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A study of selected juvenile fiction about Norwegian life and customs published, 1933-1953

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A STUDY OF SELECTED JUVENILE FICTION ABOUT NORWEGIAN LIFE
AND CUSTOMS PUBLISHED, 1933-1953

A THESIS
SUBMITTED TO THE FACULTY OF ATLANTA UNIVERSITY
IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF SCIENCE IN
LIBRARY SERVICE

BY
ANNIE RUTH COLLINS WELLS

SCHOOL OF LIBRARY SERVICE

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CHAPTER I

INTRODUCTION

Many authors and illustrators are aware of the need for more books which present stories that are acceptable to all children and which carry an important social message. More books of this type are being published each year. Charlemae Rollins, in her book, *We Build Together*, says that the idea that literature which helps to build democratic attitudes also strengthens the bonds of friendship among all peoples is important and true. Teachers and parents who are interested in helping to develop these attitudes in young people are aware of the important part books can play in building high ideals.¹ It is necessary, therefore, for writers of juvenile fiction books to present an accurate and objective picture of the characteristics which portray the life and customs of a particular country.

It has been noted that children seek realistic interpretations of their own everyday world in the stories they read. This seems to indicate rather clearly that children prefer stories which depict real life situations which are true to human nature, and which give them real insight into the problems of growing up. Such stories help them to understand different

types of people. They like stories which represent clearly and sympathetically the customs, ideals, and everyday activities of people who seem as real as themselves.¹

Books that children read, therefore, should be those which meet their needs and interests and have lasting significance. Nora Beust believes that such books will help to build international understanding. She states:

Boys and girls want to be a part of what is going on in the world today. They want to know, for example, more about the people who live in places discussed at the dinner table, seen on television, heard on the radio, referred to in class, or studied about in textbooks. Specifically, some of them want to know about boys and girls of their own age living in spots of interests of the world.²

Norway occupies the western coast of the Scandinavian peninsula in northwestern Europe. It extends on the map about three-hundred miles beyond the Artic circle to seventy-one degrees north latitude. Its frugal and preservering people have created a sturdy and respected nation.³

**Purpose and Scope**

The purpose of this study is to analyze the characteristics of Norwegian life and customs as portrayed in seventeen selected juvenile fiction books written about Norway and the Norwegian people published during the years 1933-1953, and recommended for use by children of pre-school through fourteen

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years of age.

This study will compare factual data with that found in selected juvenile fiction books published, 1933-1953, to determine how accurately and realistically the characteristics of Norwegian life and customs have been portrayed.

Significance

The probable significance of this study may lie in the following:

1. It should contribute to the previous studies which have analyzed characteristics of life and customs as portrayed in juvenile fiction books of other countries. Five such studies have been made; namely, one on China, Mexico, Africa, India, and Japan.

1 Francine L. Jackson, "A Study of Juvenile Fiction on Chinese Life and Customs Published, 1940-1949" (Unpublished Master's thesis, School of Library Service, Atlanta University, 1951).


3 Gladys M. Greene, "An Analysis of the Social Life and Customs of Africa Found in African Fiction Written for Young Adults Published, 1925-1951" (Unpublished Master's thesis, School of Library Service, Atlanta University, 1953).


2. It is hoped that it will indicate to some extent the accuracy with which the life and customs of the Norwegian people have been characterized in selected juvenile fiction books.

3. It may be of some use to librarians and writers who are helping to develop intercultural and international understandings through selecting and writing books which give a realistic and objective description of the life and customs of other peoples.

4. It should also be of practical value to parents and teachers who are interested in knowing the contents of fiction books on Norwegian life and customs in terms of accuracy and authenticity.

5. It will provide an additional list of books of fiction about Norwegian life and customs.

Definition of Terms

According to this study, the word "juvenile" refers to children from pre-school through twelve years of age. The term "customs" has reference to the habits of food, dress, religion and superstitions, marriage customs, celebrations and holidays, architecture, music and art. "Life" as used in this study, refers to physical features and climate, natural resources, transportation and communication, government, occupations, sports and education. The term "Norwegian" is used to refer to a native

inhabitant of Norway, or a person of Norwegian descent living elsewhere.

Methodology

1. A thorough check was made of similar and related studies in the field in order to find out if such a study had been made.

2. The seventeen books of fiction were selected carefully by examining titles and descriptions of books about Norwegian life and customs in the following standard aids: Children's Catalog,\(^1\) Standard Catalog for High School Libraries,\(^2\) A Basic Book Collection for Elementary Grades,\(^3\) A Basic Book Collection for Junior High Schools,\(^4\) Cumulative Book Index\(^5\) Patterns in Reading,\(^6\) and Subject Index to Books for Intermediate Grades.\(^7\)

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\(^6\)Jean Carolyn Roos, Patterns in Reading (Chicago: American Library Association, 1954).

\(^7\)Elouise Rue, Subject Index to Books for Intermediate Grades (Chicago: American Library Association, 1950).
6. Six books containing factual data on Norway were read to help secure an accurate understanding of Norway and her people. These were: Picture Story of Norway, 1 Scandinavian Roundabout, 2 In Norway, 3 Happy Times in Norway, 4 Little Norway, 5 and History of the Norwegian People. 6 Articles about Norway were read from Compton's Pictured Encyclopedia, 7 Encyclopedia Britannica, 8 and World Book Encyclopedia. 9

4. A checklist of fifteen characteristics of Norwegian life and customs was prepared from the factual data

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1Hester O'Neill, Picture Story of Norway (New York: David McKay Company, 1951).


5S. J. Reginald Saunders, Little Norway (Canada: Southam Press, 1944).


7"Norway," Compton's Pictured Encyclopedia, op. cit.


gathered for use in the analysis of the seventeen books of fiction. A detailed discussion of these characteristics is found in Chapter II of this study. They are:

- Physical features and climate
- Natural resources
- Food
- Transportation and communication
- Occupations
- Sports
- Music and art
- Architecture
- Education
- Government
- Religion
- Dress
- Marriage customs
- Celebrations and holidays
- Intercultural relations

5. Each fiction book was then carefully read, analyzed and briefly annotated.

6. Each characteristic discovered in analysis of the fiction books was recorded according to the number of times it was described and rated good, fair or poor, in evaluation of its realistic description in comparison with the factual ones. Illustrations and examples of these descriptions in the fiction
books were given, including direct quotes - to substantiate the analysis, in terms of least representative and most representative descriptions.

7. The summary and conclusions based on the findings of this study indicate how realistically Norwegian life and customs have been described in the seventeen selected books of juvenile fiction. Table one supports these findings.

8. An annotated list of the books of fiction with recommended age levels for readers has been included (see Appendix A).

9. Biographical sketches of the authors of the fiction books are included to provide brief information about their backgrounds and qualifications for writing about Norwegian life and customs.

10. A list of the publishers of the seventeen selected books of fiction and their copyright dates has been included.
CHAPTER II

A FACTUAL DESCRIPTION OF NORWEGIAN LIFE AND CUSTOMS

Mountains, valleys, fjords, and islands; midnight sun and winter darkness; rivers, waterfalls, lakes, and forests; snow-capped peaks and wide plateaus, meadowlands and glaciers -- that is Norway.

Norway has been called by many writers "Nature's Wonderland." The Norwegian poets never get tired of singing about the beauty of Norway and telling of the strong love and devotion of the people for their country. Hundreds of pictures have been painted to tell the same story. The variation from the summer-light days and nights to the midwinter darkness also lends a fascinating interest to the land. In summer the twilight of the evening melts into the morning's dawn; in winter, the days may be only a gray twilight. In summer the whole land is green; in winter it is white.¹

Many people come from all over the world to enjoy these beauties. Englishmen fond of fishing and hunting found that here were streams of salmon, lakes full of trout and other fine fish. Here were highlands and forests filled with grouse, deer and elk; so they often bought fishing rights to a stream and hired shooting grounds. They came to love summer in this

beautiful country and learned to know the simple, honest, country people.¹

Despite the heavy tourist traffic, the Norwegian people have maintained their hospitality, their eagerness to serve, and their honesty. To them, no amount of money could make up for the loss of these qualities.

The earliest Norwegians were called Norsemen. They lived on the peninsula of Norway before the time of written history. As Vikings, they sailed the oceans of the world and made many conquests.

Most modern Norwegians are descended from the Norsemen. Most of the people are native born, and the country has no minority population problems. About twenty thousand Lapps and a few thousand Finns live in northern Norway. Nearly three-fourths of the people live in rural communities which are located on the coasts, fjords, and in the valleys. Norway is very thinly populated, with only about twenty-six persons for each square mile of land.²

The Norwegian people are industrious and hardy. Each person saves more on an average than Americans. Their health standards are high, and they are a long-lived people. Because a great many Norwegian farm families live in isolated valleys or within the fjords, they retain their old ways of life.³

¹Ibid., pp. 13-14.
A third of the people of Norway make their living by raising crops and cattle. Hogging provides about one-fourth of Norway's exports. The fishing industry is also important. About 115,000 persons make a living by fishing.\(^1\)

Whether they are in a farm house, in a valley, or in a setes on a mountain plateau, boys and girls in Norway always have work to do, just as their parents have. Even when they are very small, they learn how to watch the flocks of sheep and goats and the herds of cows and how to bring them home at night. They gather berries and help in the hay fields and in the gardens. The girls learn how to cook and wash, knit and weave and embroider, and the boys learn how to cut wood and stack it properly and help their fathers to build bridges over the streams. In haying season, the whole family works together.\(^2\)

The Norwegians speak and understand a number of languages. The people of the Scandinavian countries read each other's books and newspapers with ease.\(^3\)

**Physical Features and Climate**

The home of about three million people, Norway is a long, narrow country - at one point only four miles wide. It is part of the Scandinavian Peninsula. All the inhabitants of

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\(^1\) Gunnar Leislikow and Israel A. Smith, "Norway," *World Book Encyclopedia*, op. cit.


\(^3\) Ibid., p. 43.
Norway live near water, either the sea that borders it on three sides, or lakes, rivers, and waterfalls. They are surrounded by hills and mountains. There is a great variety in the landscape, even inside a small area.¹

Norway is a long narrow country, smaller in area than the state of California, and although it is somewhat like California in size and shape, it is not at all like it in climate. Norway is the most northerly country in Europe and one-half of its length lies in the polar regions.²

All travelers who go to Norway want to see the fjords first; these are famous all over the world for their extraordinary beauty. A fjord is a long, very deep finger of the sea, stretching inland. The Norwegian fjords are so beautiful because they often lie like slender, twisting rivers between high mountains. Many of these mountains have snow on their tops all through the year, and down their sides are hundreds of glittering waterfalls. The sides of the mountains may be covered with green forests, or they may be of bare rock, but their steep slopes and crowns of snow and foaming cascades are reflected in the deep, clear water of the fjord. Instead of seeing one river, you see two; the actual view and the one that shines back from the mirror-like water. There are many of these fjords, and they wind and curve in such a way that the whole

¹Thomsen, op. cit., p. 10.
²Ibid., p. 21.
whole western and southern coast of Norway is like the fungi
of a shawl. Caught in the fungi are hundreds and hundreds of
islands of all sizes and shapes.¹

Besides all the salt water in the ocean and the harbors
and in the fjords of Norway, there is fresh water in the many
lakes and rivers. It is easy, therefore, to see why people
live near the water. The people who live on an island have to
take a boat to get to the mainland, and many others who live
along the edges of a fjord would rather row to the next fjord
than to climb the mountains which lie between.² For many cen-
turies, a favorite saying in Norway was, "The mountains divide
us; the seas unite us."³

It is believed that the water not only affects the
customs and the livelihood of the majority of the Norwegians,
but it actually gave the Vikings their name. For a Vik means
a bay, and the people who lived on a bay or who came and went
from bays were called Vikings.⁴

Norway has about 150,000 islands along its shore. Some
are inhabited and some are not. Some of these islands are very
small and appeared after the fjords were formed. Rivers and
lakes take up about one-twentieth of the area of Norway. There

¹Ibid., p. 22.
²Ibid., p. 23.
⁴Rothery, op. cit., p. 23.
are many streams which flow down the steep western mountain slopes to the sea. They flow swiftly and are often interrupted by beautiful falls and rapids. One of the most important rivers is the "Glomma," in eastern Norway. Norway also has many lakes. The largest of these lakes is "Mjosa," in the southeastern part of the country. ¹

The gulf stream touches most of the Norwegian coast and keeps the country fairly warm. On the western coast, the winters are mild and the summers are cool, and there is much rain, mist, and fog. Behind the mountains, in the interior, the climate is drier. The winters are often very cold, and the summers are warmer than on the coast. The average temperature near the capital, Oslo, is 61 degrees Fahrenheit for July and 23 degrees Fahrenheit for January. Norwegian summers are short but delightful. The air is crystal clear, and the sun is bright. In the winter, mountains and valleys are covered with layers of snow, and the rivers and waterfalls freeze solid.²

The striking and unique feature of the climate of Norway is the presence of the largest positive temperature anomaly on the surface of the globe, which results in such unusual conditions as average temperatures within the Arctic Circle which are higher than those of places farther east and 20 degrees of latitude farther south. February is the coldest month, at this time southeast Norway has a temperature below 32 degrees.

¹Leislikow and Smith, op. cit.
²Ibid.
Fahrenheit but the coldest part in this area is the Glommen Valley. The southeast part of Norway is the warmest in the summer.

Gales are frequent on the west coast, averaging three to four per month in winter and about one or two per month in summer. Calm weather is rare on the west coast but frequent in the interior. December and January are the stormiest months.

The number of days on which rain or snow falls is greatest in the northwest and north coasts, and least on the southeast districts. Snow may fall in any month.

The amount of cloudiness is great. The coast of Finnmark has over three cloudy days to one clear day. Summer fog is frequent on all coasts, but fog is rare in winter.¹

**Natural Resources**

Norway has the finest fishing grounds in the world. Fishing is not only a way of making a living, it is a profession, a craft, a game, and a gamble for the Norwegian people. Norway's vast fishing fleet is responsible for much of the country's income. Fishing is seasonal and most of the hauls are made during the first five or six months of the year. The cod fisheries are the most important. They are caught from January to June.²

The herring fisheries rank next to the cod and are carried on all year along the entire coast; but fishing for winter

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¹Haakansen and Hammer, *op. cit.*, pp. 546-47.
herring is the most important and is carried on from January to April mainly on the west coast. Lobster, crab, and shrimp are also caught in this area throughout the year.

Large mackerel are brought in from the Oslo Fjord and from off the west coast during the months of May to September. Extensive fishing for brisling takes place in the same areas from July to December. Brisling, the tiny sardine packed in olive oil is the chief product of Stavanger.

The Norwegian fisheries produce many important products. One of them is cod liver oil. Norwegian children like this, and they use a great deal of it in the long dark winters to keep themselves strong and well. All along the coast there are factories turning out herring products such as herring oil, meal, and vitamin animal fodder.

Whaling is Norway's fourth largest industry.¹

Lumbering is another great source of income. Vast forests cover nearly one-fourth of the country. The rivers are used to carry the timber from the forests to the mills.

Spruce, fir and birch are the three chief trees. Norwegians say that nature designed her trees, especially the spruce, to prevent the heavy snows from breaking them.²

One-fifth of the whole country of Norway is covered by forests in which pine and spruce are the most prominent. Each year the forest area grows larger and larger. The largest

¹Ibid., p. 27.
²Ibid., p. 30.
forests are on the hills and mountain sides of the eastern valleys of southern Norway.  

Miss Rothery says that:

Perhaps you think that there are no trees here, but if you do, you are mistaken. There are millions of trees - Polar willow trees, perfectly formed, with trunks and branches and leaves. However, in this cold climate they grow only two inches tall - so unless you were told that they are real trees, and named saeix polaris, you would probably think they were only moss or a saxifage.  

Nature, so generous to Norway in other respects, has been anything but kind in providing good farming land. About four per cent of the land is suitable for agriculture. The Norwegian farmer by skill and thrift, and with the extensive use of fertilizers, manages to make his farm pay.  

Among Norway's scenic beauties are many waterfalls in all parts of the country. These waterfalls are beautiful and are also a source of tremendous power, and a great economic asset. Because of them, Norway, today, is one of the greatest producers of electricity in the world with hydro-electric power more and more replacing coal. Electricity, as a matter of fact, is often called "Norway's white coal." There is so much of it that plans are being made to export electricity to other European countries by way of high tension power lines. This readily available electricity has played an important part in the rapid industrialization of the country. Large metallurgical and chemical industries, such as Norsk Hydro, one of Europe's biggest
producers of artificial fertilizers, owe their existence to Norway's wild and unruly rivers. Each town practically has its own power plant.¹

Norway has some mineral deposits, but they are neither rich nor well developed. The country lacks the coal which is needed to develop heavy industries, but there is some iron in northern Norway, and coal on Spitsbergen. Other mineral resources include copper, sulfur, silver, titanium, and nickel.²

**Food**

Norwegians usually make breakfast for tourists a special event. Visitors are given an assortment of cheese, many different kinds of fish, fresh cream and butter, more than one kind of bread, sweet crackers, cold meats, and the always expertly brewed Norwegian coffee. In the average Norwegian home breakfast differs very little from breakfast in the average American home. There will be eggs, sometimes with bacon, cheese or sausages. The children drink milk and grown-ups have coffee.

The chief meal, called "midday," is served in the middle of the afternoon and consists of warm dishes. Usually boiled or fried fish or meat is the main course.

Often friends are asked in for dinner early in the evening. This is called "aftens." At this time, fish pudding, cold meats, or sausages may be served. Late at night, if there are guests, Norwegians like to have coffee and large open-faced

¹Ibid., p. 29.

²Leislikow and Smith, op. cit., p. 5765.
sandwiches spread with smoked salmon, or cheese, or hard boiled eggs with sardines. Among the many different kinds of sweet cakes, a favorite is blot cake, a layer cake covered with whipped cream and topped by cherries.¹

The chief crops are oats, rye, barley, and some wheat and potatoes. The Norwegians produce far less grain than they need. The cattle in this area are small, but they give rich milk. Other kinds of livestock besides cows include sheep, goats, small fjord ponies and large farm horses. The Lapps in the north keep herds of reindeer which provide them with food.²

Transportation and Communication

Fjord ferries, running only a few hours apart, travel back and forth between the villages. They bring the mail, supplies, and visitors. Travel in Norway is strenuous. The Oslo-Bergen train line is thought of throughout the world as a miracle of engineering. This train goes up and over the Norwegian mountains. One of its stations is built right into a tunnel in the mountainside and is protected by a long wooden snow shed.

A network of busses spreads out from train stops into all parts of the country. In northern Norway, bus transportation is the only means of getting about.

Fast and safe air travel is provided by the Scandinavian Airlines System, owned by Denmark, Norway and Sweden.

The chief means of communication on the coast of north Norway, and the west coast also, are the express steamers.

¹O'Neill, op. cit., p. 11.
²Leislikow and Smith, op. cit., p. 5766.
Summer and winter they make scheduled trips, bringing in food and supplies, mail, and livestock. In the summer the trip is made in daylight. Although winter flying is not possible in northern Norway, the airline is a tremendous help there in the summer.¹

**Occupations**

Fishing, farming, and cattle raising continue to be the people's principal means of subsistence, though many new pursuits, such as lumbering, commerce, and manufacturing are of great importance. Mining is done on a rather small scale. Fruit raising is carried on in many parts of Norway, but not on a very extensive scale. Apples, pears, and cherries are raised, and berries such as currants, gooseberries, and raspberries are grown in great abundance. Of wild varieties, the blueberry, cloudberry, and whortleberry are found in inexhaustible quantities in the mountain districts.

The raising of cattle and other domestic animals of even greater importance than agriculture, because this branch of husbandry can be carried on with success in places where grain cannot be cultivated. In connection with cattle raising, dairying is of great importance. It is being stimulated through the organization of cooperative dairies with scientific methods of butter making, and by the building of cheese factories and milk condensing stations.

Manufacturing is of comparatively recent development in

Norway. This is true because in olden times manufactured articles were either imported, or they were supplied through private industry carried on in the homes by members of the family.¹

**Sports and Recreation**

The national sports of Norway grew out of necessity. Skiing, for example, was developed by the early peasants who had to find a way to go about when the deep snow made roads impassable. Sailing was essential to the early fisherman before motorboats were developed. Walking or hiking was for many years the only means of getting anywhere. Today, in Norway, skiing, sailing, and hiking are essential sports of the Norwegian people. The children and older people enjoy them in the spirit of play or recreation.²

The chief sports of Norway are fishing, skiing, sledding and swimming. During the early part of the nineteenth century girls were now allowed to take part in such activities, but today they have gained proficiency in the art and are able to take their places with the men on the enjoyable ski weekends, which are a popular part of Norwegian life. Special ski competitions are held every winter. Speed and figure skating are other favorite winter sports.

Visitors from almost all European countries and from the United States come to ski and skate in the winter and to

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²Thomsen, *op. cit.*, p. 114.
hike in the mountains and climb the peaks in the summer. Norwegians are enthusiastic about skating, mountain climbing, swimming and fishing.

Coasting, as a sport for men and women, cannot compare in importance with skiing, but some thrilling moments of a Norwegian's life is spent on a sled.

In spite of the fact that the water is cold along the coast, children learn to swim early, and the bathing beaches are crowded all summer long.

With sailing it is a little different. Not everyone can own a sailboat; therefore, sailing is not actively participated in by the Norwegians.

The Norwegian people are a walking people. Hiking is probably the most perfect national sport, for no special outfit is necessary. The climax of the hiking journey is usually mountain climbing.  

Music and Art

Norwegians have a great love and respect for music, art, sculpture, books and the theater. Norwegian music, like Norwegian literature, uses folk themes. The folk music of Norway with its simple rhythms, goes back to the times before the Vikings. The people of Norway want to keep alive the arts and crafts which country people have practiced for hundreds of years. 


2 Ibid., pp. 115-17.

3 Leislikow and Smith, op. cit., p. 5766.
Norway has produced several famous musicians. Edvard Grieg preserved much of the spirit of Norwegian Folk Music in his compositions. The symphonies of Christian Sinding, the rhapsodies of Johan Svendsen, and the compositions of Ole Bull reflect the same influence, both in rhythm and melody.

Edvard Munch, Christian Krohg, and Erik Werenskiold are among Norway's most important painters. The sculptor Adolf Gustav Vigeland devoted most of his life to a series of impressive bronze and marble figures for Oslo's city parks.¹

Architecture

Many of the houses in Norwegian cities and towns are built of wood, which is cheap and plentiful. Most of them have high peaked roofs so that the heavy snows can slide off easily. They have wide picture windows. The log houses often have the same kind of sod roofs used from the earliest days. In the outdoor museum there is a collection of houses like the ones used for hundreds of years. There are also the beautiful stave churches. These churches are called "stave" because there are four large wooden posts which support the four corners of the building. The central inside room of the church has a simple and beautiful painted altar.²

Education

The Norwegians feel that education is an important

¹Haakonsen and Hammer, *op. cit.*, p. 549.
factor in the development of the country and its inhabitants. The children are compelled to go to school for seven years. As a result, there are few illiterate people in Norway.¹

The boys and girls who live in cities or towns in Norway go to public schools very much as boys and girls do in the United States. These schools are well built, and are comfortable and very clean, with plenty of teachers, books, and playground space. They study harder than American children, for besides reading, writing, geography and history, arithmetic and religion, they must learn a foreign language, usually English, and they must learn it so well that they cannot only read and write it, but also speak and understand it. Every child goes to school when it is raining or snowing. The parents and children of Norway think of education as a privilege and a right. The Norwegian government thinks so much of its schools that it spends more money on them than it does on its army or navy.²

The government pays for all of the operational expenses of the schools. During the last two years all children have been taught English. About fifty per cent of the children in public school go to high school for three years, and about half of these go to college for an additional three years.³

After the boys and girls have finished their seven years in the elementary grades, many of them go to special schools.⁴

¹O'Neill, op. cit., pp. 9-10.
²S. J. Saunders, Little Norway (Montreal, Southam Press, 1944), p. 18
³Rothery, op. cit., pp. 42-43.
⁴Saunders, op. cit.
Pupils may attend the middle schools and the gymnasiuums (high schools) in the towns and cities only if they pass special entrance examinations.¹

In the special schools, the girls learn everything about running a house, and the young men learn trades . . . as carpenters, plumbers, metal workers, electricians, . . . and if they are to be farmers the most modern methods of taking care of the soil, woodlands and animals, which are all a part of the farm.

Besides special schools, there are academies and colleges for other subjects, such as the navigation college. There are other colleges where young men study to become foresters so that they can take care of the trees which are so valuable.² Educational institutions of high standing are the agricultural, dental, veterinary, commercial and teachers' colleges.³

There is only one university in Norway and that is in Oslo, the capital of Norway. A large number of students go there and get degrees as doctors, lawyers, ministers, or teachers or in other professions.

There are also schools in Norway called Folk High Schools, and these are for grownups. They offer all sorts of advanced courses in history and literature. There are night schools for grown people, too, and these are always crowded.⁴

¹"Norway", Compton's Pictured Encyclopedia, op. cit.
²Rothery, op. cit.
³Haakonsen and Hammer, op. cit., p. 556.
⁴Rothery, op. cit., p. 46.
Since the evenings are so long and there is plenty of
electric light, the Norwegians are great readers. They buy and
read a great many newspapers, magazines and books. Besides the
bookstores, there are hundreds and hundreds of free libraries,
some supported by the state and some by the schools, and people
use them constantly. All these things mean that the Norwegians
are well educated. ¹

**Government**

The Norwegians are an independent and freedom-loving
people who believe in human dignity and the rights of the in-
dividual. Although the head of the government is a king, Nor-
way is said to be a democracy, one of the oldest in the world.
There is no nobility, and just as it is in the United States,
the Norwegian government consists of three branches: the execu-
tive, legislative, and judicial, called the cabinet, the par-
liament, and the supreme court. ²

The one-chamber parliament, which is called the "Storting"
in Norway, is made up of one hundred-fifty members repre-
senting all parts of the country. They are elected for a period
of four years. Any citizen, man or woman, who is twenty-one
years of age may vote. During elections about eighty per cent
of the voters go to the polls.

Each county and city elects its own local government by
the same method and for the same four-year period.

¹Ibid., pp. 47-48.
²O'Neill, op. cit., p. 44.
The principal parties are the Labor Party, the Conservative Party, the Liberal Party, the Farmer's Party and the Christian People's Party. The party with the most members in the Storting forms the cabinet. The cabinet meets weekly and makes its decisions as a body. The king presides at the meetings, but he has no power to interfere with the decisions. The supreme court interprets the law.

**Religion**

About ninety-seven out of every one hundred persons in Norway belong to the state or Lutheran church. The Bishop of Oslo is the head of the church of Norway, and there are seven bishops who serve with him.

Even though the Evangelical-Lutheran Church is the State Church of Norway, the people are free to worship as they please, and there are churches of all denominations. The churches are simple, beautiful and small. Blue and white are favorite colors; the seats are often merely long wooden benches. The altar cloths are usually of hand-made lace, and behind them is mounted a religious oil painting.

Once, long ago, it is said that the Norwegian people believed that they were descended from gods and goddesses and that

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1Ibid., p. 44.
2Ibid., pp. 44-45.
3Leislikow and Smith, op. cit., p. 5768.
the gods had made man from an ash tree and woman from an elm tree. The chief god of Norway was Odin; Thor, the god of thunder, was his son. Early Norwegians also believed that the goddesses who rode through the air on horseback, armed with helmets, shields, and spears carried warriors who fell in battle back to the beautiful hall where Odin lived. The Norwegians have few other such ideas.

Dress

The Norwegian people dress very much like the Americans. They like bright and gayly colored costumes. In fact, Norwegians and Americans are almost identical in the types of clothing each wears. Perhaps the Norwegians have warmer and more durable clothes. The country folk wear picturesque clothes.

Typical dress of the Lapps' tribe is a suit and cap of reindeer skin which are usually trimmed with a bright wool. Their shoes are of the moccasin type, with upturned toes which are stuffed with moss to keep their feet warm. The city children frequently wear traditional peasant costumes with red vests and embroidered caps.

Norwegians also wear long coats which are lined with fur and are usually trimmed with fur around the sleeves and collars. The women wear linens and silks more so than cottons on special holiday occasions, and they dress very gaily with many colors. Their favorite colors are red, green, brown and white. Women, men and children wear long heavy stockings.

Only the bride wears the beautiful holiday costume:

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1Ibid., p. 39.
2Thomsen, op. cit., pp. 103-4.
white embroidered shirt, red waist and black skirt. The Norwegian women wear lots of jewelry, especially beads and braids of all types.¹

Marriage Customs

Weddings, in Norway are very important events and are usually picturesque. It is customary for the bride to wear the beautiful holiday costume, white embroidered shirt, red waist with a beaded breast cloth, black skirt trimmed in gay braids or embroidery, a white apron with wide embroidered or woven insertion, and beaded bands hanging from her waist to the bottom of her skirt. The bride wears a crown one whole day, and then she puts on the married woman's peculiar headdress called a "sknut." She carries a hymn book with a finely woven cloth covering it. This cloth is handed down from generation to generation and is often hundreds of years old. Silver pins, buttons, and buckles almost cover her waist.

Wedding customs vary with social positions and location, each valley and village guarding its own customs, while the city weddings are like those elsewhere.²

Celebrations and Holidays

On the seventeenth of May, Norway celebrates its free constitution, the founding of its parliament, and its independence as a free state. This national holiday is more than

¹ "Norway," Compton's Pictured Encyclopedia, op. cit.
² Ibid., pp. 98-99.
one hundred years old. Each year the Norwegians sing with enthusiasm their national anthem, "Yes, We Love This Land." Each year, in song and in speeches the people profess again their belief in freedom, in peace, in love of justice, and now, as they did in 1814, the right to fight for these beliefs, and even die for them. During the day from seven in the morning until midnight, dozens of choral societies sing. Bands from all unions play in different places in the city. Wreaths are placed on the statues of their country's great men, and speeches are made, telling of the deeds of these men so that no one can forget poets, musicians, teachers, statesmen, and scientists who have lived and worked for the well-being of the people. In the afternoon children take part in folk dancing, play games, and run races. All theaters put on plays of special national character. Many dances are held in the streets until midnight, when fireworks end the day's celebration.

There is another holiday that the people of Norway celebrate. This holiday is much different from the seventeenth of May celebration. This is the day the cattle are let out of the barns for the first time in the spring. The people of the farm accompany them and stand about watching. At the end of the day when the cattle are back in the barn, master and servants drink a glass of homemade wine or ale together in celebration of the beginning of new life.


2 Thomsen, *op. cit.*, pp. 93-94.
Another celebration is that which comes on June 23. This is the longest day of the year and is called the Summer Solstice. There is twilight for a few midnight hours in Norway only. On this day a mid-summer festival is given and throughout the country, children, young men and women dance again the old folk dances of their district. The country folk gather at one farmhouse and sing and dance. Late at night great bonfires are built from the southern-most point to the North Cape on hills and beaches. Many rafts on the fjords are bright with burning barrels of tar. It is said that the origin of the bonfire burning is the belief that fires keep out evil spirits and that fire symbolizes warmth and light for the future.¹

Christmas is a national holiday in Norway just as it is in the United States. It is a close, family affair. The celebration starts with the ringing of church bells to announce the beginning of "Christmas Peace," dating from the ancient days. Norway celebrates for fourteen days. Fourteen different kinds of cookies are baked. Farm animals are given a particularly generous feeding. Christmas Even belongs to the children. After a children's church service, a simple dinner is served. The trees are set up by Christmas Even, and in the evening everyone in the house joins hands and dances around the tree, singing the well-known carols. Then come the gifts, usually new clothes and skiing equipment.

The family spends Christmas Day quietly at home, but

¹Ibid., pp. 130-01.
day after, the Second Christmas, friends and relatives visit and entertain each other.¹

**Intercultural Relations**

Intercultural relations with people of other lands are not discussed in the factual sources.

¹Undset, op. cit., pp. 25-69.
CHAPTER III

CHARACTERISTICS OF NORWEGIAN LIFE AND CUSTOMS PORTRAYED IN SELECTED JUVENILE FICTION BOOKS PUBLISHED, 1933-1953

The purpose of this chapter is to give an analysis and description of Norwegian life and customs as portrayed in the 17 selected juvenile fiction books about Norway and the Norwegian people, published during the years 1933-1953. The 15 characteristics described in Chapter II, and selected from factual sources, will be used as the basis for this analysis of the selected fiction books.

Physical Features and Climate

The characteristics of physical features and climate appear in the 17 selected books of fiction about Norway a total of 97 times. Each of the 17 fiction books includes this item, and it is discussed in detail in Sidsel Longskirt (1), Leif the Lucky (3), A Norwegian Family (9), Snow Treasure (11) and The Norwegian Twins (12). Most of the emphasis, however, is placed on description of the mountains, fjords, rivers and waterfalls. Snow and rainfall are the two most often discussed items in relation to climate. Marie McSwigan gives this description of the snow storms in Snow Treasure (11):

The numbers in parenthesis in this study will refer to the title of the book in which that subject is discussed, as found in Table 1.
<table>
<thead>
<tr>
<th>Author and Title</th>
<th>Characteristics</th>
<th>Physical Features</th>
<th>Natural Resources</th>
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Note: The symbols used in the ratings are: G - Good, F - Fair, and P - Poor
There never had been such a winter for snow. It began early and with each month grew higher and higher on the ground. April was like January with no sign of thaw. ... But as accustomed as the people were to the long cold and white stillness, the winter of 1940 surpassed anything even the oldest could remember. The Lundstrom house rocked through the night as the storm battered and pounded and pummelled. ... The mountains seemed asleep that April, and along the sea the world was lifeless.¹

Mrs. Hamsun, in her book, A Norwegian Family (9) also gives a very vivid description of a snow storm:

The snowfall had been unusually heavy this winter, even before Christmas it had become phenomenal, a disagreeable public nuisance. Fierce snow storms kept pouring their clouds of snow that hovered between sky and earth. One could see only a foot or two beyond the window. In many places people were snowed in completely.²

After the severe storms were over, the children were happy because they could play out of doors again, go skiing and sledding. In Miss Perkins' book, The Norwegian Twins (12), Eric and Elsa show their dislike of the snow storm by praying to the Lord for it to cease.

In A Norwegian Family (9), there is a description of the feeling of the Norwegian children toward rain:

Rain, but that couldn't be. Why it would spoil everything. A heavy rain will melt the snow and finish the sleigh rides. The mountain itself could be turned into a cataract. One could be swept along and could even be drowned in the raging rush of waters.³

Even though physical features and climate are mentioned

³Ibid., p. 195.
in Gulbranssen’s books, *Beyond Sing the Woods* (7) and *The Wind from the Mountains* (8) six times respectively, these two books fail to mention "woods" or "wind", as the titles seemed to indicate.

Norway has always been thought of as a country of ice and snow. This belief is partly true, but the climate is comparatively mild along the west coast, due to the Gulf stream which flows into Norwegian shores. Along the west coast there is almost no snow in the winter, and fjords remain free of ice.¹

*The Norwegian Twins* (12) is the only book which gives any description of a mild climate or warm weather. This is described when Elsa and Eric take the cattle up on the hillside to graze on the first day of spring.

Miss Zwilgmeyer, in her book, *Johnny Blossom* (17), gives a realistic description of Norway’s topography and climate:

Johnny was a southerner, while we were from the eastern section of Norway. While we had the deep forests and tall mountains, and long winters with skiing and sledding, he had the winding southern shore, with its thousands of islands and skerries, where the winters were mild and the snow melted before it amounted to anything. We envied him the long summers with the lovely tepid waters for swimming and boating, but we would not trade the winters.²

It is true that in some parts of eastern Norway there are beautifully decorated old farm houses and log cabins. Children have to be tethered so they will not tumble over the abyss and fall into the fjords hundreds of feet below. It is also true that far up in the north the sun never sets for a few crazy summer months. There is no night, so then the children don’t have to go to bed until they topple over with sleepiness. But the southern shore, which is warmed by

¹"Supra, p. 12."

the waters of the Gulf stream, is like an idyllic garden, with lush vegetation and pretty white houses that stand on both sides of the narrow sounds and inlets and seem to smile across at each other with their shiny flower-filled windows.\footnote{Ibid., p. vi.}

Havighurst, in \textit{Song of the Pines} (10), tells about the forests which he and his group of loggers cut down, and how the logs were floated down the rivers. His other descriptions are about the rainy season.

Spring and summer are seldom mentioned in the selected books of fiction. Spring is referred to twice: once in \textit{The Norwegian Twins} (12) and once in \textit{A Kingdom to Win} (13). On the whole the description of physical features and climate is representative, except \textit{Sky Bed} (14) and \textit{Nils} (14), which are limited in portrayal of physical features.

**Natural Resources**

Natural resources are mentioned 93 times in 16 of the selected books of fiction. They are referred to nine times in \textit{Leif the Lucky} (3), eight times respectively in \textit{Sidsel Long-skirt} (1) and \textit{Beyond Sing the Woods} (7), 10 times in \textit{Snow Treasure} (11) and six times in the \textit{Norwegian Twins} (12). They are not mentioned in \textit{Sky Bed} (14).

Norway is rich in natural resources, especially fish. Fishing is mentioned five times in \textit{We'll Meet in England} (2). Han's uncle Knut was a fisherman and a sailor who kept his family supplied with cod and herring which he caught with large nets. It is evident that cod and herring are two of the most important kinds of fish in Norway.
Timber is another major resource and a great source of income for the Norwegian people, but the books of fiction present limited discussion about the forests. It is evident in Song of the Pines (10) that one-fifth of the whole country of Norway is covered with timber. Logging is mentioned in Beyond Sing the Woods (7). Gulbranssen tells how each of the Bjorndal boys were taught lumbering at an early age, and how they thought of it as a sport. He also points out that the lumber industry gives work to thousands of people.¹

Song of the Pines (10) tells how the trees are cut in autumn and winter and transported to the frozen rivers, and then are carried down the river to the pulp, lumber, and paper mills in the spring.

Norway's many waterfalls are a great economic asset; because of them, today it is one of the greatest producers of electricity in the world.² They are mentioned twice in Sidsel Longskirt (1). Sidsel describes the country side as she accompanies the cattle up the hill to graze. The waterfalls are mentioned three times in Leif the Lucky (3), and once each in Time to Laugh (6), A Norwegian Family (9) and Snow Treasure (11).

Only four per cent of the land of Norway can be cultivated. There are no wide plains and the farms are located in narrow strips of land in scattered valleys. These are described in Sidsel Longskirt (1) and Norwegian Twins (12).

²Ibid., p. 49.
Pasture lands are discussed in three of the fiction books: Sidsel Longskirt (1), The Norwegian Twins (12) and The Norwegian Family (9). These books give a good description of the grazing land for the cattle which is usually located on a hill near running water.

No discussion is provided on the limited mineral resources of Norway in the books of fiction, but the portrayals of natural resources are realistic and representative.

Food

The most common types of Norwegian food described in the factual sources were fish, milk, cream and butter, special breads and sweet crackers, unusual holiday dishes and many kinds of fruits.¹

Some of the foods enjoyed by the Norwegian people are described in Ola (5):

From the big storehouses scullery maids were carrying all kinds of delicious food. There was butter, brown goat cheese shaped like animals and castles. There were stacks of flatbread, large as millstones and thin as leaves, and trout and meat and porridge and cakes. There was also a big bowl of ale, and on its surface swam small drinking vessels like ducks on a pond.²

Mrs. Perkins describes food in The Norwegian Twins (12):

At last supper was ready, hands and faces were washed and the hungry little family gathered about the table. They stood with folded hands while father Larson asked the blessing. Mother Lisbet bowed her head and the children bent their knees while the amen was said, then the bean soup

¹ Supra, p. 16.
was poured out, the flat bread broken and the fish and sausages distributed, and they began to eat.¹

Various types of food are mentioned many times throughout the 17 books. Food is mentioned six times in *A Norwegian Family* (9), and as many as eight times each in *Sky Bed* (14), *Ola* (5) and *Norwegian Twins* (12). Fish is mentioned in each book. Much emphasis is also placed on gravies and coffee with cream. In *Leif the Lucky* (3) most of the descriptions are of fruit.

Miss Thomsen, in *Sky Bed* (14), tells how special foods are served during the holiday seasons. An old custom of the Norwegian children during the Christmas holidays is to place a dish of pudding in the barn for the Yulenisse, or the elf, who is expected to eat the food and leave a gift for the children who have been good. Another food item is the thin flat wheat bread that the Norwegian housewives usually take turns baking at the community ovens. This crisp flat bread can be stored to last throughout the holidays, and it is served at almost every meal in rural Norway. Another holiday food mentioned is gjetost, made from goat's milk. Porridge and sweet crackers are favorites, and fish is served at almost every meal.²

The treatment of food in 14 of the 17 books is very good. The three least representative in their description are *East O' the Sun and West O' the Moon* (15), *Song of the Pines* (10) and *Nils* (4). *Nils* is the least representative of all, providing


only a single description.

Transportation and Communication

Sixty-three examples of transportation are cited in 16 of the books of fiction. Practically every mode of transportation used today is utilized in Norway. Even in a country as mountainous as Norway, busses, automobiles, trains, airplanes and boats are a part of the Norwegian people's life.

In Undset's Images in a Mirror (16) it is said that one may glance down the streets of large Norwegian cities and see the usual streetcars, busses, automobiles, taxies and private cars. Oslo, Norway's capital boasts of a three-minute subway. This subway joins the heart of the city to the chief suburban terminal. Fru Hjelde, one of the characters in this book talks about the difficulty she has keeping her daughter's feet off of an old lady's dress who sat beside her on a streetcar. She also talks about her ride to the country on one of Norway's electric trains.

Trains, automobiles, and streetcars are mentioned in Snow Treasure (11), A Kingdom to Win (13) and Johnny Blossom (17). The most frequently discussed form of transportation is boating. It is mentioned in We'll Meet in England (2), Leif the Lucky (3), Ola (5), The Wind from the Mountains (8) and Beyond Sing the Woods (7). The best description of boating is found in We'll Meet in England (2).

Other means of transportation such as bicycles, horses, and sleds are mentioned briefly but are not discussed in detail in any of the fiction books. Johnny Blossom (17) talks about
going to the country to see his grandfather in a horse and buggy, and about horseback riding. Norwegian Family (9), The Norwegian Twins (10) and Snow Treasure (11) give descriptions of use of the sleds for domestic transportation.

As compared with the factual books, the descriptions given of transportation in the fiction books are generally incomplete and inadequate, except for the descriptions of boating, which are many and are generally complete.

Neither a single description nor an example of communication was cited in any of the fiction books.

**Occupations**

The various occupations engaged in by the Norwegian people are mentioned 87 times in the books of fiction, which shows that they are described as hardworking and industrious people.

Farming is mentioned in nine of the books of fiction. Sidsel Longskirt (1), A Norwegian Family (9), The Norwegian Twins (12) and Johnny Blossom (17) give accurate descriptions of farming. Sidsel Longskirt (1) points out that farming is the true foundation of the country, and that the farmer holds a high position in the life of the nation. Mrs. Hamsun in A Norwegian Family (9) indicates that the average farmer owns about 30 acres on which he raises some 20 cows. Seeding is done in May, and the crops are harvested in August and September. Threshing is usually done in November.

Fishing is one of the most important occupations in Norway. Not only does it provide the people with food, but it
is also a form of sport and relaxation. Fishing is mentioned in *We'll Meet in England* (2), *Time to Laugh* (6) and *A Kingdom to Win* (13). It is best described in *We'll Meet in England* (2).

Lumbering is an important occupation for the men, and a sport for the Norwegian boys. This is evident in the book, *Song of the Pines* (10):

> Come along with me, Nils. You can help us load some logs. I'll show you how we use your cant hooks out here. All afternoon Nils worked with the loaders, snaking logs through the brush, loading them on the sled, riding on top of the logs over the ice-smooth road to the river landing.

Shipbuilding, another occupation, is mentioned in the books *We'll Meet in England* (2) and *A Kingdom to Win* (13). It is one of the most important means of transportation in Norway because much of the fishing done on a large scale is done on these ships. The fiction books give a very limited discussion of shipbuilding. It is mentioned in these two books but it is not discussed in detail in either of them.

The most popular professions — teaching, banking, the ministry, and medicine are also given limited discussion. The only one of these discussed at length is teaching. It is mentioned in *A Norwegian Family* (9) and *A Kingdom to Win* (13) and is given the better discussion in *A Norwegian Family* (9). The reader sees and visits with Ola's teachers from the time he enters school until he graduates. One experiences all of Ola's pains and pleasures at school.

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As compared with the factual sources, the fiction books give an accurate portrayal of the various occupations described, but shipbuilding and the professions of teaching, medicine, banking and the ministry are not discussed in sufficient detail.

Although Sidsel Longskirt (1) and Beyond Sing the Woods (7) include descriptions of occupations eight times each, and The Norwegian Twins (12), A Kingdom to Win (13) and Images in a Mirror (16) list information seven times each, they describe primarily the occupations of farming, fishing and lumbering.

Sports and Recreation

Of all the books of fiction, Snow Treasure (11) is the most representative in its description of sports, and lists information about them as many as eight times. A Norwegian Family (9) Song of the Pines (10) and Images in a Mirror (16) are next, with five items each. With a total of 52 descriptions in the books, fishing, skiing and sledding are the most often and accurately portrayed, and boating is best described of all.

As shown in these books, the Norwegian people are fond of outdoor sports and participate in them heartily. Fenner's Time to Laugh (6) and Thomsen's East O' the Sun and West O' the Moon (15) provide no information about sports.

In the summer, swimming, fishing, boxing, wrestling, bicycling and hiking seem to be the most popular of the sports. Johnny Blossom (17), Nils (4) and Ola (5) give evidence of the fun they enjoy while fishing and swimming. Fishing is also discussed in detail in We'll Meet in England (2), and it is often described in the other 11 books. Swimming in the village pond
Skiing and sledding were enjoyed by the children in *Snow Treasure* (11) and *Sidsel Longskirt* (1); *A Norwegian Family* (9) and the *Norwegian Twins* (7) show that the children are taught to ski almost as soon as they are able to walk. During the winter season -- from the oldest to the youngest -- the whole family joins in this national sport. The reader also sees the children having much fun as they go sledding up and down the hills in *Snow Treasure* (11). Skiing and sledding are realistically and adequately described in this book.

There is much left to wish for in the general portrayal of sports in the books of fiction, although some individual sports, such as boating, fishing, sledding and skiing are very well described.

**Music and Art**

Norwegian music and art are mentioned a total of 41 times in 14 of the 17 selected books of fiction. They are generally brief or limited observations and are usually mentioned in connection with some type of celebration, such as a wedding, or Independence Day (which occurs on May seventeenth).

Music and art are mentioned in *A Kingdom to Win* (13) nine times. Here Olav describes the ornate furniture that he sees the first day he enters the palace; he has never seen so much gold and finery before and is simply amazed at the gold chandeliers which hang from the ceiling. He is especially fond of the huge statues that stand in the beautiful palace gardens.

In *East O' the Sun and West O' the Moon* (15) a good
description of folk music and dances is provided. \textit{Sidsel Longskirt} (1) and \textit{A Norwegian Family} (9) describe the Independence Day celebrations where the children prepared gay folk songs of freedom, and marched in parade to the music of the school bands. Dressed in historical folk costumes, they gaily performed folk dances in the public square.

On their voyage to South America \textit{Ola} (5) and the children sang gay folk tunes. At the wedding of Young Dag and Adelaide in \textit{The Wind from the Mountains} (8), beautiful music was played on the old church organ.

Primarily, the portrayal of music and art in the books of fiction is poor and limited to a description of folk music. Almost no art is described or discussed. The treatment is very incomplete.

\textbf{Architecture}

Norwegian architecture is mentioned in 14 of the 17 fiction books a total of 60 times. Three of the books, \textit{Wind from the Mountains} (8), \textit{A Kingdom to Win} (13) and \textit{Johnny Blossom} (17), which give nine examples, adequately describe Norwegian architecture. Peasant homes and cathedrals are mentioned in \textit{Sidsel Longskirt} (1), \textit{Beyond Sing the Woods} (7), \textit{The Norwegian Twins} (12) and \textit{Images in a Mirror} (16).

It is evident that Norwegian homes vary according to climate and location, as well as according to the class and economic status of the people. Homes located in the cities are of the most modern architecture anywhere. \textit{Johnny Blossom} (17) describes them as "glass houses with electric heating concealed
in the walls." But he tells how, in spite of the efficiency and convenience of this method of heating, the fireplace remains an unchanged part of Norwegian homes, even in the cities.

Homes located in the suburban or rural areas present a different picture. Mrs. Perkins gives a description of the Norwegian Twins' home:

High up on the western slope of a mountain side in Norway there stands a little house built of logs. Its roof is covered with green turf, which in the spring time is gay with buttercups and dandelions, and in winter is hidden under a deep mantle of snow. The windows of the little house overlook a narrow valley, framed-in by steep mountain sides and slope to the blue waters of a fjord. This little house and the acre that goes with it have been called the Kleppen farm. ¹

The Wind from the Mountains (8) provides five examples of description, including a realistic one of the beautiful home of the Bjornal family, with its spacious grounds. The house had high peaked gables and many chimneys -- for there was a fireplace in every room.

An example of the influence of the economic status upon the type of home is brought out in Johnny Blossom (17). Johnny compares his home with that of his rich uncle Knut. The buildings in A Kingdom to Win (13) are described in the following manner:

The main street opened into a large square. Temples lined it on both sides and the palace, the only stone building, was directly before him. In the middle of the square was a huge statue. The palace was actually a number of separate buildings connected by covered passageways. Olav could not believe his eyes. He had never seen so much

¹Perkins, op. cit., p. viii.
finery. The palace and the other buildings which surrounded it fascinated him.¹

Many types of Norwegian architecture other than homes, palaces, and cathedrals are not treated in most of the selected fiction books, but the reader may receive, from these presented, an adequate picture of Norwegian architecture, since there is brief mention made of the skyscrapers, palace gardens, and tall buildings. References are made to Norway's architecture a total of 60 times in 14 of the fiction books. Nils (4), Ola (5) and Snow Treasure (11) provide no description of architecture.

The beautiful cathedrals and Norwegian homes are the two types of architecture distinctly portrayed in the books of fiction. On a whole, the descriptions are good.

Education

Education in Norway is divided into elementary education for children, middle schools and gymnasiums (which are the high schools), special schools, colleges and universities. There are also the folk schools for adults.

Education is mentioned a total of 60 times in 12 of the selected books of fiction. They are: A Norwegian Family (9), Snow Treasure (11), A Kingdom to Win (13), Johnny Blossom (17), We'll Meet in England (2), Beyond Sing the Woods (7), Song of the Pines (10), Sidsel Longskirt (1), Nils (3), The Norwegian Twins (12), Images in a Mirror (16) and The Wind from the Mountains (8).

A Norwegian Family (9) gives an excellent description of the elementary schools. It pictures Ola and his classmates from the time they enter school to the day of their graduation. A good description of rural Norway's elementary schools is seen in Johnny Blossom (17). Even though the word "school" appears as many as nine times in Snow Treasure (11), it does not provide a representative portrayal of education in Norway.

A Kingdom to Win (13) gives a good description of the special schools. The reader experiences all of Olav's difficulties as he tries to keep pace with his classmates and to change his peasant habits to more aristocratic ones. He tries hard to absorb the education required of Viking nobility. This is the only instance in which a special school is mentioned.

College is mentioned in only one of the books, Images in a Mirror (16). Here, Fru reflects over her college days. One day as she gets off the bus, she accidentally meets one of her former classmates, and through conversation they re-live their college experiences.

The middle schools, the university and the folk schools are not mentioned in any of the books of fiction. Education is not mentioned in Leif the Lucky (3), Ola (5), Time to Laugh (6), Sky Bed (14) or in East O' the Sun and West O' the Moon (15).

In Beyond Sing the Woods (7), where education is mentioned four times, Adelaide reminisces about high-school days, but little information is given. Nils is happy to go to Wisconsin so he can leave school because he hates arithmetic and is very unhappy when he has to return, because he dislikes it so;
this is all that is told about school in the four times it is mentioned in Song of the Pines (10).

We'll Meet in England (2) only tells of children going from home to school, and returning. Children's education in the elementary school is given the fullest treatment. High schools are only mentioned briefly in Beyond Sing the Woods (7) and Norwegian Family (9), and college is only mentioned once.

Norwegian Family (9) is the most representative of the books of fiction in its description of education in Norway. It even describes the graduation exercises -- the apparel worn and the activities engaged in at this time. For Ola it was a memorable occasion, and his description of it will be vivid for the children who read it. A Kingdom to Win (13) and Johnny Blossom (17) are the only other books of fiction which are representative in portrayal of this characteristic.

Government

The old system of government is the only type of Norwegian government characterized. Thirty-three descriptions are given in nine of the 17 books of fiction. A Kingdom to Win (13) provides the most realistic portrayal of this system of government, which is mentioned in it 11 times. The old constitutional monarchy, which no longer exists and which included the Emperor and the Empress is described, and the following examples of persons in government are given: tax gatherers, noblemen, princes and princesses, warriors, the Emperor and the feudal lords.

Song of the Pines (10), We'll Meet in England (2) and
Snow Treasure (11) make brief mention of government. Sidsel Longskirt (1), Beyond Sing the Woods (7), A Norwegian Family (9), The Wind from the Mountains (8) and Johnny Blossom (17) merely mention the word, "government". It is not mentioned in eight of the fiction books (see Table 1).

The Norwegians are described as an independent and free-loving people who believe in human dignity and the rights of the individual in Snow Treasure (11), which portrays this idea in its description of the invasion of Norway by the Germans. The reader can almost sense the Norwegians' attitude toward the German rulers who try to take over their government and homes. They resent their dictatorship, especially when they are forced to give up their homes, schools, and churches to be used for concentration camps. There is definitely a sign of dislike here for any type of dictatorship.

There is no description in any of the books of fiction of today's Norwegian government and political parties as described in the factual sources. The selected books thus provide no information about Norway's government today, and only one book provides a representative description of the Norwegian government in any form.

Religion

As shown in three of the books of fiction, A Kingdom to Win (13), Johnny Blossom (17) and Beyond Sing the Woods (7), religion seems to be a highly influential factor in the life of the Norwegian people. The church is controlled by the government, the heads of the church are appointed to their positions
by the government.

Religion has been divided into three types in the books of fiction where it has been treated. These are the Evangelical-Lutheran Church, Mythology and the Christian Church which seems to refer generally to any denomination other than Lutheran.

A total of 46 descriptions are found in 11 of the 17 books of fiction. The Lutheran-Protestant religion is portrayed 29 times, and it is given the best description in Beyond Sing the Woods (7) and Johnny Blossom (17). The Wind from the Mountains (8), Sidsel Longskirt (1) and A Kingdom to Win (13) mention this religion, but it is not discussed fully in them.

Christianity in unidentified form is portrayed 15 times in A Kingdom to Win (13), Song of the Pines (10), Sidsel Longskirt (1) and The Wind from the Mountains (8). A Kingdom to Win (13) and Song of the Pines (10) present the best descriptions. It is only mentioned in the other two books. The emphasis given to mythology is slight; there are only two references to it. These are found in Time to Laugh (6) and East O' the Sun and West O' the Moon (15). Mention is made of the gods and goddesses, which are the only aspects of mythology described, and these are not done in detail.

The Norwegian people take great pride in their beautiful and ornate cathedrals, and one is described briefly in A Kingdom to Win (13):

Here Olav found a city so strange that never in his wildest dreams could he have imagined it. He wandered through the streets staring wide-eyed at the first Christian church he had ever seen. The first Mosque and the first Synagogue. He thought nothing could be more magnificent
than the altar in the Grand-Empress Olga's small chapel but the gold and jewelled ikonastasis concealing the marble altar, the hundreds of white candles, the perfume of the incense in the church at Tonitorukan left him speechless.

The Lutheran-Protestant religion is the most realistically portrayed of the three types of religion in the 11 books of fiction. Mythology is found to be the least frequently treated. Religion is not mentioned in We'll Meet in England (2), Leif the Lucky (3), Nils (4), Olga (5), Snow Treasure (11) nor in Sky Bed (14). As compared with the factual sources, religion, as discussed in the 11 books of fiction is given only a fair portrayal. Even though it is mentioned as many as five times in A Norwegian Family (9), three times in the Norwegian Twins (12) and four times in Images in a Mirror (16), it is not given representative description. Reference is merely made to some form of religion, without description.

Dress

Sidsel Longskirt (1) describes Norwegian dress as very simple in design and vivid in color. The wearing apparel varies in some locales; this often seems to be influenced or caused by the climate. In the northern part where it is cold, (with the exception of a few months), the Norwegian children are portrayed as wearing heavy dull colored clothing with long stockings and boots.

Native dress seems to vary from district to district, and it seems to be worn only on national holidays or on festive occasions.

1Sprague, op. cit., p. 78.
occasions. At these times the women wear white, embroidered blouses with brightly beaded bodices, and skirts of black homespun which resembles mechanic's overalls; or white blouses or red vests, knee breeches, and shoes with silver buckles. Sidsel's dress is described in this manner:

All you could see was a wide skirt which almost touched the ground and beneath it the tips of a pair of boots with their stockings drawn over them. The rest was just a bundle of shawls with two red mittens sticking out. On the back of it was a bundle and in the front there was a red milk pail.

The most commonly worn costume for women, as described in Wind from the Mountains (8), A Norwegian Family (9) and Images in a Mirror (16), consists of a long-sleeved blouse, and a very colorful apron. The dress of the Norwegian women and girls is similar, and father and son dress similarly, but neither men nor women change their styles of dress too often. The basic costumes are described as being more elaborate, with dainty trimmings. These are used for holiday celebrations and church. Aunt Eleanor, in Wind from the Mountains, wore to church a dress of heavy damask silk, which fell in generous folds, well ornamented. With it she wore a scarlet cloak.

Long stockings worn by Norwegian boys and girls are described in Sidsel Longskirt (1), We'll Meet in England (2), Leif the Lucky (3), Nils (4), Ola (5), A Norwegian Family (9), Song of the Pines (10), Snow Treasure (11), The Norwegian Twins (13), and Johnny Blossom (17). Each of the children in these

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books wore long stockings with snow shoes and heavy clothing. The stockings that Nil's grandmother sent him are described in this manner:

There was really a package for Niles. It was from grandmother and in the package there was a pair of stockings with white roses and black roses and white stars and black stars all over them. Niles thought they were the most beautiful stockings in the world.¹

Dress is mentioned as many as nine times in Images in a Mirror (16) which describes the apparel worn by Fru and her daughter Uni. It also gives some description of the old lady's dress who sat beside her on the streetcar. Sky Bed (14) gives seven descriptions of dress. It primarily describes the gifts the children received for Christmas. Among these gifts were long stockings, a pair of red mittens, a dark blue jacket trimmed in fur around the collar and sleeves, and a pair of snow shoes. Song of the Pines (10) gives a good description of the type of clothing worn by the loggers. They wore dark colors and clothing made of durable material. They also wore all-over rubber suits.

Dress is mentioned three times in Time to Laugh (6) and once each in East O' the Sun and West O' the Moon (15), Snow Treasure (11) and Johnny Blossom (17), but all give a very limited description. Stockings are the only item mentioned.

Although dress is described in all of the 17 books of fiction, a detailed portrayal of it is not given in all of them.

Sidse Longskirt (1), The Wind from the Mountains (8), Images in a Mirror (16) and Song of the Pines (10) provide the best portrayal. The most often discussed features of dress are stockings, mittens, heavy clothing, such as fur jackets and snow boots. There is also a description of the traditional bride's costume in Ola (5). As compared with the factual sources, dress is given a representative and realistic portrayal in the books of fiction.

Marriage Customs

Traditional and modern marriage customs are characterized in the books of fiction. Twenty-one descriptions are given in six of the 17 books. These are in Ola (5), Beyond Sing the Woods (7), The Wind from the Mountains (8), A Norwegian Family (9), A Kingdom to Win (13) and Johnny Blossom (17). Two of the books, The Wind from the Mountains (8) and Beyond Sing the Woods (17) give descriptions of modern marriage. The wedding of young Dag and Adelaide is described and the weddings of the other boys of the Bjornal family.

Four of the books, Ola (5), A Norwegian Family (9), A Kingdom to Win (13), and Johnny Blossom (17), give descriptions of traditional weddings in Norway. An excellent portrayal of a traditional wedding is given in Ola (5):

The children heard music from the main house and ran to a window and peeped in. At the fireplace sat an old fiddler, playing and singing. At a long table the wedding party was seated. The bride looked just like a princess with a huge silver crown on her head. The groom had silver buttons wherever there was a place on his suit. The bridal feast was to last for several days, and this was just a
light meal to give the wedding party strength for the long ride to the church.¹

The six books of fiction which discuss marriage customs seem to give the impression that various feasts are given before the wedding ceremony is performed. There are descriptions of the kinds of drinks and foods served.

The bride's costume is the most frequently discussed item. It is given the best portrayal in Ola. One wedding costume, described in Wind from the Mountains and portraying modern marriage customs, presented Adelaide in the same type of wedding dress as that worn by Americans. Her wedding was a formal and elaborate affair and did not last as long as the traditional Norwegian marriage ceremony.

Marriage customs are not discussed in 11 of the books of fiction (see Table 1). This characteristic is given a very limited portrayal in the factual sources and a poor portrayal in the fiction books.

Celebrations and Holidays

Many of the activities and customs common to the celebration of the Norwegian Christmas season are folk dancing, carol singing, and sharing with others. Gudrun-Thorne Thomsen, in Sky Bed (14) describes Christmas eve for the children. It begins with a march around the Christmas tree, as they sing the old familiar carols, and is followed by the distribution of gifts from Julenissen, the Norwegian Santa Claus. Christmas is

a time of enjoyment for all Norwegians and is mentioned in 14 of the 17 books.

In Ola (5), Time to Laugh (6) and Johnny Blossom (17) holidays are mentioned two times each. Johnny was happy when Christmas came because he always visited his grandfather, who lived in the town, and who always gave Johnny a beautiful and useful gift. This Christmas, he rushed to his grandfather's house and found him ill.

We'll Meet in England (2), which gives seven descriptions of celebrations and holidays, devotes most of that description to Christmas. It gives a good portrayal of the dances performed by the children around the Christmas tree and the fun they shared in singing carols. It also mentions, briefly, Norway's National Independence Day, May Seventeenth. Six other books also describe this holiday. They are Sidsel Longskirt (1), We'll Meet in England (2), Beyond Sing the Woods (7), Wind from the Mountains (8), A Norwegian Family (9), Norwegian Twins (12), and A Kingdom to Win (13). From these books the reader receives a detailed picture of the celebrations which he might not be able to receive from the factual books.

A detailed discussion of the holiday "when the cattle are first let out of the barn" is given in A Norwegian Family (9) and Sidsel Longskirt (1).

Celebrations and holidays are realistically portrayed in detail in 14 of the selected books of fiction. Leif the Lucky (3), Nils (4) and Snow Treasure (11) do not discuss celebrations and holidays.
Intercultural Relationships

Intercultural relationships are provided in only one of the 17 selected books of fiction about Norwegian life and customs. *Leif the Lucky* (3) comes in contact with an Indian boy while he is lost. He and the little boy become very close friends. The D'Aulaires give a very good description of the Indian boy, both in text and in pictures.
CHAPTER IV

SUMMARY AND RECOMMENDATIONS

This study has attempted to analyze the description of 15 characteristics of Norwegian life and customs as portrayed in the 17 selected juvenile fiction books about Norway and the Norwegian people, published during the years 1933-1953, and recommended for use with children of pre-school through 14 years of age.

The characteristics used in this analysis of the fiction books and gathered from factual data varied greatly in the number of times they were treated or described and in the reliability or accuracy of the information portrayed, as did the individual books of fiction, in their inclusion or exclusion of the characteristics identified as representative of Norwegian life and customs.

The characteristics as described in the books of fiction were evaluated qualitatively in terms of good, fair, and poor, and quantitatively in terms of the number of times mention was made or description was given in the individual books. In chapter III, the information about each characteristic as described in the books of fiction was contrasted with that from the factual sources.

Findings indicate that the quantitative evaluations made were often unreliable in indicating quality and completeness of descriptions given.
Table 1 shows that the 15 characteristics were portrayed in the 17 fiction books a total of 858 times.

A summary of the evaluations given to these descriptions of the characteristics in the books of fiction appraises as good the treatment of seven of the characteristics: physical features and climate, described 97 times; natural resources, described 93 times; food, described 93 times; occupations, described 87 times; sports, described 52 times; dress, described 67 times; and celebrations and holidays, described 44 times. Rated as fair was the treatment of four characteristics: transportation and communication, described 63 times (communication was not described in any of the books); architecture, described 60 times; education, described 60 times; and religion, described 46 times. Least representative and rated as poor was the treatment of four characteristics: music and art, described 41 times; government, described 33 times (no information was included about government today in Norway); marriage customs, described 21 times; and intercultural relations, described only once in the 17 books.

Only four of the 15 characteristics were described to some degree in all of the books of fiction. These were physical features and climate, food, occupations, and dress. Of these four, the descriptions of occupations was least representative.

Eleven of the characteristics were omitted entirely from description in many books of fiction. Natural resources, and transportation and communication are omitted from Sky Bed (1h). Sports are not treated in Time to Laugh (6) and East O' the Sun
Government is omitted from four books: *The Norwegian Twins* (12), *Sky Bed* (14), *East O' the Sun and West of the Moon* (15) and *Images in a Mirror* (16).

Religion is not found in six books: *We'll Meet in England* (2), *Leif the Lucky* (3), *Nils* (4), *Ola* (5), *Snow Treasure* (11) and *Sky Bed* (14). Marriage customs are found in only six books. They are missing from *Sidsel Longskirt* (1), *We'll Meet in England* (2), *Leif the Lucky* (3), *Time to Laugh* (6), *Song of the Pines* (10), *Snow Treasure* (11), *The Norwegian Twins* (12), *Sky Bed* (14), *East O' the Sun and West O' the Moon* (15) and *Images in a Mirror* (16). Celebrations and holidays are missing from *Leif the Lucky* (3), *Nils* (4) and *Snow Treasure* (11). References to intercultural relations are missing from all of the books except *Leif the Lucky* (3).

In a summary of the findings of the analysis of the realistic portrayal of Norwegian life and customs in the individual books, five books are outstanding and include all but one of the 15 characteristics, intercultural relations. They are: *Beyond Sing the Woods* (7), with a total of 61 descriptions; *The Wind from the Mountains* (8), with 65 descriptions; *A Norwegian Family* (9), with 74 descriptions; *A Kingdom to Win* (13), with 81 descriptions, and *Johnny Blossom* (17), with 65 descriptions. In this instance, the quantitative analysis accurately interprets the qualitative one. *A Kingdom to Win* (13) and *A Norwegian Family* (9) are the best of the fiction books and most realistic in portraying Norwegian life and customs.

Omitting descriptions of only two characteristics were
Sidsel Longskirt (1), with 62 descriptions and Song of the Pines (10), with 52 descriptions. Four books omit descriptions of three characteristics. They are: We'll Meet in England (2), with 46 descriptions; Time to Laugh (6), with 28 descriptions; The Norwegian Twins (12), with 51 descriptions; and Images in a Mirror (16), with 55 descriptions. The remaining books fail to provide description of characteristics as follows: Ola (5) omits four characteristics and gives 45 descriptions; Leif the Lucky (3) and East O' the Sun and West O' the Moon (15) omit five characteristics and give 39 and 26 descriptions respectively; Nils (4), with 16 descriptions and Snow Treasure (11), with 56 descriptions omit six characteristics each (there is great difference in the descriptions in each book), and Sky Bed (14), which is the least representative of the 17 books in its portrayal, omits seven characteristics and provides 36 descriptions of Norwegian life and customs.

This study has provided limited proof that some of the fiction books provide accurate and realistic portrayal of Norwegian life and customs. But it has provided an even greater proof that the inclusion of titles of translations or publications of fiction about Norway and the Norwegian people from 1933-1953 has been seriously limited in the selection aids used in this study, to the extent that only 17 books were included, and only four of the 17 selected are sufficiently and reliably descriptive as contrasted with the factual books (although individual characteristics are often adequately described).

It also points up the need for more complete description
of certain characteristics poorly described in the 17 books --
such as intercultural relations, modern government, music and
art, and of those unevenly treated, such as communications,
which is not written about in any of the books.

As this is a limited list, it can only serve to point
up the need for the publication of more fiction books about
Norwegian life and customs for children and young people of
this age group, and the inclusion of their titles in basic book
selection aids.
APPENDIX A

AN ALPHABETICAL LIST OF ANNOTATED JUVENILE FICTION BOOKS
PORTRAYING NORWEGIAN LIFE AND CUSTOMS
PUBLISHED, 1933-1953


The story of a little girl whose name was Sidsel. She lived in the rural area of Norway and enjoyed the outdoor life and changing seasons there. She had a goat named Crookhorn, of whom she was rather proud. Ages, 8-12.


A story of two brave Norwegian children who with the help of an elderly English sailor escaped from Norway when it was invaded by the Germans, by sailing an old man's boat to England. Ages, 8-12.


A short, simple narrative sketching the main points in the life of Leif the Lucky as a boy, and as a man, with emphasis on the Viking discoveries in Greenland and America. Ages, 6-10.


The story of a little boy who received a pair of long stockings from his grandmother. When he wore them to school, his schoolmates made fun of them, but one cold day Nils wore the warm stockings once more. This time nobody laughed. Ages, 6-8.


Ola is a little Norwegian boy, who went out on his skis one wintry day. He got lost in a snowdrift and was dug out by Per Peddler with whom he went to visit the Lapps, then a fishing village on the coast. Ages, 4-6.

67

Twenty humorous stories, old and new selected from folklore and modern works of many countries. Ages, 9-11.


Chronicle of fifty years in a Norwegian family living on their huge estate in the hills. The Bjorndal family bred strong men, but they came to tragic ends until one of them, Dag, married a girl from the valley lands, and spent his energies in piling up wealth for himself and his descendants. The tale ends with the engagement of the remaining son of old Dag, and a beautiful girl from the town. Ages, 10-14.


This story continues the dramatic tale of the Bjorndal family begun in *Beyond Sing the Woods.* It takes up the story with the marriage of Adelaide Barre to young Dag. It was to his staunch father that Adelaide looked for strength and understanding. This created a psychological tangle which was not straightened out until the death of old Dag. Throughout the years she grew more lenient with others, and when a tragic death claimed her husband, Adelaide stepped naturally into the role of head of the house of Bjorndal, to rule there until her sons came of age. Ages, 10-14.


This story is a continuation of *Norwegian Farm* and follows the adventures of Ola who was sent down from the mountains to go to school in Oslo, and of Inger who always reminded Ola of a beautiful princess. Ages, 10-12.


A story of Norwegian lumbering. Nils Thorson, an orphan is the hero of the story. He came from Norway to America many years ago and earned his living as a maker of earth books in Wisconsin's logging camps. Ages, 10-12.

The true story of how a brave band of children smuggled their country’s store of gold to safety on their sleds right under the nose of the Nazi invaders of Norway. It tells how they kept up a pretense of sport and merriment while they coasted down to the fjord where the vessel waited to take the bullion to America. Ages, 10-12.


This is the story of how Eric and Elsa, the Norwegian twins overcame their fears of Nixes and trolls, and enjoyed the changing seasons on their father’s farm. Their most exciting adventure was taming a young wolf. Ages, 8-12.


A romance about the early years of Olav Trygvison. The story bursts into action with Olav at the slave-block in Eastland. He defies the lash and insists that he is the rightful king of Norway. It tells of Olav’s liberation from slavery, his role in the siege of Cherson, and the rescue of his foster father from assassination. We see Olav as he tries to absorb the education required of Viking nobility, his gradual appreciation of early Christianity, and his awakening to the hollowness of Byzantium’s magnificence. Ages, 10-12.


A story about the traditional Christmas celebration in Norway. Ages, 4-8.


A collection of humorous stories, old and new, selected from folklore and modern works. Ages, 7-11.


A story of four children and their mother. It also gives the reflections of Fru Hjelde’s childhood days, and her yearnings for them. Ages, 10-14.

Story of Johnny and how he became the heir of his uncle Knut's estate. It shows Johnny as he grows up to manhood. Ages, 9-11.
## APPENDIX B

### TABLE 2

A LIST OF PUBLISHERS AND COPYRIGHT DATES OF SELECTED JUVENILE FICTION BOOKS ABOUT NORWEGIAN LIFE AND CUSTOMS PUBLISHED, 1933-1953

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Information could not be found concerning the life of Marie Hamsun, who is the wife of the Norwegian writer and poet, Knut Hamsun and the author of *A Norwegian Family*.

**Hans Aanrud**

Hans Aanrud was born September 5, 1863 at Aanrud, West Gausdal, Gudbranddal, Norway. His father was a farmer of moderate means. He spent his youth on his father's farm and served two years as a shepherd in the mountains. His experiences were indelibly impressed upon him, as witnessed by his simple and charming stories of Norwegian pastoral life. Since he was unusually bright, he was sent to the preparatory school at Lillehammer. In 1882 he entered the University of Oslo.

In 1888 he made his literary debut with the short story, "How the Lord Got the Hay of Amund Bergmellem." His stories have given so much pleasure to Norwegians that he has received an annuity from the state since his 60th year.  

**Kitty Barne**

Kitty Barne was born in England in 1883. At six, Miss Barne was interested in facts, especially facts from the Bible. Later, for a birthday present, she was given a violin in a case.

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complete with bow and a book of instructions. At the sight of that gift the passion for dry facts left her, the writing urge took a back seat, and music was everything. At eleven years of age she was sent to school and allowed to play second violin in the orchestra. Later, she became intensely interested in writing. When she grew up and got married, she turned to writing books about children, for children.

Kitty Barne, Mrs. Eric Satterfield in private life, lives in Sussex, England, where she writes novels and plays as well as stories for young people.1

Ingri and Edgar Parin D’Aulaire—

Edgar D’Aulaire was born in Switzerland, September 30, 1898, at Campoblenio in the district of Ticino, near the Italian border. He spent his youth among the literary people and artists of Paris, Florence, and Munich. From his father and book collectors he derived an interest in art, and when he was still young, he began making picture books with verses. After one year of studying architecture in Munich, he began his art studies at the academy in Munich. Later he went to Paris and studied under the famous French artist Matisse. He studied frescoes in Florence, made murals in France and Norway, and gave expositions in Paris, Berlin, Oslo and Tunis.

Ingri was born in Norway in 1904. Her name before marriage was Ingri Mortenson. Ingri and Edgar had been married four years when they moved to America.

The D'Aulaires met in an art school in Paris; a year later they were married in Norway, having found out that neither interfered with the other's work.

Ingri and Edgar Parin D'Aulaire draw their illustrations directly on the lithograph stone the way the early craftsmen did. They have written and illustrated many children's books of the Scandinavian countries and some in America. Phyllis Reid Fenner—

Phyllis Reid Fenner, in addition to her work as a school librarian is a well known anthologist, an authority on reading for boys and girls, and has edited and compiled numerous story collections. She was born in Almond, New York, which then had a population of approximately 593 inhabitants. Her grandfather and father had a country store there, and her childhood was spent in that most normal environment, the country and small town. She attended the Almond High School, and then went to Mount Holyoke College. Later, she took her library training at the School of Library Service at Columbia University. Since 1923, she has been Librarian at the Plandome School in Manhasset, Long Island. She spends her summers in Manchester, Vermont. Her work has been outstanding; she has a top reputation as a story teller and has given courses in Story-Telling at St. John's University in Brooklyn.

Many of Miss Fenner's anthologies have been collections of folklore or stories which have become a part of the culture.

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1Stanley Kunitz, op. cit., pp. 301-09.
having been passed down from one generation to the next. Miss Penner says that she was brought up on folklore. "The beauty of the language, the human qualities, the humor, strike me anew every time I tell a story," she says. Never out of communication with young people, Miss Penner's books rank among the most popular of anthologies.¹

Trygve Gulbranssen.---

Trygve Gulbranssen was born in Norway in 1894. He is a Norwegian novelist. He was born in a town, but his parents were farmer folk who did not come to the town until they were about thirty, so that they always remembered and talked of their farming background. The boy's grandfather had been a wealthy man with property, but he lost every cent when Gulbranssen was only six years old. The boy took a job as errand boy and left school at thirteen, the legal age. He continued to attend night classes in art, as a star pupil, until he was twenty. He is an artist of considerable ability.

Gulbranssen was manager of a tobacco factory at twenty-three and successfully started his own business with another man when he was twenty-six. From the time he was a young man he wrote steadily, but made no serious effort to publish anything.

The novelist is an impressive figure with a broad brow, a mass of brown hair that grows on his head like a Viking's helmet, eyes with a look of over-strain from reading, a

well-shaped nose and a sensitive mouth.

Gulbranssen can write only after midnight, a habit dating from the time when he lived in cramped quarters with his parents and four brothers and sisters, and could write in peace only when the rest had gone to bed. He wrote steadily until three A.M. or later, getting up in time to reach his office at nine. When Gulbranssen married and started a home of his own, the habit continued. It is only at the stroke of midnight that his ideas begin to flow. He writes in pencil, refusing to have a typewriter or any other machine in his study. He taught himself English and German.

So far as is known, Gulbranssen is still in Norway. He has written nothing since the war.

Walter and Marion Havighurst

Walter Havighurst grew up in Wisconsin and Illinois. He attended Ohio Wesleyan University for two years and took his A.B. degree from the University of Denver and his A.M. from Columbia. He also attended King's College in London. For a while, he worked on Great Lakes freighters. He also served in the U.S. Merchant Marine. Since 1942, he has been professor of English at Miami University, Oxford, Ohio. In 1946, he won the Friends of American Writers Annual Award.

Marion Boyd Havighurst is the daughter of a college professor. For seventeen years, her father was president of Western College, Oxford, Ohio. Marion, herself has an A.B. from Smith and an A.M. from Yale. For several years, she taught English

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at Miami University.

To quote the authors themselves on *Song of the Pines*:

*Song of the Pines* grew out of our interest in the early development of the Northwest Territory. All the characters in *Song of the Pines* are imaginary except the character of Cleng Pearson, the little Norwegian wanderer and pathfinder. He was an actual person who visited the American settlements and returned to Norway where he recruited new settlers for America, as indicated in *Song of the Pines*, and later led many of those same settlers to promising locations in the Mississippi Valley. Cleng Pearson has become a legend among Norwegian-American people, and a great deal of folklore has sprung up around his appealing figure. His appearances in *Song of the Pines*, however, are all based upon established record.

The Norwegian background in early chapters of *Song of the Pines* is based on our observations in Norway just before World War II. While in the old and picturesque town of Lillehammar, we became known to the hotel proprietor as American writers. Immediately, there appeared on the table special delicacies, and fresh flowers were always waiting in the room. The mystery of these favors was solved when a Norwegian friend explained that he had suggested to the proprietor that if the Havighurst's were well treated they might mention his hotel in their writings. This was one of the most definite rewards of the writing profession that we have enjoyed.

Lucy Fitch Perkins—

Lucy Fitch Perkins was born in Indiana, in 1865. She lived here until she was fourteen, then her family moved to Massachusetts, about twenty-five miles from Boston. At eighteen, immediately after graduation from high school, she attended school at the Museum of Fine Arts in Boston, and there studied for three years.

Mrs. Perkins illustrated books for the Prang Educational company of Boston and then went to Brooklyn to teach in the newly established art school at Pratt Institute. She taught

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here for four years and then married Dwight H. Perkins, a young Chicago architect. She later began writing and illustrating books of fiction about child life in other countries. She is known best for her "Twin Series", The Dutch Twins, The Japanese Twins, The Norwegian Twins, and others.¹

Marie McSwigan—

Marie McSwigan was born May 22, 1909, in Pittsburgh, Pennsylvania. Her father, Andrew Stephen McSwigan, was one of the reporters who covered the Johnstown flood, and he later became city editor of the Old Pittsburgh Post.

Marie was always a student. After finishing high school, she took her B. A. degree at the University of Pittsburgh, majoring in English. She was active on all three student publications and was chapter president of Pi Beta Phi and of Alpha Lambda Nu. She began her newspaper work as reporter and feature writer, first, on the Pittsburgh Press (1927-1932), and later with the Pittsburgh Sun Telegraph (1936-1937). She then became assistant publicist for the Carnegie Institute, Fine Arts Department, and handled public relations for the University of Pittsburgh.

As a relief from these more prosaic pursuits, Marie began to follow her childhood bent for storytelling. Her first book, Weather House People appeared in 1940, but it was with the publication of her second, Snow Treasure, in 1942, that she won national recognition. This account of Norwegian children

loading gold bullion on their sleds and coasting down with it, under Nazi noses, to hide it under their snowmen, has become a junior classic. Grownups transferred the ninety thousand dollar treasure to a freighter which landed it in Baltimore in June 1940. The book, which related the part played in this feat by a twelve year old boy won the Junior Scholastic Gold Seal Award in 1942 and was young readers' choice.

Miss MoSwigan has also written articles for magazines and book reviews for the New York Herald Tribune; with more work in progress, she still finds time to serve as director of St. Rosella's Foundling and Maternity Hospital, and is on the Executive Committee of the Irish Room, University of Pittsburgh. She belongs to the Woman's Press Club, Author's Club, and Catholic Business and Professional Woman's Club of Pittsburgh.

Blue eyed and gray-haired, Miss MoSwigan, who stands five feet four inches tall and weighs one hundred and twenty pounds, loves to swim and to travel. She has made four trips to Europe. Most of all she enjoys seeing the Pennsylvania Dutch country.  

Rosemary Sprague—

Rosemary Sprague was born in New York, but moved at an early age to Cleveland, Ohio, where she has lived ever since.

After receiving her B. A. in English Literature at Bryn Mawr College, she studied acting in New York for about a year, and then connected her two loves, literature and drama,

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by working for her M. A. and Ph. D. degrees at Western Reserve University, where she was a fellow in English, and at the same time acting as Director of Dramatics at Notre Dame College in South Euclid, Ohio. Of the latter experience she writes: "It was my surprising privilege to bring theatre to an almost entirely movie-bred group of girls (who loved it), and finally got them to the point where we could produce the American premiere of Paul Claudel’s The Satin Slipper in January of 1950."

Miss Sprague claims that she started her career by creating "books" with needle and thread at the age of two and a half, and they have remained her next-to-favorite occupation. She writes: "My father or mother read to me every night before I went to sleep. We still read the Bible aloud every day. But I also started reading on my own, everything I could lay my hands on." "Anything" was everything from Dickens and Lorna Doone to Pepys, Hawthorne and Ruskin.

My authorship actually began when I was a college senior, in a remarkable Chaucer class where I was introduced to Geoffrey of Monmouth’s account of how the Trojan royal house founded Britain’s first line of kings. It occurred to me that here was a legend of great importance, which no one ever heard of until he reached college, if then. So I adapted Geoffrey’s account, carried it forward to Henry VIII, and called the result: From Ancient Britain to Tudor England. It was read, and pronounced good, but too hard for American high school students to read. This comment led me to write, narrate and produce a radio series on books and authors, which I called "Golden Keys". It was judged second among the best programs of the year.

A Kingdom to Win was born in very much the same way, in a graduate seminar in American literature, in a class discussion of Longfellow’s use of the Norse sagas. Re-reading the story of Olav Trygivison in the Heinskringla saga, I was again struck that nothing had ever been written about
that most fascinating era, the reign of the Viking Kings of Russia, specifically that of Vladimir I, at whose court Olav passed his youth. (Longfellow's account starts after this period). So I started doing something about it, and the result was a novel for teen-agers. 

Aside from her writing, Miss Sprague loves to dance, swim, ride, and play golf, and she indulges in cooking, chess, and gardening. But her favorite activity is going to plays, or to good movies. Next comes music, and of course reading. She is well equipped to read any books she wants to, as she speaks and reads French, German, Latin, Old French, Anglo-Saxon, and Old Norse, and is studying Italian, Spanish, and Russian. Her articles have appeared in Theatre Annual, and a sequel to A Kingdom to Win will appear in 1955.

Gudrun Thorne-Thomsen. --

Gudrun Thorne Thomsen was born in 1873 in Trondhjem, Norway. Here she attended kindergarten; when she was four her family moved to Bergen, where she went to school until she was nine years old. From nine to fifteen, Miss Thomsen lived in Oslo, where she completed her schooling. Then a very great change came into her life. Her family moved to America, and Chicago became her home. Here her training was completed. It is here that she began to tell stories to children and grownups. At twenty, she began teaching at the Colonel Parker's Normal School. She later became principal of the Ojai Valley School in California in 1923.

2 Ibid.
3 Candee, op. cit., p. 362.
Sigrid Undset.--

Sigrid Undset, the Norwegian novelist, who won the Nobel Prize for literature in 1928, was born on May 2, 1882, in Kallundborg, Denmark. When a child, Sigrid Undset was taken to Oslo where her father taught in the University, and she was sent to a private day school. She spent her summer holidays in the country, or with her mother's family. She liked to stay at Kallundborg where she listened for hours to an aunt who told strange fairy tales. From early childhood she loved stories, and when she was old enough she became a diligent reader.

Sigrid Undset's father died when she was eleven. Following graduation from commercial college at sixteen, she was thrown upon her own resources and got a job in the office of a lawyer who had been her father's friend. For ten years she supported herself by doing secretarial work, while she dreamed of a literary career. She spent evenings and holidays writing.

Miss Undset achieved her first popular success with the publication of Jenny (1911). The novel created a sensation and went through many editions. The themes of many of her novels depicted realistic situations of middle-class homes and families in Oslo, such as her own. Her heroines are usually young girls who grow up in an unromantic atmosphere, have to work at dull routines to help support the family, find little expression for their love of beauty or learning, meet young men who fall below the ideal of their dreams, suffer
disillusionment in marriage and are enveloped in tragedy.

She married the well known Norwegian painter, Avarstad. Since 1925, when her marriage was annulled, Sigrid has lived with her four children at Lillehammar, a small Norwegian artistic resort on a lake some distance from the capital. She was the third woman to receive the Nobel Prize in literature.¹

Dikken Zwligmeyer (Christened Hendrikke)

Dikken Zwligmeyer was born in Trondhjem, Norway in 1859 and died in Oslo on February 28, 1913. When Dikken was five or six years old, her family moved to Risor, a town on the southern coast of Norway, where her father was the town judge. This change was a fortunate one, for life in a small seacoast town, such as Risor, furnished a wholesome, stimulating environment for children. Dikken enjoyed there to the utmost.

Miss Dikken relives her childhood days in her stories of Inger Johanne. In them the author gives a very realistic and vivid portrayal of herself, her playmates, the town, and the free life lived there by the sea. These books were of an entirely new order in Norwegian literature for children and immediately won deserved popularity throughout the country. The children in her books, see and feel and judge as real children do, and like them, at times they lapse into cruelty, entirely at variance with their usual kindheartedness and quick sympathy. But their sense of justice is keen enough to cause them to

regret the cruelty and to try to make restitution. In this clear understanding of child nature lies the supreme value of Dikken Zwilgmeyer's work.¹

¹Stanley Kunitz and Howard Haycroft, op. cit., pp. 22-23.
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