

North Carolina Libraries

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Reproduced on the cover is a double page from the notebook, "Ashe County, N. C. Sketches, by Lois Lenski, April-May, 1945," from the Lois Lenski Collection, Walter Clinton Jackson Library, University of North Carolina, at Greensboro.

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The next issue will be devoted to the "Biennial Reports" and our President, Carlton P. West, will be the Guest Editor.

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ESTABLISHMENT AND PURPOSE OF THE NEW CHILDREN'S BOOK SECTION AT THE LIBRARY OF CONGRESS

By VIRGINIA HAVILAND, *Head Children's Book Section*
Library of Congress

In 1962 Congress, recognizing the existence at the Library of Congress of a rich potential for research and reference work in its vast accumulation of children's books, made an appropriation for the establishment of a Children's Book Section to provide bibliographical and reference service to children's specialists and others pursuing research in juvenile literature.

While other libraries of the country have had their children's books wear out, go out of print, and disappear in the severe weeding necessitated by lack of space or use, the Library of Congress has seen its collection of children's books reach spectacular dimensions—estimated to be perhaps 75,000 items, with some 16,000 old and rare titles housed in the Rare Book Division.

Responsibility for such richness is summed up by David Mearns in his history of the Library of Congress, *The Story Up To Now*—"The obligations of a Library have a direct ratio to the content and organization of its collection." The challenge here points in many directions. In reference questions the Library of Congress may well be looked upon as a court of last resort, where there can be tracked down that obscure, out-of-print book so dear to childhood memory and long missing from children's libraries. But it is far more than merely a last resort. Here are rows of the Henty books, the Algers, the Oliver Optics, the McGuffey readers, and the Peter Parleys. Here may be seen A. B. C. books from many generations and many lands, and myths and fables in countless editions and languages. Picture books in their variety of origins reveal the influence abroad of American mass market production and the recognition there, too, of our best creative artists, while in another direction is shown the influence of striking Central European book illustration of American picture-book art.

Biographers and novelists may find substantial material for research in historical backgrounds, as early juvenile books reveal details of child play, manners, dress, reading matter, and other period information. Students of children's literature can trace such trends as didacticism throughout the history of writing for children. Specialists in education, anthropology, government, and science can find answers in comparative children's literature.

The special collection of the Children's Book Section is chiefly bibliographical, to further such reference work and research in both American and foreign children's literature. Here are standard works of history and criticism, studies of children's reading and of writing for children, catalogs of important rare book collections, information about authors, illustrators and book prizes, bibliographies, indexes, a wide range of special lists, and review media (including the complete bound files of the *Horn Book Magazine*). The Newbery and Caldecott collections and representative "notable" and recent children's books may also be found here.

Paul Hazard's classic *Books, Children and Men* is available in many languages at the Library of Congress and his "world republic of childhood" is represented on its shelves by a world literature for children which has come here from all over the globe—not only *Robinson Crusoe*, *Little Women*, the Grimm fairy tales and other folklore, but

books also of the twentieth century—to uphold the universality of good literature. Examples of his wealth are shelved in the Children's Book Section, together with selective guides to the best available in foreign publishing for children, to aid those who wish to provide for children examples of outstanding writing and illustrating from abroad.

The Children's Book Section is staffed with a children's literature specialist and a skilled bibliographer to make information available through this reference collection and also through the preparation of bibliographies. Its services are being used by individuals and by agencies who write, telephone or come in person, from far across this country and from other countries as distant as Norway and Turkey. These have included scholars, educators, writers, artists, editors, the press, and parents. This Section serves also libraries, library agencies and associations in any state of the union.

LAWRENCE QUINCY MUMFORD, ESQUIRE

How it originated is anyone's guess, but a popular notion of the librarian as a wisened, old, ink-stained, dusty man of silence should tonight be forever destroyed. Throughout his career, the present librarian of Congress has shown that the influence of library administration can extend beyond the confines of the stacks into a community, the state, the nation, and, indeed, the world.

After making important contributions by his services in the libraries of Duke University and Columbia University, he went to the New York Public Library where, eventually, as coordinator of the general service division, he lessened the work of countless scholars by the increased extension of facilities he provided. Called on special assignment to the Library of Congress, he accomplished the delicate revision of personnel structure in a manner described as "a minor—perhaps a major—miracle." As a committee member he helped survey the Army Medical Library, and for several months abroad lent his organizational talents to the improvement of the American Library in Paris. Named Director of the Cleveland Public Library, he inaugurated for young adults and aged persons reading programs which have become a national pattern.

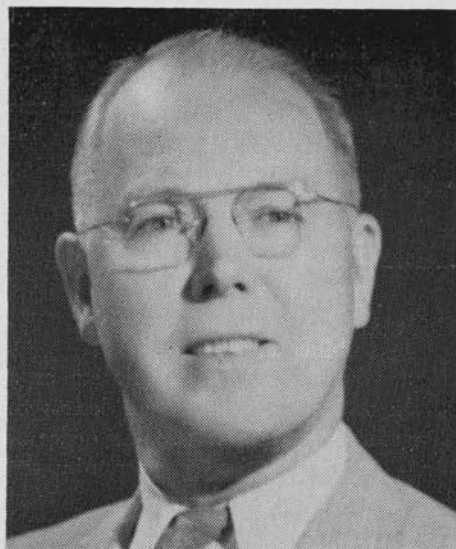
It is especially, however, for the leadership he has shown in his present position as Librarian of Congress that we honor tonight this native North Carolinian. His professional integrity has kept the Library of Congress among the great libraries of the world, free from the sway of political whims, making it a world-wide expression of the respect which Americans have for the place of learning.

In recognition of the achievements of the Librarian of Congress, Belmont Abbey College confers the degree DOCTOR OF LETTERS, with all its rights and privileges, upon LAWRENCE QUINCY MUMFORD, ESQUIRE.

Given at BELMONT ABBEY COLLEGE this Fourth day of June, in the Year of our Lord Nineteen Hundred and Sixty-three, and of the Founding of this College, the Eighty-seventh.

CHILDREN'S LITERATURE — AND TAR HEEL WRITERS WHO HELP TO PRODUCE IT

By ROY Z. KEMP*



Today, a child constantly discovers himself and the world in the literature of the imagination as well as of fact and reality, in stories of the past as well as the present.

Children of today are far more advanced than they were even a few years ago. This seems to be due to the fact that they are subject to far greater pressures of various kinds. The world of today is fast-paced and children are aware of this fact.

And, as one children's book editor has stated, "Kids are not literary snobs. They are not impressed by big words and difficult syntax. They measure a book by its story quality."

Two opinions are at variance with modern educators, teachers, librarians, and parents. Some favor a controlled vocabulary for the young reader, of approximately 800 words. Others feel that books which are written in conformity to approved word lists are mostly dull reading.

And water-down versions of the old, beloved classics are not approved by many children's librarians.

"If a child is going to read *Moby Dick*," one librarian states, "he should wait until he is ready. Until a child is old enough to get the best out of a book by reading it himself, something is lost for him that may never be regained when the book is read to him."

Those experienced in the field of children's literature know that the child from the very young to around 7 years of age likes to have fairy tales read to him. The 8 to 9-year olds become interested in factual books as their reading becomes more pleasant. Both age groups favor picture books.

Girls from 10 to 12 are interested in reading animal, adventure and mystery stories, historical books, and biographies of famous persons, particularly women. In the classics, they prefer *Tom Sawyer* and *Black Beauty*.

Boys of this age group enter a period of hero worship and enjoy the myths and legends of such old favorites as Robin Hood, King Arthur, William Tell, Robinson Crusoe. They also like books on travel, inventions, mechanics, and sports.

*Roy Z. Kemp was born in Cornelius, N.C., but considers Greensboro as his home town. Some years ago he moved to Baltimore where he is employed by the Social Security Administration. Readers of the Greensboro Daily News, Raleigh News and Observer and the High Point Enterprise will recognize his name as a frequent contributor. He is a collector of books and a poet. His latest book, "Measure of a Heart and Other Poems" was just published by the Golden Quill Press, Franconia, New Hampshire.

From age 12 up, girls become more interested in young adult books involving simple romance, while boys are interested mostly in non-fiction about hobbies, woodcraft, engines, science, sports, games, animals, and history.

Since 1690, when *New England Primer*, the first book published in this country for children, was issued, the children's book field has steadily gained in prominence and size. This first book consisted mostly of straightforward advice for the beginner student and moralistic phrases and stories. Today, children's literature covers practically every topic under the sun.

During this spring's publishing season, for instance, more than 700 new titles for children have been issued. In 1962, children's books numbered 2,584 new titles, an increase of 59% over the 1961 figure.

Most metropolitan newspapers devote special issues or supplements to children's books, as do the regular magazines and trade journals in the field, such as *Publisher's Weekly*, the *Book Buyer's Guide*, and *Library Journal*. Ample coverage is usually given every new title. Many librarians conduct children's programs on local radio and television stations, and many magazines are published exclusively for children.

The Children's Book Council, a non-profit organization, is devoted to the encouragement of the reading of children's books. Headquarters of Children's Book Week in November of each year, it is a year-round center for information and service to those concerned with children's reading.

Most fortunate is the writer for children, for he has a reading audience which continues to grow. In 1960, for instance, the number of children between ages 5 to 9 was estimated at 18,789,000. In 1965, it is estimated that the number will be 20,346,000, an 8% increase. In 1970, the estimated number is 22,215,000.

Such rapid growth, naturally, brings problems. But, also, the ever-increasing reading audience for the writer who manages to publish a juvenile book is most encouraging. It is little wonder that America's big-name writers are turning to this field.

North Carolina writers of children's books are among the top-names in the business. These include such names as Glen Rounds, Gerald W. Johnson, Ruth and Latrobe Carroll, Corydon and Thelma Harrington Bell, Ina B. Forbus, Julia Montgomery Street, Manly Wade Wellman, Burgess Leonard, Ruth Tooze, and Dorothy Koch, to name only a few.

Glen Rounds is an intimate and compassionate observer and a magical recorder of wild life. His books possess a sound base of factual information and an authentic atmosphere which make them a fresh contribution to children's literature. He is a specialist in the outdoor life and the ways of nature. And he knows the ways of childhood. He also possesses the magical art of storytelling.

Any book by Rounds is an exciting adventure for his young reader. He writes both fiction and non-fiction and illustrates his own books. His *The Blind Colt* has become a contemporary classic in children's literature, and his continuing series about his pint-sized cowboy "Whitey" are always received with joy.

Whitey and the Colt Killer is the latest book in this series. His other books include such titles as *Ol' Paul*, *The Mighty Logger*, *Pay Dirt*, *Buffalo Harvest*, *Rodeo*, *Bulls*.

Broncs and Buckaroos, Hunted Horses, Lone Muskrat, Stolen Pony, Lumber Camp, Sunday Horse, Swamp Life: An Almanac, Beaver Business. Wild Orphan, and Wildlife at Your Doorstep.

Gerald W. Johnson, a Tar Heel native who has lived in Baltimore, Maryland, for many years went into the children's book field with a trilogy entitled *A History for Peter*. This series was written especially for his young grandson, Peter van Honert, to bring to the boy a vivid and interesting story about American history.

Encouraged by the reception given to this first attempt for children, Johnson began another trilogy, to explain the workings of our Government. This series includes *The Presidency, The Supreme Court, and The Congress*.

Johnson has long been recognized as being one of the most thoughtful and knowledgeable writers and commentators in America, and as one of the great forces for tolerance, enlightenment, and progress. In his works for children, he continues this role, for he brings to his children's books the same thoughtful concentration, the clearness and clarity of the experienced journalist, thinker, and writer for more adult minds.

Ruth and Latrobe Carroll, a husband and wife writing team, have done many books, singly and together. Their series about the Tatum family in the mountainous section of North Carolina has been popularly received. They are illustrators as well as writers, and a listing of their work would occupy a large amount of space. They were the first authors to receive the award for children's literature given by the North Carolina Division of the American Association of University Women.

Another husband and wife writing and illustrating team is Corydon and Thelma Harrington Bell, writers of work of fiction and non-fiction with a scientific flavor. Their latest volume, *The Riddle of Time*, provides a glimpse of the many faces of time—psychological, biological, geological, astronomical, and physical—told for the young reader. Other books are *Thunderstorm, Snow, Mountain Boy, Yaller-Eye, John Rattling-Gourd of Big Cove, Captain Ghost, and The Two Worlds of Davy Blount*. This latter book was a Junior Literary Guild selection.

Manly Wade Wellman is a writer whose works are too lengthy to mention, for his is a prolific output since he writes for adults as well as for children. He specializes in fiction for teen-age boys which is based on American history. One particularly popular series was concerned with the adventures of Clay Buckner, a scout attached to Jeb Stuart's cavalry in the Civil War. Another successful series is concerned with the adventures of Zack Harper, an 18-year-old North Carolina boy, during the exciting period of our country's history known as the American Revolution. The series successfully captures the idealistic spirit of the Revolution.

Julia Montgomery Street is a grandmother who lives in Winston-Salem. She has stated that she liked to write for children because she always strove to impart to her young reader a heritage of North Carolina which he might not get otherwise. All of her books have a North Carolina locale. *Fiddler's Fancy* was about the mountain folk of Toe River section of Mitchell County. *Mocassin Tracks* was a story of the Cherokee Indians of the State. *Drover's Gold*, set in the Blue Ridge country, captured both the regional and historical in terms of language and content. *Candle Love Feast* told the beautiful story of the Moravian Christmas. Her latest, *Dulcie's Whale*, tells the story of a young North Carolina girl living on the coastal area and of her "enemy submarine."

Burgess Leonard specializes in sports stories for teen-age boys and has excelled in this difficult field. He began writing professionally in 1935, beginning with stories for the old pulp-paper magazines. In his teen-aged sports novels, he is careful to fictionize and dramatize his material, although many actual happenings on college campuses have been featured. He writes his books slowly and takes great pains to have them both authentic and realistic. His series featuring "Stretch Bolton" have been particularly successful, the latest volume being *Stretch Bolton: Mister Shortstop*. His output includes such titles as *Victory Pass*, *Rookie Southpaw*, *Phantom of the Foul Lines*, *One-Man Backfield*, *The Rookie Fights Back*, and *Rebound Man*.

Mrs. Ina B. Forbus lives with her doctor husband on a 150-acre place between Durham and Chapel Hill which is practically a wildlife refuge. A native of Scotland, she has lived in North Carolina since 1935. Her books include *The Magic Pin*, *The Secret Circle*, and *Melissa*. She collaborated with Dr. Louis L. Vine, of Chapel Hill, in writing *Dogs In My Life*, in which this veterinarian recalled many of his dog patients (including some which were neurotic and psychosomatic), which many young people found of great interest.

Mrs. Ruth Tooze, of Chapel Hill, is the author of *Silver From the Sea*, a book for the Junior High School age reader, which is laid in Viet Nam and which tells the story of a young native boy's delight in learning the fishing trade of his fathers. *Cambodia: Land of Contrasts*, written for the same age group, presents a vivid and sympathetic story of a tiny country faced with the task of making a place in the modern world.

Dorothy Koch, also of Chapel Hill, specializes in short picture books for the very young. Her books include *When the Cows Got Out* (a Junior Literary Guild selection), *Let It Rain!*, and *Monkeys Are Funny That Way*.

Mrs. Nell Wise Wechter, a Greensboro school teacher, has published two teen-age novels with North Carolina locales. These were *Taffy of Torpedo Junction*, a mystery laid on Cape Hatteras during World War II, and *Betsy Dowdy's Ride*, based on the tradition of a young girl who rode her horse through North Carolina's coastal swamp area in 1775 to warn unsuspecting patriots of a British attack.

Mrs. Peggy Hoffmann, of Raleigh, began her books for young people with a cook book called *Miss B's First Cookbook*. This was followed with *Sew Easy!* and then came *Sew Far, Sew Good!* These, as might be presumed, were written to instruct young girls in the art of sewing and the making of their own wardrobes. *The Wild Rocket*, her first attempt at fiction, was for boys, and told the story of Alec, an orphan living in the home of an uncle, and of his interest in rockets and space travel. A church organist and interested in music, Mrs. Hoffmann has issued books for church choirs, all of them being collections and arrangements.

Harrison and Mathilda Reed, another husband and wife writing team, are the authors of *The Talbot Boys*, a suspenseful story of a search for treasure in dangerous tropical waters, and *Inky Puss*, which was about the small farmyard animals found on any North Carolina farm and which gave a natural picture of farm life, told for the very young reader.

Mrs. Mebane Holoman Burgwyn, of Jackson, a graduate of Woman's College in Greensboro, is the mother of four children and began her writing career by writing stories for them without any thought of publication. Her first book, *River Treasure*, de-

veloped from a group of her short stories which she had written for the children's amusement. Other books include *Lucky Mischief*, *Penny Rose* (which won the American Association of University Women, North Carolina Division, Award for the best juvenile book in 1954), *Moonflower*, and *Hunter's Hideout*.

Anne M. Green, a children's librarian in Wilmington, has published two books which were concerned with children, horses and racing. These were *To Race Again* and *The Valley Cup*.

The first book for children by Burke Davis was called *Roberta E. Lee*, the story of a Confederate rabbit, issued in 1956. His next for them is *America's First Army*, an exciting story of the historic Colonial militia. A special feature of this book is a 7" 33-rpm record of an actual Williamsburg militia muster, which comes inside a sturdy pocket in the back cover.

Many other North Carolina writers have published works for children. Jonathan Daniels has published three biographies of famous American generals: *Stonewall Jackson*, *Robert E. Lee*, and *Mosby: Gray Ghost of the Confederacy*. Bernice Kelly Harris wrote *The Very Real Truth About Christmas*. Gene Harris has published *Smoke on Old Thunderhead*, a story laid in the Smoky Mountainis section, which was a wonderful blending of adventure, superstition and old mountain lore. Alice V. Hancock published *Pedro: A Mystery of the Floridas*, which told of pioneering days in Florida in the 17th Century. Eugene Ackerman published *Tonk and Tonka*, a warm and human story of two wild geese. Jim Booker, of Shelby, published *Trail to Oklahoma*, which presented historical fact in a thoroughly readable and interesting fiction story. It is based on the 'trail of tears'—the forced trek of the North Carolina Cherokee Indians from their reservation in western North Carolina to the State of Oklahoma.

Statistics will show that North Carolina writers head the list of creative workers in the South. To any reader, it is plainly apparent that, since the beginning of the present century, a literary renaissance has taken place. That by-gone poetic criticism of J. Gordon Coogler which reads:

"Alas, for the South
Her books grow fewer and fewer,
She was never given to literature"

can no longer be said to be applicable. The quality of North Carolina writers' work denotes a fresh, vigorous talent. And Tar Heel children's book writers are up near the top in any listing of the State's creative workers.



THE SIXTH SENSE: SECURITY IN BOOKS

By JANE B. WILSON

Director of Libraries, Durham City Schools, Durham, N. C.

Whether it be housed in a public library or in a public school the space filled with brown shelves and sunlight and red and green, and gold and blue books is a private place. Here is a library set apart for children and youth. Here are mountains and valleys of thought gathered from thinkers and doers of all times, in all places. To these shelves and into this sunlight step boys and girls with laughter and questions on their lips. What they find there is a mighty responsibility, an overwhelming privilege. If librarians seek this privilege, the responsibility, also, must be accepted.

To answer the demands of these young patrons there must be more than a knowledge of available print and non-print materials, a skill in the use of equipment that may show or produce the information to advantage. It is necessary for librarians to know their patrons and their needs.

Too often the librarian is kept busy with procurement: he is left insufficient time and strength to read, to study, to make himself ready and available to suggest, to share the special magic of literature for boys and girls with them.

It is not enough that librarians procure books and materials, nor that they select from among the thousands of items available. An easy, pleasant introduction to this enchantment can be made only by one who knows the land. The presentation through printed bibliography falls far short of being a personal introduction. But a librarian may not indulge himself in the luxury of discouragement. The boys and girls are here eager to seek for answers. The answers, however elusive, are eager to be sought.

The youth who poked and pried into the corners of fields and forest with Mole and Rat may lie back for a moment with Lincoln Steffens and look at the sky and dream. *The Boy on Horseback* can share the world of *The Red Pony*, and that is the world he must build for himself.

The girl, breathless from her understanding of *Mary Peters* and *Greenwillow*, is the same reflection of a woman's heart who waited in the dark of *The Little House in the Big Woods* and listened to Pa's fiddle. It is the privilege of the librarian, then, to place into this young woman's hands *The Way West*, *The Human Comedy*, and *A Portrait of Jennie*. The young is not forgotten: *Green Mansions*, *The Red Badge of Courage*, and *The Old Man of the Sea* are a part of his heritage he must not be denied.

This questing youth, however, came to books and libraries and librarians a decade before they were ready to identify themselves with *The Yearling*, with *The Green Years*. Perhaps the task would be less urgent if our curious, small patrons were introduced to the comparable curiosity of *Freddy*, *the Curious Cat*, the inquiring animals of *The Bojabi Tree*, *Six Foolish Fishermen*, *Who Lives in This House?*; the parable of *The Four Riders*, the high humor of *The Mystery of the Gate Sign*.

Thinking youth, using first words, then symbols, should be given the opportunity to learn to fit humor into his thinking, into his growing time. *And the Waters Prevailed* is not a giant step from the younger student who roared over *Mr. Popper's Penguins*, *Shadrach*, and then, *Henry Reed, Inc.* Not to mention *Pysen* and *Mrs. Wiggs of the Cabbage Patch* and *Lentil*.

It may be important to explain, lest it be thought odd, that many of the titles mentioned are not new titles: not those published during the nineteen sixties. True, but it is evident that years of study are indicated before statements concerning value and worth of these books to our youth may be so earnestly and so sincerely flung around.

Only those librarians intimate enough with this printed magic may, or can, tear down the criticism and snubs of those who cast out *The Secret Garden*, and *Hans Brinker, or the Silver Skates*.

Granted, *Once a Mouse . . .*, *The Incredible Journey*, *A Stranger at Green Knowe*, and *The Bronze Bow* are newcomers who "fit," but *The Family from One End Street*, *Shawnee and the Gander*, and *As the Earth Turns* are old family friends with a new dress. It could be dangerous—and amusing—to label a plot, a story, a title, a presentation. "New."

Perhaps, someday, *Noah and Rabbit*, *Skyscraper Mystery*, *The Magic Walking Stick*, and *A Candle for St. Jude* will reappear in new raiment.

It is that time, now, to stop to consider what stands on the brown shelves in the sunlight for boys and girls, for young men and women. It is not difficult to find that librarians have been careful to include all literary forms: The essay, the short story, the play, the poem, the narrative, the biography. Too, easily located are filmstrips, discs, laminated prints and clips, and, many, many how-to-dos. There is a heavy abundance of science books and volumes on the subject of *Magic of Numbers*, *Magic of Electronics*, *Magic of Sound*, and *Magic in a Bottle*. But where are *The Magic Clothespins*, *The Magic Christmas Tree*, *The Magic Fishbone*, *Magic in My Shoes*, *The Magic Circle*, and *The Magic Mountain*?

With all the offering of fact, offer fantasy. *The Secret River* and *Calpurnia* will sing to its avid reader the unspoken songs of its author: a real poet and enchantress students will meet again. To know that these titles are nestled in the collection on the brown shelves is not enough. It is meet and right that librarians who place them there have earned the right to the privilege of a special familiarity: an empathetic touch as these books are offered in a program in libraries and schools. In libraries and schools that care enough to share their librarians as well as their holdings and their know-how, *The Magic of Words* may serve youth, sharpening the sixth sense: the sense of security in books and reading.

PUBLIC LIBRARY SERVICE TO CHILDREN IN NORTH CAROLINA

By MARY McNEELY

Coordinator of Children's Services

Public Library of Charlotte & Mecklenburg County

It is difficult to define the qualities of a good children's book. Those of us who have worked with children and books, feel that there are certain characteristics which are always applicable in judging a book written for boys and girls. First of all children must feel that the book has been written for them—that the characters, the plot, and the method of presentation are real and could apply to themselves. They always reject the insincere or the phony, which automatically eliminates the sentimental distorted type of story usually written by someone who wants to make some money and thinks writing a book for children an easy way to achieve that goal.

Not only do children like the realistic approach, but they can accept ideas which to an adult are often fantastic. This love of fantasy has kept alive for many centuries the old myths, folklore and fairy tales, and sparks the present interest in science fiction, which is proving not to be so fantastic after all.

A good child's book is never written down to supposedly the child's level. The book written for the nice little boy or the sweet little girl with a saccharine plot and unbelievable characters is automatically rejected by children, just as they reject the adult who assumes a special, cloyingly sweet approach, thereby inferring that the intelligence of the child is far below that of an adult. Children are individuals, not a group. Many of them are more intelligent than many adults. Furthermore they want to know, and are demanding more and more informational books on any and every subject. We must supply well-written books in every field containing current and up-to-date information.

In addition to the above qualifications, the format—print, binding, spacing and illustrations are of primary importance in selecting books for our children's collections.

Since our juvenile population is growing not only in numbers but also growing more inquisitive and more demanding in the quality of the books they read, librarians are finding book selection increasingly difficult. School libraries are doing an excellent job in North Carolina, but they cannot possibly meet the demand of our young people for more and more books. They are also necessarily limited by the necessity to provide books to supplement the school curriculum, and by the limited number of hours the school library can be kept open. The public library is not limited by either of these factors. Of course both are unfortunately limited by budget and personnel. In North Carolina, school and public libraries work together toward the same goal. It is impossible to believe that we will ever have more juvenile books in our libraries than we need. It is a tragic fact that in many communities we do not have enough books for children or adults. Also it is most unfortunate that we have very few librarians in our public library systems who are professional librarians or who have had experience in children's service. Reasons for this situation are fairly obvious: A children's librarian must be capable of working with all ages of children, with parents, teachers and any group interested in children; she must be able to tell stories or to speak to any group on almost any subject; the library school graduate interested in working with boys and girls finds shorter hours and equal or sometimes more remuneration for a nine-month year in the school library field. Most head librarians realize the importance of developing good service to children both from the standpoint of the child's welfare and as a firm stepping stone toward continued use of the library when the child becomes an adult. Unfortunately, most public library budgets are too limited to permit the employment of trained personnel for children's service.

In spite of the lack of personnel and of limited budget public libraries in North Carolina are giving excellent service to our boys and girls. The quality of book collections on the whole is good. In 1962, 2,584 new juvenile titles were published, an increase of 59% over the previous year. Selection of the best from this large number is a stupendous task, particularly since most librarians do not have an opportunity to examine the books, much less read them carefully. Therefore book selection is largely based on reviews. The most general used guides are: The A.L.A. Booklist; School Library Journal, formerly Junior Libraries; The Children's Catalog, Horn Book and special bibliographies such as Best Books for Children and the A.L.A. list of Notable Children's Books for the Year.

Reliance on publishers catalogs is not recommended. The fact that we do not have a demand for the newest books as soon as they are published is an advantage giving time to wait for reliable, impartial reviews. Many children will select a worn book, because they know it must be good rather than something new they're not sure about. It is also helpful that more publishers and reviewers are realizing that information about the format and binding of children's books is important to the selector. Because of the scarcity of good books written for the second, third and fourth grades, librarians find it most difficult to find enough reading material for this group. However, within the last few years, publishers are beginning to recognize the demand in this field and are publishing more books with an easy vocabulary and high interest and content level. Librarians know that this is a difficult field and appreciate the efforts of authors and publishers to fill this gap in our book collections. This type of material is also needed for the many older children who need remedial reading, but refuse to read a "baby" book. Since reading ability is not defined by grade level, our libraries generally do not attempt to "grade" books, feeling guided browsing is more effective in attaining our goal of supplying the right book for the right child.

It was not possible to conduct a survey of all public libraries in the state, but a few were asked for some comments and information on children's services in their particular library. Many do not have children's librarians, either because they do not have the necessary funds or because they have not been able to find anyone to fill the position. All recognize the need for a qualified person to work with children, their parents and teachers. The word qualified is used because although formal training is important, knowledge of books, a sincere liking and understanding of children's services and ability to cooperate with all groups in the community are characteristics which are of most importance in a children's librarian.

All libraries contacted deplored the lack of space, of personnel and of a sufficient number of books. They also mentioned the excellent cooperation between the schools and the public library. Few school libraries have enough books to supply the children with recreational or informational material. Since schools are emphasizing research, they cannot supply enough material on any one subject. Public libraries try to help. They could be of greater assistance if teachers and public librarians worked together on the supplemental help the schools will need during the year. Our chief problem is not to get our boys and girls to come to the library but to provide the service and books they need and want. Considering low budgets and the lack of personnel, it is amazing that the quality of the children's book collections in our North Carolina libraries is of such a high standard. It is even more surprising to hear of the many other services provided—story hours, particularly for pre-school groups; summer reading programs; group visits to the library and visits to schools by the librarians; classroom collections checked out to teachers to supplement material available in the school library, radio programs; provision of films and recordings; displays; talks to community groups of all kinds and of course the reference work done, which include almost anything from how to spell Franklin to how to build an electronic computer.

It would be impossible to mention all of the services reported by the thirteen libraries contacted. However, there are a few which seem rather unusual. The Gaston County Public Library in Gastonia emphasizes learning to read books and has a special collection of books in Braille and large print books for the visually handicapped. Winston-Salem and

Forsyth County Library has an interesting locked case collection of old and rare children's books, of autographed copies and copies of all of the Caldecott and Newbery awards. This library also provides some of the materials used by the community radio and television council for in-school broadcast. In the Richard B. Harrison Public Library you would see a listening table with earphones where five children may enjoy records, without disturbing others. There are 150 recordings for young people available. This library also has a special collection of children's books by and about the Negro. There are duplicate copies of titles in the collection for circulation. In Kinston, the Kinston—Lenoir County Library has a "Hobby Room". Here you will find a very fine collection of both juvenile and adult titles about animals, sports, crafts, etc. The librarian says that many adults borrow juveniles from this collection and many children choose an adult title. One more proof of our belief that grading books is not only impossible but also unwise.

Many libraries have story hours for the pre-school group. The Rowan County Library in Salisbury has an outstanding program of this type. Every morning from May through September a forty-five minute period is set aside as pre-school library time for four and five year olds. The object of this program is to awaken and encourage appreciation of books and to teach simple things about the library and the care of books. The librarian says the pre-schoolers who participate in the program continue to come to the library after they enter school, and often through them the entire family becomes library patrons. This is another proof of the often reiterative assertion that adults are often reached through their children.

Since the provision of displays is always a problem it was interesting to hear of a rather unusual one from the Nantahala Regional Library in Murphy. Here the Cherokee County Branch of the A.A.U.W. sponsors an art contest for children during the National Library Week.

There are many more activities designed to promote interest in and use of our public library children's services.

In the letters received there are some "gripes" from librarians working with children which are more or less universal. One most often expressed is that teachers often give mass assignments without knowing what materials are available. Many feel they have too much desk routine and clerical work. This situation is frustrating to the librarian who realizes the importance of reading guidance and assistance. Another disturbing factor mentioned by several librarians is that although service to children is definitely appreciated by the children, their parents and teachers, it is not recognized by school and public library organizations, and by some administrators.

However, in spite of the lack of space, of inadequate personnel and of that all important commodity money, we are doing a pretty good job here in North Carolina providing the best books and service for our young people.

In the small towns and the larger towns, wherever there is a public library, you will find a collection of good children's books. Worn books and empty shelves give sure proof that they are used. And on the roads in rural Carolina, from the mountains to the coast you will find the bookmobiles carrying those books to children in isolated areas.

This article is not a survey of children's library service in North Carolina, based on statistics. Rather, it is an attempt on this writer's part with the helpful letters from twelve libraries in the state, to give a general picture of library service to children in North Carolina, some of our limitations and some of our accomplishments.

CHILDREN'S BOOK COLLECTIONS
IN
NORTH CAROLINA COLLEGE AND UNIVERSITY LIBRARIES

By MARY ROBERT SEAWELL

Bibliographer and Reference Librarian, Woman's College, U.N.C.

What kind of children's book collections are in North Carolina college and university libraries? To find the answer, a questionnaire was sent out this spring to 40 senior colleges in North Carolina to locate sources for study and research in the field of children's literature. There were 27 replies from 24 different colleges. In some cases, there were collections of children's books in more than one department, and a questionnaire was filled out for each. Six of the colleges reported "NO" children's book collection. The remaining 21 questionnaires have been tabulated on the accompanying chart. All but three of the twenty-one colleges had separate children's book collections, and one of the three used a "j" (for juvenile) before the call number. With only a few exceptions the purpose of the collection was to support the classes in children's literature and education and the library science classes where library science was taught. Two or three colleges reported a materials center or curriculum laboratory sometimes in connection with a training school. The purpose of one collection was for faculty or community children and a half dozen other collections circulated to the children in addition to the use by classes.

The size of the collections ranged from 80 to 10,000 books. Doubtless there is great variation in the quality and subject content, so that a mere count tells little of the collection. In general, the collection contained current books, classics, prize winners, and works of famous illustrators without a particular stress on any one field. About half reported holdings of books published before 1900. The percentage ranged from ½% to 85% in some special historical collections. Many of the early children's books have no date, making it difficult to determine when they were published.

Only the children's book collections located in the rare book collections emphasized first editions as such, though most collections have some first editions.

In five of the libraries, books by North Carolina authors were emphasized. The North Carolina Collection at the University has not only North Carolina authors, but books with North Carolina settings regardless of author.

Only three libraries reported holdings in manuscripts and original illustrations. Appalachian State has the manuscript with original illustration for James Daugherty's *Daniel Boone*, Newbery award winner in 1940, the notes and various manuscripts for Rebecca Caudill's *Higgins and the Great Big Scare*, and a Lois Lenski illustration from *Blue Ridge Billy*. The University's North Carolina Collection contains manuscripts with original illustrations of numerous recent North Carolina authors of children's books. Among the manuscripts in the Woman's College Library are more than 30 of Lois Lenski's. These range all the way from a notebook containing penciled sketches of Ashe County, North Carolina, for the illustration of *Blue Ridge Billy* to hand written and typed manuscripts and galley proofs. There are 18 original illustrations of hers. Those of others represented in this collection are Ruth and Latrobe Carroll (manuscripts and original illustrations), Mebane Holleman Burgwyn, and Julia Montgomery Street. There are two manuscripts of particular note in the rare book room of the Duke Library.¹ One is an autographed manuscript of Samuel L. Clemens's *My Boyhood Dreams*, written in ink on nineteen sheets, 22 by 14 inches, one side only with numerous illustrations and a typed

manuscript. The other is Richard Doyle's autographed manuscript of *The Marvelous History of Jack the Giant Killer*, 1842, with many original water-color illustrations. Doyle designed the original cover of *Punch*. There are also nine children's books published in London 1807-1816 illustrated by William Mulready. Each of the nine books is accompanied by some or all of his original drawings.

Many of the libraries have specialties, either a subject, a collection or individual items of particular interest or value. The A & T Library has discontinued its children's book collection, but has a collection of old school texts, which include children's texts. Appalachian State College has *Saint Nicholas Magazine* for 1881-1882 and a collection of foreign dolls; while Atlantic Christian College mentions the 1888 edition of *Sara Crew* by Burnett. Lenoir Rhyne has a small collection of children's books in German and French, published in the 1870's and 1880's.

Bennett College is the only one which collects books written by Negroes. This college makes an effort to collect all books written or illustrated by Negro women, including children's books. Interesting titles in its collection are: *Lectures to Children* by Rev. John Todd, a *McGuffey Reader*, and a *McGuffey Speller*.

Anyone seeking material on Quakers would immediately turn to Guilford College. Guilford collects books by and about Quakers, including children's books. There is a small collection of textbooks, which were used in the New Garden Boarding School during its first years of operation beginning in 1837. It also has the 1883 edition of the *Merry Adventures of Robin Hood*.

Salem College is especially strong in its Moravian books. There are three separate collections of children's books in the library: the regular J collection of 1,150 books, which is used by the literature classes and circulates; an old textbook collection of approximately 1,000 books, many of them used in the early days of Salem; and a collection of 200 books in the Treasure Room Collection. Among the interesting titles are: a 1789 German edition of *Robinson Crusoe*; *The Child's Magazine*, 2 v., Wood. 1816; and Annabella Plumtree's *Stories for Children*. King, 1824.

It is understandable that the universities are a fertile field for rare children's books, since they spend more money on books and stress rare items more than the average college library can afford to do. In most cases they have been collecting for a longer time.

Duke University Library has a large separate collection of children's books, which boasts a *Goody Two Shoes* . . . London, 1825; *Peter Parley's Wonders of the Earth, Sea and Sky* . . . London, n.d.; *Parley's Book of Books*, New York, 1836; and *The Military Adventures of Enoch Crosby* . . . Rochester, 1842. In addition to this collection, the Library has many valuable books within other collections.

The rare book collection at Duke has many possibilities for the study of children's literature. There are about 350 books for children in the various groups. They are approximately as follows: Early American imprints to 1820, 50; Confederate imprints, 53 texts and 3 of the ten juveniles listed in Crandall and Harwell's *Confederate Imprints*; Henkel press imprints, 16; nineteenth century plays, 200; others, 30.

The old Henkel press is owned by the Duke University Library. It was operated at New Market, Virginia, in the early part of the nineteenth century, largely between 1808 and 1819, and was the first German printing office south of the Mason and Dixon

line. It was one of the first presses to print children's books. The brothers, Ambrosius and Salomon Henkel, lived at one time near Salisbury, North Carolina. All the Henkel press books are printed in German. Approximately 16 of the 45 imprints owned by Duke are books for children. The Woman's College Library has two of the Henkel imprints.

As indicated above, Duke is well represented in Confederate imprints. Carolina has an excellent collection of these imprints in its North Carolina Collection, Southern Historical Collection and rare book room. One would not need to go outside the state to make a rather extensive study of Confederate imprints. For a more detailed description of Confederate Imprints see the article, immediately following this one, *Some Notes on Confederate Children's Books In Duke University Library* by Mary Canada.

Here are some items in the Duke rare book collection, which have more than usual interest.

The Child's index, v. 1, no. 1 and v. 3, no. 4; Sept. 1862-Apr. 1865. Macon, Ga. (monthly)

Evangelisch-lutherische kirche in Ansbach (Principality). Kirchen ordnung . . . (Nurnberg) 1533. (Contains, at end *Catechismus, oder kinder predig*, (159) p.)

Iwaya, Sueo. *Japanese fairy tales*. Tokyo (1938) 12 v. (English translations of standard Japanese children's stories)

Japanese fairy tales. (Tokyo, n.d.) (English translations of standard Japanese children's stories, printed on rice paper and elaborately illustrated in color)

Reader, Thomas. *A sermon to children . . .* 3d. ed. Taunton, (Eng.) 1790.

There is also a collection of 63 juvenile items which deserves special notice. It is not the property of the Duke Library, but was placed in the rare book room for safe keeping some fifteen years ago and is available for use. In addition to books, this collection contains literary and historical card games as well as table games for children. The rare manuscripts and original illustrations in this collection have been discussed elsewhere with the other manuscripts. However some other titles of special importance are: Thomas Bewick's *Select Fables*, London, 1820, the 1885 New York edition of *Huckleberry Finn*, the London 1872 edition of *Through the Looking Glass*, the 1841 edition of Hawthorne's *Grandfather's Chair*, six titles of A. A. Milne in limited editions, signed by the author and illustrator, with one pen and ink sketch by Shepard mounted on flyleaf, and several specimens of horn books.

The University of North Carolina Library is the best source for the study of subjects relating to North Carolina and the South. The North Carolina Collection and the Southern Historical Collection have long been known to have a wealth of material, including several hundred children's books. All current books by North Carolina authors are collected as well as the old ones. The 400 textbooks used in North Carolina from the eighteenth through the early twentieth century include many Confederate imprints. The North Carolina Collection boasts *A Wreath from the Woods of Carolina* written by Mary Mason in 1859. She is the first North Carolinian known to have written a book for children.²

The Rare Book Room of the University Library has many first editions. Some of them are: Louisa May Alcott's *The Rose Family, A Fairy Tale*. Boston, 1846, two titles

by James M. Barrie, four by Lewis Carroll, three by Samuel L. Clemens, two by Dickens, four by Joel Chandler Harris, five by Hawthorne, four by Kipling, Lanier's *Bob, the Story of Our Mockingbird*. New York, 1899, two titles each of Thomas Nelson Page and Carl Sandburg, the 1855 edition of Longfellow's *Songs of Hiawatha*, and still others. Some other rare and unusual juveniles in the Rare Book Room are: Aesop. *Habentur hoc volumine haec, videlicet vita, & Fabellae Aesopi*. Venice, Aldus, 1505; the first American edition of *Alice in Wonderland*; *Robinson Crusoe* and Grimm's *German Popular Stories* both illustrated by George Cruikshank, and many others. There are four juveniles and a good collection of texts with Confederate imprints. Only *Wee Davie* by McLeod is duplicated in the Carolina and Duke Libraries in the Confederate imprint juveniles.

At the University, there is another juvenile collection of approximately 4,300 titles located in the Library School and used by the Library School students. This is a good basic collection and the books are circulated. There is also a JH or non-circulating historical collection. Approximately 85% of these books were published before 1900. The collection has been developed by gifts and is of historical significance rather than of monetary value. One of the old interesting books in the collection is: James Janeway's *A Token for Children* (the only complete edition ever published) in two parts; to which is added a third part, containing some account of the life and God's gracious dealings with Hephzibah Mathews, also the *Child's Monitor*, by the Rev. John Cooke. N. Y., Whit- ing, 1811. The third part is by James Mathews.

At the Woman's College of the University of North Carolina in Greensboro, there is a fairly sizable collection of children's books. The Curriculum Materials Center of the School of Education includes some 3,800 books for the use of student teachers and library education students. The books are current for the most part and the collection is strong in folk tales and poetry.

The Woman's College Library collection of children's books contains approximately 5,000 books. About one half of these are in a "j" collection which circulates. The rest are in Gold Star Juveniles, which do not circulate. In the Gold Star, there is some division between books of historical interest and others and some special collections within the Gold Star. Any rare old or interesting books would be in this collection. Books are selected for the collection by the following criteria: books outstanding for excellence in writing, illustrating and book making, books of historical interest (classics), current books which in the best judgment will become classics, award books, and books of local interest. There is a copy of Mary Mason's *A Wreath from the Woods of Carolina* in this collection as well as in the North Carolina Collection at the University. There are two Henkel press imprints in this collection. The most interesting one is: *Ein Abend-Gespräch Zwischen Drey Knaben in Nord-Carolina, Betreffend dem Bollsauen und ublen folgen, Neu Market: Gedruckt, bey Ambrosius Henkel und Comp. Shenandoah County, Virginia, 1811*. The other book is an *ABC Buch*, Gedruckt in Salomon Henkel's Druckerey, 1820. The collection also includes several books in foreign language.

The Lois Lenski Collection in Gold Star comprises 107 books written and illustrated by her, 29 books illustrated by her, 30 manuscripts, 18 original illustrations, 15 books containing something by or about her, biographical material, letters, pictures, catalogs, ephemera (Christmas cards and bookmarks designed by her), one record and one tape recording. It compares favorably with the Oklahoma University Library collection, which is supposed to be the most complete collection of Lenskiana. There are many first editions and several foreign editions among the books.

The most interesting thing in the juvenile collection at the Woman's College is the collection of Early American Children's Books presented the Library by Lois Lenski. Of the 701 books, 380 were published before 1900 and 350 before 1850. Another 300 have no date and probably fall into the early 1800's. Many of these are known as toy books, and have paper backs; the smallest are only 8 or 10 centimeters in height and contain 8 leaves or 16 pages. Several miniature Bibles, published in the early 1800's, are included. There are a number of New England primers, but for the most part the books are story books, tales with a moral, memorials to dead children, hymns, poetry, cries of New York and London, books on animals, birds, beasts and plants. There are several different editions of Cock Robin, Old Mother Hubbard, Blue Beard, Cinderella, and others. More often than not, the author is: A Friend, A Mother, A Father, The author of —, Aunt —, Uncle —. Included are eight of the 12 minute hard bound volumes of the *Cabinet Lilliput*, London, 1802, and 5 volumes of the *Diamond Miniatures*. Some of the covers of the *Diamond Miniatures* are embossed in gold. One amusing title is *A New History of Blue Beard, Written by Gaffer Black Beard for the Amusement of Little Lack Beard and His Pretty Sisters, adorned with cuts*. Hartford, printed by John Babcock, 1800. In *Jack Halyard, The Sailor Boy*, printed in 1827, Mother Goose is decried as a "Parcel of silly rhymes, made by some ignorant people in England about a hundred years ago. The book was written in bad English and full of plumping wrong stories from beginning to end." One of the most valuable books in the collection is the first American edition of *Little Pretty Pocket-Book* printed at Worcester in 1787 by Isaiah Thomas. Even if there were no monetary value to a single book in the collection, the fact that so many small fragile books have survived the ravages of time and the hands of small children to be collected in one place would make it unique. The collection has its own quaint miniature bookplate designed by Lois Lenski. The books are even housed in a small book case, which looks as if it belonged to the same period. Besides books, the collection includes many other things. There are: letters of the period and letters about the purchase of these books, poster advertising Sander's Speller, 44 rewards of merit, 2 picturamas, an acquaintance card, copy and drawing books, receipt books, 4 valentines to name only a few.

The Library at the Woman's College, U.N.C., Greensboro, has a collection of old textbooks, numbering about 1500. These are uncataloged but arranged by date of publication. The dates of publication of titles in this Historical Textbook Collection range from the late 18th century to the early 20th century.

At best, an article like this can only graze the surface, but it does show that there are worth-while collections of children's books in North Carolina college and university libraries. No doubt there is much of value still under cover. The big libraries may have more, but it is good to know that even the smallest library may have one or two or more items, possibly scarce ones, that are not found elsewhere.

Little has been said about the collection of good books coming out today, but it is left to the librarians to select from the masses of publications those of intrinsic value and preserve them. It will not be an easy task; many of the best authors and illustrators are working in the juvenile field; the publishers' output is staggering. Dorothy Broderick, Public Library Children's Consultant for the State of New York, says in her column, "As I See It"³: "I believe that a hundred years from now, when the history of twentieth century American literature is written, the careful researcher will discover that it was in the field of literature for children that America made its greatest contribution."

³*Books for Young Readers*, 2 (no. 4): 2, Summer Issue, 1962.

Name	Sep. Coll.	App. No. Bks.	Cur.	Classics	Fam. Awards	Before Oldest 1900 Books	Emph. 1st Eds.	MSS	Orig. Illus.	Emph. N. C. Bks.	Specialties
A & T	Yes	300	*	*	*	0	No	No	No	No	Texts ¹
Appalachian	Yes	10,000	*	*	*	0 1881	No	Yes	Yes	Yes	Foreign dolls
Atl. Chr.	No	600	*	*	*	.5 1888	No	No	No	No	
Bennett	Yes	1,000	*	*	*	.5 1855	No	No	No	No	Negroes
Catawba	Yes	700	*	*	*	few	No	No	No	No	
Duke Univ.	Yes	4,800	*	*	*	1 1825	No	No	No	No	Old & Rare bks.
Confed. Imps.	No	56						No	No		Confed. Imps.
Rare Bks.	No.	350				95 1790	Yes	Yes	Yes		Henkel Press. Imps.
Guilford	Yes	300	*	*	*	1 1883	No	No	No	Yes	Quakers; texts ¹
Lenoir Rhyne	Yes	1,000	*	*	*	3	No	No	No	No	Fr. & Ger. bks.
Meredith	Yes	665	*	*	*	0	No	No	No	No	
Methodist	Yes	485	*	*	*	0	No	No	No	No	
Pfeiffer	Yes	500	*	*	*		No	No	No	No	
Queens	Yes	150	*	*	*		No	No	No	No	
Salem	Yes	2,350	*	*	*	15 1789	No	No	No	No	Moravians; texts ¹
S.E. Theol. Sem.	Yes	80	*	*	*		No	No	No	No	Fac. Child. only
U.N.C. at C.H.											
N. C. Coll.	No	Large				25 1859	No	Yes	Yes	Yes	NC authors; texts ¹
											Confed. Imps.
Lib. School	Yes	4,300	*	*	*	JH 85 1811	No	No	No	Yes	Hist. Coll.
Rare Bk. Rm.	No					1505	Yes	No	No		Ltd. eds.; Priv. Pr. bks.; 1st ed.
West. Car.	Yes	500	*	*	*	0	No	No	No	Yes	Confed. Imps.
											Rare bks.
Win. Sal. Teachs.	Yes	3,000	*	*	*	few	No	No	No	No	
U.N.C. at G.	Yes	5,000	*	*	*	10 1787	No	Yes	Yes	Yes	Lenski Coll.; texts ¹ ;
											Ear. Amer. Coll.
Cur. Mat. Cen.	Yes	3,800	*	*	*	0	No	No	No	No	Folk lit. & poetry

1. A special collection of early text books

SOME NOTES ON CONFEDERATE CHILDREN'S BOOKS IN DUKE UNIVERSITY LIBRARY

By MARY CANADA, *Reference Librarian*, Duke University

The Holy Writ of Confederate imprints¹ lists only ten juveniles published in the Southern States during their independence. Three of these are in Duke University Library. The thirty-eight-page *For the Little Ones*, published anonymously in Savannah, is an anthology of poetry. Typical is "Willie's Political Alphabet":

Come Willie, come study your State Alphabet:
First A's for the Army—now don't you forget—
And B's for the Banner, the "flag of the free,"
For Beauregard, Bartow, Bethel and Bee!
And C's for the "Southern Confederacy" brave,
Our bold little ship, al afloat on the wave!

In "Dickie, the Boy Soldier," a mother describes her baby son and regrets that he is not old enough to fight:

And I wish my blue-eyed soldier,
Were but twenty summers old.

The stories in Edward M. Boykin's *The Boys and Girls Stories of the War* are also full of Southern patriotism. Uncle Ned, a slave, leads Stonewall Jackson to a Yankee Camp in "The Mountain Guide." Captured, Uncle Ned escapes and brings a Yankee prisoner to "Old Stonewall." In "The Story of a Refugee," Stonewall Jackson whips the Yankee Milroy on the site of the narrator's house burned by Northern troops. Norman Macleod's *Wee David*, Duke's third Confederate juvenile, is a reprint of a London edition.

Text books were considerably more popular than juveniles. Crandall and Harwell list 118 of these; 53 are in Duke Library. As one might suspect, primers and readers were the books most often printed. Spelling obviously occupied an important position in the nineteenth century canon of learning for the Confederacy published almost as many of these as primers according to the count in Crandall and Harwell. The South also felt that its children needed English grammar and arithmetic books. Other text books were for use in rhetoric, Latin, French, German, geography, and philosophy.

Most of the Confederate textbooks in Duke University Library are paperbacks and lack any sign of the bright colors of the traditional books for today's children. Some have illustrations, a fact always proudly announced on the title page. Many are similar in size to the *Virginia Primer* which numbers 32 pages and is 14 centimeters tall. The majority run less than 200 pages but Latin groaners will not be surprised to note that two of the most voluminous examples in Duke's collection are a Latin grammar (304 pages) and an edition of Caesar (290 pages). The print in Leonhard Schmitz's *Grammar of the Latin Language* is very small because all rules are given in minute detail.

¹Marjorie Lyle Crandall, *Confederate Imprints; A Checklist Based Primarily on the Collection of the Boston Athenaeum* (2 vols.; Boston: The Boston Athenaeum, 1955). Richard Barksdale Harwell, *More Confederate Imprints* (2 vols.; Richmond: Virginia State Library, 1957).

The primers usually contain the alphabet in Roman and Italic letters and word lists followed by simple sentences and stories. These are the books most likely to have illustrations. Pictures of cows, pigs, dogs, books, ducks, ships, and boats remind us of the timelessness of children's interest. Nineteen hundred and sixty-three first graders would feel at ease with these sentences from Marinda Branson Moore's *Dixie Primer*:

The duck has a nest.
 See, she has three eggs.
 The duck can swim.

but how would they react to:

I see a mad dog.
 Do you see the dog?
 He may bite you.

or:

All of us, my son, are to die.
 Go not in the way of bad men.

Sound elements were evidently important in the teaching procedures of the day, and the *Confederate Primer*, printed at Nashville by an association of Southern teachers, consists entirely of the signs of the elementary sounds of the English language. In all primers words like sounds are given together as, "may, bay, day, lay and jay." Quotient, plummet, crupper, nourished, whatever, diligent, modish, mourn, scotch (not capitalized), blessings are random examples of primer words which seem difficult for today's first grader.

The sentences and stories in *The First Reader for Southern Schools* have a religious turn illustrating the strong religious element in all Confederate textbooks. One is a bit startled to see "curse" and "swear" in a word list for beginners, but the exercise following preaches, "It is a sin to curse and swear." *The First Reader for Southern Schools* was published by a church organization; however, even the secular publications show the religious bent. One of the lessons in Richard Sterling's *Our Own First Reader* is on the books of the Bible. If the religious is not actively present, the didactic is prominent many times. "The Broken Swing" depicts a boy who disobeys his father and breaks his arm as a result.

Bible selections ("The Birth of Jesus," "The Prodigal Son," "The Ten Commandments") are numerous in Richard McAllister Smith's *The Confederate First Reader* but the fare is more varied than in the typical reader. The book is divided into two sections: "Pieces on Prose" and "Pieces on Poetry." "The Hare and the Tortoise" and many other fables are recounted. Stories from history, "Franklin's Whistle," "The Battle of Blenheim," are used more sparingly. "To the Lady-Bird," "Signs of Rain," and "The Cuckoo" are three lyric poems included. The last selections of the various readers intrigue this writer. Here the concluding number is Pope's "Dying Christian to His Soul." The hymn, "I Want To Be An Angel," and the "Infant Catechism" end Marinda Branson Moore's *Dixie Primer for the Little Folks*.

The readers and spellers are much alike and are often combined. The spelling books contain long lists of words, frequently divided into syllables as:

pi a no
 to bac co
 Oc to ber
 mag no lia

Froverbs, definitions, Bible verses, poems, informational articles, or stories illustrate the use of the words given. At times these are somewhat heterogenous as witness the examples printed consecutively in Robert Fleming's *The Revised Elementary Spelling Book*:

A formal meeting is where the forms of ceremony are observed; an informal one is where those forms are not observed.

Children are sometimes bewildered and lost in the woods.

Sons and daughters sometimes inherit the infirmities of their parents as well as their estate.

The diurnal motion of the earth is its daily motion, and gives us day and night.

Some books include abbreviations, proper names with a key to their pronunciation, and foreign phrases.

"James had one apple and William gave him two more. How many apples did James then have?" queries L. Johnson in his *Elementary Arithmetic Designed for Beginners*. In the eternal manner of the "Queen of Sciences" tables are listed, model examples worked, and problems propounded. The sections on mental arithmetic in several volumes and Warren Colburn's *Intellectual Arithmetic* are curiously like the programmed instruction of today's classes. Beginning with, "How many thumbs on your right hand?" long series of questions are asked; each question is a little more difficult than the preceding. Even the tables are presented in this manner. One feels that the children who diligently learned their sum from these books had no trouble balancing their checkbooks in after years.

Geography books are scarce and fascinating. K. J. Stewart's *Geography for Beginners*, thorough and comprehensive, has excellent maps (blue water). The author ranges all over the world and describes each individual country at length. The vegetable and animal kingdoms, flora, fauna, and physical features are also covered. The author's account of the Confederacy's background is calm and informative. On the other hand, the *Geographical Reader for Dixie Children* of the prolific Marinda B. Moore is filled with patriotism. "The Southern people are noted for being highminded and courteous." The people of North Carolina are "noted for honesty and for being 'slow but sure'." This book has a review section consisting of questions and answers. Perhaps the continuation of the American political system is assured in one example:

If people elect a bad president, what is done at the close of his term?

Another man is elected.

These books of long ago like all artifacts illumine the past. The children of today live in a very different world from that of the Confederate children yet basically they are learning the same three R's. My godson's Latin book has beautiful pictures of Roman homes, streets, and people; however, for Johnny the "grandeur of Rome" is as much of a struggle as it was for Johnny Reb, Jr.

"THE FIFTH FREEDOM"

By TED R. RAY, *Retired Executive of Harcourt, Brace
and World Book Publishing Company*

This afternoon we begin the annual week-long celebration of National Library Week, which is the occasion for focusing unprecedented attention on the value of reading and the role of the nation's libraries. This week the spotlight is placed on libraries and reading through thousands of newspaper editorials, magazine articles, radio and T.V. broadcasts, promotional displays, exhibits and mailings. Twenty-five million people still have no library service. Two-thirds of our elementary schools have no libraries. Many high school and college libraries are inadequate, and within the decade must provide library facilities for an additional seven million students. This shortage of library facilities exists in spite of the fact that gifts to libraries have been forthcoming and appropriations increased; legislation to speed library development has been passed; and many people have been inspired to begin or add to their own home libraries.

In his 1961 Library Week message, President Kennedy said: "Books and libraries and the will to use them are among the most important tools our nation has to diffuse knowledge and to develop our powers of creative wisdom—the community public library is one of the richest and more enduring assets of our historical heritage."

You will notice from your program, that my subject today is "The Fifth Freedom." The theme of this year's National Library Week is—Read—The Fifth Freedom—Enjoy it. The four human freedoms termed essential by the late President Franklin Delano Roosevelt in his speech to Congress on January 6, 1941, were: Freedom of Speech and Expression; Freedom of Worship; Freedom from Want; and Freedom from Fear. The fifth freedom is an outgrowth of the first freedom; namely, freedom of speech and expression. The President of the U. S. and the three living former Presidents have joined with scores of other officials of government to remind all Americans that the Freedom to Read, the Fifth Freedom, is the privilege and responsibility of members of a free, democratic society. As friends of the library we should all be ambassadors to stimulate people to want to read and to want to know more. Reading materials are basic tools of religious education. Reading is an important source of personal fulfillment. Reading can help the reader to enlarge his world, to gain perspective, to realize his potential excellence, to enjoy his leisure, and to find new meaning in his work. Reading can help to make us more competent and more willing to make the choices and decisions that free men and women must make. We are seasoned and humbled and made simple by reading and living with books, by working with people and loving both. The longer we live with books and read them, the more humble we become.

In my thirty-five year span as a book publisher I have done a powerful lot of reading. Most of it, I forgot immediately, but some bits and pieces made a lasting impression.

Statistics reveal that a million or so more Americans are reading for pleasure every year, although you never would believe this by listening to the moans of the publishing industry. In good books there is all the wisdom of the ages, all the tales that have delighted mankind for generations, right at your fingertips, at negligible cost, to be picked up, savored, digested, and laid down exactly as your fancy dictates. That's why more good books are sold in America every season, despite all other gimmicks and distractions, and as a result, the publishers survive, if not affluently.

Anybody fortunate enough, however, to have learned the joys of reading in his formative years—usually through the inspired guidance of one wise, gratefully remembered, and disgracefully underpaid schoolteacher—knows that there never has been, and never will be a substitute for a really good book. The book can be all things to all men of all times and there is no substitute for it. I think now of my Hendersonville high school teacher of English from whom I first heard about Shakespeare. I was only about thirteen then. This seems to me the perfect time and the place to acknowledge my debt to Mrs. Ethel Lancaster Weaver. I hope she is present today. She was wise, forthright, and kind; and she knew and loved books as few among us do. She proclaimed that the true gospel of reading in the modern age is that “next to mother’s milk, books are the best food.”

Books are to be used as instruments in binding men closer in thoughtful good will. Read by sunlight, lamplight, or as Lincoln did, by firelight, the book is still the best way man has found to record and transmit his knowledge. Books have a future fully as glorious as their past. They are indeed good magnets, packed with the power to attract people and to change their courses. The simple act of reading is universal, transcending time and place.

As English becomes the international language around the world, books are nowadays being published in English in the Netherlands, and Japan as well as in India and China. This together with the growing demand for reading by the emerging peoples of Africa, South America and Asia, reflects the enormous demand for books in English the world over. No one in the mid-twentieth century can ignore the processes of education through more enlightened reading and remain contemporary with his time. Calvin Coolidge said in 1927 that the business of America was business, but today the business of America and of most parts of the world is education, which means more reading. Education is a huge industry. Governor Sanford’s “quality education” program for North Carolina evidences this to each of us. Everywhere there is a “rage to learn” as the fastest selling materials in publishing indicate—these being textbooks, scientific monographs and journals, reference works and paperback books of an academic nature.

Manuscripts are to me the most basic and vivid evidence of the creative spirits. Or let me say, for example, that a manuscript of a poem or play, an essay or novel or letter is like the unclothed body of a man. All is revealed and made clear to the eye. The printed book, however, is the clothed man, often more attractive, it is true.

Books will always be read. The presence of paperback books in such unlikely places as drugstores and supermarkets, has been a great boon for readers. “T. V.” has not lessened reading any more than movies or the automobile did. The desire to read, that is to exercise “the fifth freedom,” is nearly as deep as the desire for food and love. There can be no substitute for reading. The book is the common key to the mind and heart, no matter the language in which it is printed. Some books are like burning glasses, whose focus on a reader can figuratively set him on fire. Such books fire the imagination. Has any book that you have read lately done this to you?

Most of us have collected juvenile series when we were children. Remember: the Rover Boys, the Dave Porter Series, the Henty and Altsheeler books, Tom Swift and Horatio Alger? When we select something we should find precisely the kind of story we feel like reading—tender, exciting, factual, nostalgic or humorous. (I love them all.)

Books are no substitute for living, but they can add immeasurably to its richness. When life is absorbing, books can enhance our sense of its significance. When life is diffi-

cult, they can give us momentary release from trouble or a new insight into our problems, or provide the rest and refreshment we need. Books have always been a source of information, comfort and pleasure for people who know how to use them.

In the last few years writers, artists, and editors have joined forces to make juvenile books so varied in content and so beautiful to look at, that both adults and children enjoy them. These books, like those for adults, range from the unreliable and trashy, to the scrupulously accurate and permanently significant. The treasures must be sought for, but they are there—a wealth of fine books old and new.

The old fairy tales were told by peoples who seldom had enough to eat or to keep them warm. So their tales are full of brightly burning fires, sumptuous feasts, rich clothes, glittering jewels, and splendid palaces. These are man's age-old symbols of security, one of man's basic drives. Stories of home life are popular. Such stories give the reader a sense of emotional security. There is a need for another kind of security in books—spiritual security that enables human beings to surmount dangers, failures, and even stark tragedies—spiritual security is often the result of a strong religious faith. In books as in life, spiritual security grows out of a belief in God and a universe in which moral law ultimately prevails. Such books as *Little Women*, the *Wilder Stories*, and the biographies of heroes of such divergent religious beliefs as St. Francis of Assisi, John Wesley, Father Damien, Florence Nightingale and George Washington Carver will help the young reader to understand that spiritual security is an impelling and creative force in the lives of men and women. Stories about wild animals, defending their mates or their young or the herd are tremendously appealing. If we are serious and intent we need relaxation and gaiety. So, in our reading—after grave and factual books about everyday affairs, we like something light or imaginative. If we are beset with personal anxieties we look for a book of adventure, or mystery or romance—lose ourselves completely and come back to our own problems refreshed. Men are continually seeking aesthetic satisfaction in one form or another and at varying levels of taste. To nurture these divergent tastes there must be books of many kinds. The exercise of the fifth freedom, good reading, can help every human being to understand and satisfy these basic needs, vicariously, if not in reality.

A cultural ecologist—if there were any such animal, would concern himself with what man must know, and learn to attend successfully to the environment in which he lives. One look at today's complicated world would bring such a scholar face to face with the enormous mass of information and ideas any man must climb over or go through if he would gain any mastery over his environment. How man confronts this problem determines to a large extent his personal growth and success.

Let's say it out loud. Reading is as vital to each growing human being as air and water. Freedom to read—let's enjoy it and guard it well. No man can meet these times without the knowledge that only the reading of books can give him. True, man can turn his back on books and what they teach. True, man can avoid (he can never ignore) large areas of knowledge, he can avoid many disciplines even and survive. But man can do this at the peril of losing his place in this expanding universe. If he wants to sit back with the plants and animals—following the eternal cycle of birthing, procreating, dying, never contributing anything but enrichment to the soil, the kind of pebble caught in the glacial movement of life—he can choose not to read. But if he wants to interact with his environment at the highest energy level of which he is capable, to meet, so to speak, his destiny, he must read often, late, and with understanding.

This is not just academic talk. I have traveled a great deal. I have talked with hundreds of teachers, met businessmen, students, professional men, engineers, salesmen, generally on planes going somewhere, and all of them were reading or talking about the necessity of reading. All of them were on the quest for excellence. Every man of substance I have met commented on the amount of required reading he must do to keep up with his job and his world. Books are to these men, as they are to teachers, and as they must be to students, the treasury of the past and the promise of the future.

To generalize: show me a scientist who does not keep up with the new literature in his field, or a doctor who reads nothing since he left medical school, or a teacher who knows nothing of contemporary social and cultural thought, and I'll show you a slowly dying human organism destined for cultural extinction as sure as the dodo. Show me a student who is merely passing through school, unstirred by the peripheral writer, the angry young man, the rebel, unacquainted with the giants of our modern world, both literary and historical, and I'll show you a student who will drop out of the intellectual world the day they hand him his diploma.

Once upon a time we could draw enough sustenance from our backgrounds and education to resolve the daily problems that arise in the course of our lives. The speed with which ideas traveled a few years ago was so slow that we had time to acquire answers to problems. Today, the speed of change is too great; what we learn in school is not enough. From school's end to life's end man has to read to change and grow. Throughout our land we have the freedom to read anything we choose. Let's choose well and enjoy it.

I hear sometimes that we are a people who read magazines. Let's take a look at the magazines we read as a nation last year: First, like Abou Ben Adhem, the Reader's Digest with over 12 million copies sold led all the rest. Then came the second great literary magazine, T. V. Guide, with 8 million copies sold; then came McCall's, The Saturday Evening Post, The Ladies Home Journal. What about the Atlantic Monthly? Two hundred and fifty-nine thousand Staluart Souls, mostly English teachers, or former English teachers bought the Atlantic Monthly last year; 224,000 the Saturday Review; and 232,000 Harpers. When you leave the slick magazine field you come to True Story, 2 million 5 thousand; True Confessions, 4 million 2 thousand; and the literary classic of our time, Playboy, over one million.

At this point some of you no doubt will expect me to say a few words concerning what we have come to term the "Comic" book, though Heaven knows few of them bear any relation to the comic—Comic books are the fairy tales of the machine age. And if you have any notion that you are going to do away with them in the foreseeable future, I fear you are in for disappointment.

Here are the leading books we read in 1962: —Note the titles of the 1962 Best Seller List—the ten top books in fiction and the six top books in non-fiction: *Fiction*: Porter: "Ship of Fools"; Lindbergh: "Dearly Beloved"; Drury: "A Shade of Difference"; Wouke: "Youngblood Hawke"; Burdich & Wheeler: "Fail Safe"; Knebel & Bailey: "Seven Days in May"; Wallace: "The Prize"; Salinger: "Franny and Zooey"; Stone: "The Agony and the Ecstasy"; Faulkner: "The Reivers." *Non-Fiction*: "Calories Don't Count"; "The New English Bible"; "Better Homes and Gardens Cook Book"; "Happiness Is a Warm Puppy"; "Sex and the Single Girl"; "Travels with Charlie."

Last year the industry published over 21,000 titles in these United States. Combine the editions of all and it means that in 1962 only about five books per person were published in this, the richest country in the world. Someone has said that there are only 5,000 habitual book buyers, by habitual we mean persons who purchase in stores or order by mail two books per month.

There seems to be an opinion abroad in the land that the mere act of reading is a good thing. I wish this were so. I would remind you that reading a poor story, a bad book, a bad article, is no better than seeing a bad movie, or T. V. show; the end results are the same—bad.

The real evidence of our lack of reading is found in the American adult, the intelligent person who is a success in his profession or business, and yet knows little about his own cultural heritage and cares less. This, I find alarming. Where the intelligent products of a civilization are not aware of the pattern of ideas and ideals which produced them then we have the dark ages; for the dark ages are men cut off from his past.

"If anyone would make me the greatest king that ever lived," wrote Lord Macaulay, "with palaces and gardens and fine dinners and wines and coaches and beautiful clothes, and hundreds of servants, on condition that I should not read books, I would not be king. I would rather be a poor man in a garret with plenty of books than a king who did not love reading." Isn't that a great quotation?

In a very real sense we do not live by bread, but by books. For to live is to progress. Without books we are but barbarians. It is by the written word that man has lifted himself far above brute creation.

Yet in the light of this assertion it is rather startling to learn that, according to the Book Manufacturers' Institute, 27% of all American homes have less than 50 books, and more than one-third have no book cases. This despite the fact that books are our oldest cultural aid. Two thousand years ago Marcus Cicero, the Roman orator, wrote: "To add a library to a house is to give that house a soul." Let me hasten to add, however, that the mere presence of books in a home is not of itself a guarantee of culture. It is not the possession of books, but the knowledge of their content that enriches us.

Reading should be a pleasure, not a chore. No one should be called upon to read a book he finds dull or tedious. But banish the thought, that merely because they have survived for generations, the so-called "Classics" are stuffy and stolid. On the contrary, it is because they are lively, entertaining and rewarding, that they have survived to our time. Witness the fact that our motion picture producers, when they wish to present a surpassingly good story, turn to some master of an earlier era—to Mark Twain, Kipling, Dickens or the immortal Shakespeare. We should read from the "Classics" and certainly we should read the new books, but above all we should seek a balanced literary diet. Books are basic, people are good and librarianship is a calling no less dedicated, than the ministry or medicine. The reading of good books should enable us to live more abundantly, make us happier and enable us to make others happier. The civilizing effect upon our community of a fine library like ours, and the good books it contains is immeasurable and real.

I close with this. Keeping a proper balance between the new and the old, the important and the unimportant, the real and the unreal is the main task involved in the proper exercise of The Fifth Freedom. Representing the great cultural and religious

tradition out of which we have come as a people is the well-read person's privilege and duty. Survival today means proper balance between change and tradition. We know that we live in an interdependent world. No free people can long claim any privilege or safety in economic solitude. As the great Emerson, who at the same time could be simple, original and imaginative, said: "The only way to have a friend is to be one."

We in America are proud of our great heritage of freedom. Let us, therefore, enjoy to the full extent of our time and ability, what we are calling today our "Fifth Freedom"—the privilege of reading as much, as often and whatever we please.

THE REVEREND OLIVER L. KAPSNER, O.S.B.

From earliest history, monastic leaders have considered the library almost as central to the life of a monk as the sanctuary. In his Rule, Saint Benedict writes specific legislation concerning the extensive reading expected of his followers, and his teaching begot a reverent regard for the written word that made the scriptorium of the medieval monastery a treasure-house of preserved manuscripts.

And today, scholars throughout the world continue to recognize as a characteristic mark of the Benedictine monk a respect for books and manuscripts.

Some from the ranks of Benedictines distinguish themselves in a special way by their patient devotion to the laborious occupations associated with conducting a modern library. Tonight we publicly and formally recognize the work of such a Benedictine.

His long and tedious labor has produced a list of formidable publications that place librarians and students forever in his debt. The bibliographies and catalogues he has published were made possible only by his strict submission to the exacting demands of his profession, demands which certainly seemed even more worthwhile in light of his monastic schedule of work and prayer.

But, in a sense, his impressive publications have been incidental in his very busy career. He has served as librarian at his own university, St. John's in Minnesota, and as research cataloger at the Catholic University of America in Washington, and lately, at St. Vincent's College in Pennsylvania. He has for years been a teacher as Professor of Philosophy, an occupation interrupted during World War II when he was a chaplain in the Armed Forces of his country. A valued active member of professional societies, he was appointed as an Official Observer at the International Conference on Cataloging Principles held in Paris in 1961.

For his contributions to the field of library science, in recognition of his exemplary continuation of an eminently monastic work, and in tribute to his wide service to scholarship, THE REVEREND OLIVER L. KAPSNER, O.S.B., is tonight awarded the degree DOCTOR OF LIBRARY SCIENCE, with all its rights and privileges.

Given at BELMONT ABBEY COLLEGE this Fourth day of June, in the Year of our Lord Nineteen Hundred and Sixty-three, and of the Founding of this College, the Eighty-seventh.

NEW NORTH CAROLINA BOOKS

By WILLIAM S. POWELL

HARRISON REED AND MATHILDA NEWMAN REED. *Inky Puss*. Winston-Salem: John F. Blair, Publisher, 1962. 137pp. \$2.95.

A town cat suddenly turned loose in the country makes a place for herself at Farmer Tutt's. Her experiences in the barnyard with Proud Rooster; the guineas, Foot-Tracks and Cocoa-Nut; Fine-Feathers, the peafowl; and other friends are related in a series of very descriptive chapters. Written for children six to ten, the Reeds' book is both entertaining and educational. And we suspect that the alert adult reader will find more between the lines than is obvious to the 6-10-year old.

ROBERT B. STARLING. *Seven Years in Little League Baseball*. Greenville: Reel and Starling, Publishers, 1963. 118pp. \$3.60.

Drawing on his seven years' experience as a coach in Little League Baseball, Greenville's Robert B. Starling writes well on a subject which is obviously dear to his heart. Scattered through the numerous interesting true stories are directions, suggestions, and instructions for the would-be baseball champion. The use of red ink and red underscoring for certain points make this book readily useful as a manual for both coach and player. Attractive drawings which illustrate the book are in turn informative, humorous, or simply decorative.

JOHN PARLIN. *Andrew Jackson, Pioneer and President*. Champaign, Ill.: The Garrard Press, 1962. 80pp. \$2.25.

Although this is a fictionalized biography of Andrew Jackson from his youth into the Presidency, it sticks very close to facts. Jackson's life on the frontier, as an Indian fighter, a lawyer, a soldier, and as president was exciting and is appealing to youngsters. The book, directed at the third grade, relates all this in a stirring manner. The type is large and the book should easily "sell" itself to the browsing young patron in the library.

GENE G. HARRIS. *Smoke on Old Thunderhead*. Winston-Salem: John F. Blair, Publisher, 1962. 157pp. \$2.95.

Set in the Great Smoky Mountains, this story is about a small boy, a witch, and a wild black bear who are drawn together by a raging forest fire. It is the first published work of a young Plymouth native. Written for the 8 to 13-year-old, it is readable enough so far as style goes, and the author develops his story well. The subject matter, however, did not appeal to one 9-year-old on whom we tried it. In fact, the terror which he sensed in the story rather quickly prompted him to reject the book.

GERALD W. JOHNSON. *The Presidency*. New York: William Morrow and Company, 1962. 128pp. \$2.95.

In an extremely interesting and readable style, North Carolina-born Gerald Johnson gives the 10-14-year-old a clear picture of "What the President Does," "How the Presidency Has Changed," and "The Strong Presidents" in three chapters. A list of the Presidents with their terms of office and a good index make this a useful supplement to classroom study in addition to being an informative volume for general reading.

CHARLES M. ADAMS, editor. *Lois Lenski, An Appreciation*. (Greensboro: The Library, Woman's College, U.N.C., 1963). 46pp. \$1.00.

Prepared as a keepsake for the Friends of the Library of the Woman's College, this attractive booklet contains eleven essays on different aspects of Lois Lenski's work as author and illustrator of children's books. There are discussions of the use of her books in schools, in libraries, and in homes; on foreign editions; on her illustrations and her use of dialect; and on Lois Lenski herself, including "My Purpose" in which she discusses her aims in writing. This booklet is printed on a soft white paper made by the Ecusta Paper Corporation, Pisgah Forest, N. C.

HELGA SANDBURG. *Blueberry*. New York: The Dial Press, 1962. 158pp. \$3.50.

Helga Sandburg, daughter of Carl Sandburg of Flat Rock, writes with feeling and a real understanding of the problems of a young girl and her horse. Written for the 10-14-year-old, the story very clearly gets across the importance of responsibility and obligations which go along with growing up.

FLORA MAE HOOD. *Something for the Medicine Man*. Chicago: Melmont Publishers, 1962. 48 pp. \$2.50.

Miss Hood is a primary grade teacher on the Cherokee Indian Reservation in Western North Carolina. Her story for the 7-11-year-old is based on an actual incident at Birdtown School. How a little Cherokee girl solves a special problem makes a story that is warm and revealing. There are many handsome illustrations in color and in black and white and an imaginary map of the places mentioned in the story which will prove interesting to the young reader.

FLORA MAE HOOD. *The Longest Beard in the World*. San Carlos, Calif.: Golden Gate Junior Books, 1962. 48pp. \$2.95.

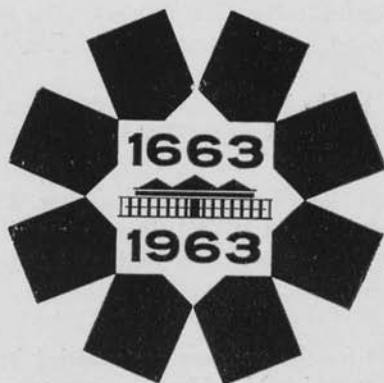
Set in North Carolina at the turn of the century, this story for the 8-10-year-old concerns the bragging of children and of one child in the group who produced an uncle with the longest beard in the world. When Uncle Hiram has to substitute for Santa Claus at the Christmas speaking, Dock becomes the envy of all his friends.

BURKE DAVIS. *America's First Army*. Williamsburg: Colonial Williamsburg, 1962. (42pp. \$2.95.

Handsomely illustrated by photographs and pencil drawings, this story of colonial militia centers around the Colonial Williamsburg Militia Company of today. Author Burke Davis' text is rounded out with pertinent quotations from colonial sources and a disc record in a pocket in the back of the book contains the sounds of a militia drill complete with drums, fifes, rifle firing, and shouted commands. All in all, this is a happy combination of words, pictures, and sounds to answer even the most detailed questions for boys and girls who are curious about the subject.

ELIZABETH JANET GRAY. *I Will Adventure*. New York: The Viking Press, 1962. 208pp. \$4.00.

Even though she no longer lives in North Carolina, the author's long association with North Carolina and her visits "home" endear her to many Tar Heels. *I Will Adventure* is the story of a lad of 12 in the days of Sir Walter Raleigh and Shakespeare. Vivid details and an exciting account of life in London and the country will make this a good book to prepare the 10-14-year-old for a fuller appreciation of his English heritage. Corydon Bell's handsome pen-and-ink illustrations have obviously resulted from long research in the subjects of English architecture, dress, and town and country scenes.



WMAQ'S "CARNIVAL OF BOOKS" RECEIVES PEABODY AWARD AS OUTSTANDING SERIES FOR YOUTH AND CHILDREN

WMAQ's Sunday morning children's series "Carnival of Books" was named winner of a George Foster Peabody award for 1962 as "an outstanding series for youth and children."

Presentation was made at the Peabody Awards luncheon in New York City Wednesday, April 24, 1963. Lloyd E. Yoder, NBC Vice-President and General Manager, WMAQ-WNBQ, Chicago, accepted the award on behalf of the station.

Mrs. Ruth Harshaw, creator and hostess of "Carnival of Books," also attended the awards luncheon.

The Peabody Citation to "Carnival of Books" reads: "Carnival of Books" is a happy carousel of stories, literary enchantment, and inspiration. Through this engaging program, Mrs. Ruth Harshaw, author and educator has for years been teaching children to find, enjoy, and appreciate good books. School children engage in lively and revealing conversations with contemporary authors. The show reflects the magic, fresh quality that only youngsters can elicit. "Carnival of Books" proves that radio, far from being a deterrent to reading, stimulates and encourages it."

Mrs. Harshaw began the program on WMAQ in October of 1946. She has travelled throughout the country and the world to interview top flight authors of children's books for the series. Each program features an appearance by the author, brief excerpts from the book read by a storyteller, and a panel of school children, who question the author about his book.

For the past several years the storyteller on the program has been Bill Griskey, veteran announcer and broadcasting personality. Griskey, who speaks seven languages, can do an unlimited number of dialects and characters in reading from the books selected.

Originally titled "The Hobby Horse Presents," the name was changed to "Carnival of Books" in 1949. It currently is broadcast on WMAQ each Sunday morning at 7:45 a.m.

The program is also distributed to commercial stations WNBC, New York; WJAS, Pittsburgh; WRCV, Philadelphia, and WTIC, Hartford, and is made available to educational stations throughout the country. A recording of the program also goes to the Library of Congress each week.

School children panelists for the program are supplied by the school and public librarians in the communities to which Mrs. Harshaw goes to record the authors. She produces the program in cooperation with the American Library Association.

A widow and mother of four grown children, Mrs. Harshaw also has 14 grandchildren. She resides in suburban Northfield, Ill.