The impact of reviewing on children's book publishing

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Title: The impact of reviewing on children's book publishing

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Abstract: In the almost 30 years that I've been involved in publishing children's books, my work has been focused on preparing 25 to 30 books for publication each spring and fall. Each of those 60-odd books a year was begun with the acquisition of an idea or manuscript many months ahead of publication, and was cosseted word by word, line by line, illustration by illustration through the editing and production processes. Each book has had an author (and sometimes an illustrator too) whose hand was held and ego stroked. All that done, seasonal catalog prepared, sales conference held, finished books ordered, and then WHOOSH! in a flash materials were out to reviewers who would decide their fate. All that work involving the expertise of so many author, editor, copy editor, art director, production staff, sales and marketing departments willingly offered up to the gods for judgment.

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How does pretend play affect children’s development? Claims for its positive impact are resounding. The National Association for the Education of Young Children, the major preschool accrediting body in the United States, stated in its recent position paper, “high-level dramatic play produces documented cognitive, social, and emotional benefits” (Copple & Bredekamp, 2009, p. 15). This article was published Online First August 20, 2012.

Angeline S. Lillard, Matthew D. Lerner, Emily J. Hopkins, Rebecca A. Dore, Eric D. Smith, and Carolyn M. Palmquist, Department of Psychology, University of Virginia.

First we define pretend play and review three theoretical positions on whether and how it affects development generally. Male Professors in children’s books have appeared much more frequently over the past ten years: women not so much. What areas do these fictional academics work in? (There is an entirely different genre of children’s books covering the lives of real academics - but that’s for another obsessive compulsive mini research project). Note: This article gives the views of the author, and not the position of the Impact of Social Science blog, nor of the London School of Economics. Please review our Comments Policy if you have any concerns on posting a comment below.

About the Author.
Melissa Terras is Professor of Digital Humanities in the Department of Information Studies, University College London, and Director of UCL Centre for Digital Humanities. The Children’s Plan published by the Department for Children, Schools and Families (DCSF) in 2007 also highlights the importance of partnership between parents and schools to support children in their learning, and how greater support will be provided for parents to involve them in their child’s education (in the early years and throughout school). About the Author.

Research suggests fathers are involved (more. child with a statement of Special Educational often than mothers) in specific types of activities in.

This item appears in the following Collection(s)

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