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**THE UNIVERSITY
OF CHICAGO
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SCHOOL**

**BULLETIN
OF THE
CENTER FOR
CHILDREN'S
BOOKS**

THE UNIVERSITY OF CHICAGO PRESS

EXPLANATION OF CODE SYMBOLS USED
WITH ANNOTATIONS

- R Recommended
- Ad Additional book of acceptable quality for collections needing more material in the area.
- M Marginal book that is so slight in content or has so many weaknesses in style or format that it should be given careful consideration before purchase.
- NR Not recommended
- SpC Subject matter or treatment will tend to limit the book to specialized collections.
- SpR. A book that will have appeal for the unusual reader only. Recommended for the special few who will read it.

Except for pre-school years, reading range is given for grade rather than for age of child.

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BULLETIN of the Center for Children's Books. Published by the University of Chicago Press for the University of Chicago, Graduate Library School. Sara I. Fenwick, Supervising Editor; Mrs. Zena Sutherland, Editor.

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Bulletin of the Center for Children's Books

THE UNIVERSITY OF CHICAGO • GRADUATE LIBRARY SCHOOL

Volume 20

February, 1967

Number 6

New Titles for Children and Young People

Alexander, Lloyd. The Castle of Llyr. Holt, 1966. 201p. \$3.95.

R
5-8
A third delightful book about the land of Prydain. Here Taran escorts the Princess Eilonwy to the Isle of Mona, where Queen Teleria is expected to teach the obstreperous Eilonwy to behave like a princess. Eilonwy is kidnapped by the wicked Chief Steward, and the familiar heroes of The Book of Three and The Black Cauldron pursue and fight with might and magic. Good triumphs as it should, the villains suffer abasement, the story is enlivened by a faint trace of love interest (Taran and Eilonwy) and by a pervasive and sparkling humor. The author has conceived his legendary land in the whole: the characters fit the plot, the plot fits the style of writing, and the style of writing fits the genre.

Arkin, David. Black and White; A Song that is a Story about Freedom to go to School Together; words and drawings by David Arkin; music by Earl Robinson. Ward Ritchie, 1966. 34p. Trade ed. \$2.95; Library ed. \$2.92 net.

Ad
1-3
This is a book written simply enough to be read by the beginner. The pages use both black and white illustrations and have black or white backgrounds. The text consists of the lyrics of the song used in a 1960 broadcast by Edward R. Murrow in a program called "Crossroads Africa." The lyrics are flat in style and faulty in rhyme, but the message of brotherhood is strong. The music and the complete set of words are appended.

Baker, Laura Nelson. A Tree Called Moses; drawings by Penelope Naylor. Atheneum, 1966. 69p. Trade ed. \$3.50; Library ed. \$3.41 net.

Ad
5-7
This is a quiet book, slow in pace and serious in tone; the attractive and realistic illustrations of California flora and fauna are black and white. The author describes the slow growth of a giant sequoia, called the Moses tree, and the slow changes of the environment. The Indians first, then the white men came and cut down more and more trees. However, it was men who saved the tree called Moses (for the author, although using imaginary details, is writing of a real and particular tree) during a raging forest fire that they battled for days. A list of books about the sequoia tree or about the ecology of the region is appended.

Branley, Franklyn Mansfield. North, South, East, and West; illus. by Robert Galster. T. Y. Crowell, 1966. Trade ed. \$3.25; Library ed. \$2.96 net.

Clearly illustrated, a good first book on the points of the compass.

R
1-3 The author explains fixed position by reference to the more familiar left and right, and up and down. He establishes east by the sun's position, and gives step-by-step directions for a simple demonstration of shadows that indicate directions at different times of day. The text has just enough repetition to give emphasis to important points without making the writing dull.

Brodsky, Mimi. The House at 12 Rose Street; illus. by David Hodges. Abelard-Schuman, 1966. 157p. \$3.50.

Ad
5-7 This is the story of a suburban community into which a Negro family moves. Bobby Myers is pleased that the Franklins have a son his own age, and he finds Will Franklin pleasant and friendly. To Bobby's surprise, the boys in his gang want nothing to do with Will. In fact, both Bobby and his family are to some extent ostracized when they defend the Franklins, who are subjected to a campaign of spite and hate. Will is eventually accepted as a Scout transfer, breaking the ice at one level; the Franklin family gains more and more support as neighbors rally to avoid panic selling. The book has some excellent aspects: it is honest, it is realistic in reflecting a typical incident of residential integration, and it clearly speaks for equality and brotherhood. It is weakened to some extent by the cliché situation of a circle of boys in which "Stretch's people came from Poland, Jack Ryan's from Ireland, Denton's from England, Dinova's from Italy, Kaufman's from Germany." The writing style is, in general, rather banal; the book is, however, timely and candid, and it ends, realistically, with only the first steps toward community acceptance taken.

Coatsworth, Elizabeth Jane. The Place; illus. by Marjorie Auerbach. Holt, 1966. 72p. Trade ed. \$3.50; Library ed. \$3.27 net.

R
4-6 Ellen, who has come to Mexico with her father, an archeologist, learns from little Jorge that there is a wonderful and secret Place. Jorge's older sister, Natividad, is shocked to hear that Ellen knows the Place exists; understanding that Ellen is most curious, Natividad decides to take Ellen to the Place after Ellen has saved her life. Ellen finds that the secret site is a beautiful limestone cavern in which there are priceless artifacts and wall paintings that have accumulated in the long years in which The Place has been used secretly by worshippers. Although she could win an award for revealing the place as a new site of archeological interest, Ellen is moved both by loyalty to her friends and by the unspoiled beauty of The Place to promise silence. The story is constructed deftly, a natural series of incidents leading to the denouement with a gradual heightening of tension. The children are believable and the relationships among them sympathetic; the setting is presented as interesting rather than quaint.

Cunningham, Julia. Viollet; illus. by Alan E. Cober. Pantheon Books, 1966. 83p. \$3.25.

SpR
5-6 Again preoccupied with the struggle between good and evil, the author of the much-discussed Dorp Dead writes a fanciful story in which men and beasts are aligned on both sides. Viollet is a thrush who unites with a fox and a dog to save the life of an old and gentle man. The aging Count de la Tour does not realize until a crisis arises that his manager, the

evil Tressac, has been plotting his death. Tressac's ally is the vicious weasel he has tamed; the evil ones are overcome by the united attack of Viollet and of Warwick and Oxford, the fox and the dog. The book is beautifully written, but its audience will probably be limited to the more sophisticated young reader who can appreciate the subtle implications of the story and the nuances of the literary style.

Dareff, Hal. The Story of Vietnam. Parents' Magazine, 1966. 256p. Trade ed. \$3.95; Library ed. \$4.13 net.

R
8- A very good book on the history of Vietnam and on the background of events that led to the participation of the United States in Vietnamese affairs. The historical material is fascinating, the contemporary events are lucidly explained and candidly viewed. Especially revealing are the descriptions of some of the major figures in the internal power struggle in Vietnam. A lengthy index and endpaper maps are included.

De Regniers, Beatrice Schenk. Circus; photographs by Al Giese. Viking, 1966. 15p. Trade ed. \$3.95; Library ed. \$3.77 net.

M
K-3 An oversize book with a minimal amount of text; the photographic illustrations are in full color, all of them action shots, with no posed pictures. What is lost in clarity, therefore, is gained in excitement and immediacy. The text adds little to the book. "The clowns make me feel so funny-sad-glad With their sad-funny faces. I feel good. I feel bad. I feel mixed-up-happy-sad when I see the clowns."

Du Bois, William Pène. Lazy Tommy Pumpkinhead; story and pictures by William Pène Du Bois. Harper, 1966. 32p. Trade ed. \$2.50; Library ed. \$2.57 net.

R
2-4 A nonsense story with delightful, daft illustrations; in the terrible tale of Tommy there is a not-so-subtle message about sloth, or the mechanized age, or physical fitness, or Something. It isn't likely that the reader will care, since the spectacle of Tommy Pumpkinhead sliding from his electric bed to his automatic bath and down to automatic dressing and feeding is capped by the spectacle of all this happening with an upside-down Tommy after the electricity fails.

Edmonds, I. G. Joel of the Hanging Gardens; illus. by Bob Parker. Lippincott, 1966. 148p. \$3.50.

M
6-8 A story of Biblical times, set in Babylon. Joel, a young Jewish slave working in the Hanging Gardens, becomes embroiled in a plot to help the community of Jewish exiles escape from Babylon and return to Jerusalem. The setting is colorful, and the historical details are interesting, but the book is weakened by the slow-moving story line and the labored dialogue.

Farjeon, Eleanor, ed. A Cavalcade of Queens; collected and ed. jointly by Eleanor Farjeon and William Mayne; illus. by Victor Ambrus. Walck, 1965. 243p. \$5.95.

Ad
5-7 First published in Great Britain in 1965 under the title The Hamish Hamilton Book of Queens, an anthology that comprises fairy tales, nursery rhymes, excerpts from books, editorial quips and comments, bits

of historical information about queens, even a recipe. The comments are enjoyable, the selections are excellent, and the intended audience is rather a puzzle. Mother Goose and the death scene of Cleopatra (Shakespeare's) just don't seem to belong together. The print is large size but the crowded lines are difficult to read. The arrangement of material seems random; there is no index.

Felton, Harold W. Jim Beckwourth; Negro Mountain Man; illus. with photographs, prints of the period and maps. Dodd, 1966. 173p. \$3.50.

Ad
6-9
A fairly good biography, illustrated with maps, a few photographs, and many reproductions of old paintings and drawings. Jim Beckworth's life is fascinating: he was tough, courageous, and resourceful as a trapper; he became chief of a Crow tribe, and he enlivened his journal (on which this book is based) with the colorful braggadocio of the mountain man. The book is weakened to some extent by the heavy writing style and by the conjectural comments. "He doesn't mention it in his book, but as he lived on the Missouri River, it may be expected that young Beckwourth saw Lewis and Clark" . . . "He must have thrilled to the bones when he saw" . . . "The boy's heart surely hammered" . . . "Young Jim Beckwourth must have known that day . . ." All of these on one page. A bibliography and an index are appended.

Freschet, Berniece. Kangaroo Red; illus. by John Schoenherr. Scribner, 1966. 42p. Trade ed. \$3.25; Library ed. \$3.12 net.

R
4-6
A handsomely illustrated book that describes, with only the lightest touch of fictionalization and with no characterization, the life cycle of a red kangaroo. The author uses the general term as a name for the kangaroo; Joey has only just come out of his mother's pouch when she is killed by a hunter and he is left alone. He is taken as a foster child by another mother kangaroo, grows up to challenge the leader of the mob and is beaten and evicted. Wandering about alone, Joey finds a mate when the mob's living pattern is disrupted by a fire; he finds his way back to the part of the country where he was born and becomes the old man, the leader, of his own mob. Written with restraint and realism, a book that is the more successful because it attempts neither an embroidery on facts nor a cataloging of Australian terms, flora, and fauna, in an effort to make the setting colorful.

Garfield, Leon. Devil-in-the-Fog; illus. by Antony Maitland. Pantheon Books, 1966. 205p. \$3.95.

R
7-10
Told in first person, a mystery and adventure story set in rural England in the eighteenth century. Fourteen-year-old George Treet has all his life wondered about the man whose semi-annual visits have so disturbed his father; he discovers that the stranger is an agent for someone who had placed him with the Treets when he was a baby, and that he must return to his true parents, Sir John and Lady Dexter. Since the Treets are a theatrical family, George finds it hard to adjust being the heir of nobility; he is apprehensive about the role of his uncle, who has presumably just shot Sir John. In a complicated unraveling of the mystery, George discovers that his uncle is innocent. The villain, in a nice turnabout, proves to be the revered and dignified Sir John; the plot, in a nice turnabout, delivers George back to the Treet family: he is their son,

after all. The author has obviously had fun with the convolutions and exaggerations of the story; he achieves both a convincing picture of the times and an excellent imitation of the novels of that day.

Gidal, Sonia. My Village in Japan; by Sonia and Tim Gidal. Pantheon Books, 1966. 74p. illus. \$3.95.

R
4-7 In this seventeenth of the My Village series, young Masao Kitamura describes a mountain village an hour from Kyoto; as in other books in the series, a trip to a city (in this case, Kyoto) gives opportunity for additional information about the nation and the people. Masao rambles on conversationally about his family, friends, school, baseball, village industries, art, legends, farm life, foods, et cetera. The photographs are very good; a glossary and a map are appended.

Goldston, Robert C. The Russian Revolution; with drawings by Donald Carrick and photographs. Bobbs-Merrill, 1966. 224p. \$4.50.

R
8- A beautifully balanced book in its coverage, well organized and written in a straightforward style that has vitality but never verges on journalistic. The author gives an excellent capsule history as background to an understanding of recent events and of the political developments that contributed to the emergence of Bolshevik power. The author's explanation of Marxism is particularly lucid, and his exposition of the shifting and tumultuous power struggle is clear and incisive. A lengthy bibliography and an index are appended.

Goudey, Alice E. Red Legs; illus. by Marie Nonnast. Scribner, 1966. 59p. Trade ed. \$2.95; Library ed. \$2.97 net.

R
2-4 A very nice book about an insect familiar to most children. In a very simply written text, the author describes the life cycle of the red-legged grasshopper; the writing is never coy or supercilious, and the information is given succinctly. The soft, realistic illustrations are attractive, and the visual appeal and readability of the book are increased by the large print, liberal use of space, and good placement of illustrative material.

Gregor, Arthur Stephen. The Adventure of Man; His Evolution from Prehistory to Civilization; illus. by John Martinez. Macmillan, 1966. 184p. Trade ed. \$4.50; Library ed. \$4.54 net.

R
7-10 A very good book on human evolution, plentifully illustrated with good diagrams, maps, and pictures. Mr. Gregor describes the fossils, artifacts, skeletons, and site evidence that have given us information about primitive men and the beginnings of civilization. In discussing such topics as cultural exchange or racial difference, the author discriminates always between theory and established fact. The text is well organized; the writing style is crisp and direct. A glossary, a list of suggestions for further reading, and an index are appended.

Haas, Ben. The Troubled Summer. Bobbs-Merrill, 1966. 192p. \$4.

R
7-10 The story of the first civil rights drive in a small Southern town that has previously had no violence, no struggle; Clay, a Negro high school student who yearns to become a doctor, is the militant protagonist. When

his uncle, a minister, agrees to work with an outside organization (For Racial Equality Everywhere: FREE) Clay is delighted; he is, however, furious when FREE sends a white organizer, Mike Britton. Clay knows that the white townspeople will resent Mike, he feels that the Negroes can run their own affairs, and he focuses on Mike all of the long-pent resentment he has felt against all white people. The civil rights struggle begins with one victory (despite threats, an integrated group paints the church) in the course of which Mike and Clay become friends. Both the motivation and the development of the action are realistic; Clay's unreasoning hatred of Mike is not rational but it is believable; the most valuable part of the story is the depiction of the striations of attitudes amongst the townspeople, both Negro and white.

Haywood, Carolyn. Eddie the Dog Holder; written and illus. by Carolyn Haywood. Morrow, 1966. 187p. Trade ed. \$3.75; Library ed. \$3.56 net.

R
2-4 Eddie and Annie Pat strike again. In another pleasantly rambling, slightly repetitive, and quite realistic story the two friends who are so familiar to Miss Haywood's readers spend a busy summer. Annie Pat has taken up painting and Eddie offers to hold dogs for her, since Annie Pat paints only dogs. The children bumble along, with little profit to show for a great deal of activity. Fall comes, Eddie enters fourth grade, and he is delighted when his pal's dogs win plaudits at a school art exhibit. The writing style is simple and natural; the episodic plot, lightly threaded together, is just right for the primary grades reader; and the light humor of the problem situations is just the sort that small children relish.

Heaps, Willard A. Riots, U.S.A. 1765-1965. Seabury, 1966. 186p. \$3.95.

R
8- A book that gives the stories of thirteen major riots in our country, from the Stamp Act Riots in 1765 to the Southern Michigan Prison riot of 1952; the two closing chapters of the book describe the many struggles within the civil rights movement: the sitdowns, the marches, the protests, and the riots. Objective, detailed, and well-organized, the text gives an interesting picture of the spectrum of causes that have moved men to violence in our history, and now in our time. A long and impressive list of sources and readings, divided by chapters, is appended, as is a relative index.

Henry, James P. Biomedical Aspects of Space Flight. Holt, 1966. 184p. illus. \$2.95.

R
8- A comprehensive and clearly written book by a physician who has for twenty years been doing research in space flight. Dr. Henry discusses such problems as temperature toleration, oxygen tension, weightlessness, cosmic radiation, elimination of waste materials, isolation, design of controls, and the selection and training of astronauts. A divided bibliography and an index are appended. The text uses comparatively few technical or scientific terms; the illustrative diagrams are clear, although the captions are not always adequate.

Herrmann, Frank. The Giant Alexander and the Circus; pictures by George Him. McGraw-Hill, 1966. 28p. \$3.50.

Ad
K-2 An oversize book with gay, scrawly illustrations that take full advantage of the story line. The amiable hero of The Giant Alexander sees his

first circus and manages to get into the act. Several acts, in fact. After the circus leaves, Alexander turns to agricultural contract; he becomes a hero when he puts out a farm fire; the story ends with a celebratory reunion, complete with a band and gifts for the giant. The plot is quite loosely strung together, but the casual air fits rather well with the bland style of writing; the ending seems abrupt.

Hodeir, Andre. Warwick's 3 Bottles; by Andre Hodeir and Tomi Ungerer. Grove, 1966. 30p. illus. \$3.95.

M
4-5 An oversize book with a nonsense story the incongruities of which are ably illustrated by that master of the incongruous, Mr. Ungerer. The oversize pages are filled with big, colorful pictures that abound in grotesque humor. (In one place, they contradict the text, showing a "blue monkey" as brown.) The story of two crocodiles, Cromwell and Beowulf, boils down to a character sketch of their visitor, Warwick. Cousin Warwick comes from Scotland with three bottles of "Scotch broth" all of which he consumes himself; in fact Warwick is the epitome of the Guest Terrible—a sort of Crocodile Who Came to Dinner. Warwick insults his hosts, tries to eat the Taxi-swan, snaps at the beard of the friendly mailman, who is a ram, fusses about the meals, breaks the china, et cetera, et cetera. There is for children always some appeal in a character who is thoroughly reprehensible, but the episodes and dialogue here are both rather heavy-handed. There is also a considerable amount of reference that seems adult; for example, an argument between Beowulf and Cromwell as to whether the broken dishes are Delft or Wedgewood.

Jackson, Shirley. Famous Sally; pictures by Chas. B. Slackman. Harlin Quist, 1966. 42p. Trade ed. \$3.50; Library ed. \$3.35 net.

Ad
K-2 Variations on a theme: a child dreams of ways in which she will become well-known. Sally pictures her publicity campaigns in several situations; for example, in Soft City, where the houses are made of pillows and people wear marshmallow hats, the wind—at Sally's request—sang, "Sallyallyally allyally." In Slow City, where it takes an hour and twenty minutes to say, "Good Morning. How are you?" the word was spread quietly, slowly by a turtle. The tale is slow-moving and the concept is simple, a bit overextended but occasionally amusing in detail; the small-scale illustrations have the appeal of the precise miniature, occasionally enlivened by humor.

Jennings, Gary. Parades! Celebrations and Circuses on the March. Lippincott, 1966. 150p. illus. \$4.95.

R
6-9 A history of parades of all kinds: circus parades and funerals, parades that celebrate religious holidays or that commemorate great events, marches and parades that have evolved out of folk customs. The book begins with several chapters that describe parades through the year, from the rites of spring to the varied celebrations of the new year; the material includes observances throughout the world and describes parades of the past. The appeal of the book may be limited somewhat by the heavy massing of information; a bibliography and an index are appended.

Johnson, Lois S. Happy New Year Round the World; illus. by Lili Cassel Wronker. Rand McNally, 1966. 176p. \$3.95.

Ad
6-9
A compilation of information about the celebrating of the New Year in two dozen countries and in the United States. Not comprehensive enough to have reference use, the book does have enough unusual information to be useful. The author discusses the games, foods, religious ceremonies, local customs, family observances, legends, superstitions, and so on, of the holiday. The illustrations are adequate; each section of the text concludes with a list of the foreign words in that section, and their pronunciation. An index is appended.

Klein, Leonore. What Is an Inch? illus. by Leonard Kessler. Harvey House, 1966. 48p. Trade ed. \$2.75; Library ed. \$2.89 net.

NR
2-4
A book that attempts to show differences in sizes and some differences in shape that affect measurement. The author discusses an inch, a square inch, a cubic inch; a foot, a square foot, a cubic foot; a yard, and so on. Although most of the statements in the text, taken separately, are fairly clear, there are some remarks that add little; for example, "This present someone has sent you is a cubic foot big. It has four square feet for sides, a square foot for a top, and a square foot for a bottom. What can be in it? You guess. A jack-in-the box? A rabbit?" The text goes on, immediately, "Do you have a yard?" The fact that some of the pictures are in scale and some are not may well confuse the young reader; another possibility for confusion lies in such illustrations, for example, as the one that shows four arrows, each pointing in one direction of the compass. "If you have four inches going this way, and this way, and this way, and this way, you can make a square inch."

Korshak, Jack. The Strange Story of Oliver Jones; illustrator, Corinne Borja, designer, Robert Borja. Mid-America, 1966. 22p. Trade ed. \$2.50; Library ed. \$1.88 net.

NR
K-2
Clearly this story is intended by the author as a plea for equality, particularly a plea to the young audience to judge people on their merits, not their skin color. Told in rhyme is the story of seven-year-old Oliver Jones. "Try as you might, You could never begin To describe the pure whiteness of Oliver Jones. Well, Oliver Jones Was as proud as could be. He felt there was no one as handsome as he—And if people judged By the whiteness of skin There wasn't a contest That he couldn't win." Well, Oliver wakes up one morning and his face is black; first he is surprised, then he realizes that he feels just like the same person; then he hears a voice, then he is white again. So Oliver learns the truth about people, having learned that skin color is quite superficial. Worthy in its goal, the book fails to achieve that goal. In part this is due to the fact that Oliver's pride and his bragging just aren't believable . . . a boy of seven boasting about how white his skin is? Second, the intervention of a mystical voice robs the message of impact. Third, whatever the author's intention, however convincing Oliver's conversion, the fact remains that a white child wakes (or dreams he wakes, if that is the way the story is meant to be interpreted) to find himself black, that he is not happy about this, and that he is happy to be white again. This is not unrealistic as a set of reactions, but it flatly denies and defeats the message.

Lawson, John. You Better Come Home With Me; illus. by Arnold Spilka. T. Y. Crowell, 1966. 125p. \$3.50.

An unusual fantasy in which a boy comes home to stay with the Scare-

SpR
6-7

crow; Boy had been orphaned in a flood and raised by foster parents, and he told people he was wandering about looking for his brother because one cannot tell people that one is looking for "warmth or strength or love or whatever." The caustic fox warned the Scarecrow against the Boy, but they had become friends; the three together made a Snowman who came alive and talked to the Boy of important things. In the end, the Boy is carried down from the mountain by an old man; perhaps he has died and perhaps, asleep, the Boy is being carried home at last to "love or whatever." The writing is often lyric, often ironic, and always subtle; the story is always fanciful, even when the people meet such characters as the Witch, the Snowman, or Mr. Fox. The book is absorbing to read because of the writing style, the permeation of aching love, and the intriguing, imaginative incidents. Occasionally the dialogue seems fragmented and the plot lost in mist, but the book will probably attract chiefly that audience that will read it for style and nuance.

Lee, Mildred. Honor Sands. Lothrop, 1966. 255p. Trade ed. \$3.75; Library ed. \$3.52 net.

R
6-9

This is a book as honest as was the author's The Rock and the Willow, but it hasn't the same strength—or the same harshness. Honor is a freshman in high school, a pleasant girl with a pleasant, ordinary family; but even girls with sense and stability have problems when they're thirteen. Honor has a crush on one of her teachers; she is impatient with her mother; she is really most troubled by the evidence of a burgeoning affection between her father and her aunt. Her suspicions are not justified, since all of the remarks (misinterpreted by Honor) have been advice about Aunt Catherine's love affair with a man she subsequently marries. The writing has ease and vitality; the characters and relationships are drawn with conviction and in some depth.

Lenski, Lois. High-Rise Secret; written and illus. by Lois Lenski. Lippincott, 1966. 152p. Trade ed. \$3.50; Library ed. \$3.39 net.

Ad
3-4

A rather rambling but realistic story set in a high-rise housing project. The five Murphys find that their neighbors run the gamut from generous friendliness to hostility, that the space and light are fine, but the noise and the lack of community feeling are depressing. Peggy Murphy hides a cat in the apartment, to Daddy's annoyance; Pete steals fruit, to Mom's dismay. When some of the women try to clean up the area, they are shot at by teen age snipers. The project then gets some bad publicity and some much-needed improvements, in a closing that is believable but abrupt. The style is simple, the print large, the story line uncohesive; the book is fairly interesting despite these weaknesses, since the setting is one that is familiar to increasing numbers of children.

Little, Jean. Spring Begins in March; illus. by Lewis Parker. Little, 1966. 156p. \$3.95.

R
5-7

A sequel to Mine for Keeps, in which Sally Copeland comes home to her family after some years at a school for handicapped children. Here the protagonist is Sally's younger sister Meg; Meg has been a sunny, careless child, but is beginning to rebel. Along comes a scapegoat: Grandma. Because of a change in her home situation, Grandma comes to live with the Copelands, and she is resented by Meg both because she is another authoritative adult and because she keeps Meg from having her

own room. Careless and disorganized, Meg is threatened with failure in school. Helped by Sally, Meg begins to feel more secure, even to admit her affection for Grandma. A nicely balanced book, with good characterizations, believable motivations and interactions, and a realistic plot with familiar situations. An excellent family story.

Lovelace, Maud (Hart). The Valentine Box; illus. by Ingrid Fetz. T. Y. Crowell, 1966. 22p. \$3.50.

R
3-5 Janice had just moved from the city to a home in the suburbs, so she was sure she wouldn't get any valentines in the fifth grade valentine box. Shy and quiet, Janice didn't make friends easily; she went to school feeling very depressed. On the way, she met a classmate who had dropped her envelopes; Janice helped Margaret chase them through the wind and snow, and the two girls had so much fun that they felt old friends by the time they got to school. Believably, Janice gets only three valentines, but she enjoys the party and she has made a friend. This is a simply written story, the attractive illustrations showing that Janice is the only Negro child in the classroom; the book has a nice balance of home and school scenes, good big type, and the right length of economical story line for the level of the audience.

Low, Alice. Kallie's Corner; drawings by David Stone Martin. Pantheon Books, 1966. 246p. \$3.95.

R
5-9 Jane is in seventh grade at a private school on the upper east side of New York; she is overprotected, carefully nurtured, and completely conventional. Jane's clique is hostile to Kallie, an odd new girl whose father is an archeologist and lives in Greenwich Village. At first Jane's overtures to Kallie are calculated and wary, but she becomes more and more drawn to the freedom and creativity in Kallie's life, and more and more aware that she herself has been a sheep. As Jane struggles for a balance of power with her old group and establishes an independence she has never had at home, she finds new powers of perception and a clearer perspective about herself. Jane's heavy concentration of time and energy in planning an elaborate party for Kallie seems a bit out of proportion, but not unbelievable. The characters really come alive; the writing style is smooth and lively.

McLean, Allan Campbell. A Sound of Trumpets. Harcourt, 1966. 192p. \$3.25.

R
6-10 A stirring sequel to Ribbon of Fire, this novel continues the story of Alasdair Stewart and the struggle of the Skye crofters to hold their land against the depredations of the Factor. Set in 1885, the book gives a forceful and vivid picture of an oppressed people. Alasdair's partisan activities, in the group led by Lachlann Ban, result in his departure for America.

Mantle, Winifred. The Penderel Puzzle. Holt, 1966. 224p. Trade ed. \$3.95; Library ed. \$3.59 net.

M
5-7 The three Penderel children are visiting their grandmother in Shropshire when they learn that their father has bought an old house. The three decide to go off and camp in the house until their parents return; they leave a note for their grandmother. The house proves uninhabitable, but they are taken in by some neighbors after telephoning Granny. The

Penderel children become involved in protecting the life of a small Thai princess who is staying with the hospitable neighbors, and they have a series of adventures when they run off with little Lek; the children are not aware (as the reader is) that their parents are missing, a fact that is known to all the worried adults. The plot seems elaborate and labored; dialogue and characterization are good.

Means, Florence (Crannell). Us Maltbys. Houghton, 1966. 250p. \$3.25.

R
6-9
Mary Jane Maltby and her younger sister, Sylvia, are stunned by the news that their parents have decided to take in foster children. Not only that, but five teen age girls with problems! First Bobbi, tough and cynical, then two sisters whose mother is in a mental hospital and whose father is an alcoholic; the last two are Spanish-American sisters. The family adjusts to their new members slowly; the newcomers adjust even more slowly. One of the problems is the town's prejudice against Prudencia and Letitia. There is a town rule that no Negro may stay over night, and Mrs. Maltby decides to test this rule, too; she has become enamored of a deserted baby boy who is Negro. With family agreement, tiny Jamie is taken in; the Maltbys give a party, hoping that Jamie will charm people into acceptance, and that's just what happens. The ending is a wee bit pat, but the characterizations, the relationships of the characters and the shifts in those relationships, are excellent. Mrs. Maltby, an effusive woman given to cute speech ("a mell of a hess" or "One sell woop") is particularly well-conceived, since her gay, childish, affectionate and energetic personality is one that provides good motivation for her actions.

Ness, Evaline. Sam, Bangs & Moonshine; written and illus. by Evaline Ness. Holt, 1966. 48p. Trade ed. \$3.95; Library ed. \$3.59 net.

R
K-2
Sam (Samantha) is a small, mendacious girl and Bangs is her cat, who talks to her; moonshine is the word for all of the fibs Sam tells herself. When Sam's moonshine almost causes a tragedy, she learns for herself the danger of lying. Thomas, a very small, solemn child who firmly believes Sam's lies, is sent off to a rock where he is exposed to tide and storm; patiently waiting to see the mermaid there, he is rescued by Sam's father. The three-color illustrations have a felicitous combination of realistic approach and some stylized details.

Nicholson, Joyce. A Mortar-Board for Priscilla. Ginn, 1966. 121p. \$2.95.

R
7-9
First published in 1963 for the Children's Library Guild of Australia, a junior novel set in Melbourne at the turn of the century. Despite the often heavy-handed incorporation of period details (the horseless carriage, the phonograph with a horn, the tandem bicycle, and so on) the book gives a very convincing picture of the life of a wealthy mercantile family ruled by an opinionated father. Father resists progress, and his liveliest opponent is his daughter, Prissy; just as shrewd and stubborn as her father is, Prissy is determined to continue her schooling and to become a doctor. The ending is realistic: having saved her money for years (with a certain amount of sibling collusion) Prissy offers to go it alone, and her father grudgingly capitulates to the changing times. Although the setting is Australia, the story reflects the upper middle class patterns of the Victorian years in much of the western world.

Noble, Iris. Labor's Advocate; Eugene V. Debs. Messner, 1966. 192p. Trade ed. \$3.25; Library ed. \$3.19 net.

Ad 6-9 A biography that gives a good deal of information about the early days of union activity as well as about Debs; although the integrity and dedication of Eugene Debs are indisputable, they are not enhanced by the eulogistic tenor of the writing. An index is appended.

North, Joan. The Cloud Forest. Farrar, 1966. 180p. \$3.25.

R 7-10 Although the protagonist in this fanciful suspense story is a boy of twelve, the sophistication of the vocabulary and the nuances of writing style indicate an appeal for a somewhat older audience. First published in England, this is the tale of Andrew, who lives with his adoptive mother, a teacher, at a girls' boarding school although he attends a school in town. Andrew gets no love from Miss Badger, and he cannot understand why she adopted him. Andrew and his friend Ronnie find a ring that has magical properties; from the ring the shy, quiet boy draws courage, and dreams of the cloudy white forest where he comes into his own. Few readers will be surprised to find that Andrew is the heir to the local great estate, defrauded of his inheritance by a scheming relative. Despite the melodrama and the element of evil enchantment, the book has vitality because of the writing style, which is good; the dialogue, which is very good; and the characterization, which is masterful.

Parker, Richard. New in the Neighborhood. Duell, 1966. 185p. \$3.95.

Ad 6-9 First published in England, the story of a London family that moves to a village and meets with little but hostility and harassment. Fourteen-year-old Randal is the butt of teasing and malicious treatment by the town bully and his gang; Randal's parents make no friends except for a few people who have also just moved in. The one boy who is liked by everybody is Badger; Badger is a nature lover, kind and wise. When he is hurt in a skirmish between factions, all the children and adults seem to come to their senses and act like neighbors. The story is less convincing than are most of Mr. Parker's books; Badger is too good to be true, and the village gang seems too nasty to be true. The ending is too pat and happens too quickly, but the story has value because of the insight into relationships, the author's true ear for dialogue, and the easy writing style.

Parker, Richard. Second-hand Family; illus. by Gareth Floyd. Bobbs-Merrill, 1966. 114p. \$3.50.

R 6-9 The story of a twelve-year-old British orphan who comes to live with a foster family in which only the gentle father seems sympathetic. Mrs. Maxwell is impulsive and hot-headed; Linda, who is the same age as Giles, is hostile; and Martin is a long-haired guitar player who dislikes sharing his bed with Giles and taunts him for doing his schoolwork. Giles is impressed by Martin's band and arranges a performance at school; due in part to this and in part to Mr. Maxwell's illness, some affection and understanding begin to link Giles and his foster family. The story ends with the Maxwells' decision to adopt Giles. The setting and the characters are real and not glossed over with niceties: a sort of young people's John Braine milieu.

Phelan, Mary Kay. Mr. Lincoln Speaks at Gettysburg. Norton, 1966. 143p. illus. Trade ed. \$3.50; Library ed. \$3.28 net.

Ad 5-7 An extensively detailed book about the drafting, writing, and delivering of the Gettysburg address, with a considerable amount of material about the occasion itself, the other participants, the newspaper coverage, the press reaction to Lincoln's brief speech, et cetera. The photographic illustrations are interesting, especially those of the five manuscript versions. The book closes with a section in which short parts of the address (a sentence or two) are analyzed by the author, a cumbersome device that seems unnecessary. The writing style is adequate, with here and there a note of banality. A bibliography and an index are appended.

Reeves, James. The Strange Light; illus. by J. C. Kocsis. Rand McNally, 1966. 152p. \$3.50.

Ad 4-6 A fanciful story about the land where book characters live. The land is discovered by Christina when she slips through her uncle's hedge and meets a strange girl named Wistaria. The two become friends, and Christina is surprised, one day, to see a violet light shining out of Wistaria's face; she learns that this happens when a character is "called"—thought of by an author. The whole complicated concept of the land of people waiting anxiously to become part of a book is done with a deft, light touch.

Ripley, Elizabeth (Blake). Rodin; A Biography. Lippincott, 1966. 72p. illus. Trade ed. \$3.75; Library ed. \$3.39 net.

R 6-9 Another excellent book in Mrs. Ripley's series of biographies of great artists; each page of text is faced by a photographic reproduction, in black and white, of Rodin's work—almost all of it sculpture. Dissuaded from getting artistic education by his father, the young Rodin worked at several jobs while he yearned to become an artist; eventually he found tuition that did not depend on parental support and became a sculptor, although for many years his ability was unrecognized. The writing style is casual but dignified, with a good balance of information about the work of Rodin and about his personal life. A bibliography and an index are appended.

Roth, Arnold. Pick a Peck of Puzzles. Norton, 1966. 76p. illus. Trade ed. \$3.50; Library ed. \$3.28 net.

R 3-5 A good book for the puzzle fan, liberally illustrated with humorous drawings in addition to the pictured puzzles. The selections are varied: riddles and rebuses, pictures with hidden clues, puzzles that play with words or numbers, and some odd bits and pieces such as lists of foreign words, tongue-twisters, and optical illusions. Some of the answers to puzzles are given at the back of the book; in some cases the answers are on the same page as the puzzles.

Schlein, Miriam. Billy the Littlest One; pictures by Lucy Hawkinson. Whitman, 1966. 30p. Trade ed. \$2.75; Library ed. \$2.06 net.

Ad 3-5 yrs. A read-aloud book illustrated with modestly pleasant pictures, some in color and some in black and white. Small Billy discusses his problems: he is always the first to go to bed but, on the other hand, he is always the first up. As the littlest, he can't go anywhere alone, but all his be-

longings are just the right size. Somebody littler will come along some day, and then he won't be the littlest one. A moderately successful tackling of the problem of size; it is hard to assure the child that it is fun to be little and, at the same time, to encourage him to remember that he won't always be the littlest—implying that it is a bit better to be bigger.

Selvin, David F. Eugene Debs; Rebel, Labor Leader, Prophet. Lothrop, 1966. 192p. illus. \$3.75.

Ad
6-9 A biography of Debs that is less eulogistic, less personal, and less fictionalized than is Noble's Labor's Advocate, also reviewed in this issue. Mr. Selvin is more objective, but he is also very dry; he does full justice to the zeal, integrity, compassion, and intelligence of Eugene Debs, but he never makes him come alive. Illustrated with photographs. A note suggesting further readings is appended, as is an index.

Shecter, Ben. Partouche Plants a Seed. Harper, 1966. 32p. illus. Trade ed. \$2.50; Library ed. \$2.57 net.

Ad
3-5
yrs. A read-aloud book for the very young, attractively illustrated. The slight text is simply written, rather flat in style, and lacking in humor save for the bland humor inherent in the situation. The situation is: Partouche, a French pig, plants a seed he finds; the plant, nurtured tenderly, proves to be corn and it shoots up in the middle of the railroad yard-master's geraniums. Partouche transplants the corn several times before he takes the repeated advice of his friend, the mouse; then he plants it in a garden. Then Partouche and his friend and the woman who owns the garden have a picnic and eat Partouche's corn. Innocuous text, weak ending, nice illustrations.

Simon, Norma. Hanukkah; illus. by Symeon Shimin. T. Y. Crowell, 1966. 34p. \$2.95.

R
2-4 A description of the historical background for, and the celebration of, the Jewish holiday of Hannukah, the Festival of Lights. The victorious battle of the Maccabees for religious freedom took place over two thousand years ago; as with most major religious holidays, Hannukah has come to incorporate ceremonial observances, traditional foods, and a happy ritual of games and customs.

Smucker, Barbara C. Wigwam in the City; woodcuts by Gil Miret. Dutton, 1966. 154p. \$3.75.

Ad
5-6 Susan Bearfoot dreads the thought of leaving the Chippewa Reservation and moving to Chicago; when she goes to school she is put into fourth grade although she is eleven. Her older brother has run away; the children in her school are cruel and hostile; the family has to make innumerable painful adjustments to an urban culture. Susan finds her brother hiding in Lincoln Park (a most contrived episode) and then she gets lost; she is sent by a policeman to the American Indian Center. With the help she receives there, and with encouragement from a loved uncle, Susan begins to feel at home in the city. The writing style is fairly pedestrian, and the instant hostility of her peers seems exaggerated, but Susan's story is important because there is such a paucity of material about the problems of the American Indian in a metropolis.

Trez, Denise. Rabbit Country; story and pictures by Denise and Alain Trez. Viking, 1966. 32p. \$2.50.

Ad 3-5 yrs. A read aloud story, slight but amiably nonsensical; the lively illustrations in black, white and red are repetitive but are also amiably nonsensical. In the country where happy rabbits lived and played, all were equal; one day the rabbits found a crown, so they chose a king. The crown gave the king headaches and his surliness led to problems for the other rabbits. When a bird flew off with the crown, nobody could tell which rabbit had been king because they all looked alike again; the ex-king said nothing, because he didn't want any more headaches. So everybody was happy. The message is there, but the possibility of its being received by the preschool listener is moot.

Turner, Philip. Colonel Sheperton's Clock; illus. by Philip Gough. World, 1966. 190p. Trade ed. \$3.75; Library ed. \$3.61 net.

R 6-9 First published in England in 1964, a delightful book about the small adventures of three friends who stumble on an interesting mystery while prowling about an old abbey in the north of England. Peter, David, and Arthur find a clue in an old newspaper clipping; they go on to unravel (believably) other clues that reveal the fact that a local resident, Colonel Sheperton, had been a secret agent and a hero in the first World War. The plot is admirably constructed, but the charm of the book lies chiefly in the deft humor of dialogue and the endearingly distinctive characterization.

Udry, Janice May. What Mary Jo Shared; pictures by Eleanor Mill. Whitman, 1966. 27p. Trade ed. \$2.95; Library ed. \$2.21 net.

Ad K-2 A pleasant read-aloud story about a very shy child who couldn't bring herself to participate in sharing, the word "sharing" here being used to mean what is often called "show and tell." Mary Jo (she's Negro, but this is now, happily, old-hat in children's books and hardly worth mentioning) really wants to talk, but is whelmed with timidity; she finally invites her father to visit school and this is what she shares. The idea of contributing a parent to show-and-tell has been used before (Martin's Show and Tell, Putnam, 1962) but the treatment is quite different; the older book was humorous and this one is not—in fact, the development of Mary Jo's story produces both a picture of familial affection and a clear picture of a non-stereotyped middle class father. It is, however, rather belabored in the closing pages.

Vipont, Elfrida. Weaver of Dreams; The Girlhood of Charlotte Brontë. Walck, 1966. 182p. \$3.75.

Ad 6-9 A good biography of Charlotte Bronte, the family chronicle being briefly given through the adult years of the Brontës in an author's epilogue. Although the book has some instances of fairly florid writing and an occasional overdose of imaginary conversation, it does give a quite absorbing and dramatic picture of the isolated family, of the intensity of sibling relationships, and of the tragic aura about the household. A list of books suggested for further reading is appended.

Walden, Amelia Elizabeth. In Search of Ophelia. McGraw-Hill, 1966. 251p. \$3.95.

Ad
7-9

A sequel to the author's three previous books about the theatrical career of Miranda Welch, the young actress whose preference for Shakespearean roles is due, at least in part, to the scholarly father who taught her to appreciate the writer. Between engagements, Miranda is working in a television station when she becomes understudy for women's roles in Hamlet, the tragedy being put on by a young British director who has a fresh approach. When Miranda inherits the part of Ophelia, she is stiff and uncomfortable in the role; a scolding from her old beau, Frank, makes her see both herself and the character of Ophelia more clearly, and she changes her interpretation with great success. Despite the patterned plot and undistinguished style of writing, the book has merit in the authenticity of theatrical background, and to some extent in the characterization. As characters in the story, Miranda and her coterie are a little wooden, but those characters (including the protagonist) who are actors are almost invariably revealed with precision and clarity as far as their motivations and goals as actors are concerned.

Waller, Leslie. The American West; illus. by Ed Emberley. Holt, 1966. 43p. (A Book to Begin On) Trade ed. \$2.75; Library ed. \$2.78 net.

Ad
2-3

A brief, continuous text skims over the westward movement, the fate of the American Indian, the coming of the railroad, the Gold Rush, and most of the familiar, romanticized Old West figures, such as the cowboy and the bad man. Both the amount of information and the format are appropriate for the age of the intended audience, but the total effect is Capsule History with an accompaniment of small facts that sometimes seem out of balance. The illustrations are lively and are filled with interesting and informative details.

Werner, Vivian. Timmie in London; illus. by Elise Piquet. Doubleday, 1966. 128p. \$3.25.

R
3-5

A good book about an American child's visit to London, the chronicle of sights and customs, language differences, and history contained in a modest fictional framework. Timmie and his parents see most of the famous buildings and relics of London; they visit museums and historic sites with indefatigable zest. The many detailed illustrations and the simple, lively text combine to give a surprisingly successful travelogue for the young reader.

Wersba, Barbara. Do Tigers Ever Bite Kings? illus. by Mario Rivoli. Atheneum, 1966. 32p. Trade ed. \$3.50; Library ed. \$3.41 net.

Ad
K-3

A picture book with rhyming text and a story that has elements of humor, sophistication, and nonsense; the illustrations (some pages in black and white, some in dulled colors) are ornately stylized and quite distracting. Although the rhyme is occasionally faulty ("eyes" and "disguised," "declaim" and "brain") it has appeal for the read-aloud audience, as do the rhythm and repetition of the verses. When his minions suggest to the gentle King that one way to amuse his bored virago of a wife is a tiger hunt, the King is apprehensive. Do tigers ever bite Kings? In this case, the King and the tiger discover they are both peaceful creatures, and they make a pact: the tiger pretends to have been killed and the King is lauded by the entire court.

Reading for Teachers

- Arbuthnot, May Hill. "Developing Life Values Through Reading." Elementary English, January, 1966.
- Diack, Hunter. The Teaching of Reading: In Spite of the Alphabet. Philosophical Library, 1965. 192p. \$4.75. 15 E. 40th St., New York, N. Y. 10016.
- Fitzgerald, James and Fitzgerald, Patricia. Teaching Reading and the Language Arts. Bruce, 1965. 488p. \$6.50.
- Goodman, Kenneth. "Dialect Barriers to Reading Comprehension." Elementary English, December, 1965.
- Heilman, Arthur. "Developing Reading Tastes in the Secondary School." High School Journal, April, 1966.
- Hipple, Ted. "Through Literature to Freedom." English Journal, February, 1966. An article on using books to combat prejudice against Negroes.
- McCallister, Carlyne. "Teacher Contacts with Library Important." Education, March, 1966.
- Marni, Alma. "Developing an Interest in Reading." Reading Improvement, Winter, 1965.
- National Education Association. The Elementary School Library. 1966. Unpaged. 20 copies, \$1. Instructional Service, Dept. of Elementary-Kindergarten-Nursery Education.
- Rexinger, Lena. "Books Add Richness to Living." Peabody Journal of Education, January, 1965.
- Singleton, Carlton. "The First-Grade Reading Study." Childhood Education, February, 1966.
- Strang, Ruth. "The Role of the Junior High School in the Teaching of Reading." The High School Journal, December, 1966.
- Weatch, Jeannette. Reading in the Elementary School. Ronald Press, 1966. 536p. \$7.00.
- Witty, Paul, and others. The Teaching of Reading: A Developmental Process. Heath, 1966. 436p. \$7.20.

