	1	50.0
U.S. History	1	50.0
Notable Books		
Animal (Wild)	17	7.7
Biography	17	7.7
Poetry	14	6.3
Science	14	6.3
Character Traits	11	5.0
Friends	9	4.1
Family	8	3.6
Traditional Literature	7	3.2
Animal	6	2.7
Animal (Domestic pet)	6	2.7
Books and Reading	6	2.7
Fantasy	6	2.7
Parent	6	2.7
Totals for 100 Notable Books	127	57.4

The superset headings for the Notable books list this year were, in declining

order: "animal (wild)," "biography," "poetry," "science," "character traits," "friends,"

"family," "traditional literature," "animal," "animal (domestic pet)," "books and

reading," "fantasy," and "parent." Among their represented titles were *Hi! Fly Guy*

(Arnold), a boy adopts a fly as a pet ("animal (domestic pet)"); *You and Me Together: Moms, Dad, and Kids Around the World* (Kerley), a photojournalistic treatment of families all over the world ("family"); *Squashed in the Middle* (Winthrop), middle child, Daisy, tries to get her family's attention ("family"); *Central Heating: Poems About Fire and Warmth* (Singer), 19 poems in a variety of styles explore all that fire and warmth can mean ("poetry"); *Gorilla Doctors: Saving Endangered Great Apes* (Turner), documents the work done by veterinarians in the mountains of Rwanda ("animal (wild)"); *Guys Write for Guys Read* (Scieszka), a collection of stories, poems and other writing exploring what it means to be a guy ("books and reading"); *The Lightning Thief* (Riordan), a young boy's secret is revealed as he becomes part of the world of Greek mythology ("fantasy"); *Hans Christian Andersen: His Fairy Tale Life* (Vermer), a biography of the famous storyteller, rich in word and illustration ("biography").

The selection of *Criss Cross* received criticism for being at the upper age range of the Newbery award's intended audience, 12-14 years, but did connect with the books on the Notable books list through the sharing of one superset heading "character traits," which occurred 5% of the time.

<div style="text-align:center">

2007 Newbery award winning book: *The Higher Power of Lucky*
by Susan Patron

</div>

In *The Higher Power of Lucky*, orphaned ten year old Lucky lives in a small town, population 43. Lucky assays her fears and fends off boredom by listening in to various

"twelve-step" programs while looking for her own "higher power." The superset

headings assigned to this novel were "abandoned, orphan, runaway and homeless" and

"interpersonal relationship."

Table 14. Frequencies and percentages of the Newbery award winner superset headings
compared to those of the top ten percent of Notable books superset headings, 2007

	Frequency	%
Newbery Award Winner – *Higher Power of Lucky*		
Abandoned, Orphan, Runaway and Homeless	3	75.0
Interpersonal Relationship	1	25.0
Notable Books		
Biography	31	9.8
Animal (Wild)	24	8.7
Traditional Literature	23	6.7
Family	16	6.4
Friends	13	4.5
U.S. History	13	4.5
Occupation	12	3.6
Poetry	12	3.4
Animal (Domestic pet)	11	3.4
Food and Cooking	11	3.4
Siblings	11	3.4
Totals for 96 Notable Books	177	57.8

Superset headings for the 2007 Notable books list were "biography," "animal

(wild)," "traditional literature," "family," "friends," "US history," "poetry," "animals

(domestic pet)," "food and cooking," and "siblings." Among their titles are *My Cat the*

Silliest Cat in the World (Bachelet), a nonsensical look at why a young girl's cat doesn't

act as it ought ("animal (domestic pet)"); *Gone Wild: An Endangered Animal Alphabet*

(McLimans), an illustrated alphabetical guide to endangered species ("animal (wild)");

The Adventures of Polo (Faller), a wordless tale of dog's incredible adventure ("animal (domestic pet)"); *The Story of Salt* (Kurlansky), the story of salt's creation and importance ("food and cooking"); *Rules* (Lord), a young girl creates a series of rules to help her Autistic brother navigate life ("siblings"); *Butterfly Eyes and Other Secrets of the Meadow* (Sidman), informational verse covering the creatures of the meadow ("poetry"); *Andy Warhol: Pop Art Painter* (Rubin), the life and art of pop movement innovator, Warhol ("biography"); *Porch Lies: Tales of Slicksters, Tricksters, and Other Wily Characters* (McKissack), ten tales derived from African American roots ("traditional literature").

While there are no commonalities between the superset headings of Newbery award winning book and the top ten superset heading trends in Notable books list during 2007, it is interesting to note that the superset heading "abandoned, orphan, runaway and homeless" was present in three other titles on the Notable books list: *Crispin: At the Edge of the World* (Avi); *The Killer's Tears* (Bondoux) and *Hattie Big Sky* (Larson). The superset heading "abandoned, orphan, runaway and homeless" was not present in high enough numbers to make the top ten list, but there are always orphans in children's literature.

2008 Newbery Award Winning Book: *Good Masters! Sweet Ladies!*
by Laura Amy Schlitz

Good Masters! Sweet Ladies!:Voices from a Medieval Village is a series of

monologues that tells the tales of the residents of a 13th century English town. The subject

headings for this title were "the arts" and "the Middle Ages."

Table 15. Frequencies and percentages of the Newbery award winner superset headings
compared to those of the top ten percent of Notable books superset headings, 2008

	Frequency	%
Newbery Award Winner – Good Masters! Sweet Ladies!		
The Arts	2	50.0
Middle Ages	2	50.0
Notable Books (number of books)		
Poetry	33	11.9
Biography	21	7.6
Science	19	6.9
Animal (Wild)	18	6.5
Traditional Literature	13	4.7
The Arts	11	4.0
School and Education	11	4.0
Books and Reading	9	3.2
Family	7	2.5
Celebrations, Festivals and Holidays	6	2.2
Infants	6	2.2
Parent	6	2.2
Totals for 76 Notable Books	160	57.9

During the same year the following the following 12 subject heading were most

common including: "poetry," "biography," "science," animal (wild)," "traditional

literature," "the Arts," "school and education," "books and reading," "family,"

"celebrations, festivals, and holidays," "infants" and "parent." Among the titles featured

on the 2008 Notable books list were *Los Gatos Black on Halloween* (Montes), monsters

gather for a party ("celebrations, festivals, and holidays"); *Jazz Baby* (Wheeler), rhyming,

bouncing text celebrates music ("infants"); *Nic Bishop Spiders* (Bishop) presents

information on many species of spiders along with his trademark vibrant photographs

("animal (wild)"); *The Mysterious Benedict Society* (Stewart), four orphans set off to

solve a mystery and save the world ("school and education"); *Miss Crandall's School for

Young Ladies and Little Misses of Color* (Alexander), the story of school teacher,

Prudence Crandall told in verse ("poetry" and "school and education"); *The Poet Slave of

Cuba: A Biography of Juan Francisco Manzano* (Engle), a collection of poems

recounting the abuse of slaves in Cuba and the survival and art of the poet, Manzano

("poetry" and "biography"); *Chaucer's Canterbury Tales* (Williams), modernized tales in

a graphic novel format ("traditional literature"); and *Good Sports: Rhymes About

Running, Jumping, Throwing and More* (Prelutsky), a variety of sports represented in an

array of poems ("poetry").

The only shared subject heading appearing in both the Newbery award winner and

the Notable books list was "the Arts," appearing in 4.0% of the year's top ten superset

headings, and for a second time this decade, as a Newbery award winning books'

superset heading.

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2009 Newbery Award Winning Book: *The Graveyard Book*
by Neil Gaiman

In this fantasy title, *The Graveyard Book*, a young orphaned boy, Nobody Owens, toddles into a graveyard after his parents are murdered. There he remains, raised by its ghostly residents. The superset headings for this title were "abandoned, orphan, runaway and homeless," "death and grief," and "fantasy."

Table 16. Frequencies and percentages of the Newbery award winner superset headings compared to those of the top ten percent of Notable books superset headings, 2009

	Frequency	%
Newbery Award Winner – Graveyard Book		
Death and Grief	2	50.0
Abandoned, Orphan, Runaway and Homeless	1	25.0
Fantasy	1	25.0
Notable Books (number of books)		
Biography	33	12.7
Animal (Wild)	28	10.8
Fantasy	13	5.0
Science	12	4.6
Friends	10	3.9
Occupation	10	3.9
Family	9	3.5
Poetry	9	3.5
Traditional Literature	7	2.7
Sports	6	2.3
Totals	137	52.9

The top ten most frequently occurring superset headings in the Notable books list for 2009 were as follows: "biography," "animal (wild)," "fantasy," "science," "friends," "occupation," family," "poetry," "traditional literature," and "sports." Exemplary titles include *Masterpiece* (Broach), the tale of a young artistic cricket and a mystery surrounding an art theft ("animal (wild)"); *Savvy* (Law), when Mibs turns thirteen, she, like the rest of her family will discover her secret power, their "savvy" ("family" and "fantasy"); *Six Innings: A Game in the Life* (Preller), preteen boys play a game of ball and discover truths about life and the illness of one of their teammates ("sports" and "friends"); *Ain't Nothing But a Man: My Quest to Find the Real John Henry* (Nelson and Aronson), the true story of the man behind the legend ("traditional literature"); *Wild Tracks!: A Guide to Nature's Footprints* (Arnosky), a child friendly guide to animal tracks ("animal (wild)").

The common subject heading shared between the Newbery award winning book and the Notable books list was "fantasy" for 5% of the superset heading occurrences for the year. While this superset heading is generally popular among readers of children's literature and can be consistently found on the Notable books list, it does not often make appearances on the Newbery award winning lists.

Perspective

The previous paragraphs detail the intersecting superset headings of a decade's worth of Newbery award winning books, with those of the Notable books. While there were six years in which there were shared subject headings, the percentage were incredibly small, in each case less than 7%, making the link with the representative sample weak at best. Using the books studied in 2000 as an example, while there was a single superset heading shared it is important to keep perspective of sample size. During 2000 the 70 titles on Notable books list represents .8% of the 8,690 books published for children and youth that year and the Newbery award winning book a meager .01% of this total.

When examining specific titles in detail, it is apparent that there is a great gap in similarities in the content of the Newbery award winning books and that of the Notable books list. In 2000 we saw a trend recognizing African Americans in children's literature, but it did not assert itself in such a fashion as seen in the superset headings for the rest of the decade. There was a surprising lack of historical fiction on the Notable books list during 2001, even though the Newbery winner reflected this superset heading through the "U.S. history" label. "The Arts" was the only superset heading for the Newbery award winning book for 2002, and while this was not found on the Notable books list for this year, it was a top ten superset heading the next year, 2003 and made another appearance in 2008. It is interesting to note the controversy over the age appropriateness of the 2006

Newbery award winning book, *Criss Cross,* when the winning book and the Notable books list had "character traits" in common. During the last year of the data sample, 2009, the Newbery award winning book broke tradition with a "fantasy" title. While this superset heading was present in the superset heading of five years (2000, 2004, 2005, 2006, and 2009) and was a top ten superset heading for the cumulative Notable books list, it was not a prevailing trend for the Newbery award winners, present in only one of the years studied (2009).

By including descriptive books synopses, the variety of books produced in each year were further detailed, clarifying the differences in even this small sample's contents. These differences exemplify the inappropriateness of using the Newbery award winning books as a representative sample for a year's worth of children's literature. Even in those years that contained a common subject heading, the percentage was too low to prove a trend.

Sample Choice

When choosing a sample the intent is to find a small but manageable set of data to study and then predict generalizations to a larger sample. It is the researcher's responsibility to select a sample that will indeed "act" in the same way that a larger sampling would. Applying this process to the study of trends in Newbery award winning books, as compared to a larger sample, the Notable books list, we see very little in the way of "like" behavior, questioning the validity of the practice of using the Newbery

award winning books as a representative sample of the children's literature published in any given year.

However, many previous studies have done just that. On closer examination, it may be interesting to note that many of the studies were done outside of the professional world of librarianship, such as Education, Reading, Language Arts, Women's Studies, and Philosophy. This study attempted to offer a focus using a recognized data source in the field of library and information studies to categorize literature in an objective manner. Using a grounded theory approach also avoids the pitfalls of "exampling," or finding one example to prove a hypothesis, cautioned against by Glaser and Strauss (1967).

Perhaps previous researchers were unaware of the criteria for the selection of Newbery award winning books. Newton commented: "Award councils must take societal trends into account if they are to determine accurately which book is a 'significant contribution'" (Newton 1986, 97). The manual given to the Newbery award selection committee does not include the charge that the single chosen book be representative. If anything, the committee is seeking out a book that is the "most distinguished" which by definition sets the book apart as different.

Once again, because of the longevity of the Newbery award winning books there are nine decades of titles still in print and available for study, while most of the books' contemporaries are long out of print. Many researchers may turn to the Newbery award winning books as a sample of convenience, not appropriateness.

The Future of Print

This could change as electronic books and digitization projects like the Gutenberg Project impact the availability of titles in formats other than traditionally paper bound books. With greater access perhaps future studies can cast a wider net.

A recent survey, *Uncovering ebooks real impact* (Aparta 2011), reported that the publication of ebooks in the trade market has risen from 50% to 76% in the last two years. Two out of three ebook publishers have not started publishing their backlist of out of print titles. Yet increasing revenue has been the impetus for the growing ebook market, but this will also impact the availability of materials for researchers to study in the future. Instead of relying on one single book on which to base their studies, it is possible that a whole year of books published for children could be available electronically, offering researchers the opportunity to have more representative samples if needed.

Further Research

As detailed in this study, the Newbery award winning books had infrequent ties to the years' trends as demonstrated in their superset headings. Further research could be done through a survey of readers creating their own folksonomy of subject headings, outside the standardized confines of the Library of Congress subject headings. For example, through the brief synopsis offered in this chapter, it is clear that the title *Kira-Kira* is clearly about more than the topics included in its subject headings of "death and grief," "friends," "Japanese American," and "siblings," but could also includes "cities,

towns and community," "occupation," discrimination and civil rights," "character traits,"

and "family," all of which appeared as the top superset headings in the Notable books list

for that year (2005). What other commonalties would be discovered if the same research

were done if user friendly, natural language terminology were possible?

The issue of genre also emerged in the synopses of the Newbery award winning

books, specifically the repetition of "historical." Genre can be an incredibly subjective

label, especially in light of the recent publication trend of genre "mash-up," combining

classic elements of a variety of genres, in the creation of a new style. It would be

interesting to see new research on the genres of Newbery award winners as a whole body

of work spanning the history of the award.

One of the findings this study reported was that the top ten superset headings

occurring in the Notable books list accounted for not quite half, 47%, of the listings of

superset headings; 1272 occurrences out of a possible 2709. Of the 88 superset headings

created by the researcher, a mere ten of the 88 constituted almost half of the entries. This

would seem to show a concentration in these areas of content for the Notable books list:

"biography," "poetry," "animal (wild)," "traditional literature," "science," "occupation,"

"family," "fantasy," "books and reading," and "friends." This certainly seems worthy of

further exploration.

The Notable books list has not received any of the scrutiny the Newbery award

winning titles have and is ripe for exploration. With the much larger sample which

typically includes multiple genres and age groups, the Notable books list has a broader base for exploration of the content of a wide selection of quality books for children.

Ultimately this was the goal of Frederic G. Melcher at the 1921 meeting of the American Library Association; to attract talented writers to the field of children's literature and as a result, improve the quality of informational and entertaining books produced in children's literature (Kaye 1979). Melcher stated that the heated debates and discussion surrounding the field "indicate(s) that children's literature has gained an invaluable critical audience which should encourage a higher level of achievement" (Melcher 1940, 162).

Conclusion

In conclusion it is important to note that while breaking the books down into subject headings in this study may seem to anonymize the titles or reduce them to their base elements, in this case their subject headings, each of these books is really a single drop in the sum total of children's publishing. However, the impact of the Newbery award winning titles on individual readers is what makes them unique to those who love them, like any favorite book of any reader. Newbery award winning author, Rebecca Stead has said, "I like to hope that kids are capable of seeking out the books they need, and that might be naive. Of course, there is no way to know what it is that's 'really happening' between readers and their books - that is such a mysterious and personal thing. . . and I wouldn't want it any other way" (Stead, per. comm.).

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APPENDIX A

Newbery Award Winning Books

2000-2009

Newbery Award Winning Books 2000-2009

Year	Title	Author
2000	*Bud, Not Buddy*	Christopher Paul Curtis
2001	*A Year Down Yonder*	Richard Peck
2002	*A Single Shard*	Linda Sue Park
2003	*Crispin: The Cross of Lead*	Avi
2004	*The Tale of Despereaux*	Kate DiCamillo
2005	*Kira-Kira*	Cynthia Kadohata,
2006	*Criss Cross*	Lynne Rae Perkins
2007	*The Higher Power of Lucky*	Susan Patron
2008	*Good Masters! Sweet Ladies!*	Laura Amy Schlitz
2009	*The Graveyard Book*	Neil Gaiman

APPENDIX B

Notable Books for Children

2000-2009

Aliki. *William Shakespeare & the Globe*.

Almond, David. *Skellig*.

Andersen, Hans Christian. *Ugly Duckling*

Bang, Molly. *When Sophie Gets Angry – Really, Really Angry…*

Best, Cari. *Three Cheers for Catherine the Great*

Billingsley, Franny. *Folk Keeper*.

Bridges, Ruby. *Through My Eyes*.

Calabro, Marin. *Perilous Journey of the Donner Party*.

Caroll, Lewis. *Alice's Adventures in Wonderland*

Carter, David. A. and James Diaz. *Elements of Pop-Up*.

Charlip, Remy. *Sleepytime Rhyme*.

Christelow, Eileen. *What Do Illustrators Do?*

Coulumbis, Audrey. *Getting Near to Baby*.

Cowley, Joy. *Red-eyed Tree Frog*.

Coy, John. *Strong to the Hoop*

Curtis, Christopher P. *Bud, Not Buddy*.

Daly, Niki. *Jamela's Dress*.

DePaola, Tomie. *26 Fairmount Avenue*

Diakite, B. W. *Hatseller and the Monkeys*.

Dunbar, Paul Laurence. *Jump Back, Honey*.

English, Karen. *Francie*.

Erdrich, Louise. *Birchbark House*.

Feiffer, Jules. *Bark, George*.

Fleischman, Paul. *Westlandia* .

Frazee, Marlee. *Hush Little Baby*.

Freedman, Russell. *Babe Didrikson Zaharias:The Making of a Champion*.

George, Kristen O'Connell. *Little Dog Poems*.

Goldin, Barbara Diamond. *Journeys with Elijah: Eight Tales of the Prophet.*.

Hamanaka, Sheila and Ayano Ohmi. *In Search of the Spirit: The Living National Treasures of Japan*.

Harris, Robie H. *It's So Amazing: A Book About Eggs, Sperm, Birth, Babies and Families*.

Holm, Jennifer L. *Our Only May Amelia*.

Holt, Kimberly Willis. *When Zachary Beaver Came to Town*.

Hopkinson, Deborah. *Band of Angels*.

Horvath, Polly. *Trolls*.

Jenkins, Steve. *Top of the World: Climbing Mount Everest*.

Karr, Kathleen. *Man of the Family*.

Katzen, Mollie. *Honest Pretzels and 64 Other Amazing Recipes for Cooks Aes 8 & Up*.

Lester, Helen. *Hooway for Wodney Wat*.

Levine, Gail Carson. *Dave at Night*.

Lewin, Ted and Betsy Lewin. *Gorilla Walk*.

Lisle, Janet Taylor. *Lost Flower Children*.

Lum, Kate. *"What?" Cried Granny: An Almost Bedtime Story*.

Lunge-Larsen, Lise. *Troll with No Heart in his Body and Other Tales of Trolls, From Norway*.

Marcellino, Fred. *I, Crocodile*.

McGill, Alice. *Molly Bannaky*.

Mollel, Tolowa M. *My Rows and Piles of Coins*.

Morimoto, Junko. *Two Bullies*.

Myers, Christopher. *Black Cat*.

O'Connor, Barbara. *Me and Rupert Goody*.

Opie, Iona. *Here Comes Mother Goose*

Perkins, Lynne Rae. *All Alone in the Universe*.

Priceman, Marjore. *Emeline at the Circus*.

Reich, Susanna. *Clara Schumann: Piano Virtuoso*.

Rocklin, Joanne. *Strudel Stories*.

Rodowsky, Colby F. *Not My Dog*.

Rowling, J. K. *Harry Potter and the Chamber of Secrets*.

Rowling, J. K. *Harry Potter and the Prisoner of Azkaban.*

Ryan, Pam Muñoz. *Amelia and Eleanor Go for a Ride.*

Sandburg, Carl. *Huckabuck Family and How They Raised Popcorn in Nebraska and Quit and Came Back.*

Say, Allen. *Tea with Milk.*

Sierra, Judy.*Tasty Baby Belly Buttons.*

Sis, Peter. *Trucks, Trucks, Trucks.*

Smith, Charles R., Jr. *Rimshots: Basketball Pix, Rolls and Rhythms.*

Stanley, Diane. *Raising Sweetness.*

Stevenson, James. *Candy Corn.*

Taback, Sims. *Joseph Had a Little Overcoat.*

Updike, John. *A Child's Calendar.*

Ward, Helen. *Hare and the Tortoise.*

Wiesner, David. *Sector 7.*

Zimmerman, Andrea and Davis Clemesha. *Trashy town.*

NOTABLE BOOKS FOR CHILDREN 2001

Adler, David A. *America's Champion Swimmer: Gertrude Ederle.*

Aesop. *Aesop's Fables.*

Almond, David. *Kit's Wilderness.*

Aronson, Marc. *Sir Walter Ralegh and the Quest for el Dorado.*

Banks, Kate. *Night Work*.

Barasch, Lynne. *Radio Rescue.*

Bauer, Joan. *Hope Was Here.*

Baum, L. Frank. *The Wonderful Wizard of Oz: A Commemorative Pop-Up* (R. Sabuda, Illus.).

Bishop, Nic. *Digging for Bird-Dinosaurs: An Expedition to Madagascar.*

Brenner, Barbara., ed. *Voices: Poetry and Art From Around the World.*

Brown, Don. *Uncommon Traveler: Mary Kingsley in Africa.*

Bruchac, Joseph. *Crazy Horse's Vision.*

Carmi, Daniella. *Samir and Yonatan.*

Cassanova, Mary. *The Hunter: A Chinese Folktale.*

Cline-Ransome, Lesa. *Satchel Paige.*

Creech, Sharon. *The Wanderer.*

Cronin, Doreen. *Click, Clack, Moo: Cows That Type.*

Curlee, Lynne. *Liberty.*

Dash, Joan. *The Longitude Prize.*

DeFelice, Cynthia. *Cold Feet.*

DiCamillo, Kate. *Because of Winn-Dixie.*

Falconer, Ian. *Olivia.*

Fradin, Dennis Brindell and Judith Bloom Fradin. *Ida B. Wells: Mother of the Civil Rights Movement.*

Gantos, Jack. *Joey Pigza Loses Control.*

Gherman, Beverly. *Norman Rockwell: Storyteller with a Brush.*

Giblin, James Cross. *The Amazing Life of Benjamin Franklin.*

Giff, Patricia Riley. *Nory Ryan's Song.*

Govenar, Alan, ed. *Osceola: Memories of a Sharecropper's Daughter.*

Graham, Bob. *Max.*

Graham, Lorenz. *How God Fix Jonah.*

Greenberg, Jan and Sandra Jordan. *Frank O. Gehry: Outside In.*

Guest, Elissa Haden. *Iris and Walter.*

Henkes, Kevin. *Wimberly Worried.*

Hicks, Ray and Lynn Salsi. *The Jack Tales.*

Howard, Elizabeth Fitzgerald. *Virgie Goes To School with Us Boys.*

James, Simon, ed. *Days Like This: A Collection of Small Poems.*

Janeczko, Paul B., ed. *Stone Bench in an Empty Park.*

Jimenez, Francisco. *Christmas Gift: El regala de Navidad.*

Joseph, Lynn. *The Color of My Words.*

Kimmel, Eric A. *Gershon's Monster: A Story of the Jewish New Year.*

Lawrence, Iain. *Ghost Boy.*

Lehmann, Christian. *Ultimate Game.*

Lewis, J. Patrick. *Freedom Like Sunlight: Praisesongs for Black Americans.*

Lindbergh, Reeve, ed. *In Every Tiny Grain of Sand: A Child's Book of Prayer and Praise.*

Lisle, Janet Taylor. *The Art of Keeping Cool.* Atheneum

Lynch, Chris. *Gold Dust.*

Macaulay, David. *Big Building.*

Martin, Ann M. *The Doll People.*

McDonald, Megan. *Judy Moody*

Medearis, Angela Shelf. *Seven Spools of Thread: A Kwanza Story.*

Murphy, Jim. *Blizzard! The Storm That Changed America.*

Myers, Christopher. *Wings.*

Myers, Laurie. *Surviving Brick Johnson*

Nicholson, William. *The Wind Singer.*

Osborne, Mary Pope. *Kate and the Beanstalk.*

Peck, Richard. *A Year Down Yonder.*

Peters, Lisa Westberg. *Cold Little Duck, Duck, Duck.*

Pinkny, Andrea Davis. *Let it Shine: Stories of Black Women Freedom Fighters.*

Pullman, Philip. *The Amber Spyglass.*

Rappaport, Doreen. *Freedom River.*

Rockwell, Anne. *Only Passing Through: The Story of Sojourner Truth.*

Rowling, J. K. *Harry Potter and the Goblet of Fire.*

Soto, Gary. *Chato and the Party Animals.*

St. George, Judith. *So You Want To Be President?*

Thayer, Ernest Lawrence. *Casey at Bat: A Ballad of the Republic Sung in the Year 1888.*

Thomas, Shelly Moore. *Good Night, Good Knight.*

Unobagha, Uzo. *Off to the Sweet Shores of Africa and Other Talking Drum Rhymes.*

Waugh, Sylvia. *Space Race.*

Webb, Sophie. *My Season with Penguins: An Antarctic Journal.* Houghton Mifflin

Whelan, Gloria. *Homeless Bird.*

Winick, Judd. *Pedro and Me: Friendship, Loss and What I Learned.*

Yolen, Jane. *How Do Dinosaurs Say Good Night?*

NOTABLE BOOKS FOR CHILDREN 2002

Agee, Jon. *Milo's Hat Trick.*

Alacon. Francisco X. *Iguana's in the Snow.*

Alexander, Lloyd. *The Gawgon and the Boy.*

Allen, Thomas B. *Remember Pearl Harbor: American and Japanese Survivors Tell Their Stories.*

Almond, Davod. *Heaven Eyes.*

Anderson, M. T. *Handel: Who Knew What He Liked.*

Barron, Byron. *My Car*.

Bartoletti, Susan Campbell. *Black Potatoes: The Story of the Great Irish Famine, 1845-1850*.

Blumberg, Rhoda. *Shipwrecked: The True Adventures of a Japanese Boy*.

Booth, Philip. *Crossing*.

Bruchac, Joseph. *Skeleton Man*.

Carbone, Elisa. *Storm Warriors*.

Christensen, Bonie. *Woody Guthrie: Poet of the People*.

Creech, Sharon. *Love That Dog*.

Crews, Donald. *Inside Freight Train*.

Crossley-Holland, Kevin. *The Seeing Stone*.

Cummings, Priscilla. *A Face First*.

Curlee, Lynn. *Brooklyn Bridge*.

Dash, Joan. *The World at Her Fingertips: The Story of Helen Keller*.

Dickenson, Peter. *The Ropemaker*.

Ehlert, Lois. *Waiting for Wings*.

Falconer, Ian. *Olivia Saves the Circus*.

Falwell, Cathryn. *Turtle Splash:Ccountdown at the Pond*.

Fleischman, Paul. *Seek*.

Fraustino, Lisa Rowe. *The Hickory Chair*.

Freedman, Russell. *In the Days of the Vanqueros: America's First True Cowboys*.

Fritz, Jean. *Leonardo's Horse*.

Gauthier, Gail. *The Hero of Ticonderoga*.

Goodall, Jane. *The Chimpanzees I Love: Saving Their World and Ours*.

Graham, Bob. *"Let's Get a Pup," Said Kate*.

Greenberg, Jan, ed. *Heart to Heart: New Poems Inspired by Twentieth-Century American Art*.

Greenberg, Jan and Sandra Jordan. *Vincent van Gogh: Portrait of an Artist.*

Gundisch, Karin. *How I Became An American*.

Haas, Jessie. *Runaway Radish*.

Henkes, Kevin. *Sheila Rae's Peppermint Stick*.

Hesse, Karen. *Witness*.

Hoberman, Mary Ann. *You Read To Me, I'll Read To You: Very Short Stories To Read Together.*

Hoose, Phillip. *We Were There Too: Young People in U.S. History*.

Horvath, Polly. *Everything on a Waffle*.

Hoyt-Goldsmith, Diane. *Celebrating Ramadan*.

Huck, Charlotte. *The Black Bull of Norway: A Scottish Tale*.

Hurst, Carol Otis. *Rocks in His Head*.

Inkpen, Mick. *Kipper's A to Z: An Alphabet Adventure*.

Janeczko, Paul B., ed. *A Poke in the Eye.*

Jimenez, Francisco. *Breaking Through.*

Jenkins, Emily. *Five Creatures.*

Kerley, Barbara. *The Dinosaurs of Waterhouse Hawkins: An Illuminating History of Mr. Waterhouse Hawkins, Artist and Lecturer.*

King-Smith, Dick. *Lady Lollipop.*

Kramer, Stephen. *Hidden Worlds: Looking Through a Scientist's Microscope.*

Kurlansky, Mark. *A Cod's Tale.*

Lawlor, Laurie. *Helen Keller: Rebellious Spirit.*

Little, Jean. *Emma's Yucky Brother.*

Livingston, Star. *Harley.*

Longfellow, Henry Wadsworth. *The Midnight Ride of Paul Revere.*

Look, Lenore. *Henry's First Moon Birthday.*

Lunge-Larsen, Lise. *The Race of the Birkenbeiners.*

Macy, Sue. *Bull's Eye: A Photobiography of Annie Oakley.*

Martin, Jacqueline. *The Lamp, the Ice, and the Boat Called Fish.*

McDonald, Megan. *Judy Moody Gets Famous.*

Mills, Claudia. *Gus and Grandpa at Baseball.*

McKissack, Patricia C. *Goin' Someplace Special.*

Montes, Marisa. *Juan Bobo Goes to Work.*

Morgenstern, Susie. *A Book of Coupons*.

Mosher, Richard. *Zazoo*.

Myers, Walter Dean. *The Greatest: Muhammad Ali*.

Na, An. *A Step From Heaven*.

Naidoo, Beverly. *The Other Side of Truth*.

Nelson, Marilyn. *Carver: A Life in Poems*.

Nicholson, William. *Slaves of the Mastery*.

Palatini, Margie. *TheWweb Files*.

Park, Linda Sue. *A Single Shard*.

Rappaport, Doreen. *Martin's Big Words: The Life of Dr. Martin Luther King Jr*.

Rochelle, Belinda, ed. *Words with Wings: A Treasury of African-American Poetry and Art*.

Rumford, James. *Traveling Man: The Journey of Ibn Battuta*.

Ryan, Pamela Muñoz. *Esperanza Rising*.

Ryan, Pamela Muñoz. *Mice and Beans*.

Shreve, Susan. *Blister*.

Simont, Marc. *The Stray Dog*.

Steen, Sandra and Susan Steen. *Car Wash*.

Stevens, Janet and Susan Stevens Crummel. *And the Dish Ran Away with the Spoon*.

Taylor, Mildred. *The Land*.

Warren, Andrea. *Surviving Hitler: A Boy in the Nazi Death Camps.*

Wiesner, David. *The Three Pigs*. Clarion

Wiles, Deborah. *Love, Ruby Lavender*.

Wiley, Margaret. *Clever Beatrice*.

Williams, Vera B. *Amber Was Brave, Essie Was Smart*.

Wolff, Virginia Euwer. *True Believer*.

Woodson, Jacqueline. *The Other Side*.

Yin. *Coolies*.

Zoehfeld, Kathleen. *Dinosaur Parent, Dinosaur Young: Uncovering the Mystery of Dinosaur Families*.

NOTABLE BOOKS FOR CHILDREN 2003

Alvarez, Julia. *Before We Were Free*.

Andrews-Goebel, Nancy. *The Pot That Juan Built*.

Avi. *Crispin: Cross of Lead*.

Bauer, Joan. *Stand Tall*.

Blake, Robert J. *Togo*.

Blumenthal, Karen. *Six Days in October: The Stock Market Crash of 1929*.

Carle, Eric. *"Slowly, Slowly, Slowly," Said the Sloth*.

Colman, Penny. *Where the Action Was: Women War Correspondents in WW II*.

Cooney, Caroline. *Goddess of Yesterday*.

Creech, Sharon. *Ruby Holler.*

Delano, Marfe Ferguson. *Inventing the Future: A Photobiography of Thomas Alva Edision.*

Denslow, Sharon Phillips. *Georgia Lee.*

Dillon, Leon and Diane Dillon. *Rap a Tap Tap: Here's Bojangles – Think of That!*

Dunrea, Olivier. *Gossie & Gertie.*

Farmer, Nancy. *House of Scorpion.*

Ferris, Jean. *Once Upon a Marigold.*

Fine, Anne. *Up On Coud Nine.*

Fink, Sam. *The Declaration of Independence.*

Fleischman, John. *Phineas Gage: A Gruesome But True Story About Brain Science.*

Fleming, Candace. *Muncha! Muncha! Muncha!*

Fleming, Denise. *Alphabet Under Construction.*

Fradin, Dennis Brindell. The *Signers: The 56 Stories Behind the Declaration of Independence.*

Freedman, Rusell. *Confucius: The Golden Rule.*

Funke, Cornelia. *The Thief Lord.*

Gaiman, Neil. *Coraline.*

Gantos, Jack. *Hole in My Life.*

Gerstein, Mordicai. *What Charlie Heard.*

Giblin, James Cross. *The Life and Death of Adolf Hitler*.

Giff, Patricia Reilly. *Pictures of Hollis Woods*.

Greenberg, Jan and Sandra Jordan. *Action Jackson*.

Grimes, Nikki. *Talkin' bout Bessie: The Story of Aviator Elizabeth Coleman*.

Hiaasen, Carl. *Hoot*.

Howitt, Mary. *The Spider and the Fly*.

Ibbotson, Eva. *Journey to the River Sea*.

Johansen, Hanna. *Henrietta and the Golden Eggs*.

Kalman, Maria. *Fireboat: The Heroic Adventures of the John J. Harvey*.

Karas, G. Brian. *Atlantic*.

Lowry, Lois. *Gooney Bird Greene*.

Mak, Kam. *My Chinatown: One Year in Poems*.

Martin, Ann. *A Corner of the Universe*.

Martin, Bill Jr. and Michael Sampson. *I Pledge Allegiance: The Pledge of Allegiance with Commentary*.

McCarty, Peter. *Hondo & Fabian*.

McCaughrean, Geraldine. *The Kite Rider*.

McKay, Hilary. *Saffy's Angel*.

McMullan, Kate. *I Stink!*

Mills, Claudia. *7 X 9 = Trouble!*

Nye, Naomi Shihab. *19 Varieties of Gazelle: Poems of the Middle East*.

Old, Wendie. *To Fly: The Story of the Wright Brothers*.

Park, Linda Sue. *When My Name Was Keoko: A Novel of Korea in World War II*.

Partridge, Elizabeth. *This Land Was Made for You and Me: The Life and Songs of Woodie Guthrie*.

Paye, Won-Ldy and Margaret H. Lippert. *Head, Body, Legs: A Story From Liberia*.

Pinkney, Andrea Davis. Ella Fitzgerald: *The Tale of the Vocal Virtuosa*.

Pinkney, Jerry. *Noah's Ark*.

Rohmann, Eric. *My Friend Rabbit*.

Rubin, Susan Goldman. *Degas and the Dance: The Painter and the Petits Rats, Perfecting Their Art*.

Ryan, Pamela Muñoz. *When Marian Sang: The True Recital of Marian Anderson, the Voice of a Century*.

Shannon, David. *Duck on a Bike*.

Sis, Peter. *Madlenka's Dog*.

Stanley, Diane. *Saladin: Noble Prince of Islam*.

Testa, Maria. *Becoming Joe DiMaggio*.

Tolan, Stephanie S. *Surviving the Applewhites*.

Thomas, Shelly Moore. *Get Well, Good Knight*.

Walker, Sally M. *Fossil Fish Found Alive: Discovering the Coelacanth*.

Wilson, Karma. *Bear Snores On.*

Winter, Jonah. *Frida.*

Zelinsky, Paul O. *Knick-Knack Paddywhack!*

NOTABLE BOOKS FOR CHILDREN 2004

Avi. *Silent movie.*

Blake, Quentin. *Tell Me a Picture.*

Brown, Don. *Mack Made Movies.*

Browne, Anthony. *The Shape Game.*

Cameron, Ann. *Colibri.*

Chandra, Deborah and Madeleine Comora. *George Washington's Teeth.*

Chodos-Irvine, Margaret. *Ella Sarah Gets Dressed.*

Christelow, Eileen. *Vote.*

Cooper, Ilene. *Jack: The Early Years of John F. Kennedy.*

Creech, Sharon. *Granny Torrelli Makes Soup.*

Cobb, Vicki. *I Face the Wind.*

D'Adamo, Francesco. *Iqbal: A novel.*

Davies, Nicola. *Surprising sharks.*

DiCamillo, Kate. *The Tale of Despereaux: Being the Story of a Mouse, a Princess, Some Soup and a Spool of Thread.*

DuPrau, Jeanne. *The City of Ember.*

Fenner, Carol. *Snowed in With Grandmother Silk*.

Fleming, Candace. *Ben Franklin's Almanac: Being a True Account of the Good Gentleman's Life*.

Floca, Brian. *The Racecar Alphabet*.

Frazee, Marla. *Roller Coaster*.

Freedman, Russell. *In Defense of Liberty: The Story of America's Bill of Rights*.

French, Jackie. *Diary of a Wombat*.

Funke, Cornelia. *Inkheart*.

Gerstein, Mordacai. *The Man Who Walked Between the Towers*.

Hamilton, Virginia. *Bruh Rabbit and the Tar Baby Girl*.

Henkes, Kevin. *Olive's Ocean*.

Holt, Kimberly Willis. *Keeper of the Night*.

Horse Hooves and Chicken Feet: Mexican Folktales. Neil. Philip, Ed.

James, Simon. *Little One Step*.

Jenkins, Steve and Robin. *What Do You Do Wth a Tail Like This?*

Jones, Diana Wynne. *The Merlin Conspiracy*.

Kraft, Betsy Harvey. *Theodore Roosevelt: Champion of the American Spirit*.

Krull, Kathleen. *Harvesting Hope: The Story of César Chávez*.

Lasky, Kathryn. *The Man Who Made Time Travel*.

Leedy, Loreen and Pat Street. *There's a Frog in My Throat! 440Animal Sayings a Little Bird Told Me.*

Levine, Karen. *Hana's Suitcase: A True Story.*

Long, Melinda. *How I Became a Pirate.*

Macaulay, David. *Mosque.*

McCaughrean, Geraldine. *Stop the train!*

Morales, Yuyi. *Just a Minute: A Trickster Tale and Counting Book.*

Morpurgo, Michael. *Kensuke's Kingdom.*

Murphy, Jim. *An American Plague: The True and Terrifying Story of the Yellow Fever Epidemic of 1793.*

Myers, Walter Dean. *Blues Journey.*

Nelson, Theresa. *Ruby Electric.*

Orlev, Uri. *Run, Boy, Run.*

Osa, Nancy. *Cuba 15.*

Pattou, Edith. *East.*

Pratchett, Terry. *The Wee Free Men.*

Preston, Diana. *Remember the Lusitania*!

Recorvits, Helen. *My Name is Yoon.*

Reeve, Philip. *Mortal Engines.*

Rembert, Winfred. *Don't Hold Me Back: My Life and Art.*

Rowling, J. K. *Harry Potter and the Order of the Phoenix.*

Sabuda, Robert. *Alice's Adventures in Wonderland: A Pop-Up Adaptation of Lewis Carroll'sOriginal Tale.*

Sayre, April Pulley and Jeff Sayre. *One is a Snail Ten is a Crab: A Counting By Feet Book .*

Schyffert, Bea Uusma. *The Man Who Went To the Far Side of the Moon: The Story of Apollo 11 Astronaut Michael Collins.*

Seeger, Laura Vaccaro. *The Hidden Alphabet.*

Sis, Peter. *The Tree of Life: A Book Depicting the Life of Charles Darwin Naturalist, Geologist and Thinker.*

Stroud, Jonathan. *The Amulet of Samarkand.*

Willems, Mo. *Don't Let the Pigeon Drive the Bus!*

Woodson, Jacqueline. *Locomotion.*

NOTABLE BOOKS FOR CHILDREN 2005

Aldana, Patricia, ed. *Under the Spell of the Moon: Art for Children from the World's Great Illustrators.*

Almond, David. *The Fire Eaters.*

Baker, Jeannie. *Home.*

Bang, Molly. *My light.*

Bausum, Ann. *With Courage and Cloth: Winning the Fight for a Woman's Right to Vote.*

Beaumont, Karen. Baby Danced the Polka

Bernier-Grand, Carmen T. *César: ¡Si, se Puede!=Yes, We Can!*

Bredsdorff, Bodil. *The Crow-girl.*

Brown, Don. *Odd Boy Out: Young Albert Einstein.*

Chen, Chih-yuan. *Guji Guji.*

Choldenko, Jennifer. *Al Capone Does My Shirts.*

Chotjewitz, David. *Daniel Half Human: And the Good Nazi.*

Coman, Carolyn. *The Big House.*

Cottrell Boyce, Frank. *Millions.*

Crews, Nina. *Neighborhood Mother Goose.*

Curtis, Christopher Paul. *Bucking the Sarge.*

Doyle, Brian. *Boy O' Boy.*

Drez, Ronald J. *Remember D-Day: The Plan, the Invasion, Survivor Stories.*

English, Karen. *Hot Day on Abbott Avenue.*

Ernst, Lisa Campbell. *The Turn-Around, Upside-Down Alphabet Book.*

Farmer, Nancy. *The Sea of Trolls.*

Fisher, Catherine. *The Oracle Betrayed.*

Fleischman, Paul. *Sidewalk Circus.*

Fox, Mem. *Where is the Green Sheep?*

Freedman, Russell. *The Voice that Challenged a Nation: Marian Anderson and the Struggle for Equal Rights.*

Gelman, Rita Golden. *Doodler Doodling.*

Grandits, John. *Technically, It's Not My Fault: Concrete Poems.*

Grimes, Nikki. *What is Goodbye?*

Hamilton, Virginia. *The People Could Fly: The Picture Book.*

Henkes, Kevin. *Kitten's First Full Moon.*

Hesse, Karen. *The Cat's in Krasinski Square.*

Hodges, Margaret. *Merlin and the Making of the King.*

Hoose, Phillip M. *The Race to Save the Lord God Bird.*

Hopkinson, Deborah. *Apples to Oregon: Being the (Slightly) True Narrative of How a Brave Pioneer Father Brought Apples, Peaches, Pears, Plums, Grapes, and Cherries (and Children) Across the Plains.*

Ibbotson, Eva. *The Star of Kazan.*

Jocelyn, Marthe. *Mabel Riley: A Reliable Record of Humdrum, Peril, and Romance.*

Johnson, Angela. *Bird.*

Kadohata, Cynthia. *Kira-Kira.*

Kerley, Barbara. Walt *Whitman: Words for America.*

Knutson, Barbara. *Love and Roast Chicken: A Trickster Tale from the Andes Mountains.*

Konigsburg, E. L. *The Outcasts of 19 Schuyler Place.*

Landowne, Youme. *Sélavi, That is Life: A Haitian Story of Hope.*

Leavitt, Martine. *Heck Superhero*

Lehman, Barbara. *The Red Book.*

Look, Lenore. *Ruby Lu, Brave and True.*

Matthews, L.S. *Fish.*

McKay, Hilary. *Indigo Star.*

McWhorter, Diane. *A Dream of Freedom: The Civil Rights Movement from 1954 to1968.*

Montgomery, Sy. *The Tarantula Scientist.*

Morrison, Toni. *Remember: The Journey to School Integration.*

Moss, Marissa. *Mighty Jackie: The Strike-Out Queen.*

Myers, Walter Dean. *Here to Harlem: Poems in Many Voices.*

Nelson, Marilyn. *Fortune's Bones: The Manumission Requiem.*

Neubecker, Robert. *Wow! City!*

Nye, Naomi Shihab. *Is This Forever, or What?*

Oppell, Kenneth. *Airborn.*

Pearce, Philippa. *The Little Gentleman.*

Peck, Richard. *The Teacher's Funeral: A Comedy in Three Parts.*

Pratchett, Terry. *A Hat Full of Sky.*

Prelutsky, Jack. *If Not for the Cat.*

Ravishankar, Anushka. Tiger on a Tree.

Rogers, Gregory. *The Boy, the Bear, the Barron, the Bard.*

Rumford, James. *Sequoyah: The Cherokee Man Who Gave His People Writing.*

Ryan, Pam Muñoz. *Becoming Naomi Leon.*

Schanzer, Rosalyn. *George vs. George: The American Revolution as Seen from Both Sides.*

Schmidt, Gary D. *Lizzie Bright and the Buckminster Boy.*

Sciezka, Jon. *Science Verse.*

Seeger, Laura Vaccaro. *Lemons are Not Red.*

Shange, Ntozake. *ellington was not a street.*

Shusterman, Neal. *The Schwa Was Here.*

Sierra, Judy. *Wild About Books.*

Sis, Peter. *A Train of States.*

Stolz, Joelle. *The Shadow of Ghadames.*

Thomas, Dylan. *A Child's Christmas in Wales.*

Thompson, Lauren. *Polar Bear Night.*

Weeks, Sarah. *So B. It.*

Willems, Mo. *Knuffle Bunny: A Cautionary Tale.*

Woodson, Jacqueline. *Coming on Home Soon.*

Wormell, Christopher. *Teeth, Tails & Tentacles: An Animal Counting Book.*

NOTABLE BOOKS FOR CHILDREN 2006

Agee, Jon. *Terrific.*

Alarcón, Francisco X. *Poems to Dream Together/Poemas para soñar juntos.*

Anderson, M. T. *Whales on Stilts.*

Armstrong, Allan. *Whittington.*

Armstrong, Jennifer. *Photo by Brady: A Picture of the Civil War.*

Arnold, Katya. *Elephants Can Paint Too!*

Arnold, Ted. *Hi! Fly Guy.*

Bartoletti, Susan Campbell. *Hitler Youth: Growing Up in Hitler's Shadow.*

Beaumont, Karen. *I Ain't Gonna Paint No More!*

Birdsall, Jeanne. *The Penderwicks: A Summer Tale of Four Sisters, Two Rabbits and a Very Interesting Boy.*

Bloom, Suzanne. *A Splendid Friend, Indeed.*

Blumenthal, Karen. *Let Me Play: The Story of Title IX, the Law That Changed the Future of Girls in America.*

Bolden; Tanya. *Maritcha: A Nineteenth-Century American Girl.*

Borden, Louise. *The Journey that Saved Curious George: The True Wartime Escape of Margret and H. A. Rey.*

Broach, Elise. *Shakespeare's Secret.*

Bruchac, Joseph. *Code Talker: A Novel About the Navajo Marines of World War Two.*

Burleigh, Robert. *Toulouse-Lautrec: The Moulin Rouge and the City of Light.*

Canales, Viola. *The Tequila Worm.*

Carvell, Marleen. *Sweetgrass Basket.*

Collard, Sneed B. *The Prairie Builders: Reconstructing America's Lost Grasslands.*

Delano, Marfe Ferguson. *Genius: A Photobiography of Albert Einstein.*

Del Negro, Janice. *Willa and the Wind.*

DiCamillo, Kate. *Mercy Watson to the Rescue.*

Dowell, Frances O'Roark. *Chicken Boy.*

Ehlert, Lois. *Leaf Man.*

Ellis, Deborah. *Our Stories, Our Songs: African Children Talk about AIDS.*

Erdrich, Louise. *The Game of Silence.*

Fleming, Candace. *Our Eleanor: A Scrapbook Look at Eleanor Roosevelt's Remarkable Life.*

Frank, Mitch. *Understanding the Holy Land: Answering Questions About the Israil-Palestinian Conflict.*

Freedman, Russell. *Children of the Great Depression.*

Funke, Cornelia. *Inkspell.*

Garcia, Laura Gallego. *The Legend of the Wandering King.*

Giblin, James Cross. *Good Brother, Bad Brother: The Story of Edwin Booth and John Wilkes Booth.*

Giovanni, Nikki. *Rosa.*

Goscinny, Rene. *Nicholas.*

Graham, Bob. *Oscar's Half Birthday.*

Green, Stephanie. *Queen Sophie Hartley.*

Grey, Mini. *Traction Man is Here!*

Gruber, Michael. *The Witch's Boy.*

Guy, Ginger Foglesong. *Siesta.*

Hale, Shannon. *Princess Academy.*

Hiaasen, Carl. *Flush.*

Hicks, Barbara Jean. *Jitterbug Jam: A Monster Tale.*

Himelblau, Linda. *The Trouble Begins.*

Holm, Jennifer L. and Matthew Holm. *Babymouse: Queen of the World!*

Holub, Josef. *An Innocent Soldier.*

Howe, James. *Totally Joe.*

Janesczko, Paul B., ed. *A Kick in the Head: An Everyday Guide to Poetic Forms.*

Johnson-Davies, Denys. *Goha the Wise Fool.*

Jurmain, Suzanne. *The Forbidden Schoolhouse: The True and Dramatic Story of Prudence Crandall and Her Students.*

Juster, Norton. *The Hello, Goodbye Window.*

Karas, G. Brian. *On Earth.*

Kennedy, Caroline, ed. *A Family of Poems: My Favorite Poetry for Children*.

Kerin, Jessica Scott. *Martin Bridge, Ready for Take Off!*

Kerley, Barbara. *You and Me Together: Moms, Dads, and Kids Around the World*.

Krull, Kathleen. *Leonarda da Vinci*.

Lester, Julius. *Day of Tears: A Novel in Dialog*.

McKissack, Patricia C. and Onawumi Jean Moss. *Precious and the Boo Hag*.

Menchu, Rigoberta with Dante Liano. *The Girl from Chimel*.

Mora, Pat. *Doña Flor: A Tall Tale About a Giant Woman with a Great Big Heart*.

Muth, Jon J. *Zen Shorts*.

Mwangi, Meja. *The Mzungu Boy*.

Napoli, Donna Jo. *The King of Mulberry Street*.

Nelson, Marilyn. *A Wreath for Emmett Till*.

Nye, Naomi Shihab. *A Maze Me: Poems for Girls*.

Park, Linda Sue and Julia Durango. *Yum! Yuck! A Foldout Book of People Sounds*.

Perkins, Lynne Rae. *Criss Cross*.

Priceman, Marjorie. *Hot Air: The (Mostly) True Story of the First Hot-Air Balloon Ride*

Richardson, Justin and Peter Parnel. *And Tango Makes Three*.

Riordan, Rick. *The Lightning Thief*.

Rohmann, Eric. *Clara and Asha*.

Russo, Marisabina. *Always Remember Me: How One Family Survived World War II*.

Rylant, Cynthia. *Henry and Mudge and the Great Grandpas.*

Sabuda, Robert and Matthew Reinhart. *Dinosaurs: Encyclopedia Prehistorica.*

Salisbury, Graham. *Eyes of the Emperor.*

Say, Allen. *Kamishibai Man.*

Sayre, April Pulley. *The Stars Beneath Your Bed: The Surprising Story of Dust.*

Sciezka, Jon, ed. *Guys Write for Guys Read.*

Seeger, Laura Vaccaro. *Walter Was Worried.*

Shannon, George. *White is for Blueberry.*

Sidman, Joyce. *Song of the Water Boatman and Other Pond Poems.*

Silverman, Erica. *Cowgirl Kate and Cocoa.*

Singer, Marilyn. *Central Heating: Poems about Fire and Warmth.*

Staples, Suzanne Fisher. *Under the Persimmon Tree.*

Stauffacher, Sue. *Harry Sue.*

Taback, Sims. *Kabitzers and Fools: Tales My Zayda Told Me.*

Turner, Pamela S. *Gorilla Doctors: Saving Endangered Great Apes.*

Van Leeuwen, Jean. *Amanda Pig and the Really Hot Day.*

Varmer, Hjordis. *Hans Christian Andersen: His Fairy Tale Life.*

Walker, Sally M. *Secrets of a Civil War Submarine: Solving the Mysteries of the H. L. Hunley.*

Williams, Mary. *Brothers in Hope: The Story of the Lost Boys of Sudan.*

Willems, Mo. *Leonardo the Terrible Monster.*

Wilson, Jacqueline. *The Illustrated Mum.*

Winter, Jeanette. *The Librarian of Basra: A True Story from Iraq.*

Winter, Jonah. *Roberto Clemente: Pride of the Pittsburgh Pirates.*

Winthrope, Elizabeth. *Squashed in the Middle.*

Woodson, Jacqueline. *Show Way.*

Yee, Lisa. *Stanford Wong Flunks Big-Time.*

Zenatti, Valerie. *When I Was a Soldier.*

Zevin, Gabrielle. *Elsewhere.*

NOTABLE BOOKS FOR CHILDREN 2007

Armstrong, Jennifer. *Once Upon a Banana*

Avi. *Crispin: At the Edge of the World.*

Bachelet, Gilles. *My Cat, the Silliest Cat in the World.*

Bardoe, Cheryl. Gregor Mendel: *The Friar Who Grew Peas.*

Barrows, Annie. *Ivy and Bean.*

Bateman, Teresa. *Keeper of Soles.*

Bausum, Ann. *Freedom Riders: John Lewis and Jim Zwerg on the Front Lines of the Civil Rights Movement.*

Beaumont, Karen. *Move Over, Rover!*

Bondoux, Anne-Laure. *The Killer's Tears.*

Brown, Susan Taylor. *Hugging the Rock.*

Budhos, Marina. *Ask Me No Questions*.

Campoy, F. Isabel and Alma Flor Ada. *Tales Our Abuelitas Told: A Hispanic Foltale Collection.*

Chaconas, Dori. *Cork & Fuzz: Short and Tall.*

Chodos-Irvine, Margaret. *Best Best Friends.*

Coombs, Kate. *The Runaway Princess*.

Cottrell Boyce, Frank. *Framed.*

Crews, Nina. *Below.*

DeMari, Silvana. *The Last Dragon.*

Demi. *Su Dongpo: Chinese Genius.*

Diakite, Penda. *I Lost My Tooth in Africa.*

DiCamillo, Kate. *Mercy Watson Goes for a Ride.*

DiCamillo, Kate. *The Miraculous Journey of Edward Tulane.*

Ellis, Sarah. *Odd Man Out*.

Faller, Regis. *The Adventures of Polo*.

Fleischman, Sid. *Escape! The Story of the Great Houdini.*

Fradin, Judith Bloom and Dennis Brindell Fradin. *Jane Addams: Champion of Democracy*.

Freedman, Russell. *The Adventures of Marco Polo.*

Freedman, Russell. *Freedom Walkers: The Story of the Montgomery Bus Boycott*.

Goodman, Susan E. *All in Just One Cookie*.

Gravett, Emily. *Wolves*.

Grey, Mini. *The Adventures of the Dish and the Spoon*.

Harris, Robie H. *It's Not the Stork!: A Book About Girls, Boys, Babies, Bodies, Families and Friends*.

Hatkoff, Isabella et al. *Owen & Mzee: The True Story of a Remarkable Friendship*.

Henderson, Kathy. *Lugalbanda: The Boy Who Got Caught Up in a War*.

Henkes, Kevin. *Lily's Big Day*.

Hills, Tad. *Duck & Goose*.

Hollyer, Belinda, ed. *She's All That! Poems About Girls*

Holm, Jennifer L. *Penny from Heaven*.

Hopkinson, Deborah. *Sky Boys: How They Built the Empire State Building*.

Hopkinson, Deborah. *Up Before Daybreak: Cotton and People in America*.

Howe, James. *Houndsley and Catina*.

Jenkins, Emily. *Toys Go Out: Being the Adventures of a Knowledgeable Stingray, a Toughy Little Buffalo, and Someone Called Plastic*.

Krull, Kathleen. *Isaac Newton*.

Krull, Kathleen. *Sigmund Freud*.

Kuklin, Susan. *Families*.

Kurlansky, Marl. *The Story of Salt.*

Kvasnosky, Laura McGee. *Zelda and Ivy: The Runaways.*

Larson, Kirby. *Hattie Big Sky.*

Lin, Grace. *The Year of the Dog.*

Look, Lenore. *Ruby Lu, Empress of Everything.*

Look, Lenore. *Uncle Peter's Amazing Chinese Wedding.*

Lord, Cynthia. *Rules.*

Lowry, Lois. *Gossamer.*

Lupica, Mike. *Heat.*

MacDonald, Margaret Read. *Tunju! Tunjur! Tunjur! A Palestinian Folktale.*

MacLachlan, Patricia and Emily MacLachlan Charest. *Once I Ate a Pie.*

Marris, Albert. *Oh, Rats! The Story of Rats and People.*

McCarthy, Meghan. *Aliens are Coming! The True Account of the 1938 War of the Worlds Radio Broadcast.*

McClinton, Barbara. *Adele & Simon.*

McKissack, Patricia C. *Porch Lies: Tales of Slicksters, Tricksters, and Other Wily Characters.*

McLimans, David. *Gone Wild: An Endangered Animal Alphabet.*

Montgomery, Sy. *Quest for the Tree Kangaroo.*

Montes, Marisa. *Los Gatos Black on Halloween.*

Mourlevat, Jean-Claude. *The Pull of the Ocean.*

Myers, Walter Dean. *Jazz.*

Newman, Jeff. *Hippo! No, Rhino!*

Oberman, Sheldon. *Solomon and the Ant and Other Jewish Folktales.*

Patron, Susan. *The Higher Power of Lucky.*

Paulsen, Gary. *The Legend of Bass Reeves: Being the True and Fictional Account of the Most Famous Marshal in the West.*

Pearsall, Shelley. *All of the Above: A Novel.*

Pennypacker, Sara. *Clementine.*

Pinkney, Jerry. *The Little Red Hen.*

Portis, Antoinette. *Not a Box.*

Pratchett. Terry. *Wintersmith.*

Raczka, Bob. *Here's Looking at Me: How Artists See Themselves.*

Reeve, Phillip. *Larklight: A Rousing Tale of Dauntless Pluck in the Farthest Reaches of Space.*

Roy, Jennifer. *Yellow Star.*

Rubin, Susan Goldman. *Andy Warhol: Pop Art Painter.*

Rubin, Susan Goldman and Ela Weissberger. *The Cat with the Yellow Star: Coming of Age in Terezin.*

Salisbury, Graham. *House of the Red Fish.*

Seeger, Laura Vaccaro. *Black? White! Day? Night! A Book of Opposites.*

Shannon, David. *Good Boy, Fergus!*

Sidman, Joyce. *Butterfly Eyes and Other Secrets of the Meadow.*

Siegel, Siena Cherson. *To Dance: A Ballerina's Graphic Novel.*

Sierra, Judy. *Thelonius Monster's Sky-High Fly Pie.*

Singh, Vandana. *Younguncle Comes to Town.*

Thimmesh, Catherine. *Team Moon: How 400,000 People Landed Apollo 11 on the Moon.*

Tingle, Tim. *Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom.*

Todd, Mark and Esther Pearl Watson. *Whatcha Mean, What's a Zine? The Art of Making Zines and Mini-Comics.*

Walker, Paul Robert. *Remember Little Bighorn: Indians, Soldiers, and Scouts Tell Their Stories.*

Watt, Melanie. *Scaredy Squirrel.*

Weatherford, Carole Boston. *Moses: When Harriet Tubman Led Her People to Freedom.*

Wheeler, Lisa. *Mammoths on the Move.*

Wiesner, David. *Flotsam.*

Winter, Jonah. *Dizzy.*

Winthrop, Elizabeth. *Counting on Grace.*

NOTABLE BOOKS FOR CHILDREN 2008

Agee, Jon. *Nothing.*

Alexander, Lloyd. *The Golden Dream of Carlo Chuchio*.

Alexander, Elizabeth and Marilyn Nelson. *Miss Crandall's School for Young Ladies and Little Misses of Color*.

Bang-Campbell, Monika. *Little Rat Makes Music*.

Barakat, Ibtisam. *Tasting the Sky: A Palestinian Childhood*.

Bausum, Ann. *Muckrakers: How Ida Tarbell, Upton Sinclair, and Lincoln Steffens Helped Expose Scandal, Inspire Reform, and Invent Investigative Journalism*.

Bernier-Grand, Carmen T. *Frida: ¡Viva la vida! Long Live Life*!

Bishop, Nic. *Nic Bishop Spiders*.

Broach, Elise. *When Dinosaurs Came with Everything*.

Brown, Monica. *My Name is Gabito: The Life of Gabriel García Márquez/Me llamo Gabito: La vida de Gabriel García Márquez*.

Bryan, Ashley. *Let It Shine: Three Favorite Spirituals*.

Burns, Loree Griffin. *Tracking Trash: Floatsam, Jetsam, and the Science of Ocean Motion*.

Coffelt, Nancy. *Fred Stays with Me*.

Cole, Brock. *Good Enough to Eat*.

Comestine, Ying Chang. *Revolution is Not a Dinner Party*.

Curtis, Christopher Paul. *Elijah of Buxton*.

Deedy, Carmen Agra. *Martina the Beautiful Cockroach: A Cuban Folktale*.

Dillon, Leo and Diane Dillon. *Mother Goose Numbers on the Loose.*

Dowson, Nick. *Tracks of a Panda.*

Engle, Margarita. *The Poet Slave of Cuba: A Biography of Juan Francisco Manzano.*

Floca, Brian. *Lightship.*

Freedman, Russell. *Who Was First? Discovering the Americas.*

Giblin, James Cross. *The Many Rides of Paul Revere.*

The Global Fund for Children. *Global Babies.*

Gonzalez, Maya Christina. *My Colors, My World/Mis colores, mi mundo.*

Gore, Al. *An Inconvenient Truth: The Crisis of Global Warming.*

Goscinny, Rene. *Nicholas and the Gang.*

Graham, Bob. *Dimity Dumpty: The Story of Humpty's Little Sister.*

Grandits, John. *Blue Lipstick: Concrete Poems.*

Gravatt, Emily. *Orange Pear Apple Bear.*

Harrington, Janice N. *The Chicken-Chasing Queen of Lamar County.*

Henkes, Kevin. *A Good Day.*

Hest, Amy. *Remembering Mrs. Rossi.*

Holm, Jennifer. *Middle School is Worse Than Meatloaf: A Year Told through Stuff.*

Isadora, Rachel. *Yo, Jo!*

Judge, Lita. *One Thousand Tracings: Healing the Wounds of World War II.*

Kobayashi, Issa. *Today and Today.*

Krull, Kathleen. *Marie Curie: Giants of Science*.

Lehman, Barbara. *Rainstorm*.

Levine, Ellen. *Henry's Freedom Box: A True Story from the Underground Railroad*.

Lewin, Ted. *At Gleason's Gym*.

Lunde, Darrin. *Hello, Bumblebee Bat*.

McKissack, Patricia C. *The All-I'll-Ever-Want Christmas Doll*.

Miyabe, Miyuki. *Brave Story*.

Montes, Marisa. *Los Gatos Black on Halloween*.

Mora, Pat. *Yum! Mmmm! !Que Rico!: America's Sproutings*.

Morales, Yuyi. *Little Night*.

Neri, G. *Chess Rumble*.

Park, Linda Sue. *Tap Dancing on the Roof*.

Perkins, Lynne Rae. *Pictures from our Vacation*.

Pinkney, Jerry. *Little Red Riding Hood*.

Prelutsky, Jack. *Good Sports: Rhymes about Running, Jumping, Throwing and More*.

Prevert, Jacques. *How to Paint the Portrait of a Bird*.

Ray, Deborah Kogan. *Down the Colorado: John Wesley Powell, the One-Armed Explorer*.

Ritcher, Jutta. *The Cat: Or, How I Lost Eternity*.

Rowling, J. K. *Harry Potter and the Deathly Hallows*.

Sayre, April Pulley. *Vulture View*.

Schlitz, Laura Amy. *The Bearskinner: A Tale of the Brothers Grimm*.

Schlitz, Laura Amy. *Good Masters! Sweet Ladies! Voices from a Medieval Village*.

Schmidt, Gary D. *The Wednesday Wars*.

Seeger, Laura Vaccaro. *Dog and Bear: Two Friends, Three Stories*.

Selznick, Brian. *The Invention of Hugo Cabret*.

Sis, Peter. *The Wall: Growing Up Behind the Iron Curtain*.

Stewart, Trenton Lee. *The Mysterious Benedict Society*.

Tan, Shaun. *The Arrival*.

Thompson, Kate. *The New Policeman*.

Thompson, Lauren. *Ballerina Dreams: A True Story*.

Varon, Sara. *Robot Dreams*.

Wells, Rosemary. *Red Moon at Sharpsburg*.

Wheeler, Lisa. *Jazz Baby*.

Williams, Marcia. *Chaucer's Canterbury Tales*.

Willems, Mo. *Knuffle Bunny Too: A Case of Mistaken Identity*.

Willems, Mo. *There Is a Bird on Your Head!*

Woodson, Jacqueline. *Feathers*.

Wynne-Jones, Tim. *Rex Zero and the End of the World*.

Yolan, Jane. *Here's a Little Poem: A Very First Book of Poetry*.

Anderson, Laurie Halse. *Chains*.

Appelt, Kath. *The Underneath.*.

Aronosky, Jim. *Wild Tracks!: A Guide to Nature's Footprints*.

Becker, Bonny. *A Visitor for Bear*.

Bee, William. *Beware of the Frog*.

Bishop, Nic. *Frogs*.

Broach, Elise. *Masterpiece.*

Brown, Don. *All Stations! Distress!: April 15, 1912, the Day the Titanic Sank.*

Bryant, Jen. *A River of Words: The Story of William Carlos Williams*.

Campbell, Sarah C. *Wolfsnail: A Backyard Predator*.

Collins, Suzanne. *The Hunger Games*.

Connor, Leslie. *Waiting for Normal.*

Davis, Eleanor. *Stinky.*

Deem, James M. *Bodies from the Ice: Melting Glaciers and the Recovery of the Past.*

Dorros, Arthur. *Papa and Me.*

Dowd, Siobhan. *The London Eye Mystery.*

Elliott, Zetta. *Bird.*

Engle, Margarita. *The Surrender Tree: Poems of Cubas' Struggle for Freedom.*

Erdrich, Louise. *The Porcupine Year.*

Fern, Tracey E. *Buffalo Music*.

Fleischman, Sid. *The Trouble Begins at 8: A Life of Mark Twain in the Wild, Wild West*.

Fleming, Candace. *The Lincolns: A Scrapbook Look at Abraham and Mary*.

Fleming, Deinse. *Buster Goes to Cowboy Camp*.

Frazee, Marla. *A Couple of Boys Have the Best Week Ever*.

Freedman, Russell. *Washington at Valley Forge*.

Gaiman, Neil. *The Graveyard Book*.

George, Jean Craighead. *Goose and Duck*.

González, Lucía. *The Storyteller's Candle/La velita de los cuentos*.

Graham, Bob. *How to Heal a Broken Wing*.

Grant, Dudyann Ackerman. *Chicken Said "Cluck!"*

Hale, Shannon and Dean Hale. *Rapunzel's Revenge*.

Harris, Robie H. *Maybe a Bear Ate It!*

Henkes, Kevin. *Old Bear*.

Hills, Tad. *What's Up Duck? A Book of Opposites*.

Hole, Stian. *Garmann's Summer*.

Hopkinson, Deborah. *Abe Lincoln Crosses a Creek: A Tall Thin Tale (Introducing His
Forgotten Frontier Friend)*.

Jimenez, Francisco. *Reaching Out*.

Johnson, Stephen T. *A Is for ART: An Abstract Alphabet*.

Kerley, Barbara. *What To Do About Alice: How Alice Roosevelt Broke the Rules, Charmed the World and Drove Her Father Teddy Crazy.*

Kohara, Kazuno. *Ghosts in the House*!

Law, Ingrid. *Savvy.*

Lewin, Ted and Betsy. *Horse Song: The Naadam of Mongolia.*

Macaulay, David with Richard Walker. *The Way We Work: Getting to Know the Amazing Human Body.*

McDonald, Megan. *The Hinky Pink.*

McGill, Alice. *Way Up and Over Everything.*

Michaelis, Antonia. *Tiger Moon.*

Morales, Yuyi. *Just in Case: A Trickster Tale and Spanish Alphabet Book.*

National Children's Book and Literacy Alliance. *Our White House: Looking In, Looking Out.*

Nelson, Kadir. *We Are the Ship: The Story of the Negro League Baseball.*

Nelson, Scott Reynolds with Marc Aronson. *Ain't Nothing But a Man: My Quest to Find the Real John Henry.*

Nicholas, Sally. *Ways to Live Forever.*

Nivola, Claire A. *Planting the Trees of Kenya: The Story of the Wangari Maathai.*

Nobleman, Marc Tyler. *Boys of Steel: The Creators of Superman.*

O'Brien, Tony and Mike Sullivan. *Afghan Dreams: Young Voices of Afghanistan.*

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Parker, Robert Andrew. *Piano Starts Here: The Young Art Tatum.*

Patent, Dorothy Hinshaw. *When the Wolves Returned: Restoring Nature's Balance in Yellowstone.*

Pratchett, Terry. *Nation.*

Preller, James. *Six Innings: A Game in the Life.*

Rafolla, Carmen. *What Can You Do with a Rebozo?*

Ray, Deborah Kogan. *Wanda Gag: The Girl Who Lived to Draw.*

Reeve, Philip. *Here Lies Arthur.*

Rumford, James. *Silent Music: The Story of Baghdad.*

Scieszka, Jon. *Knucklehead: Tall Tales & Mostly True Stories about Growing Up Scieszka.*

Seeger, Laura Vaccaro. *One Boy.*

Schulman, Janet. *Pale Male: Citizen Hawk of New York City.*

Shulevitz, Uri. *How I Learned Geography.*

Smith, Hope Anita. *Keeping the Night Watch.*

Stone, Tanya Lee. *Elizabeth Leads the Way: Elizabeth Cady Stanton and the Right to Vote.*

Swanson, Susan Marie. *The House in the Night.*

Thomas, Joyce Carol. *The Blacker the Berry.*

Uehashi, Nahoko. *Moribito: Guardian of the Spirit.*

Weatherford, Carole Boston. *Before John Was a Jazz Giant: A Song of John Coltrane.*

Willems, Mo. *Are You Ready to Play Outside?*

Woodson, Jacqueline. *After Tupac & D Foster.*

APPENDIX C

Library of Congress Subject Headings of Newbery Winning and Notable Books

2000-2009

LIBRARY OF CONGRESS SUBJECT HEADINGS

Library of Congress Subject Heading for all books	Frequency	Percent
Abandoned children	4	0.1
Abolitionists United States Biography	2	0.1
Action figures (Toys)	4	0.1
Ad{acute}elie penguin	1	0
Ad{acute}elie penguin Antarctica	1	0
Adoption	2	0.1
Adventure and adventurers	8	0.3
Adventure stories	2	0.1
Aeronautics Biography	1	0
Aeronautics United States Biography	1	0
Aeronautics United States History	1	0
African American	1	0
African American abolitionists Biography	2	0.1
African American agriculturists Poetry	1	0
African American artists poetry	1	0
African American baseball players	1	0
African American boys poetry	1	0
African American children Louisiana New Orleans Biography	1	0
African American civil rights workers poetry	1	0
African American civil rights workers Biography	1	0
African American girls poetry	2	0.1
African American painters Georgia Biography	1	0
African American singers Biography	2	0.1
African American students poetry	1	0
African American women abolitionists Biography	1	0
African American women air pilots Anecdotes	1	0
African American women Alabama Montgomery Biography	1	0
African American women Biography	2	0.1
African American women civil rights workers Biography	1	0
African American women journalists Biography	1	0

African American women Texas Harrison County Biography	1	0
African American women Texas Harrison County Interviews	1	0
African Americans	35	1.3
African Americans poetry	3	0.1
African Americans Alabama Montgomery Biography	2	0.1
African Americans Biography	6	0.2
African Americans Biography poetry	1	0
African Americans Civil rights	2	0.1
African Americans Civil rights Alabama Montgomery History 20th century	1	0
African Americans Civil rights History 20th century	2	0.1
African Americans Civil rights History 20th century Alabama Montgomery	1	0
African Americans Civil rights Southern States History 20th century	1	0
African Americans Education Pictorial works	1	0
African Americans Folklore	4	0.1
African Americans History poetry	1	0
African Americans in art	1	0
African Americans Louisiana New Orleans Biography	1	0
African Americans Poetry	9	0.3
African Americans Texas Harrison County Interviews	1	0
African Americans Texas Harrison County Social life and customs	1	0
Agricultural laborers	3	0.1
Agriculturists Poetry	1	0
AIDS (Disease) Cartoons and comics	1	0
AIDS (Disease) Patients United States Biography Comic books, strips, etc	1	0
AIDS activists United States Biography Comic books, strips, etc	1	0
Air pilots	1	0
Air pilots United States Anecdotes	1	0
Airships	1	0
Albinos and albinism	1	0
Alcoholism	1	0
Aldabra tortoise Behavior Kenya	1	0
Alliteration	1	0

Alphabet	5	0.2
Alphabet books	2	0.1
Amateur radio stations	1	0
American bison	2	0.1
American dream $2swd	1	0
American poetry	14	0.5
American poetry 20th century	1	0
American poetry Collections	5	0.2
Angels	1	0
Anger	2	0.1
Animal behavior	1	0
Animal housing	1	0
Animal shelters	1	0
Animal sounds	1	0
Animal tracks	2	0.1
Animals	10	0.4
Animals poetry	1	0
Animals as artists	2	0.1
Animals Folklore	3	0.1
Animals Infancy	3	0.1
Animals Nomenclature (Popular)	1	0
Animals Pictorial works	2	0.1
Animals Poetry	1	0
Apartment houses	1	0
Apples	1	0
Apprentices	1	0
Arab-Israeli conflict	2	0.1
Arachnologists United States	1	0
Architecture	2	0.1
Architecture Ouvrages pour la jeunesse	1	0
Architecture postmoderne {acute}Etats-Unis	1	0
Architecture, Postmodern United States	2	0.1
Arranged marriage	1	0
Art	1	0
Art appreciation	4	0.1
Art museums	1	0
Art thefts	1	0

Art, Abstract	1	0
Art, American Poetry	2	0.1
Art, Modern 20th century Poetry	1	0
Arthurian romances Adaptations	1	0
Artists	13	0.5
Artists France Biography	2	0.1
Artists Japan Biography	1	0
Artists Psychology	2	0.1
Artists United States Biography	1	0
Arts, Japanese	2	0.1
Asiatic elephant Behavior	2	0.1
Asperger's syndrome	1	0
Assertiveness (Psychology)	1	0
Astronauts	1	0
Astronauts United States Biography	1	0
Athletes United States Biography	1	0
Atlantic cod	1	0
Atlantic cod fisheries History	2	0.1
Atlantic Ocean	1	0
Attention-deficit hyperactivity disorder	1	0
Aunts	4	0.1
Ausbildung $2swd	1	0
Authors, American	2	0.1
Authors, American 19th century Biography	2	0.1
Authors, American 20th century Biography	4	0.1
Authors, American 20th century Family relationships	2	0.1
Authors, Chinese	1	0
Authors, Chinese Biography	1	0
Authors, Colombian 20th century Biography	2	0.1
Authors, English	1	0
Authorship	1	0
Autism	3	0.1
Automobile driving	1	0
Automobile racing	2	0.1
Automobiles Maintenance and repair	1	0
Automobiles, Racing	1	0
Autonomy in children	1	0

Autumn	1	0
Babies	6	0.2
Babysitters	1	0
Bagpipers	2	0.1
Baking	2	0.1
Ballerinas Biography	1	0
Ballerinas Biography Cartoons and comics	1	0
Ballerinas Biography Comic books, strips, etc	1	0
Ballet dancers Biography	1	0
Balloon ascensions France Versailles History	1	0
Balloon ascensions History	1	0
Ballooning History	1	0
Bananas	2	0.1
Bangladeshi Americans	1	0
Baptists United States Clergy Biography	1	0
Bards and bardism	2	0.1
Barter	1	0
Baseball	3	0.1
Baseball poetry	1	0
Baseball History	1	0
Baseball players	3	0.1
Baseball players poetry	1	0
Baseball players Puerto Rico Biography	1	0
Baseball players United States Biography	1	0
Baseball Poetry	3	0.1
Baseball United States History	1	0
Basketball	4	0.1
Basketball poetry	1	0
Basketball stories	1	0
Bats	1	0
Bayous	1	0
Beaches	2	0.1
Bears	11	0.4
Beds	1	0
Bedtime	7	0.3
Beetles	1	0
Behavior	5	0.2

Belacqua, Lyra (Fictitious character)	1	0
Belongings, Personal	1	0
Bereavement in families	1	0
Best friends	16	0.6
Beweegbare boeken	2	0.1
Bible stories	1	0
Bible stories O T	1	0
Bible stories, English	1	0
Bicycles	1	0
Bicycles and bicycling	2	0.1
Bilingualism	1	0
Biographie $2swd	2	0.1
Birds	3	0.1
Birds poetry	1	0
Birds, Fossil Madagascar	4	0.1
Birthday parties	1	0
Birthdays	6	0.2
Blacks Canada	1	0
Blacks England London	1	0
Blacks Ghana	1	0
Blacks South Africa	2	0.1
Blind	4	0.1
Blizzards New York (State) New York	1	0
Blizzards New York (State) New York History 19th century	1	0
Blues (Music) Poetry	2	0.1
Board books	2	0.1
Boats and boating	1	0
Bookbinding	1	0
Bookmobiles	1	0
Books	1	0
Books and reading	5	0.2
Books and reading Poetry	1	0
Boots	2	0.1
Boxers (Sports) United States Biography	2	0.1
Boxes	2	0.1
Boxing	2	0.1
Brain damage Complications	1	0

Brain damage Patients United States Biography	1	0
Brain Injuries complications	1	0
Bridges Design and construction	1	0
Bridges New York (State) New York Design and construction	1	0
Bronzes, American 20th century	1	0
Brooms and brushes	2	0.1
Brothers	11	0.4
Brothers and sisters	29	1.1
Brothers and sisters poetry	1	0
Building	2	0.1
Bullies	3	0.1
Bullying	1	0
Bumblebee bat	2	0.1
Burns and scalds	2	0.1
Bus drivers	1	0
Buses	1	0
Business enterprises	2	0.1
Butterflies	2	0.1
Butterfly gardening	1	0
Butterfly gardens	1	0
California, Northern Poetry	1	0
Calligraphy, Arabic	2	0.1
Cameras	2	0.1
Camps	1	0
Cancer	1	0
Candy	1	0
Car washes	2	0.1
Cartoonists United States Biography	2	0.1
Cartoons and comics	1	0
Castaways	2	0.1
Cats	13	0.5
Cavallo di Leonardo (Milan, Italy)	1	0
Cemeteries	1	0
Cerebral palsied children Biography	2	0.1
Characters in	4	0.1
Cheerleading	1	0

Chemists France Biography	1	0
Chemists Poland Biography	1	0
Cherokee Indians Biography	2	0.1
Cherokee language Alphabet	1	0
Cherokee language Writing	1	0
Chess	1	0
Cheyenne Indians Wars, 1876 Personal narratives	1	0
Chickens	8	0.3
Chiens $2vmj	1	0
Child abuse	2	0.1
Child labor	3	0.1
Childbirth	1	0
Children Afghanistan Biography	1	0
Children Afghanistan Pictorial works	1	0
Children Biography	1	0
Children Conduct of life	1	0
Children of divorced parents	1	0
Children of presidents United States Biography	1	0
Children of suicide victims	1	0
Children Prayers and devotions	1	0
Children United States Biography Anecdotes	1	0
Children, Palestinian Arab Biography	1	0
Children's	1	0
Children's Authorship	2	0.1
Children's plays, American	1	0
Children's poetry	5	0.2
Children's poetry, American	36	1.3
Children's poetry, American African American authors	1	0
Children's poetry, American Texas	1	0
Children's poetry, American Translations into Spanish	1	0
Children's poetry, English	3	0.1
Children's poetry, French	1	0
Children's stories	1	0
Children's stories, American	2	0.1
Children's stories, English	2	0.1
Children's stories, French Translations into English	2	0.1
Chimpanzees	1	0

Chimpanzees Behavior Tanzania Gombe Stream National Park	1	0
Chinese American	2	0.1
Chinese Americans	7	0.3
Chinese New Year	1	0
Choctaw Indians	2	0.1
Christian pilgrims and pilgrimages England Canterbury	1	0
Christmas	2	0.1
Christmas Wales	2	0.1
Chronometers History	2	0.1
Circus	7	0.3
Cities and towns	2	0.1
City and town life	7	0.3
City and town life poetry	1	0
City and town life Florida	2	0.1
City and town life Texas	1	0
Civil rights	1	0
Civil rights movements	1	0
Civil rights movements Southern States History 20th century	1	0
Civil rights movements United States History 20th century	1	0
Civil rights United States History	1	0
Civil rights workers Alabama Montgomery Biography	2	0.1
Civil rights workers United States Biography	3	0.1
Civilization	1	0
Clergy	1	0
Climatic changes	1	0
Clock and watch makers Great Britain Biography	2	0.1
Clocks and watches	1	0
Cloning	2	0.1
Clothing and dress	3	0.1
Clouds	2	0.1
Coal mines and mining	1	0
Coats Folklore	1	0
Cockroaches Folklore	2	0.1
Coelacanth	2	0.1
Cold War	1	0
College students	1	0

Color	5	0.2
Comic books, strips, etc	1	0
Comic books, strips, etc Authorship	1	0
Comic books, strips, etc Publishing	1	0
Coming of age	2	0.1
Communism	1	0
Composers	2	0.1
Composers Biography	1	0
Composers Germany Biography	1	0
Composers United States Biography	1	0
Computer games	1	0
Concerts	1	0
Concrete poetry, American	3	0.1
Conduct of life	6	0.2
Constitutional amendments United States	1	0
Construction workers	1	0
Contests	2	0.1
Contraltos United States Biography	2	0.1
Cookies	2	0.1
Cooking	3	0.1
Cotton growing Social aspects United States History	1	0
Cotton manufacture	2	0.1
Cotton picking Social aspects United States History	1	0
Cotton trade Social aspects United States History	1	0
Counting	11	0.4
Counting-out rhymes	1	0
Country life	1	0
Country life Illinois	1	0
Country life Indiana	1	0
Courage	7	0.3
Cousins	1	0
Cowboys	1	0
Cowgirls	2	0.1
Cows	2	0.1
Crime	1	0
Criminals	1	0
Crocodiles	4	0.1

Crusades	2	0.1
Cuban Americans	1	0
Cuban Missile Crisis, 1962	1	0
Cubans	1	0
Curious George (Fictitious character)	1	0
Cut-out craft Handbooks, manuals, etc	1	0
Czech Americans Biography	1	0
Dakota Indians Wars, 1876 Personal narratives	1	0
Dan (African people) Folklore	2	0.1
Dancers	1	0
Dancers in art	1	0
Dead	1	0
Deaf	4	0.1
Deafblind people United States Biography	1	0
Deafblind women Education United States	1	0
Deafblind women United States Biography	2	0.1
Death	9	0.3
Death poetry	1	0
Death Poetry	1	0
Demonology	1	0
Depressions 1929	5	0.2
Depressions 1929 United States	1	0
Deserts	2	0.1
Detectives	1	0
Determination (Personality trait)	1	0
Developmental biology	2	0.1
Diaries	2	0.1
Dinosaurs	5	0.2
Dinosaurs Behavior	1	0
Dinosaurs Dictionaries	1	0
Dinosaurs Dictionaries,	1	0
Dinosaurs Madagascar	4	0.1
Dinosaurs Models History 19th century	1	0
Dinosaurussen $2gtt	1	0
Diphtheria Alaska Nome	1	0
Discrimination in education United States Pictorial works	1	0
Discworld (Imaginary place)	1	0

Diseases Cartoons and comics	1	0
Divorce	3	0.1
Dog adoption	1	0
Dogs	28	1
Dogs poetry	2	0.1
Dogs Poetry	2	0.1
Dolls	3	0.1
Domestic animals	3	0.1
Donner Party	2	0.1
Dragons	5	0.2
Drawing	4	0.1
Dreams	2	0.1
Dressmakers	1	0
Drug abuse	1	0
Druids and druidism	1	0
Duck	2	0.1
Ducks	10	0.4
Ducks Pictorial works	1	0
Dust	1	0
Dwellings	2	0.1
Dysfunctional families	1	0
Eccentrics and eccentricities	6	0.2
Education	1	0
Eggs	1	0
Elections United States	1	0
Electrical engineers United States Biography	1	0
Electricity	2	0.1
Elephants	5	0.2
Emigration and immigration	7	0.3
Emotion	2	0.1
Emotional problems	1	0
Endangered species	3	0.1
Energy	1	0
English language Alphabet	6	0.2
English language Slang	2	0.1
English language Synonyms and antonyms	3	0.1
English language Terms and phrases	1	0

Entertainers	1	0
Entertainers United States Biography Pictorial works	1	0
Environmental protection United States	1	0
Escape artists United States Biography	2	0.1
Etiquette for girls	1	0
Etiquette for young women	1	0
Ex-convicts United States Biography	1	0
Explorers	3	0.1
Explorers Africa, West Biography	1	0
Explorers America Biography	1	0
Explorers Biography Pictorial works	1	0
Explorers Great Britain Biography	2	0.1
Explorers Italy Biography Pictorial works	1	0
Explorers West (U S) Biography	3	0.1
Extraterrestrial beings	1	0
Fables	3	0.1
Fables, Greek Translations into English	1	0
Fads	1	0
Fairies	5	0.2
Fairy tales	10	0.4
Fairy tales Japan	1	0
Fairy tales Parodies, imitations, etc	1	0
Fairy tales Scotland	1	0
Fame	2	0.1
Familial behavior in animals	1	0
Families	7	0.3
Families Canada	1	0
Families China	1	0
Families Mali	1	0
Families New York (State) New York	1	0
Families United States	1	0
Families United States Cross-cultural studies	1	0
Family	1	0
Family life	15	0.6
Family life Dominican Republic	3	0.1
Family life England	2	0.1
Family life Illinois	1	0

Family life Korea	1	0
Family life Mali	1	0
Family life New Jersey	2	0.1
Family life New York (State) New York	1	0
Family life North Carolina	1	0
Family life Ohio	1	0
Family life Superior, Lake, Region	1	0
Family problems	5	0.2
Family reunions	1	0
Famines Ireland	1	0
Fantasy	16	0.6
Farm life	5	0.2
Fasts and feasts Islam	1	0
Faszination $2swd	1	0
Fathers	2	0.1
Fathers and daughters	4	0.1
Fathers and sons	11	0.4
Fear	5	0.2
Figures of speech	1	0
Finnish Americans	1	0
Fire poetry	1	0
Fire departments	1	0
Fire extinction	1	0
First day of school	4	0.1
Fisheries History	1	0
Fishes	1	0
Flags United States	2	0.1
Flies	2	0.1
Flies poetry	1	0
Flight	3	0.1
Flowers	1	0
Folk , African	1	0
Folk music	1	0
Folk singers United States Biography	2	0.1
Folk songs	2	0.1
Folk songs, English Texts	2	0.1
Folklore	8	0.3

Folklore Africa, West	2	0.1
Folklore China	2	0.1
Folklore Cuba	2	0.1
Folklore England	2	0.1
Folklore Europe, Eastern	2	0.1
Folklore Germany	3	0.1
Folklore Great Britain	1	0
Folklore Iraq	4	0.1
Folklore Japan	3	0.1
Folklore Latin America	1	0
Folklore Liberia	2	0.1
Folklore Mali	1	0
Folklore Mexico	2	0.1
Folklore Michigan	2	0.1
Folklore New Mexico	1	0
Folklore Norway	3	0.1
Folklore Palestine	1	0
Folklore Puerto Rico	1	0
Folklore Scotland	2	0.1
Folklore Spain	1	0
Folklore Turkey	1	0
Folklore United States	4	0.1
Food	1	0
Food poetry	1	0
Foot	2	0.1
Fossils	1	0
Foster home care	3	0.1
Foster home care poetry	1	0
Foxes	1	0
Fraud	1	0
Free African Americans Biography	1	0
Freedom	1	0
Freie Berufswahl $2swd	1	0
Friendship	46	1.7
Friendship Comic books, strips, etc	1	0
Friendship in children	2	0.1
Frogs	4	0.1

Frontier and pioneer life	1	0
Frontier and pioneer life Montana	1	0
Frontier and pioneer life Oklahoma	1	0
Frontier and pioneer life Southwest, New	1	0
Frontier and pioneer life Washington (State)	1	0
Fruit America poetry	1	0
Fruit trees	1	0
Gardening	4	0.1
Gardens	1	0
Geese	7	0.3
Generals United States Biography	1	0
Geneticists Austria Biography	2	0.1
Genies	1	0
Geography	1	0
German American	1	0
Ghost stories	1	0
Ghosts	2	0.1
Ghouls and ogres	2	0.1
Giant panda	2	0.1
Giants	1	0
Giants Folklore	1	0
Gifts	2	0.1
Girls poetry	1	0
Girls Poetry	1	0
Girls' schools Connecticut poetry	1	0
Global warming	1	0
Goblins	1	0
Goose	1	0
Gorilla	2	0.1
Gorilla Diseases Rwanda Parc national des volcans	1	0
Gorilla Wounds and injuries	1	0
Gorilla Wounds and injuries Rwanda Parc national des volcans	1	0
Grammar, Comparative and general Exclamations	1	0
Grammar, Comparative and general Interjections	1	0
Grandfathers	6	0.2
Grandfathers poetry	1	0

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Juan Bobo (Legendary character) Pictorial works	1	0
Jubilee singers	1	0
Jungle animals	1	0
Junior high schools	1	0
Kamishibai	2	0.1
Kidnapping	3	0.1
Kings, queens, rulers, etc	3	0.1
Kites	1	0
Knights and knighthood	3	0.1
Korean Americans	4	0.1
Kunst	1	0
Kwanzaa	1	0
Labor leaders	1	0
Labor leaders poetry	1	0
Labor leaders United States Biography	1	0
Leaves	1	0
Legislators' spouses United States Biography	1	0
Leukemia	1	0
Lexington, Battle of, Lexington, Mass , 1775 poetry	1	0
Lexington, Battle of, Lexington, Mass , 1775 Poetry	1	0
Liberty	1	0
Librarians	1	0
Librarians Iraq Ba{dotb}srah Biography	2	0.1
Libraries	2	0.1
Libraries and immigrants	1	0
Libraries Destruction and pillage Iraq Ba{dotb}srah	1	0
Life on other planets	1	0
Light	1	0
Lightships	2	0.1
Listening	1	0
Literacy	2	0.1
Literary form	2	0.1
Little Bighorn, Battle of the, Mont , 1876 Personal narratives	2	0.1
Little League baseball	2	0.1
Little Red Riding Hood (Tale)	1	0
Living fossils	1	0
Livres illustr{acute}es pour enfants	1	0

Llamas	2	0.1
Logan family (Fictitious characters : Taylor)	1	0
Longitude Measurement	1	0
Longitude Measurement History	2	0.1
Lost and found possessions	2	0.1
Lost articles	1	0
Love	2	0.1
Luck	1	0
Lullabies	1	0
Lynching United States History	1	0
Magic	12	0.4
Magic tricks	1	0
Magicians	2	0.1
Magicians United States Biography	2	0.1
Maps	1	0
Marine debris	1	0
Married people United States Biography	1	0
Massentierhaltung Huhn Protest Kinderbuch $2swd	1	0
Matschie's tree kangaroo	2	0.1
Maya authors Guatemala Biography	1	0
Mayas	1	0
Meadow animals poetry	1	0
Meadows poetry	1	0
Mench{acute}u, Rigoberta	1	0
Mental illness	2	0.1
Merlin (Legendary character) Legends	2	0.1
Metamorphosis	1	0
Meteorology	1	0
Mexican American children poetry	1	0
Mexican American cowboys Southwest, New History	1	0
Mexican American families poetry	1	0
Mexican American migrant agricultural laborers poetry	1	0
Mexican Americans	7	0.3
Mexican Americans poetry	2	0.1
Mexican Americans Biography	2	0.1
Mexican Americans California	2	0.1
Mexican Americans Folklore	2	0.1

Mice	10	0.4
Microscopes	2	0.1
Microscopy	2	0.1
Middle Ages	6	0.2
Middle Ages drama	1	0
Middle Ages Drama	1	0
Middle school students	1	0
Middle schools	2	0.1
Middle-born children	1	0
Migrant agricultural laborers	1	0
Migrant agricultural laborers poetry	1	0
Migrant labor	2	0.1
Military occupation	1	0
Missing children	1	0
Mistaken identity	1	0
Modelmakers	1	0
Modelmakers Great Britain Biography	1	0
Mohawk Indians	1	0
Moles (Animals)	2	0.1
Money	3	0.1
Mongols	1	0
Monkeys	1	0
Monologues	1	0
Monsters	9	0.3
Monsters Comic books, strips, etc	1	0
Montgomery Bus Boycott, Montgomery, Ala , 1955-1956	1	0
Months poetry	1	0
Months Poetry	1	0
Monuments New York (State) New York Design and construction	1	0
Morse code	2	0.1
Mosques Design and construction	2	0.1
Mosques Design and construction $2sears	1	0
Mother and child	3	0.1
Mothers	2	0.1
Mothers and daughters	5	0.2
Mothers and sons	1	0

Motion picture actors and actresses Canada Biography	1	0
Motion picture producers and directors	1	0
Motion picture producers and directors Canada Biography	1	0
Mountaineering Everest, Mount (China and Nepal)	1	0
Moving, Household	4	0.1
Multiplication	1	0
Multiplication Tables	1	0
Mushers Alaska	1	0
Music	4	0.1
Musicians	1	0
Muskrat	1	0
Muslims	2	0.1
Mythology, Norse	1	0
Nahostkonflikt $2swd	1	0
Naps (Sleep)	3	0.1
Nasreddin Hoca (Legendary character)	2	0.1
National monuments	1	0
National socialism	1	0
Native plants for cultivation	1	0
Naturalists	1	0
Nature poetry	1	0
Nazis	1	0
Negro leagues	1	0
Negro leagues History	1	0
Neighborhood	1	0
Neighborhoods	2	0.1
Neighbors	3	0.1
Newbery Medal	1	0
Nieces	1	0
Nigerians England London	2	0.1
Night	4	0.1
Nightmares	1	0
Nineteen sixties	1	0
Noah's ark	2	0.1
Novels in verse	6	0.2
Nursery rhymes	8	0.3
Nursery schools	2	0.1

Nurses	1	0
Nurses United States Biography	1	0
Obesity	1	0
Occupations	1	0
Ocean	2	0.1
Ocean currents	2	0.1
Ocean travel	1	0
Oglala Indians	1	0
Ojibwa Indians	6	0.2
Old age	5	0.2
Olympic athletes United States Biography	1	0
Operation Overlord	1	0
Opossums	1	0
Orphans	15	0.6
Orphans poetry	1	0
Otzi (Ice mummy)	1	0
Outlaws	1	0
Outlaws Comic books, strips, etc	1	0
Outsider art Georgia	1	0
Overland journeys to the Pacific	2	0.1
Oz (Imaginary place)	1	0
Painters France Biography	1	0
Painters Mexico Biography	3	0.1
Painters Netherlands Biography	1	0
Painters United States Biography	2	0.1
Painters United States Biography $2sears	1	0
Painting	4	0.1
Painting poetry	1	0
Painting, French	1	0
Painting, Modern Mexico	1	0
Palestinian Arabs Folklore	2	0.1
Palestinian Arabs Israel	1	0
Pandas	2	0.1
Papierkunst $2swd	1	0
Parent and child	5	0.2
Parent and child Pictorial works	1	0
Parent-child relationship $2sears	1	0

Pirates	4	0.1
Plants	2	0.1
Play	3	0.1
Plays on words	2	0.1
Poetry	9	0.3
Poetry Collections	1	0
Poetry Translations into English	1	0
Poets poetry	1	0
Poets, American	1	0
Poets, American 19th century Biography	1	0
Poets, American 20th century Biography	2	0.1
Poets, Welsh	1	0
Poets, Welsh 20th century Biography	1	0
Polar bear	3	0.1
Political campaigns United States	1	0
Pollution	1	0
Pond animals poetry	1	0
Pond animals Poetry	1	0
Ponds poetry	1	0
Ponies	2	0.1
Ponts New York ({acute}Etat) New York Conception et construction Ouvrages pour la jeunesse	1	0
Pop art	1	0
Pop art United States	1	0
Popcorn	1	0
Popularity	1	0
Potter, Harry (Fictitious character)	5	0.2
Potters	1	0
Pottery	2	0.1
Pottery Technique	1	0
Poverty	1	0
Pownal (Vt)	1	0
Prairie conservation	1	0
Prairie plants	2	0.1
Prayer books and devotions	1	0
Prejudices	2	0.1
Presidents	4	0.1

Presidents Miscellanea	1	0
Presidents United States	1	0
Presidents United States Biography	4	0.1
Presidents United States History 19th century Sources	1	0
Presidents United States Miscellanea	1	0
Presidents' spouses United States Biography	1	0
Pretzels	1	0
Princes	1	0
Princesses	5	0.2
Printers United States Biography	1	0
Printers United States Biography Miscellanea	1	0
Problem solving	1	0
Progress	1	0
Psychoanalysts Austria Biography	2	0.1
Psychopaths	1	0
Puerto Ricans Biography	1	0
Puerto Ricans New York (State) New York	1	0
Puma	1	0
Quich{acute}e (Indiens) Biographies Ouvrages pour la jeunesse	1	0
Quich{acute}e Indians Biography	1	0
Quilts	1	0
Quincea{tilde}nera (Social custom)	1	0
Rabbits	6	0.2
Race relations	7	0.3
Racially mixed people	5	0.2
Racism	1	0
Radio	2	0.1
Railroad construction workers United States Biography	1	0
Railroad crossings poetry	1	0
Railroad stations	1	0
Railroad trains	1	0
Railroad trains Poetry	1	0
Railroads	1	0
Rain and rainfall	1	0
Ramadan	2	0.1
Ranch life Southwest, New History	1	0

Rats	3	0.1
Red-tailed hawk New York (State) New York Anecdotes	2	0.1
Refugees	4	0.1
Refuse and refuse disposal	4	0.1
Reproduction	1	0
Revenge	1	0
Revenge Comic books, strips, etc	1	0
Revolutions	1	0
Rhinoceroses	2	0.1
Robbers and outlaws	3	0.1
Robots	2	0.1
Rock climbing	1	0
Rocks Collection and preservation	2	0.1
Rodents	1	0
Roller coasters	2	0.1
Rope skipping	1	0
Rosy wolfsnail	2	0.1
Rug and carpet industry Pakistan	1	0
Runaway children Michigan History 20th century	1	0
Runaways	5	0.2
Sailboats	1	0
Sailing	1	0
Saints	1	0
Salt History Popular works	1	0
Salt industry and trade History Popular works	1	0
Salt Popular works	2	0.1
Saxophonists United States Biography	2	0.1
School field trips	1	0
School integration Louisiana New Orleans	1	0
School integration United States Pictorial works	1	0
Schools	31	1.1
Science	7	0.3
Science Miscellanea	2	0.1
Scientists	1	0
Scientists United States Biography	1	0
Scientists United States Biography Miscellanea	1	0
Seafaring life	1	0

Seasons	1	0
Secrets	2	0.1
Segregation	1	0
Selective mutism	1	0
Self-confidence	2	0.1
Self-perception	4	0.1
Self-portraits	2	0.1
Self-reliance	4	0.1
Self-service laundries	1	0
Selkies	2	0.1
Selling	1	0
Sense organs	1	0
Separation (Psychology)	1	0
Sex differences	1	0
Sex instruction for children	3	0.1
Sex role	3	0.1
Sex role in children	1	0
Sharing	2	0.1
Sharks	2	0.1
Sharpshooters	1	0
Shawls	1	0
Sheep	4	0.1
Ships	1	0
Shipwrecks North Atlantic Ocean	2	0.1
Shoemakers	2	0.1
Shoes	1	0
Shooters of firearms United States Biography Pictorial works	1	0
Short stories	2	0.1
Siberian husky Alaska	1	0
Sick	2	0.1
Signs and signboards	2	0.1
Sijo	1	0
Sijo United States	1	0
Silent films	1	0
Singers	3	0.1
Singers Biography	1	0
Singing	1	0

Single-parent families	3	0.1
Sisters	9	0.3
Sisters poetry	1	0
Sisters Poetry	1	0
Size	3	0.1
Skeleton	1	0
Sky	1	0
Skyscrapers	2	0.1
Slavery	9	0.3
Slavery Folklore	2	0.1
Slavery Poetry	1	0
Slaves	1	0
Slaves poetry	1	0
Slaves Poetry	2	0.1
Slaves United States Biography	3	0.1
Sleepovers	1	0
Sloths	2	0.1
Snow	2	0.1
Social acceptance	1	0
Social action	1	0
Social behavior in animals Kenya	1	0
Social reformers United States Biography	3	0.1
Solar energy	1	0
Space and time	2	0.1
Space flight to the moon	5	0.2
Spanish language Children's books	2	0.1
Spanish language materials Bilingual	3	0.1
Spanish language Vocabulary	2	0.1
Speech disorders	1	0
Spiders	2	0.1
Spiders poetry	1	0
Spiders Pictorial works	1	0
Spiders Poetry	1	0
Spirits	1	0
Spirituals (Songs) Texts	1	0
Spoons	2	0.1
Sports	1	0

Sports poetry	1	0
Sports and recreation	1	0
Sports Poetry	1	0
Spring	1	0
Squirrels	1	0
Statesmen	1	0
Statesmen Massachusetts Biography	1	0
Statesmen United States Biography	3	0.1
Statesmen United States Biography $2sears	1	0
Statesmen United States Biography Miscellanea	1	0
Statue of Liberty (New York, N Y)	2	0.1
Statues Italy Milan	1	0
Stealing Folklore	1	0
Stepfathers	2	0.1
Stock Market Crash, 1929	2	0.1
Stores, Retail	1	0
Stories in rhyme	18	0.7
Stories without words	7	0.3
Storms	2	0.1
Storytellers	1	0
Storytelling	4	0.1
Storytelling Pictorial works	1	0
Strangers	1	0
Street children	3	0.1
Street theater	1	0
Strudel	1	0
Stuffed animals (Toys)	1	0
Suffragists United States Biography	2	0.1
Suicide	1	0
Summer	1	0
Summer festivals Mongolia	2	0.1
Superman (Fictitious character)	1	0
Supernatural	3	0.1
Survival	7	0.3
Swimmers	1	0
Swimmers United States Biography	1	0
Swine	6	0.2

Tableware	2	0.1
Taiwanese Americans	1	0
Taiwanese Americans New York (State)	1	0
Tales	1	0
Tales Europe, Eastern	1	0
Tales Great Britain	1	0
Tales Latin America	2	0.1
Tales Mexico	1	0
Tales New Mexico	1	0
Tales Southwest, New	1	0
Tales Spain	2	0.1
Tales Turkey	1	0
Talking books for children	1	0
Tall tales	2	0.1
Tall tales Michigan	1	0
Tap dancing	1	0
Tarantulas	2	0.1
Tarantulas Research	1	0
Taverns (Inns)	1	0
Teacher-student relationships	2	0.1
Teachers	6	0.2
Teddy bears	1	0
Teenage girls	1	0
Teenagers	1	0
Teenagers Afghanistan Biography	1	0
Teenagers Afghanistan Pictorial works	1	0
Teeth	2	0.1
Television programs	1	0
Temper tantrums	1	0
Theater	1	0
Theater England London History 16th century	1	0
Theaters England London	1	0
Theaters Reconstruction England London	1	0
Thirteen-year-old girls	1	0
Tiger	2	0.1
Tigers	1	0
Tightrope walking	1	0

Time travel	2	0.1
Togo (Dog)	1	0
Tooth loss United States Anecdotes	1	0
Toy and movable books	7	0.3
Toy and movable books Design	1	0
Toy and movable books Specimens	12	0.4
Toys	7	0.3
Travel, Medieval Pictorial works	1	0
Travelers	1	0
Travelers Islamic Empire Biography	1	0
Treasure troves	1	0
Tree frogs	1	0
Tree planters (Persons) Kenya Biography	2	0.1
Tricksters	1	0
Tricksters Andes Region	1	0
Trojan War	1	0
Trolls	2	0.1
Trolls Folklore	1	0
Trucks	2	0.1
Tsunamis	2	0.1
Turkey vulture	2	0.1
Turtles	2	0.1
Twins	5	0.2
Typewriters	1	0
U S states Miscellanea	2	0.1
Uncles	5	0.2
Underground Railroad	3	0.1
United States Hiaroey Civil War, 1861 1865	1	0
United States marshals	1	0
Urban renewal	1	0
Vacations	5	0.2
Vegetables America poetry	1	0
Veterinarians	1	0
Vietnamese Americans	1	0
Vietnamese France	1	0
Vikings	1	0
Villages	1	0

Violin	1	0
Visions	1	0
Vocabulary	4	0.1
Voting	1	0
Voting United States	1	0
Voyages and travels	4	0.1
Walter (Fictitious character : Guest)	1	0
War	1	0
War correspondents United States Biography	1	0
War games	1	0
Water spirits	1	0
Weasley, Ron (Fictitious character)	5	0.2
Weddings	2	0.1
Whales	1	0
Wildlife rescue	1	0
Wildlife veterinarians Rwanda Parc national des volcans	1	0
Windows	1	0
Winds	4	0.1
Winds Experiments	2	0.1
Wings	1	0
Wings (Anatomy)	1	0
Winter	3	0.1
Winter poetry	1	0
Winter Poetry	1	0
Wit and humor,	1	0
Witches	7	0.3
Wizards	2	0.1
Wolves	2	0.1
Wombats	2	0.1
Women athletes United States Biography	1	0
Women baseball players United States Biography	1	0
Women Biography	5	0.2
Women chemists France Biography	1	0
Women chemists Poland Biography	1	0
Women conservationists Kenya Biography	1	0
Women educators Connecticut poetry	1	0
Women explorers Africa, West Biography	1	0

Women explorers Great Britain Biography	1	0
Women Olympic athletes United States Biography	1	0
Women politicians Kenya Biography	1	0
Women social reformers United States Biography	2	0.1
Women social workers United States Biography	2	0.1
Women Suffrage	1	0
Women Suffrage United States History	1	0
Women swimmers United States Biography	1	0
Women war correspondents United States Biography	1	0
Women's rights	1	0
Women's rights History	1	0
Wood carvers	1	0
Woodpeckers	1	0
Woolly mammoth	2	0.1
Work	1	0
World War, 1914-1918 Naval operations	1	0
World War, 1914-1918 Naval operations $2sears	1	0
World War, 1914-1918 Naval operations Submarine	1	0
World War, 1914-1918 United States	1	0
World War, 1939-1945 Campaigns France Normandy	2	0.1
World War, 1939-1945 Civilian relief	1	0
World War, 1939-1945 Civilian relief Europe	1	0
World War, 1939-1945 Civilian relief United States	1	0
World War, 1939-1945 Germany	1	0
World War, 1939-1945 Hawaii	1	0
World War, 1939-1945 Journalists Biography	1	0
World War, 1939-1945 Personal narratives	1	0
World War, 1939-1945 Rhode Island	1	0
World War, 1939-1945 United States	2	0.1
World War, 1939-1945 Women Biography	1	0
Worry	1	0
Yellow fever Pennsylvania Philadelphia History 18th century	2	0.1
Young adult	1	0
Young adult poetry, American	2	0.1
Youth Biography	1	0
Youth United States Biography Anecdotes	1	0
Zelda (Fictitious character : Kvasnosky)	1	0

Zines Authorship	1	0
Zines Publishing	1	0
Zoo animals	2	0.1
Zoologists	1	0
Zoos	1	0
Total	2697	100

APPENDIX D

Superset Headings of Newbery Winning and Notable Books

2000-2009

SUPERSET HEADINGS

	Frequency	Percent
Abandoned, orphan, runaway and homeless	34	1.3
African American	40	1.5
Alphabet	13	.5
Animal	38	1.4
Animal (domestic pet)	51	1.9
Animal (domestic)	39	1.5
Animal (wild)	160	6.0
Arabic language	2	.1
Arts, the	60	2.2
Bangledeshi American	1	.0
Biography	228	8.5
Books and reading	73	2.7
Building and structure	28	1.0
Bully and bullying	4	.1
Business and money	17	.6
Celebrations, festivals and holidays	37	1.4
Character traits	65	2.4
Chinese American	9	.3
Circus	7	.3
Cities, towns and community	33	1.2
Clothing	7	.3
Color	5	.2
Comics and graphic novels	11	.4
Counting and math	14	.5
Crime	13	.5
Cuban American	1	.0
Death and grief	18	.7
Dinosaurs and fossils	20	.7
Disease and disability	42	1.6
Dust and dirt	2	.1

Eccentrics and eccentricities	6	.2
Emotion	17	.6
English language	18	.7
Family	105	3.9
Fantasy	81	3.0
Fictional location	7	.3
Fictitious character	32	1.2
Finnish American	1	.0
Food and cooking	21	.8
Friends	66	2.5
Fun and games	12	.4
Gender	5	.2
German American	1	.0
Hispanic American	2	.1
Holocaust	15	.6
Household items and possessions	16	.6
Human animal relationship	19	.7
Human body	6	.2
Humor	18	.7
Hungarian American	3	.1
Immigration and emigration	22	.8
Infants	9	.3
Intangibles	13	.5
Interpersonal relationship	13	.5
Italian American	4	.1
Japanese American	2	.1
Jews	9	.3
Korean American	4	.1
Leaders, rulers and royalty	17	.6
Maps and location	5	.2
Mexican American	9	.3
Middle Ages	8	.3
Native American	21	.8
Occupation	110	4.1
Old Age	5	.2
Parent	39	1.5
Peoples (non American)	6	.2

Play	1	.0
Poetry	191	7.1
Politics and voting	9	.3
Puerto Rican American	1	.0
Race, discrimination and civil rights	38	1.4
Religion and belief	16	.6
School and education	48	1.8
Science	123	4.6
Siblings	55	2.0
Slavery	13	.5
Sleep	14	.5
Spanish language	8	.3
Sports	31	1.2
Stories in rhyme	18	.7
Taiwanese American	2	.1
Teen	7	.3
Toys	17	.6
Traditional literature	143	5.3
Travel, adventure and survival	31	1.2
US history	54	2.0
Vehicular	26	1.0
Vietnamese American	1	.0
War	19	.7
	2685	99.8

APPENDIX E

Superset Heading Coding Examples

EXAMPLES OF SUPERSET HEADING CODED GROUPINGS OF
LIBRARY OF CONGRESS SUBJECT HEADINGS

SUPERSET HEADING	LIBRARY OF CONGRESS SUBJECT HEADING
Animal (Domestic)	Ponies
	Pigs
	Chickens
	Sheep
	Cows
Animal (Domestic pet)	Cat
	Dog
	Pets
	Pet shows
	Chien
Animal (Wild)	Mouse
	Penguins
	Fishes
	Puma
	Flies
	Rabbits
	Spider
Arts, the	Monologues
	Children's plays, American
	Music
	Painting
	Photography
	Art, Abstract
	Arts, Japanese
	Harlem Renaissance
	Bronzes, American 20th century
	Horses in art
Books and reading	Toy and movable book
	Children's stories
	Newbery Medal
	Books and reading
	Bookbinding
	Diaries
	Books

Building and structure	Statue of Liberty
	National monuments
	Architecture
	Bridges New York (State) New York Design and construction
	Mosques design and construction
	Self-service laundries
	Windows
	Taverns
	Skyscrapers
Character traits	Persistence
	Behavior
	Conduct of life
	Social acceptance
	Individuality
	Courage
	Determination
	sharing
	Self-reliance
	Imagination
	Identity
Cities, towns and community	Moving, Household
	Farm life
	Country life Indiana
	Neighborhoods
	Urban renewal
	City and town life
	Villages
Family	Grandfathers
	Grandmothers
	Family life
	Single-parent families
	Adoption
	Divorce
	Families
Fantasy	Trolls
	Fairies
	Dragons
	Ghosts
	Wizards
	Fantasy

Friends	Friendship
	Best friends
	Imaginary playmates
Household items and possessions	Jewelry
	Lost and found possessions
	Brooms and brushes
	Tablewear
	Boxes
	Spoons
	Fads
Occupation	Jubilee singers
	Artists
	Pianists
	Authors
	Work
	Construction workers
	Knights and knighthood
	Explorers
	Coal mine and miners
Science	Solar energy
	Electricity
	Fruit trees
	Night
	Winter
	Conservation
	Refuse and refuse disposal
Traditional Literature	Folktales (including various countries of origin)
	Fairy Tales
	Legends
	Myths
U.S. History	Space flight to the moon
	Underground railroad
	World War, 1939-1945 United States
	Depression 1929
	Frontier and pioneer life (West)