Children & LIBRARIES

the journal of the Association for Library Service to Children

Spring 2022
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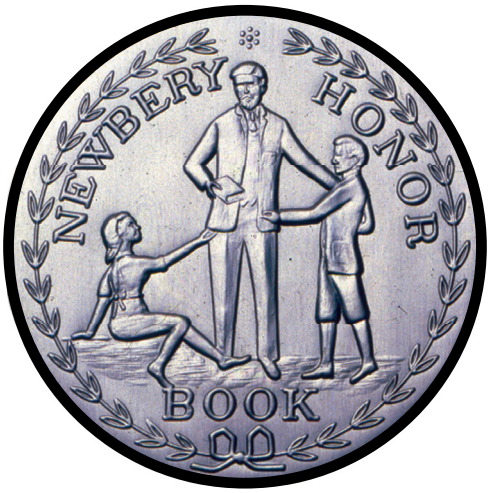
100 Newbery



1922–2022

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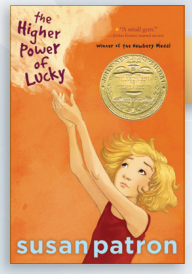
ASSOCIATION FOR LIBRARY SERVICE TO CHILDREN

Celebrating 100 Years of the Newbery Medal!
Notable Dates in Newbery History
Making of the "Mocks"
Katherines the Great

Simon & Schuster Celebrates

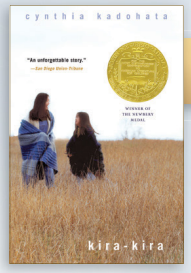
100 YEARS of the John Newbery Medal!

NEWBERY WINNERS



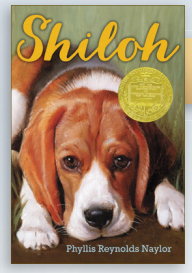
2007 Newbery Medal Winner

The Higher Power of Lucky
By Susan Patron
9781416975571



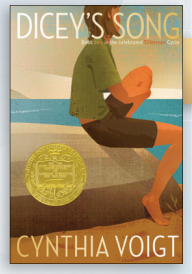
2005 Newbery Medal Winner

Kira-Kira
By Cynthia Kadohata
9780689856402



1992 Newbery Medal Winner

Shiloh
By Phyllis Reynolds Naylor
9780689835827

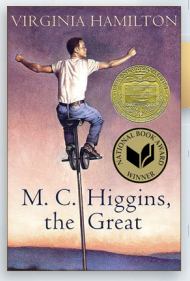


1983 Newbery Medal Winner

Dicey's Song
By Cynthia Voigt
9781442428799

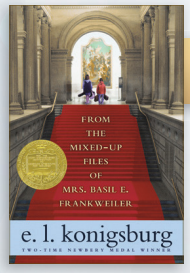
1976 Newbery Medal Winner

The Grey King
By Susan Cooper
9780689829840



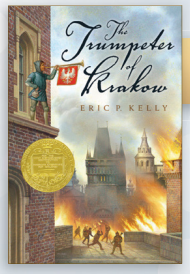
1975 Newbery Medal Winner

M.C. Higgins, the Great
By Virginia Hamilton
9780689830747



1968 Newbery Medal Winner

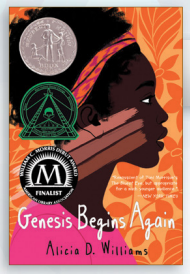
From the Mixed-Up Files of Mrs. Basil E. Frankweiler
By E. L. Konigsburg
9781416949756



1929 Newbery Medal Winner

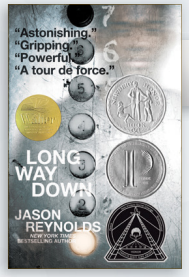
The Trumpeter of Krakow
By Eric P. Kelly
9780689715716

NEWBERY HONOR BOOKS



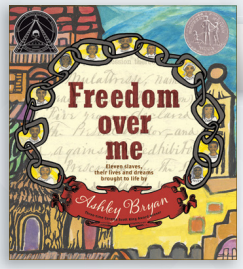
2020 Newbery Honor Book

Genesis Begins Again
By Alicia D. Williams
9781481465816



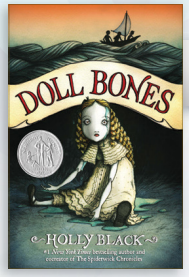
2018 Newbery Honor Book

Long Way Down
By Jason Reynolds
9781481438261



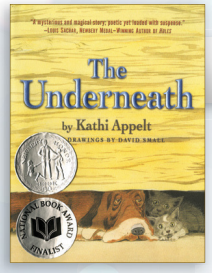
2017 Newbery Honor Book

Freedom Over Me: Eleven Slaves, Their Lives and Dreams Brought to Life
By Ashley Bryan
9781481456906



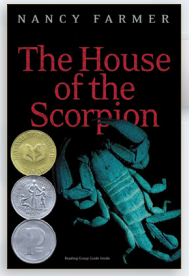
2014 Newbery Honor Book

Doll Bones
By Holly Black
9781416963981



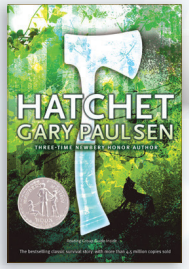
2009 Newbery Honor Book

The Underneath
By Kathi Appelt
9781416950585



2003 Newbery Honor Book

The House of the Scorpion
By Nancy Farmer
9780689852237



1988 Newbery Honor Book

Hatchet
By Gary Paulsen
9781416936473

1922 Newbery Honor Book

The Golden Fleece
By Padraic Colum
9781534450363

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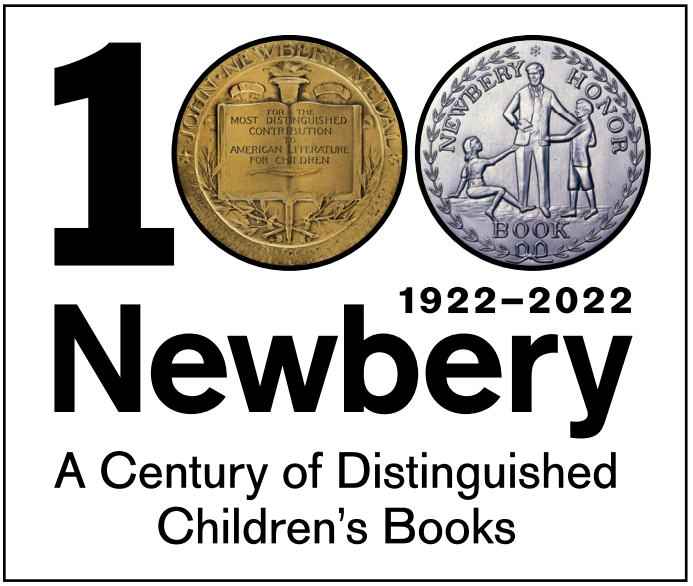

Newbery 100 logo design: Lauren Ehle/ALA Production Services

Editor's Note

By Sharon Verbeten

What a treat it has been creating this issue celebrating the centennial of the Newbery Medal! I hope you enjoy it all—from the trivia and timelines to the vintage photos from the ALA archives.

I've experienced a rush of emotions putting this issue together:

- **Nervousness.** When we started, the amount we could cover seemed daunting, so we just had to pare it down to a manageable amount with just the right balance of fun, scholarly, and informative text and images.

- **Amazement.** *CAL* is fortunate to have recruited some of the best specialists in children's literature—among them Kathleen T. Horning and Leonard Marcus—to share their expertise in this issue. My fangirling started early, but I tried to rein it in!

- **Sadness.** Our entire ALSC family was saddened to learn of the death of former ALSC President Steven Herb in December 2021. Please enjoy his well-researched, and lighthearted, compilation of Newbery trivia in this issue.

- **Relief.** It's always a relief to proof your final pages and then see the issue come to fruition. This one was especially gratifying since it truly did take a village—with special assistance from Cara Setsu Bertram at the ALA Archives, who helped us locate the amazing historical photos you see in these pages.

- **Joy!** This issue also marks the start of my twentieth year (!) as editor of *CAL*. I remember my nerves working on the first issue—working hard to make contacts in the field who have gone on to help me immensely on this journey. Thank you for your support throughout the years.

Enjoy! &

Once a fangirl, always a fangirl: I was thrilled to meet Newbery Honor Winner Gennifer Choldenko at the ALA Annual Conference in 2015. Her Al Capone series is one of my favorites.

Children & LIBRARIES

the journal of the Association for Library Service to Children

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Children and Libraries is the official journal of ALSC, a division of the American Library Association. The journal primarily serves as a vehicle for continuing education of librarians working with children, which showcases current scholarly research and practice in library service to children. It also serves as a vehicle for communication to the ALSC membership, spotlighting significant activities and initiatives of the Association. (From the journal's "Policies and Procedures" document adopted by the ALSC board, April 2004, revised, 2014.)

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The People Behind the Medal

John Newbery, Frederic G. Melcher, and Clara Whitehill Hunt

LEONARD S. MARCUS

In 1918, an idealistic forty-year-old bookseller from New England named Frederic G. Melcher arrived in New York to begin a new phase of his career as managing editor of *The Publishers' Weekly* (*PW*), the publishing trade journal of record.

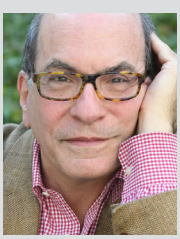
Melcher was not just a genial and dedicated bookman but also a tenacious industry advocate and an institution-builder of wide-ranging vision. Melcher always seemed to have energy to burn. During his early years at the magazine, he also served as secretary of the American Booksellers Association (1918-1920), co-founded Children's Book Week (1919), and in 1920 helped lay plans for the National Association of Book Publishers, where he acted as that organization's first executive secretary (1920-1924).

Over the course of a densely packed four-decades-long tenure at *PW*, Melcher vigorously opposed censorship, championed copyright reform, consulted on the post-war revival of the Japanese publishing industry, advised the White House library, helped to formulate an array of American publishing best practices, and more. No cause, however, was closer to his heart than the promotion of children's books and the work of the people behind them. It was not only that Melcher happened to love the genre and be a student of its history. (He collected Randolph Caldecott first editions and, for fun, printed facsimile editions of early American children's chapbooks.) He believed that a democracy required a literate citizenry and that ready access to books for young people was one of the keys to building a nation of readers.

In his *PW* editorials and countless articles and speeches, he drove home the point that far from being a quaint or second-rung cultural activity, children's librarianship and publishing were worthy callings that directly advanced the national interest.

Melcher appeared on the scene just as an unprecedented new structure for creating and disseminating high-quality books for young readers was taking shape on a national scale. First had come the advent of children's librarianship as a profession and the introduction of children's reading rooms in Carnegie libraries across America.

Then, in response to these developments, publishers established the world's first editorial departments dedicated to the genre. Children's Book Week further elaborated the structure



Leonard S. Marcus *is one of the world's leading writers about children's books and the people who create them. He is the author of* Margaret Wise Brown: Awakened by the Moon, Dear Genius: The Letters of Ursula Nordstrom, Golden Legacy: The Story of Golden Books, Minders of Make-Believe, *and, most recently, the editor of* You Can't Say That! *He is a founding trustee of the Eric Carle Museum of Picture Book Art and is Editor at Large at Astra Publishing House.*

by opening the circle of stakeholders to parents and community leaders as well as librarians and publishers.

In June 1921, Melcher traveled to Swampscott, MA, to attend his first American Library Association (ALA) summer conference, and in prepared remarks for members of the Children's Librarians' Section shared his enthusiasm for the young venture he proudly called "Children's Book Week—A National Movement." He ticked off an impressive list of groups committed to rallying around the Book Week flag—women's clubs, the Boy Scouts, church leaders, state library commissions, magazine publishers, movie theater managers, state and county fair organizers, and more.[1]

To ensure that all these grassroots contributors' efforts had the desired impact, he added that librarians and other professionals should take the lead in making sure that only books that met the highest critical standards be highlighted.

The next speaker on the program, Brooklyn Public Library's Clara Whitehill Hunt, picked up on Melcher's theme, urging her colleagues to hone their critical skills and embrace Book Week as a windfall chance to educate the public. She admonished her listeners not to take their responsibilities lightly. "It may seem curious," she said, "to reiterate, in this audience, that a child's books have a powerful influence upon him and that we should be tremendously careful upon what books we put the stamp of our approval."[2]

Hunt speculated that the torrent of publicity being generated around Book Week—the sheer volume of which had greatly surprised her at first—held the potential to permanently alter the librarians' status, either for good or ill. "We children's librarians hitherto have doubtless been looked upon, outside of our profession at any rate, as too weak and unimportant a body to be noticed. Probably if the book-trade has thought about us at all it has thought with some contempt of our large aspirations and our feeble accomplishments."[3]

This 1926 photo pictures, from left, Fenton J. Newbery, Arthur Bowie Chrisman, Newbery chair Nina Brotherton, and Frederic G. Melcher. (Fenton was the great-great grandson of John Newbery)

Carl Cannon (left), president of the New York State Library Association, Frederic G. Melcher (right), and Charles J. Finger, winner of the 1924 Newbery Medal for *Courageous Companions,* a story based on Magellan's voyage around the world. The photograph was taken in the Circulating Room of the New York Public Library.

What, though, if the glare of unaccustomed public attention attracted unwelcome pressure from publishers for librarians to purchase the most popular books rather than the truly excellent ones? Were librarians up to the task of defending their standards and holding their ground? If not, said Hunt, woe to their profession!

But if on the other hand the answer was yes, Hunt foresaw a bright future indeed in which, powered by the mighty

Book Week publicity juggernaut, every children's librarian in America might one day act as a "force for good . . . felt to the remotest corner of her community."[4]

Hunt's words electrified the audience, and the next day Melcher asked to address section members again to present a bold idea for strengthening the librarians' hand that had occurred to him overnight. What better way for children's librarians to make their standards known than by conferring an annual award for literary excellence, a kind of Pulitzer Prize for children's literature? Melcher had already picked out a name for it—the John Newbery Medal, in honor of the eighteenth-century Londoner widely thought to be "the first publisher or bookseller to give specific attention to the reading interests of children."[5] He set the ambitious goal of awarding the first Newbery Medal at the next year's summer conference in Detroit. The audience roared its approval.

Every award has its own dynamics, and Melcher immediately saw that the Newbery would need to be kept free of any hint of commercial bias if it was to establish its credibility. That ruled him out—a high-profile publishing executive and former bookseller—as the public face of the award, and he was quite content from that point onward to hover in the background as an adviser on perpetual call. On June 24, Clara Hunt won election as in-coming chair of the Children's Librarians' Section, a post she had previously held in 1904 and 1905, and thereby acceded to the leadership role in the Newbery planning effort.[6]

Hunt by then had been the superintendent of the Brooklyn Public Library's children's department for nearly two decades, having joined the library as department head at its founding in 1903. She was respected for her strong management skills and as the innovator who in 1914 had taken a personal hand in the design of the world's first free-standing, children's-only library, the oasis-like Brownsville branch.

As a critic, she zealously defended the moral high ground, never tiring of making the case against lax standards for children's reading fare. Writing in the *Brooklyn Daily Eagle*, Hunt declared with her trademark fervor, "A long continued diet of mediocre reading will weaken a child's mental powers and ruin his appetite for good books. . . . The child allowed to indulge in the cheap series habit becomes a sort of psychological dope fiend. . . . Of course, some strong-brained children break free away from a trash reading period, just as they emerge unhurt from the diseases of childhood."[7]

Hunt's successor, Irene Smith Green, would recall her as "a person apart, a power absolute. She was unacquainted with compromise, implacably fair, idealistic, the unshakeable arbiter of right and wrong in a world of shifting values."[8]

Melcher and Hunt consulted from time to time as the committee drafted the Newbery selection guidelines. That September, he offered to raise the money needed to pay for the design and production of the medal. (Melcher added that he had no idea what the bill might come to; in the end, he covered the entire cost himself.) He predicted—quite accurately—that whatever the guidelines adopted, no more than six books would emerge as contenders.

Melcher vigorously opposed censorship, championed copyright reform, consulted on the post-war revival of the Japanese publishing industry, advised the White House library, helped to formulate an array of American publishing best practices, and more. No cause, however, was closer to his heart than the promotion of children's books and the work of the people behind them.

As a practical matter, Melcher recommended that eligibility be limited to books "published in the United States during the calendar year. Otherwise, voters might not feel informed to judge of books printed in other countries which they had not had reasonable opportunity to see, and few books in foreign languages get over here in sufficient quantity to be considered."[9]

Balancing inclusion against expertise, Hunt and her colleagues opted to invite anyone engaged in at least part-time work with children—a standard met by nearly five hundred librarians in 1921—to nominate a book in the initial round.

"To give everyone this chance," she wrote to the committee's vice-chairwoman, the Cincinnati Public Library's E. Gertrude Avey, "will create interest and induce good feeling."[10] Hunt, however, was not willing to leave the ultimate decision to majority rule. "It is most important that the final judges of the award be a few of the people of recognized high standards and experience. If a majority vote of all so-called children's librarians determines the award it is entirely possible for a mediocre book to get the medal."[11]

As it turned out, the 163 librarians who submitted their choices voted so overwhelmingly in favor of the same title—Hendrik Willem van Loon's *The Story of Mankind*—that a second, expert round was unnecessary.

In December, Hunt sent Melcher a draft of the planned press materials. He replied by asking that his name be featured less prominently and with the news that he was in conversation with a sculptor about the medal design. Melcher reported having told the young, New York-based sculptor, René Paul

Chambellan, that the allegorical message he wished the medal to convey was "genius giving of its best to the child."[12]

The central standing figure in modern dress featured in Chambellan's heroic design was thus meant to represent "literary genius" and not John Newbery the man, doubtless a source of confusion, to some, over the years. Had Newbery himself been the subject, the scene on the obverse of the medal might have been a good deal livelier, as the London bookman whom Melcher had chosen to memorialize was so well known in his time for his ebullient manner and aggressive business practices that his good friend, Samuel Johnson, writing in *The Idler*, had dubbed him "Jack Whirler."[13]

For librarians, Melcher, and for many of their contemporaries, naming the Newbery for an Englishman while reserving the honor for an American seemed a purposeful way to honor the past and build for the future.

Newbery operated at the very center of eighteenth-century literary London. Oliver Goldsmith and Johnson himself were writers on his list. Tobias Smollett, author of *The Adventures of Roderick Random*, and the star-crossed visionary poet Christopher Smart both made ends meet by working in his shop. Although children's books were not his sole specialty, Newbery approached the fledgling juvenile trade with uncommon seriousness and in a spirit of innovation, building a substantial list of affordable, illustrated books that exemplified John Locke's far-sighted vision for the genre by placing delight on an equal footing with instruction and, in the little books' overall conception, by always taking the child's natural capabilities into account.

It is ironic that the flesh-and-blood namesake of an award launched as an antidote to commercialism boosted his own bottom line not only by selling a popular Georgian remedy called Dr. James's Fever Powder at his shop but also by planting ads for the miracle cure in the pages of his children's books. Even so, English historian Harvey Darton, in his magisterial *Children's Books in England* (1932), came unreservedly to the conclusion that the originality and extent of Newbery's contributions combined to "wholly justify the claim that Johnson's Jack Whirler was in fact the first genuine 'children's publisher.'" Darton noted a further irony—thanks to the prestige surrounding the American medal, John Newbery's legacy had come to be "perhaps more treasured in the States" than by his own countrymen.[14]

Sure enough, the memorial plaque erected in 1978 near the site of Newbery's shop, "At the sign of the Bible and Sun" in St. Paul's Churchyard, was paid for by the Pennsylvania Library Association.

In the end, Hunt's committee reformulated Melcher's suggested eligibility criteria to include any child-appropriate book of the previous calendar year written by an American citizen or resident. A few years earlier, the organizers of the Pulitzer Prize for literature had set the even narrower requirement of US citizenship. In both instances, the nationalistic focus suited a time when America's industrial and military might was dramatically on the rise, but American culture remained the stepchild of Europe. For librarians, Melcher, and for many of their contemporaries, naming the Newbery for an Englishman while reserving the honor for an American seemed a purposeful way to honor the past and build for the future.

Days ahead of the start on June 26 of the 1922 ALA summer conference, plans for the presentation of the first Newbery Medal had yet to be finalized. Before leaving for Detroit, Melcher wrote Clara Hunt to feel her out about the situation and to offer another sound piece of advice. "It would seem to me," he said, "that, if I am to be part of the ceremony, as seems to be suggested by the convention program, the process should be that I would turn over to you, as Chairman of the Children's Section, the Medal as a continuing and permanent institution, and then you would present it as this year's award to the winner."[15]

The rather austere ceremony, on the afternoon of June 27, was tacked on to the end of the first Children's Section meeting. Following the announcement of the winner, a secret held in strictest confidence until that moment, the symbolic handoff of the medal—Melcher to Hunt to van Loon—was carried out more or less exactly as Melcher had envisioned it. During the brief interval when it was Hunt's turn to hold the bronze medallion, she turned to Melcher to offer him a public statement of thanks. "I would I had the ability to express adequately the gratitude which we children's librarians feel for the inspiration which prompted you to make this gift to the cause we love. . . . We feel strong and powerful because you believe in us and are putting in our hands a weapon, one of the most potent of our times—publicity of the best kind."[16]

Melcher modestly kept his silence, but a month later was back at his old stand promoting Children's Book Week in the pages of *PW*. He urged readers to think of the publicity generated by that observance as a contribution to something far more fundamental than increased book sales at holiday time. Engaging the public's interest also served the larger goal of fostering the creation for America's children of a worthy literature of their own. Now the second annual burst of excitement produced the Newbery Medal would further accelerate the process.

As Melcher explained: "We should not forget that by creating a greater audience, we are also creating literature itself, for the

creator of literature is drawn out by the appreciation of literature, the author needs the audience as much as the audience needs the author."[17] &

Thanks to Margaret Melcher and biographer Nancy Dalrymple for providing valuable information and insight about the life and work of Frederic G. Melcher.

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2. Clara Whitehill Hunt, "Children's Book Week: A Librarian's Point of View," *The Publishers' Weekly* (July 9, 1921), 69–71.
3. Hunt, "Children's Book Week."
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Ahead of Her Time

Hunt Was Early Pioneer for Children's Literature

KIMBERLY GRAD

Clara Whitehill Hunt (left) and Grace Donaghy, Flatbush (NY) Branch, June 1936. Photo courtesy Brooklyn Public Library, Center for Brooklyn History.

Even before she conferred the first Newbery Medal to Hendrik Willem van Loon for The Story of Mankind in 1922, Clara Whitehill Hunt kept the search for quality children's literature in the forefront of her mind.

During the 1921 American Library Association conference, she made her point—to celebrate Book Week and embrace the quality of children's literature; it was her support and collaboration with Fredric Melcher that eventually led to the advent of the John Newbery Medal. *(For more on their synergy, see Leonard Marcus's article on p. 3).*

From Teacher to Librarian

Born in Utica, NY, Hunt (b. 1871) worked as a children's librarian and Superintendent of Work at Brooklyn Public Library in Brooklyn from 1903 to 1939. She began her career as an elementary school teacher and, inspired by her love of reading, switched her career to librarianship, and studied at the New York State Library School in Albany.

Her first job as a children's librarian was at the Apprentices' Library in Philadelphia in 1899, followed by a position at Newark (NJ) Public Library. The remainder of her career was spent at Brooklyn Public Library.

As one of the pioneers in children's librarianship, she was known for organizing a chain of children's rooms linked by specially trained children's librarians. This was especially significant because during her thirty-six years at the library, there was no central library or central children's room.

Hunt's opportunity to create special rooms for children and their librarians was heightened by the construction of the Carnegie Libraries in the early 1900s. An excellent example of Hunt's influence survives in the form of a memo that details her extensive notes about the construction of the Brownsville Junior branch, which opened as the Stone Avenue Branch in 1914 as the first public library devoted to children and was designed in the Arts and Crafts style.[1]

Hunt considered layout and design of the public areas and staff work rooms, lighting, air flow, and heating. She requested special accommodations for children including "high-spiked iron fence, [with] rails so near together that small [children] could not squeeze between;" a reference desk no higher than

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36 inches "in order that children may see and be seen over the top; push button for electric bells, lights, and telephones "absolutely out of reach of children," and no turnstiles in the children's room because she thought they would be dangerous with swarms of children."[2]

She also asked for woodwork or columns that extended high enough so that "dirty hands cannot reach plaster. And while she insisted on a large amount of windows for the children's room, she asked that they would be installed above the shelving which was five feet tall. She was concerned with preventing books being handed or tossed out the window if children could reach them.

An Unusual Request

Curiously, Hunt expressly requested that children should never be allowed to use public restrooms, "except under such supervision as we cannot spare assistants to give."[3]

In fact, she advocated saving money by not installing a public restroom or installing only a small one in the basement. She also demanded a real wood-burning fireplace. Hunt saw the children's room as a surrogate home for young readers at a time when children needed an environment where they could express themselves in a friendly atmosphere.

Hunt went on to establish a well-regarded children's librarian training program at Brooklyn Public Library. In 1926, she wrote, "There exists in America—and in few other countries—a profession young in years but of such lusty growth that its demand for workers far exceeds the supply: a profession peculiarly adapted to young women who love children and books and who care more about helping to make the world a happier place than about acquiring a large bank account."[4]

She cared deeply about the welfare of children and selecting the best reading choices to inspire their young minds. The topic was so important to her that in 1915 she wrote *What Shall We Read to the Children*, which became a trusted resource for families, and included chapters on poetry, fairy tales, fiction, nonfiction, travel, and occupations. It included advice on the importance of reading to babies.

Hunt wrote, "Your baby is a live bundle of curiosity. If you begin now to answer his questions as fully as he desires, you will be opening avenues of interest that will give him delight during his whole life."[5]

On the subject of making good influences in reading, Hunt emphasized, "We need not dole out to little children tiny sugar pellets of information on rigidly limited subjects, but that if we choose pictures of vivid story-telling quality, we can use them as points of departure."[6]

She suggested a list of books to purchase for a home library, but also included a strong reminder that borrowing books from the library increases the range of books available to children.

She wrote extensively in *Library Journal* and *The Brooklyn Eagle* about the topic of quality children's books. In 1922 in honor of Children's Book Week, she noted that "beautiful and wholesome books for children are published every year, yet thousands of American parents who can perfectly well afford the best, every year buy poor books. These parents do not realize that a long, continued diet of mediocre reading will weaken a child's mental powers and ruin his appetite for good books. They do not see that the child allowed to indulge in the cheap series habit becomes a sort of cheap psychological dope fiend. Of course, some strong-brained children break away from a trash-reading period, just as they emerge unhurt from the diseases of childhood."[7] &

The Clara Whitehill Hunt Collection of Children's Literature at Brooklyn Public Library encompasses thirteen thousand books, pamphlets, and periodicals, dating from 1741 to the 1950s. It can be viewed by appointment only (https://www.bklynlibrary.org/hunt/about.html).

Clara's Works

In addition to collecting children's literature, Clara Whitehill Hunt authored five books.

- *What Shall We Read to the Children?,* 1915
- *About Harriet,* 1916
- *The Little House in the Woods,* 1918
- *Peggy's Playhouses,* 1924
- *The House in Green Valley,* 1932

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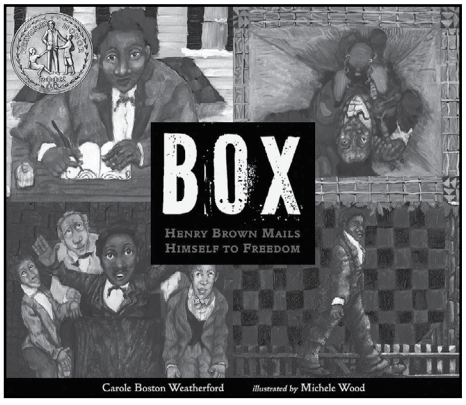
HAPPY 100! Candlewick Press celebrates the Newbery Medal

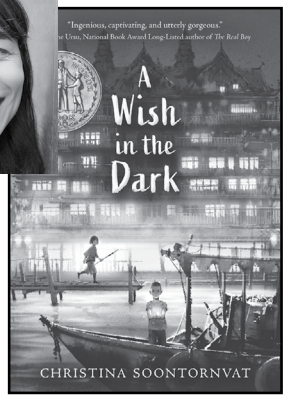
CONGRATULATIONS to all our winners and honorees!

Carole Boston Weatherford

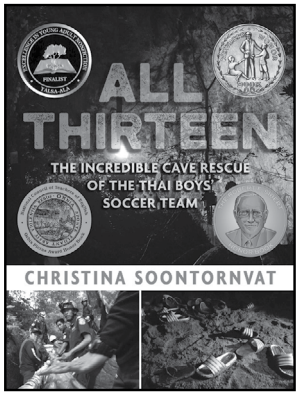


2021 Honor

Christina Soontornvat

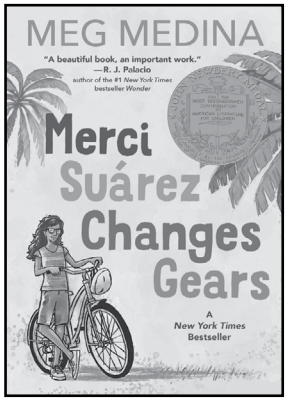


2021 Honor



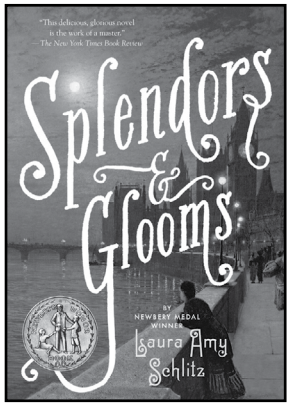
2021 Honor

Meg Medina

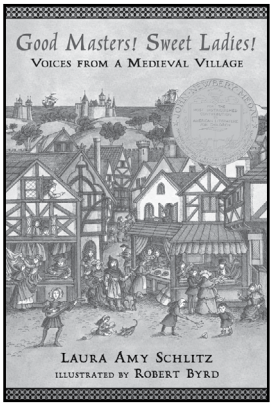


2019 Medal Winner

Laura Amy Schlitz

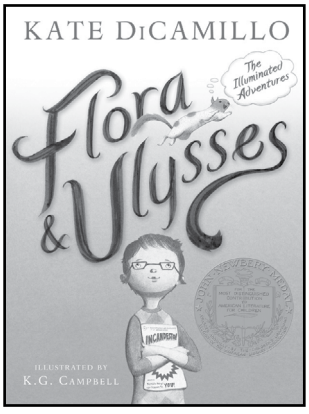


2013 Honor

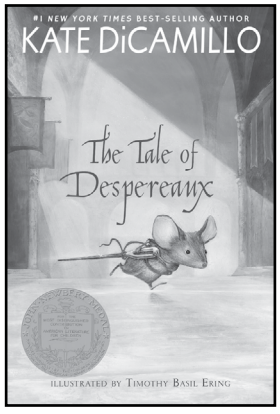


2008 Medal Winner

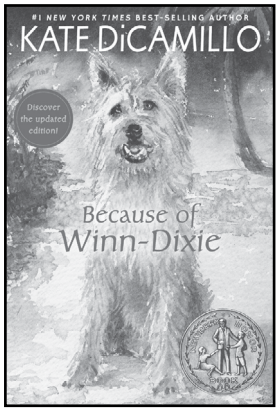
Kate DiCamillo



2014 Medal Winner



2004 Medal Winner



2001 Honor

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Kate DiCamillo photo by Catherine Smith Photography. Laura Amy Schlitz photo by Joe Rubino. Meg Medina photo by Sonya Sones. Christina Soontornvat photo by Sam Bond Photography.

One Hundred Years

A Timeline of the Newbery Medal

KATHLEEN T. HORNING

The history of the Newbery Medal is tied to the history of contemporary American children's literature. A little over a hundred years ago, there was a perfect storm of children's book-related firsts that created the fertile ground in which the Newbery took root and grew.

Over the first several decades, changes in Newbery Committee composition and the selection process were made frequently. Until the mid-1970s, members of the ALSC leadership were actively involved in the award committee process itself, which allowed for continual finessing of the terms and procedures, as well as a strong institutional memory. Once the joint Newbery-Caldecott Committee separated into two different award committees in 1979 and, for the most part, began to function independently from the ALSC leadership, few changes have been made to the terms, procedures, or committee structure.

1901 Children's Librarians' Section formed within the American Library Association.

1915 Franklin K. Mathiews, chief librarian of the Boy Scouts of America, concerned about the poor quality of boys' reading, pitches the idea of a national Juvenile Book Week at the American Booksellers Association (ABA) Annual meeting. He suggests that it take place the last week of November or the first week in December to coincide with the Christmas buying season.

1916 Bertha Mahony opens the Bookshop for Boys and Girls in Boston.

1916 With the endorsement of the ABA, Mathiews continues to promote Good Book Week for the next two years.

1918 Anne Carroll Moore from New York Public Library begins publishing critical reviews of children's books in *The Bookman*.

1919 Macmillan appoints the first-ever children's book editor, Louise Seaman.

1919 Building on the early success of Good Book Week, the ABA renames it Children's Book Week and appoints a committee of publishers and booksellers to oversee it, with Frederic Melcher as chair and Mathiews as vice chair. The sole librarian on the committee is Anne Carroll Moore.

1921 At an ALA meeting of the Children's Librarians' Section in Swampscott, MA, Melcher suggests the creation of an award for children's literature to be named after John Newbery, the eighteenth-century British bookseller who was the first to create books specifically for children.

1922 Doubleday, Page and Company hires May Massee to edit children's books.

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1922 The first Newbery Medal is awarded to Henrik Willem van Loon for *The Story of Mankind*. The book was chosen by a popular vote open to all librarians who were members of ALA, and out of 212 votes cast, the book received a resounding majority of 163 votes. All the remaining books that received two of more votes are listed in preferential order as runners-up. The next two Newbery winners are also chosen by a popular vote.

1924 *Horn Book* magazine is founded by Mahony and Elinor Whitney, growing out of the Bookshop for Boys and Girls' recommended book lists. It is the first periodical devoted to reviewing children's books.

1924 The Newbery Medal is presented posthumously to Charles Boardman Hawes, for *The Dark Frigate*, who had died prior to the book's publication. His widow accepts the award on his behalf.

1924 At the ALA business meeting of the Children's Section, Effie L. Power brings forward a resolution to create a special award selection committee for the Newbery, rather than leaving it to popular vote. The Newbery Committee would consist of the Section's Executive Board; all five members of the Book Evaluation Committee; and three-members-at-large elected by the Section. This resolution is adopted by the ALA Executive Board, with the Section's chair also chairing the Newbery Committee. The committee does not meet in person, rather, they work via U.S. mail, and the results of the vote are kept secret until the ALA annual conference in June, where the Newbery winner is announced at a meeting of the Children's Section. In addition to choosing the Newbery Medal winner, the members of the Book Evaluation Committee also choose an annual list of recommended books, later called Distinguished Books of the Year.

1926 At the Newbery Medal presentation in Atlantic City, Melcher introduces Fenton Newbery, the great-great-grandson of John Newbery; the former thanks all assembled for the great honor bestowed on his family.

1927 Will James, too ill to travel to Toronto, becomes the only living author (for *Smoky, the Cowhorse*) who does not accept the Newbery Medal in person. James instead sends a telegram that reads in part, "I am very sorry I can't come to Toronto. Would sure like to have been present and meet you all but as it is, will have to let Smoky take the honors by himself. I only wish I could nicker a thank you."

1928 Dhan Gopal Mukerji (*Gay-Neck, the Story of a Pigeon*) becomes the first person of color and the first Asian American to win the Newbery Medal.

1929 The Children's Librarians' Section is renamed the Section for Library Work with Children.

1929 The Newbery Committee is enlarged to fifteen members, including the four current members of the Section's Executive Board; the ex-chair of the section; and the chairs of all standing committees. Section members are still encouraged to send in their votes for Newbery, but their votes serve only as suggestions to the committee and are not binding.

Dhan Gopal Mukerji

1930 In perhaps the most unusual publicity stunt in Newbery Medal history, Rachel Field is informed of her Newbery win for *Hitty, Her First One Hundred Years* while flying in a T.A.T. Maddus airplane from Corvis, NM, to Los Angeles. A group of librarians, including ALA President Milton J. Ferguson, flying in a second plane nearby, give her the news via radio.

1931 The first official Newbery dinner is held at the Taft Hotel in New Haven, CT, to honor that year's award winner, Elizabeth Coatsworth. Her editor, Louise Seaman, also gives a speech, describing how each of the last three Newbery winners (all of which she had published) had come to her attention at Macmillan. Two hundred people attend the dinner. The award itself had been officially conferred earlier at a meeting of the Section for Library Work with Children.

1932 Two new resolutions further clarify Newbery Award terms: that the book must be "original, or, if traditional in origin, must be the result of individual research and reinterpretation" and, to encourage an increase in the number of authors writing for children, a previous recipient of the award can only win by unanimous vote of the entire committee.

1930 Newbery winner Rachel Field and ALA President Milton J. Ferguson reenact their mid-air radio communication after landing.

1933 To keep the news of the Newbery winner from leaking, the Newbery chair stops reporting the results of the vote to the committee members. Only the chair, the author, the publisher, and Melcher know which book has won the Newbery until it is officially announced at the ALA annual conference in June.

1933 The first Newbery Award dinner is held during which the winner is announced and the Medal is officially conferred. An award dinner is held again in 1936, and by 1937, the Newbery Award dinner has become part of a regular, ongoing tradition. Once this tradition was established, the dinner was hereinafter referred to as the Newbery Award Banquet.

1934 The committee devises its system of mathematical consensus in voting, with each member voting for their first, second, and third place choice. These votes were tallied by giving each first place vote four points, second place vote three points, and third place vote two points.

1934 The Section for Library Work with Children formalizes a system by which Section members can suggest books for the Newbery through a form to be filled out and returned each year with membership dues.

1934 The Torch Club of the Wilson Teachers College in Washington, D.C., hosts a Newbery Prize Banquet at the Mayflower Hotel, inviting all of the previous Newbery-winning authors as honored guests. Nine of the thirteen attend: Hugh Lofting, Arthur Bowie Chrisman, Dhan Gopal Mukerji, Eric P. Kelly, Rachel Field, Elizabeth Coatsworth, Elizabeth Foreman Lewis, and Cornelia Meigs.

1937 ALA's Library Radio Broadcasting Round Table reports that the announcement of the Newbery Medal winner will be broadcast on three radio networks.

1937 For the first time, the *Horn Book Magazine* publishes the Newbery Acceptance Speech, a practice that continues today.

1937 First Lady Eleanor Roosevelt attends the Newbery Banquet as a guest speaker and writes about it the next day in her syndicated newspaper column. She spells Newbery with two r's.

1937 At the request of the Section for Library Work with Children, Melcher agrees to sponsor an award for distinguished illustration, named for the nineteenth-century British children's book illustrator Randolph Caldecott. The same committee, now known as the Newbery-Caldecott Committee, selects both awards. The first order of business for the joint committee is to decide whether books will be considered for writing or for illustration. A book is not allowed to be considered for both awards.

1937 Another resolution put forward by the Section invites school librarians to participate in the Newbery-Caldecott Committee by suggesting that the chair of the School Libraries Section and four appointed members of the Section be part of the Newbery-Caldecott Committee. The School Libraries Section accepts the invitation. These five members, together with the chairs of three new Section for Library Work with Children committees, raise the number of Newbery-Caldecott Committee members to twenty-three.

1939 The nominating committee suggests that, going forward, the vice-chair of the Section for Library Work with Children chair the Newbery-Caldecott Committee the following year. This will allow the Section's chair to focus on Section business, although she will continue to serve as a member of the Newbery-Caldecott Committee.

1939 Melcher interviews Newbery-winner Elizabeth Enright and Caldecott-winner Thomas Handforth live on the NBC radio network following the national announcement of the Newbery and Caldecott Awards on the air.

1940 At the Newbery-Caldecott Banquet, just after the Newbery and Caldecott presentations, Melcher delivers a speech called "What's Ahead for Children's Books," in which

The 1937 Newbery Banquet. Eleanor Roosevelt is seated 8th from the left and to her left is Frederic Melcher.

From left, Elizabeth Groves (Children's Library Association chair), William Pene du Bois (Newbery winner), Frederic Melcher, and Virginia Chase (Children's Library Association vice chair), circa 1948.

he addresses the criticism that the Newbery Medal books have become "too feminized."

1942 The Section for Library Work with Children is renamed the Children's Library Association (CLA).

1943-1945 No annual ALA conferences are held during the war years, so the Newbery and Caldecott Awards are given at regional conferences, twice in New York and once in Cleveland.

1949 *Story of the Negro* is a runner up for the Newbery Medal, making Arna Bontemps the first African American author to receive recognition from the committee.

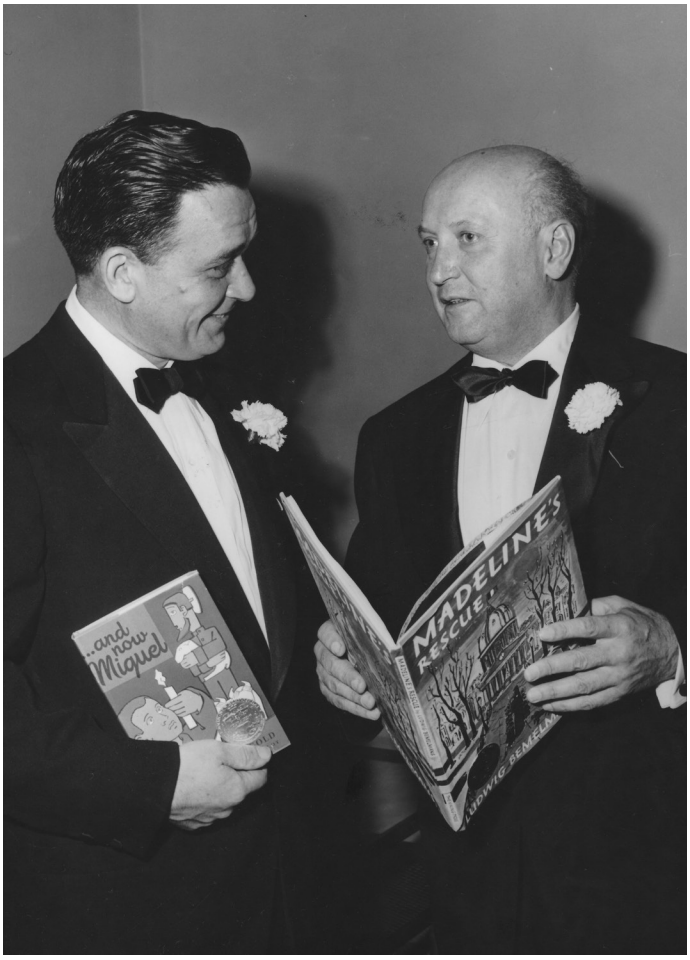
1949 Due to the difficulty of keeping the winners of the awards a secret until the banquet in June, the Children's Library Association decides to announce the winners soon after the ballots are tallied in March each year. The Newbery-Caldecott Awards Publicity Committee is responsible for getting the word out to libraries and the media. Meanwhile, Melcher hosts a small private party in New York each year to quietly confer the medals to the Newbery-Caldecott Award winners soon after the public announcement. The medals are then taken back and held by the Newbery-Caldecott chair until they are given out publicly at the ALA Annual Conference in June.

1952 Effie Lee Morris of the Cleveland Public Library becomes the first African American member of the Newbery-Caldecott Committee.

1952 The Newbery-Caldecott Banquet is held in the Grand Ballroom of the Waldorf Astoria Hotel in New York City. The ticket price of ten dollars is seen as so "staggering" that the Children's Library Association Board offers suggestions for raising money to attend the banquet, including asking library staff who are not attending to contribute to those who are, asking local PTAs to contribute, or simply saving one dime a day from March until July 1.

1954 Sixteen of the twenty-three members of the Newbery-Caldecott Committee in attendance at ALA Midwinter hold a special committee meeting to make its final decisions. Although the decision is made in January, the results are announced in March from Melcher's office in New York City, and then widely publicized by the CLA Publicity Committee.

1955 The Local Arrangements Committee of the CLA creates a new seating plan for the Newbery-Caldecott Banquet. It places librarians, publishers, authors, and illustrators at each table to encourage lively discussion. Twelve-hundred guests attend.



Newbery winner Joseph Krumgold chats with Caldecott winner Ludwig Bemelmans at the 1954 Banquet.

1955 *Horn Book* publishes its first compilation of Newbery acceptance speeches, *Newbery Medal Books, 1922-1955*, edited by Bertha Mahony Miller and Elinor Whitney Field.

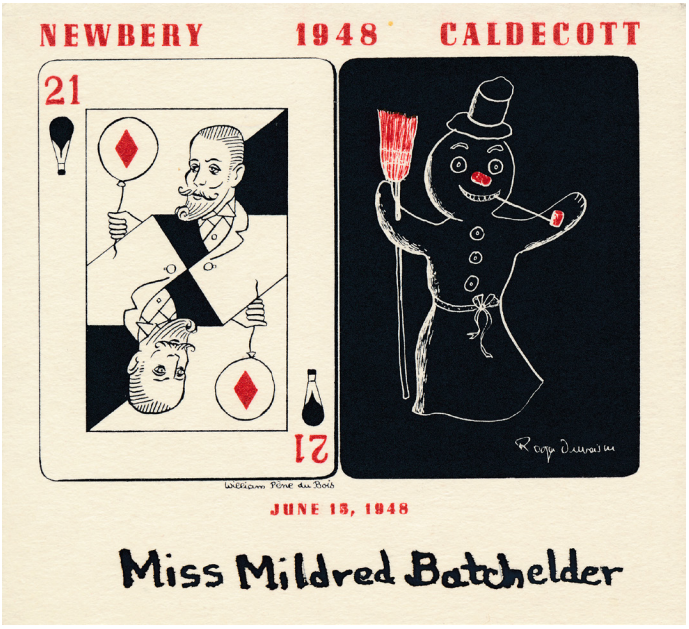
1957 Charlemae Rollins becomes the first African American to chair the Newbery-Caldecott Committee.

1957 Former Newbery-Caldecott chair Irene Smith publishes *A History of the Newbery and Caldecott Medal Books* with Viking Press.

1958 The Children's Library Association is renamed the Children's Services Division (CSD).

1958 The entire Newbery-Caldecott Committee meets in person for the first time to discuss the award contenders. The actual voting is still done by mail in March. Most of the committee's meeting is devoted to reviewing the award terms.

1958 On the recommendation of the Newbery-Caldecott Committee, the Children's Services Division Board votes to remove the requirement that previous winners must be the unanimous choice of the committee in order to win the award a second time. The feeling is that there is no longer the need to encourage new authors and illustrators to enter the children's book field.



Place card from the 1948 Newbery-Caldecott Banquet.

In 1948,Marguerite Henry brought Misty, the subject of her Newbery Honor Book, to ALA

1958 The CSD Board changes the make-up of future Newbery-Caldecott Award Committees of twenty-three members as follows: eight members elected at large; the five members of the Book Evaluation Committee; the four CSD officers (president, vice-president, past president, and treasurer); and six members appointed by the CSD president.

Left: Newbery chair Barbara S. Moody presents the 1962 Newbery Medal to Elizabeth George Speare. Right: Newbery chair Ruth Gagliardo presents the 1963 Newbery Medal to Madeleine L'Engle.

1958 The CSD Board votes to change the name of the Distinguished Books of the Year (selected each year by the Book Evaluation Committee) to Notable Children's Books of the Year in order to clarify that the Committee's selection process is separate from that of the Newbery-Caldecott Committee, even though the entire Book Evaluation Committee also serves on the Newbery-Caldecott Committee.

1958 The Board also recommends further study on the provision concerning the eligibility of joint authors for the Newbery Award and the requirement that authors and illustrators be residents of the United States.

1959 The CSD general membership protests that the December due date for their Newbery-Caldecott voting does not give them enough time to read all the possible contenders, so the CSD Board moves the deadline to the first week in January. The results of the membership vote are then given to the Newbery-Caldecott Committee at the Midwinter meeting to inform their own discussion and voting.

1960 Spencer Shaw makes history as the first man to serve on the Newbery-Caldecott Committee.

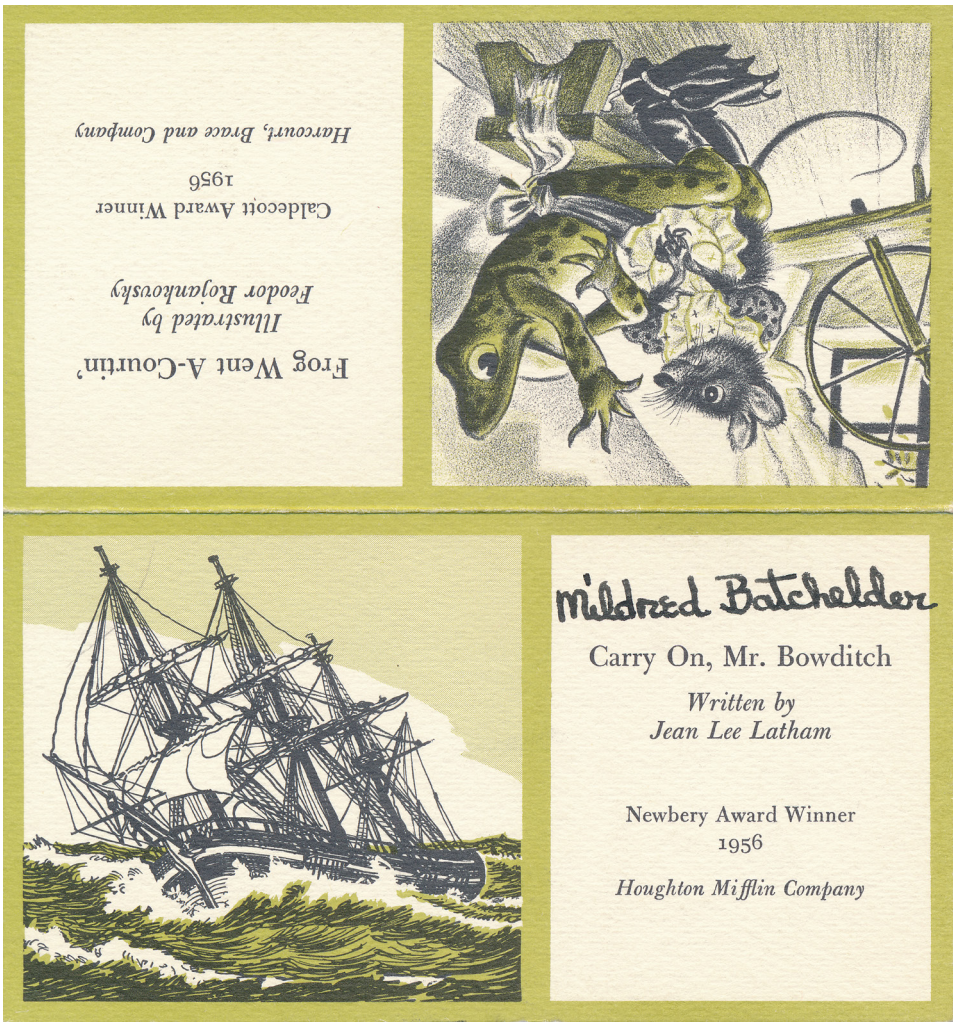
1960 The Newbery-Caldecott Committee continues to meet in person at the ALA Midwinter meeting to discuss all the contenders for the award, and for the first time, begins the voting procedure directly after the book discussion, staying in session until a final decision is made.

1960 The Newbery-Caldecott Committee considers a suggestion that there be two Newbery Awards—one for fiction and one for nonfiction, but the committee unanimously votes it down due to their concern that there are already too many awards.

1960 *Onion John* wins the Newbery Medal, making Joseph Krumgold the first author to win the Newbery twice. He had previously won in 1953 for *And Now, Miguel*. Both were published by Thomas Y. Crowell.

1962 The Committee discusses the "perennial problem" of age-level concerns as to what defines a children's book, an issue frequently raised by the CSD general membership. They note that the CSD Bylaws define that the Division is responsible for "library services to children from preschool through eighth grade," and therefore the Committee understands its responsibilities to consider a wide variety of books that fall into that same age range.

1963 The CSD Board votes that "joint authors shall be eligible" for the Newbery Award.



Newbery-Caldecott Table Tent, 1956

1963 Melcher dies a month before what would have been his eighty-fourth birthday. The Children's Services Division devotes a special issue of their journal *Top of the News* to him. His son Daniel takes over the role as Newbery Medal donor and advisor.

1964 The Children's Services Division stops announcing and listing the runners-up in preferential order to give all of the books equal standing.

1969 For the first time, the Newbery Medal winner is announced at the ALA Midwinter conference, soon after the decision is made, at a reception hosted by Daniel Melcher. Lloyd Alexander, author of the winning book, *The High King*, is present and is allowed to briefly hold his medal before it's whisked away and kept to be officially conferred at the Newbery-Caldecott Banquet the following June.

1971 The term used to designate Newbery runners-up is changed to Honor Books and is applied retroactively to all past runners-up. The CSD Board also approves silver facsimile seals for placement of the jackets of Newbery Honor Books.

1972 A group of Ohio librarians presents a petition to the CSD Board, asking that the Newbery Medal lower the age level to books for children in elementary school. The Board, once again, reaffirms that the audience definition should correspond with the age level served by the Division's members.

1972 The CSD Board launches an experiment that publishes all the preliminary nominations of the Newbery-Caldecott Committee in the library press in the fall, to stimulate local book discussions and to publicize a longer list of good books. This practice continues until 1977, when the Board quietly votes to discontinue it.

1973 The twenty-three member Newbery-Caldecott Committee composition changes once again by a CSD Board recommendation put to a vote of the general membership. The CSD president and first vice president / president elect will no longer serve on the committee so they can focus of Division business and be available to other committees. The immediate past president and second vice-president continue to serve, along with twelve members elected at large by the CSD membership, and nine members appointed by the first vice-president / president-elect. The Newbery-Caldecott chair is elected from a slate of two by the CSD general membership, and is counted as one of the twelve elected members.

1975 Virginia Hamilton becomes the first African American author to win the Newbery Medal, for her book *M. C. Higgins, the Great* (Macmillan).

1975 The CSD lengthens the Newbery-Caldecott Committee's length of service so that now members are elected or appointed prior to the beginning of the year in which they will serve. Before 1975, committee members were elected/appointed midway through the year in which the books they considered were published.

1976 Members of the Newbery-Caldecott Committee are now required to be present at the ALA Midwinter meetings for in-person discussions of the award contenders. Each committee member nominates three books in October and three again in December, with a written rationale for each nomination. Committee members are also required to read all books nominated by the CSD membership in December.

From left, Newbery winner Betsy Byars chats with Newbery-Caldecott committee member Dorothy Anderson and Caldecott winner Gail Haley at the Banquet in 1971.

VIPs at the 1975 Newbery-Caldecott Banquet from left: Children's Services Division President Barbara Rollock, Caldecott winner Gerald McDermott, Newbery-Caldecott Chair Bette Peltola, Newbery winner Virginia Hamilton, and editor Susan Hirschman.

1976 The Children's Services Division is renamed the Association for Library Service to Children (ALSC).

1979 The ALSC Board votes to create two separate award committees, one fifteen-member committee to select the Newbery winner, and another fifteen-member committee to select the Caldecott winner. Each fifteen-member committee includes a chair elected by the general membership from a slate of two; seven members elected from a slate of fourteen; and seven members appointed by the vice president/president-elect.

1980 The last joint Newbery-Caldecott Committee, chaired by Barbara Moody, selects *A Gathering of Days* by Joan W. Blos for the Newbery and *Ox-Cart Man*, illustrated by Barbara Cooney, for the Caldecott Medal.

1981 Ginny Moore Kruse chairs the first Newbery Committee, which selects *Jacob Have I Loved* by Katherine Paterson, after the split from the joint Newbery-Caldecott Committee.

1981 After years of complaints about the cost and exclusiveness of the Newbery-Caldecott Awards Banquet, ALSC tries something different by honoring the winners at a free program at which the winners give their acceptance speeches. A ticketed event follows for those who want to mix and mingle, and enjoy food and beverages at a less formal event.

1982 For the first time, the Newbery Medal is awarded to a picture book *and* to a work of poetry, for *A Visit to William Blake's Inn* by Nancy Willard (Harcourt). The book also receives a Caldecott Honor for its illustrations by Alice and Martin Provensen, making it the first book to be recognized for both Newbery and Caldecott.

1982 The alternative to the banquet once again offers a free program to hear the award acceptance speeches, this time followed by mummer's band leading a parade to a "Philadelphia Block Party" in a nearby hotel where, for $25.50, attendees can enjoy Hoagies, cheesesteak, beer, and popcorn served from pushcarts.

1983 ALSC returns to the formal Awards Banquet, but scales back the multi-tiered head table to just one head table where the winners, chairs, ALSC president, and ALA president are seated. After the dinner, anyone who wants to come in to listen to the speeches is allowed to do so, seated at chairs in the back of the room.

2000 The ALSC Board appoints a task force to consider the eligibility of e-Books for ALSC awards and accepts the task force's recommendation that books only available electronically be excluded from consideration, since they require some sort of reading device such as a computer or a tablet that's not readily available to all children.

Two-time Newbery honor winner Walter Dean Myers with editor Linda Zuckerman.

Newbery Committee Chair Rose V. Treviño presents the 2009 Newbery Medal to Neil Gaiman for *The Graveyard Book*.

The awards committees went virtual in 2020 due to the COVID-19 pandemic. Pictured is 2020 Newbery chair Krishna Grady (bottom, center) and her committee presenting the Newbery Medal via Zoom.

2006 The ALSC Board appoints a task force to consider the U.S. citizenship or residency requirements for award eligibility for Newbery and Caldecott. After surveying ALSC membership, past committee chairs, and publishers, the task force unanimously votes to recommend that the Board limit eligibility to U.S. citizens and residents. The Board accepts the task force recommendation.

2007 The ALSC Board votes to make the Newbery and Caldecott chairs appointed positions by the vice-president/president-elect.

2009 The ALSC Board votes to increase the number of rounds and nominations from two rounds of three books each to three rounds of nominations, with three nominations in October, two in November, and two in December.

2010 Rose Treviño becomes the first Latinx Newbery Medal Chair.

2016 Matt de la Peña becomes the first Latinx winner of the Newbery Medal for his book, *Last Stop on Market Street* (G. P. Putnam's Sons), which is also the first picture book narrative to win the award.

2020 For the first time, the Newbery Medal is awarded to a graphic novel, Jerry Craft's *New Kid* (HarperCollins), and due to the COVID-19 pandemic, the award presentation happens via Zoom.

2020 Because of the pandemic, the 2021 Newbery Committee conducts all its meetings via Zoom, and the award presentation to Tae Keller for *When You Trap a Tiger* (Random House) also occurs remotely.

2022 *A Snake Falls to Earth* is named a Newbery Honor Book, making Darcie Little Badger the first Native American author to be recognized by the committee. &

Newbery Metrics

The Newbery and the Illustrators

STEVEN HERB

Erratum

We regret the omission of Grace Lin from the "Double Dipping" list on page 24. Grace is also a member of this exceptional group of author-illustrators who have garnered both Newbery and Caldecott recognition. She received a 2010 Newbery Honor for *Where the Mountain Meets the Moon* and a 2019 Caldecott Honor for *A Big Mooncake for Little Star*. Congratulations, Grace!

I began reading Newbery Medal and Honor Books in elementary school, so I have been aware of the award for nearly three quarters of the life of children's literature's most famous prize. *Johnny Tremain* by Esther Forbes (1944)[1] was an early favorite of mine, probably because of the Boston setting and Johnny's painful adventure with molten silver.

My discovery of baseball statistics, and especially the use of SABRmetrics[2] (or Sabermetrics, for spelling convenience) began when I became a serious fantasy baseball practitioner twenty-five years ago—someone who "owns" an imaginary baseball team made up of real players from the major league teams each year.[3] A fantasy team combines the actual batting and/or pitching statistics of the real players drafted or acquired by an owner, and then is ranked against other league owners' daily, weekly, or monthly statistics. Sabermetrics, this fascinating (and quite nerdy!) empirical analysis of baseball adds an extra layer of excitement I have not experienced with numbers since I decided not to major in mathematics in college after all. Three of my favorite statistical measures are *on-base percentage* (*OBP*),[4] *slugging percentage* (*SLG*),[5] and *wins above replacement* (*WAR*).[6]

This article is my tribute to two of my lifelong passions: reading and baseball, in metric syncopation.[7]

Newbery Honor Stats

Number of Honor Books Per Decade

The numbers of Newbery Honor titles vary from year to year, ranging from no titles (three times in the 1920s) to eight titles (twice in the 1930s), and everywhere in between, except seven.[8]

The 326 Total Newbery Honors, By Decade

27 honors in the 20s
50 honors in the 30s
41 honors in the 40s
40 honors in the 50s
26 honors in the 60s
24 honors in the 70s
28 honors in the 80s
26 honors in the 90s
34 honors in the 00s
30 honors in the 10s
326 total Newbery Honors[9]

Steven Herb *worked in support of the literature choices and literacy rights of children for over 45 years in classrooms, public libraries, and academic libraries. He served as 1996–97 ALSC President and followed that honorable assignment with three years of service as chair of ALA's Intellectual Freedom Committee. He also served on the 2006 Newbery Award Committee.*

Editor's Note: Steven Herb was excited to contribute to this special issue; sadly, he passed away in December 2021 before publication.

Number of Honor Books Per Year

0. 1923, 1924, 1927

1. 1926, 1965, 1974, 1979, 1980, 1991, 1999

2. 1925, 1928, 1943, 1955, 1963, 1964, 1969, 1976, 1977, 1978, 1981, 1982, 1986, 1988, 1989, 1992, 1995, 2002, 2004, 2012, 2015, 2019

3. 1933, 1935, 1938, 1956, 1960, 1961, 1962, 1966, 1967, 1970, 1971, 1973, 1985, 1987, 1990, 1993, 1994, 1998, 2000, 2005, 2007, 2008, 2013, 2016, 2017, 2018

4. 1936, 1940, 1941, 1942, 1944, 1945, 1946, 1949, 1951, 1958,1959, 1968, 1975, 1984, 1996, 1997, 2001, 2006, 2009, 2010, 2011, 2014, 2020

5. 1922, 1939, 1947, 1948, 1950, 1952, 1953, 1954, 1957, 1972, 1983, 2003, 2021

6. 1929, 1930, 1932, 1937

7. None

8. 1931, 1934

Longest repeated sequence—Between 1940 and 1946, only 1943 didn't produce four Honor titles.

Longest gap between a repeated number—It was 39 years between two single Honor Book years (1926 to 1965).

Longest wait for a repeated number, and counting—It has been 94 years since the last 0 Honor Books year.

Average Honor Books per year—3.26

Three Newbery Metrics

Multiple Appearances on the Newbery Medal/Newbery Honor List

Nine writers have had their work recognized four times among Newbery Medals and Honors. They are:

- **Jeanette Eaton**—*A Daughter of the Seine: The Life of Madame Roland* (1930 Honor); *Leader by Destiny: George Washington, Man and Patriot* (1939 Honor); *Lone Journey* (1945 Honor); and *Gandhi, Fighter Without a Sword* (1951 Honor).

- **Eleanor Estes**—*The Middle Moffat* (1943 Honor); *Rufus M.* (1944 Honor); *The Hundred* Dresses (1945 Honor); and *Ginger Pye* (1952 Newbery Medal).

- **Genevieve Foster**—*George Washington's World* (1942 Honor); *Abraham Lincoln's World* (1945 Honor); *George Washington* (1950 Honor); and *Birthdays of Freedom, Book One* (1953 Honor).

- **Russell Freedman**—*Lincoln: A Photobiography* (1988 Newbery Medal); *The Wright Brothers: How They Invented the Airplane* (1992 Honor); *Eleanor Roosevelt: A Life of Discovery* (1994 Honor); and *The Voice That Challenged a Nation: Marian Anderson and the Struggle for Equal Rights* (2005 Honor).

- **Elizabeth Janet Gray**—*Meggy MacIntosh* (1931 Honor); *Young Walter Scott* (1936 Honor); *Penn* (1939 Honor); and *Adam of the* Road (1943 Newbery Medal).

- **Virginia Hamilton**—*The Planet of Junior Brown* (1972 Honor); *M.C. Higgins, the Great* (1975 Newbery Medal); *Sweet Whispers, Brother Rush* (1983 Honor); *In the Beginning: Creation Stories from Around the World* (1989 Honor).

- **Cornelia Meigs**—*The Windy Hill* (1922 Honor); *Clearing Weather* (1929 Honor); *Swift Rivers* (1933 Honor); and *Invincible Louisa: The Story of the Author of "Little Women,"* (1934 Newbery Medal).

- **Scott O'Dell**—*Island of the Blue Dolphins* (1961 Newbery Medal); *The King's Fifth* (1967 Honor); *The Black Pearl* (1968 Honor); and *Sing Down the Moon* (1971 Honor).

- **Jacqueline Woodson**—*Show Way* (2006 Honor); *Feathers* (2008 Honor); *After Tupac and D. Foster* (2009 Honor); and *Brown Girl Dreaming* (2015 Honor).

Two writers have had five books recognized. They are:

- **Meindert DeJong**—*Hurry Home, Candy* (1954 Honor); *Shadrach* (1954 Honor); *The Wheel on the School* (1955 Newbery Medal); *The House of Sixty Fathers* (1957 Honor); and *Along Came a Dog* (1959 Honor).

- **Laura Ingalls Wilder**—*On the Banks of Plum Creek* (1938 Honor); *By the Shores of Silver Lake* (1940 Honor); *The Long Winter* (1941 Honor); *Little Town on the Prairie* (1942 Honor); and *These Happy Golden Years* (1944 Honor).

Double Dipping: Newbery/Caldecott Combos

A small group of artists have appeared in both award camps for years. It is extraordinary to be able to illustrate a children's book at a level that receives the Caldecott Medal or Honor, but to also write at a level that receives the Newbery Medal or Honor seems nearly impossible. The rules have changed over time, so the earliest Newbery winners faced some restrictions in repeating that accomplishment. Also, until 1977, a particular book had to be considered for one award or the other, but not both.

In the entire history of the two awards since the Caldecott joined the Newbery in 1938, there are only fifteen children's book creators (one couple) found on both complete lists.

- **Laura Adams Armer** received the Newbery Medal for *Waterless Mountain* in 1932; and a Caldecott Honor for *The Forest Pool* in 1939.
- **Ludwig Bemelmans** received a Newbery Honor for *The Golden Basket* in 1937; the Caldecott Medal for *Madeline's Rescue* in 1954; and a Caldecott Honor for *Madeline* in 1940.
- **Mary and Conrad Buff** received three Newbery Honors, for *Big Tree* in 1947, *The Apple and the Arrow* in 1952, and *Magic Maize* in 1954; and a Caldecott Honor for *Dash and Dart* in 1943.
- **James Daugherty** received the Newbery Medal for *Daniel Boone* in 1940; and two Caldecott Honors, for *Andy and the Lion* in 1939 and *Gillespie and the Guards* (Benjamin Elkin) in 1957.
- **Marguerite de Angeli** received the Newbery Medal for *The Door in the Wall* in 1950; a Newbery Honor for *Black Fox of Lorne* in 1957; and two Caldecott Honors, for *Yonie Wondernose* in 1945 and for *Book of Nursery and Mother Goose Rhymes* in 1955.
- **Tomie dePaola** received a Newbery Honor for *26 Fairmount Avenue* in 2000; and a Caldecott Honor for *Strega Nona* in 1976.
- **Wanda Gág** received two Newbery Honors, for *Millions of Cats* in 1929 and for *ABC Bunny* in 1934; and two Caldecott Honors, for *Snow White and the Seven Dwarfs* in 1939 and for *Nothing at All* in 1942.
- **Kevin Henkes** received two Newbery Honors, for *Olive's Ocean* in 2004 and *The Year of Billy Miller* in 2014; the Caldecott Medal for *Kitten's First Full Moon* in 2005; and two Caldecott Honors, for *Owen* in 1994 and for *Waiting* in 2016.
- **Holling C. Holling** received two Newbery Honors, for *Seabird* in 1949 and for *Minn of the Mississippi* in 1952; and a Caldecott Honor for *Paddle-to-the-Sea* in 1942.
- **Dorothy P. Lathrop** received a Newbery Honor for *The Fairy Circus* in 1932; and the first Caldecott Medal, for *Animals of the Bible* (Helen Dean Fish) in 1938.
- **Robert Lawson** received the Newbery Medal for *Rabbit Hill* in 1945; a Newbery Honor for *The Great Wheel* in 1958; the Caldecott Medal for *They Were Strong and Good* in 1941; and two Caldecott Honors, for *Four and Twenty Blackbirds: Nursery Rhymes of Yesterday Recalled for Children of To-Day* (Helen Dean Fish) in 1938 and for *Wee Gillis* (Munro Leaf) in 1939. Lawson is the only person to have won both the Newbery and Caldecott Medals.
- **Arnold Lobel** received a Newbery Honor for *Frog and Toad Together* in 1973; the Caldecott Medal for *Fables* in 1981; and two Caldecott Honors, for *Frog and Toad Are Friends* in 1971 and for *Hildilid's Night* (Cheli Durán Ryan) in 1972.
- **William Pène du Bois** received the Newbery Medal for *The Twenty-One Balloons* in 1948; and two Caldecott Honors, for *Bear Party* in 1952 and for *Lion* in 1957.
- **Kate Seredy** received the Newbery Medal for *The White Stag* in 1938; two Newbery Honors, for *The Good Master* in 1936 and for *The Singing Tree* in 1940; and a Caldecott Honor for *The Christmas Anna Angel* (Ruth Sawyer) in 1945.
- **William Steig** received two Newbery Honors, for *Abel's Island* in 1977 and for *Doctor DeSoto* in 1983; the Caldecott Medal for *Sylvester and the Magic Pebble* in 1970; and a Caldecott Honor for *The Amazing Bone* in 1977.

Henkes is the only living member of this outstanding group. He says, "The names on this list are among those I came to know and admire when I was a teenager studying children's books and dreaming of becoming a published author and illustrator. I'm thrilled and honored to be included in their company."*

Congratulations to Kevin and that remarkable collection of talented people, and here's to expanding the list of all Newbery recipients for the next 100 years.†

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* Kevin Henkes, Letter, October 26, 2021.

† I also hope that the next Newbery Century will offer additional metrics—three I wish for are a country and state-by-state birth distribution. I loved the US President list from World Book when I was young even if James Buchanan was a disappointment as our sole representative from Pennsylvania, my home state. Also, how about the jury members—who and where from? And, textual analytics?

Ages of Newbery Winners

- Average age of Newbery Medal winners over the first Newbery Century—47.99.[10]

- **Oldest Newbery winner**—Carolyn Sherwin Bailey, 71, for *Miss Hickory* in 1947.

- **Youngest Newbery winner**—For 82 years, Elizabeth Enright held that distinction for receiving the Newbery Medal for *Thimble Summer* (1939) at 31 until Tae Keller won the Newbery Medal in 2021 for *When You Trap a Tiger* at 27.

- Charles Boardman Hawes, author of *The Dark Frigate,* won the third Medal in 1924, and he is the only Newbery Medal winner to die before the announcement and the ceremony, at age 34. His widow, Dorothea Cable Hawes accepted the award.

- Despite Hawes' sadly premature death, apparently, Newbery Medal winners exceeded life expectancy for the United States, males and females, 59 percent of the time. That includes seventeen who lived into their nineties.[11] They are Sid Fleischman (90), Scott O'Dell (91), Betsy Byars (91), Jean Craighead George (92), Jean Lee Latham (93), Elizabeth Coatsworth (93), Paula Fox (93), Irene Hunt (94), Walter D. Edmonds (94), Harold Keith (94), Marguerite Henry (95), Elizabeth Yates (95), Elizabeth Janet Gray (97), Elizabeth Borton de Treviño (97), Marguerite de Angeli (98), Ann Nolan Clark (99), and Beverly Cleary (104!).

Pictured in this 1964 photo are, from left, Emily Neville, winner of the Newbery Medal; Maurice Sendak, winner of the Caldecott Medal; and Ruth Gagliardo, President of the Children's Services Division. Standing left to right: Helen Sattley, chair of the Newbery-Caldecott Awards Committee and Ursula Nordstrom, juvenile editor of Harper & Row, publisher of both the winning books.

Did You Ever Wonder about Newbery Illustrators, e.g., Who Worked on the Most Titles?

Apparently, I have.

There are three seven-time illustrators and their authors whose books have graced the lists during this Newbery century. To be asked that often to work with top writers is quite a tribute, but to be part of seven books to win the Newbery Medal or an Honor citation—extraordinary!

- **Maurice Sendak**. His Caldecott Medal for *Where the Wild Things Are* in 1964 is on many best Caldecott (and best picture book) lists since its publication nearly 60 years ago. In addition, he was the first American illustrator to win the Hans Christian Andersen Award for children's book illustration and the first recipient of the Astrid Lindgren Memorial Award. He illustrated more than 150 books, with seven receiving Caldecott Honors; another seven won the Newbery Medal or Newbery Honor citation for their respective authors. The Newbery Honors went to *Hurry Home, Candy* (Meindert DeJong) in 1954, *Shadrach* (Meindert DeJong) in 1954, *House of Sixty Fathers* (Meindert DeJong) in 1957, *Along Came a Dog* (Meindert DeJong) in 1959, *Animal Family* (Randall Jarrell) in 1966, *Zlateh the Goat* (Isaac Bashevis Singer) in 1967, and the Newbery Medal to *The Wheel on the School* (Meindert DeJong) in 1955. That total of fifteen award books between the Caldecott and Newbery categories makes Maurice Sendak the book award champion.

- **Kate Seredy** was born in Hungary and moved to the United States at age 23. She briefly owned a children's bookstore which helped her connect with children and to understand the expanding world of children's books. Always thinking of herself as an illustrator first, writer second, Kate did something in 1936 no one had ever done before nor has done since—she illustrated the Newbery Medal book *Caddie Woodlawn* by Carol Ryrie Brink; wrote and illustrated *The Good Master* which received a Newbery Honor; and illustrated the cover and endpapers for *Young Walter Scot*t by Elizabeth Janet Gray, also an Honor Book—the first time someone had a hand in three books receiving the Newbery Medal and Honors in the same year. Kate's other four illustrated books (to bring her to seven) are an Honor Book in 1937 for *Winterbound* by Margery Blanco and an Honor Book in 1947 for *The Wonderful Year* by Nancy Barnes. Kate Seredy also received an Honor Book citation in 1940 for *The Singing Tree*, written and illustrated by Seredy; and the Newbery Medal in 1938 for *The White Stag*, also written and illustrated by Seredy.

- **Lynd Ward** was said to have noticed in first grade that

his name spelled backwards was "draw," and took that as career advice. He also illustrated seven Newbery Medal or Honor Books from 1930 to 1944. The first four of these he did while also producing his well-known wordless graphic novels, starting with *Gods' Man* in 1929, published the week the stock market crashed in October. Astoundingly, it went through six printings in four years and sold over twenty thousand copies. Throughout the 1930s Ward created five additional wordless novels leading many to credit Ward as the father of the graphic novel of today. His work with children's book authors included an Honor Book for *Little Blacknose* by Hildegarde Hoyt Swift in 1930; *Spice and the Devil's Cav*e by Agnes Danforth Hewes in 1931; *Bright Island* by Mabel L. Robinson in 1938; *Runner of the Mountain Tops* by Mabel L. Robinson in 1940; and *Fog Magic* by Julia L. Sauer in 1944.

Like Sendak and Seredy, Ward also illustrated more than one Newbery Medal or Honor Book in the same year. In Ward's case, he did it twice. In addition to *Spice and the Devil's Cave* in 1931, Ward also illustrated the Newbery Medal winner—*The Cat Who Went to Heaven* by Elizabeth Coatsworth. He did it once more in 1944—sharing *Fog Magic* with the Newbery Medal Winner—*Johnny Tremain* by Esther Forbes. &

Extraordinary Feats in a Single Year

- In 1954—Meindert DeJong, with his illustrator of choice, Maurice Sendak, won two Honor Book citations, for *Shadrach* and *Hurry Home, Candy*.
- In 1968—E.L. Konigsburg arrived with two titles guaranteed to kill opponents at charades (unless they were children's librarians), winning the Newbery Medal with *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* and an Honor Book citation for *Jennifer, Hecate, Macbeth, William McKinley,* and *Me, Elizabeth*.
- In 2021—Christina Soontornvat received two Newbery Honor citations for *All Thirteen: The Incredible Cave Rescue of the Thai Boys' Soccer Team* and for *A Wish in the Dark*—the former is non-fiction and the latter fiction, another milestone for the Newbery.

References

1. All years associated with book titles in this article will be the Newbery or Caldecott year, rather than the copyright year, so the actual copyright year may be gleaned by simply subtracting one.
2. SABR comes from the Society for American Baseball Research, founded in (the actual) 1971.
3. I must acknowledge the inspiration of seven major league baseball heroes of my childhood and teen years—Henry Aaron, Roberto Clemente, Bob Gibson, Micky Mantle, Willie Mays, Frank Robinson, and Carl Yastrzemski. Great players all, and also statistical legends who helped start me on the sabermetrics path. I chipped my front tooth biting my thumb nail watching Clemente play in the 1971 World Series, but dropped any blame before the game even ended.
4. In baseball statistics, on-base percentage (OBP) is the percentage of plate appearances where a batter reaches base for any reason other than an error or a fielder's choice.
5. Slugging percentage represents the total number of bases a player records per at-bat. Unlike on-base percentage, slugging percentage deals only with hits and does not include walks and hit-by-pitches in its equation. Slugging percentage differs from batting average in that all hits are not valued equally.
6. WAR measures a player's value in all facets of the game by deciphering how many more wins he's worth than a replacement-level player at his same position.
7. My Newbery metric choices focus on things one can't find in any list, anywhere, without some time and arithmetic —and ignores the easy-to-find facts. For example, can you find the list of the six two-time Newbery winners? Try it—see, not so hard. Kate DiCamillo for *The Tale of Despereaux* in 2004 and *Flora and Ulysses* in 2014; E. L. Konigsburg for *From the Mixed-Up Files of Mrs. Basil E. Frankweiler* in 1968 and *The View from Saturday* in 1997; Joseph Krumgold for . . . *And Now Miguel* in 1954 and *Onion John* in 1960; Lois Lowry for *Number the Star*s in 1990 and *The Giver* in 1994; Katherine Paterson for *A Bridge to Terabithia* in 1978 and *Jacob Have I Loved* in 1981; and Elizabeth George Speare for *The Witch of Blackbird Pond* in 1959 and *The Bronze Bow* in 1962.
8. This article was completed in November 2021 at the conclusion of the year that the one-hundredth Newbery Medal was named, along with five Honor Books. Since the Newbery moves on to 101 in 2022, many metrics will change, but these numbers may be considered a snapshot of the Newbery at 100.
9. All decade-by-decade data are organized and presented from one to ten (for example 1961 to 1970), as decimal data are typically presented. The only exception is that 2021 is presented with the 1922 to 1930 numbers to allow for ten relatively equal decades.
10. Since the announcement and awarding dates shifted during the 100 years of Newbery, a uniform date was selected to represent the annual awarding, mostly for the determination of winners' ages. To accentuate the celebration of books written in the United States, July 4 was selected.
11. Sixty-four Newbery Medal winners have passed away and thirty-six were alive as of November 2021.

From Runners-Up to Honor Books

A History of the Books with the Silver Medal

KATHLEEN T. HORNING

If you ever talk to a member of the Newbery Committee some time in December, as they are approaching the final discussions to choose the Newbery winner, chances are you will find them stressed out, still frantically reading, and worried they may miss a distinguished book—perhaps THE most distinguished book of the year.

The specter of *Charlotte's Web* looms large. The 1952 novel by E.B. White, the now classic and arguably the most significant American children's novel of the twentieth century, was famously missed by the 1953 Newbery Committee. The committee instead selected *Secret of the Andes* by Ann Nolan Clark as the most distinguished contribution to children's literature published in 1952.

Except the Committee *didn't* miss *Charlotte's Web*. It was a runner up that year, specifically the first runner up, meaning that *Charlotte's Web* had been considered, thoroughly discussed and, when the votes were calculated, had come in second. We know this because until 1971, the Newbery Honor Books were true runners-up, and until 1964 were listed in preferential order.

If you look on the ALSC website's list of past Newbery Medal winners, you'll notice that the Honor Books of the first four decades seem to be listed willy-nilly in a haphazard order. They're not alphabetical by author or title.

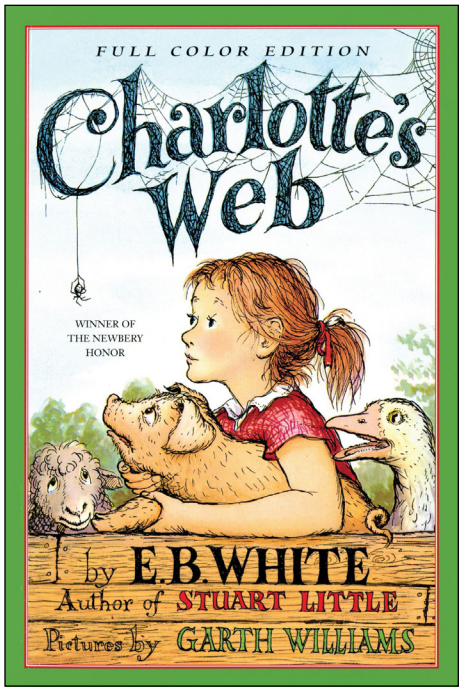
Instead, what you see in this alphabetical chaos is a bit of Newbery history. By looking at the lists of Honor Books, we can get some insight into each committee's final vote. Returning to the 1953 Newbery Medal books, for example, we can see that after *Charlotte's Web, Moccasin Trail* by Eloise Jarvis McGraw comes next, meaning that it took third place in the final vote.

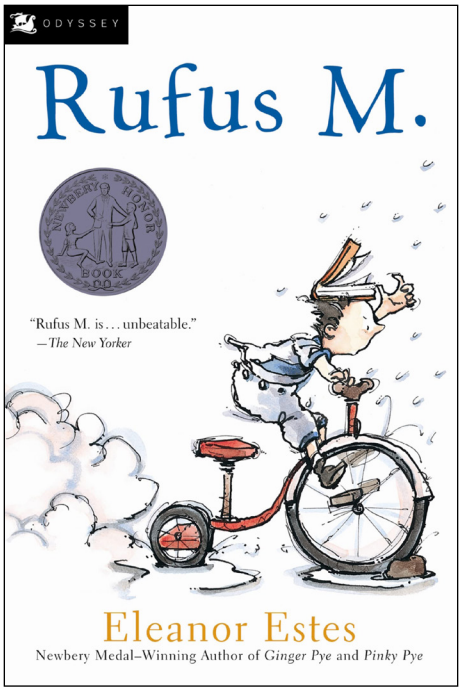
After that *Red Sails to Capri* by Ann Weil came in fourth, *The Bears on Hemlock Mountain* by Alice Dalgliesh came in fifth, and *Birthdays of Freedom*, volume 1, by Genevieve Foster, came in sixth. Today, this sort of information about the final Newbery votes is kept secret.

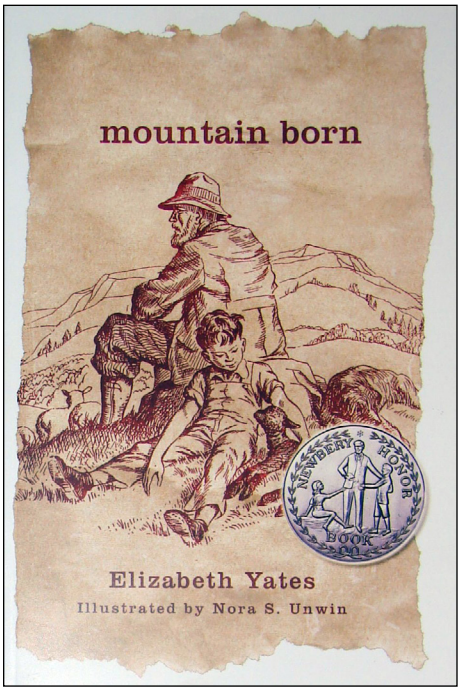
Back when the Honor Books were runners-up, there weren't any special rules or procedures for choosing them. They were literally the books that got the next highest vote tallies. And, in the first year at least, it didn't take that much to make the cut.

For example, in 1922, *The Story of Mankind* by Hendrik Willem van Loon, was chosen by a popular vote of the entire

Kathleen T. Horning *is the Director of the Cooperative Children's Book Center, a library of the School of Education at the University of Wisconsin-Madison. She is the author of From* Cover to Cover: Evaluating and Reviewing Children's Books *(HarperCollins, 2010), and of many articles on the history of the Newbery and Caldecott Medals. She teaches a popular ALSC online class about the history of the Newbery Medal.*







membership of ALA, and it garnered a whopping 77 percent of the vote. The five Honor Books that year were simply all the books that got two or more votes.

In her *History of the Newbery and Caldecott Medals* (Viking Press, 1957), Irene Smith noted the vote tally as follows:

1.	*The Story of Mankind*	163 votes
2.	*The Great Quest*	22 votes
3.	*Cedric the Forester*	7 votes
4.	*The Old Tobacco Shop*	5 votes
5.	*The Golden Fleece*	4 votes
6.	*The Windy Hill*	2 votes

The point spread here between the winner and the next highest book is so large that, by today's standards, there wouldn't have been any Honor Books named at all. Nor would the final vote counts have ever been published or even mentioned in casual conversation due to the confidentiality rules that have now been in place for most of the Newbery Award's existence.

In the first few decades of the Newbery Award's existence, the runners-up actually didn't get much attention at all. In 1923, 1924, and 1927, they weren't even recorded, so the runners-up for *The Voyages of Dr. Dolittle*, *The Dark Frigate*, and *Smoky the Cowhorse* are lost to history.

Voting was conducted by mail then, and the chair of the Newbery Committee (who, at that time, was also chair of the Children's Librarians' Section) tallied the final votes. Perhaps, as with *The Story of Mankind*, the wins were so resounding that the 1923, 1924, and 1927 chairs didn't feel a need to report. More than likely, however, they just didn't feel it mattered.

The indifference toward the runners-up is evident in the lack of press coverage they received. They were rarely included in the annual announcements of the Newbery (and later, Caldecott) winners. The 1942 runners-up, for example, were not mentioned at the Newbery-Caldecott Banquet where the Newbery winner was announced. Instead, they were announced a few days later by acting-chair Clara Breed at the very end of the CLA's business meeting, and then only in passing, after all the committee reports had been read, and just before adjournment.

In the June 1944 issue of *Top of the News* (the precursor to *Children and Libraries*) the runners-up got a bit of press coverage, but just barely. "Esther Forbes received the Newbery Medal for *Johnny Tremain*. *These Happy Golden Years* and *Fog Magic* were among the books considered for the award." That's it. No mention of the other two runners-up in 1944, *Rufus M.* by Eleanor Estes or *Mountain Born* by Elizabeth Yates. Both of these slighted authors would go on the win Newbery Medals in the next decade.

Fanfare Ramps Up

By the 1950s, the runners-up began to get a little more fanfare. They were now routinely mentioned in the library press, typically in the last paragraph of a lengthy description of the year's Newbery Medal winner. Beginning in 1964, they were no longer listed in preferential order so that each runner-up would be given equal standing.

Finally, in 1971 the term "runner-up" was replaced with the term "Honor Book," and applied to all of the previous runners-up retroactively, although the preferential order from 1922 to 1963 has been maintained. At the same time, silver facsimile

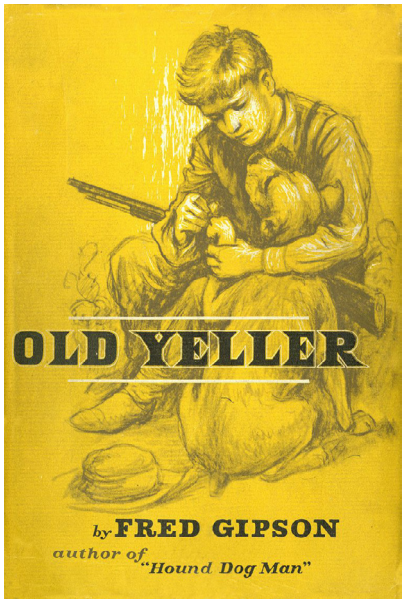
seals were created that could be placed on the covers of the Honor Books to give them higher visibility.

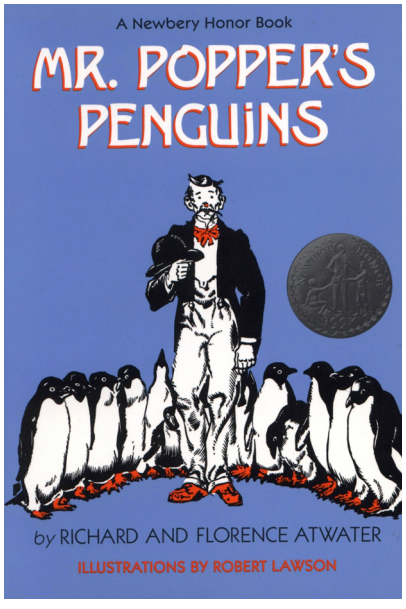
The Newbery winners are selected by a well-defined process. When it comes down to balloting after thoroughly discussing all of the final Newbery contenders, each committee member must vote for their first, second, and third place choice. These votes are tallied, giving each first-place vote four points, each second-place vote three points, and each third-place vote, two points. For a book to be declared the winner, it first must have simple majority of first place votes—at least eight of the fifteen committee members. In addition, there must be at least an eight-point spread between the top book and the next highest vote-getter. If no book reaches that form of mathematical consensus, then all the books that received at least one vote are discussed again, and a second ballot is taken. And then it's repeat and discuss until the committee reaches the requisite number of votes and point spread.

When it comes to selecting Honor Books, the Newbery Committee has much more leeway. There is no set number—the committee can choose as few or as many as they want to. The first order of business is to discuss whether they want to name *any* Honor Books. So far, no Newbery Committee has ever chosen not to (unless, of course, we assume that was the case in 1923, 1924, and 1927). If the committee decides to name Honor Books, they can choose to just go with the next highest vote getters.

There may be a clear cut-off point of, say, two or three books after the Newbery winner has risen to the top, and the committee can simply decide to name those books as the Honor Books. This method is the method used by all of the Newbery Committees until 1977. That year, the ALSC Board voted to allow the committee to ballot specifically for Honor Books.

This method, once the newly proclaimed Newbery Medal winner has been removed from the mix, can completely shake up the order of the remaining contenders, as now all fifteen committee members are also voting for their fourth-place choices. Or they might be changing the ranking of the books they voted for earlier after having heard further discussion.





While the committee has quite a bit of freedom in choosing Honor Books, one requirement is clear—the Honor Books must be considered truly distinguished, rather than merely strong contenders.

Let's be real. In American children's literature we have an embarrassment of riches each year. There's always going to be more than one distinguished book, but the Newbery Committee must select "the most distinguished" one. The Honor Books allow them to say, "But look at these books, too. They also stood out this year as distinguished."

What Is Distinguished?

What's considered distinguished in children's literature has changed over the years. The Newbery Medal winners don't always stand the test of time. There are few, if any, Newbery winners from the 1920s to 1950s that I'd recommend for contemporary children.

What I like to recommend to children instead are the Newbery Honor Books from the past two or three decades. Among them you'll find a lot of great books, as well as a greater diversity of style, of genre, and of authors than you typically find among the Newbery winners. You'll find more folklore, memoirs, picture books, easy readers and transitional fiction, nonfiction, high fantasy, graphic novels, and short-form fiction. You'll also find a wealth of great authors, including Kathy Appelt, Ashley Bryan, Margarita Engle, Grace Lin, Walter Dean Myers, Gary D. Schmidt, Steve Sheinkin, Rita Williams-Garcia, Jacqueline Woodson, and Laurence Yep, to name just a few.

And among the older Honor Books, of course, you'll find *Charlotte's Web*, standing next to a few other perennial favorites that seem to have transcended time—*Millions of Cats* (Newbery Honor, 1929), *Mr. Popper's Penguins* (Newbery Honor, 1939), *My Father's Dragon* (Newbery Honor, 1949), and *Old Yeller* (Newbery Honor, 1957). Each one of these has outlasted the Newbery Medal winner of its corresponding year. And chances are, there are Newbery Honor Books from the twenty-first century that will do the same thing for the generations to come. &

The "Other" Winners

The Excitement of Mock Newberys

STEVEN ENGELFRIED

As we look back on one hundred years of the Newbery Medal, it's fun to revisit the winning titles from past years. Remember when *Out of My Mind* by Sharon Draper won the 2011 award? And wasn't it great when Jonathan Auxier's *Sweep* was announced as the 2019 Medal winner?

Oh, wait. Those weren't the real winners, were they? They were winners of Mock Newbery elections.

While those books didn't get the shiny gold seals on their covers nor enjoy the sales bump that every Newbery medal title receives, I still look at those mock winners, and others from past years, with a bit of extra respect and affection. I know their victories generated considerable excitement among the participants who read, discussed, and voted for them.

Mock elections allow participants to gain insights into literature, develop critical thinking skills, and make lasting connections with individual books and authors. After taking part in at least a couple dozen mocks over the years, as participant and facilitator, with kids and with adults, here are some elements I've found especially interesting, challenging, and rewarding.

Mirroring the Real Newbery Award

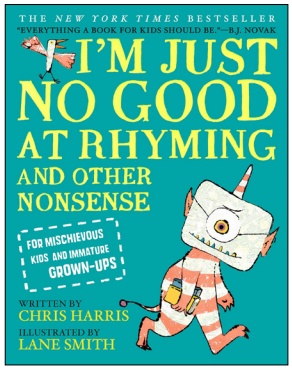
The obvious place to start is with the concept itself. Every year the fifteen members of the Newbery Committee select the single "most distinguished" children's book of the year. How fascinating to follow that process independently, following the process of the work of the actual committee where possible. Using similar guidelines and choosing from the same pool of current-year titles adds significance and intrigue to the Mock Newbery process. At the same time, applying the same criteria that the real committee follows can lead to some highly engaging book discussions.

Connecting with the Books

There's also that built-in big finish, when the real awards are announced and the mock participants learn how their choices overlap with the actual results. When my group of fourth to eighth grade students learned that *Following Fake Man* by Barbara Ware Holmes was not the 2002 winner, I was pleased to see how disappointed they were . . . not that I liked

Steven Engelfried *is the Library Services Manager at the Wilsonville (OR) Public Library. He has served on two "real" Newbery Committees (2010 and 2013) and has taken part in too many "mock" awards elections to count. Steven blogs about the Newbery Medal on School Library Journal's "Heavy Medal" site. He also edited the Newbery and Caldecott Mock Elections Tool Kit, published by ALSC in 2011.*

seeing them unhappy, but it demonstrated how invested they had been in the process and in that particular book.



And on *School Library Journal*'s *Heavy Medal* blog, which I've co-hosted for several years, the discussions and analysis by adult readers are much more extensive, but when our mock winner comes up empty, as Chris Harris' *I'm Just No Good at Rhyming* did in 2019, its strongest supporters may be just as let down as the ten-year-olds.

The process can engender real pride in the participants, even when the mock choice doesn't match the real one. One fifth grade group I worked with felt so satisfied with their 2011 choice (*Night Fairy* by Laura Amy Schlitz) that they commemorated it by having one artistic member create a Mock Newbery seal, which still adorns the cover of one of our library copies.

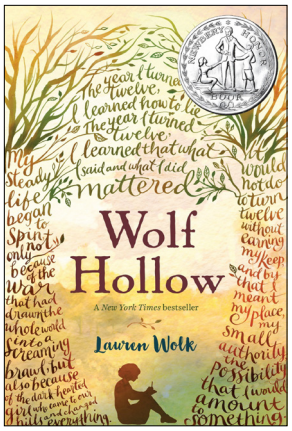
Predicting the Winners

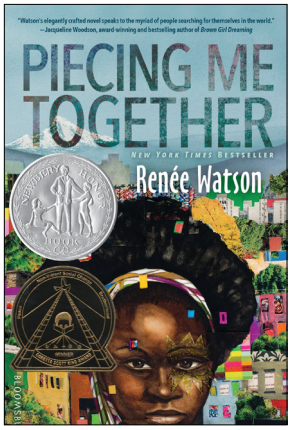
"Will our book win?" is a vital question to Mock Newbery participants, but picking winners really isn't the goal. In a mock election, it's the journey and the process, rather than the final outcome, that matter. At their best, however, Mock Newberys can change the ways participants look at children's books and authors.

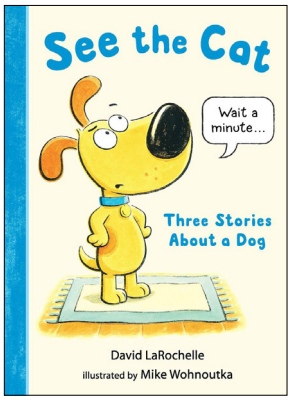
There's great potential for high level book discussion with kids. In a typical mock election, participants follow the official Newbery terms and criteria, which direct participants to be thorough and objective in their book evaluation process. Participants must identify distinguished examples of plot, setting, and other literary elements, even when the books under consideration might represent wildly varied forms, styles, and intended audiences.

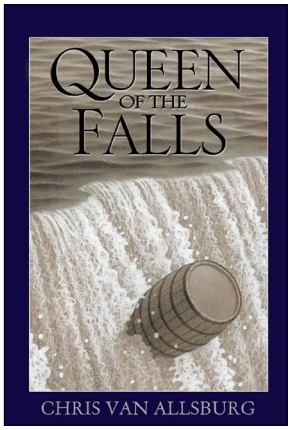
This focus on literary quality over personal response is especially helpful for kids, as the shift from searching for their *favorite* book to finding the *best* book is a key step in critical thinking. And identifying the qualities that contribute to a book's excellence is another big leap. Not all kids are ready for this, but using the Mock Newbery process can lead them to approach literature with higher levels of appreciation for excellence in writing.

To be fair, that leap from reading enthusiasm to critical judgment can be equally challenging for grown-ups. Adult readers of kids' books tend to make strong personal connections with the books they love, and those connections can get even tighter when they're placed in competition against other titles.









There's also the intrinsic challenge in evaluating children's books that's faced by the real committee as well as mock groups. How does the age of the audience impact the qualities of a distinguished book? Most adult readers have an easy time identifying excellence when the writing is more sophisticated. Writers such as Lauren Wolk (*Wolf Hollow*) and Renée Watson (*Piecing Me Together*) use prose aimed at children, but excellent in ways that are recognizably similar to adult writers.

It's harder, though, to figure out what distinguished prose for six-year-olds looks like. On my blog last year, I wondered if a practically perfect early reader like David LaRochelle's *See the Cat* might earn Newbery consideration. Its style and humor were outstanding for the intended audience, but it lacked the complexity of books for older readers. Applying the same critical criteria to books with such disparate standards of excellence is fascinating, but can make evaluation and comparison tricky for both Newbery and Mock Newbery participants.

Reading Outside Your Lane

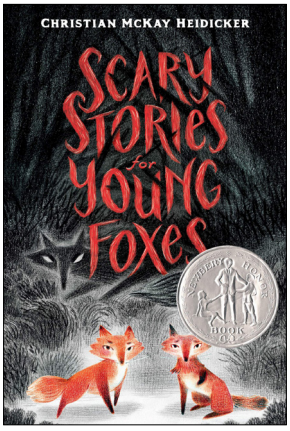
Mock Newberys can also expose readers to excellent books that they wouldn't normally consider. More than one fifth grader in my 2012 mock commented that *Queen of the Falls* by Chris Van Allsburg didn't seem to fit in with the other books, but it turned out to be one of the group's most appreciated titles; the kids identified its literary qualities that held up quite nicely alongside the longer novels on our list.

On my blog, participants often note that a particular book or genre is not what they would normally read. That's a valuable observation that often leads to even stronger analysis. When

you're less fully immersed as a reader, the shift to impartial critical evaluation can come more naturally.

Making the Case

Discussing books in a Mock Newbery setting can engender levels of discussion that more conventional book groups lack. Your goal isn't just to share what you thought of a book. Instead, you apply the specific criteria and literary elements and try to articulate your evaluation in a way that expands, and possibly changes, the way others in your group see that particular title. It's really not enough to just decide what books you'll vote for; you want to convince others of a title's virtues (or flaws) so they will also vote for it (or not).



This can result in some exhaustively detailed analysis, where every choice an author makes can be up for discussion. For example, when we discussed Christian McKay Heidicker's *Scary Stories for Young Foxes* on the blog in 2019, I was thoroughly impressed with plot, style, and setting.

However, others saw things that I had missed. Those different insights, backed up with examples from the text, helped us all look at the book more carefully. In the end, I still rated that book as one of the best of the year, and it earned a Newbery Honor from the real committee, but the mock discussion exemplified that rigorous examination of every aspect of a book that can lead to the fullest and fairest evaluation.

This focus on literary quality over personal response is especially helpful for kids, as the shift from searching for their **favorite** *book to finding the* **best** *book is a key step in critical thinking.*

Assembling the Mock Committee

To successfully explore the benefits of Mock Newberys, start with willing participants. I've led various types of book groups for kids over a couple decades as a youth librarian, and Mock Newberys have elicited the widest and most engaged participation. Even for serious young readers who love to talk about books in any setting, that added framework of the Newbery process adds appeal.

The mock structure also generates a stronger commitment for kids to read all the books on the list. They know that even if there's just one title they hope will win, its chances increase when they can talk convincingly about the ways in which the other books fall short.

Adult Mock Newberys can come in all kinds of formats. Some are a single-day event, in which participants read in advance, then discuss and vote for a winner. At the other end of the spectrum is the year-long process we follow on the blog, which includes monthly reader suggestions, three months of in-depth discussion, another month of looking even more closely at a list of finalists, and finally a Mock ballot.

Videoconferencing software such as Zoom, Skype, and Google Meet expands the possibilities. In January 2021, for example, we held our first live discussion/ballot on Heavy Medal, which allowed us to get even closer to mirroring the real committee process.

Choosing the Books

While the real committee members spend a full year reading hundreds of books, a Mock Newbery group works with a much smaller number, typically between six and twenty titles. If you're planning a Mock, try not to worry too much about trying to predict the winners with your list.

For one thing, it's hard. The 2021 slate, for instance, included a nonfiction title, a history book in picture book format, and two books by the same author, none of which are typical based on past years. Beyond that challenge, creating a list that includes a balanced variety of genres, styles, and age levels leads to fruitful and enjoyable discussions. The real committee's title lists are confidential, but year-long Mock Newbery sites like Heavy Medal, Good Reads, and others provide suggestions of possible contenders that can be useful to mock groups developing reading lists.

Finding Enough Copies

Also consider if the books are readily available. On Heavy Medal, which runs from September through January, our reading recommendations are weighted towards Spring and Summer releases, since many readers won't be able to get their hands on books that are released in October or November.

Neal Shusterman's *The Toll* received rave reviews and concluded a very popular trilogy. The book was on our final 2020 list, but with a November publication date and a long waiting list, some participants (including myself) barely had a chance

Tips for Successful Mock Newberys

- **Use the CCBC Book Discussion Guidelines** (or something similar) to set the stage for effective discussion, in terms of book analysis and communication. https://ccbc.education.wisc.edu/literature-resources/ccbc-book-discussions/ccbc-book-discussion-guidelines/.
- **Discuss the Newbery criteria**. These guide participants towards literary analysis, rather than personal opinion, and also keep things close to the real committee's work. Sharing examples of how past winners met specific criteria for distinguished writing can help foster strong discussion. Newbery criteria can be found online at https://www.ala.org/alsc/awardsgrants/bookmedia/newbery, click on the Newbery Medal Terms and Criteria tab.
- **Share the basics** about how the committee reaches its decision, including suggestions, nominations, discussions, and voting.
- **Share your results**. Every year, the ALSC Blog (https://www.alsc.ala.org/blog/) invites mock groups from all over the country to share their results. It's fun to see how the other winners stack up against your own.

to finish it before our final discussion in January. These kinds of logistics can influence the final content of the Mock Newbery book list.

Selecting the Winner

Most Mock Newberys follow the official process for voting in some fashion. After all discussion ends, real Newbery Committee members each cast a ballot with their top three titles ranked. Every first-place vote receives four points, second place votes get three, and third place receives two points. Once points are totaled, a winner is declared only if the top vote-getter receives at least a simple majority (eight of fifteen) of the first-place ballots and leads the runner-up by at least eight points.

This level of complexity, and the potentially multiple re-ballots that can follow, isn't necessarily needed in a mock election, but it's fun and instructive to follow the weighted ballot process. It leads participants to ponder strategy, such as, "Should I vote for my second-favorite book that has no chance to win or favor my third favorite, which seems to have more support from others?" And with any Mock Newbery group, the revelation of the final totals is always an exciting climax to the process.

Continuing the Tradition

In this centennial anniversary year, anticipation for the announcement of the Newbery winner will be as high as it's ever been. As always, there will only be one medal book, and it will be justly celebrated. But it's also fascinating to think about all of the other outstanding children's books that will have been named as most distinguished by countless groups of kids and adults around the country, all of whom have devoted significant amounts of time, energy, and passion by taking part in Mock Newbery elections. &

More Mock Newbery Resources

ALSC's digital Mock Newbery Toolkit, at https://www.ala.org/alsc/mock-newbery-toolkit, provides direction, context, and suggestions for holding a Mock Newbery with patrons, students, and readers of any age. Detailing the most important aspects of the award selection process, the toolkit provides an accessible framework for communities to practice and enjoy the discussion of distinguished books. Drawing from the experience of ALSC members, including past Newbery committee members, the toolkit is based on the real criteria and procedures found in the Newbery Manual.

The Mock toolkit webpage also includes

- **Newbery Trivia**—A Powerpoint containing Newbery trivia questions that can be used for all trivia needs, including an ice breaker for mock election participants or a fun activity for learning about the award in preparation for a mock election program.
- **Mock Newbery Discussion Guides**—Created by ALSC member Susie Isaac, the guides can be used as a resource for leading Newbery discussions or creating your own activities.

A Tale of Two Katherines

Newbery Medal Winners Who Collaborate

MARY-KATE SABLESKI

Katherine Paterson
"Katherine Paterson—Flint Heart (Children's and Teens' Department)" by Politics and Prose Bookstore is licenced under CC BY-SA 2.0 (https://creativecommons.org/licenses/by-sa/2.0/).

Katherine Applegate
Photo courtesy of the author.

Two Katherines. Three Newbery Medals. One Newbery Honor. More than sixty books for children, and more than seventy-five years of collective writing experience. Both beloved authors of books for children. And both are "couples who collaborate," with co-authored works with their spouses to their credits.

In this centennial year of the Newbery Medal, there are numerous opportunities to search the archives to find unexpected patterns and surprising coincidences across the winners. A quick history of the Medal reveals that couples have won Honors in years past, but no couple has ever won the top prize.

Katherine Paterson and Katherine Applegate are two past winners of the Newbery Medal, winning for their incredible solo works. However, both also have histories of collaborating with their spouses, creating other memorable works for children.

Paterson is the author of more than thirty books for children across an impressive almost half-century career. She has two Newbery Medals (*Bridge to Terabithia*, 1978; *Jacob Have I Loved*, 1981), and one Newbery Honor (*The Great Gilly Hopkins*, 1979). She won the Hans Christian Andersen Award in 1998, the Astrid Lindgren Memorial Award in 2006, was named the National Ambassador for Young People's Literature in 2010-2011, and won the Laura Ingalls Wilder Award in 2013, all a testament to her lifetime achievements and contributions to children's literature.

Applegate is also the author of thirty books for children, including *Home of the Brave, Wishtree, Crenshaw,* the Roscoe Riley series, and the Endling series, to name just a few. In 2013, her book *The One and Only Ivan* won the Newbery Medal. Her newest book, *Willodeen*, focuses on a fantastical world in many ways like our own, facing climate change and natural disasters, but with magic and imagination.

As writers, Paterson and Applegate follow quite a few similar patterns. Both began writing at young ages, though neither of them identified this as a career path until later in life. Both Katherines enjoy the writer's life they feel lucky to live—working from home, sharing stories, and communicating with their readers.

As with many writers, both of these wildly successful women share stories of rejection, and the need for persistence and resilience in pursuing a path to published writing. Both have written across genre and format, creating novels, early readers, and picture books to delight their readers with each new publication. And both, when their books are read with children, elicit wonder and awe at the worlds they create.

Of course, sharing a name does not mean they are the same writer. Each Katherine approaches her craft in different ways. Paterson tends to write about real people in real situations, with books that reflect the complex challenges of childhood. Applegate is a fantasy writer, who imagines animals in human

Mary-Kate Sableski *is an Associate Professor at the University of Dayton in Dayton, Ohio, where she teaches children's literature and literacy methods courses. She is a current member of the Schneider Family Book Award Committee.*

situations to give the reader a different lens on the world. Applegate finds value in series books, while Paterson tends to write stand-alone stories. Across the field of children's literature, their contributions are numerous and varied, and ever-present features on library shelves.

All About Collaboration

Collaborating with one's partner can prove both challenging and rewarding. Couples featured in past Couples who Collaborate columns in CAL have discussed their separate and shared work spaces, their editing and revising processes, and the ways in which they help each other grow as writers and illustrators through their collaboration. Couples collaborate in varied ways and across varied spaces.

Kevin Henkes, a Newbery Honor winner for *Olive's Ocean* (2004) and *The Year of Billy Miller* (2014), creates books with his illustrator wife Laura Dronzek. The couple work in separate, but connected, creative spaces in their Wisconsin home.

Shannon Hale, winner of a Newbery Honor for *Princess Academy* in 2006, went on to collaborate with her husband, Dean, on several series. They work in common spaces, working around the schedules and needs of their four active children. For Paterson and Applegate, their collaborative experiences with their spouses arose from distinctly different contexts and purposes, but with common outcomes: books kids love to read.

Paterson's collaboration with her husband, John, came many years after winning her two Newbery Medals and one Newbery Honor. *The Flint Heart* (2011) was a story John Paterson heard about and wanted to read. He tracked down a copy of the book and queried publishers to re-issue it since it was out of print. Most had concerns for the old story's relatability to modern audiences, originally published by Eden Phillipott in 1910. Still, Katherine and John felt it could be re-imagined for a modern readership. So, the Patersons set to work on revising and recasting the story. John Rocco completed the gorgeous illustrations, and the result is a book that takes an old story and gives it a decidedly new twist. The book still reflects the same whimsy and humor of the original version from 1910, but contains a distinctly Paterson feel to the language and storyline.

The Patersons also collaborated on three other books: *Consider the Lilies: Plants of the Bible* (1986), *Images of God* (1998), and *Blueberries for the Queen* (2004). The latter, illustrated by Susan Jeffers, is a story based on actual events from John's childhood, told with fantasy and imagination. *Consider the Lilies* (illustrated by Anne Ophelia Dowden) and *Images of God* (illustrated by Alexander Koshkin) are two gorgeous illuminations of biblical stories and representations, reflecting the Paterson's strong Christian faith.

Prior to their collaboration on *The Flint Heart*, Katherine credits John with incredible influence on her writing career. He was the person who knew how to get Katherine past those writer's block moments every writer faces, by reminding her to keep on writing.

Paterson states, "He believed that I could write during all those years that no one wanted to publish anything I had written. He was the one that made me put 'writer' on the IRS form instead of 'housewife.' He is my first editor and my best booster. And no matter what I say, he always thinks I can write another book."[1] Sadly, John passed away in 2013, leaving

behind a legacy of collaboration and inspiration, and the incredible work and life he and Katherine shared.

For Applegate, the collaboration with her husband, author Michael Grant, occurred years prior to her Newbery Medal winning book, *The One and Only Ivan*. In 1996, the first Animorphs book was published by K.A. Applegate (the pen name for Michael and Katherine), and changed the reading lives of numerous children of an entire generation. Published between 1996 and 2011, Animorphs was a widely popular series that appealed to teens' and tweens' sense of fun and adventure. The duo wrote the first twenty-five books in the series before moving on to other projects. In 2020, the first Animorphs graphic novel brought the series to a new generation of readers.

Like other couples who collaborate, Applegate and Grant work together as sounding boards for one another. Having an in-house writer to go to for help with plot—an aspect of creating a story Katherine credits Michael with being skilled at—helps Katherine push through writer's block.

Applegate's recent novels present a distinctly different premise than the couple's collaborative work. After Animorphs, the two wrote their own separate ways for a while, with Michael sticking to science fiction, and Applegate focusing on the fantastical animal voice. Interestingly, both have remained committed in their own ways to the fantasy, animal focused stories that made them a household name.

In 2012, they published *Eve and Adam*, a young adult science fiction novel, together. Applegate says, "We told the publisher, Jean Feiwel, that she would have to have a clause included that covered any marital counseling that we required as a result because we hadn't collaborated in a long time. And, in fact, because we both developed our own styles, and we were writing for different age groups, it was really smooth sailing I think."[2]

Winning the Newbery Medal is a pivotal moment in any writer's career. For Paterson, the Medal launched her into an illustrious and distinguished career as one of the most beloved authors for children, leading to an eventual collaboration with her husband. For Applegate, the Medal demonstrated the power of her unique voice as a writer for children, crafted and honed in collaboration during the early years of her career with her spouse.

No matter the path taken, children, librarians, and teachers everywhere will always find something worth sharing in a book written, whether solo or collaborative, by one of these much-adored Katherines. &

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ALSC Member Profiles

Keary Bramwell

Keary Bramwell *is School Librarian at Grace Lutheran School in River Forest, Illinois.*

In celebration of the centennial of the Newbery Medal, the ALSC Membership Committee interviewed past Newbery Committee members about their experiences.

Jenna Friebel, Collection Management Librarian, Oak Park Public Library; 2020 Committee (Newbery Winner *New Kid* by Jerry Craft)

Favorite memory?

Calling the authors was so satisfying and emotional. All our honorees were excited and grateful, and I definitely cried more than once!

What was the most unexpected part of being on the committee?

Before serving on the Newbery Committee, I had already served on award committees for Geisel (2016) and Printz (2018), so I was familiar with the process. Still, there's nothing quite like that feeling of being in the room and making the big decisions. It's impossible to predict beforehand how the discussions will go and what will make it out on top.

What advice would you give to a new member of the committee?

Always be open to changing your mind! You'll have favorites and not-so-favorites, but it's so important to truly listen to and consider the thoughts of your fellow committee members. That said, when you are passionate about a book, have plenty of textual evidence to back you up on its merits or lack thereof.

What is your favorite Newbery title (other than your year) and why?

What an impossible question! I don't think I can choose a favorite, but one that was monumental in my childhood was *The Witches of Worm* by Zilpha Keatley Snyder, a 1973 Newbery Honor. I read it in middle school, so roughly twenty years ago when the book was already nearly thirty years old. And although I haven't reread it since, I still credit it with being the book that turned me into the horror fan I am today.

What snack got you through the long committee meetings?

I had my own personal bag of double-dipped chocolate covered peanuts, my favorite comfort snack.

Tad Andracki, Middle School Librarian, University of Chicago Laboratory Schools; 2018 Committee (Newbery Winner *Hello, Universe* by Erin Entrada Kelly)

Favorite memory?

We met in Denver for our deliberations in the middle of winter, so, naturally, it began to snow during one of our meetings. We had a large bank of windows in our meeting room, so while we were discussing, we got distracted by the gently falling flakes. During our next break, we frolicked a bit in the snow, including our committee member who was a lifelong Angeleno and had never seen snow before!

What was the most unexpected part of being on the committee?

How often my mind changed! The committee is a group of people with a wide variety of life experiences—but who are all there for a reason. The ways that someone would suggest an alternative reading on the language used in a book that completely opened up my perspective...or might point out a minor detail that proved to be a fatal flaw...it was so rewarding to be with such a rich body of knowledge. And it made me rethink everything I thought I knew going in.

What advice would you give to a new member of the committee?

Take good notes, and put your systems in place early on how to sustain your home, social life, and work. Newbery reading will eat it all if you let it, and you need to figure out how to make it all work before it becomes too much.

What is your favorite Newbery title (other than your year) and why?

This question isn't fair! But I'm a huge E.L. Konigsburg fan, and *The View from Saturday* had a major impact on my life when I first read it. There's something about the way Konigsburg sketches characters who are a little awkward, a little nerdy, a little queer, and a little selfish—but always have a good heart, even if they don't know how to express it—that really speaks to me (and so many, I think).

Edith Ching, Instructor, University of Maryland; 2007 Committee (Newbery Winner, *The Higher Power of Lucky* by Susan Patron)

What was the most unexpected part of being on the committee?

How much I learned from my fellow committee members and how their insights helped inform me about the books we were discussing.

What advice would you give to a new member of the committee?

When I received word I had been elected to the Newbery committee, I cried because I felt overwhelmed by the honor and then worried that I wasn't "good enough" for the job. I realized that anyone can be a productive member if they are willing to put in the work. So have confidence and be ready to set aside a lot of time.

What is your favorite Newbery title (other than your year) and why?

When You Reach Me by Rebecca Stead. My son is mentally ill, and one of the things I treasure about this book is that Stead shows a person who becomes mentally ill but was once a sweet loving son and friend. It is one of the many "truths" of this book. &

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THE LAST WORD

A Compilation of Our Contributors' Favorite Newbery Books

Choosing one's favorite Newbery is like choosing a favorite child . . . but here are some favorites of our CAL contributors.

The 1996 Honor Book *The Watsons Go to Birmingham, 1963* by Christopher Paul Curtis. I marvel at this book, which deftly moves from hilarity to despair and then to an emerging sense of connection as a way forward. I also love *Flora and Ulysses* (2014), which was the book that won the year I was on the Newbery Committee. I love so many of the books!

—Susan Polos, Middle School Librarian,
Greenwich Country Day School

A tie between *The Westing Game* (1979) by Ellen Raskin and *The Giver* (1994) by Lois Lowry, the former for its joyful and clever creativity and the latter for its chilling transformation into dystopian horror.

—Steven Herb

The books I "hand sell" most at the library are two, albeit very different, Newbery winners: Neil Gaiman's *The Graveyard Book* (2009), for its clever creepiness, and Kate DiCamillo's *Flora and Ulysses* (2014), a masterpiece of playfulness and creating memorable characters.

—Sharon Verbeten

The High King (1969) by Lloyd Alexander, and my top Honor Book, *The Black Cauldron* (1966), come from the same series. I read the Chronicles of Prydain at age eleven or so in the early 1970s, and it clearly stands the test of time for me. I've re-read them every five years or so ever since. As a child, these might have been the most serious books I had read up to then, with agonizing choices (the brooch or the Cauldron?) and beloved characters actually dying (every time I get to "The Red Fallows" chapter, I have to brace myself). The books are also funny, thrilling, and filled with wisdom and insights that have stuck with me for decades.

—Steven Engelfried

The 1988 winner, *Lincoln: A Photobiography*, is a favorite of mine because it shows so convincingly that historical writing can rise to the level of art. By shaping facts into stories and stories into a tautly constructed, continuous narrative, Russell Freedman performed the real magic trick of taking a fabled figure down from the marble shelf and putting young readers eye to eye in his—Abraham Lincoln's!—presence.

—Leonard S. Marcus

I appreciate a good surprise in the Newbery winners. One of my favorites is *Last Stop on Market Street* (2016) by Matt de la Peña, illustrated by Christian Robinson. Winning the Newbery Medal and a Caldecott Honor in the same year had to be an unbelievable experience for this team, and I love how the Newbery drew attention to a picture book as a classic work of children's literature.

—Mary-Kate Sableski, PhD, Associate Professor,
University of Dayton

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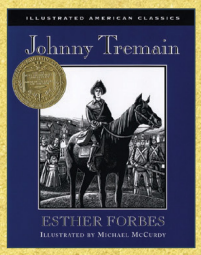

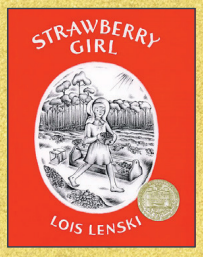

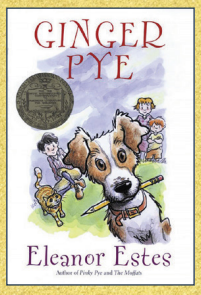

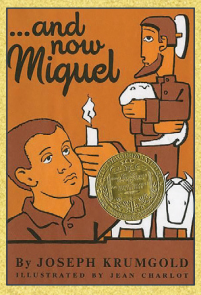

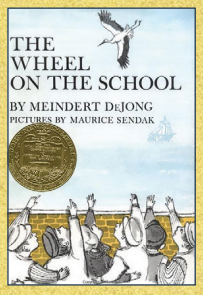

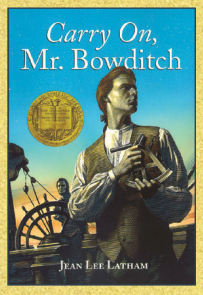

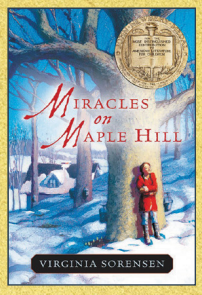

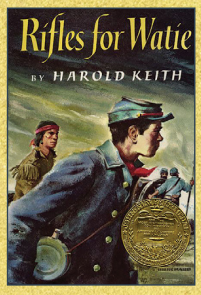

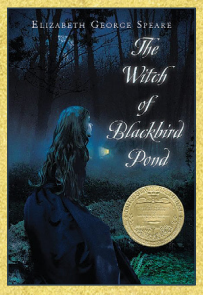

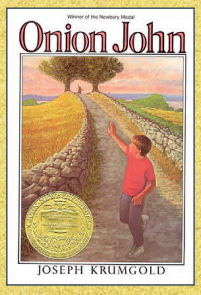

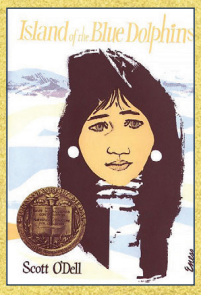

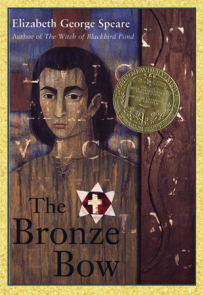

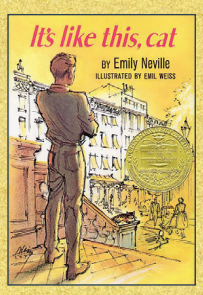

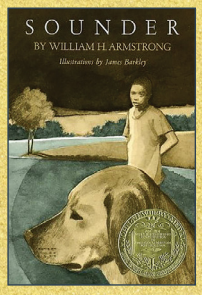

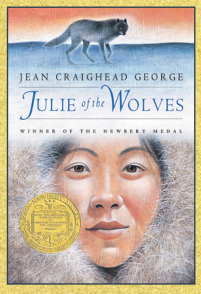

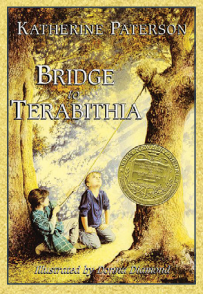

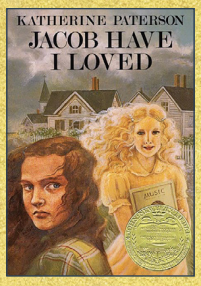

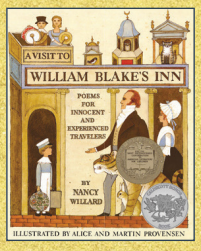

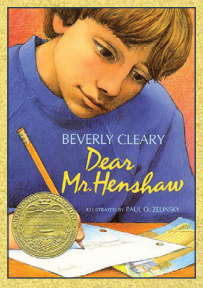

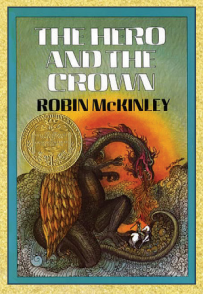

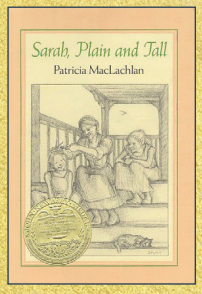

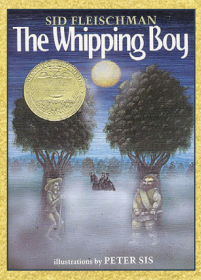

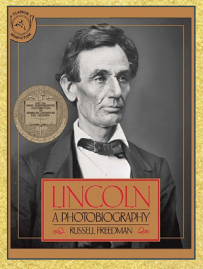

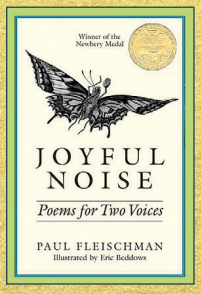

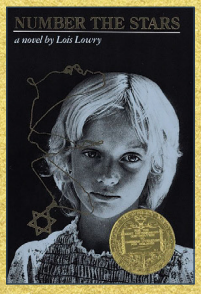

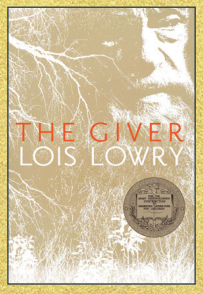

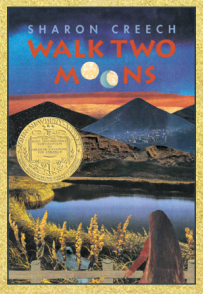

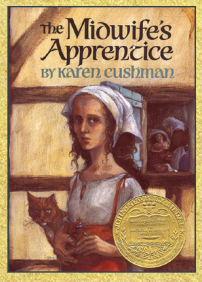

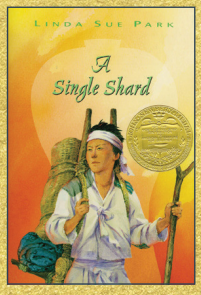

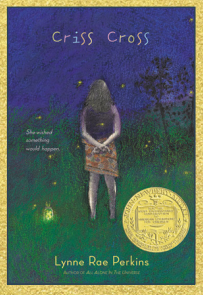

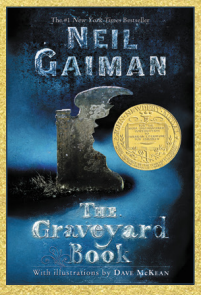

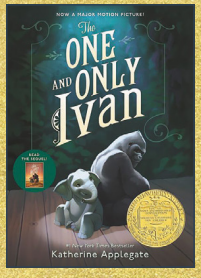

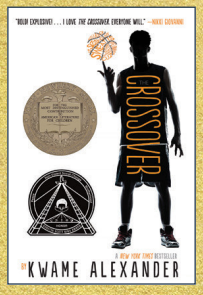

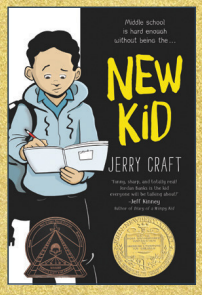

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