

## **Bridge To Cultural Understanding: Children's Books Translated Into English, 1990-2003**

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*This longitudinal study on recommended children's books translated into English and published in the United State between 1990-2003 allowed the researchers to identify trends in translations based on language, genre and subject. The most frequent language of translation was German, followed by French and Swedish. Animal Personification was the most popular genre, followed by Realistic Fiction and Information books. A majority of the translated children's books were in the picture book format, primarily from the Animal Personification genre. Popular subject headings included Animals (specific)-Fiction, Fairy Tales/Folklore, Family Relationships-Fiction and Friendship-Fiction, much the same as in the United States.*

### **Introduction – Aesop to e-books**

The history of the translated children's books for the English-speaking world began with English translations and publications of William Caxton in 1476. Significant as this may be, it is even more so when one considers the fact that this history began less than 25 years after Gutenberg's first printing press appeared. Although Caxton's primary concern was for publication of good literature, not the age of his audience, one of his most important contributions was the translation and publication in 1484 of one of the oldest and most widely loved ancient classics, *Aesop's fables* (Meigs, 1969). Since the era of Gutenberg and Caxton, many significant changes in printing have occurred, including the use of colour, added components such as glitter, strings, folded paper, pop-ups, and the use of photography and camera-ready books. But, until recent years the end product has been the same as Caxton's *Aesop* – a physical book.

Now a new format, the electronic or digital book, commonly referred to as an e-book, is available. This "book" is housed in a remote server, ready to be called up through a computer and read online. Most of the e-books are "rented" through a license agreement and a designated number of persons can read at one time. At this point in time, e-books have not been a raging success, but the future may be better suited for the reader if better and more inexpensive "readers" of e-books become available. The International Children's Digital Library, a five-year project of the University of Maryland and the Internet Archive, is now in the process of attempting to create a digital collection of more than 10,000 books in 100 languages, some in translation. Research will be made on the impact of access, readability and success of the digital books (<http://www.icdlbooks.org>).

An early attempt at a children's e-book translated into English was *The End of the Rainbow* (Reuter, 1996) which was placed free online by Penguin Publishers for anyone to read, but it is no longer available on the web. It was not published as a physical book. This

book, translated from the German by Anthea Bell, was a sequel to Reuter's award-winning *Buster's world* (1989) and *Buster, the sheikh of Hope Street* (1991). An online review of *The end of the rainbow* by Stevenson in *Bulletin of the Center for Children's Books* (<http://www.lis.uiuc.edu/puboff/bccb/buster.html>) and discussions with other librarians, found that the e-book was too difficult to read online, therefore, most persons downloaded and printed it. However, this large unbound sheath of papers was also not very appealing, and most likely, not read by its intended audience.

### **Bridge to cultural understanding**

Each child and each adult is a citizen of a home country as well as a citizen of the world. However wonderful a concept this is, the expanded sense of citizenship also broadens one's knowledge that this world is not always a safe or peaceful environment in which to commune with fellow world citizens. Television and other forms of mass media expose children and adults to acts of world violence, such as terrorist attacks and bombings. These events may result in fear of peoples from other cultures and countries. Due to our media-rich environment, North American children are very much aware of the cultural tension in the world. Therefore, the study of other countries and cultures is an important element in school curricula. It is the author's belief that exposure to books from other cultures and languages will help prepare students to become more understanding of the global community.

A willingness to appreciate and learn about other countries and cultures will certainly help children function more effectively in the world community. International children's literature provides young people with diverse viewpoints, a new way of looking at things, knowledge of other peoples and an understanding of common bonds that can hold us together (Tomlinson, 1998). The longitudinal study discussed in this paper deals with a subset of international literature, children's books translated from another language into English and then published in the U.S. Previous studies on translated children's books also provide useful information on the topic (White, 1992, 1998a, 1998b; White & Cox, 2004a, 2004b).

Most of us would agree that children should be exposed to age-appropriate literature from both their home country and from abroad. However, the availability of quality international literature in school libraries in the U.S., particularly translated titles, is limited. Why? Maybe it is due in part to the wealth of quality books published in the U.S. as well as to limited school library book budgets. Or, perhaps the scarcity of translated titles is a result of a lack of knowledge as to the availability and worth of these books. As author, poet and editor Naomi Shihab Nye (1992) contends, "Those of us living in the U.S. often suffer from a particular literary provinciality, imagining ourselves to be the primary readers and writers of the planet." She concludes, "We need translations to help us value the literature and cultures of other languages" (pp. xii-xiii).

It is commonly reported that more than 5,000 children's hardback book titles are published each year in the U.S. (Bogart, 2000). However, only a small number are translations, most of which are picture books as reported by the Co-operative Children's Book Center (CCBC), a review centre that receives most of the children's books published each year in the U.S. CCBC reported receiving 60 translated titles in 1996, 46 in 2001, and 71 in 2003 (Horning, Lindgren, & Schliesman, 1997, 2001 & 2004). Although these statistics indicate that only a small number of children's books were published in translation in this time period, the researcher felt it was important to examine these recommended titles in relation to language, genre and subject to determine if there were distinct features of

translated books recommended for children. (See also White & Cox, 2004b; Cox, White, Blucmel, 2004.)

## Study of translations

### Definitions

Initially, terms to be used within the study were defined to ensure consistency. For the purposes of this study a *translated book* was defined as one originally written and published in a language other than English, later translated into English, and then published by a U.S. publisher. This definition tended to exclude a majority of bilingual children's books as these books are typically written concurrently in two languages and initially published in the U.S. Bilingual exceptions that met the definition of translated were books such as *Maples in the mist: Children's poems from the Tang Dynasty* (1996) and *The animals* (Mado, 1992).

A *recommended book* was defined as one that met at least one of the following criteria:

- (a) received an award, such as the Batchelder Award or Boston Globe-Horn Book Award,
- (b) included on identified recommended lists, such as the Children's Notable Book List, Booklist's Editors' Choice, and Fanfare: The Horn Book Honor List, or
- (c) received a favourable review in selected children's review sources. Review sources used for this study were *Booklist*, *Bulletin for the Center of Children's Books*, *Horn Book*, and *School Library Journal*, which *The Bowker Annual* (Simora, 1991) and Van Orden (2000) indicated as four of the major critical review sources for juvenile (children's) books.

The Association for Library Service to Children's (ALSC) definition of *children* was used: anyone from birth through fourteen years of age. All awards given under the auspices of ALSC use this chronological definition of children, including the Batchelder Award, awarded annually to a U.S. publisher of a translated children's book (Association for Library Service to Children, 1995).

### Procedures

Books were identified through carefully reading reviews in the four selected review journals, using search strategies for identifying translated titles in Bowker's *Books in Print* online ([www.booksinprint.com/bip/](http://www.booksinprint.com/bip/)) which is a subscription only service, and applying advanced search techniques available on the Library of Congress Online Catalog (<http://catalog.loc.gov/>). Following the identification of translated books for each year, reviews, awards and recommended lists were located and examined to determine which books met the definition of recommended. Titles and data for 2003 are still in the process of being added, therefore, 2003 provides incomplete information. Complete data were collected on the numbers of languages, types or genres, and the subjects for 1990-2002.

## Results

### *Languages*

Children's books are published all over the world, but it became evident during the language tabulation process that particular countries published a majority of the children's books that were translated into English and published in the U.S. in 1990-2003. The original language of each book was determined from the book and verified in the Library of Congress MARC record.

Throughout the period the dominant language translated was German, followed by French, Swedish, Japanese, and then by Dutch, Spanish, Italian, Danish and Russian. In a similar study on books published 1968-1971, Rabban (1972) determined that Germany, France, and Sweden, were the leading sources of children's translations into English. Nist, (1988) in a 20 year study of Batchelder Award books, noted that these books were dominated by Western European languages, which was a reflection of the "greater economic and cultural interrelationships" among the nations of Western Europe and the U.S.

The trend in translations has not changed markedly over the past 30 years, as these languages still predominant in translations. For example, as noted in Table 1, the German, French, and Swedish translations remained fairly steady with other languages experiencing a slight decrease over the past 10 years. The beginning (1990) and the end (2003) of the period studied showed sporadic publication of recommended translations, although there was a slight increase in the middle of the decade, with 1994 to 1997 and 2001-2002 showing an increase in translation publication. See Table 1 in the Appendix. Data are incomplete for 2003.

### **Genres and types**

There is a wide diversity of opinions as to the definition of the term *genre*. *The Literacy Dictionary* (Harris and Hodges, 1995) defines a genre as "a category used to classify literary works, usually by form, technique, or content" (p.94). The researcher employed this broader type of definition of genre and created typical genre categories such as Historical Fiction and Poetry, but also created research specific genres such as Animal Personification. An examination of the data on translated titles dealing with animals required additional clarification of genres to separate out books of animal realism from animal fantasy, commonly thought of as stories of animal personification. The decision was made to classify stories of animal realism as Realistic Fiction as they are stories in which animals behave as animals normally do. Stories of animal personification, animals acting, thinking and talking like humans, were coded as Animal Personification. For example, *What have you done, Davy?* (Weninger, 1996) was classified as a story of Animal Personification because it tells of Davy, a rabbit, who is always in trouble for breaking his brother and sister's toys.

Along with the creation of genre categories, the researchers also decided to analyse the data in relation to what was referred to as "types" – books that fall within a research determined genre, but were also unique in format or style. Three types were determined - Classics, Picture Books, and Series. For example, picture books may also be associated with a genre; therefore, they were coded twice, once within the specific genre, e.g., realistic fiction, and again as a picture book. By so doing, the number of picture books could be determined, as well as the genres, such as Historical Fiction or Fantasy/Science Fiction.

Just as picture books may come from any genre, so may classics. Classics are generally defined as those books that have stood the test of time and are still in print. In further defining a classic, Jordan stated, "Until a book has weathered at least one generation and is accepted in the next, it can hardly be given the rank of a classic" (Huck et al., p.24). Therefore, books meeting the definition of a classic were coded at least twice, once in relation to classic, then by genre, and, if applicable, as a picture book.

Additionally, translated books within a series were tallied twice, once as a series and again as a genre. The book itself and the cataloguing record from the Library of Congress were used to identify it as a title within a series.

The genres and types of translated titles were consistent with the most popular genres and types of children's books initially published in the U.S. As to numbers of titles, the most popular translated book genres were Realistic Fiction, closely followed by Information and Animal Personification. Stories of Animal Personification, stories in which animals act as people, were also primarily Picture Books. During the 1990s, Picture Books, which include books from all genres, accounted for the majority of all translated children's books. Of the total number of recommended translated books (753), reported 1990-2002, 61% were Picture Books, books typically for younger children. However, a number of the picture books were appropriate for all ages, e.g., *Out of the dumps: Writing and photographs by children from Guatemala* (Franklin and McGirr, 1996), and *I dream of peace: Images of war by children of former Yugoslavia* (1994). See Table 2 in the Appendix for genres and types of translated children's books reviewed in selected journals. Classics were primarily the folklore and fairy tales of the Grimm Brothers and Andersen.

### **Library of Congress Subjects**

For each book analysed, Library of Congress subject headings were tallied from the Library of Congress MARC record. It became apparent that broad categories needed to be established, e.g., Cats, Dogs, Horses, etc. – Fiction were placed in Animal-Fiction instead of a heading for each individual animal; and Fairy tales and Folklore were combined. See Table 3 for a listing of subject headings that were assigned to more than three translated books within each year studied.

Popular subject headings for the thirteen-year period of study included (specific) Animals - Fiction, Fairy Tales/Folklore, Family Relationships - Fiction and Friendship - Fiction. Also, the Holocaust or World War II subject headings appeared in a number of translated books for older children published in 1991-1997 as well as in 2003. (See Table 3 in the Appendix.) From 1998 through 2003 translations for the older child tended to address personal problems, such as death, loneliness, and child abuse or personal attributes such as courage, imagination, and honesty. On the other hand, the translated picture books, typically intended for the younger child, focused more on subjects related to family, friendship, and animals. As an aside, the physical format of a book arose as a factor in 2000, with four translations designated as "Toy and movable books," e.g., *Special delivery* (Weninger, 2000). Perhaps this is an indication that the physical format of translated books will change in the next decade.

## Conclusions

Connections between foreign publishers and publishers in the U.S. appear to be the primary impetus for continued translations of particular languages. The foreign publishers with offices or distributors in the U.S., such as North-South and Nord-Süd Verlag AG, Switzerland for German picture book translations and Raben & Sjogren (R&S) and Farrar, Straus and Giroux for Swedish translations, clearly increased the opportunities for the publication of translations. Also, Dutch publications for children ages 10 through 14 are appearing in the U.S. through the publishing efforts of smaller publishers such as Front Street Books. In a similar vein, translated picture books from Italy are finding their way into the U.S. via Barefoot Books, a relatively new publishing house.

Genres and types of translated children's books are similar to those initially published in the U.S. In rank order, Animal Personification, Realistic Fiction, and Information books were the primary genres of translated children's books. The Picture Book (60%) dominated as the major type of translated children's book. These findings closely parallel typical elementary (primary) school library collections in the U.S. where often more than one-half the books are picture books from a variety of genres.

Publishers of translated titles appear to be aware that children want books with familiar subjects. Popular subjects of translated books for younger children were similar to many U.S. books, including Animals (specific)-Fiction, Fairy Tales/Folklore, Family Relationships-Fiction, and Friendship-Fiction. Perhaps because of their rich art history, books on art appreciation and famous artists were the most common subjects of Information books translated from the French language. The horrific nature and personal closeness of the Holocaust and World War II to European and Israeli authors continued to generate translated books on these subjects for older children, primarily from the Hebrew, German, and Dutch languages.

It is interesting to note that the publication of translated children's books based on personal problems (e.g., sex, death, emotional problems) was on the rise in 1990-2003. However, these books may prove to be a difficult sell in the U.S. due to a tendency to avoid serious subjects in younger children's literature, which does not appear to be the case in books published for children in other countries.

Further research over the next decade, using online review sources not available for the complete decade of the 1990s, should be useful in a comparison of translated children's books between the decades of 1990 and 2000. A longitudinal study of English language books translated into other languages would be of interest to researchers and those who study impacts on cultures. For example one might ask, 'What books are children in other countries reading that provide them a picture of the U.S. and the cultural groups present there?' Also, a compilation of promotional activities using recommended translated children's books would be helpful to teachers and librarians.

In spite of the fact that publishers continue to produce a relatively small number of translated children's books, recommended titles are available in all genres, subject areas, and from a variety of languages. If teachers and librarians begin sharing recommended translated books with children at an early age, they validate the literature that comes from other countries and languages around the world. And in turn, this sharing hopefully will result in an increase in the number of quality translated titles available for use with children.

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## Appendix

*Table 1 Languages of Recommended Translated Children's Books*

Language	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003*
Afrikaans	0	1	0	0	1	0	0	0	0	0	0	0	0	0
Chinese	0	0	0	1	1	1	2	0	0	0	0	0	0	0
Croat	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Czech	1	1	0	0	0	0	0	1	0	0	0	0	0	0
Danish	3	1	4	2	3	1	0	3	2	0	1	0	0	1
Dutch	1	1	0	3	2	3	4	4	6	3	4	3	10	2
Finnish	0	0	0	1	1	0	0	1	0	0	0	0	0	0
French	4	5	13	14	13	13	14	11	13	11	9	24	17	10
German	16	9	15	15	20	33	28	33	25	23	19	23	30	15
Hebrew	3	2	0	1	0	3	1	0	1	0	1	0	1	1
Hindu	0	0	0	0	0	0	0	0	0	1	0	0	0	0
Hungarian	0	0	0	0	0	0	1	1	0	0	0	1	1	0
Iroquois	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Italian	1	1	0	2	4	1	8	2	0	1	3	0	0	2
Japanese	5	3	8	5	4	4	1	1	2	4	0	3	1	3
Kikamba	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Korean	0	0	0	1	0	0	0	0	0	1	0	0	0	0
Norwegian	1	1	1	0	1	0	1	0	2	1	2	0	0	0
Portuguese	0	1	0	1	0	0	0	0	0	0	0	0	1	0
Russian	4	0	1	3	2	2	3	0	1	1	0	0	0	0
Sango	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Spanish	1	3	3	3	3	1	4	2	1	3	0	2	3	3
Swahili	0	0	0	0	2	0	0	0	0	0	0	0	0	0
Swedish	4	6	7	6	6	5	6	3	1	3	5	7	7	7
Turkish	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Ukrainian	0	0	0	0	0	1	0	0	0	0	0	0	0	0
Viet	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Yiddish	0	1	0	0	0	0	2	0	0	0	0	0	0	0
Und/Multi	0	0	0	0	0	1	0	0	1	0	1	0	0	0
<b>Totals</b>	<b>44</b>	<b>36</b>	<b>53</b>	<b>59</b>	<b>66</b>	<b>69</b>	<b>75</b>	<b>63</b>	<b>55</b>	<b>52</b>	<b>45</b>	<b>64</b>	<b>72</b>	<b>44*</b>

\*Incomplete data

Table 2 Genres & Types of Recommended Translated Children's Books

Genres	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003*
Animal	9	5	7	5	18	9	13	14	19	14	18	18	27	12
Personification														
Fairy & Folklore	8	3	10	13	7	7	8	9	5	8	3	4	6	3
Fantasy/Sci Fi	3	4	7	9	2	12	9	8	3	4	5	9	3	8
Historical	0	3	1	3	3	9	3	5	2	1	2	4	4	2
Fiction														
Information/Bio	8	7	14	11	21	17	20	11	12	6	10	10	4	6
Poetry	2	0	4	2	0	2	3	1	3	2	0	0	1	1
Realistic Fiction	12	13	9	15	15	12	19	13	11	17	7	6	6	11
Religion/Myth	2	1	2	0	0	1	0	2	0	0	0	4	1	1
<b>Types</b>														
Classics	3	2	7	7	4	6	4	6	2	4	1	1	3	1
Picture Books	28	18	40	25	30	42	55	36	34	31	29	39	52	21
Series	2	6	7	6	3	5	11	2	4	1	4	5	8	2

\*Incomplete data

Table 3: Subjects of Recommended Translated Children's Books

Year	Major Subject Headings (>3 listings)	Year	Major Subject Headings	Year	Major Subject Headings
1990	Fairy tales Folklore - (Specific Country) Friendship - Fiction Animals & (Specific Animal) - Fiction Countries (Specific) - Fiction Animals (Specific) - Fiction Family Life - Fiction Friendship - Fiction World War. 1939-1945 Animals & (Specific Animal) - Fiction Animals - Poetry Fairy tales Folklore (Specific Country) Friendship - Fiction	1996	Animals & (Specific Animals) - Fiction Humorous stories Artists (Specific Names), Painters Fairy tales Folklore (Specific Country) Holocaust, Jewish Animals & (Specific Animal) - Fiction Fairy tales Folklore (Specific Country) Friendship - Fiction Jews, Holocaust Personal attributes (e.g., Self-acceptance, Bashfulness, Co-operativeness) Witches - Fiction Animals & (Specific Animals) - Fiction Family relationships - Fiction (e.g., Sisters - Fiction) Fairy tales Folklore (Specific Country) Poetry Emotional problems - Fiction (e.g., Death, Loneliness, Prejudices) Feelings (e.g., love, courage) - Fiction Geographic locations - Fiction Animals & (Specific Animals) - Fiction Fairy tales Folklore (Specific Country) Personal problems - Fiction (e.g., Death, Child Abuse, Emotional problems) Geographic places (Specific) - Fiction Artists - Fiction Family relationships - Fiction (e.g., Sisters - Fiction) Friendship - Fiction	2000	Animals & (Specific Animals) - Fiction Family relationships - Fiction (e.g., Mothers and daughters, Grandparents) Geographic places (Specific) - Fiction Art history and Art appreciation Holocaust Jews - Fiction Personal problems - Fiction (e.g., Fear, Grief, Anger, Stealing) Toys and movable books Fairy tales/Folklore Animals & (Specific Animals) - Fiction Folklore- (Specific Country) Holidays Jews - Persecution Schools - Fiction Sea Stories, Boats and Boating Animals & (Specific Animals) - Fiction Folklore - (Specific Country) Grandmothers - Fiction Personal problems (Death, Grief, Family problems, Loneliness, Fear of the dark, Bashfulness) Self-Acceptance, Self-Perception, Self-Esteem - Fiction Swimming, Vacations, Camping - Fiction Animals & (Specific Animals) - Fiction Fairy tales Folklore Friendships - Fiction Personal attributes & emotions (Courage, Imagination, Love, Interpersonal relations, Honesty) - Fiction Personal problems (Behaviour, Boredom, Bullies, Fear) - Fiction Specific places (e.g., Italy) - Fiction World War II - Fiction
1991	Animals & (Specific Animal) - Fiction Countries (Specific) - Fiction Animals (Specific) - Fiction Family Life - Fiction Friendship - Fiction World War. 1939-1945 Animals & (Specific Animal) - Fiction Animals - Poetry Fairy tales Folklore (Specific Country) Friendship - Fiction	1997	Animals & (Specific Animals) - Fiction Humorous stories Artists (Specific Names), Painters Fairy tales Folklore (Specific Country) Holocaust, Jewish Animals & (Specific Animal) - Fiction Fairy tales Folklore (Specific Country) Friendship - Fiction Jews, Holocaust Personal attributes (e.g., Self-acceptance, Bashfulness, Co-operativeness) Witches - Fiction Animals & (Specific Animals) - Fiction Family relationships - Fiction (e.g., Sisters - Fiction) Fairy tales Folklore (Specific Country) Poetry Emotional problems - Fiction (e.g., Death, Loneliness, Prejudices) Feelings (e.g., love, courage) - Fiction Geographic locations - Fiction Animals & (Specific Animals) - Fiction Fairy tales Folklore (Specific Country) Personal problems - Fiction (e.g., Death, Child Abuse, Emotional problems) Geographic places (Specific) - Fiction Artists - Fiction Family relationships - Fiction (e.g., Sisters - Fiction) Friendship - Fiction	*2003	Animals & (Specific Animals) - Fiction Family relationships - Fiction (e.g., Mothers and daughters, Grandparents) Geographic places (Specific) - Fiction Art history and Art appreciation Holocaust Jews - Fiction Personal problems - Fiction (e.g., Fear, Grief, Anger, Stealing) Toys and movable books Fairy tales/Folklore Animals & (Specific Animals) - Fiction Folklore- (Specific Country) Holidays Jews - Persecution Schools - Fiction Sea Stories, Boats and Boating Animals & (Specific Animals) - Fiction Folklore - (Specific Country) Grandmothers - Fiction Personal problems (Death, Grief, Family problems, Loneliness, Fear of the dark, Bashfulness) Self-Acceptance, Self-Perception, Self-Esteem - Fiction Swimming, Vacations, Camping - Fiction Animals & (Specific Animals) - Fiction Fairy tales Folklore Friendships - Fiction Personal attributes & emotions (Courage, Imagination, Love, Interpersonal relations, Honesty) - Fiction Personal problems (Behaviour, Boredom, Bullies, Fear) - Fiction Specific places (e.g., Italy) - Fiction World War II - Fiction
1992	Animals & (Specific Animal) - Fiction Animals - Poetry Fairy tales Folklore (Specific Country) Friendship - Fiction World War. 1939-1945 Animals & (Specific Animal) - Fiction Animals - Poetry Fairy tales Folklore (Specific Country) Friendship - Fiction	1998	Animals & (Specific Animals) - Fiction Humorous stories Artists (Specific Names), Painters Fairy tales Folklore (Specific Country) Holocaust, Jewish Animals & (Specific Animal) - Fiction Fairy tales Folklore (Specific Country) Friendship - Fiction Jews, Holocaust Personal attributes (e.g., Self-acceptance, Bashfulness, Co-operativeness) Witches - Fiction Animals & (Specific Animals) - Fiction Family relationships - Fiction (e.g., Sisters - Fiction) Fairy tales Folklore (Specific Country) Poetry Emotional problems - Fiction (e.g., Death, Loneliness, Prejudices) Feelings (e.g., love, courage) - Fiction Geographic locations - Fiction Animals & (Specific Animals) - Fiction Fairy tales Folklore (Specific Country) Personal problems - Fiction (e.g., Death, Child Abuse, Emotional problems) Geographic places (Specific) - Fiction Artists - Fiction Family relationships - Fiction (e.g., Sisters - Fiction) Friendship - Fiction	2001	Animals & (Specific Animals) - Fiction Family relationships - Fiction (e.g., Mothers and daughters, Grandparents) Geographic places (Specific) - Fiction Art history and Art appreciation Holocaust Jews - Fiction Personal problems - Fiction (e.g., Fear, Grief, Anger, Stealing) Toys and movable books Fairy tales/Folklore Animals & (Specific Animals) - Fiction Folklore- (Specific Country) Holidays Jews - Persecution Schools - Fiction Sea Stories, Boats and Boating Animals & (Specific Animals) - Fiction Folklore - (Specific Country) Grandmothers - Fiction Personal problems (Death, Grief, Family problems, Loneliness, Fear of the dark, Bashfulness) Self-Acceptance, Self-Perception, Self-Esteem - Fiction Swimming, Vacations, Camping - Fiction Animals & (Specific Animals) - Fiction Fairy tales Folklore Friendships - Fiction Personal attributes & emotions (Courage, Imagination, Love, Interpersonal relations, Honesty) - Fiction Personal problems (Behaviour, Boredom, Bullies, Fear) - Fiction Specific places (e.g., Italy) - Fiction World War II - Fiction
1993	Noah's Ark Biography - (Specific Person) Dogs - Fiction Fairy tales Folklore - (Specific Country) Family - Fiction Friendship - Fiction Holocaust Survivors - Fiction War - Fiction Animals & (Specific Animals) - Fiction Countries - (Specific) Dinosaurs Fairy tales Folklore (Specific Country) Friendship - Fiction War - Fiction Animals & (Specific Animals) - Fiction Art & Art appreciation-Fiction Biography - (Specific Person) Fairy tales Folklore (Specific Country) Family life - Fiction Friendship - Fiction Holocaust survivors - Fiction Human Behaviours - Fiction World War II - Fiction	1999	Animals & (Specific Animals) - Fiction Humorous stories Artists (Specific Names), Painters Fairy tales Folklore (Specific Country) Holocaust, Jewish Animals & (Specific Animal) - Fiction Fairy tales Folklore (Specific Country) Friendship - Fiction Jews, Holocaust Personal attributes (e.g., Self-acceptance, Bashfulness, Co-operativeness) Witches - Fiction Animals & (Specific Animals) - Fiction Family relationships - Fiction (e.g., Sisters - Fiction) Fairy tales Folklore (Specific Country) Poetry Emotional problems - Fiction (e.g., Death, Loneliness, Prejudices) Feelings (e.g., love, courage) - Fiction Geographic locations - Fiction Animals & (Specific Animals) - Fiction Fairy tales Folklore (Specific Country) Personal problems - Fiction (e.g., Death, Child Abuse, Emotional problems) Geographic places (Specific) - Fiction Artists - Fiction Family relationships - Fiction (e.g., Sisters - Fiction) Friendship - Fiction	2002	Animals & (Specific Animals) - Fiction Family relationships - Fiction (e.g., Mothers and daughters, Grandparents) Geographic places (Specific) - Fiction Art history and Art appreciation Holocaust Jews - Fiction Personal problems - Fiction (e.g., Fear, Grief, Anger, Stealing) Toys and movable books Fairy tales/Folklore Animals & (Specific Animals) - Fiction Folklore- (Specific Country) Holidays Jews - Persecution Schools - Fiction Sea Stories, Boats and Boating Animals & (Specific Animals) - Fiction Folklore - (Specific Country) Grandmothers - Fiction Personal problems (Death, Grief, Family problems, Loneliness, Fear of the dark, Bashfulness) Self-Acceptance, Self-Perception, Self-Esteem - Fiction Swimming, Vacations, Camping - Fiction Animals & (Specific Animals) - Fiction Fairy tales Folklore Friendships - Fiction Personal attributes & emotions (Courage, Imagination, Love, Interpersonal relations, Honesty) - Fiction Personal problems (Behaviour, Boredom, Bullies, Fear) - Fiction Specific places (e.g., Italy) - Fiction World War II - Fiction
1994	Animals & (Specific Animals) - Fiction Countries - (Specific) Dinosaurs Fairy tales Folklore (Specific Country) Friendship - Fiction War - Fiction Animals & (Specific Animals) - Fiction Art & Art appreciation-Fiction Biography - (Specific Person) Fairy tales Folklore (Specific Country) Family life - Fiction Friendship - Fiction Holocaust survivors - Fiction Human Behaviours - Fiction World War II - Fiction				
1995	Animals & (Specific Animals) - Fiction Art & Art appreciation-Fiction Biography - (Specific Person) Fairy tales Folklore (Specific Country) Family life - Fiction Friendship - Fiction Holocaust survivors - Fiction Human Behaviours - Fiction World War II - Fiction				

\* Incomplete data