

University of Nebraska - Lincoln

DigitalCommons@University of Nebraska - Lincoln

---

Faculty Publications, UNL Libraries

Libraries at University of Nebraska-Lincoln

---

2021

## From the Trenches to the Writer's Desk: Establishing a Collection of Children's Books Authored by Military Veterans in an Academic Library

Casey D. Hoeve

University of Nebraska - Lincoln, [achoeve@unl.edu](mailto:achoeve@unl.edu)

Follow this and additional works at: <https://digitalcommons.unl.edu/libraryscience>



Part of the [American Literature Commons](#), [American Popular Culture Commons](#), [Library and Information Science Commons](#), and the [Other American Studies Commons](#)

---

Hoeve, Casey D., "From the Trenches to the Writer's Desk: Establishing a Collection of Children's Books Authored by Military Veterans in an Academic Library" (2021). *Faculty Publications, UNL Libraries*. 410. <https://digitalcommons.unl.edu/libraryscience/410>

This Article is brought to you for free and open access by the Libraries at University of Nebraska-Lincoln at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Faculty Publications, UNL Libraries by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.

# From the Trenches to the Writer's Desk: Establishing a Collection of Children's Books Authored by Military Veterans in an Academic Library

Casey D. Hoeve

University of Nebraska-Lincoln Libraries, University of Nebraska, Lincoln, Nebraska

*Correspondence* — Casey D. Hoeve, University of Nebraska-Lincoln Libraries,  
317 Love Library South, 1248 R St. Lincoln, NE 68588; *email* [achoeve@unl.edu](mailto:achoeve@unl.edu)

ORCID Casey D. Hoeve <http://orcid.org/0000-0003-4837-8910>

## **Abstract**

Kansas State University possesses a collection of juvenile literature to aid Education and English Department programs. KState is also the university with the largest military population in the state. It was discovered that several famous children's authors were military veterans. Building upon this research, over 160 children's authors who served in the military were identified. K-State Libraries NEH Endowment Committee funded the curation of a military veteran children's literature collection, the only known academic library to possess such a collection. The collection enabled the libraries to provide outreach through access to the materials, internet resources, and special collections exhibits.

**Keywords:** Academic libraries, children's books, children's literature, juvenile, outreach

---

Published in *Collection Management*, 2021

doi:10.1080/01462679.2021.1891490

Copyright © 2021 Casey D. Hoeve. Published by Taylor & Francis Group, LLC. Used by permission.

Published 28 February 2021.

**Citation:** Casey D. Hoeve (2021): From the Trenches to the Writer's Desk: Establishing a Collection of Children's Books Authored by Military Veterans in an Academic Library, *Collection Management*, DOI: 10.1080/01462679.2021.1891490

## Introduction

When the topic of children's literature in libraries is addressed, people will most likely associate these books with public libraries. Public libraries often have special areas specifically dedicated to juvenile literature, including smaller furniture and character-related toys in tandem for entertainment. There are also dedicated children's librarians who actively engage with literacy and summer programs, as well as story time readings and early learning activities.

Children's literature in academic libraries is lesser known, but an important part of research and the curriculum for English, Family Studies, and Education departments. Examining award-winning literature can illustrate diversity trends (Crisp et al. 2016), sensitive issues, whether children are exposed or not exposed to this literature, and how to diversify reading in the classroom. The lives of authors may also be researched, determining meaning and context behind their works. It is essential to have a wide array of materials to provide opportunities for novel research contributions to the field.

Children's literature written by military veterans poses a unique opportunity that has rarely been researched before when compared against other topics. From the perspective of diversity, it is not only important to select diverse materials, but also works written by a diverse array of authors. The connection between children's literature and military veterans may seem like an anomaly, but a substantial number of former service members are authors of children's literature. Research libraries seek out unique collections that are generally related to the university, and military veteran children's literature connects with the military-inclusive community of Kansas State University (K-State). K-State offers outreach programs for Military Affairs, Nontraditional and Veteran Student Services, the Institute for Health and Security of Military Families, and Air Force ROTC and Army ROTC. Education extension programs are also available for military students from Fort Riley, 20 min away from K-State, and Fort Leavenworth (K-State 2021). Given K-State's land-grant mission, history of military outreach, collection strengths in military history, and children's literature, a collection of children's literature by military veterans significantly adds to the cultural record maintained by the university libraries.

## Background

K-State is a public doctoral Carnegie Classification R1 “Highest Research Activity” university, located in Manhattan, Kansas. Established in 1861, KState was the first land-grant institution created under the Morrill Act (Kansas State Universitya 2020), largely focusing on a curriculum based upon agriculture, science, military science, and engineering. While K-State Libraries have collection strengths in the consumer movement, and one of the best research collections on cookery in the United States, the substantial collection of children’s literature is often overlooked.

K-State Libraries possess over 20,000 volumes of children’s literature. This collection supports the College of Education, and the English Department, which offers undergraduate courses in children’s literature, as well as a Master of Arts in English in Children’s Literature. The graduate program is highly respected and contains university distinguished professors within the children’s literature program and English Department (Kansas State Universityb 2020). Faculty and students use this collection extensively, either teaching small group sections in the library, or sitting in the stacks researching and reading materials for class assignments.

Beginning in 2011, K-State Libraries has operated under a flat budget, with few resources available to support new areas of scholarship. Since 2014, the Libraries have encountered extreme budget cuts, with monetary collection reductions, in excess of one million dollars (Hoeve and Geuther 2020). This has created significant barriers for the development of new and innovative collections, particularly in the humanities, which experienced a disproportionate amount of resource non-renewals.

In 2013, after a bibliographic search was conducted on a favorite children’s author, Shel Silverstein, it was discovered that Silverstein had served in the military, and was briefly stationed at Fort Riley, a military installment near K-State. Given K-State’s research, curriculum, and library support for children’s literature, the content development librarian for arts, architecture & the humanities and the rare books librarian searched for early works by Silverstein. They were able to acquire a copy of *Take Ten* (later renamed to *Grab Your Socks!* in paperback form), signed by “Corporal Shel Silverstein,” a work he

had authored during the Korean War for *Stars and Stripes*. The provenance of the book from the seller indicated it was autographed shortly after his tour of duty.

The curiosity to investigate a possible connection with military veterans authoring children's literature led to a comprehensive study to identify other children's authors who had served in the military. It was concluded that no other library possessed an organized collection of children's literature based upon this theme, offering the opportunity to build a unique collection at KState Libraries. K-State Libraries large collection of children's literature is considered an informal strength, but not atypical enough to be prioritized like the cookery and consumer movement collections. However, at the moment of the project's conception, the libraries were strategically planning to apply for ARL status. It was believed that adding a unique sub-collection strength would potentially increase the libraries ability to demonstrate research collection value. A pilot project was encouraged by libraries administration to explore this subject in more detail, and utilize this discovery with the intent of developing a collection of children's literature authored by military veterans.

### **Literature review**

Children's literature can be viewed as a definitive foundation of culture. Juvenile literature is traditionally the first printed word children are exposed to: It engenders cognitive development, increased vocabulary, and stimulates imagination (Harris 1990). Within this context, the culture of acceptable standards and content allowable in children's literature has significantly evolved. Earlier texts, sometimes deemed racist (Yuill 1976; DePalma 2016) exclusive, xenophobic, and gender normative, are also mixed with classic texts that transcend these issues and are enjoyed by a modern audience. Present publications are becoming more inclusive, expanding authorship and subject matter to incorporate previously marginalized groups (Erbas 2019), and serve as a method of teaching social justice (Crisp 2016) in addition to, and in conjunction with, books that are simply entertaining for their own sake. The academic examination of these texts explore how values and perceptions have changed or remained over

time (e.g. race, socioeconomic status, gender, religion, etc.), and thus, how we view culture on its most basic level, the elemental concepts we teach children.

Pertaining to the connection between children's literature and military veterans, there are few examples of research, most focusing on prominent authors. While biographies may cover authors' military service as minor subsections, and occasional articles are available addressing larger contributions to the war effort, such as the research by K-State Distinguished Professor Philip Nel (Nel 2007), children's authors association with military service are typically covered by magazine articles. Examples include brief write-ups, such as those about A. A. Milne (Wright 2017), J. R. R. Tolkien (Laconte 2016), and P. D. Eastman (Galchen 2017). Other sources of information are found on personal websites (Baker 2016) and blog posts (Seiple 2019). However, there are more authoritative sources such as Wikipedia entries (Eric Carle 2020), the United States Defense Department (Lange 2019), and the Library of Congress (Library of Congress 2004). However, few provide detailed coverage of the authors' service records.

More modern children's books written about the military frequently address the concept of coping with parents that are serving in the military, moving, or the aftereffects of service, such as dealing with Post Traumatic Stress Syndrome (PTSD). There are many lists available that provide "best book" selections (spouse BUZZ, 2016) and articles that review specific books for their ability to provide counseling support (Tubbs et al. 2019). Seth (a former veteran) and Julia Kastle have written helpful books on understanding PTSD among military veteran moms and dads in *The Why Series* (Kastle and Kastle 2015).

The lack of academic literature bridging military veterans and children's literature suggests that existing gaps persist in both library collections and academic research. Due to the absence of research, the topic warranted further study to determine the existence and extent of veteran children's authors and their works.

## **Methodology**

In order to locate veteran authors, the following resources were consulted:

- Wikipedia
- Primary Sources – (e.g. online Military Service Records)
- Bibliographies
- Children’s Literature Dictionaries
- Author Dictionaries
- Biographies
- Consultation with professors in the English Department

Out of all sources listed, Wikipedia surprisingly proved to be the most informative resource in helping to research authors’ military service. In many cases, Wikipedia was the starting place under the section “Children’s Authors” and provided more detailed service summaries, referencing primary sources, bibliographies, dictionaries, and biographies. In addition to Wikipedia, resources such as *Contemporary Author’s Online*, *The Oxford Encyclopedia of Children’s Literature*, and *The Children’s Literature Review* were searched comprehensively by terms “military,” “veteran,” “armed service,” “armed forces,” “army,” “marine,” “navy,” “air-force,” “coast guard,” “ROTC,” “war,” and “nurse.” This broad range of terminology was used to reduce bias to the greatest extent possible and include women and people of color, who often served in a supporting role (e.g. Louisa May Alcott – Served as a nurse during the American Civil War). Searching initially through these sources, the librarian was able to confirm the details of an author’s military history. As authors were discovered, a Google Document was created to collaborate with the rare books librarian, and to list all authors in alphabetical order, listing their affiliation with the armed services. A secondary page was created to delineate authors by country. This was done to refine collection priorities determined by the funding committee.

The overall purpose of the research was to collect comprehensive sets of juvenile literature authored by military veterans. Over 160 authors have been currently identified during the research process, with 64 American authors identified among the list. The initial sum of money (\$12,500) was allocated by the Libraries NEH Endowment Committee under the expectation of devising specific parameters defined by the librarians (the content development librarian and the rare books librarian at K-State), in conjunction with the Children’s Literature Track faculty in the department of English. Through a series of

meetings, in addition to the purpose, the following priorities and scope were developed for the project:

### ***Collection Priorities***

#### *Priority 1*

- (1) Works by American authors (including American territories) and non-U.S. authors who have been residing in the United States for an extended period of time.
  - (2) Select memoirs and biographies of American authors if they provide information about their military service.
- 

#### *Priority 2*

- (3) Works by U.K., Commonwealth nations, and Western European authors.
  - (4) Additional international children's authors around the world.
- 

#### *Priority 3*

- (5) Works written by members of military families.

### **Outcomes**

During the course of research, more than 160 authors world-wide were identified between 2013 and 2019. With financial support from the Libraries NEH Endowment Committee, a circulating collection was created, with rare books being housed in special collections. As of 2019, 19 complete collections of American authors have been purchased, with another six authors nearly reaching completion. It has been presently concluded that no other library possesses an organized collection of children's literature based on this theme, making this collection exclusive to K-State Libraries. The desired outcome of this project is to collect the complete sets of children's literature works by all 64 American authors, with an aspirational goal of collecting the complete works of all 160 authors, and more as they are discovered. While no additional monies have been awarded to the project, there are ample funds existing from the initial sum of \$12,500, with the possibility of requesting more as the endowment regenerates dividends.

Outreach initiatives became an important facet of the collection. A LibGuide (Hoeve 2019) was developed to inform the public regarding all children's authors who were identified as military veterans, with the encouragement to submit additional authors who were not included on the list. Several organizations related to PTSD rehabilitation contacted the content development librarian for arts, architecture, and the humanities via email to state their appreciation of the project. Unless deemed a rare book or unable to withstand usage in a general collection, works from the authors were placed in the stacks to increase access to the university community and the public. As a land-grant institution, librarians and the English Department faculty decided to make these books accessible to all, rather than keeping a closed collection. A 590 note was used to indicate the purchase through NEH funds to generate reports of all books acquired through the project.

An additional method of outreach was the curation of an exhibit to display portions of the collection. The exhibit, *Eclectica*, developed by the rare books librarian, contained Limited Editions Club Series books, items from the Feminist Newspapers Collection, and the Military Veterans Juvenile Literature Collection (McGreer Hoyt 2015). The collection development librarian for arts, architecture, and the humanities selected juvenile literature titles, curated the works in showcases by theme, and created descriptions and histories of the materials. The exhibit was prominently displayed on the fifth floor of Hale Library, the main library at K-State, near the Richard L. D. and Marjorie J. Morse Department of Special Collections, and the Hemisphere Room, a highly used room for lectures and large gatherings. The exhibit attracted families on library tours (both formal and informal), as well as guests who attended lectures in the Hemisphere Room, adjacent to the exhibit hall. The exhibit received compliments from many of the English Department's children's literature faculty, who praised the originality and quality of the materials selected. *Eclectica* generated enough interest that it was the longest-running exhibit in the recorded history of the Libraries.

## Conclusion

With the success of the nascent collection, there is the possibility to use these materials for the benefit of the public, bridging the university and the community. On the K-State campus, many post-military students from neighboring Fort Riley and Fort Leavenworth are supported by the military outreach programs. The Military Veterans Children's Literature Project diversifies the collections and addresses a mostly unrecognized area of Popular Culture and American Culture, yet one that plays such a vital role in illustrating a connection between military-inclusiveness on campus, and strengths in military history and children's literature. These examples demonstrate that curating a collection of military children's literature is adding to, and maintaining a cultural history important to the campus, as well as making materials available to others that recognize the value of the collection for research and teaching.

In addition to connecting veterans and the public with children's literature, the emerging study of PTSD gives this collection further research value, as works of children's literature are helping families to understand and cope with the effects of PTSD. This collection can play a vital role in supporting scholarship, creative outlets, and occupations, and ways of understanding the negative psychological effects of war. It is believed that this collection can and will continue as it plays a supporting role to the children's literature programs in the Education and English Departments. Furthermore, due to its military relevance and the proximity of the Fort Riley United States Military Installation to K-State, it will aid present and future military/campus outreach initiatives. Funding in libraries continues to remain an issue, but money still remains from the initial allocation to strengthen the collection. The rare books librarian will be able to use these funds to add more books as necessary.

The scope and number of authors present financial and discovery challenges. Many children's authors are prolific writers with substantial bibliographies. Completing the initial priority of collecting American children's authors will be significantly expensive and will require a great deal of time. Some authors will not be collected to completion due to unavailable copies or exorbitant expense.

While traditionally focusing upon supporting the research and curriculum needs of a land-grant institution, K-State Libraries managed to curate a collection of books authored by military veterans, the only known academic library to possess such a collection. The uniqueness of this collection enabled the libraries to provide outreach and engagement through access to the materials, internet resources, and special collections exhibits. It is believed this collection will grow, and provide unique opportunities for research among current and future scholars, and preserve cultural memory linking the university and military veterans.

**Supplementary material** – Appendix I follows the References.

### Notes on contributor

Casey D. Hoeve is an Associate Professor and Head of Content & Collections at the University of Nebraska-Lincoln, Lincoln, NE. He was formerly an Associate Professor and Content Development Librarian at K-State Libraries for Arts, Architecture & the Humanities.

**Disclosure statement** The author reports no potential conflict of interest.

### References

- Baker, Chris. 2016. "The Army History of Clive Staples Lewis (C.S. Lewis)." *The Long, Long Trail*. Accessed December 7, 2020. <https://www.longlongtrail.co.uk/army-history-author-clive-staples-lewis-c-s-lewis/>
- Crisp, Thomas. 2016. "Queer Children's and Young Adult Literature and the Need for Inclusive Library Spaces." *Voice of Youth Advocates* 39 (2):24-8.
- Crisp, Thomas, Susanne M. Knezek, Margaret Quin, Gary E. Bingham, and Kristy Giradreau. 2016. "What's on Our Bookshelves? The Diversity of Children's Literature in Early Classroom Libraries." *Journal of Children's Literature* 42 (2):29-42.
- DePalma, Renee. 2016. "Gay Penguins, Sissy Ducklings ... and beyond? Exploring Gender and Sexuality Diversity through Children's Literature." *Discourse: Studies in the Cultural Politics of Education* 37 (6):828-45.
- Erbas, Yahya Han. 2019. "Teaching Diversity: Elementary School Teachers' Opinions and Experiences on the Use of Multicultural Children's Books." *International Social Sciences Studies Journal* 5 (29):404-9.
- Eric Carle. 2020. "Wikipedia." Accessed December 7, 2020 [https://en.wikipedia.org/wiki/Eric\\_Carle](https://en.wikipedia.org/wiki/Eric_Carle)

- Fred Gynn Collection. 2004. "Library of Congress." <http://memory.loc.gov/diglib/vhp/bib/loc.natlib.afc2001001.11939>
- Hale Library Recovery Plan. 2018. "Kansas State University." <https://www.k-state.edu/hale/>
- Galchen, Rivka. 2017. "Mo Willems's Funny Failures: How the Author Teaches Young Readers to Confront Problems and be Resilient." *The New Yorker*, January 30, 2017.
- Harris, Violet J. 1990. "Benefits of Children's Literature." *The Journal of Negro Education* 59 (4):538. doi: 10.2307/2295310.
- Hoeve, Casey D. 2019. "The Military Veterans Children's Literature Project – LibGuide." *K-State Libraries*. <https://guides.lib.k-state.edu/c.php?g=181914>
- Hoeve, Casey D., and Christina Geuther. 2020. "The Silent Battle on the Budget: The Effect of Centralized Indexing on Collection Analysis in Primo." *Collection Management* doi: 10.1080/01462679.2020.1790458.
- Kansas State University<sup>a</sup>. 2020. "Wildcat Way First in Service." *Kansas State University*. Accessed December 07, 2020. <https://www.k-state.edu/wildcatway/land-grant/>
- Kansas State University<sup>b</sup>. 2020. "University Distinguished Professors." *Kansas State University*. Accessed December 7, 2020. <https://www.k-state.edu/about/faculty/udp/>
- Kansas State University. 2021. "Welcome to our Military-Inclusive University." *Kansas State University*. Accessed January 27, 2021. <https://www.k-state.edu/military/>
- Kastle, Seth, and Julia Kastle. 2015. *Why is Mom so Mad?* Hays, Kansas: Tall Tale Press.
- Lacoste, Joseph. 2016. "How J. R. R. Tolkien Found Mordor on the Western Front." *The New York Times*. Accessed June 30, 2016. <https://www.nytimes.com/2016/07/03/opinion/sunday/how-jrr-tolkien-found-mordor-on-the-western-front.html>
- Lange, Katie. 2019. "Dr. Seuss' Army Career." *U.S. Department of Defense*. <https://www.defense.gov/Explore/Features/story/Article/1769871/dr-seuss-army-career/>
- McGreer Hoyt, Sarah. 2015. "An Eclectic Exhibit from the Morse Department of Special Collections Features Materials Ideal for Research Pursuits." *K-State Today*. Accessed July 07, 2015.
- Nel, Philip. 2007. "Children's Literature Goes to War: Dr. Seuss, P.D. Eastman, Munro Leaf, and the Private SNAFU Films (1943 – 46)." *The Journal of Popular Culture* 40 (3): 468–87. doi: 10.1111/j.1540-5931.2007.00404.x
- Seiple, Samantha. 2019. "How Louisa May Alcott Landed on the Front Lines of the Civil War." *Literary Hub*. Accessed December 7, 2020. <https://lithub.com/how-louisa-may-alcott-landed-on-the-front-lines-of-the-civil-war/>
- "11 Must-Have Books for Military Children." *Military.com*. Accessed December 08, 2020. <https://www.military.com/spousebuzz/blog/2016/11/11-books-military-children.html>

- Tubbs, Aimee, Ellie L. Young, Melissa A. Heath, and Tina T. Dyches. 2019. "Military Deployment in a Family: Children's Literature as a Basis for Counseling Support." *Reading Horizons: A Journal of Literacy and Language Arts* 58 (1):75-99.
- Wright, Robin. 2017. "On Christopher Robin, War, and P.T.S.D." *The New Yorker*. Accessed December 7, 2020. <https://www.newyorker.com/news/news-desk/on-christopher-robin-war-and-ptsd>
- Yuill, Phyllis. 1976. "Little Black Sambo: The Continuing Controversy." *School Library Journal* 22 (7):71-5. Supplemental added to complete or make up a deficiency More (Definitions, Synonyms, Translation)

## Appendix I

### List of Identified Veteran Authors

\*Denotes completed authors  
 \*\*\*Denotes authors currently being collected

#### A

Adams, Richard George  
 Alcock, Vivien  
 \*\*Alcott, Louisa May  
 Alexander, Lloyd Chudley  
 Alger Jr., Horatio  
 \*Allard, Harry  
 Anno, Mitsumasa  
 Ardizzone, Edward  
 Armstrong, William H.

#### B

Bagnold, Enid  
 Barne, Kitty  
 Baum, L. Frank  
 Baumann, Hans  
 \*Beatty Jr., Jerome  
 Belloc, Hilaire  
 \*\*Bemelmans, Ludwig  
 \*\*Berenstain, Stan  
 \*\*Berenstain, Jan  
 Bianki, Vitaly  
 Bofa, Gus  
 Bond, Thomas Michael

\*Booth, George  
 Boston, Lucy M.  
 Brereton, Frederick Sadleir  
 Brunhoff, Jean de  
 Brzechwa, Jan  
 Buckeridge, Anthony  
 Bunyan, John:  
 Burgess, Anthony  
 Burnford, Sheila

#### C

\*Carle, Eric  
 Charles, Prince of Wales  
 Chaucer, Charles  
 Christopher, John (Christopher Samuel Youd)  
 Chukovsky, Korney  
 Collodi, Carlo  
 Coolidge, Susan (Sarah Chauncey Woolsey)  
 Cooney, Barbara  
 Crompton, Richmal

#### D

\*Dahl, Roald  
 De Amicis, Edmondo  
 Defoe Daniel  
 \*\*De Jong, Meindert  
 Dickinson, Peter  
 \*Disch, Thomas M.  
 Doyle, Sir Arthur Conan  
 \*du Bois, William Pene

**E**

\*\*Eastman, Philip Dey  
 \*\*Eisner, Will  
 Ende, Michael Andreas Helmuth  
 Ewing, Juliana Horatia

---

**F**

Fisher, Dorothy Canfield  
 \*Fleischman, Sid (Avron Zalmon  
 Fleischman)  
 Fleming, Ian

---

**G**

Gaidar, Arkady  
 \*\*Geerdes, Clay  
 \*\*Geisel, Theodor Seuss  
 Garfield, Leon  
 Golding, William  
 \*Gonzalez, Thomas  
 \*Gorey, Edward  
 Graham, Harry (Jocelyn Henry Clive  
 ‘Harry’ Graham)  
 \*Gramatky, Hardie  
 Grant, John  
 Greene, Henry Graham  
 \*Gwynne, Fred

---

**H**

Hamre, Leif  
 \*Harmon, Casey Sean  
 Harris, Rosemary  
 Henty, G.A.  
 Herriot, James  
 Hildick, Edmund Wallace  
 Hoban, Russell  
 \*Hopf, Geoffrey  
 Hughes, Ted

---

**I**

Irving, Washington

---

**J**

Johns, William Earl (Captain W.E.  
 Johns)  
 Johnson, Sabin W.  
 Juster, Norton

---

**K**

Karig, Walter  
 \*Kastle, Seth  
 Kastner, Erich  
 Keats, Ezra Jack  
 Keeping, Charles  
 Kelly, Eric P.  
 Kerr, Judith  
 King, Clive  
 King—Smith, Dick  
 Kipling, Rudyard  
 Krumgold, Joseph

---

**L**

Lawson, Robert  
 Leaf, Wilber Munro  
 Leip, Hans  
 Lewis, C.S.  
 Linklater, Eric  
 Lofting, Hugh  
 London, Jack  
 Lyon, Elinor

---

**M**

Macdonald, James D  
 Marryat, Frederick  
 Martin, J.P.  
 Masefield, John  
 Maurois, Andre  
 McKinnon, Yolanda  
 Meltzer, Milton  
 Milne, A.A.  
 Morpurugo, Michael  
 Mowat, Farley

---

**N**

Negaard II, Ken  
 Norton, Mary (Kathleen Mary):  
 Noyes, Alfred

---

**O**

Oakley, Graham  
 O’Dell, Scott  
 Oman, Carola

---

**P**

Paulsen, Gary  
 Pease, Howard  
 Phipson, Joan  
 Platt, Kin  
 Preubler, Otfried

---

**Q****R**

Ransome, Arthur  
 \*\*Reiner, Carl  
 Rey, H.A.  
 Robertson, Keith  
 Rodari, Gianni  
 \*Roff, Don  
 Ryan, Chris

---

**S**

Saint–Exupery, Antoine de  
 Salinger, J.D.  
 Sandberg, Carl  
 \*Say, Allen  
 Scary, Richard  
 Schwartz, Alvin  
 \*Seredy, Kate  
 Shepard, E.H.  
 \*Silverstein, Sheldon “Shel”  
 Sobol, Donald J.  
 Southall, Ivan  
 Sperry, Armstrong  
 Steinbeck, John  
 Szyk, Arthur

---

**T**

Takehiko, Kurushima  
 Thiele, Colin  
 Thomas, Peggy Iris  
 \*\*Thurber, James  
 Todd, Barbara Euphan  
 Tolkien, J.R.R.  
 Tolstoy, Aleksey Nikolayevich  
 Tolstoy, Leo  
 Tranter, Nigel  
 Travers, P.L.  
 Treece, Henry  
 Trevor, Meriol  
 \*Tunis, John R.  
 Twain, Mark

---

**U****V****W**

\*Warber, Bernard  
 Wallace, Ivy  
 Welch, Ronald  
 Westall, Robert  
 Westerman, J.F.  
 Westerman, Percy Francis  
 \*\*Williams, Jay  
 Williamson, Henry  
 Wyke–Smith, Edward Augustine

---

**Y****Z**