



LIBRARY OF CONGRESS MAGAZINE
SEPTEMBER/OCTOBER 2018

INSIDE

Revealed: Young Lives
Of Historical Figures
Inquiring Minds: Kids'
Questions for Librarians

PLUS

- ▶ Not Your Average Bear
- ▶ An Old School Education
- ▶ The Original Cowardly Lion

A
LIBRARY
FOR
KIDS





Children's books fill the shelves in the Young Readers Center in the Library's Jefferson Building. *Shawn Miller*



LIBRARY OF CONGRESS MAGAZINE

Library of Congress Magazine
Vol. 7 No. 5: September/October 2018

MISSION OF THE LIBRARY OF CONGRESS

The Library's central mission is to provide Congress, the federal government and the American people with a rich, diverse and enduring source of knowledge that can be relied upon to inform, inspire and engage them, and support their intellectual and creative endeavors.

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In This Issue

SEPTEMBER/OCTOBER 2018

FEATURES

- 10 Any Questions?**
The Library gets hundreds of thousands of reference questions each year—including from children with inquiring minds.
- 12 A Library for Kids**
Young people find all kinds of ways to connect with the Library of Congress, its collections and its programs.
- 18 Great Figures, as Kids**
Library collections reveal the young lives of men and women who helped shape the course of history.



5 Smokey, the cub



12 Kids at work



18 Gladys Knight

DEPARTMENTS

- | | | | |
|---|---------------------------|----|-----------------------|
| 2 | Technology at the Library | 17 | Experts' Corner |
| 3 | Online Offerings | 22 | My Job at the Library |
| 4 | Curator's Picks | 23 | Favorite Places |
| 5 | First Drafts | 24 | Around the Library |
| 6 | How Do I? | 25 | News Briefs |
| 7 | Books That Shaped Us | 26 | Shop the Library |
| 8 | Page from the Past | 27 | Support the Library |
| 9 | For You | 28 | Last Word |

ON THE COVER: A boy looks over book titles in the Young Readers Center. *Shawn Miller*

EDITOR'S NOTE

The Library of Congress Magazine will not publish in November and December. We'll be back in January with an exciting new look. See you in the new year!

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BOOKS FOR THE BLIND

A LIBRARY SERVICE PROVIDES READING MATERIAL FOR YOUNG PEOPLE IN VARIOUS BRAILLE FORMATS.



A student works on a braille typewriter during a Braille Challenge event at NLS' Ohio network library. *Chris Mundy*

For nearly 70 years, the National Library Service for the Blind and Physically Handicapped (NLS) has offered resources and opportunities to young readers. “Braille is the true literacy medium for people who are blind,” NLS Director Karen Keninger says. “And for children who are blind, braille literacy is the key to education and employment.”

As with the overall collection, most of NLS' children's books are recorded, but each year about 100 preschool to young adult titles are added in braille and another 25 in print/braille—a format in which braille transcriptions of text are interleaved with a book's original print pages and illustrations.

The NLS collection includes braille versions of classics such as “Charlotte's Web” and “A Wrinkle in Time,” as well as popular modern series such as Lemony Snicket's A Series of Unfortunate Events books and J.K. Rowling's Harry Potter series. Recent children's books added to the collection in braille include award-winning titles such as David Barclay Moore's “The Stars

Beneath Our Feet”; Erin Entrada Kelly's “Hello, Universe”; and, in print/braille, Javaka Steptoe's “Radiant Child: The Story of Young Artist Jean-Michel Basquiat.” The braille collection also includes magazines for young readers, such as Spider: The Magazine for Children and Muse.

Many braille books and magazines also are available in ebraille (electronic braille) on the NLS Braille and Audio Reading Download (BARD) website.

Among the many offerings of the NLS Music Section—which has the world's largest collection of braille musical instructional and appreciation materials—are some popular piano methods and “How to Read Braille Music.”

NLS also provides educational materials to schools to raise awareness of braille. Cards showing the braille alphabet are especially popular. “Teachers call and ask for them—we mail them out all the time,” Reference Section head Meredith Beckhardt says. NLS offers fact sheets on braille, a compendium of providers of special-format materials and “Fun with Braille” activities for sighted children. Schools may borrow NLS braille and audiobooks and playback equipment for use by eligible students; visit the NLS website and select “Apply for NLS Service” for more details on institutional enrollments.

An NLS reference guide titled “Braille Literacy: Resources for Learning and Reading” points parents and teachers toward books, toys, games and activities to help children from toddlers through teens learn and practice braille. The NLS website also has bibliographies of Newbery Medal and Honors books and mysteries for young readers, plus a simplified form to use in searching the catalog for children's books.

► MORE INFORMATION

National Library Service for the Blind and Physically Handicapped
loc.gov/nls

HISTORY, IN YOUR HANDS

THE LIBRARY'S STUDENT DISCOVERY SETS MAKE PRIMARY SOURCES EASILY AVAILABLE TO STUDENTS.

Have you ever held history in your hands?

Flipped through the diaries of George Washington? Double-checked young Abraham Lincoln's math homework? Peered into the workshop where the Statue of Liberty was built? Listened to tales of the heroes of the civil rights movement?

Today, kids can touch, zoom in on, draw on and analyze some of the Library of Congress' most valuable treasures using interactive ebooks for iPads.

The Library's Student Discovery Sets bring together historical artifacts on a wide range of topics, from the drafting of the U.S. Constitution to the charting of the cosmos, from women's battle for the right to vote to African-American struggles against segregation.

The objects in the sets are primary sources—items created by eyewitnesses to history. From Galileo's drawings of the moon to Zora Neale Hurston's plays to Thomas Edison's films, these maps, songs, posters, pieces of sheet music and iconic images immerse students in history, culture and science and give them the power to explore.

Interactive tools let students zoom in close, highlight interesting details, add their own notes and share their discoveries with a friend or teacher.

A teacher's guide for each set—with background information, teaching ideas and additional resources—is also available on the Library's website for teachers.

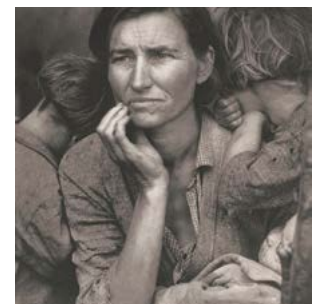
—Stephen Wesson

MORE INFORMATION

Student Discovery Sets
go.usa.gov/xQhEC

Primary Source Sets
go.usa.gov/xQhEg

Resources for Teachers
loc.gov/teachers



Student Discovery Sets use primary sources from Library collections to explore topics such as (from top) children's lives at the turn of the 20th century, the Dust Bowl, women's suffrage, the Harlem Renaissance and, at left, the making of the Constitution. *Prints and Photographs Division, Geography and Map Division*

OLD SCHOOL TOOLS

LIBRARIAN JACKIE COLEBURN CHOOSES HER FAVORITE HISTORICAL EDUCATIONAL ITEMS FROM LIBRARY OF CONGRESS COLLECTIONS.



All items Rare Book and Special Collections Division

1. 'TRUANT BUNNY'

Is there a punishment at your school for skipping class? In the late 19th century, McLoughlin Brothers, the largest publisher of picture books at the time, printed this colorful, small, tongue-in-cheek story about what happened to a young rabbit who skipped school. Bunny was lured away from his studies by foxes, accompanied them as they raided a chicken coop, was apprehended, and in the end was hanged for his offense.

2. OFFICE BOY

Some of our most lasting cultural lessons are taught not in classrooms but are disguised as play. In the board game Office Boy, published by Parker Brothers in 1889, we can see a young man's road to success paved with hard work and personal integrity. As the player moves around the board and lands on "cheerfulness" and avoids "laziness," he can be first to the center of the game, having achieved financial and social success as "head of the firm."

3. MARMADUKE MULTIPLY

Rhyming is an effective memory technique that has been used in classrooms for centuries. In this 1862 edition of Marmaduke Multiply, amusing rhymes and illustrations help young readers remember their multiplication tables. One favorite is on page 24 with an illustration of a girl gazing at her reflection: 3 times 10 are 30, my face is very dirty.

4. NEW ENGLAND PRIMER

Long before there were iPads or even crayons in American schools and homes, there was the New England Primer. Colonial-era children learned their ABCs with these elementary and often crudely printed little books. In its hundreds of editions, the primer's tiny illustrations often depict Biblical scenes, teaching children the alphabet, basic vocabulary and Christian concepts at the same time.

5. DENSLOW'S 'HUMPTY DUMPTY'

In W.W. Denslow's illustrated book, we meet the son of the original Humpty Dumpty. He is a fragile young egg worried about meeting the same fate as his father, who fell off a wall and got smashed to bits. A wise hen advises the young egg to go to the farmer's wife and ask to be boiled in a pot. He emerges from the pot as a hard-boiled egg and is tough and hardy and able to live a life full of carefree fun and adventure.

NOT YOUR AVERAGE BEAR

For more than 70 years, Smokey has been on a mission, bearing a message: Only you can prevent forest fires.

Since 1944, the furry bear mascot in a ranger hat has been at the center of a public-service campaign to educate the public about the dangers of wildfires—the longest-running such campaign in U.S. history.

A Library collection documents much of the character's history.

Albert Staehle and the Ad Council created the Smokey Bear campaign, and artist Rudy Wendelin, who joined the U.S. Forest Service in the early 1930s, helped launch it.

Wendelin illustrated Smokey in hundreds of promotional pieces that encouraged forest fire prevention and conservation of natural resources. The Library's collection consists of 46 primary sketches and drafts by Wendelin (left) showing the process by which a bear cub is transformed into a human-like figure in blue jeans and a ranger hat.

The archive includes prototypes and correspondence as well as a manuscript for an unpublished children's book, "A Walk in the Wood with Smokey."

Smokey eventually became a living symbol of fire prevention, too.

In 1950, a 3-month-old black bear cub got caught in a fire that burned 17,000 acres of Lincoln National Forest in New Mexico. The cub climbed a tree to escape the blaze, but suffered burned paws and hind legs before crews rescued him.

The rescue made the cub—nicknamed "Hotfoot Teddy"—a national celebrity. Nursed back to health and renamed Smokey after the fire-prevention mascot, the cub was taken to the National Zoo in D.C., where he lived for 26 years.

The collection documents that, too: The archive includes a photo of baby Smokey being flown by ranger Ray Bell from Santa Fe to the National Zoo.



Rare Book and Special Collections Division



READ A POEM

U.S. Poet Laureate Tracy K. Smith talks with students at the Santa Fe Indian School in New Mexico. *Shawn Miller*

Like a stranger in somebody else's home, I proceed gently with a new poem, taking things in rather than trying to bend them to my own habits, tastes or expectations.

Along the way, I take stock of what I notice.

What does the poem itself teach me about how to go about reading and responding to it? What information does the title contain? What kind of expectation does it establish? How does the first line of the poem go about responding to that expectation?

Is there any effect of the visual shape of the poem? How does the poem use white space, and how do I move through the lines of the poem as a result of how they are formatted?

In addition to following the sense of the sentence, I observe lines as individual units. Which lines seem to carry the most weight in the poem? Why?

Sometimes a poem's literal or linear meaning is less essential than the effect it produces. In addition to looking for what a poem is "saying," I try doing the following:

Listen to the music of the poem's language. How do the sounds of words create drama, meaning and tone?

Look at the images in the poem. From what kinds of contexts are they drawn? What do these images connote on their own and in conjunction with one another? What is the cumulative effect of the images in the poem?

Where does the transformation, turn or "discovery" take place in this poem? What changes as a result?

What does the poem cause me to notice or take new stock of? What questions does it raise?

I try to consider and feel all of the many things the poem has made me notice, and to let those things—the effects of the poem—mingle a while. I look at the title again to see how my experience of the poem affirms or changes my initial understanding of the title.

Then I read the whole poem again, a little less like a strange guest this time.

—Tracy K. Smith is the 52nd Poet Laureate Consultant in Poetry.

TOUCHING LIVES THROUGH LITERATURE

WRITING CONTESTS AT THE LIBRARY ALLOW YOUNG PEOPLE TO SHOW HOW BOOKS HAVE AFFECTED THEIR LIVES.

Books have the power to shape the lives of individuals, changing the ways they think and feel. Two Library of Congress writing contests give young people the opportunity to express how their favorite books have affected them.

The Letters About Literature national reading and writing contest asks students in grades four through 12 to read a book, poem or speech and write to the author (whether living or dead) about how the book changed their lives. Tens of thousands of students from across the country enter the contest each year.

Imagine sharing your thoughts with the author of your favorite book. If you could sit down with J.K. Rowling, Maya Angelou or F. Scott Fitzgerald, what would you say? Letters About Literature entries come from the heart, more like a private conversation with the author than a book report or fan letter.

Similarly, the A Book That Shaped Me summer writing contest encourages rising fifth and sixth graders to reflect on books that have deeply affected them. This contest asks students to choose one book—it can be fiction or nonfiction—and write a short essay about how it had a personal impact on their lives.

A Book That Shaped Me is administered through local library systems in Virginia, Maryland, Delaware, West Virginia, Pennsylvania and Washington, D.C.—nearly 300 libraries in all. The top winners are honored each September at the Library of Congress National Book Festival in the nation's capital.

The books students have chosen for the two contests through the years cover a vast range, from the Bible to “Barbie Doll,” “Maus” to “Mockingbird,” “The Great Gatsby” to “Does My Head Look Big in This?”

Research supports the link between reading and writing: Children who read write better; children who write read more. But these books, the contestants say, affect them in other ways too, changing how they see others, shaping how they live today and providing inspiration for what they hope to one day be. The Library's writing contests let you tell your own story about your favorite books.

► MORE INFORMATION

Letters About Literature
read.gov/letters/

A Book That Shaped Me
loc.gov/bookfest/kids-teachers/booksthatshape/



Letters About Literature participant Aleema Kelly reads her prize-winning letter at the National Book Festival.
 Donna Sokol

OVER THE RAINBOW, INTO THE LIBRARY

“The Wonderful Wizard of Oz” ranks as one of the greatest American books for children, and its evocative original artwork today is both cherished and exceedingly rare.



The phenomenally successful book, written by L. Frank Baum and published in 1900, soon inspired adaptations for the stage, silent film and, most famously, the iconic 1939 color film starring Judy Garland.

Baum’s book was illustrated by his friend William Wallace Denslow, with whom he collaborated on other books such as “Father Goose: His Book,” “By the Candelabra’s Glare” and “Dot and Tot of Merryland.”

The design of “The Wonderful Wizard of Oz” was lavish for the time, with several color plate illustrations (right), backgrounds in different colors and illustrations on many pages.

The Library holds, among other Oz-related items, a first edition of “The Wonderful Wizard of Oz” that’s available for reading online and this original pen-and-ink drawing (above) Denslow produced for the volume (it appears on page 105 of the book).

The image is a familiar one, depicting the Tin Woodsman and the Scarecrow saving the Cowardly Lion from the deadly poppy field with the help of the Queen of the Field Mice and her followers: “Soon they rolled the Lion out of the poppy bed into the green fields, where he could breathe the sweet, fresh air again, instead of the poisonous scent of flowers.”

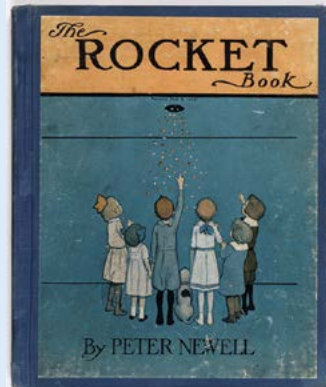
Today, Denslow’s original artwork brings readers back to the original presentation of the classic “Oz” story, long before multiple publications and motion pictures altered the original vision of Munchkins, wicked witches, flying monkeys and the Great Humbug.

► MORE INFORMATION

“The Wonderful Wizard of Oz” first edition
loc.gov/item/03032405/



Rare Book and Special Collections Division



for you AT THE LIBRARY

CLASSIC CHILDREN'S BOOKS ONLINE

The Library's online collections include select children's books from our past, offering both textual and visual delights for readers of all ages. The format allows readers to turn the pages of original volumes to explore bygone eras, time-honored tales and historical narratives.

Some of our favorites include:

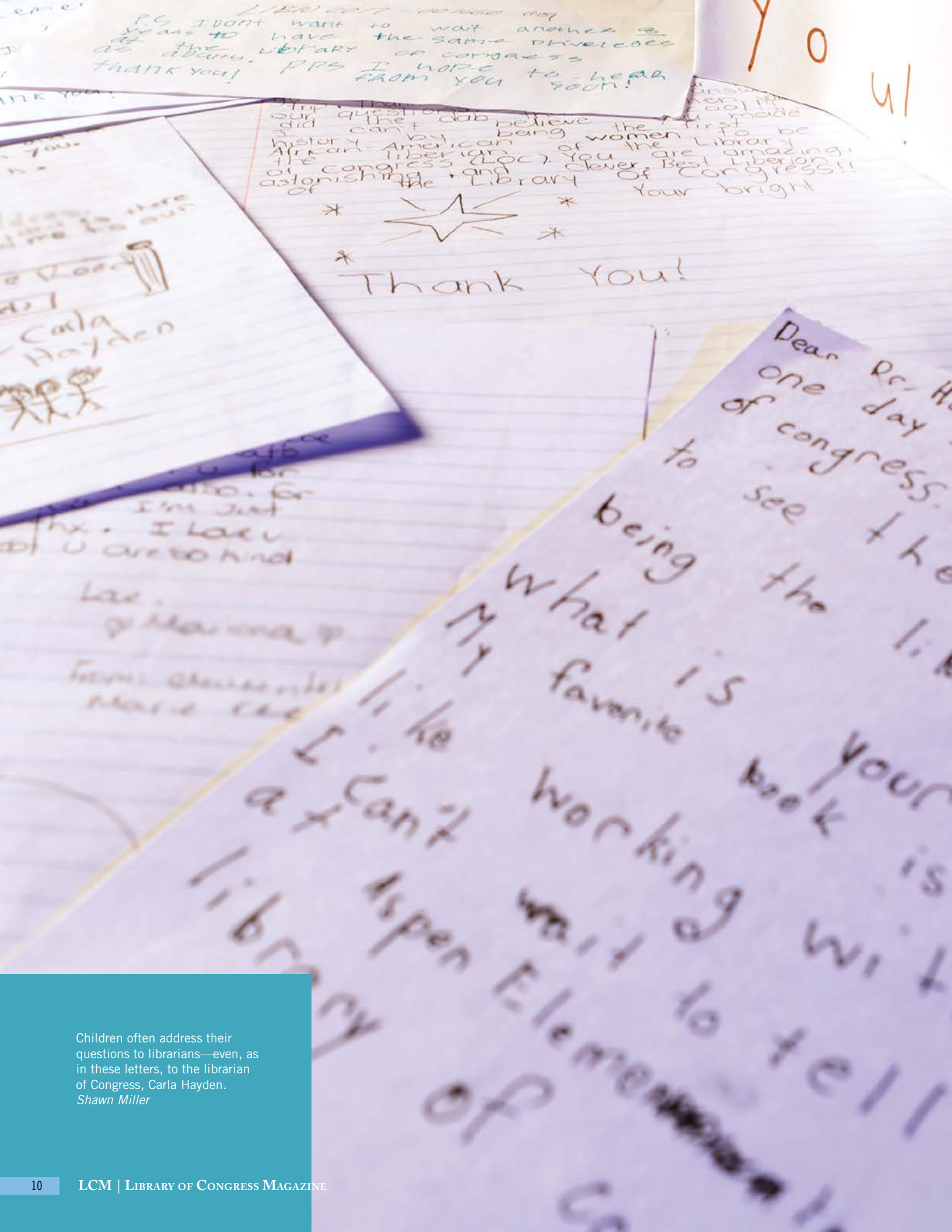
- "Gobolinks"—inkblots and short poems invite an art project and a writing game.
- "The Rocket Book"—traces the path of a rocket, lit by the janitor's son, from the basement up through 20 floors of apartments.
- "The Raven"—haunting art by Gustave Doré interprets scenes from Poe's beloved poem.

You may already know some of the stories from film or other adaptations, but you might find surprises in rare editions of "The Arabian Nights," "A Christmas Carol," "The Jungle Book" and "The Secret Garden."

—Cheryl Lederle



Classic Book Collection read.gov/books/
Young Readers Center read.gov/ylrc/



Children often address their questions to librarians—even, as in these letters, to the librarian of Congress, Carla Hayden.
Shawn Miller

Any Questions?

WHEN INQUIRING YOUNG MINDS WANT TO KNOW, THEY ASK A LIBRARIAN.

BY DANNA BELL

Why do pigeons bob their heads when they walk? Are children allowed in the Library of Congress? What is the smallest book at the Library? What is the favorite book of the librarian of Congress?

What do these questions have in common? They're all questions sent by kids to the Library of Congress.

The Library receives about 400,000 reference questions a year from people around the world, and it has a team of experts ready to respond quickly and accurately to users. The Library of Congress is for everyone, and kids are welcome to ask questions, just like adults do.

Some kids get in touch because they're looking for homework help. Some are getting ready for competitions like National History Day. Some are just following their own curiosity or searching for answers to a question inspired by a book, a movie or a conversation with their friends.

The Library's experts treat questions from kids the same way they treat questions from adults: They read each question very carefully and think about the best way to help. Then they respond as soon as they can—usually within a few days. They don't always provide the answer, but will often suggest books, websites and other resources to help kids find the answer for themselves.

Here are a few of our favorite questions from young scholars:

"I am studying Roberto Clemente. Do you know what he ate? Could you tell me what condiments he used to eat?"

"How many brothers and sisters did Pocahontas have?"

"Did Cesar Chavez have any pets? What did he like to do when he was a kid?"

"Do you have any books about homework and its effect on the human brain? I would like to be able to prove that homework is bad for you."

Some kids take their questions right to the top, to the person in charge of the Library of Congress, Librarian of Congress Carla Hayden. They've sent her handwritten letters wondering:

"Is it fun to be the librarian of Congress?"

"Did you always like libraries from the start?"

As with the adults who ask questions, the young scholars appreciate the help they get and often are eager to show it, with a hand-drawn thank you card, a note decorated with "balloons of love," feedback about a meeting with the librarian of Congress ("in addition, when you did the dab that was cool")—or even, perhaps, an invitation.

"I will stay in touch and write more letters to you," one young correspondent wrote to Hayden. "Do you like Indian food? My mom and dad make out of this world paneer and if you have the time, can you have dinner with us?"

The Library loves to get questions from kids—and from anyone! The easiest way to ask a question is to use Ask a Librarian on the Library's website. Of course, if 30 students all from the same class all send questions at the same time, chances are good that our reference librarians will reach out to the school's librarian and alert him or her so that he or she can work with the teacher to support the students' curiosity with local resources.

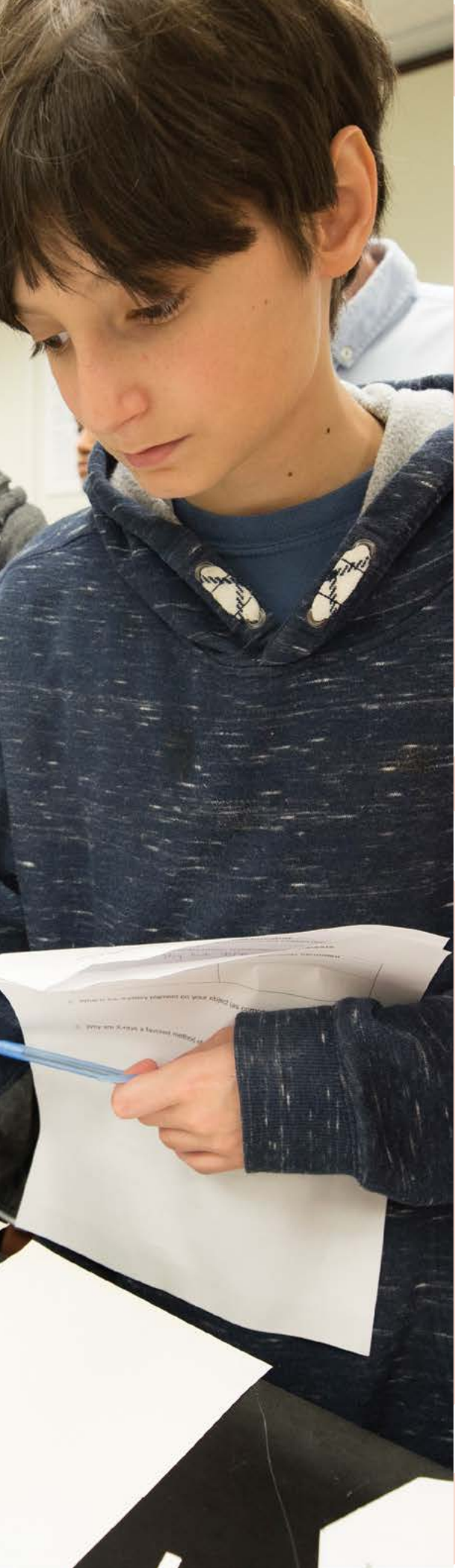
Are you wondering about the answers to the questions in the first paragraph?

1. Pigeons bob their heads because it helps them see. This question and its answer eventually ended up on the Science, Technology and Business Division's Everyday Mysteries website.
2. Yes, kids of all ages are welcome in the Library of Congress. And anyone over 16 is welcome to do research in our reading rooms.
3. Our smallest book, "Old King Cole," is about the size of the period at the end of this sentence.
4. Hayden's favorite book is "Bright April," by Marguerite De Angeli.

► MORE INFORMATION

Everyday Mysteries
loc.gov/rr/scitech/mysteries/pigeon.html





Students conduct hands-on experiments with preservation science staff at the Library. *Shawn Miller*

A LIBRARY FOR KIDS

**YOUNG MAKERS, DOERS,
WRITERS AND SCHOLARS
SHARE STORIES ABOUT
USING LIBRARY RESOURCES.**

BY LEE ANN POTTER AND STEPHEN WESSON

“**B**ut it is not a library merely for scholars already made. It is a library for scholars in the making.”

When Herbert Putnam, the eighth librarian of Congress, spoke these words in the fall of 1901, he could not have imagined all the ways young people would connect with the Library of Congress today—but he would likely be pleased.

Young scholars are writing, reading, playing, drawing, building, listening, watching, learning, performing, exploring and growing—almost anything you can think of—with the Library, its collections and its programs.

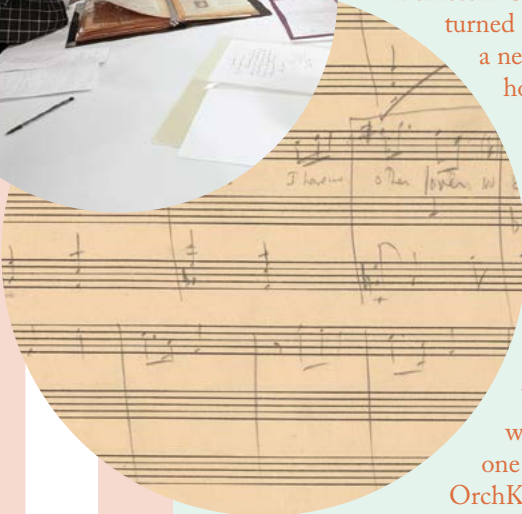
Sometimes these activities happen at the Library, and often they are enabled by the Library’s website and its vast online offerings.

Best of all, the young people and their teachers sometimes share their stories with us. Here are some of our favorites, reminding us that the Library is for everyone and that young scholars abound.

ORCHKIDS MEET THE MAESTRO



Young musicians from the Baltimore Symphony Orchestra's OrchKids program came to the Library this spring to explore treasures from the Music Division's massive Leonard Bernstein Collection—and turned the experience into a new composition in honor of the great composer, conductor and pianist.



OrchKids is a year-round program designed to nurture young musicians in Baltimore.

Founded in 2008 with 30 students at one elementary school, OrchKids now works with seven public schools, serving over 1,300 children from pre-K through 11th grade.

At the Library, the OrchKids studied

Bernstein music manuscripts and scores, holograph sketches, high school essays and report cards, summer camp photos and historic documents such as letters from former first lady Jackie Kennedy and civil rights icon Martin Luther King Jr.

Inspired by their firsthand encounter with material documenting Bernstein's personal and musical lives, the OrchKids created a new composition that paid him tribute on the centennial of his birth—one that included musical references to great Bernstein works such as "West Side Story."

In April, the OrchKids returned to the Library to perform for the public in the Coolidge Auditorium and the Great Hall of the Jefferson Building. They fielded a brass-and-bucket band, a string ensemble and a chamber orchestra. One of the pieces they played was their composition for Bernstein—the premiere of a tribute by young musicians to a 20th-century master.

► **The Leonard Bernstein Collection**
go.usa.gov/xU5F5

Members of OrchKids examine items from the Library's Leonard Bernstein Collection, including the original music manuscript for the classic song "Somewhere" from "West Side Story."
Shawn Miller, Music Division

Kindergarten students look over a copy of a map from the Library's collections.
Teresa St. Angelo

KIDS GET THE PICTURE

New Jersey kindergarteners Alexander Panensky, Hunter Hyatt and Tyler Hyatt get to explore pictures from the Library so often that they each have a favorite. Tyler loves a sketch of Teddy Roosevelt sitting with a bear. Hunter enjoys studying an image of Francis Scott Key at the siege of Fort McHenry. Alexander likes a picture of Benjamin Franklin and can show you the tiny white shape of Franklin's kite among the clouds.

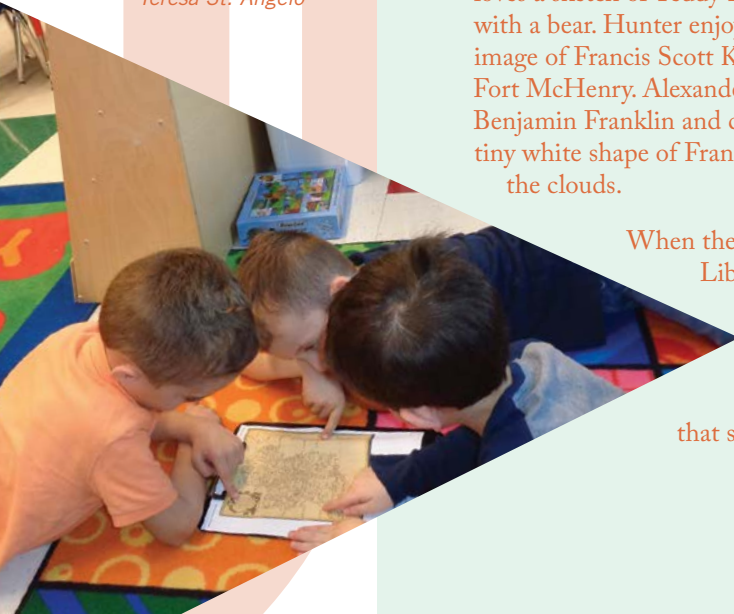
When their teacher, former Library of Congress teacher in residence

Teresa St. Angelo, announces that she has something

from the Library for them to see, everyone in class knows they're about to discover a new picture, song, map or story. They'll get to find strange and interesting details, ask questions and discover clues to learn more—and they might also march around the room to a song from long ago.

Alexander, Hunter and Tyler say the Library's treasures are "awesome, fun and sometimes even funny. By using primary sources from the Library of Congress, you can learn about grown-ups and what they did a long time ago and then talk about what they do now. You can see how things change. You can learn a lot and have fun."

► **Photo, Print and Drawing Collections**
go.usa.gov/xU5eC



RIDE INTO THE PAST

Jesse French, a first-grader in Greendale, Missouri, was curious about the streetcars that used to rumble down the streets near his home. The Library helped him travel back to an earlier era of transportation. He explored the Library's website to examine historic films and photos of streetcars in action and figured out how the cables and tracks helped the cars move. His research inspired him to build a streetcar of his own using pencil, paper, tape and string.

"I made a streetcar, and it was pretty huge," Jesse said. "I used the film and pictures to help me figure out how to make the lines

and cables and how the streetcar should look and how big it should be. I learned that a lot of people took streetcars a long time ago, and I also learned that it gets really crowded in the streetcar."

► **Streetcars in Library Photo Collections**
go.usa.gov/xU5e2

First-grader Jesse French with a streetcar he made using images from the Library's photo collections. *Tom Bober*



A 'MOTHER' LODE OF HISTORY

Rhode Island middle school students Andrew Cavanagh and Phoebe White discovered both the Library and *Chronicling America* websites through their teachers during the 2016–17 school year.

They conducted research using both and "were shocked by the plethora of information and photographs" they found, impressed by the filtering tools on both sites that allowed them to narrow down search results and appreciative of the quality of the available photographs.

Their research ultimately led them to produce a documentary titled "Mother Jones: Taking a Stand with the Miners," a piece exploring the work and legacy of Mary Harris, a schoolteacher who became a prominent representative of organized labor, helped coordinate major strikes and co-founded the Industrial Workers of

the World. In 2017, their project won the *Chronicling America* special prize at the National History Day competition.

"The newspapers from *Chronicling America* were a vital component in proving our thesis statement and creating our documentary," Cavanagh and White said.

► **Chronicling America**
chroniclingamerica.loc.gov

► **"Mother Jones: Taking a Stand with the Miners"**
bit.ly/2KSsMhj

The work of activist Mary Harris inspired students to create their own documentary exploring her legacy. *Prints and Photographs Division*





Images like this one of segregated facilities inspired classroom discussion at a Minnesota school. *Prints and Photographs Division*

TALKING THROUGH TOUGH TOPICS

Inspired by photographs related to school integration in the 1950s and 1960s from the Library's Prints and Photographs Division that they looked at online, Minnesota teacher Kellie Friend's third-graders engaged in a class discussion about segregation history and integration in the United States today.

Supported by a Teaching with Primary Sources grant from the Library, the

Minnesota Historical Society featured Friend's class in a video titled "Culturally Relevant Pedagogy Using Primary Sources: Tenet 3 in an Elementary Classroom." Her video is available online at <https://bit.ly/2uL9wwt>.

► **Teacher's Guide: Jim Crow and Segregation**
go.usa.gov/xU5Mj

PUT YOURSELF ON THE MAP

Motivated by bird's-eye view maps they discovered online from the Library's Geography and Maps Division, fifth-graders in Wisconsin teacher Geoff Freeman's class

produced their own community maps.

► **Bird's-eye Maps in Library Collections**
go.usa.gov/xU5FG

A TEAM FOR TEENS

A love of reading led a group of Washington, D.C., teenagers to join the Library of Congress Teen Board program. The Teen Board meets in the Library's Young Readers Center to discuss books, have conversations with authors and discover the behind-the-scenes workings of the world's largest library.

and heightening the awareness of Library resources and opportunities for teens.

"Participating in the Teen Board program afforded me the opportunity to learn anything and everything," 10th-grader Antoine Stocks said. "It gave me different ideas of what people need and how more libraries should be built so more people can have access to books. I have dreams of becoming one of the top architects in the world. I want my first designs to be of new library buildings."

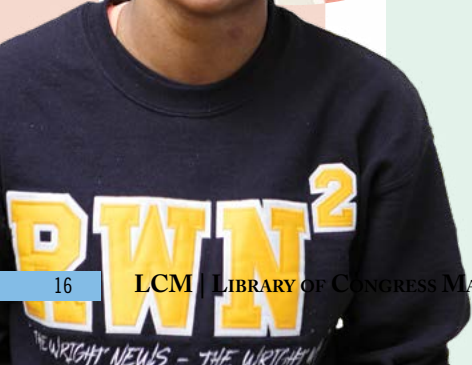
"I thought it was so cool to hear about the authors' different perspectives and experiences writing poems and books, and it was amazing how they were able to share their stories through many different mediums," eighth-grader Charlotte Bassow said. "They were able to connect, inspire and change others' views. This gave me hope that I, too, could share my story and make a difference in people's lives, whether it be through poetry or novels, songs or art."

Board members act as ambassadors from their communities and schools—four schools are participating this year. They learn firsthand about the resources at the Library and in turn advise the institution on teen-related issues such as social media

Said 11th-grader Jacqueline Lassey: "One of the reasons I love the Teen Board program is because we get to interact with different schools and different minds. One of my favorites was Amanda Gorman, the national youth poet laureate. She was an interesting person, and I admired how she's beginning to pave the way for youth like me. Working with the Library showed me that if I am to become a real writer I have to take advice and be open to new genres and new ideas."

► **Library of Congress Teen Board**
read.gov/ycr/

At top, Teen Board members examine items from the Library's comic book collection. Jacqueline Lassey is a member of the board. *Shawn Miller*



A NEW PASSION FOR OLD OBJECTS

TEACHER IN RESIDENCE MATTHEW C. POTH DISCUSSES HIS JOURNEY THROUGH THE LIBRARY'S COLLECTIONS.

As a fan of all things history, I cringe when people say history is boring. History is our collective story, and engaging with primary sources is a great way to make that story come alive.

During my second month at the Library of Congress, thanks to a colleague in the Library's Geography and Map Division, I had the opportunity to hold a Mayan sculpture of a hunchback dwarf carved roughly 2,500 years ago. I felt like I had traveled back in time. I could picture the skilled artisan who painstakingly crafted it out of jade and could sense the importance of the object and the role it would have played in society. I wanted to know more. While I held the carving, I started to think about how I would be able to convey that sense of wonder and curiosity to my high school students.

As a lifelong learner and a world history teacher, I couldn't pass up the chance to be the Library of Congress 2017-18 teacher in residence. My main objective during this school year has been to find primary sources in the Library's collections from and related to ancient history—about 10000 B.C.E. to 1500 C.E.—and create fun, engaging and unique activities for teachers to incorporate into their classrooms. Working within such a large timeframe gave me the freedom to explore the vastness of the collections and find a variety of primary sources to engage many interests.

Highlights for me included creating an activity featuring a photograph of a 1,400-year-old Mayan poison flask to inspire student research; using images of ancient Sumerian cuneiform tablets from roughly 4,000 years ago to craft lessons and activities for many different classes; and, finally, using a 1912 newspaper article from *The Presbyterian of the South*, found in *Chronicling America*, about an ancient Babylonian king named Hammurabi to write a blog post discussing the importance of teaching students how to critically read and analyze material.

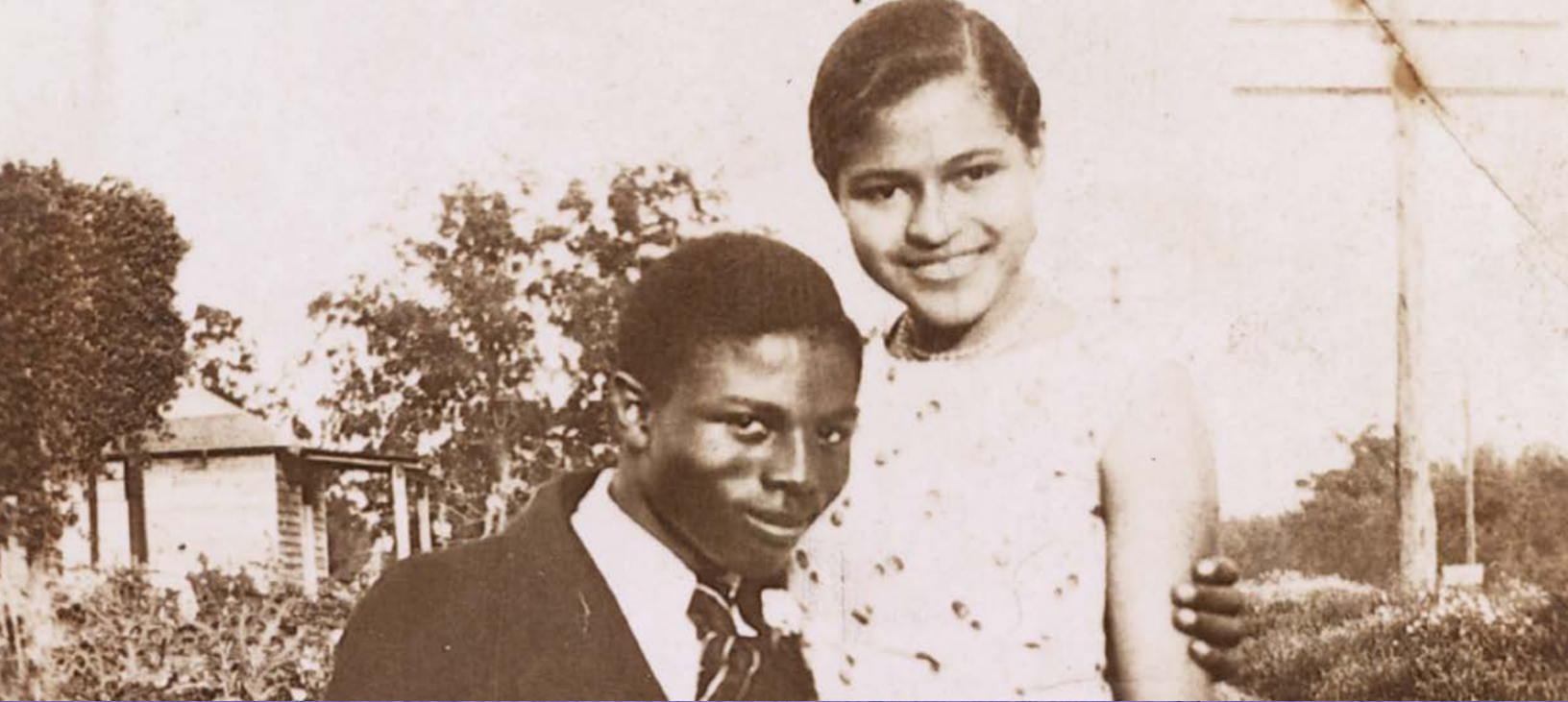


Matthew Poth holds a Mayan jade sculpture from 500–200 B.C.E.
Lee Ann Potter

What I discovered helped me to rethink my approaches to engaging students to better fit the unique materials within the Library's collections.

After my year at the Library of Congress, I am better prepared to share the power of primary sources with my students. This fall, I will be teaching my students that whether they are looking at an old clay tablet with weird markings on it or examining Woodrow Wilson's shorthand draft of his Fourteen Points address, they can transport back in time by simply asking three questions: What do I see? What do I think? What do I wonder? By asking these questions, taking a close look at the object and allowing their natural curiosity to take over, they can embark on an adventure to the past. During their search for answers, more questions will be generated and they won't be satisfied until they know everything there is to know.

Matthew C. Poth is a world history teacher at Park View High School in Sterling, Virginia.



GREAT FIGURES, AS KIDS

BY MARK HARTSELL

LIBRARY COLLECTIONS REVEAL THE
YOUNG LIVES OF MEN AND WOMEN
WHO HELPED SHAPE THE WORLD.

From your bright sparkling eyes, I was undone;
No eye, you have, ^{more} transparent than the sun,
A midst its glory in the rising day,
No one can you equal in your bright array,
Constant in your calm and unresolled mind,
Equal to all, but will to none I've found,
No ignorant, seldom one so young, you'd find.

The image of George Washington is fixed in the public imagination: indomitable commander-in-chief, father of our country, the first president, the “indispensable man.”

But love-struck teenager?

“From your bright sparkling Eyes, I was undone. Rays, you have, more transparent than the sun,” reads a love poem the 15-year-old Washington either wrote or (probably) copied into one of his school exercise books—volumes he filled with mathematics, survey work, geometry, rules of civility and a few pieces of poetry.

We typically think of history’s great figures not as children but as the adults whose work shaped the world. But they once were kids, too. They, like Washington, fell in love, played, studied, experienced happiness, suffered heartache and felt anxiety about the future the same as anyone else.

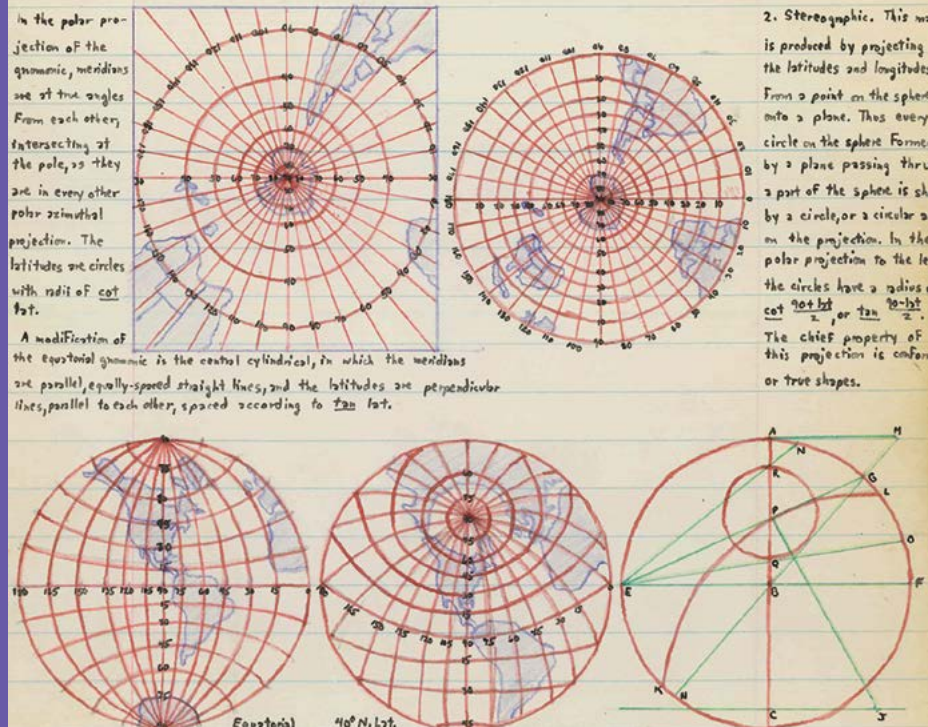
Library of Congress collections chronicle all of that.

Alexander Hamilton, as a 12-year-old clerk in St. Croix, expressed his hopes and anxiety about the future in a letter to a friend: “I would willingly risk my life tho’ not my Character to exalt my Station.” Report cards show that George S. Patton, before he helped liberate Europe as a commander in World War II, struggled to conquer algebra as a young student.

Photos picture Alexander Graham Bell at age 11, nearly two decades before he invented the telephone and revolutionized communications. Louise Torrey Taft shows off her baby William, who 51 years later would become U.S. president and later still chief justice of the U.S. Supreme Court.

Astronomer Carl Sagan popularized scientific research through his books and television programs such as “Cosmos” and helped millions understand the nature of the universe.

The Sagan papers at the Library span his six decades of living and achieving: They contain his birth announcement (he weighed 7 pounds, 2 ounces); his grades from Rahway High (mostly



A’s); his technical work on NASA programs; and a dry-erase board on which he plotted the film “Contact” (the board still bears the “Do not erase!” sign he taped to it).

The papers reveal an extraordinary young person captivated by space and technology from an early age. In the 1940s, a pre-teen Sagan drew a cartoon forecasting the evolution of space flight through a collage of fictional newspaper headlines announcing major milestones—he accurately predicted that men would land on the moon, though his timetable (a landing in 1959) was overly optimistic.

In school, Sagan served as French club president; edited the sports section of the school newspaper, the Wawawhack; took part in the senior play; and wrote essays connecting great poetry to the cosmos. His classmates recognized how special he was.

“If you wish to gain information concerning anything, go to Carl Sagan,” a profile in the Wawawhack advised. “He is Noah Webster, Einstein, and a walking encyclopedia all rolled into one.”

Cartographer John Parr Snyder never achieved Sagan’s fame, but his work nevertheless profoundly impacted the modern world. Working mostly alone, Snyder developed the equations for the Space Oblique Mercator projection, revolutionizing mapmaking by allowing cartographers to map Earth’s surface using satellite data.

Opposite: A young Rosa Parks poses with a beau. *Prints and Photographs Division*

A love poem written or copied by 15-year-old George Washington. *Manuscript Division*

Above: A notebook belonging to 16-year-old John Parr Snyder illustrates his early interest in map projections.

Classical School for Boys,

PASADENA, CALIFORNIA.

Report of *George S. Patton*
for the term ending *April 8, 1903.*

Times Absent..... 4
Times Late..... 1
Times Dismissed..... 1

	RECITATION	EXAMINATION
ALGEBRA.....	53	74
ARITHMETIC.....	77	63
ENGLISH.....	77	72
FRENCH.....		
GEOGRAPHY.....		
GEOMETRY.....		
GERMAN.....		
GRAMMAR.....		
GREEK.....		
HISTORY—ANCIENT.....	27	25
HISTORY—MODERN.....		
LATIN.....		
PENMANSHIP.....		
READING.....		
SPELLING.....	51	64
COMPOSITION.....	20	
DECLAMATION.....	27	
DRAWING.....		
DEPORTMENT.....		

1 Principal.

Classical School for Boys,

PASADENA, CALIFORNIA.

Report of *George S. Patton*
for the term ending *June 24, 1902.*

Times Absent..... 1
Times Late..... 0
Times Dismissed..... 0

	RECITATION	EXAMINATION
ALGEBRA.....	61	51
ARITHMETIC.....		
ENGLISH.....	77	74
FRENCH.....	70	45
GEOGRAPHY.....		
GEOMETRY.....		
GERMAN.....		
GRAMMAR.....		
GREEK.....		
HISTORY—ANCIENT.....	25	24
HISTORY—MODERN.....		
LATIN.....		
PENMANSHIP.....		
READING.....		
SPELLING.....	71	72
COMPOSITION.....	23	
DECLAMATION.....	22	
DRAWING.....		
DEPORTMENT.....	25	

Stephen Cutler Clark
Principal.

1. George S. Patton's report cards.
Manuscript Division

2. Long before he helped liberate Europe during World War II, Patton was a schoolboy in Pasadena, California.
Manuscript Division

3. Abraham Lincoln sewed together this and a few other sheets of paper to produce a math notebook.
Manuscript Division

4. Future star Gladys Knight won "The Original Amateur Hour" contest as a child in 1952.
Prints and Photographs Division



2

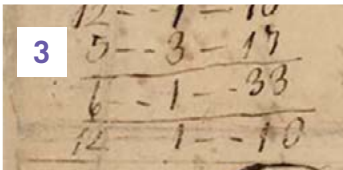
Like Sagan, Snyder showed interest in his ultimate field at an early age. When he was 16, Snyder began collecting notebooks of mathematical, astronomical and geographical material—drawings, calculations, map projections—that interested him. Those materials, preserved in Library collections, provide graphic evidence of the talent and drive that helped him transform our conception of the world.

Rosa Parks transformed the world in a different way. In 1955, she refused to give up her seat to a white passenger on a bus in Montgomery, Alabama—an act of defiance that proved a seminal moment in the civil rights movement.

Today, Parks is remembered as the principled fighter for civil rights and, in her later years, as a smiling and grandmotherly figure honored by nations. The Parks papers at the Library reveal a different side, too: the young girl figuring out the world, the daughter doing daily chores, the student thinking of books—and, perhaps, boys.

"I just bet anything the boys in your classes can't get their lessons for looking at you," a friend wrote to Parks in 1929, when Rosa was 16. "I know the majority of them likes you, they can't help. (How about it?) You say you are only in love with books, but you can't fool me. You mean with books & boys too."

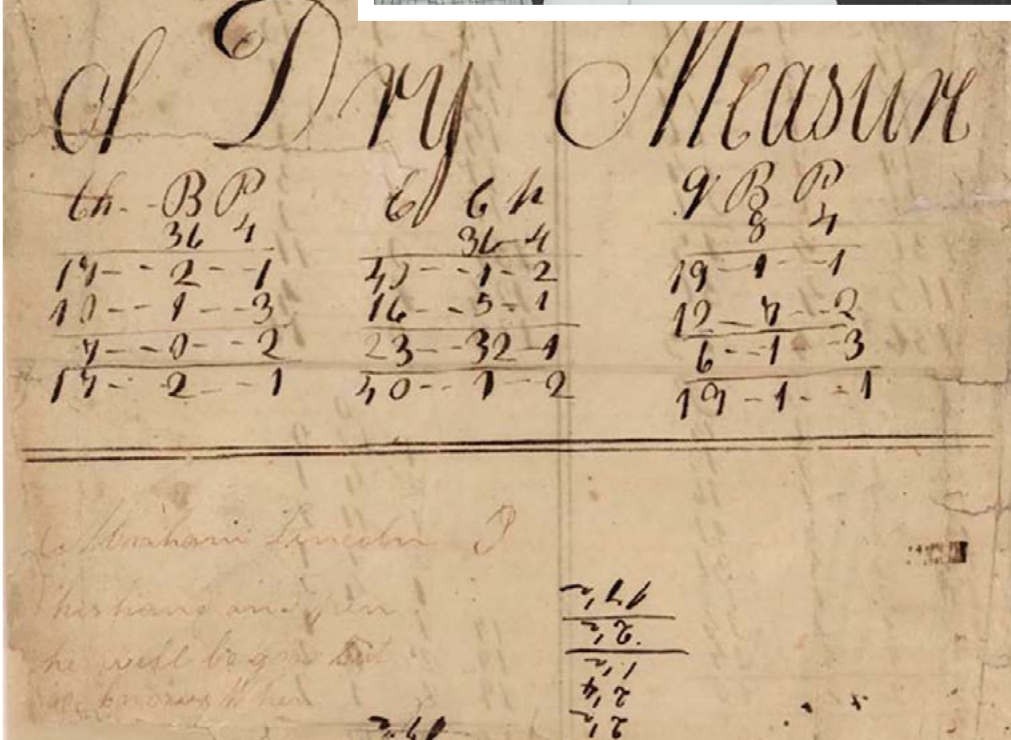
As an adult, Parks looked back on those days, writing in a spiral notebook

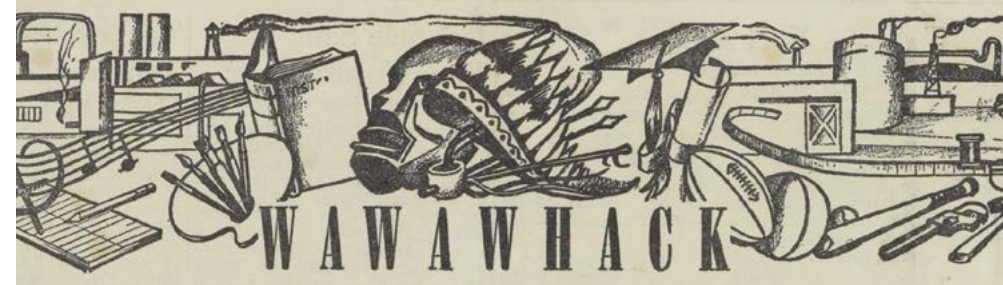


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4





WAWAWHACK

o. 5 RAHWAY HIGH SCHOOL NOVEMBER 1950

Studies High

...nce Koch
...ay, November 15,
...ay High an extra-
...and. His name is
...a principal from
...ool in Rotterdam.
...rect name of the
...shouldn't call it a
...there are over a
...ving in Rotterdam.
...e is visiting the
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...in reason for visit-
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...d are elementary,
...ior high schools,
... health schools.
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Student Spotlight

By Joan Ingersoll

CARL SAGAN
If you wish to gain information concerning anything, go to Carl Sagan. He is Noah Webster, Einstein, and a walking encyclopedia all rolled into one. (There is a streak of John Barrymore in his nature, also.)
Carl's ambition is to become a research astronomer, and we all know he will attain this desired position.
When I asked Carl what he liked to do in his spare time, he flatly stated, "I have none!" However, he manages to listen to music, read, and play basketball during the onward march of his busy life. Carl also finds time to lean over the counter at "Stutzie's," which holds a particular fascination for



LYN GIROUD
Lyn Giroud is the Ethel Barrymore of the class of '51. Lyn admires Carl Sagan, as an actor, very much—we all admire Lyn for her acting ability.
To attend Trenton State Teacher's College is Lyn's ambition—one Lyn has had ever since since I met her in 5th grade. With Lyn's calm, cool, and collected manner, she certainly will be a swell teacher.
Lyn likes the sport of tennis when Betty Long is the thing she does best in. In her classes, I work hard, I work fish sand, while listening to the gym class.
In her

Annual Sports Planned for Fr

By Bob Caldwell

The Sports Dance sponsored by the Junior class will be on December 1, a Friday night admission is fifty cents seventy-five cents drag.
The class officers who will be in charge are Dick Ruddy, president; Alan Black, vice-president; Alan Mohr, secretary; and Alan Mohr, treasurer. The advisors are Miss Perrine and Miss Wise.
The invitation committee consists of Jean Nemeth, Jeanne Quioletto, Marilyn Smith, and Ed Edwards.

...by the presence of your
...that they may convey that
...om thought of Alvin Treadwell
...to them, what you say, re-
...all, I wish, for an accomplishment
...with your welfare, otherwise not
...for to confess my weakness, Ned,
...in the growing condition of a clerk on the like, to
...condemns me and would
...steep all my station, I'm con-
...many hopes of immediate
...to prepare the way for future
...said to build castles on the
...you'll be honest, yet Ned
...when the Professor is con-
...wa a la Car Sam.
...Edward
...ceive yours
...the end I am



7



8

1858 - 11 years

- 5. Teenaged Carl Sagan was profiled in his high school newspaper, the Wawawhack, in 1950. *Manuscript Division*
- 6. Alexander Hamilton discussed his hopes for the future in a letter he wrote as a 12-year-old clerk. *Manuscript Division*
- 7. A portrait of a young Hamilton, drawn from life in 1773. *Prints and Photographs Division*
- 8. An 11-year-old Alexander Graham Bell, some two decades before he invented the telephone. *Prints and Photographs Division*

about her childhood. At an early age, she moved in with her grandparents on a farm and was taught to plant corn, chop cotton, sew and cook—she learned to prepare a meal as soon as she was “tall enough to see the stove top.”

She also learned there was a black world and a white world—a sometimes-frightening experience. “KKK moved through the country, burning negro churches, schools, flogging and killing,” Parks wrote. “Grandfather stayed up to wait for them to come to our house. He kept his shotgun within hand reach at all times.”

In an autobiography, Abraham Lincoln noted that all of his formal schooling didn't total even one year. Textbooks and paper were scarce, and students often did arithmetic on boards that were shaved clean and reused. Young Lincoln managed to acquire a few sheets of paper, which he sewed together to make a small math notebook—considered the earliest Lincoln manuscript in existence.

The pages were dispersed over the decades, but the Library holds one leaf that reveals both Lincoln's math studies and his characteristic humor. At the bottom of this page of sums, young Lincoln added a lighthearted verse to which history supplied a resounding confirmation:

*Abraham Lincoln
his hand and pen
he will be good but
God knows When.*

CATALOGER ANN SULLIVAN HELPS CREATE A BIBLIOGRAPHIC RECORD FOR CHILDREN'S LITERATURE.

How would you describe your work?

I catalog children's books at the Library of Congress. This involves adding the usual suspects, such as author, title and publisher, to the cataloging record, plus elements unique to children's cataloging—including a 30- to 35-word summary and special subject headings for children and teens. Most of my time is spent determining the headings and composing the annotation. Summary writing is not for sissies. How do you capture the essence of a book in 35 words? It is both challenging and satisfying. In addition to cataloging incoming materials, I meet with colleagues to write cataloging policy—the rules we follow to use the headings consistently.

How did you prepare for your current position?

At the Library, I worked briefly in the National Union Catalog filing unit; the Prints and Photographs Division, where poster curator Elena Millie gave me the cool project of cataloging the Artcraft collection of three-sheet Broadway theater posters; and in the Subject Cataloging Division, where I worked as a shelflister, completing the call number. It was a great introduction to the bibliographic record. I also shelved books in my mom's school library, took children's literature courses at the University of Maryland and earned my master's in library science.

What have been some of your most memorable experiences at the Library?

In the 1980s, Jacqueline Onassis was an editor at Doubleday and her name and business phone number were listed on the Cataloging-in-Publication (CIP) application form, in case a Library cataloger needed to call the publisher with questions about the submitted galleys. Unfortunately, I never got the chance to talk to Jackie—her galleys were always perfect.

Discovering the variety and depth in children's literature and noting the trends over the decades, from farting dogs and celebrity authors to meta picture books and young wizards saving the world. I can honestly say that in 32 years I have never been bored.



Shawn Miller

Meeting wonderful people all over the Library as a Library of Congress Professional Association volunteer and board member. Proofreading the Library's Gazette on Tuesday night (production night) back in the day when Peter Braestrup, the newspaper's founder, brought us a bucket of popcorn popped in suspicious oil from Gandel's liquor store. Peter would kick back, light up a cigar (in the Gazette office) and call me that "nitpicky cataloger" whenever I spotted a typo.

What are some of your favorite collection items for children?

My favorite children's books are stories by authors who respect children. As author Mo Willems says, "Children are shorter, not dumber." I love books in which children make discoveries about themselves and the world. Books that say it's OK to be different. Books that make you laugh and cry. And books with the message that no matter how small you are, you can make a difference in the world.

NAME THAT BOOK!

Can you guess the titles of these books by reading the summaries from their bibliographic record?

1. When a bus driver takes a break from his route, a very unlikely volunteer springs up to take his place.
2. Mr. and Mrs. Mallard proudly return to their home in the Boston Public Garden with their eight offspring.
3. The family routine is upset during Ramona's year in second grade when her father unexpectedly loses his job.

1. "Don't Let the Pigeon Drive the Bus" by Mo Willems
 2. "Make Way for Ducklings" by Robert McCloskey
 3. "Ramona and Her Father" by Beverly Cleary



Shawn Miller

▶ MORE INFORMATION

Location:
 Jefferson Building
 Room LJ G-29
 (ground floor)
 10 First St., S.E.
 Washington, D.C. 20540

Hours:
 Monday through
 Saturday
 9 a.m.–4:30 p.m.
 (closed most federal holidays)

OPEN A BOOK, AND OPEN THE DOOR to a new world.

Since 2009, the Library of Congress has welcomed tens of thousands of children, teens and adults to its Young Readers Center, a place specially designed for young people.

Young readers are welcome any time, and the center frequently holds special programs. Each Friday, the center hosts a special story time for the youngest visitors, toddlers and infants. For older readers, the center sponsors a teen board whose members act as ambassadors on reading from their schools and advise the

Library on teen-related issues.

The center frequently brings in authors and prominent figures who talk about their work and about the importance of reading, such as, in recent years, civil rights icon Rep. John Lewis, U.S. Supreme Court Justice Ruth Bader Ginsburg and actress and author Jamie Lee Curtis.

The Library currently welcomes more than 40,000 visitors each year to the center, located on the Jefferson Building ground floor—a place made to inspire a love of books in young people.

around THE LIBRARY



1. Major League Baseball Commissioner Rob Manfred (right) explores the Library's "Baseball Americana" exhibition with exhibit director David Mandel on July 15.

2. Vintage player Brad Shaw performs "Casey at the Bat" for the crowd during the Library's Baseball Americana family day on July 14.

3. E.J. Dionne of the Washington Post (center), Ross Douthat of the New York Times and moderator Ann Compton reflect on the ideal of the American dream during the fourth annual Daniel K. Inouye Distinguished Lecture on July 19.

4. Junior Fellows summer intern Josh Burrell discusses his work in the Prints and Photographs Division with visitors to the fellows' annual exhibition of their research on July 25.

5. Nelson Mandela's grandson, Ndaba Mandela, shares his story with Librarian of Congress Carla Hayden on the Coolidge Auditorium stage on June 27.



6. Crowds watch "Field of Dreams" on the Jefferson Building lawn on July 12, part of the Library's second annual outdoor summer film festival.

All photos | *Shawn Miller*

HISTORIAN, HARVARD PRESIDENT FAUST TO RECEIVE JOHN W. KLUGE PRIZE

Historian, university president and author Drew Gilpin Faust will receive the John W. Kluge Prize for Achievement in the Study of Humanity. The \$1 million Kluge Prize, made possible through the generosity of the late John W. Kluge, will be awarded during a gala ceremony in the Great Hall of the Library of Congress in September.

The Kluge Prize recognizes individuals whose outstanding scholarship in the humanities and social sciences has shaped public affairs and civil society. The international prize highlights the value of researchers who communicate beyond the scholarly community and have had a major impact on social and political issues.

Faust has served as president of Harvard University for more than a decade. A prolific scholar of the Civil War era, Faust also has written six books, including the Bancroft Prize-winning “This Republic of Suffering: Death and the American Civil War.”

► **MORE:** loc.gov/item/prn-18-066

LIBRARY, NATIONAL LIBRARY OF FRANCE ANNOUNCE COLLABORATION

Librarian of Congress Carla Hayden and Laurence Engel, president of the Bibliothèque nationale de France (BnF), announced a collaboration between the Library of Congress and the BnF to provide digital content for a new online space for collections relating to shared French-American history. The initiative will also be supported by other U.S. organizations, including the National Archives.

Through direct digital access to complete books, maps, prints and other documents from the collections of the partner libraries, the new bilingual website will focus on the cultural and historical connections between France and Northern America and, more specifically, the United States during the 16th through the 19th centuries.

During a special visit to the Library that coincided with the announcement, French President Emmanuel Macron and his wife, Brigitte, viewed a display that included treasures from the Library of Congress and National Archives that will be part of the international collaboration.

► **MORE:** loc.gov/item/prn-18-052

PROULX NAMED WINNER OF LIBRARY'S AMERICAN PRIZE FOR FICTION

Librarian of Congress Carla Hayden has named Annie Proulx, author of the Pulitzer Prize-winning novel “The Shipping News” and the short story “Brokeback Mountain,” recipient of the Library of Congress Prize for American Fiction.

Hayden selected Proulx on the recommendation of a jury of previous winners, distinguished authors and prominent literary critics from around the world. The annual prize honors an American literary writer whose body of work is distinguished not only for its mastery of the art but also for its originality of thought and imagination.

“This high honor came as a shock to me,” Proulx said. “My writing has examined the lives of unimportant people—poor people plagued with bad luck, financial and personal troubles. ... Not the kind of characters to be graced with notice by the Library of Congress. And yet somehow it has happened. I want to believe the people in my writing will step up with me to receive this award, for they are as real as history.”

► **MORE:** loc.gov/item/prn-18-059

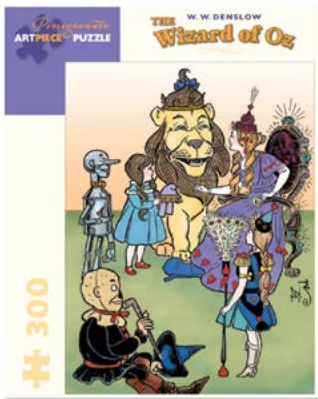
WILSON, FRANKLIN, ANTHONY PAPERS NOW AVAILABLE ONLINE

The Library has digitized and made available online the papers of President Woodrow Wilson from his time in the White House and as a scholar and as governor of New Jersey.

Highlights of the papers, which comprise 280,000 documents and 620,000 images, include a shorthand draft of Wilson’s Fourteen Points address from 1918, providing the basis for peace negotiations to end World War I; his draft of the covenant for the League of Nations; and a love letter he wrote to Edith Bolling Galt, who in 1915 would become his second wife.

The Library also recently digitized and placed online the papers of Founding Father Benjamin Franklin and suffragists Susan B. Anthony and Elizabeth Cady Stanton. The Franklin papers consist of about 8,000 items mostly dating from the 1770s and 1780s that cover his work as a statesman, diplomat and scientist. The Anthony and Stanton collections include about 1,500 items dating primarily from 1840 to 1906 as they led the campaign for women’s voting rights.

► **MORE:** loc.gov/item/prn-18-071



Literary Story Puzzles

Product #21504265 (“Oz”)
 #21504264 (“Treasure Island”)
 Price: \$20

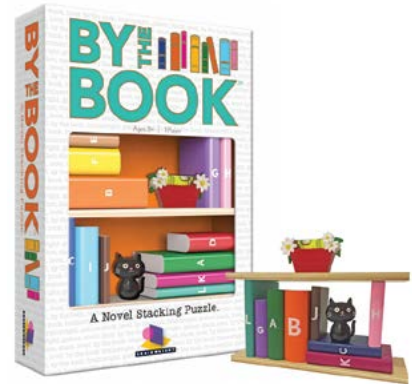
Transport yourself into another world with classic metal and wood puzzles inspired by literary masterpieces such as “The Wizard of Oz” and “Treasure Island.”



Lil' Loteria

Product #21504404
 Price: \$21.99

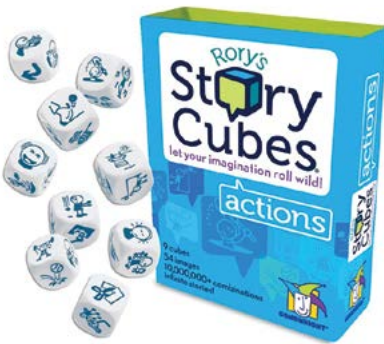
Turn bingo into a bilingual learning game that lets kids develop memory and matching skills plus vocabulary words in English and Spanish.



Puzzles, By the Book

Product #21504235
 Price: \$19.95

Balance your books! This original 3D puzzle allows you to stack differently shaped books—and one clever cat—to master 40 different challenges.



Rory's Story Cubes

Product #21504205
 Price: \$8.95

Let these six-sided, image-inlaid dice inspire storytelling and creative play. Simply roll the cubes and let the pictures spark your imagination!



Harry Potter Character Playing Cards

Product #21504402
 Price: \$9.95

Deal up a game with Harry, Ron, Hermione and their friends and foes with these Harry Potter playing cards. Add magical fun to your card games!



Gear Ball Puzzle

Product #21504878
 Price: \$19.95

This six-sided sphere of interlocking gears requires you to get a solid color on each side to solve—a challenge that will leave your head spinning.

► **MORE INFORMATION** | Order online: loc.gov/shop | Order by phone: 888.682.3557

A PICTURE OF US

ANNENBERG EXHIBIT OF LIBRARY OF CONGRESS PHOTOGRAPHS SHOWS AMERICAN LIFE, CAPTURED ON FILM.

Fourteen million pictures have the power to document a nation as diverse as the United States—but such a collection seems almost too vast to comprehend. This year, audiences in Los Angeles were offered a unique look at a cross section of the photography collection at the Library of Congress. L.A.’s Annenberg Space for Photography organized the largest exhibition of photographs from the Library ever on the West Coast. “Not an Ostrich: And Other Images from America’s Library” included nearly 500 images—from the “first selfie” at the dawn of photography through pivotal moments in history and life today.

The exhibition, closing Sept. 9, was the brainchild of Wallis Annenberg, chairman, president and CEO of the Annenberg Foundation, who made the show and a companion film possible in an extraordinary gesture of support for the Library and who discusses the exhibit here.

What sparked your interest in photography?

Photography brings me into intimate focus with people, places and things on a timeless basis. I love to look at pictures of the Civil War, sports and joyful people interacting. It is one of the most personal art forms, capturing a moment in time—good or bad—that can be interpreted in so many different ways. I founded the Annenberg Space for Photography because I wanted to share my passion for this art form with the city of Los Angeles and provide a cultural venue solely dedicated to photography. That’s why admission is free, so that everyone in the community can enjoy our exhibits.

What drew your attention to the Library and its massive collection of photographs?

I read an article about Carol Highsmith donating her entire body of work to the Library of Congress, which includes more than 100,000 images. That compelled me to learn more about the treasures held by our nation’s library. Once I understood how large their collection is, I realized how powerful it would be to share some of the stories that live within that incredible



photographic collection. We’re so proud to be the first institution to bring a large-scale exhibition of the Library of Congress’ Prints and Photographs Division to the West Coast.

For the exhibition, what kind of story did you hope to tell?

Anne Wilkes Tucker, our esteemed curator, put together an exhibit that truly reflects America in images. Each photograph exposes us to just a fraction of the millions of American stories held in the Library of Congress, from the iconic to the absurd. Guests who have been to the Annenberg Space for Photography have been surprised at the breadth and depth of the images in the Library’s collection. The show has a little something for everyone—from landscapes to portraits to arts, culture, politics, sports and technology. The response has been overwhelmingly positive and is a testament to the Library’s reach throughout the country.

How do photographs help people understand our history and culture?

Though cameras and technology have changed over the years, nothing captures a moment, an era or a story like a photograph. They are worth a thousand words because they offer proof of life. Still images become part of our collective memory and can remind us of how far we’ve come and how far we still need to go.

—Brett Zongker

▶ MORE INFORMATION

“Not an Ostrich: And Other Images from America’s Library” bit.ly/2AWHeW7

The “Not an Ostrich” exhibition is the brainchild of Annenberg Foundation CEO Wallis Annenberg. *Courtesy of the Annenberg Foundation*



Courtesy of Kellie Taylor

KELLIE TAYLOR DISCUSSES HER WORK AS AN EINSTEIN FELLOW AT THE LIBRARY AND AS A STEM EDUCATOR.

What would make a teacher leave an exceptional and loved teaching position and move across the country for 11 months? For me, that position is teaching engineering to 572 students in kindergarten through fifth grade at Galileo STEM Academy in Eagle, Idaho, and the reason to move is an Albert Einstein Distinguished Educator Fellowship at the Library of Congress.

When parents walk into my classroom, the typical first reaction is “I wish there had been a class like this when I was going to school.” Imagine a room filled with tools designed to inspire an interest in engineering and technology: cabinets of Legos, K’Nex and FischerTechnik, two 3D printers ready to jump into action, Raspberry Pis, a wall to build on with Legos, robotics lining the counters.

These materials enrich learning but are not the centerpiece. The best part of this teaching position is working with students to identify problems and design solutions. This may be as simple as asking first-graders to build a bed that’s just right for Goldilocks or as complex as fifth-graders researching challenges of human space exploration and designing new habitats for the moon and Mars. In addition, I assist with the school’s makerspace that allows grade levels creative time every other week. During makerspace, students pour into the school library ready to explore their passions with high- and low-tech activities, coding on Scratch or building with red Solo cups.

To me, this certainly is an exceptional and loved teaching position. But this year, I am leaving it to serve as an Einstein fellow at the Library. The Einstein Fellowship Program is managed by the U.S. Department of Energy’s Office of Workforce Development for Teachers and Scientists in collaboration with sponsoring agencies and the Oak Ridge Institute for Science and Education. Though the program is in its 28th year, this is the first year the Library is sponsoring a fellow.

As a 2018–19 Einstein fellow, I have the unique opportunity to serve in the national education arena. During my 11 months working with the Library, I will apply my knowledge of education, classroom experiences and makerspace toward developing STEM curriculums relevant to the resources housed in the Library and the preservation process used to maintain those resources.

Many wonder how STEM education relates to the Library. Consider the Wright brothers, Alexander Graham Bell and the cosmos—the Library holds the papers of the Wrights, Bell and astronomer Carl Sagan. Does that sound a little more STEM-related? I am excited to learn more about the wealth of primary resources available through the Library and curious as to how I can connect them to STEM education in the classroom.

My curiosity drives me to ask questions and wonder, and it ignites my curiosity and passions that compel exploration. What are you curious about? What do you wonder? How can the Library of Congress help you answer your questions?

Kellie Taylor is a teacher at the Galileo STEM Academy in Eagle, Idaho, and an Einstein fellow at the Library of Congress.



Students from the Kibera School for Girls in Kenya examine a display of collection treasures during a visit to the Library. *Shawn Miller*



exhibitions

AT THE LIBRARY

**Baseball
Americana**
Through
June 2019

**Drawn to Purpose:
American Women
Illustrators and
Cartoonists**
Through
October 2018

**Echoes of the
Great War:
American
Experiences of
World War I**
Through
January 2019

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