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Index

- Aarne, Antti, 54
Adedjouma, Davida, 63
African tales, 55, 57, 59
Alderson, Brian, 46
Alphabet books, 71
Anancy tales, 56-57
Angela's Ashes, 61
Angry Moon, The, 89
Animals: as tricksters, 55
AskEric InfoGuide: Folk and Fairy Tales
(website), 16; URL, 18
Audiotapes, 125

Baker, Augusta, 47
Ballard, Martha, 37-39, 41-42, 48
Bannerman, Helen, 53
"Battle of the Folktales," 9
Becoming Rosemary, 39, 48
Bettelheim, Bruno, 46
Bobbsey Twins and Their Schoolmates,
The, 85
Brentano, Clemens, 87
Brothers Grimm, The, 86-88
Brown, Malore, 1, 22; biography, 135
Brown, Margaret Wise, 67
Bruchac, Joseph, 63
Bryant, Sara Cone, 47
Burden of Dreams, 81
Butler, Dorothy, 71

Campbell, Joseph, 24
Cantwell, Robert, 32
Changeover, The, 39
Chaplin, Charlie, 73
Chester Inn, 29
Children's librarianship, 45-49, 84-86, 98-105
Children's literature, 44-46, 48; knowledge of, 102-104; marketing of, 85-86, 88, 90; popular culture, 90-91; series, 85, 90
Children's Literature Web Guide, The (website), 16; URL, 18
Chodorow, Nancy, 48
Christie, Gregory, 63
Christopher Taylor cabin, 29
Cinderella: classroom activities, 8; variants, 16, 118-119
Civic Trust. *See* Jonesborough Civic Trust
Classroom activities: *Cinderella*, 8; fairy tales, 8; family stories, 17; folktales, 8, 120-122; mythology/astronomy, 9; Native Americans, 9-10; video stories, 9
Collins, Meghan, 40
Colwell, Eileen, 47, 97
Cooper, Ilene, 62
Corporate mergers, 91-92

- Cottingley fairy incident, 70
Countess from Hong Kong, A, 73
 Creed, Robert, 31
 Cuevas, Lou, 52
 Cultural heritage, 7
- Damessae, Selashe, 31
 Das Baul, Purna, 31
 Davis, Don: *Smithsonian Magazine* (website), 11
 Davis, Mary Gould, 47
Dead Sea Scrolls, The, 62
 Del Negro, Janice, 1-2, 83, 106; biography, 135; website, 17; workshop, 20
 "Developing Student Voices on the Internet," 63
 Doyle, Arthur Conan, 70
 Dresang, Eliza, 63
 Dusinberre, Juliet, 71
- Easter Bunny That Overslept, The*, 69
 Eastman, Mary Huse, 54
 Egielski, Richard, 67
Elderbarry's Storytelling Home Page (website), 17; URL, 19
 Ellerbee, Linda, 73
 Ellis, Sarah, 72
Encyclopedia Mythica, The (website), 16; URL, 19
End of the Rainbow, The, 72
English Boy's Magazine, The, 46
Etcher's Studio, The, 81; illustration, 82
 European tales, 55
 Everett, Gwen, 75
- Family secrets, 61-62
 Family storytelling: bibliography, 113-114
 Family tales, 61-62, 64; websites, 17
 "fis phenomenon," 70
 Fiske, John, 90, 92
 FOLKLORE (listserv), 12
 Folklorists: respect of, 47-48
- Folktales: altering of, 89; classroom activities, 8, 120-122; mythology, 55; nationalistic traditions, 87
 Forest, Heather, 32
 Friedrich, Otto, 69
 Friedrich, Priscilla, 69
 Furlong, Monica, 39
- Geisert, Arthur, 1-2, 60, 78, 81; illustrations, 79-80, 82
Gender and the Academic Experience, 48
 Ghost tales, 34, 59
 Gilligan, Carol, 48
 Gillman, Jackson, 32
Going Back Home, 75
 Goldsmith, Evelyn, 70
Grandmother Bryant's Pocket, 72
 Gray, Spalding, 31
 Great Building Saga, 78
 "Green Woman, The," 40
 Greene, Ellin, 5
 Grimm Brothers, 86-88
 Grimm, Jacob, 86-88
 Grimm, Wilhelm, 86-88
 Groff, Patrick, 73
- Halloween costumes, 92-94
 Hammerstein, Oscar, 70, 75
 Hannigan, Jane Anne, 45
 Harrington, Janice, 1, 59; audio-tapes, 125; biography, 135-136
 Hawthorne, Nathaniel, 43
 Hazard, Paul, 85
 Hearne, Betsy, 1, 22, 54; biography, 135; *Sleeping Beauty*, 90; slides, 69
 Hepburn, Katharine, 73
 Hero-journey cycle, 44-45
 Hicks, Ray, 32-33
 Hicks, Rosa, 32-33
 "How to Get Your Ph.D. in Children's Literature," 46
 Huck, Charlotte, 89
 Hyman, Trina Schart, 74

- Igus, Toyomi, 75
Index to Fairy Tales, 54
 Indexes, 123-124
 Internet resources: listervs, 11-15;
 search engines, 15-16; URLs,
 18-19, 117; Usenet newsgroups,
 12; websites, 11-17, 63
 Ireland, Norma Olin, 54

 Jack tales, 9, 32-33; bibliography, 119
 "Jeaning of America, The," 90
 Jenkins, Christine, 1, 45, 74, 83; bi-
 ography, 136
 "Johnny, We Hardly Knew Ye," 59
 Johnston, Tony, 67
 Jonesborough, Tennessee, 23;
 Chester Inn, 29; Christopher
 Taylor cabin, 29-30 ; Swappin'
 Grounds, 29-30, 32
 Jonesborough Civic Trust, 23

 Kane, Alice, 31
 Keding, Dan, 1, 59; audiotapes, 125;
 biography, 136
KidsCom (website), 63; URL, 65
 Kimmel, Eric, 67
 KISS (Keep it simple, stupid), 20
 Klein, Susan, 1, 59; audiotapes, 125;
 biography, 136-137; workshop,
 20-21

 Language skills: improvement, 6
 Larkin, Chuck, 17
 Lauper, Cyndi, 84
 Legends: traditional telling of, 52
 Lester, Julius, 53
 Library advocacy, 98-105
Library Services for Children, 84, 97
Li'l Sis and Uncle Willie, 75
 Lipman, Doug (website), 17; URL, 19
 Listening skills: improvement, 6
 Lundin, Anne, 45

 MacDonald, Margaret Read, 54

Magic Circle, The, 39
 Mahy, Margaret, 39
 Marcellino, Fred, 53
 Marcus, Leonard, 71
 Martin, Connie, 31
 Martin, Rafe, 28
 Marx, Karl, 84
 McConnell, Doc, 29-30, 33; and
 Crazy Jim, 30
 McCourt, Frank, 61
 McWilliam, Barry (website), 17;
 URL, 19
 Michelet, Jules, 38
Midwife's Apprentice, The, 39, 48
Midwife's Tale, A, 37
 Midwives: archetypes, 39; commu-
 nity of, 48; diaries, 37-38; as heal-
 ers, 40-42; history, 37-38; and
 magic, 41, 44; as mentors, 39-40;
 perceptions, 38; sexuality, 40;
 spinning/weaving, 41
 Minnich, Elizabeth, 48
 Morgan, Karen: 1, 3; biography, 137
*Most Popular Web Sites: The Best of the
 Net from A2Z*, 16
 "Mr. Fox" (story), 6-7
 "Multicultural Literature for Chil-
 dren and Young Adults," 52
 Myths, 24, 55
 Mythology/Astronomy: classroom
 activities, 9

 Nadel, Miriam, 17
*Naftali the Storyteller and His Horse,
 Sus, and Other Stories*, 4
 National Storytelling Festival: 116-
 117; analysis, 23-26; programs,
 31-32; the experience, 26-35;
 travel to, 27-30; workshops, 31-
 32
 Native Americans: classroom activi-
 ties, 9-10; tales, 55
 Nickerson, Ken, 18
 Nodelman, Perry, 66, 68, 71, 73, 76

- Nursery and Household Tales (Kinder- und Haus-Märchen)*, 87-88
- O'Malley, Judith, 1, 60; biography, 137
- Olio, 31
- Organizations, 116-117
- Ortiz, Simon, 31
- Palm of My Heart: Poetry by African American Children, The*, 63
- Periodicals: bibliography, 116
- Picture books: adaptations, 75; authors, 67; book smells, 71; children's reactions, 71; creation of, 8-9; illustrations, 68-69; impact, 72; narratives, 66-70; online environment, 74; physical format, 71-72; synthesis of forms, 72-76; technical aspects, 69; text, 67-68
- Pigs From 1 to 10*, 78; illustration, 79
- Pigs From A to Z*, 78; illustration, 80
- "Pied Piper's New Melodies: Folktale Variations, The," 62-63
- Pinkney, Jerry, 53
- Poarch, Margaret, 98
- Pocket Book of Verse, The*, 96
- Potter, Beatrix, 72
- Pourquoi tales. *See* African tales
- Power, Effie L., 84-85, 97, 98
- Presser, Harriet, 48
- Princess Furball*, 89
- Propp, Vladimir, 24
- Publishing: involvement of women, 42-44
- Purkiss, Diane, 44
- Reader's theater, 17
- Real Thing, The*, 76
- "Recent Storytelling Titles" (website), 17
- Resources, 54; bibliography, 126-129
- Reuter, Bjarne, 72
- Revival story, 25
- Root, Mary E.S., 85
- Rubright, Lynn, 31
- Sacred tales, 35
- Sam and the Tigers*, 53
- San Souci, Robert, 67
- Sawyer, Ruth, 47, 104-105
- School library media centers, 4-10; bibliography, 108-122
- Schram, Penninah, 31
- Schwarcz, Joseph, 73
- Scieszka, Jon, 67
- Sendak, Maurice, 67, 71-73
- Shannon, George, 23-24, 62
- Shedlock, Marie, 47
- Shimajima, Anne: 1, 3; biography, 137
- Sima, Judy, 63
- Simms, Laura, 32
- Singer, Isaac Bashevis, 4
- Sixties, The* (website), 17; URL, 19
- Sleator, William, 89
- Smith, Jimmy Neil, 23
- Smith, Lane, 67
- Smith, Mary Carter, 31
- Smithsonian Magazine*. website, 11; URL, 19
- Snake Book, The*, 72
- Snow White*, 90; website, 16; URL, 19
- Sobol, Joseph Daniel, 1-2, 22, 106; biography, 137-138
- Sondheim, Stephen, 74-75
- Southern Folklife Collection* (website), 16; URL, 19
- Speare, Elizabeth, 39
- Spelman, Jon, 32
- Spiritual nurturing, 5
- Statue of Liberty, 70
- Stevenson, Deborah, 1, 60; biography, 138
- Stoppard, Tom, 76
- "Story-Enhancing Your Science Lessons," 63
- Story of Little Babaji, The*, 53

- Story of Little Black Sambo, The*: 22; discussion of, 52-53; variants, 53-54
- Story sources: 53-54, 57; evaluation of, 55; websites, 16-19
- Storycrafting, 130-134
- "Storycrafting: Retelling Traditional Tales," 20
- STORYTELL: archives, 18; discussions, 13-15; listserv, 11-12, 14; makeup, 13; subscription information, 117
- Storytelling: Art & Technique*, 5
- Storytelling community, 25
- Storytelling: exclusion of women, 42-43; future of, 83, 106-107
- Storytelling patterns, 24
- Storytelling practice, 3, 7-10; 20
- Storytelling ring (webring), 17-18
- Storytelling Sourcebook, The*, 54
- "Suitable for children," 88-90
- Sutcliff, Rosemary, 39
- "Talk," 59
- Tall tales, 55
- Tatar, Maria, 87-88
- Taylor, Edgar, 88
- Teacher-student relationships, 5-6
- Teaching: bibliography, 114; using stories, 8-9, 17, 52-57
- "Telling Family Stories" (website), 17; URL, 19
- "Tiger's Minister of State," 59
- Thompson, Stith, 57
- Thorne-Thompsen, Gudrun, 47
- Throgs Neck Branch (NYPL), 97
- Tooze, Ruth, 47
- Torrence, Jackie, 34
- Turner, Victor, 24, 26
- "Turtle's Race with Bear," 63
- Tyler, Anna Cogswell, 47
- Types of the Folktale, The*, 54
- Ulrich, Laurel, 37, 39, 42
- Understanding Popular Culture*, 90
- Ungerer, Tomi, 73
- Urban legends: bibliography, 114
- Uses of Enchantment, The*, 47
- Usenet newsgroups, 12
- Vandergrift, Kay, 16, 45
- Van Gennep, Arnold, 26
- Vietnam War History Page, The* (website), 17; URL, 19
- Visit to William Blake's Inn, A*, 67
- Way of the Storyteller, The*, 104-105
- Web resources. *See* Internet resources.
- Where the Wild Things Are*, 67-68, 71, 73-74
- Whuppie, Molly, 47
- Why tales. *See* African tales
- Willard, Nancy, 67
- Witch of Blackbird Pond, The*, 39, 48
- Witch's Brat, The*, 39
- Witches: and midwives, 38-40, 44-45
- Witchcraft, Sorcery, and Superstition*, 38
- Women's studies programs, 48
- Wonder tales, 24, 33
- Words About Pictures*, 68, 71
- Workshops, 20-21
- Yarnspinner, The*, 23
- Yorinks, Arthur, 67
- "Young Adults, Storytelling, and Rites of Passage," 20
- Youth Services librarianship. *See* Children's librarianship.
- Youth's Wonderhorn, The (Des Knaben Wunderhorn)*, 87
- Zipes, Jack, 46-47

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To some, stories and storytelling are stone knives and petroglyphs. Primitive societies had stories. And storytelling requires a wood fire and a dark night. But of course stories may be found not only at the family dinner table or with the last survivor of the Titanic. Stories are also in the next booth at a fast food restaurant, in the bleachers during the seventh-inning stretch, and in the classrooms (and in the teachers' lounge) of an elementary school. In our interest in children's welfare, we often forget that children are not simply passive receptacles for whatever treasure or trash the adult world throws at them, but are lively agents who are continually interacting with their environment. Children actively create meaning as readers, viewers, and listeners. The 39th Allerton Park Institute papers emphasize the critical need to connect children and narrative as a way to affect their development as listeners, readers, viewers, and evaluators of literature—and information in all forms.



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