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CHILDREN'S BOOK WEEK, NOVEMBER 11-17

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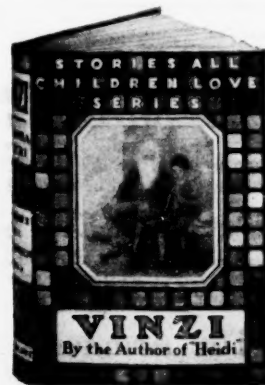
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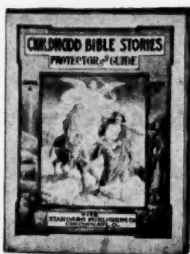
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# THE LIBRARY JOURNAL

TWICE-A-MONTH

OCTOBER 1, 1923



## Standardization\*

By ARTHUR E. BOSTWICK  
Librarian, St. Louis Public Library

A COMMON error of those who do not think clearly is hasty generalization—especially that which ascribes universal efficacy to some measure or method that has shown itself good in a particular case. Because a drug or a treatment—Christian Science, a change of air or a laxative—benefits one ailment, it is recommended for others without discrimination. Apparently this error is creeping into our ideas of standardization. Standardization has commended itself in certain instances; therefore we assume that it is good in itself and of universal application. Whether this is true or in what classes of instances it is not true, can be ascertained only by an inquiry which up to the present time seems not to have been attempted. This paper is a brief and very preliminary step in that direction.

Two related, but not identical, things seem to be included in what has been called standardization. First, the selection and establishment of a few definite kinds or types of things or methods to replace a large or indefinite number; second, the adoption of standard units or types for reference. An example of the first would be an agreement on the part of manufacturers to reduce existing styles and sizes of some article, perhaps numbering several hundred, to a very few—perhaps a dozen—with resulting saving in expense and gain in simplicity. An example of the second is the adoption of common units of length or weight. The second does not imply the first; for when we adopt the inch, the foot and the mile as standards of length, we do not mean that hereafter everything is to be either an inch, a foot or a mile long. We mean simply that lengths are to be expressed in terms of these standards.

The advantages of standards of this second kind are so obvious that they need not be dwelt upon here; but they can be used only where all

things of the same kind can be easily expressed in terms of the units or described by reference to them. All things numerically expressible are evidently of this type, but there are some others. Where things are composed of enumerated elements, for instance, certain groups of these elements may be taken as standard, and a given other group may be defined by naming the nearest standard group and the elements that are to be added to it or taken from it. This is evidently akin to the rule for making definitions by stating "the proximate genus and the difference." given in textbooks on logic.

For instance, if library positions are defined by stating the groups of duties or qualifications appertaining to each, then certain groups may be arbitrarily fixed upon as standards and any position may be defined by specifying one of these groups and stating the additional duties required.

If, for example, the statement of qualifications of a branch librarian includes the provision that she shall catalog the books in her branch, but in other respects coincides with those required in St. Louis, we might then describe our position by saying that it is the standard position minus this requirement.

It is conceivable, of course, that the duties of a position might differ so much from those specified in the standard for that of the same name, that the standard would be of no use in describing it. Also a librarian might wish to create a new position embracing a number of duties included among those of several of the standard positions. It would be possible, however, to fix upon standards in such a way, and with such alternatives and grades, that this would not often occur, and its possibility does not incline me to withdraw my commendation of this kind of standard.

Observe, however, that we have still been using the word "Standard" in the second sense. If now we require that all positions in libraries

\* Paper read at the Lake Placid meeting of the American Library Institute, September 10, 1923.

shall conform to one or another of the standard groups of duties or qualifications, then these have become standards in the first sense, and the advantages or disadvantages of such a course admit of argument.

I assume a general agreement that the fixing of standards in the second sense, namely as units or types for purposes of reference, is desirable where it is possible, and I shall say no more on this point. Standardization in the first sense, namely the fixing of types, in size, shape, color, quality, or the like, to which makers shall be asked or required in some way to confine their productions, is what I propose now to discuss.

It refers only to manufactured articles or to devised and controlled processes or methods. The fact that one may take natural objects, say apples or pebbles, and sort them by size or color does not disprove this statement. The sorted articles are really arranged in classes, and what we have is not standardization at all; or if it is, it is of the second kind. To say that "grade one" of apples shall include all between two specified sizes, is really nothing more than to fix a point of reference and class together all larger objects whose difference from it lies within a specified amount.

The essential character of the kind of standardization that we are discussing lies in our ability to confine production to one or several selected kinds—to require, or at least to recommend, that in future specified articles shall not exist except of colors, sizes, degrees of hardness, assemblage of materials, or what not, clearly laid down, or that the doing of things, by men or by machinery, shall be only in a way specially described, or that named positions shall involve the performance of certain duties, and only these, which last, as I understand it, is the application that interests particularly the A. L. A. Committee on Standardization. All these things can be done, but it would obviously be useless to insist that hereafter all apples shall weigh precisely a specified number of ounces, or that the Mississippi River shall be in flood biennially and to a specified degree.

Moreover, there are manufactured articles and devised and controlled processes, which, tho there is no physical obstacle to the standardization, no one in his senses would think of proposing to standardize. Such are the works and methods of the fine arts. The merit of a painting depends largely on the originality of the artist, and altho it would be possible to limit all paintings to certain sizes, containing the representation of specified objects grouped in specified ways and depicted only by particularized methods, such limitation would be universally

acknowledged to be a detriment to art, rather than a means for its advancement.

This element is present also in a considerable number of industrial operations, and it is highly desirable that it should be introduced into others. Our people suffer from the idea that art has nothing to do with the common implements and operations of life. Art to them may mean a chromo to hang on the wall or a cast-iron stag for the front lawn. That table utensils, furniture and garments should be of pleasing proportions and graceful shapes has not occurred to them. Standardization would make impossible the introduction of that element of beauty and fitness that would do its part toward giving life a different savor and making it more worth while. Did anyone ever see a beautiful steam radiator? Does anyone doubt that the ancient Greeks, had they heated by steam, would have devised many? They would not have done it by standardization. Of course the necessary duplication by machinery must remain with us but this does not, as many seem to think, interfere with artistic design. Some of our greatest works of art are duplicated or duplicable—etchings, for example, or bronze statues.

Standardization of this kind, in short, is desirable largely in connection with ready-made articles, parts or processes that do not meet the eye and need not include this element. Ready-made things are most usable when the things with which they are to be used, or to which they are to be adjusted, are also ready-made. A replaceable part of a watch is handy because the watch is so made that any part, taken from a pile at random, will fit any watch. A ready-made coat is not so desirable because wearers are not made to fit it; there is no coat that will exactly fit any given wearer whatever. Nevertheless, we do use coats of standard sizes, because large-scale production enables them to be turned out more cheaply and they can be adjusted as necessary.

A person trained to do a definite thing in a definite way is like a ready-made article. To fit this kind of training we may have to abolish all ways of doing things except these definite ways. Every trained person will then fit in somewhere, exactly as a standardized machine part fits into a machine.

We are now getting pretty close to the special phase of the subject that interests us, and the questions to be discussed are:

1. What things in library work can be done always in definite ways to advantage, or without disadvantage?
2. Are these the same things that persons can be trained to do in these ways, to advantage, or without disadvantage?



Advantage and disadvantage here must be considered with reference to the work and to the worker. We obviously wish to spoil neither.

We may learn something by considering two or three things in libraries that have already been standardized.

First let us take classification. Formerly every library used its own system. Now a very large number use the Decimal System of Melvil Dewey. Have the classification systems of these institutions been thus limited with resulting advantage or disadvantage to them and their workers? Also, can persons be trained in this one system with similar results?

Probably no library now using the decimal system would care to change it. Probably, also, a considerable number that do not use it would adopt it but for the trouble and expense of change. But undoubtedly some who do not would not care to change to it. These would probably admit the advantages of a universal system, and would be willing to see all libraries change to theirs, but would vigorously oppose uniformity that meant change in their own procedure, asserting, rightly or wrongly, that they had adapted it to certain conditions peculiar to themselves and that this adaptation would be thrown out of adjustment by any change.

Catalogers may obviously be trained to work with one system of classification more easily than with several, but if there are advantages in maintaining more than one, courses of training must include them all.

Let us now take a different, but equally simple case—that of charging systems. Probably no one would advocate a single, universal system, for the reason that the existence of local conditions to which charging systems must be adapted is generally admitted. There is no reason, however, for an indefinite number of systems. Those in general use may be reduced to a few types. Is there any objection to prescribing these? May a state commission, empowered to distribute a subsidy, for instance, say that the libraries that are to receive it must use either the Newark or the Browne system, or make some similar condition? We should probably get a good many votes in the affirmative here; yet if such limitation were universal, the libraries that have, to their own satisfaction, modified the Newark system by dropping the reader's card, would have been unable to do so.

In its treatment of standardization the A. L. A. Committee, as already noted, has not considered processes like the above but has limited itself wholly to the duties of positions and the qualifications therefor, specially in their relations to plans for certification. What has been said above, however, still applies. To consider

again a concrete instance, let us take so definite and familiar a position as that of branch librarian, whose duties and qualifications are as well understood as any. I think librarians would agree that if the statement "Miss A. is a qualified branch librarian" could mean that she might at once assume that position anywhere, know exactly what was expected of her, and acceptably carry it out, it would be a Godsend, both to administrators and to trainers. It would, however, undoubtedly mean that the whole administrative machinery and policy of most librarians would have to be adjusted. Of course the positions would have to be subgraded, perhaps by the size of the branch, altho size is no criterion of difficulty or complexity. Even so, however, the policy of one library may be to leave branch librarians as independent as possible and that of another to operate a branch system under a superintendent, making the branch librarians virtually his assistants. And there may be, and are, endless modifications and combinations. Duties and qualifications differ in all these. Miss A. who can do exactly as she is told but has no initiative and cannot meet an emergency, might be a good branch librarian under one policy and a very bad one under another. Standardization is possible only if we are able to select one type of policy as the best and adopt it to the exclusion of others. Whether or not this could be done, it is certain, I think, that librarians could not be made to agree to it. Adaptation here is not so much to outside conditions as to the temperament and operating methods of the chief librarian. A change of librarian might mean that the administrative policy of the branch system could be changed to advantage. It is difficult to see how this could be effected under any plan of standardization. And this is true, in varying degrees and with obvious modifications, of other department heads.

As we descend the scale of positions, what has been said above applies less and less, altho it never ceases to have some applicability. Take, for instance, the grade, whatever it may be called, occupied by an assistant when she enters the library service at the bottom. There would seem to be little objection to a general agreement as to her duties and qualifications. Yet even this would interfere with such an experiment as that recently advocated, namely, the entrusting of the routine of desk-work entirely to clerical assistance, without library training. I happen to disapprove of this very heartily, but of course such disapproval can affect the argument in no way.

Our American tendency, perhaps inherited from our pioneer ancestors, has always been to-

ward the development of the "handy man," or "man of all work." We rather expect persons to change easily from one occupation to another, and we are impatient with any hard-and-fast scheme of duties beyond which one cannot go. Henry Ford, who has certainly been successful in developing administrative machinery that will bring results, even disapproves of definite titles and duties for high administrative offices. The English require many servants, each with limited duties, where one good man or woman, ready to turn a hand to anything, will do for us. Mrs. Whitelaw Reid tells how, when her husband was ambassador at the Court of St. James's, she personally nailed down a refractory corner of carpet, in the presence of her domestic staff, each of whom protested that it was "not his business." It is satisfactory to learn that she then discharged the whole lot. This is going too far in one direction, altho possibly we go too far in the other. It is not true that anybody can run a locomotive or adjust a chronometer, any more than it is true that, as Macaulay protested, "everyone knows a little Arabic." We can not accept our American tendency as an argument against standardization, but we must not neglect it when we examine whether standardization is likely to be generally agreed upon.

What has been said has been purposely discursive, but in closing it may be well to attempt to summarize it a little more definitely.

#### CONCLUSIONS

Standardization is desirable, not in itself, but for the attainment of certain ends, among which are

1. To facilitate or cheapen production or operation.
2. To facilitate or cheapen processes of training or preparation.
3. To facilitate or cheapen mutual adaptation and interchange of parts or elements.

In cases where none of these and no others that can be clearly stated and are obviously desirable, are to be looked for, standardization is contraindicated.

Standardization is undesirable when, altho one or more of the results above stated are attained, they bring with them such overbalancing evils as the following:

1. Lack or difficulty of adaptation to environment.
2. Lack or difficulty of adaptation to the skill or ability of the operator.
3. Impossibility of exercising initiative or expressing personality, in cases where this is the important element.

The object of this discussion has been to show that standardization is not desirable for its own sake, and that it is possible to state the con-

ditions that may make it advantageous or the opposite. Application to specific cases has been avoided, except for illustration. There may be no objection, however, to the statement of a few personal convictions, for whatever they may be worth.

1. The adoption of standards of reference in library work is obviously desirable and generally practicable.
2. Standardization in the sense of the adoption of specified types, either by provision of law or by general agreement, is desirable only in a modified sense and with considerable exceptions. Such provision or agreement should be broad, and should admit of much latitude in interpretation.
3. Even where such standardization is possible, the fact that it may involve certain undesirable changes in policy may make it inadvisable.
4. Agreement on the advisability of the adoption of standards by no means involves agreement on what they should be, or willingness to adopt them when satisfactorily formulated.

#### AMERICAN CORRESPONDENCE SCHOOL OF LIBRARIANSHIP

The first meeting of the director, and instructors as far as selected, has just been held, and work has already been started on the preparation of the first three courses to be given, which are: School Library Administration, by Martha Wilson of Springfield, Ill.; The Library Profession: Its organization, methods and activities, by C. Seymour Thompson of Savannah, Ga.; Public Library Administration, by Joseph L. Wheeler of Youngstown, Ohio, in collaboration with several experts in various subdivisions of this subject.

The first two courses listed will probably be ready for the enrollment of students about November first, the third, shortly after the first of the coming year.

"Bibliography of English Language and Literature, 1922," edited for the Modern Humanities Research Association by A. C. Paves (Cambridge: Bowes and Bowes, 6s.; New York: R. R. Bowker Co., \$1.75, 231 p., pap.) follows the main outline of last year's issue, with the addition of an index and a list of the periodicals searched by collaborators. The actual text has been increased by some eighty pages, so that entries now number over three thousand, exclusive of cross references. While the number of pages devoted to the twentieth century has more than doubled, the material has been thoroly sifted.

## Little Books of Long Ago

**M**ET first at the solemn age of ten in a letter without pictures, the grand Panjandrum presented difficulties. He gave us grave doubts of the sanity of the revered uncle who wrote the letter, but we accepted it as a bit of pure fooling. Afterward, when we came to know Randolph Caldecott, we saw the notable personage thru his eyes and abolished our visions of the Grand Vizier, or the Great Khan, for the less spectacular picture of a schoolmaster in cap and gown.

It was not until many years later that the rigamarole was identified as a product of the Age of Reason, that period so generally looked upon as given up to "dry and preachy" books for children.

This choice invention to test a man's memory is surely related to the school of Lewis Carroll and Edward Lear, rather than to that of Maria Edgeworth, yet it is in her "Harry and Lucy" that we find it quoted. "Nonsense in season," was approved by both Edgeworths, father and daughter, it appears. The lines, repeated to try Harry's power of attention, are these:

"So she went into the garden to cut a cabbage leaf, to make an apple-pie; and at the same time a great she-bear coming up the street, pops its head into the shop. 'What! No Soap?' So he died, and she very imprudently married the barber; and there were present the Picinnies, and the Joblillies, and the Garyulies, and the grand Panjandrum himself, with the little round button at top; and they all fell to playing the game of catch as catch can, till the gunpowder ran out at the heels of their boots."

We owe to Mr. E. V. Lucas the knowledge that there was more fun in the matter-of-fact eighteenth century than we formerly supposed. In his two collections of old-fashioned and forgotten tales there are many stories with passages of playfulness, tempered by a utilitarian or moral antidote, as an apology for letting down the bars of didacticism.

"A Century of Children's Books," first published in England in 1922, is the result of studies begun at Oxford before the war. The American edition,\*\* appearing this year is the more attractive of the two forms, and well deserves a place in libraries and schools wherever the history of children's books is sought and studied.

The obvious comparison is with "The Child and his Book," by Mrs. E. M. Field, which for thirty years has been the most complete history

of children's books in English. There is slight duplication of subject matter. "The Child and his Book" has the wider scope, the chronicle starting from the earliest appearance of Britain in history and lingering over the traditional and legendary sources of English literature. The first chapters necessarily deal quite as much with the education and rearing of children in those early days, as with books actually intended to instruct them. Subsequent chapters discuss the physical development of children's books, thru hornbook and chap-book, school-books and educational movements, and it is not until she reaches the last third of the volume that Mrs. Field is concerned with the literary activity of the eighteenth century.

In that literary activity we now perceive the true commencement of a literature for children. Books designed for children before the reign of Queen Anne, had education rather than entertainment for their main purpose. The chap-books and ballads in which our scant English folklore was preserved, tho belonging to an earlier period, did not take shape as reading for children until the end of the seventeenth century.

We have, then, in "A Century of Children's Books," a record of the growth of a body of writing consciously adapted to the understanding and amusement of children. Miss Barry has expanded Mrs. Field's study of the epoch, enriching it with further examples drawn from sources in old libraries.

For the student familiar with this branch of literature, the value lies in bringing together into compact convenient form material scattered thru various magazine articles, in Mr. Lucas's collections, or in one's own first hand notes from the books themselves.

Let us not pity the children of the eighteenth century too deeply because they lived in an unimaginative age. If fairy tales were frowned upon officially, the stuff of dreams was not wholly lacking while France could furnish the tales of Perrault and Madame d'Aulnoy, and Bunyan and Swift could capture the fancy of children as well as their elders.

Good Mr. Newbery himself and the Lilliputian Library, Rousseau and the moral tale, as well as the Edgeworths and the didactic Thomas Day, receive their due from Miss Barry. They are all here with the names that could belong to no other time, Jemima Placid, Betsey All-Good, Amelia Lovebook, Giles Gingerbread, Tommy Trip and Miss Nancy Goodwill. Picture the rows of little books with their famous

\* A Century of Children's Books by Florence V. Berry. Methuen. 1922.

\*\* New York: Doran.

flowered boards and dubious woodcuts. Picture John Newbery deciding the exact size of each new venture—shall it be four inches by two and three quarters, or a little smaller?

Not a few characters in these little books are drawn with greater fidelity to life, truer understanding of child nature, and a keener appreciation of child interests than we see in many books of our own day. It is the never absent didactic purpose that distresses and offends the grown-up reader and blinds him to the real virtues of the old-fashioned story. Correct deportment, earnest striving for the approval of their elders, maturity of speech and action characterize the good children; the behavior of the naughty ones is more engaging to us now, as it probably was to the youthful readers of long ago.

We can find prototypes of many of our current publications. Talking animals, vouched for by Aesop, are met in "Mrs. Trimmer's Fabulous Histories," best known because the longest lived. But the "Life and Perambulations of a Mouse," in which the mouse dictates his adventures, and "Felissa; or the Life and Opinions of a Kitten of Sentiment," sound equally promising.

Our period closes in 1825, allotting a generous one hundred and twenty-five years to the century preceding the modern era of children's literature. Authorities date the beginning of the new day by various indications. F. J. Harvey Darton specifies George Cruikshank's edition of the German popular stories (1825), as the particular book with which the modern era opened; Mrs. Field believes that the "Child's Guide to Knowledge," published in 1826, marked a departure equivalent to a new era and the writer of the present study notes the first sign of a romantic movement in children's books by the printing of the "Court of King Oberon," in 1823.

Another century has passed since that new day dawned bringing the "golden age" of children's books. Great names are among the authors of the third quarter of the nineteenth century, Hawthorne, Ruskin, Kingsley, Dickens, George Macdonald, Mrs. Ewing, Lewis Carroll, Louisa Alcott, Thomas Hughes, T. B. Aldrich, Mark Twain.

The nineteenth century introduced the world of classics to children. We are still striving to reproduce more truly in their books that Greek spirit which Hawthorne touched so lightly. The writers of the nineteenth century started the vogue of fairy and folk tales and recognized the educational importance of imagination, they boldly ventured to stand back of the humorous story, they drew real children engaged in every-

day living without the emphasis on moral propaganda.

Books grew in size in the nineteenth century. Little books were no longer the only acceptable format for children's literature. Perhaps a growing care for eyesight was chief occasion of the change. At all events larger pages, wider margins and better print became the rule after 1850.

What is the tendency of the present day? Little books are becoming again the fashion, some of them reprints of forgotten stories. The little books of the present, however, are a size or two larger, and are well made with large type and attractive pictures. Book illustration is developing beyond the dreams of even twenty years ago. Famous illustrators are carefully conforming to historic accuracy in new editions of standard books for boys and girls, they are aiming to capture the atmosphere of national epics.

One noticeable tendency is in the direction of breadth of theme; the remote corners of the world are searched for unhackneyed subjects. We have adventure in the jungles of Asia and South America, adventure in the frozen wilderness of the far north and in the islands of the sea, much of it authentic, written often from actual knowledge, trustworthy accounts of exciting experience.

Looking back over two hundred years of children's literature is a heartening process. There is encouragement to believe that more and more writers of ability consider that books for children may be worthy to become a part of general literature and consequently deserve their best efforts. Already there are notable examples, mountain peaks above the level plain.

ALICE M. JORDAN.

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## The Bookshelf for Boys and Girls 1923-1924

"The Book Shelf for Boys and Girls, 1923-1924" (New York: Bowker, 50 p., pap.), holding books to interest all ages "from nursery rhyme to grown-up time," has been compiled by Clara W. Hunt, of the Brooklyn Public Library, who selected books for children up to ten years of age; Ruth G. Hopkins, librarian of the Brooklyn Polytechnic Preparatory School, books for older boys and girls; and Chief Scout Librarian Franklin K. Mathews, who selected books for Boy Scouts. Titles are classified and alphabetized by author.

# The Problems of Children's Librarians

By LILLIAN H. SMITH

Head of Boys and Girls Division, Toronto Public Library

TO discuss in a thousand words the problems of children's librarians presented, at first, no insuperable difficulty. Every earnest seeker after service has problems. One hears of them at every hand. Problems are in the air. But with every attempt to persuade them to materialize on paper, even "with a finger entwined in their hair," they become so intertwined, so involved, that the problem is to give any coherent tracing of their patterns. So many problems are individual, and it is not always to be discerned which of the individual problems are likewise universal.

To the "beginning" children's librarian, her problems are as the sum of all children. To treat boys and girls as Persons, showing them the same courtesy and respect that she expects from them, is just another way of stating the first article of her creed: except she become as one of them she cannot enter their kingdom. When, however, it becomes necessary to ask boys and girls to dispose of their gum or to return with clean hands, actually to embarrass a child, should it be necessary? Gum and grubbiness are deplorable, certainly, but the child is a friend who has been surprised at a disadvantage.

Every librarian is happier in giving boys and girls "Ivanhoe" and "Tales from Shakespeare" than in putting into their hands the source of information for a successful oral composition. And so when a small boy comes in from school to write an essay on the burdock, it is a temptation to give him one-fifth of her interest, reserving the rest for a more congenial request. The result will probably be a composition written with one-fifth of his ability. Indifference is contagious. If she remembers to realize, that for every time the child throws himself whole-heartedly into an effort, by the habit he is forming he is just so much further on the road to doing a man's best work in the world, she will find for him the best article, and the best picture of the burdock and its burrs that the resources of the library afford. Children are so terribly in earnest about their work until they are old enough to observe the grown-ups.

In dealing with parents, or parent-ridden children, the librarian without giving offense, has to circumvent the mothers who want their children to read the Elsie books. In their youth they did not find Elsie, as we do now, "too sweet and good for human nature's daily food;"

sweet in the sense of saccharine and of a negative goodness which consists in striving thru bitter tears and seventeen volumes not to be bad. There are even fathers who disapprove of fairy tales in the time-worn phrase "I do not want my child to read lies," who say with Mr. Thomas Gradgrind, "In this life we want nothing but Facts, sir; nothing but Facts." Is it necessary to enquire the result of feeding children on a literary diet of sawdust? I would refer all such parents to that delectable essay of Chesterton's, "The Dragon's Grandmother." Fairy tales! Why they are the very "Sounds and sweet airs, that give delight and hurt not, . . . that, when I waked I cried to dream again."

Co-operation is a word much used in library literature. A children's librarian must demonstrate its most altruistic interpretation when the teacher has neglected to notify the library that her class will be down like locusts, fifty strong, for books on Wallace and Bruce, or a picture of the muskrat, one apiece!

From young theologians and elderly Sunday school teachers requests come for stories to tell to children with a strong moral tone, preferably under such headings as, "Selfishness" or "Sloth" or "Evil Speaking and Lying." When one of the chief objects in the selection of the children's books has been to avoid such didacticisms, if one is debarred by inferiority in years from quoting "Reading to be worthy of the name should be a rapture," or "Literature exists, not to save souls, but to make them worth saving," one says what one can, and offers what one has and the children are the beneficiaries by the limitation. It is needful at all times to remember that the fundamental limitation of a library's scope of usefulness is the demand made upon it by the public, and, deftly, to bring to the notice of the borrowers, big and little, the resources that be at their hand.

And there is the children's librarian's own development. It is true that "one must grow to give." What then is she capable of giving if each day leaves her as she was the day before? How shall she do her best from nine to six, and then have time and energy in the short space left (all children's librarians go to bed at ten; they have to!) to meet her kind, or at least contemporaries—to exchange ideas, adopt new ones and abandon old ones, to have outside interests, and, particularly, to read? A chil-

dren's librarian's own reading should be so broad and deep that it will give her perspective regarding the roads leading out from children's books to the world of literature. Merely to give children good books is not enough. To do constructive work, a reading taste must develop in combination with a deepening appreciation of literature which implies a *progression* in the books children read that will meet their widening range of thought. The children's librarian's own reading should form for the boys and girls who come under her influence, that arch of Ulysses,

"Where thro' gleams that untravell'd world,  
whose margin fades,  
For ever and for ever when I move."

Thoughts make acts, acts make habits, habits make character. It sounds like Emerson, but what a chance a librarian has to implant some of the right thoughts! It is trite and commonplace to say that the children are the men and women of tomorrow, but what an opportunity to give them an appreciation of the fine things of life and a contact with things of the spirit! And living will be a bigger, broader thing for them than most people seem to find it.

After a period of service covering several years, when the children's librarian finds that her experience has given her convictions, her decisions have given her standards, there is increasing difficulty in remembering that there was a time when one was new to the work and therefore owes patience and sympathy to the newcomer.

Privileges extended to children by the small and the large library can be far more nearly even than those extended to adults. A book collection that is not merely an accumulation, but the result of a wise selection of the choicest books that belong to boys and girls, could consist of a comparatively small number of volumes. Think of the wonderful range of the finest kind of reading that is to be had within the limits of five hundred volumes! A discriminating and drastic selection is the thing. The children's librarian who refuses to deny herself *for* standards will shortly be denying herself standards. It is a problem to remember that, when local enthusiasm for popular "series" instead of ebbing, flows.

Her years of service have also brought her a broader vision of her opportunities. Every civic and social agency concerned with the welfare of children presents the problem of mutual co-operation, just as every agency which threatens the welfare of children, such as the undesirable type of motion picture, and the quite as undesirable flood of mediocre juveniles

published annually, presents the problem of elimination.

This is what is called taking a larger view of one's work. At any rate it shows a disposition to measure standards and put convictions to the test.

It was closing time at the end of a busy library day. All that remained in the children's room were a few scattered librarians straightening shelves of books. To one of them reaching to the topmost shelf came a remote small voice which whispered, "Please is beauty sleeping here?"

The greatest work a librarian can hope to accomplish is in adding so immeasurably to the beauty of life and joys of living, of which there is none greater than reading to a mind which has been filled during its plastic period by the best in the world of books.

## CHILDREN'S BOOK WEEK

November 11th to 17th, 1923



### More Books In The Home!

THE NEW CHILDREN'S BOOK WEEK POSTER OBTAINABLE FROM THE CHILDREN'S BOOK WEEK COMMITTEE, 334 FIFTH AVENUE, NEW YORK CITY

# Children's Books

By WILHELMINA HARPER

Children's Librarian, Kern County Free Library, Bakersfield, Calif.

THERE is so much being said at the present time on the subject of the child and his reading, that one not familiar with the situation might gather that America had reached that enviable state where the quality of the reading done by our children had reached its highest level. However, let us look at some of the facts.

As long as certain vicious publications are being openly sold to children (one book-dealer of my acquaintance selling some five hundred copies monthly, until our county librarian took steps to forbid such literature coming into town); as long as statistics tell us that more than one million copies of the "Daredevil Dick" type of book, with its brilliant cover and thrilling pictures, are sold annually to children; as long as all kinds of adult books are easily accessible to children, we wonder how far the educators, including librarians, have progressed in this serious matter.

When a twelve year old girl asked me, in New York, for the book "Seven Buckets of Blood" saying that she had heard it was a "grand" story; when a little fifth grade girl in our county told me, during a school visit, that the loveliest book she ever read was the "Ridin' Kid of Powder River"; when a sixteen year old eighth grade girl at another school told us, after five minutes thought, that she had never read any book except a "geography of Africa," altho this school had one of our best book collections; when fifth and sixth grade boys come to the library in quest of the popular Curwood, Grey, and Tarzan books, saying that they never read any other kind; when teachers request these same books for the younger pupils' reading; when we find Edna Ferber's "The Girls," classed as juvenile in a city library; and when, after addressing a Parent-Teachers-Association meeting on the subject of suitable reading for children, to have one of the parents say, "You will be glad to know that my children could find no unfit books in my home even if they had that taste, for I have only books by such fine authors as E. P. Roe and the like"—is it not natural then to wonder whether we are not a long way from the goal in this matter which should be one of the chief concerns of every adult, whether parent, teacher, or librarian?\*

At last, there has developed a national move-

ment which is bound to improve the situation very greatly. Children's Book Week is one step nearer the goal toward which all children's librarians are aiming. We want to see this continued throught the year, and made a matter of daily library concern. Recently we were asked to post a notice of "Physical Culture Week" which read in part, "Make every week physical culture week to build a stronger nation." Why not make every week children's book week to build a stronger nation? What nation can be strong without the proper mental, as well as the proper physical, development of its youth? Clara Hunt says "Just so surely as America neglects to fill her children's minds with good ideas, just so surely will those children, a few years hence, be swayed by every shrieking demagogue and yellow journal working to undermine our country." With a little serious devotion, every children's librarian has the opportunity of providing the books to form the ideals of not only the children in her community, but of future America as well.

And once the child forms the proper reading habit, thru the efforts of the librarian and the school teacher, it becomes an easy matter to keep him interested in the best books. One step in this direction, which we have taken in Kern County, is to allow no adult popular fiction to be circulated thru the schools to children in the grammar grades. This we feel is essential to the safeguarding of the child's interests. Thru promiscuous reading of adult novels, he will never know the many fine and wholesome juvenile books at his command; and he is becoming old before his time in filling his mind with plots and problems which he cannot understand. Why feed juvenile minds with the Tarzan, Bower and Curwood books, to the exclusion of Stevenson, Kipling and Mark Twain.

When we learned that these stories were being ordered for school use, we immediately wrote a letter to each teacher concerned saying that we no longer circulated adult books to children in the grades and begging her to allow us to substitute some of our new juvenile books which we were sure would be more interesting. In each case the response was splendid, and all the teachers have thanked us for our help. It is really an easy matter to provide the child with the best.

At first, grade children who come to us for adult fiction were quite doubtful that there could

\* Abridged from a paper read at the June meeting of the California Library Association.

be any books they might "like better." However they risked it, and they have since lost interest in the adult books. As one converted youngster expressed it, "Aw, those books are all alike anyway. These are different." And it has been a delight too to us to see how happy the children have been with these attractive new juvenile books on all subjects.

The older boy who must have stories of the most exciting adventure can always find a goodly supply in the juvenile department. The older girl who must have stories with the love element can find many wholesome ones in the juvenile department. Here all tastes and all ages can be satisfied.

It has also been an easy matter to turn the attention of our high school boys and girls, who of course have free access to the adult shelves, to the reading of the new and attractive juvenile books dealing with high school life and athletics, and the things in which they are most interested. We have simply given these books a prominent position and have posted their attractive covers with short synopsis of the story on the bulletin board near the main desk with the invitation: "High school boys and girls, ask for one of these." And they do. We have made no direct attempt to divert them from the reading of adult novels.

One of our fourth grade teachers who was most anxious that her class become familiar with good books, asked us for one or two that she might read aloud to them to start the reading habit. We gave her "Heidi" and "Pinocchio." Never was there a more appreciative audience, so the teacher later told us. When we sent a general collection to this class for home reading, we learned that not only the children themselves, but parents, aunts, uncles, and other relatives read them quite as eagerly! These pupils have also dramatized Heidi without direction of the teacher. Pinocchio so impressed the class, that when the teacher came upon an angry little boy saying naughty things on the playground she overheard his companion say to him in all seriousness, "It's Lampwick making you say those bad things. You should listen to the Talking Cricket and not to him."

Among the books sent to another class were Wilde's "Fairy Tales" and Hugh Lofting's "Dr. Dolittle." These books were read aloud to the pupils who were, of course, charmed with the subtle beauty of the Wilde tales, and delighted with the humorous adventures of Dr. Dolittle and his animal friends. After the reading of the latter book, the teacher inquired of the class what most impressed them in the story. The immediate response from one child was, "It teaches us to be more thoughtful, and kind

to animals." When some of our best new books were returned considerably soiled from this school and we called the teacher's attention to the fact, we learned that sixty per cent of her pupils came from Russian homes where the books were taken by the children to teach their parents to read English thru arousing an interest in the stories which they themselves loved. As we pictured those family groups sitting about the kitchen fire, acquiring knowledge and entertainment in this way, we forgot the condition of the books.

We sent "Robin Hood" among a book collection to another school. Upon our visit there a few days later, we came upon some boys grouped together under the shade of a very small tree, dramatizing the story, which seems the custom in our country when the children especially enjoy a book. We were just in time to hear "Robin Hood" hurl this challenge, "Get thee hence, knave," to see "Little John" depart in haste.

Teachers are beginning to recognize that children cannot, unaided, develop a taste for good literature and that very careful direction is necessary. But, until normal schools require a far more extensive and thoro course in literature for children, it is natural to expect that some unsuitable books will continue to be recommended. If the child becomes a devourer of the "yellow" story, it is because no one has taken the trouble to guide him to better. If there is foundation for all the talk about the "vicious" tastes of the present day youth, we cannot blame the youth so much as the guardians of his reading who have allowed him to browse unguided and have failed to provide him with good books from his first school year.

However, the "Children's Book Week" movement and the new "Boys' Week" campaign, with which libraries are strongly co-operating, are increasing attention on all sides to children's outside reading interests, and are causing them to realize that tremendous care is essential in recommending books to children because of their powerful influence upon character and ideals. The Newbery medal, which the children's librarians section of the American Library Association awards annually to the author of the best children's book of the year, is sure to prove a strong influence in raising the standard of juvenile literature.

One of the chief concerns of every children's librarian is to know children and to know children's books. If she has never had the opportunity for special study of children's literature, she has reliable lists to consult in proper selection of children's books. And she knows, at least, that in order to counteract the taste for



the exciting adult jungle stories, she can recommend the Kipling "Jungle Books," particularly the story of "Rikki-Tikki-Tavi," or "Robinson Crusoe" or the Du Chaillu jungle stories, or she can give the boy any exciting tale of adventure which breathes a high moral spirit. If he wants adult western stories and ranch stories, he can be given some of the Grinnell books, Altsheler's "Horsemen of the Plains," Garland's "Boy Life on the Prairie" Inman's "Ranch on the Oxhide," and many another of similar type. If he has a strong taste for stories of courage and adventure in the far north country, as are often pictured by Curwood, we can substitute Caldwell's "Wolf, the Storm Leader" or Garland's "Long Trail," or that fascinating story of great heroism, Turley's "Voyages of Captain Scott."

It is not enough to give a child a book which we may consider harmless. We must know that it is wholesome and has something very positive to recommend it, for there are too many juvenile books which appear to be good and are often written by authors of good reputation, while they are simply adding to the menace of books without character or ideals which continue to flood the book market. Take for instance the many inferior and miscalled boy scout stories, many of them no better than our old enemy the dime novel in disguise; also the cheap imitators of the Beatrix Potter animal stories, and the evil of the "just as good books" which are recommended. There is nothing "just as good" as Carroll's "Alice in Wonderland," with the Tenniel illustrations; there is nothing "just as good" as "Little Women," as "Tom Sawyer," as "Treasure Island," as the Jungle books, as the Greenaway and the Caldecott picture books, although there are close seconds which may be distinguished only thru a thoro understanding of children's books.

While these are some of the books which hold first place in juvenile literature, we must not hold to the idea that the older books are the only ones worth while. There are numerous recent publications which we do not call "just as good" as some of these older books, but which we must acknowledge possess very close merit. In this connection let me again quote Miss Hunt of Brooklyn, one of the best authorities on children's books, who thinks that some of these newer books can be read with almost as deep an appreciation as the classics of old; that Heylinger's "High Benton," and Gollomb's fine story, "That Year at Lincoln High," are as well worth reading as "Tom Brown's School Days"; that Hawes' "Mutineers," ranks close to "Treasure Island" in story quality, and Dr. Dolittle must be given a place near the immortal "Alice" and

the "Jungle Books." The children who love "Heidi" will almost equally enjoy Haskell's "Katrinka," the appealing story of a little Russian girl.

While it is essential to replace generously and to duplicate the older books, it is equally essential to provide a generous supply of the best of these newer ones, so as to give our children a new vision for a new day. This applies more to the non-fiction than to fiction. Then we need to be particularly careful in our selection of stories for girls. It is a well-known fact that girl's stories are usually quite inferior to those written for boys. Why not, therefore, offer them more of the boy stories which would give them a much broader background than is found in the "girl" story. Then, too, there is the "series" evil. The popular story, "Texas Blue Bonnet," for instance, is interesting reading for girls, while the rest of the Blue Bonnet books deteriorate in merit. The Isabel Carleton series for older girls are good. The Perkins "Twin" series for younger children are excellent works of an artist author. The "Little Pepper" and "What Katy Did" books continue to be popular. But there are so many inferior series that we need to be very careful in the sort we introduce into the children's library. The Scribner "Classics" series, beautifully illustrated by Wyeth, is an example of the best because of the high merit and unusual attractiveness of each book.

Among the books which we endeavor to keep before the younger children, are the fairy tales. We believe in fairy tales, and are doing what we can to counteract the movement to ban them in certain places. Because some of us may have heard ill-chosen or poorly-told stories, we have no right to condemn the fairy tale or to try to ban it, any more than it is to condemn all painting, music or sculpture just because there are bunglers in these arts. The remedy lies in elevating the standards. We have found it desirable to group our fairy tales, keeping them all together and we have marked them FA to indicate fairy tale. We have also similarly placed all of our "easy reading" books, keeping together those suitable for first, second or third grade reading, regardless of class. These books we mark E. This arrangement greatly facilitates matters when teachers come for books for youngest readers, as well as when we are filling the school orders.

Next to the human interest of the story as an aid to circulation, comes the make-up of the book. Some of the best classics, instead of inviting the perusal of the reader, very often repel by the unattractiveness of the physical make-up. Cooper's "Last of the Mohicans," in an expensive gilt edged edition will stand idle on the

shelves indefinitely, while cheaper and more attractive editions will circulate actively. The expensive editions of "David Copperfield," with unattractive cover have a similar fate while the cheaper red covered edition is in constant use.

This has been truly termed "The Golden Age" in children's literature, for never before have the publishers used such effort to produce better and more attractive juvenile books, and never before have they been produced in such great numbers. There seems no excuse today for finding a poor or even mediocre book upon the shelves in any children's library.

It is the privilege as well as the responsibility of the children's librarian to provide every child with this high type of book, and thus in practice as well as theory "make every week children's book week to build a stronger nation."

### Motion Pictures for Children's Book Week

SELECTED BY THE NATIONAL BOARD OF REVIEW OF MOTION PICTURES

- AFFAIRS OF LADY HAMILTON.** Hodkinson. 10 reels. All-star. Love story of Lord Nelson and Lady Hamilton; based on historical sources.
- CALL OF THE WILD, THE.** Pathé. 8 reels. Alaskan story of dog who reverts to wolfhood after faithfully serving his master; from the novel by Jack London.
- CHAPTER IN HER LIFE.** Universal. 6 reels. Star: Jane Mercer. Story of little girl whose faith brings everything right; from Clara Louise Burnham's novel, "Jewel."
- CIRCUS DAYS.** First National. 6 reels. Star: Jackie Coogan. Small boy joins circus to earn money for poor mother; from novel, "Toby Tyler," by James Otis.
- DAVID COPPERFIELD.** Pathé. 7 reels. All-star. From the novel by Charles Dickens.
- DOWN TO THE SEA IN SHIPS.** Hodkinson. 12 reels. Stars: Raymond McKee and Marguerite Courtot. Depiction of whaling industry of old time Quakers in New Bedford and Caribbean; based partly on whaling literature ("Moby Dick," etc.)
- ENEMIES OF WOMEN.** Goldwyn-Cosmopolitan. 11 reels. Stars: Lionel Barrymore and Alma Rubens. Russian nobleman is brought to realization of seriousness of life thru love of beautiful woman; from the novel by Vicente Blasco Ibañez.
- FIGHTING BLADE, THE.** First National. 9 reels. Star: Richard Barthelmess. Romance of time of Cromwell; from the play by Beulah Marie Dix.
- FLYING DUTCHMAN, THE.** F. B. O. (Robertson-Cole). 6 reels. All-star. Allegorical ghost story teaching lesson in steadfastness and unselfishness; from the opera by Richard Wagner.
- GREEN GODDESS, THE.** Goldwyn. 8 reels. Star: George Arliss. Melodrama of fate of three English people, cast by airplane into power of vindictive rajah; from the play by William Archer.
- HOMeward BOUND.** Famous Players-Lasky. 7 reels. Star: Thomas Meighan. Story of young first mate who makes good; from Peter B. Kyne's novel "The Light to Leeward."
- HUNCHBACK OF NOTRE DAME, THE.** Universal. 12 reels. Stars: Lon Chaney and all-star cast. Dramatic story

of medieval Paris centering around hunchback and gipsy girl; from the romance by Victor Hugo.

**IF WINTER COMES.** Fox. 11 reels. Star: Percy Mar-  
mont. Drama of Englishman struggling for truth and right; from novel by A. S. M. Hutchinson.

**MONNA VANNA.** Fox. 9 reels. Star: Paul Wegener. Romance of Pisan-Florentine wars in the days of Machiavelli; from the drama by Maurice Maeterlinck.

**POTASH AND PERLMUTTER.** First National. 8 reels. Stars: Barney Bernard, Alexander Carr, and Vera Gordon. Tribulations of two East Side Jews who become partners in dressmaking business; from the play by Montague Glass.

**PRINCE OF A KING, A.** Selznick. 6 reels. Star: Dinty Dean. Child's story of a kidnapped prince brought up as a strolling acrobat; from Abbie Farwell Brown's story, "John of the Woods."

**PURITAN PASSIONS.** Hodkinson. 6 reels. Star: Glenn Hunter. Story of witchcraft in old Salem, with the devil creating a manikin who develops a soul; from Percy MacKaye's drama "The Scarecrow."

**RICHARD THE LION HEARTED.** United Artists. 8 reels. Star: Wallace Beery. Episode of the Crusades; from "The Talisman" by Sir Walter Scott.

**SCARAMOUCHE.** Metro. 10 reels. Star: Ramon Navarro. Story of French Revolution, of the godson of a seigneur who becomes a democrat and popular idol; from the novel by Rafael Sabatini.

**TOILERS OF THE SEA.** Selznick. 6 reels. All-star. Story of fishing village near Mt. Etna; from the novel by Victor Hugo.

**VIRGINIAN, THE.** Preferred Pictures. 8 reels. Stars: Kenneth Harlan and Florence Vidor. Romance of cowboy and New England school teacher; from novel by Owen Wister.

### "The Agressively Harmless Librarian"

MY remarks in the July issue on librarians drew a considerable number of letters from men and women practising that admirable profession. A gentleman from Pennsylvania writes: "I agree with you. . . . But there are not enough of them in this world. Many are qualified for the profession, but few indulge in it. Why is this? I think the main reason . . . is due to the fact that it does not offer high enough financial return. 'The starving bookseller' is a common expression and disheartens those interested in books and their circulation."

. . . . To return to librarians. I received a witty letter from a young Boston librarian who playfully objects to my calling her and her colleagues *harmless*. I admit that the word has an unfortunate connotation, but I meant it only as a compliment. Every one secretly likes to be regarded as formidable, and *harmless* sounds tame. But when I think of the large amount of damage wrought by individuals who are not technically guilty of crime, I think that to say librarians are the most harmless of all people is to praise them. I mean they are positively, aggressively harmless.—William Lyon Phelps in October *Scribner's Magazine*.

# Books of Amusement and Instruction for Good Little Readers

A LIST OF THE CHILDREN'S BOOKS, PUBLISHED IN ENGLAND AND AMERICA BETWEEN 1755 AND 1835, IN THE COLLECTION OF THE CARNEGIE LIBRARY SCHOOL\*

COMPILED BY ELVA S. SMITH

"This is Billy Goodchild's book;  
God give him grace therein to look,  
Not only look, but understand;  
For learning's more than house or land;  
When house and land are gone and spent,  
Then learning is most excellent."

## BRITISH PUBLICATIONS

*Baldwin, Cradock and Joy, London*

Aikin, John. The arts of life; of providing food, of providing clothing, of providing shelter; described in a series of letters for the instruction of young persons, by the author of *Evenings at Home*. Ed. 4. 1821.  
Lives of learned and eminent men, taken from authentic sources; adapted to the use of children of four years old and upwards. 2v. 1821-23.

Nero scarcely seems to belong in this portrait gallery of great and good men; but he is included probably for the sake of contrast, as he represents "the worst of mankind."

The peasants of Chamouni, containing an attempt to reach the summit of Mont Blanc, and a delineation of the scenery among the Alps. Ed. 2. 1826.

Example of the little books which began to appear early in the 19th century and which were intended to give information in a form pleasing to children. This story, told by Mrs. L. to her family, describes a journey in Switzerland. At the end all are ready to acknowledge that the title-page quotation:

"A world of wonders where creation seems  
No more the world of Nature, but her dreams"  
is justified. The engraved frontispiece is by W. Harvey. A long list of "deservedly popular books" is added.

*Colburn and Bentley, London*

Historic anecdotes: France. 1830. (Juvenile library.)

Illustrated with four portraits, copperplate engravings.

History of Africa. 1830. (Juvenile library.)

Contains four copperplate engravings.

Lives of remarkable youth of both sexes, dedicated by permission to her Highness the Princess Victoria. Ed. 2. 1832. (Juvenile library.)

Contents: Edward the Sixth. Lady Jane Grey. Blaise Pascal. Candiac de Montcalm. Volney Beck-

ner. The Admirable Crichton. Mozart. Angela de la Moinière. Sir Thomas Lawrence.

The frontispiece of the princess is engraved by Dean from an original painting in the possession of the Duchess of Kent. Three other portraits.

*William Cole, London*

Mamma's fairy tales in rhyme; or, Lessons of mercy for juvenile minds. [18—?] ]

Narrative verse giving incidents in a small boy's life interspersed with story-poems teaching obedience, contentment, and kindness to animals. The title-page motto is: "Train up a child in the way he should go, and when he is old, he will not depart from it." Three engravings.

The parent's poetical present, consisting of instructive, religious, moral and entertaining poems for juvenile minds, entirely original. [18—?] v. 2.

Inspired, apparently, by the nursery poems of Ann and Jane Taylor. "The fairy prince transformed to a fly" is from "Mamma's Fairy Tales in Rhyme." Has two title-pages, one of them engraved, and several illustrations, interesting in spite of their crudeness.

Percy, Clara. The changeling of fortune; a sketch from real life. [1830?] ]

The central figure is a model heroine whose strength and fortitude of mind equal the natural gentleness of her character. About half of the story is devoted to her experiences in a private educational "establishment of great respectability." The sentimentalizing speeches seem more humorous than affecting to a later generation. Three engravings.

Oulton, Anne Elizabeth. The adventures of a parrot named Poll Pry; an account of her officious ways, including her birth, education, adversity, prosperity and death. 1826.

Poll Pry, tho doomed to experience the vicissitudes of life, adds quite an element of humor to this story. The conversations are vivacious and there are incidental bits of verse so that the tone is much lighter than in most of the tales of the period.

*Darton and Harvey, London*

This was a Quaker firm, a formidable rival to Harris in the early 19th century. The founder was William Darton, a copperplate engraver. His friend, Joseph Harvey, also an illustrator, became associated with him; and, later, his eldest son started a branch publishing house.

Ancient history of Whittington and his cat. [18—?] Darton & Son.

Three steel engravings.

Argus, Arabella, *pseud.* The adventures of a donkey. 1815. W. Darton, jr.

The memoirs of "Jemmy Donkey," was a popular book reprinted a number of times. This copy is dated 1814 on the last page. Includes a frontispiece and a list of "Improved Books for Children."

\* Chap-books and annuals have not been included. School text-books, except a few of special interest, have also been omitted.

Another copy, evidently of later date, has a different frontispiece and numerous small cuts. It is gilt-edged and bound in a red cloth cover.

Carey, John. Learning better than house and land, as exemplified in the history of Harry Johnson and Dick Hobson. Ed. 3. 1813. Darton.

The maxim used as the title is exemplified in the vicissitudes of two boys. The little tale is recommended by the *Anti-Jacobin Review* of Nov., 1808, because it "inculcates the best moral principles and is sufficiently interesting to attract the attention of youth." The two families with which the story is concerned emigrate to America. Both boys are left orphans and have to make their way in the New World.

Copley, Mrs. Esther (Hewlett). Anna and her doll. 1832. Darton & Son.

Intended to give children "just ideas of common things" and parents are advised that *all* the incidents introduced are facts. Much of the text is in dialog form and each chapter ends with a set of verses. Six illustrations.

Elliott, Mrs. Mary (Belson). Simple truths in verse for the amusement and instruction of children at an early age. 1812. W. Darton, jr.

"Few of the poems are longer than may be committed to memory, or contain words exceeding two syllables. . . . Most of the affections, passions, and juvenile habits have been touched upon. . . . Some information relative to common and useful things has likewise been introduced, and a sense of Religion, whenever the opportunity offered."—*Preface*.

The author, like her predecessors, Ann and Jane Taylor, is an unrelenting moralist. Little Julia, refusing good advice, eats the bright red berry and in sad pain repents "the foolish deed"; Fanny, who plays with fire,

"Would not be burnt again,  
Not for twenty thousand pound"

and Betsy learns that

"Knives should be only used for food,  
And not for purpose vain."

Several poems are imitations of Ann Taylor's "My Mother." Frontispiece illustrating "The tear."

Food for the young, adapted to the mental capacities of children of tender years, by a mother. 1818. W. Darton, jr.

The "rational inquiries" of Frederic and Lucy lead to information about a variety of topics—beavers, sharks, and other animals; Ceylon, Mount Etna, the Moors, etc.

"These little compositions were formed at a time when the purchase of the many valuable books . . . for children was not convenient to the Authoress. Her children were anxious for information; she therefore endeavored to gratify their wishes by simplifying . . . many interesting relations, extracted from the works of our most intelligent Travellers."—*Preface*

Two pictures which, in this copy, have been colored by the child owner.

Hack, Maria. Lectures at home. 1834. Darton & Harvey.

*Contents:* Discovery and manufacture of glass. Refraction, lenses, mirrors. Spectacles and tele-

scopes. Microscopes and camera-obscura. The eye. Four plates.

The little tradesman; or, A peep into English industry; with forty-eight copper-plates. 1824. Darton.

Short accounts of the different trades, each supplemented by a set of verses. Interesting engravings printed two on a page.

Mant, Alicia Catharine. The cottage in a chalk-pit. 1822. Harvey & Darton.

Story of some children who with their mother live for a year in a Surrey cottage where they have a happy time in spite of many lessons of self-denial and self-reliance. Finally, their father's fortune being restored to him, they return to the "ample elegance" of their former life, but with a new understanding of the "uncertain tenure of worldly riches and success." The introduction of gypsies adds to the interest of the narrative. Engraved frontispiece.

Taylor, Ann, afterwards Mrs. Gilbert, and Jane Taylor. Original poems for infant minds by several young persons. Ed. 6, v. 2. 1810. Darton, Harvey & Darton.

The quotation from Watts on the title-page gives the keynote:

"In books, or works, or healthful play,  
Let my first years be past;  
That I may give for ev'ry day  
Some good account at last."

All but five of the poems are signed with the name or initial of the writer. Several are by Adelaide O'Keeffe who collaborated with Ann and Jane Taylor in the "Original Poems."

A list of "Books for Youth" is added at the end of the volume, which is half bound.

Taylor, Joseph, comp. The wonders of the horse, recorded in anecdotes and interspersed with poetry. 1813. W. Darton, jr.

On the title-page is the quotation:  
"For beauty, courage, and heroic deeds  
The Horse all other animals exceeds."  
Four engravings. Half bound.

A tour through England; described in a series of letters from a young gentleman to his sister, with a new map and several copper-plates; revised and corrected by T. H. Ed. 4. 1821. Darton.

"My Travels," says the writer, "cannot be expected to possess the variety of young Rolando's round the World; but the places I may chance to visit are so dear to every Briton that my narrative cannot fail to interest your affections." The engravings are full-page.

W., S. A visit to London, containing a description of the principal curiosities in the British metropolis; by the author of "The visit to a farm-house." New ed. [1808.] Darton & Son.

A didactic story, with illustrations of the principal buildings of London, and other small pictures in the text. Shows the excessive ardor for teaching which prevailed at this period.

Wakefield, Priscilla. Domestic recreation; or, Dialogues illustrative of natural and scientific subjects. 1813. Darton, Harvey & Darton.

Conversations between a well-informed mother and her daughter on such topics as insects, instinct, meteors, light, the progress of civilization. At the end Lucy says she still has twenty questions to ask but Mrs. Dimsdale replies: "It grows quite damp; you must restrain your curiosity till another opportunity." One illustration. Half bound. The author was a Quaker, an aunt of Elizabeth Fry, and her instructive books, presenting "useful knowledge under an agreeable form" went thru many editions.

*W. Davison, Alnwick*

Day, a pastoral in three parts: viz. morning, noon and evening; to which is added *The stubborn dame*. [1825?]

Poem with thirty-two small wood engravings.

*Ducks and green peas*; or, *The Newcastle rider*; a farce of one act, founded on fact; to which is added *The Newcastle rider*, a tale in rhyme. 1827.

Natural history of reptiles, serpents, and insects; thirty-five engravings on wood [by Thomas Bewick. 1815?]

Brief descriptions, each with an accompanying cut.

*The youngster's diary*; or, *Youth's remembrancer of natural events for every month in the year*. [1820?]

Short poems about the robin, snail, raven, mole, frog, butterfly, bees, sheep, etc. Illustrated with woodcuts by Thomas Bewick.

*John Fairburn, London*

*Little King John of No-land*, *pseud.* The proverbs of little Solomon, exemplified in pleasing stories, historic anecdotes and entertaining tales; to which are added moral-reflections and poetical applications to real life; by Little King John of No-land; illustrated with eight beautiful copper plate prints. 1797. (Youth's pocket library, v. 1.)

Good example of the early didactic books provided for children. Each of the little stories is followed by its moral, first in prose and then in a four line verse. The preface calls attention to the publisher's other entertaining books which have "very pleasant stories and several pretty pictures." The cover is of the flowered paper.

*Ticklecheek, Timothy*, *pseud.* The cries of London, displaying the manners, customs & characters of various people who traverse London streets with articles to sell; to which is added some pretty poetry applicable to each character, intended to amuse and instruct all good children, with London and the country contrasted; written by Timothy Ticklecheek; embellished with thirteen elegant copper plate prints. 1797. (Youth's pocket library, v. 3.)

The author concludes his preface concerning the London cries by informing his "good little readers" that if they are pleased with this little book, "Mr. Fairburn has more of different cries and upon other subjects, ready to sell or give away—in exchange for *Six-pence*."

Good example of the flowery and gilt Dutch bind-

ing. The publisher was an imitator of John Newbery.

*A. Foster, Kirkby Lonsdale*

*The children's friend for the year 1828*, by W. C. Wilson [monthly.] v. 5. 1828.

Example of an early periodical. The editor was rector of Whittington and the contents are largely religious in character. Numerous anecdotes of pious children who died young are included, and occasionally there is an "awful history" of one whose sad example may serve as a warning to others. About five inches by two and one-half in size, with tiny woodcuts.

*J. W. Green, London*

*Child's repository and infant scholar's magazine* [monthly.] v. 6. 1832. Green.

Each number includes a brief article on natural history with questions for examination. There are also sermons, hymns, maxims, and moral tales. Small cuts.

*John Harris, London*

Successor to Elizabeth Newbery and one of the most important publishers of children's books in the first half of the 19th century.

*Aspin, Jehoshaphat*. Ancient customs, sports and pastimes of the English, explained from authentic sources and in a familiar manner; with twelve engravings. 1832. Harris. (Little library, v. 9.)

Describes first the characteristics and manner of life of the Britons, Saxons, Danes and Normans. Other headings are: Pageants and processions. Martial exercises. Field sports. Christmas gambols. Masques. Interlocutory plays. May games. Lady of the lamb. Midsummer festivities. Mothering Sunday. Saints' festivals. Athletic exercises. Games with the ball. Minstrelsy. Trampoline feats. Mountebanks. Tinkers. Dancing animals.

*Atkins, Sarah*. *Grove cottage*, and *The India cabinet opened*. New ed. 1832.

Two stories of the utilitarian type, conversational in style, with an engraved frontispiece.

*Blockford, Mrs. Martha*. *The Eskdale herdboyc*; a Scottish tale for the instruction and amusement of young persons. Ed. 3. [1824.]

Story of an orphan boy who is befriended by a worthy minister. An illustrated edition of "Robinson Crusoe" excites a desire for learning, he is taught to read, and gradually raises himself to a much higher station in life. The son of his benefactor, high-tempered and wilful, serves as a foil. The characters are not very lifelike; but Scottish scenery and manners are well portrayed, and there is an element of adventure. Considered "a very superior work." Engraved frontispiece.

*Choice emblems*, natural, historical, fabulous, moral and divine, for the improvement and pastime of youth, displaying the beauties and morals of the ancient fabulists; the whole calculated to convey the golden lessons of instruction under a new and more delightful dress; for the use of schools; written for the amusement of a young nobleman. Ed. 11. 1812.

A curious and quaint little book, first published in 1772. The young nobleman was Lord Newbattle

and the dedication is to his sister, the lady Elizabeth Kerr, daughter of Lord Ancram.

On the title-page is the quotation:  
 "Say, should the philosophic mind disdain  
 That good which makes each humbler bosom vain?  
 Let school-taught pride dissemble all it can,  
 These little things are great to little man."

The emblems and morals are in verse followed by prose comments and "application." Each emblem is illustrated with a small picture and there is an engraved frontispiece.

Dialogues, consisting of words of one syllable only; intended as a proper book to follow the imperial primer, and other approved introductory incitements to learning; by the author of Short stories in two syllables, Summer rambles, &c. 1813.

The dialogs are twelve in number; some of them give elementary information about the rising and setting of the sun, points of the compass, etc., and others are of a moral nature.

Bound with "A visit to a farm-house."

Florian, Jean Pierre Claris de. William Tell; or, The patriot of Switzerland, and Hofer, the Tyrolese, by the author of Claudine. 1833.

The account of the Tyrolese patriot is by Mrs. Hoffland. Illustrated with four small engravings.

Goody Two Shoes; or, The history of little Margery Meanwell; in rhyme. 1825.

"The best motive that the Author . . . can offer for introducing this well-known history to the public in new dress, is the excellence of the moral interwoven with its diversified incidents, and the admirable lessons it conveys under the form of amusement."—*Preface*.

Printed in clear, well spaced type and illustrated with a small engraving at the beginning of each section. There is a title-page cut of Margery showing her new shoes. This copy is imperfect, the text beginning with chapter seven on page 17.

Halsted, Caroline Amelia, *afterward Mrs. Atthill*. The little botanist; or, Steps to the attainment of botanical knowledge; the illustrations drawn and engraved by J. D. Sowerby from sketches by the authoress. pt. 1. 1835. (Little library.)

Written in question and answer style. The frontispiece is colored and the book is half bound in cloth and leather.

History of Prince Lee Boo, a native of the Pelew islands, brought to England by Captain Wilson. Ed. 12. 1812.

Published by Elizabeth Newbery in 1789 with the title "Interesting and Affecting History of Prince Lee Boo." Gives an account of the shipwreck of the Antelope, a packet belonging to the East India Company, in August, 1783, of the kind treatment afforded the crew by the natives of the Pelew Islands and of how Abba Thulle, one of the island kings, sent his son Lee Boo to England with the captain of the wrecked vessel. The book was popular for a long period and a writer in the *Quarterly Review* for 1844 says "We would wish this beautiful character to live in the hearts of all children."

The history of the family at Smiledale; presented to all little boys and girls who wish to

be good and make their friends happy. [18—?] Harris.

*Contents*: The way to be happy; or, The history of the two friends, Dorothea and Francesca. The honest tar. History of Sweetpea; or, Philip Smiler. The adventures of Henry Lily; or, The pretty snowdrop. The story of little Echo.

This was one of the Newbery publications. The dedication is to Mrs. Teachwell (Lady Eleanor Fenn); and the writer hopes that the little book, thru this address, "may be admitted into the number of Lilliputian Authors." It is signed A. M. The woodcuts are by Bewick and the cover of flowered Dutch paper.

Hofland, Mrs. Barbara (Wrecks) Hoole. The daughter of a genius; a tale for youth. 1823.

The heroine has the misfortune to be "portionless, fatherless, and the Daughter of a Genius"; but she overcomes the deficiencies of her early education and meets successfully all the trials that come to her.

In the literature of the period, the parents, at least those of the central child characters, are usually preternaturally wise and oppressively good. This is one of the few examples of an erring mother. Mrs. Hofland was a popular writer and her books written in rather pompous language, are "closely packed with moving accidents by flood and field."

— The son of a genius; a tale for youth. New ed. 1825.

The "short and simple annals" of Ludovico, who has many sorrows and difficulties in his early life, due to the improvidence of his father, a painter of talent. The lesson that genius should become a stimulus to industry is concretely brought out and the book is dedicated to the author's own son to show him that "boys who have fathers may, in some cases, suffer many privations and afflictions." On the title-page is the quotation: "Lay hold of instruction; keep her, for she is thy life." This was considered a very beautiful tale, "the best of this lady's numerous little books which are mostly too much on the *novellette* style to recommend." Engraved frontispiece.

Mant, Alicia Catharine. The canary bird. 1817.

The canary bird gives an account of his life and adventures and especially of the children of different dispositions and various tempers with whom he became acquainted in the course of his career. The idea was taken from "The adventures of a donkey," by an "unknown but ingenious and entertaining author."

On the title-page is the motto:

"O happy age! When hope's unclouded ray  
 Lights their green path, and prompts their  
 simple mirth."

Engraved frontispiece.

Marmaduke Multiply. pt. 1-2, in 2v. 1816. (Harris's cabinet.)

The full title as given on the title-page of the edition reproduced by Mr. Tuer in his "Old-fashioned Children's Books" is "Marmaduke Multiply's Merry Method of Making Minor Mathematicians; or, The Multiplication Table Illustrated by Sixty-nine Appropriate Engravings." As a part of Harris's cabinet it was issued in four parts in 1816-17. The illustrations are "neatly coloured."

These little square volumes must have given great joy to countless children. "Twice 4 are 8" shows a severe visaged female with upstanding feather who

has just been told: "Your bonnet is not straight." For "twice 8 are 16," one learns: "Yonder are Lions to be seen," and "four times 8 are 32" is illustrated by a fat, waddling person in a brilliant yellow skirt, who exclaims: "I once could dance as well as you."

The New Year's feast on his coming of age. 1824.

Versification of the prose article by Charles Lamb entitled "Rejoicings upon the New Year's coming of age," which appeared in the *London Magazine* for January, 1823. This was the same number as that which announced Elia's death and the article was signed Elia's ghost. It was reprinted in the "Last Essays of Elia."

The poem is followed by notes, taken mainly from "Clavis Calendaria" by Brady and "designed to assist the juvenile capacity in understanding the allusions." Twelve illustrations colored by hand.

More tales for idle hours. 1831.

Contents: The striking contrast. The female friends. The East Indian. The fairy's gift revoked. The deserter.

Frontispiece. "Neatly half-bound."

More trifles for the benefit of the rising generation. 1804.

Contents: A cure for vanity. The winter's walk. On friendship. On looking glasses. The fair. On the proverb. "He who envies another is not himself at ease." Family affection. The happy return; or, The fortunate discovery; a drama in one act. A walk in spring.

The stories, partly in dialog form, are didactic; but they are varied in incident and quite vivacious in style. This is a fine example, both in character and make-up, of the books published by Harris. Includes an engraved frontispiece. Bound in tree calf. Parker, Miss. Birds on the wing; or, Pleasant tales and useful hints on the value and right use of time. 1820.

Story dealing with the experiences of two children, Edward and Mary Russell, during a few weeks' stay in London. Mr. Russell and his lady do not fail to draw useful maxims and moral lessons from all which passes for the benefit and instruction of their children. One illustration.

The peacock and parrot on their tour to discover the author of "The peacock at home;" illustrated with engravings. 1816. (Harris's cabinet.)

This series was one of the most famous of the publications of Harris. The first book was "The Butterfly's Ball," by William Roscoe, published in 1807, which met with immediate success. This was followed in the same year by "The Peacock at Home," "The Elephant's Ball," and "The Lion's Masquerade." Many others of like kind were brought out later. These were published anonymously; but the author of "The Peacock at Home" is indicated in "The Peacock and Parrot." According to the "Advertisement," this little poem was intended for publication immediately after the former book; but from various circumstances was laid aside. In the opinion of the publisher, however, "it is so nearly allied in point of merit to that celebrated Trifle, that he is induced, although at this late period to print it with a few appropriate embellishments."

The two birds set out on a tour to visit their friends and "endeavor to find out the name of the poet." After long traveling

"A path strew'd with flowers they gaily pursued,  
And, in fancy, their long-sought Incognita view'd;  
Till, all their cares over, in Dorset they found her  
And, plucking a wreath of green Bay-leaves, they  
crown'd her."

In a footnote is added "Mrs. Dorset was the Authoress of "The Peacock at Home."

From a literary point of view the poem is inferior to "The Butterfly's Ball," but the illustrations are excellent and "represent an important stage in the evolution of the color book." (Charles Welsh.)

Peter Prim's pride; or, Proverbs that will suit the young or the old. 1810. (Harris's cabinet.)

Interesting example of the toy-books provided for children in the early 19th century. The illustrations, colored by hand, are simple and humorous.

Portraits and characters of the kings of England, from William the Conqueror to George the Third. pt. 2. 1830.

The second part begins with Edward the Fifth. The pictures are colored and apparently were taken from the Bewick illustrations in Mozley's edition of Goldsmith's "History of England." Below each is given the name of the king represented, with dates of birth, beginning of reign, and death. A rhymed characterization follows.

Pug's visit; or, The disasters of Mr. Punch. 1806. (Harris's cabinet.)

An early toy-book, about five inches by four in size, containing sixteen leaves without pagination. The pictures are hand-colored and each has its accompanying verse, humorous in character, but not of the type that would be considered suitable for children to-day. It may be another volume of this series to which George Eliot refers in "The Mill on the Floss." Maggie suggests lending one of her books to Luke: "I've not got any very pretty books that would be easy for you to read; but there's 'Pug's Tour of Europe'—that would tell you all about the different sorts of people in the world, and if you didn't understand the reading, the pictures would help you—they show the looks and ways of the people, and what they do. There are the Dutchmen, very fat, and smoking, you know—and one sitting on a barrel."

Remarkable adventures of an old woman and her pig; an ancient tale in a modern dress. [1825?]

Told in rhyme and illustrated with pictures colored by hand.

A good example of the early toy-book, prototype of the modern picture-book for children. This series included most of the well-known nursery tales. The white spaces left in drawing gave excellent opportunity for color effects and the pictures have a naïve charm, lacking in some of the more sophisticated illustrations of to-day.

The title on the cover reads: "Old woman & her pig."

Sandham, Elizabeth. The travels of St. Paul; in letters supposed to be written from a mother to her daughter, in which are endeavoured to be traced the remains of those places, first favoured by the preaching of the Gospel. 1812.

Folding map shows travels of St. Paul.

(To be continued)

## Children's Reading Clubs

**I**N the LIBRARY JOURNAL for July is reprinted an article from the *Staff News* of the Chicago Public Library. It is a useful note in that it puts emphasis again on the value of reading and the need for encouraging a love of reading.

However, the article belittles vacation reading clubs. Now vacation reading clubs may be abused and made statistics feeders as the article implies. But handled with any vision they may become a powerful aid to the cause of good reading and the love of reading.

Children delight in some sort of organization. Witness the success of the boy scouts and the camp fire girls. During vacation the library all too often is a deserted or a semi-deserted place when it might be doing much excellent work.

Of course if there is a well established playground movement or any other agency with which the library can closely co-operate in bringing the books to the attention of young people, it may not be necessary for the library to make the effort to foster reading clubs; but very often it is a wise thing to do.

Even the little Gaylord note books which the writer of the Chicago article evidently despises may be a useful device in such club work and a certificate to be issued at the end of the summer for ten good books read may stimulate the child, who has been indulging in nothing but "Betty Wales" and "Little Maid of Massachusetts Bay" with other very light stories and some even poorer borrowed from the neighbors, to attempt Lamprey's "Masters of the Guild" and Mathews' "Argonauts of Faith." It has been known to happen. If the child reads well enough to write a note about ten good books, as is necessary for his club work, the chances are much in his favor for developing into a reader who will have wider tastes and a deeper love of books than if no incentive were offered to try out the better books.

Merit badges, honor rolls, gold star lists and certificates are merely devices thru which people with an understanding of child psychology foster interests which they wish to see develop. If they are recognized as devices and used intelligently, the real work of the library prospers. In these days of many movies, sometimes one device and sometimes another is better to call attention to the work of the library and to put emphasis on essentials.

If devices are abused it is unfortunate for the work as it is unfortunate when a librarian lowers the standard of book selection in order to increase circulation. Nowadays most librarians feel that circulation is only a small measure of success and that registration is more

likely to be an index of good work. So that an over-emphasis on circulation statistics in the end defeats itself.

LYDIA MARGARET BARRETTE, *Librarian*  
*Mason City (Ia.) Public Library.*

### "A Regrettable Movement"

*To the Editor of the LIBRARY JOURNAL:*

May I send an appreciation of the article, "Reading for Credit," quoted in your July number from the Chicago Public Library *Staff News*. In common, I believe, with a good many other librarians working directly with children I look on this reading for credit as a regrettable movement for libraries or for the library and the schools co-operatively. As a part of formal education it may have definite value in the schools.

The library's invaluable asset however in its work with children is the joyful approach of the average child to books. By taking advantage of this approach and keeping its standards of book selection high, it can bring a rich harvest to the child without stimulation which is at best artificial. Is it not bad psychology to reward or credit a natural reader for what he does gladly? On the other hand have many reluctant children been persuaded to love books thru required reading and what does it profit them if they read many books and love none?

The library's peculiar contributions to the children seem to be realizing on their natural approach to reading "As those who take their pleasure and not as those who laboriously seek instruction," and fostering this interest to the end that they may grow up with the "true reader's zest and palate." Perish the thought that the library should inject into the child's mind a suspicion that reading could be a task, or quantity output a noble accomplishment!

The schools have an equally high mission, first the necessary emphasis on the mechanics of reading and afterwards acquainting young people with specific books. There is danger in mixing the aims of the two institutions. Such merging will reduce the library's power, add to the heavy burden of the schools and at the same time do the child a real disservice. After some years of carefully felt out relations between the schools and the libraries are we going to lose sight of the fact that the two cannot co-operate too understandingly or keep too separate?

LOUISE P. LATIMER,  
*Director of Work with Children,*  
*Washington (D. C.) Public Library.*



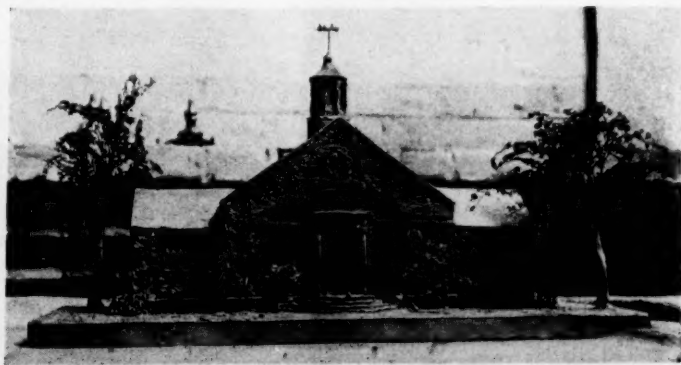
## The Library's Part in Children's Book Week

CHILDREN'S Book Week approaches its fifth annual observance on November 11th to 17th with all portents foreshadowing the most successful week of any of the series. Bookstores, libraries, women's clubs, churches, schools, and parent-teacher associations can work together for its success even more easily than in the past with the aid of new publicity material and projects issued or planned by the Children's Book Week Committee, the American Library Association, and the Library Department of the Boy Scouts of America.

The Children's Book Week Committee of the National Association of Book Publishers, 334 Fifth Avenue, New York City, will furnish free on request the new Jessie Willcox Smith poster, 14 by 21 inches (reproduced on page 806 of this issue of the *LIBRARY JOURNAL*). The new poster shows the same children as on Miss Smith's immensely popular poster of 1919, but five years older and more absorbed in books than ever. The design is expected to prove of appeal to older boys and girls while retaining the charm of the "children's book" interest. Stickers, 3 by 1¾ inches, miniatures of the poster, will also be furnished free in sheets of twenty-five. Card miniatures of poster, with the reverse blank for local printing of lists, programs, etc., will be furnished at cost, 75 cents a hundred, and slides, poster design and imprint, at fifty cents each. Circulars furnished on request include "How to Conduct Children's Book Week," "Book Week Projects" (for teachers); "Book-Plates for Boys and Girls," by Stephen Allard, reprinted from *St. Nicholas* for Febru-

ary, 1922; "Designing Book-Plates" (for teachers); "Building Book Stands and Book Racks," by Franklin Spier; club program suggestions (prepared by the General Federation of Women's Clubs); list of magazine articles on young people's reading, and the book film list compiled by the National Board of Review of Motion Pictures. A list of the latest of these films recommended for use during Children's Book Week by the Board appears on page 810 of this number.

The Library's share in the activities of the Week, aside from the display and distribution of publicity material, may take many forms. Exhibits of books for little children and young people, with books on reading for parents, naturally come first, and exhibits may also be made up and loaned to clubs. The results of contests among children will constitute another exhibit of especial interest: contests in the making of bookcases and designing of book-plates, in making book posters and book marks and in writing essays on books. Library and bookstore can display "A library for a girl's room," or "A Library for a boy's room"; attractive editions to suit various tastes and purses; books on supplementary reading courses and reading circle recommendations for different grades; picture books and toy books for children, books on adventure, on the outdoors, and on how to make things. Children's librarians will give talks about boys' and girls' reading at club meetings and in school assemblies; local authors or illustrators of books for young people can also be counted on to speak and to autograph books for



MODEL OF THE LIBRARY FOR CHILDREN TO BE BUILT AT WESTBURY, L. I., BY MRS. ROBERT BACON IN MEMORY OF HER HUSBAND. THE BOOK COLLECTION IS BEING PREPARED FOR USE BY MISS MARCIA DALPHIN OF THE RYE (N. Y.) PUBLIC LIBRARY. MODEL REPRODUCED HERE BY KIND PERMISSION OF THE ARCHITECTS, MESSRS. PEABODY, WILSON AND BROWN, NEW YORK

sale or exhibit. The A. L. A. Publicity Committee, which can also be counted on for suggestions to libraries emphasizes that newspaper publicity is easy to obtain by supplying news stories to your local editor, and that the best way to get into the papers is to do something that will be news.

Many moving-picture exhibitors last year confined their programs during Children's Book Week to films based on books. An attractive lithographed poster by Mary Morris advertising the Motion Picture Book Week appropriately for young people's and family performances can be obtained at ten cents each from the principal exchanges or from the National Committee for Better Films, 70 Fifth Avenue, New York City.

Special sermons on children's reading in churches and Sunday schools may be arranged for November 11th. This week also affords a good opportunity to build up the Sunday school library.

### Bird House Contest and Exhibit

**C**HILDREN'S Week, every week, in the library is the aim of many librarians, and the St. Joseph (Mo.) Public Library had an unusually successful one last spring in connection with its Bird House Contest. While any person not engaged in the commercial manufacture of bird houses was privileged to exhibit, the competition for prizes was limited to children not more than sixteen years of age. The houses could be made in the homes, school rooms, at children's clubs or in factories, but it was required that they be the work of the children entering them in the contest. The prizes, one

for boys and one for girls, were offered in each of the five divisions of the contest which were: (1) Most natural and practical house for bird life use; (2) Best house in workmanship; (3) Most artistic design; (4) Most unique or odd house; (5) Best food shelters.

The announcement of the contest and exhibit was made about a month in advance, and leaflets prepared by the library giving the rules of the contest were distributed in the public schools by the school librarian. An attractive display of posters and books was prominently placed in the lobby of the central library and a large number of Farmers' Bulletin No. 609, "Bird Houses and How to Build Them," together with the printed rules of the contest were made accessible to all those interested. Valuable publicity was also gained thru the local newspapers.

As early as March 16, the children began to bring in their houses, and by April 2, one hundred twenty-one entries had been made. These were displayed in the lobby and reading room of the central library where many visitors viewed them during the week. The endless variety and originality of some of the houses were quite amazing. Houses for martins and wrens were in the majority tho the bluebirds and flickers were not totally forgotten. A model of Mount Vernon, the Buchanan County Courthouse, pioneer log cabins, tiny bungalows and coconut shells were among the most unique entries.

This contest attracted more favorable attention to the Public Library than perhaps any other recent activity. Many new friends were made and the community was made to realize in a forceful way the varied service which a modern public library can render.



A GROUP AT THE SUMMER SCHOOL CONDUCTED BY THE AMERICAN COMMITTEE FOR DEVASTATED FRANCE AT THE AMERICAN LIBRARY IN PARIS UNDER THE DIRECTION OF SARAH C. N. BOGLE, ASSISTANT SECRETARY OF THE A. L. A.

# THE LIBRARY JOURNAL

TWICE-A-MONTH

OCTOBER 1, 1923



**S**TANDARDIZATION should not be queered by sweeping generalization, which is perhaps the weak point of Dr. Williamson's useful report, or by rigorous exclusion. Dr. Bostwick's paper before the American Library Institute at Lake Placid, printed in this issue, suggests the happy mean. Standardization, and incidentally certification, should be of the greatest help in making the library calling a worthy profession, provided it is on inclusive and not exclusive lines. Mr. Ford did a great service to this country and the world in standardizing his automobile but happily he did not attempt the impossible task of excluding other cars from competition. It is easier to standardize posts and processes than people and, in the instance of children's librarians, in whom definite education and teaching training are desirable, these cannot supersede or replace the personal capability, first of all of love of children, which marks the true children's librarian and makes a less trained person of right sympathies more helpful than a trained martinet.

**"CHILDREN'S Book Week,"** November 11-17, now in its fifth year, develops fresh activities and increased usefulness year by year as a blessing to the children and their parents and a help to the distributors of good books. The multiplicity and excellence of children's books of today, as scheduled in the "Children's Bookshelf" which enjoys an increased circulation each year, are in a large measure due to the development of better reading thru children's library rooms and it is interesting to note in comparison and contrast with these the annotated list of earlier juveniles which Miss Smith contributes to this issue. No library of adequate size is complete today without a children's room or its staff without a children's librarian, and a significant feature of library progress is the provision and endowment of such rooms as memorials to the lovers and benefactors of children, as the James Whitcomb Riley Children's Room in the Indianapolis Public Library and the Robert Bacon Memorial Children's Library at Westbury, Long Island. So the good work goes on, increasing in geometrical ratio, and its present achievement should be heartening to the wide-awake librarian, teacher, or parent.

**G**ARY, Indiana, has made itself notable in many ways thru pioneer endeavors in progress which should not be obscured by the notoriety given to its "booze" demoralization. The latest of these plans is a most useful scheme of direct co-operation between the Board of Education and the Public Library, by which the Board will provide salaries for four children's librarians and funds for the increase of the juvenile collection. This is a happy example on the part of a board of education in seeking the benefit of expert control and assistance thru the public library system, and is in contrast with another plan, too often in vogue, by which boards of education seek to develop their own plans independently of and often in conflict with expert library development.

**A**RKANSAS has now joined the states which have state library commissions thru provision for a state Free Library Service Bureau, which, as a division of the Department of Education, we hope may prove the beginning of a thoroughgoing and modern commission. That this was needed was evidenced at Hot Springs, where the few librarians who looked up the local library found it moving from next an undertaking establishment, where it came near being buried, to a vacant store which was in process of refitting, where the kindly gentleman, who was the only person in evidence, plaintively wished that they might find some kind of books or forms which would help them make proper records of books! Perhaps the visit of the A. L. A. last April may have had the effect, and will later have even more effect, of impressing people of the state with the importance of local libraries and the desirability of getting in line with other states thru the adequate support of the new Bureau. The new Bureau began functioning in July, and already good work has been done in this direction thru the efforts of Mrs. Vergil McLellan, an Illinois graduate, for three years reference librarian of the Little Rock Public Library, who will have at her disposal for traveling library purposes 3,000 volumes from that library, and is now engaged in reorganizing the Ouachita College Library at Arkadelphia.

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## LIBRARY ORGANIZATIONS

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### AMERICAN LIBRARY INSTITUTE

**A**BOUT thirty librarians, the majority of whom had been in attendance at the New York State Library meeting at Silver Bay, met in Lake Placid Club at the invitation of Dr. Melvil Dewey, for a meeting of the A. L. I. Preceding the meeting, Dr. Dewey gave a talk on the history of the Lake Placid Club with special emphasis on the educational foundation. He told of the work that had been done, the school for boys and the school for girls and of the constant aim of the directors to lend a helping hand to librarians and all other educators who, from long strain or over-work, were in need of such change as could be had from a residence of from three to six months at Lake Placid. Dr. Dewey outlined the educational plan for the future when they hope to be able to prepare exceptional students for entrance to college on special endowments.

The first meeting of the Institute proper opened with a paper by Dr. A. E. Bostwick on Standardization, printed in this number of the LIBRARY JOURNAL. President Andrews called attention to the common error that everything must be standardized. The great variety of work and the varied emphasis is one of the best features of library development in this country.

Dr. Richardson called attention to the fact that historically, in this country, standardization began with the standardizing of catalog cards. It is unfortunate that experimenting always has to be done at somebody's expense and this is usually at the expense of the most enterprising libraries. Harvard, Columbia and Yale, where the Index cards were used when first introduced, some forty years ago, are now paying for their enterprise in being compelled to change from the index to the standard. The new standard size of cards had become established before the Library of Congress began printing cards and fixed it presumably for all time. It was this standardization that made possible a union catalog.

Yet the time comes when standards must be revised and there is a great gain to be had from putting our wits together and discussing proposed revisions of standards before adopting them. The standardization of library classification by Mr. Dewey was a great step forward. There is a great advantage to anyone going from one library to another, classified according to a standardized system. No standardization is perfect. Years ago the French thought that the classification for the Bibliothèque Na-

tionale or the one in Brunet would be the last word. The decimal system made a standard notation. The Library of Congress system introduced a new notation. Would it be worth while to attempt any radical revision in the D. C. or the Library of Congress classification? The Belgian variation of the D. C. is being introduced widely on the Continent. No classification can hope to remain final. Would any of the many variations or the Belgian version approach finality?

A quarter of a century ago when the Princeton Library was being reclassified, they said that they could not use the D. C. in Theology, Science or Art. Professors in these fields were asked to draw up classifications of their own. Professors of art treated the subject historically, and when Princeton became richer and a professor of painting was introduced, he said that the historical classification then in vogue would not answer his needs. Harvard has been reclassifying for the last thirty years, and the Library of Congress for the last twenty-five years. Reclassifying only a minimum of the old books in the big libraries will be found to answer needs in certain cases. "Mental and Moral Philosophy," to use old terminology, cannot be adapted to the new terminology. Why not, therefore, let books with such titles remain in the old classification? It is not necessary that all books in a large library should be classified in one and the same system. Much of the old and more or less dead literature can well remain untouched. Mathematicians, for example, do not ordinarily care so much about the older books, but they want all the newer books after a certain date reclassified. It is fundamental to have certain standards in cataloging and also in purchasing, in inter-library loans and other branches of library work.

The John Crerar Library, said Dr. Andrews, has done what Dr. Richardson asked for. They "ring" certain numbers for books published previous to a certain date, which means that they are allowed to remain untouched by the reclassifier. Dr. Dewey, in reviewing the history of the decimal classification, said that discussion always centered on how many libraries would follow the changes proposed. He, himself, had always been an advocate of standardization in the various lines, weights and measures, printing, spelling and the like. Nearly all civilization is based on standardization. Witness the railway gauge, the watches of today and the popular automobiles with interchangeable parts.

# THE RIVERSIDE BOOKSHELF

The best books for boys and girls, illustrated in color by noted artists and published at a moderate price, and in the most attractive possible form: this has been our aim in designing The Riverside Bookshelf, a series that we believe will take its place for many years to come as the standard edition of the juvenile classics.

The series will be inaugurated in October with the publication of the following eight volumes:

**THE STORY OF A BAD BOY.** Illustrated by Harold M. Brett.

**A WONDER-BOOK AND TANGLEWOOD TALES.** Illustrated by Gustave Tenggren.

**TWO YEARS BEFORE THE MAST.** Illustrated by E. Boyd Smith.

**HEIDI.** Illustrated by Gustav Tenggren.

**ROBINSON CRUSOE.** Illustrated by E. Boyd Smith.

**WATER BABIES.** Illustrated by Heath Robinson.

**THE AUTOBIOGRAPHY OF BENJAMIN FRANKLIN.** Illustrated by Kleber Hall.

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Dr. Dewey called attention to the fact that if you change your classification too much, you lose the benefits of standardization. On the other hand, an institution is like a tree. When it ceases to grow, it begins to rot.

Further revision of the Dewey Decimal classification was suggested by Professor Root by the use of some symbols such as have been used at Princeton, indicating that a particular section of the classification had not been revised. While the D. C. is followed rather closely at Oberlin, it is felt desirable that more freedom be given in order to accommodate it to the rapid changes in scientific literature, as in psychology, where the terminology of the older literature was already out of date and the new books would not fit into the old scheme. Dr. Dewey asked how soon a change in any science would make necessary a still further change. For example, nothing much had been done in the revision of theological classification for several score of years, and he wondered how frequently any particular section would have to be revised. Dr. Andrews stated that they had materially widened the scope of the D. C. at the John Crerar Library by the use of certain terminal periods, putting all books after such and such a date in a revised schedule.

Dr. Dewey agreed that, as the sciences would change more rapidly than other subjects, such a scheme is entirely practicable. Old books were written from old standpoints and could remain in the old category. Dr. Andrews said that he found the greatest difficulty in Mathematics where he thought that it would be necessary to widen the scope of the different categories. 512 is the place for Algebra; 512.9 might be new developments in this subject. Dr. Dewey suggested that the A. L. A. Committee might be asked to take up the whole question. In general, he thought that a layman might have better suggestions to make than a professional classifier, and the lines indicated seemed to him the only practicable way to meet the necessary changes. You can't tear up the old books. When the time comes that certain books are out of date, revise the classification to fit the new books written from a modern standpoint.

Dr. Andrews felt that if libraries generally adopted the Biscoe numbers, it would be more simple. The arrangement of certain books chronologically solves the question in certain fields like Transportation, where of course the original schedule had no place for electric cars which were non-existent at the time.

Dr. Koopman emphasized the fact that it was more convenient and cheaper to have things standardized. In a material field standardization

should be the rule, but not so in intellectual and spiritual fields. Our institutions should not be standardized, but rather individualized.

Professor Root stated that in many libraries, including his own, a noticeable lack among bibliographical tools was a complete catalog of the British Museum. All but eighty-five parts of this catalog can be bought today. Professor Root raised the question as to whether permission might not be secured to reproduce by photostat or otherwise these missing parts. He also hoped that some method might be devised to bring together in one alphabet the accessions to the British Museum of the last forty years. In this connection, Professor Root also spoke of the several attempts to print the continuation of Sabin's Dictionary, stating that the Yale University Press was ready to print it, but the man who had offered to finance it a few years ago, was no longer in a position to do so. The Carnegie Institution has already spent about \$10,000 on this work.

Sarah, C. N. Bogle, Assistant Secretary of the American Library Association, gave an interesting report on the summer library school conducted at the American Library in Paris.

Dr. Andrews spoke of the new processes of printing facsimiles, including the typar writing machine. Here the operator sets up his copy by the use of a keyboard resembling that of a type-writer, but permitting of a large variety of type faces. This process does not require the use of any special paper, half-tones being reproduced on other than glazed paper.

The Secretary spoke on the present state of the German book market. He cited several illustrations to show that the favorable opportunities for purchasing in Germany which characterized 1922 were a thing of the past. In May, 1922, the average cost per volume of books imported from Germany by the Harvard Library, including binding, was thirty-six cents. By August 1922, this had fallen to nine and one-half cents, while in October 1922, it had dropped to the fantastic low level of four and one-third cents per volume. By March 1923, the average price had risen to ninety-seven cents, but even this compared with the average pre-war cost of \$3.00 per volume was still a bargain. A decided change for the worse came in the Spring of the present year, when to cite just one illustration, the index to the volume of Hedwigia published in 1911 at 20 marks was billed at \$13.20.

Hans Harrassowitz, the German book-seller, sent a long letter stating that he was planning to come to this country in October for the purpose of talking over the German book problem. This letter was read in part. He said that

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things were happening so fast in the book trade, as in all other economic lines during the panicky times resulting from the catastrophic slump of the mark, that a large number of publishers, including such big ones as Springer, Teubner, the Verein Wissenschaftlicher Verleger, have entirely closed their export department for the time being, in order to await more stable conditions. Of course the reason was that if the bill was made out in paper marks, money depreciated so rapidly that when the bill was paid on the day of settlement (normally from eight to fourteen days) it was worth only a fraction of the amount actually due. As a result, business relations between publishers and book-sellers, especially exporters, can be carried on only in foreign currency, as has been the rule for some time past. The publisher writes, therefore, on his bill only the amount of the Grundzahl, and the book-seller or exporter must multiply this basic number with the key number for the day of the transaction. How rapidly this key number has been climbing up is shown in a table published in the *Boersenblatt*, from which it is seen that during fourteen days of August, 1923, the key number mounted from 41,000 to 700,000, or nearly twenty-fold, meaning that a book priced at the basic figure of ten marks would therefore cost seven million paper marks. This key figure is based on the present day rise of prices in Germany, or in other words, it depends on our old friend, the high cost of living. The cost of book production, including paper, printing, wages, bookbinding and other items, is checked up and the key number is agreed on accordingly.

As a result of these conditions the production costs in Germany are above the prices of the world market, so that a German book costs more in Germany than outside of Germany. For example, a book with a Grundzahl of ten costs at the time of writing ten Swiss francs or two dollars, or in Germany, seven million marks. But at the time of writing, two dollars in America equalled only six million marks. This is one of the paradoxical contradictions of the international exchange situation.

Harrassowitz says that up until the present time if he ordered a book from a publisher for a German customer, he could get it at a considerably lower price than if he ordered it for export to America. The price for the home market was always somewhat lower than for export purposes, as the German costs of production and of doing business were lower than those abroad. The difference between prices in the home and foreign markets was made up by a Valutazuschlag, until later on prices for foreign countries were fixed in foreign currency.

Foreign purchasers complained quite a bit about this practice. From now on they have no reason for complaint, for in reality they now pay no more than the Germans themselves. In fact, at present they pay even somewhat less. Harrassowitz says that if he orders a book for export to America he can get it cheaper than if he were buying it for a local customer. This, of course, is a condition that will soon pass. Meetings are now being held for the consideration of this problem. The aim is to secure equal prices for Germany and abroad thru the establishment of a gold basis. How this will be accomplished is more than one can predict.

The question is, what will be the next development? Will it still be possible to print books in Germany if the cost of production there is higher than in other countries?

A further outcome of the present situation is that the control over the exportation of books (as well as of other wares) has no longer any excuse for existing. Now, since book prices for home and abroad are on the same level—if not even more favorable for abroad—free export will be the rule on October first. This will mean a considerable easing off of the difficulties which the exporters have had to face and particularly the more expeditious shipping, which of course will be of benefit to American libraries and scholars.

• THEODORE W. KOCH, *Secretary.*

The questionnaire of the A. L. A. Committee of Five on Library Service has been completed after thoro discussion by co-operating librarians and at the recent regional conference at Silver Bay, N. Y., and will probably be sent out to libraries throuth the country soon after the New Year. In an effort to meet the expense of establishing a paid office force under the management of a competent director for the proper conduct of the work, various bodies, including the trustees of several large funds, were approached without success, and the Committee felt it wiser to attempt the work by questionnaire rather than leave it still longer undone. The committee is headed by Arthur E. Bostwick.

Representatives of the several divisions of science in the University of Michigan have collaborated in the compiling of the "Reference List of Library Books on Science for High Schools, Junior Colleges, and Community Centers" recently published by the Extension Division of the university (54 p., pap., free to libraries). The 850 titles cited are intended to furnish pupils with adequate reference reading to supplement their studies of the "life," "earth," and "physical" sciences.



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- C. California State Library School.
- C.P. Carnegie Library School of Pittsburgh.
- D. Drexel Library School.
- Ill. University of Illinois Library School.
- L.A. Library School of the Los Angeles Public Library.
- N.Y.P.L. Library School of the New York Public Library.
- N.Y.S. New York State Library School.
- P. Pratt Institute School of Library Science.
- R. Riverside Library School.
- S. Simmons College School of Library Science.
- S.L. St. Louis Library School.
- Syr. Syracuse University Library School.
- U.C. University of California Course in Library Science.
- W.R. Western Reserve Library School.
- Wis. Wisconsin University Library School.
- Wash. University of Washington Library School.

BOLANDER, Louis H., 1920 N. Y. P. L., appointed superintendent of circulation and reference librarian, Trinity College Library, Durham, N. C.

BRICHAM, Gwendolyn, of the A. L. A. Headquarters staff was married on September 20th to Robert Douglas White. The Staff congratulates itself on retaining Mrs. White in the official family.

CARLSON, Pearl Gertrude, S. L. 1923, has received the appointment of librarian at the Eastern State Normal School, Madison, South Dakota, and will give lectures to the students on children's literature.

DOGGETT, Marguerite V., 1917-20 N. Y. P. L., appointed reference librarian, Clemson Agricultural College, Clemson College, S. C.

GORDON, Jessie B., S. L. 1923, has been elected librarian of the Iowa City (Iowa) Public Library.

GRANNIS, Mrs. Helen Wark, 1915-1918 N. Y. P. L., is now librarian of U. S. Marine Hospital, No. 43, Ellis Island, N. Y.

HOBART, Frances, for several years secretary of the Vermont Library Commission, has been engaged as Secretary of the New Hampshire Library Commission.

JONES, Louise E., 1914-16 N. Y. P. L., librarian of the Tremont Branch of the New York Public Library, has resigned to become librarian of a junior high school in Denver.

LARIMER, Ruth, Ill. 1921-22, has been appointed librarian of the Humboldt State Teach-

ers College and Junior College, Minneapolis, Minn.

MASON, Anna P., librarian of the Carondelet Branch of the St. Louis Public Library succeeds Alice I. Hazeltine as supervisor of the Children's Department of the St. Louis Public Library.

MAYNARD, Glyde, 1919 N. Y. S., principal attendant in the school and teachers' department of the Los Angeles Public Library, appointed librarian at Sentons Junior High School Library, Los Angeles.

ROOT, Mary E. S., formerly of the Providence (R. I.) Public Library, this summer organized the Louis Bennett Library at Weston, West Va.

THE Lewis County War Memorial and Louis Bennett Library was dedicated August 26, with Mrs. Root as one of the speakers of the occasion. The building is also the headquarters of the Weston Post No. 4 of the American Legion.

SHUMAKER, Josephine, 1923 C. P., is now librarian of the Birchard Library, Fremont, Ohio.

SMITH, Irene E., N. Y. P. L., 1913-15, appointed assistant, Public Library, Berkeley, Cal.

TRACEY, Catherine, 1905 and 1906 P., who for the past four years has been doing translation work for the Military Intelligence Division of the U. S. War Department at Washington, has accepted the position of chief cataloger in Queen's University Library, Kingston, Canada.

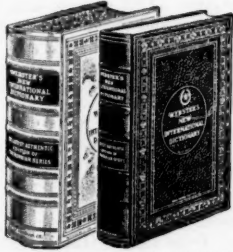
Additional appointments from the graduating class of the New York Public Library include: Ruth Brown, assistant in the Preparation Division, New York Public Library; Jessie Craven, assistant in the Denver Public Library; Alice L. LeFevre, librarian of the Bunker Junior High School, Muskegon, Mich.

Additions to the staff of the Portland (Ore.) Public Library recently made are:

Lucile James, recently acting librarian at the Yakima (Wash.) Public Library, circulation department; Olive Kincaid, assistant in the technical department; Jessica McKenzie, formerly of the Detroit Library and of Tacoma, East Portland Branch; Frances A. Towne, school department; Helen Biggs, 1923 L. A., appointed children's librarian of the Vernon branch.

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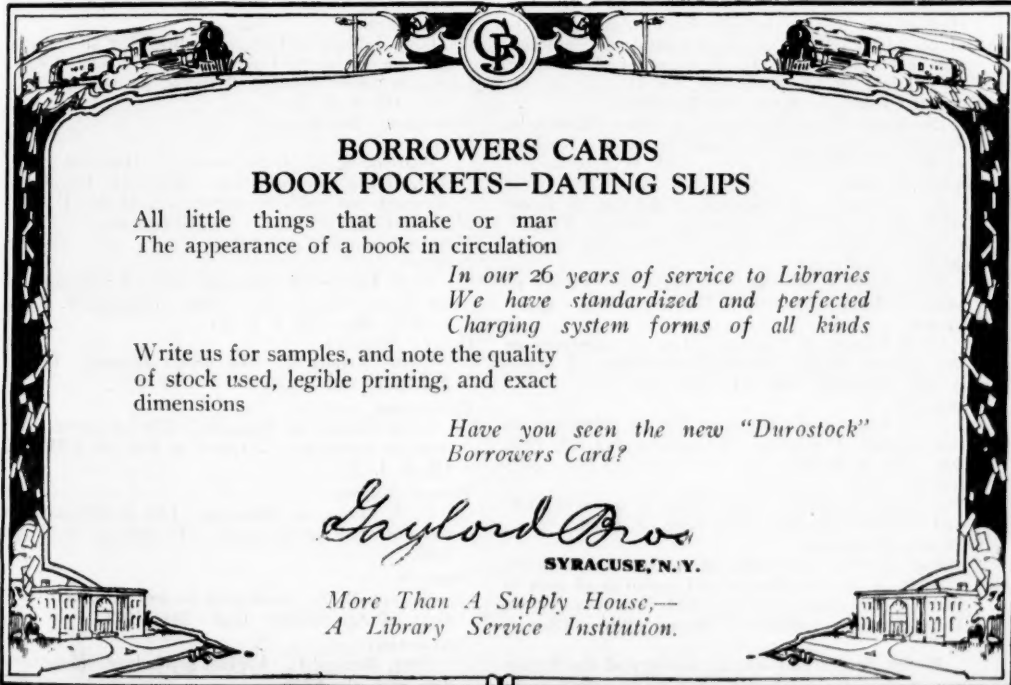
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## RECENT BIBLIOGRAPHIES

- GENERAL**  
 Doughty, Adelaide. List of books added to the reference library, George IV. Bridge. Edinburgh, Scotland: Public Library. 64 p. pap. June 1923. (v. 1, no. 2).
- SUBJECT BIBLIOGRAPHIES**
- AGRICULTURE. See CO-OPERATION**
- AUTOMOBILES—BIBLIOGRAPHY**  
 U. S. Library of Congress. List of bibliographies on automobiles. 4 typew. p. Nov. 16, 1922. 50c. (P. A. I. S.)
- BULGARIA**  
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- CAFETERIAS. See RESTAURANTS**
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- CHRIST. See JESUS CHRIST**
- CIVILIZATION**  
 Hulme, E. W. Statistical bibliography in relation to the growth of modern civilization. London: Grafton. 44 p.
- CONSOLIDATION. See RAILROADS—CONSOLIDATION;**  
**SCHOOLS—CENTRALIZATION**
- CONSUMERS' LEAGUES**  
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- CO-OPERATION**  
 Gardner, Chastina, *comp.* Agricultural co-operation: a selected and annotated reading list, with special reference to purchasing, marketing, and credit, including only works printed in English, and exclusive of periodical references except reprints and proceedings of associations. U. S. Dept. of Agriculture. 55 p. July 1923. (Misc. circ. no. 11).
- ENGLISH LANGUAGE—STUDY AND TEACHING**  
 Incorporated Association of Assistant Masters in Secondary Schools. Memorandum on the teaching of English. Macmillan. 7 p. bibl. D. pap. 80c.
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- HARDY, THOMAS**  
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- HISTORY—ANCIENT**  
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 ——— List of recent references on the jury system. 5 typew. p. March 3, 1923. 60c. (P. A. I. S.)
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- MUSCLE SHOALS. See NITRATE**
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- PSYCHOLOGY**  
 Ewer, Bernard C. Applied psychology. Macmillan. 3 p. bibl. D. \$2.25.

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Morgan, C. S. Regulation and the management of public utilities. Houghton. Bibl. \$2.50. (Hart, Schaffner & Marx prize essays 34).

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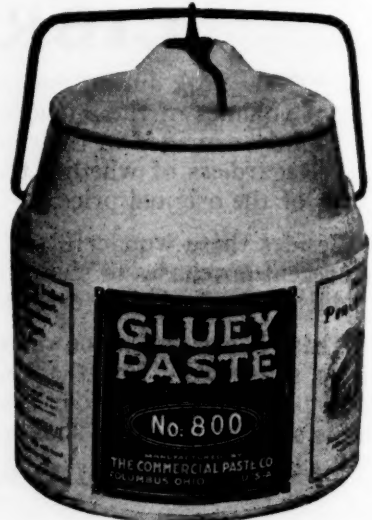
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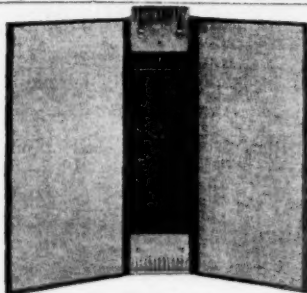
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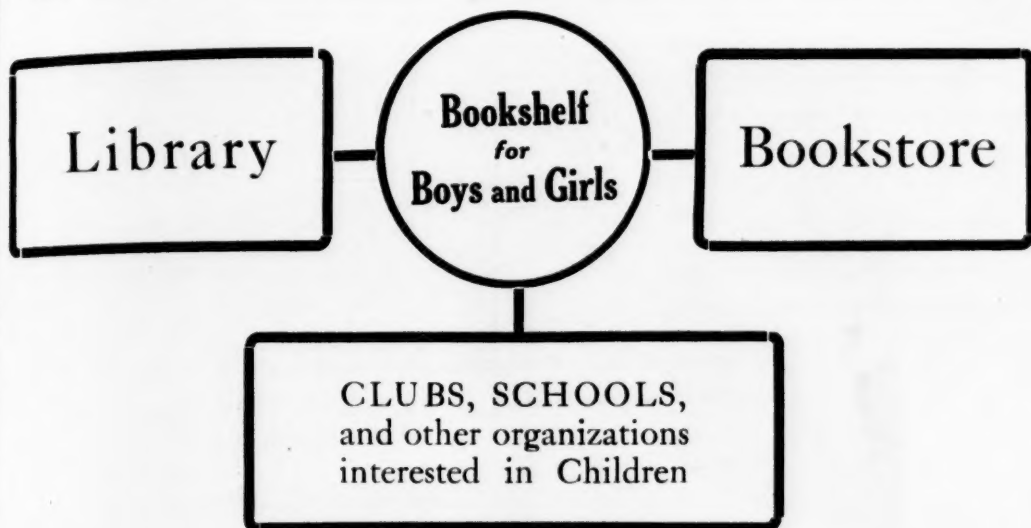
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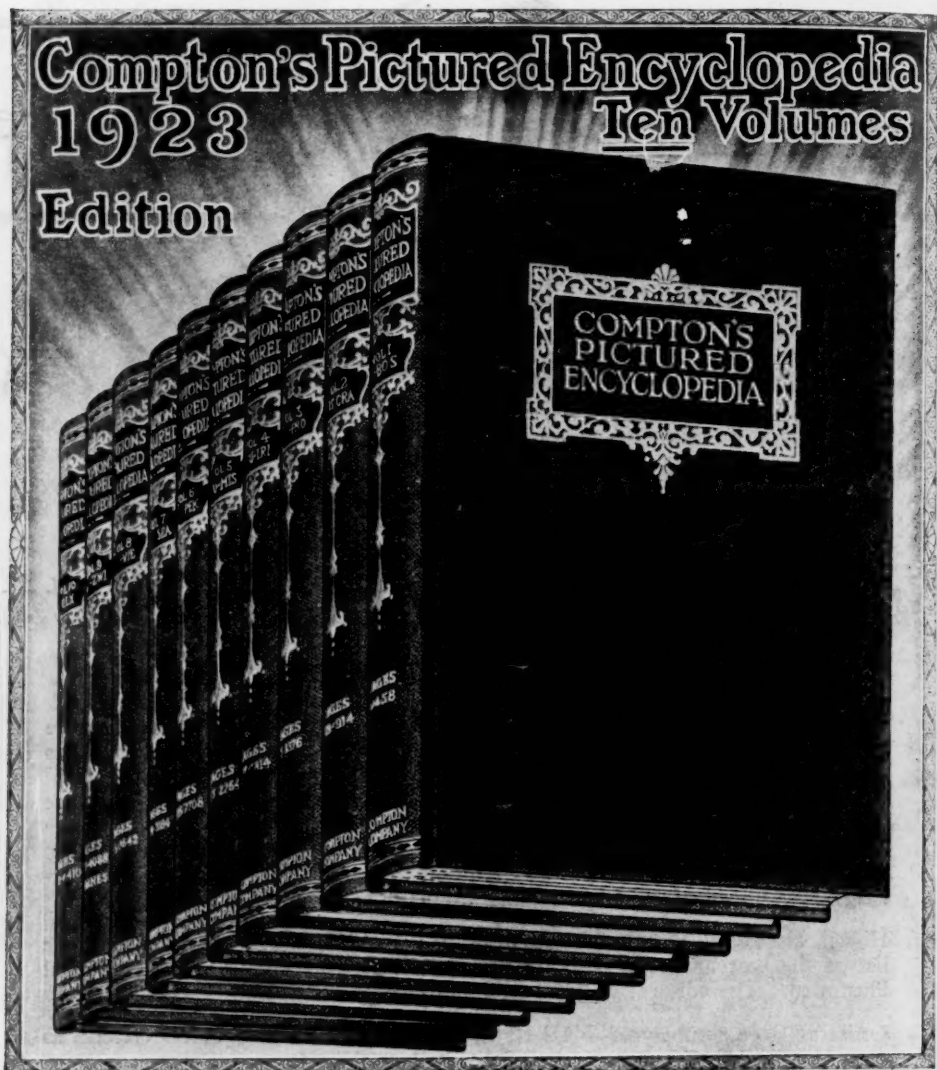
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