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LITERATURE WHICH MAY BE USED TO HELP CHILDREN
TOWARD BETTER MENTAL HEALTH

A Problem Submitted to the Department of Education in Partial
Fulfillment of the Requirements of the
Course in Research Problems 390b

By

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Pittsburg, Kansas

May, 1955

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ACKNOWLEDGMENTS

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CHAPTER I

INTRODUCTION

Statement of the Problem

The purpose of this problem is two-fold. First, there has been an attempt to determine from published research and opinion the effect of books on children's mental health; and second, the writer has compiled an annotated bibliography of children's books, which, in the opinion of the writer, may help children to overcome emotional problems.

"No one, child or grown-up, seems to be free from some form of unhappiness which he is hiding from the world."¹

Every child has his problems. They may seem small and even foolish to us but they are real and important to him. His problem may stem from a severe disfigurement or a marked physical handicap or it may be no more than an inability to play softball.

At any rate, if we can give the child a book--one in which he can associate himself with the hero--we can help him to see that he is not alone with his problem. We may not noticeably change his behavior, but if we can make him happier and give him a more wholesome outlook on his problem, then we have helped him to better mental health.

¹Carl and Mildred Renz, Big Problems on Little Shoulders (New York: The Macmillan Company, 1934), p. 21.

David H. Russell and Carolyn Shrodes¹ define bibliotherapy

as:

A process of dynamic interaction between the personality of the reader and the literature--interaction which may be utilized for personality assessment, adjustment, and growth. This definition suggests that bibliotherapy is not a strange esoteric activity, but one that lies within the province of every child in a group. It does not assume that the teacher must be a skilled therapist nor the child a seriously mal-adjusted individual needing clinical treatment. Rather, it conveys the idea that all teachers must be aware of the effects of reading upon children and must realize that, through literature, most children can be helped to solve the developmental problems of adjustment which they face.

"Know Thyself"--These words are as true today as when Socrates first uttered them. They refer to simple problems as much as to complicated ones. They can mean as much comfort to the unhappy child as to the emotionally unadjusted adult. The psychiatrist helps the adult gain an insight into his problems and thus make an adjustment to life. When we, as teachers, can help children understand their fears and accept their limitations, we can help them to a happier life.

One way we can offer this help is through books. The aim of bibliotherapy is to give to each child the self-confidence that comes with knowing that--no matter what his handicaps--he, too, has something to offer his fellowman. Through books we can show a child that he is not alone in his trouble, and that others with similar handicaps have triumphed.

¹As quoted by Paul Witty, "Reading to Meet Emotional Needs," Elementary English, XXIX (February, 1952), 76.

Purpose of the Study

The purpose of this study is to determine what literature might be used effectively in therapeutic reading.

We seem ready enough to attack "comics" and claim that they influence character and behavior. If we seem to have discovered that reading about gangsters may breed young gangsters, then we must accept the converse--that reading about virtuous characters and admirable deeds may inspire children to be and do likewise.

The idea of character building through books is not new. Our earliest books ("The New England Primer" and "McGuffey's Readers") were written with the idea in mind that reading experiences affect children's behavior.

Today, our textbooks bear such titles as Growing Up¹ and Our New Friends.² Although there will be no discussion in this study as to the value of books in character formation, the writer gives these examples to show that educators always have recognized the power of books to influence behavior. Wolfson³ states, "Almost anyone who reads will concede from his own experience that some books have deeply affected his thinking and feelings." Therefore, the writer feels that

¹Reading for Meaning, Second Reader, Level One (New York: Houghton Mifflin Co., 1949).

²Curriculum Foundation Series, First Reader, Level Two (Chicago: Scott, Foresman Co., 1946).

³Bernice J. Wolfson, "Reading About Emotions," Elementary English, XXX (March, 1954), 146.

books have therapeutic value and the object of this study is to locate and classify such books.

The librarian usually classes books in two groups--informative and enjoyable. In this study they will be considered as neither of these, but as instruments of psychotherapy--a channel through which ideas may be presented to the child in such a way that he will associate his problems with those encountered by a character in a book. As the book character solves his problems, the child may alter his own attitudes concerning himself, his world, and his problems.

The writer believes that literature, with art and music, has therapeutic values. Children work out tensions and fears in play therapy, music, and art. Literature too, can act as a catharsis to release pent-up emotions. This can be of two types: (1) that which relaxes in a general way, as does music or finger painting, and (2) that literature which in and of itself can give new ideas or hope. This is a more permanent form of therapy. The writer will study this second form.

Research Design

Two types of research will be involved in this study. The first, that of related research, represents an attempt to compile information which has a bearing on this subject. The writer has tried to cite several views on the subject and to show that evidence is available to show that work is

now being done in this field. Material at Porter Library, Kansas State Teachers College, Pittsburg, Kansas, and that at the Carnegie Library, Joplin, Missouri, has been used. A great deal of this is current material from periodicals.

In addition to these sources, the writer ordered material from the New York Public Library, The Association for Childhood Education, The University of Oregon School of Education, and numerous bibliographies and catalogs from publishers.

The second part of the study consists of the compilation of a bibliography of children's books suitable for bibliotherapy. The writer has used the Horace Mann Library, Pittsburg, Kansas, and the Joplin Public Library, in an effort to locate suitable children's books. Also, private children's libraries and school libraries were examined.

These books were checked for interest appeal and possible therapeutic value. Reading difficulty was not determined specifically because the child may gain as much by hearing the story read as by reading it himself.

The writer has attempted to limit the books to those which have an interest level for children of preschool and primary grades.

The books are grouped according to the different types of handicaps for which they might have therapeutic value. There are sections on physical defects including orthopedic, vision, and auditory defects.

There is also a section on family relations for the child who has trouble adjusting to a new brother or sister or to help the adopted child, or other problems of home life adjustment. Another section includes books which might help children to accept their appearance, such as size, (too fat, too thin, too tall, too short) or other unwanted characteristics, such as freckles, red hair, or birthmarks.

Many children have unexplained fears. There is a section of books based on fear of the darkness and books to help shy or timid children.

Last, there is a section on prejudice. This section includes a number of books especially recommended for group reading.

Scope and Limitation of the Problem

Very little scientific experimentation has been done with bibliotherapy for children. Most of the work in therapeutic reading has been done in mental hospitals. These studies concern adults with emotional problems.

If bibliotherapy were to attain a prescriptive reliability, extensive study would have to be made on each individual case. The writer does not intend to do this. This study is an effort to locate many books which might be used in a general way to help many children.

Research does not give us very complete answers. We can not be sure of the direct influence of books because we can

not isolate all factors. The influence of a book may be diluted or complicated by other factors in the environment. As an example we can not say that a child is honest because he had read a story of George Washington's life. The story may have impressed him, but other factors tend to make him honest--his home environment, his training in the church, the examples of others, movies, television, radio--all help to mold his character. The book was only one of many influences.

It is said that Napoleon credited his aspirations to his reading about Caesar¹ and that Burbank's whole career was determined by his reading of a life of Charles Darwin.² Who can say that Napoleon would have been different if he had never heard of Caesar? Why was not Burbank affected as was Napoleon? Is it not just possible that Burbank was drawn to Darwin because of their similar interest?

It seems that individuals choose books, or like stories, because they associate themselves with the characters. The choice of hero stems from one's own needs and drives. Each child or adolescent is an individual who brings his individual hopes, fears, needs, and problems to what he reads.

In bibliotherapy, the real or imagined affiliation of oneself with a character in a story may increase the feeling of belonging or reduce the sense of difference from others.

¹Frank Josette, Your Child's Reading Today (Garden City, New York: Doubleday and Co., 1954), p. 86.

²David Russell, "Reading and the Healthy Personality," Elementary English, XXIX (April, 1952), 197.

William C. Menninger¹ states:

Reading as a method of treatment must be regarded as a hit and miss procedure from the scientific viewpoint. Never-the-less many individuals derive a great deal of benefit from it. They often gain reassurance, occasionally gain insight through the material they read. Its scientific prescription is difficult and uncertain. Many people, however, get an indirect benefit through the diversion and relaxation as well as the satisfaction in new information gained through reading.

Therefore, we must try to realize the potentialities but at the same time concede the short comings of bibliotherapy.

The matter would be simple if we could make a list and believe that reading a book would change behavior and solve problems. We cannot say that we will correct this child's negativism by reading him a story in which a little boy keeps saying, "no" until he happily learns to say, "yes". We do not expect a child to like vegetables simply because a story child finds them delicious.

We realize that a child may very well read a book such as "Dog of Flanders," or "Black Beauty" and still beat his dog or neglect to feed his pony. Until the story is translated into life one dare not claim too positively that it is a direct modifier of character. However, if the child can associate his particular problem with a problem met by a character in a book, then this transfer is more likely to take place.

¹William C. Menninger, Fundamentals of Psychiatry (Topeka: Capper Printing Co., 1943) as quoted by Kathern G. Keneally, Therapeutic Value of Books (University of Chicago, American Library Association, 1949), pp. 69-77.

This study is limited to the influence of books on young children, preschool and primary. There is no attempt to classify these books by grade or reading ability--only to interest level. If the child is unable to read the book himself, then he may gain by hearing the book read by a parent or teacher.

It would be interesting and perhaps enlightening, to read books to different children, or different groups of children and record their comments and reactions. That, however, would be material for another research problem. There has been no attempt to test the effect of these books on children. The writer must limit this study to the possible therapeutic value of books.

CHAPTER II

POSSIBILITIES OF BIBLIOTHERAPY

"Dr. Samuel Johnson once said that a book should help us either to enjoy life or to endure it."¹ Children often find themselves in situations for which they can see no solution. It is not hard for us to see what a blow sudden paralysis could mean to an eight year old. But let us not give him a fairy story in which the crippled child suddenly finds he can walk. That will not happen to our little boy. If he walks again, it will be only after a very slow, painful, discouraging learning process. Rather, let us give him the hope that life can be fine without perfect legs. Let us set examples such as Franklin D. Roosevelt² before him and let us give him such stories as "Old Con and Patrick".³ The boy who chafes at being too little or too fat, the child who is hard of hearing or in some way different from his fellows, may take heart in the discovery that he is not alone in his troubles. Also he will be glad to know that adults are aware of his predicament, that they understand, and that they care enough to write about it. We need to help the child accept the idea that struggle with problems is universal, and along with this the positive feeling that there are solutions.

¹Russell, op. cit., p. 195.

²Infra, p. 20.

³Infra, p. 17.

One of the objectives of reading is listed as improved personal adjustment.¹ The same idea is expressed in these words by Eason Monroe:²

The highest purpose of the reading program is to promote personal and social welfare. Reading is important because it is a means of improving personal life. Through reading all people can (and many do), improve health, develop wholesome understanding of themselves and others--improve social conduct, and develop better relationships with others.

The origin of the word "reading" is indicative of this trend. This word is derived from an Anglo-Saxon word "roed" which meant "counsel" and "roedan" which meant "to counsel, to advise".³ Books, properly chosen, can counsel and advise.

The handicapped child must face his handicap realistically but he needs to learn that a handicap is not all of life. In terms of a child's happiness what matters is how he himself feels about the situation. The emotional and social parts of the child make up his attitude toward himself and the world in general. His relations with other people, his frame of mind, and his behavior can be shaped.

If we can give a child books wherein he can see his problems as a child sees them, it may help him to recognize his

¹National Society for the Study of Education, Forty-Seventh Yearbook, Part II (Chicago: University of Chicago Press, 1948), p. 334.

²Eason Monroe, Eighth Yearbook of Claremont College Reading Conference, 1943, pp. 143-144.

³Fay Adams, Teaching Children to Read (New York: Ronald Press Co., 1949), p. 91.

problems in a child's terms. They may help him to understand that thoughts and feelings he has had and felt guilty about are really only natural.¹

Children choose books, or like stories because they associate themselves with the characters. Often they will choose a book without help. However, when we, as teachers, see the possibility that a child can gain confidence and self-respect from reading a book, how will we present that book to him? Shall we openly recommend it? That, of course, will depend upon the individual situation.

Sometimes, it would be better to let the child "discover" the book for himself. The problem may be too close; the child may prefer not to recognize it; he may have an "I don't care" attitude. He might be so resentful at having the book recommended that he would refuse to read it, or would be adversely prejudiced against it.

At other times, it is best to recommend the book openly--to say, "Here, Bob, is a book I think you would enjoy. It is about a boy who had a problem similar to yours." It may actually help the child to know that his teacher or parent understands and cares enough to select the book for him. He may accept the idea in the book more readily because he respects the person who recommended it and has read the book with a feeling of being understood.

¹Infra, pp. 25, 28, 29.

Some books have much greater effect if the child can read them independently, where he need not hide his reaction. Where he can cry silently if he wants and then dry his tears and smile confidently at the world.

On the other hand, most children enjoy having a story read to them even though they may be capable of reading it themselves. The children may gain in emotional security through the experience of sharing the reading experience.

There is something particularly comforting in the group reading of a story. As they enjoy the story together under the teacher's guidance, most children can feel that they really belong to the group. They understand and accept the "different" child, and more important, the "different" child is given the knowledge that he is accepted.

Sometimes an individual child with an individual problem may benefit from hearing a story with a group because he feels that others in the group will identify him with the hero.

In reading to groups of children we cannot know the deep trouble of any child so we select those stories that do not probe too far. Sometimes we will want to discuss the books together. In other cases the problem is too close, and the hurts are too deep to do much talking--at least for a little while. When the problem is a class problem, it can be brought into the open and discussed. This is particularly true of fear and prejudice. Above all, we must avoid merely moralizing. Improved behavior is expected as a by-product of the enjoyment of reading.

Bailey¹ states, "Through the medium of books, children can find duplication of their problems and can see the ways by which other children have met their difficulties. Thus therapy in reading occurs."

Bibliotherapy has value both for individual use and for class use. Many stories portray emotional experiences common to most children. Stories of group co-operation, or fear may have meaning for many children. Some experiences may be painful to children or may make them feel ashamed or unworthy. Perhaps a sharing of these experiences may be useful.

Fear, shyness, loneliness, etc. can be accepted as a common experience and one that is not shameful. With many children the shame of fear is more painful than the fear itself. An appropriate book may help the child to overcome his fear. If it does not accomplish this, since the child already knows his fear is foolish and without substance, it may help him to have a more wholesome attitude toward his fear.

The writer does not advocate that books should be used to encourage children to hold to undesirable habits. The book may help the child to see that the fear or recessive behavior is not the best solution to the problem. The timid child, the selfish child, the frightened child, needs help to overcome his problem. He may need time. However, while he

¹Matilda Bailey, "Therapeutic Reading" (The A. B. C. Language Arts Bulletin, I, No. 6, American Book Company, New York), p. 1.

is adjusting he needs the assurance that he is not alone; it may help the child to happiness and self-confidence if he knows that others too have had similar problems while he may make an effort to be less shy or less frightened, still, it is heartening to him to know that others, too, have been shy or frightened--and that they were worthwhile people anyway.

To quote Wolfson:¹

There would appear to be a three-fold value to the classroom use of this type of material.

1. The children are interested and tend to identify themselves with the main character, making the story a personal experience.

2. The children become aware that other boys and girls experience the same emotions they do.

3. An accepting and understanding attitude on the part of the teacher may help the children to accept their feelings, too.

Methods will vary. Sometimes we will recommend a book; sometimes we will let the child "discover" it. Sometimes he will read it himself. It may be group reading; it may be an individual problem. No one solution will work for every child.

We know that in every classroom there are children with hurts, and fears, and worries. We know we must help these children in many ways. No one method alone will work. A little bit of love and understanding can go a long way. But often we do not know how to offer our love to the sorrowing child. In many cases the right books at the right time may be the answer.

¹Wolfson, op. cit., p. 146.

This problem has been written primarily from the view point of the teacher and the possibility of helping the child at school. The question may arise: What is the responsibility of the school and the teacher in regard to the mental health of the child? Is not this the responsibility of the parents and the church? The writer believes that both the church and the parents are responsible for mental health and attitudes. But the school also is responsible. It is at school that the child must make an adjustment to his peers--his own age group. We know unsatisfying relationships at school can cause a child to become unadjusted. The child spends nearly as many waking hours during the school term under the guidance of his teachers as with his parents and his church combined. The school cannot and must not shift the whole of this responsibility to the home and church.

We need the home, church, and school working together to insure a healthy personality for our children. The writer believes that books, properly chosen, may serve as an instrument of adjustment in any one or all three of these agencies.

CHAPTER III

EXAMPLES OF BOOKS WITH THERAPEUTIC VALUE

Physically Handicapped Children

We now have many victims of infantile paralysis and rheumatic fever. Many of these children attend regular classrooms. As they watch their classmates perform feats which are no longer possible for them, they may develop self-pity. The crippled child may need help to see that there are champions in many fields--and we can depend on books to do what they have always done--open the door to new ideas.

Let us present an example. In the spring Johnny is captain of his baseball team. In the fall when he returns to school, he wears braces and he watches his classmates play ball. Johnny may resent advice or sympathy from his teachers. He knows that "she cannot understand my problems. She has two good legs and she doesn't want to play baseball anyway. She just feels sorry for me and I feel sorry for me, too."

Yet, the child needs help. He may accept it if we can offer it on his own level, by one of his contemporaries. Patrick¹ has been through a similar experience. Patrick's Grand-da wanted:

¹Ruth Sawyer, Old Con and Patrick (New York: Junior Literary Guild and Viking Press, 1946), p. 10.

to remember the lad as he had been last August-- Patrick running everywhere, quick, like a rabbit; Patrick ready to swing a bat or pitch a ball; Patrick hunting over the countryside like a young bird dog--up the hills, down the gorges to the lake; just as Old Con had hunted over the bogs and raths of Ireland when he was a lad going on eleven. Last thought of all--Patrick laughing his young head off at his grand-da, hobbling along after him. And now Patrick had come home to hobble.¹

The polio victim will associate his fear of new experiences with Patrick. Patrick is speaking:

"Do you think the boys--up at school--do you think they'll mind?"

"Mind what?"

"Mind my being different--not able to get about or do the things I used to?"

.....

There was a new drag to Patrick's voice as he pulled the covers up to his chin; "It was easier making friends down at the Home. We were all alike, down there."

.....

At the end of the week Patrick hated school. He knew, or thought he knew, he would never belong to his class, to the gang--never have a place in it. The boys and girls were pleasant enough, even kind; but heck and hammy!, who wanted anyone to be kind? Mornings they hailed him: "Hello, Patrick." Afternoons they shouted: "Bye, Patrick," and went off about their precious and important doings. . . .

After school was out--all the long, difficult way home--Patrick would hear the Alma-Maters getting down to practice, the yelling, the whack of the bat against a straight-pitched ball, the shout of "foul." His fingers itched to curl over a hard ball again, and instead they

¹Ibid., p. 10.

were clutching a crutch. You had to take it and put up with it, but it didn't make you like it.

The story takes Patrick from this unhappy child who first realizes the limitations of the polio victim to the happy adjusted lad who remarks near the end of the story:

"Last year I would have said a feller's legs were everything. I'd have said he couldn't do anything, go anywhere, have fun at all without stout legs. Now I know hands are a lot more important. And a head on your shoulders, and wits when you need them. I'm about the luckiest lad there is hereabouts, know that--Grand-da?"

He also remarks,

"Look, Maggie, Funny is an all-right bird; he doesn't have to feel sorry for himself--or trade on that bum leg of his. It's the same with me. I'm going to be an all-right artist--bird artist--and an all-right bird-man. Same as Bill. I've got plenty of years ahead to learn a lot."¹

Patrick becomes a hero when he saves two smaller children from drowning; he becomes umpire of his ball team; he wins a prize for his art work and an original story. The book closes with Patrick's summary, "Jeepers, but it's been a swell day."

This book, although written for children could also be encouraging to parents of polio victims or other handicapped children. Parents may often be more bitter than children and certainly the parents' attitudes toward a handicap could affect the child.

Maggie, Patrick's mother, is described as "she has a tongue as sour as a green gooseberry. I'm fearful myself for

¹Ibid., pp. 36, 41, 112, 137.

the bitterness growing on it." But Maggie, too, learned that the best things in life could come to her son, even though he were crippled.

Even Maggie had been excited about his going back to school. She had laughed a lot while she had been putting up his lunch, kidding him about how much he ate. Patrick wondered if Old Con had noticed--Maggie's tongue didn't get so sour. She joked often, like old times, as she used to with his father. Come to think of it, she didn't act any longer as if he was different from the other boys.

A lump came up in Patrick's throat and it took a good deal of swallowing to get rid of it. He couldn't remember when it had begun; all he knew now his mother no longer thought about him as a cripple. She was proud of him--just as she used to be when he'd grown another inch or pitched well for the team back at the camp.

Maggie herself decided, "Holy Saint Patrick--life was going to be mortal good to her lad."¹

We can set examples before children to show them that many people become famous in spite of imperfect bodies. We can show the child that the dark discouragement he now faces is experienced by many people and that it, too, will pass. We may give him stories such as The Chief at Warm Springs.² This story not only gives the shining example of Franklin D. Roosevelt's life; it also shows how Jimmy overcomes the first despondency that must come to a child with polio.

¹Ibid., pp. 138, 12, 117, 131.

²Ann Wiel, "The Chief at Warm Springs," Childcraft, VIII, 1954, 140-143.

In the spring of 1933 a little girl pushed herself across a lawn in Warm Springs, Georgia. She had had infantile paralysis, and was still a patient at the Warm Springs hospital. Her face was flushed. Her eyes were bright with excitement.

"Yoo-hoo, Jimmy!" she called to a boy who was pushing himself along in a wheel chair. "Jimmy!" she called again. "I've the most wonderful news. Guess who's coming!"

Jimmy was a new patient at the hospital. He was homesick and discouraged. Only a few weeks before he had been running and playing like other boys. Now all he could do was push himself along in a wheel chair. Nancy's enthusiasm didn't interest him.

"I don't care who's coming," he said. "What difference does it make anyway?"

"You won't say that when I tell you," Nancy said. "Oh, Jimmy, I just heard. President Franklin Delano Roosevelt is coming. Just think, you're going to see the President of the United States!"

Even this news failed to arouse Jimmy. "What's he coming for?" he asked. "Because he feels sorry for us? I don't want anyone feeling sorry for me. Not even the President of the United States."

"But, Jimmy, why should he feel sorry for us?"

"Why?" Jimmy looked at her in amazement. Then, without a word, he looked down at his own crippled legs.

"But, Jimmy," Nancy said, "there's no reason why he should be sorry for us any more than we should feel sorry for him."

"What?" Jimmy stared at her. "Are you crazy? Why on earth should you and I feel sorry for the President?"

"Jimmy"--now it was Nancy's turn to be surprised-- "Don't you know? Don't you know that President Roosevelt has infantile paralysis, too?"

At first Jimmy was too amazed to say anything. After a few minutes, he shook his head slowly from side to side. "No, Nancy," he said, "I didn't know. I guess it's strange, but I didn't know. Did he get it when he was young, too?"

"No." Nancy was pleased that Jimmy had finally become interested in something besides himself. "Listen," she said, "I'll tell you all about it. He became ill when he was thirty-nine years old. Both his legs were completely paralyzed.

"The doctors weren't sure they could help him. You know, it's harder to cure a grownup. They told him it would take years of patient exercise and many painful treatments. Even then they didn't know whether they would be able to help him. And, Jimmy, do you know what he said? He said, 'When does the work begin? If there's any way to beat this thing I'm going to do it.'

"For three years he did everything the doctors told him to do. Bit by bit he became better. It took him almost two years to learn how to move one toe. Finally he could move one foot. Then, months later, he was able to move both of them. At last, with the help of braces and crutches, he was able to swing himself along.

"Then--" Nancy's eyes grew bright--"He heard that some people had been helped by bathing in the waters here at Warm Springs. So he decided to come here, too. And guess what happened, Jimmy! He made more progress here in six weeks than he had in all the three years before.

"This was just a tiny place then, with a few old cottages. Mr. Roosevelt decided to enlarge it, so that many people might come here for treatment. Before long he had started the Warm Springs Foundation, and--well look at it now! Look at all the wonderful buildings we have here today."

Jimmy nodded. Nancy's eyes were brighter than ever now. "Guess what," she said. "One day when he was swimming right over there in that swimming pool he got a telephone call. He was asked to run for Governor of New York State. He said he wouldn't do it, but they nominated him anyway. And he won the election! In 1932 he won another election. Then he became the President of the United States."

Jimmy looked up at Nancy and smiled. "Do you think I'll really get to see him when he comes?" he asked.

"See him? Why, of course, you will. You'll see him many times. And that's what I came over here to tell you. You're going to see him tonight. He's having

dinner with us in the main dining room. Afterward we'll all sing songs together. We always do. Somehow, as soon as he gets here, we all forget that he's the President of the United States. We call him the Chief."

"Nancy--" Jimmy spoke slowly, as though he were talking to himself--"you know, Nancy, I don't feel the same way I did a little while ago. I thought my life was spoiled. I didn't think I'd ever be able to do anything interesting or important. I thought everyone would feel sorry for me and--well, I don't feel that way any more. Gee! he looked at Nancy and laughed. I'm starved. I hope the Chief isn't late for dinner."¹

There are many other books which may help physically handicapped children to accept their limitations.²

Appearance and Size

Many children are unhappy because of their size. Time will take care of most of these problems unless emotional damage is done. The small boy is particularly unhappy. He is "cute" when he longs to be a "regular fellow". It does not help him to know he will be bigger "next year". He is interested in "now". The Smallest Boy in the Class, by Jerrold Beim,³ could help him. This little story tells in a sympathetic manner the troubles of Tiny. Tiny tries to make up for his size by making noise, talking louder than anybody else, pushing other boys around--in general, being a "big shot". Other boys remark, "It's only Tiny!"

¹Loc cit.

²Infra, p. 40.

³Jerrold Beim, The Smallest Boy in the Class (New York: William Morrow and Company, 1949).

Pictures show Tiny humiliated as he sits on two books to reach the table. Tiny asks his parents pathetically, "When will I be big?" "Poor Tiny--he hated being little." But Tiny learned there was more than one way to be big. After sharing his lunch with another child, Tiny hears Miss Smith, his teacher exclaim, "Why, Jim, that's big of you." Then she explains to the other children, "There is more than one way to be big. . . . I think Jim must have the biggest heart of anyone in the class." So Jim is a hero that day and later:

Sometimes when he came to school in the morning he still made the loudest noise. He still drew the biggest pictures. But sometimes he remembered there was another way to be big, and one day, the children forgot to call him Tiny. "Come on, let's play ball, Jim," they said.¹

This book helps the child not only to accept his size but to understand himself. He knows why Tiny was loud and boisterous. He understands why Tiny was resentful--and he also knows that Tiny tried to gain attention and to "Be Big" in the wrong way. He can see that the boys did not think Tiny was bigger simply because he made more noise than any one else. This book can help the child to understand his own feeling of resentment, to realize that it is not wrong to want to be big--but that some methods of gaining attention are not successful. It is not our aim here to teach correct behavior--only correct attitudes. But if we can teach the attitude, the behavior follows.

¹Loc. cit.

Another book about an undersized child is Tall Enough Tommy.¹ In this little book Tommy was happy on the playground with his friends until he found he was not tall enough to reach the bars to chin himself. Then he refused to go to the playground. An older friend lifted Tommy to the bars and Tommy was told, "Everybody needs a boost once in a while."

Little things sometimes torment. Glasses, red-hair, or freckles may make a child unhappy. In The Freckled Girl, by Howard Garis,² Uncle Wiggily speaks of a story child's freckles as "those dear little brown freckles." He takes the story-child to see some bird's eggs and she discovers that they are beautiful even though they are "freckled". At the end of the story she announced, "I did not know that freckles could be so pretty--I'm glad I've got 'em."

Some of these, such as red hair or freckles, the adult would not consider a handicap. But if the child resents the characteristic and is unhappy because of it, there is opportunity to help the child through books.³

Fears

All children have fears of some type. Many are ashamed to admit them. The shame may cause as much emotional damage

¹Rebecca Falconer, Tall Enough Tommy (New York: Harcourt, Brace and Co., 1948).

²Howard R. Garis, "Uncle Wiggily and the Freckled Girl," Uncle Wiggily (New York: Platt and Munk Co., 1939), pp. 10-17.

³Infra, p. 41.

as the fear. While we do not want to teach children that fear or cowardice is acceptable, still it might be well to show them that other children have fears and let them see that it is a common experience. We can also show children that other children have overcome their fears and are happier once they conquer them. A story such as Little Frightened Tiger,¹ may help a child to understand his fears if not to overcome them. This is an endearing little animal fable wherein a baby tiger learns that everyone is afraid of something.

Many children are afraid of the dark. We can show these children that there is nothing to fear in the darkness. We can also teach them that the darkness can be beautiful. Stories can often help to do this. If a story child discovers for himself that the night is pleasant, then the real child, too, may learn to enjoy the darkness.

There are many stories today which may help a child overcome his fear of the darkness. While Susie Sleeps,² is a reassuring story about people and activities that go on during the night while children are asleep. Who Like The Dark,³ is another gentle bedtime story of what goes on after the lights are out.

¹Golden MacDonald, Little Frightened Tiger (Garden City, New York: Doubleday and Company, 1949).

²Nina Schneider, While Susie Sleeps (New York: William R. Scott, Inc., 1951).

³Virginia Howell, Who Likes The Dark (New York: Howell Soskind Publishing Co., 1945).

The following excerpts are from the book, Boo, Who Used to Be Scared of the Dark.¹

This is the story of Boo. Boo used to be scared of practically everything. He was scared of BUGS, and MICE and FROGS. He was scared of SNAKES, THUNDERSTORMS, and DOGS. But worst of all what scared him most was THE DARK. . . .

Alexander (a cat) had a lot of sense and he showed Boo how silly it was to go around always being scared. . . . What Alexander said was so wise and true that after a while Boo learned not to be frightened by any of the things that used to scare him,--that is, all except one.

No matter how much Alexander talked about it, Boo was still scared of the dark. . . .

One night Boo was left alone in his home for a few minutes; a storm awakened him; he became frightened and screamed. Alexander ran to him.

He Alexander jumped up on Boo's bed and said, "What on earth is the matter?"

Boo was so scared he was shivering. "Look," he said, and pointed at the lumps of darkest dark. "Wild Animals."

Alexander didn't even laugh, though he knew Boo was being absolutely silly. . . .

After Boo conquered his fear, his mother returned.

"What are you laughing about?" asked his mother.

And Boo said, "I'm laughing because I've just learned never to be scared in the dark again."

A hospital experience is often feared even by the adult. We should never prepare a child for such an experience by

¹Munro Leaf, Boo, Who Used to Be Scared of the Dark (New York: Random House, 1948).

assuring him it will be a painless event. He should have a realistic idea of what to expect. But such a story as Madeline,¹ can help take the fear out of the experience.

The child who faces a hospital experience must be prepared in some way; otherwise, the emotional wound may be worse than the physical one. Madeline may help to prepare a child for such an experience.

Fear is born of ignorance. If we can teach before the child is afraid, our job is not so great as if we must repair the emotional damage after the child has been frightened. Once the child has experienced fear, the knowledge that his fears are groundless may not eliminate the fear. The emotions sometimes overrule the intellect. If we can help the child to understand his fear, to realize that it is natural, and to accept his feeling of fear, we can help him to overcome the fear by pointing out to him that there is nothing to be afraid of. First, he must accept his fear as an emotion that all people experience and must conquer and control. Books may help him to see he is not alone, that his fear is not shameful, and that he can conquer it.²

¹Ludwig Bemelmans, Madeline (New York: Simon-Schuster, 1939).

²Infra, p. 44.

Home Relations

Some children are unable to make happy home relationships. It may be his position in the family; the oldest child is often given too much responsibility; the youngest may yearn to be accepted as an individual while parents and older brothers and sisters keep him in the role of "our baby". And, we are aware of the middle child who announced that he was "too big to cry and too little to cuss".

There are many stories to help such children. Alice's Family¹ is a story of the frictions that go with living together.

A new baby often presents problems. A child always feels just a little sad when he first realizes that the love that has been his alone must be shared with another. Judy's Baby² is the story of a little girl's struggle to accept a new baby brother. The New Baby³ is particularly good. Mike is unhappy and jealous even before the new baby arrives. Packages keep coming to the home but none are for Mike. All are for the baby. The book can help the child to see that what he feels is not necessarily wrong--that his not wanting the baby is a normal reaction. He will see that he must control his jealousy and will understand that soon he will love the new baby.

¹Lorraine Beim, Alice's Family (New York: Harcourt, Brace and Co., 1940).

²Sally Scott, Judy's Baby (New York: Harcourt, Brace and Co., 1949).

³Ruth and Harold Shane, The New Baby (New York: Simon-Schuster, 1948).

Many children are given the idea that the new baby will be a companion. Often there is great disappointment when the child realizes that the new baby is not a plaything--but something which takes his mother's time and attention. It may help the child to know that adults do understand his problem.

Many stories have been written for the adopted child. Among them are The Chosen Baby.¹ From this story little children come to realize that to be an adopted baby is wonderful because his parents wanted him very much and picked him out to be their own.

The following quotes are from The Chosen Baby.

Once upon a time in a large city there lived Mr. and Mrs. Brown. They had been married for many years. They had been as happy as could be and were still young, and only one thing was wrong. They had no babies of their own, although they always longed for a baby to share their home.

One day Mr. and Mrs. Brown said to each other: "Let us adopt a baby and bring him up as our very own." So the next day they called up the lady who helps people adopt babies and babies to adopt parents and said to her: "Mrs. White, we wish so much to find a baby who would like to have a mother and father and who could be our very own. Will you help us find one?"

Mrs. White said: "It will not be easy. Many, many people wish to adopt babies, and you may have to wait a long time. But come and see me and let's talk it over."

.....

Many more months went by and Mr. and Mrs. Brown kept saying to each other: "I wonder when our baby is

¹Valentina P. Wasson, The Chosen Baby (Philadelphia: Lippincott Co., 1939).

coming." And Mrs. Brown would call up Mrs. White and say: "We are still waiting for our baby. Please don't forget us."¹

One day suddenly the telephone bell rang and it was Mrs. White, and she said: "I have good news for you! We have a baby boy for you to see. Can you come tomorrow?" So the very next morning, Mr. and Mrs. Brown hurried to Mrs. White's office. First Mrs. White told them all about the baby boy and then she said: "Now go into the next room and see the baby. If you find that he is not just the right baby for you, tell me so and we shall try and find another."

And there in the next room asleep in a crib lay a rosy, fat baby boy. He opened his big brown eyes and smiled. Mrs. Brown picked him up and sat him on her lap and said: "This is our Chosen Baby. We don't need to look any farther." . . . Mr. Brown felt the same way and they were both happy that tomorrow they would have their very own baby boy.

.....

And so they called his name Peter. After a few days Peter's new grandfathers and grandmothers, uncles and aunts, and cousins came to see him and they all agreed that he was a lovely baby. His parents thought so too.

.....

Mr. and Mrs. Brown and Peter had wonderful times together and laughed and played and were ever so happy.

.....

So the next day Mrs. Brown called up Mrs. White and said: "We wish to find a baby sister for Peter." And Mrs. White said: "We shall gladly try to find a sister for Peter, but you may have to wait a long time. More and more people wish to adopt babies."

.....

So the Browns went the next day, and found waiting for them a tiny baby girl with soft brown eyes and a

¹Ibid., pp. 7, 8, 16.

happy smile. Mrs. Brown said: "We love this baby already." The baby was holding one of Mr. Brown's fingers tight in her fist.

.....

Mary [the baby girl] grew fast and is now a lovely little girl with curly hair, who runs about and has begun to talk. Peter and Mary like to hear the story of how they were adopted. And Mr. and Mrs. Brown and Peter and Mary are a very happy family.¹

Another book about happy home relations concerning adopted children is, Here's a Penny.² Penny, though he knew he was adopted was hurt when a friend taunted him with the fact. As with most little boys, Penny ran home to mother.

It was a long time before Penny could speak. He just cried and the tears made his mother's neck all wet. She held him close and said in a very soft voice, "Tell Mother what it is."

At last Penny seemed to run out of tears. "Patsy says I'm not your really truly little boy," he gulped.

"Patsy is mistaken," said his mother, wiping his eyes.

"She says when you're 'dopted you can't be really truly," said Penny.

"Nonsense!" said Mother. "There is only one thing that makes a little boy 'really truly'."

Penny sat up and looked at his mother. His blue eyes were big and round. Tear drops still hung on his eye-lashes. "What does, Mother?" he said.

"Why, his mother's love for him," said his mother. "His mother's love for him makes him her really-truly little boy."

¹Ibid., pp. 18-36, 46.

²Carolyn Haywood, Here's A Penny (New York: Harcourt, Brace and Company, 1944).

"And does his daddy's love for him make him his really truly little boy?" asked Penny.

"It certainly does," replied Mother.

Then his mother told him how she and Daddy had talked about him long before he arrived. How they looked for just the little boy they had wanted, with red hair and freckles on his nose.

Penny snuggled into his mother's neck. "Did you look at other little boys?" he asked.

"Indeed, yes," said mother.

"But they didn't suit, did they?" said Penny.

"No. They were very nice," said Mother, "but we waited until we found you. And you were just what we wanted."

"That's the way I'm going to 'dopt my kitten," said Penny. "I'm going to wait until I find a black one with a white nose and white paws. And I'll love him so much that he'll be my really-truly kitten."

"Of course," said Mother.

"I guess I'll go get a cookie," said Penny, as he slid off of his mother's lap.

When he reached the door he turned around. "I guess I'll take a cookie over to Patsy," he said. "And I'll tell her she's mistaken."¹

There are many other books to help children have a pleasanter outlook on adoption. These books will also help to change the attitude of some boys and girls toward adopted children and will bring happiness to those who are adopted.

Children face many problems in learning to accept home conditions. Books may help to solve the problem.²

¹Ibid., pp. 17-18.

²Infra, p. 47.

Prejudice

"We believe that through books, we can help children to understand themselves and their own personal problems. Valuable as this sort of therapeutic reading is, it should be accompanied by another kind--reading that brings an understanding of other persons."¹ Lack of understanding can and does lead to confusion and prejudice. Primary and lower elementary grade children are probably the best material of all from the standpoint of the teacher who uses literature as a help in character education. Race prejudice is a large problem in our schools. We cannot solve this problem wholly through books, but we can expect to plant the seeds of tolerance through well-written stories. Two Is a Team, by Beim,² is a charming little story of two boys who learn that it pays to co-operate and they have a great time becoming friends. The pictures are the only clues that one child is white and the other colored.

Another story dealing with the Negro problem is Bright April.³ This is the story of a Negro child's awakening to the knowledge that she is discriminated against because of her race. The members of her family are portrayed as fine

¹Matilda Bailey, "Therapy Means Understanding," (A. B. C. Language Arts Bulletin, II, No. 1, American Book Company, 1949, New York), p. 1.

²Marguerite DeAngeli, Bright April (Garden City, New York: Doubleday and Company, 1946).

upstanding members of the community in which they live. She is accepted in her Brownie troup and is a happy little girl, but one day through the careless remark of a friend she was deeply hurt. She went to her mother and "continued to sob as if her heart would break."

Finally, when April had quieted a little, she [April's Mother] said sadly,

"So--it's come, someone has hurt you. Who?"

April shook her head. She couldn't say Mrs. Cole had hurt her. She loved Mrs. Cole. Besides she hardly knew what had hurt her. When she could speak she asked, "Mamma, is it true that there are some places we can't go?"

"Well," Mamma began, "there are some people who think we are different from them. They don't understand what scientists have taught us, that all the peoples of the world are one family and that all human blood is the same. They don't realize that we all have the same Heavenly Father, and they forget that this country is for all people to have an equal chance. Now, tell me, what has happened?"

April looked at Mamma, trying to say what really had happened. She hardly knew, yet the feeling of deep hurt was still there. She began to tell how they had talked at Brownie meeting of the things they would do when they were grown up, and how April had said she wanted to be a designer and the head of a shop on Chestnut Street, and how one of the girls laughed at her. Then she told Mamma what Mrs. Cole had said, and the awful feeling she had inside. "Why must we be different?" she begged. "I don't feel different."

"You aren't different, really," Mamma comforted, "except in the way one flower differs from another."¹

Phyllis refuses to sit by April because of her race, but later Phyllis and April become friends and Phyllis says,

¹Ibid., p. 44.

You know, at first I didn't like you. I never knew anyone just like you before. But Flicker told me about you and how nice you are. She told how much you know about birds and trees, too, and she says you like to read books. So do I. I read all the time, even when I'm drying dishes. I prop the book up on the shelf against the salt box. I like fairy stories best. Do you?

She didn't wait for April to answer, but went on as if she couldn't wait to get it all out at once: "When I touched your hand that time, I felt how nice and smooth it was. I saw that your dress was just as fresh and clean as mine, too." She stopped for a moment, then went on, "I like you now."

April relates the experience to her mother and comes to a sound, mature conclusion when she says,

"You see, Mamma," April exclaimed, "she didn't know the truth about me at all. She didn't know at first that my skin is just like hers, only a different color, and she didn't know what good care you take to keep my clothes nice and clean, and she didn't know how I like to read just as she does! I guess if she had known the truth about me, she would have liked me at first!" April laughed in sheer joy at remembering her new friend.

"Yes," agreed Mamma soberly. "Yes, that is just it exactly. She didn't know the truth. We must know the truth, always, even when it hurts. The Bible says, 'Ye shall know the TRUTH, and the truth shall make you free.'¹"

But it is not only with the Negro problem that we must struggle. Other minority groups also suffer. Children from another country, or section of our country, children of another religion, children of another economic bracket, children of another way of life (migrant workers, share-croppers, mill workers, miners, etc.)--all come in for their share of persecution. Whatever the norm is in a particular community

¹Ibid., pp. 84, 88.

becomes the standard. Unfortunately, the known always seems right and the unknown seems wrong. Let us make the unknown the known and accepted. Let us help children understand persons of other races, creed, and nationalities. Wanda Petronski in The Hundred Dresses, by Estes,¹ was a Polish child. Her dresses were not pretty and she seemed different. Even her name was different.

Wanda Petronski. Most of the children in Room 13 didn't have names like that. They had names easy to say, like Thomas, Smith or Allen. There was one boy named Bounce. Willie Bounce. And people thought that was funny but not funny in the same way that Petronski was.

.....

As for Maddie, this business of asking Wanda every day how many dresses and how many hats and how many this and that she had was bothering her. Maddie was poor herself. She usually wore somebody's hand-me-down clothes. Thank goodness she didn't live on Boggins Heights or have a funny name. And her forehead didn't shine the way Wanda's round one did. What did she use on it? Sapolio? That's what the girls wanted to know.

.....

But suppose Peggy and all the others started on her next? She wasn't as poor as Wanda perhaps, but she was poor. . . . "Oh, dear, she did wish Peggy would stop teasing Wanda Petronski."²

Both Peggy and Maddie learn their lesson and realize too late how they have wronged a very fine person. Maddie and Peggy are unable to make amends but the child in reading this

¹Eleanor Estes, The Hundred Dresses (New York: Harcourt, Brace and Company, 1944).

²Ibid., pp. 10, 17, 18.

book will realize how fine Polish people can be and how wrong intolerance is. If we are ever to achieve real peace we must make our Petronskies proud of their names--and we must make our Smiths proud to know the Petronskies.

General stories to teach tolerance include Munro Leaf's¹ Let's Do Better. This little book explains in a child's terms the American way of life and the importance of getting along together.

Books may help the child from a minority group to be proud of his religion, race, or nationality. Books may also help other children to accept those in the minority groups.²

In conclusion, the writer believes that one of the ways in which guidance may be given is through recreational reading in which the child may receive mental and emotional therapy. He may receive this therapy through identifying himself with a character in a book who is faced with a problem similar to the child's own problem.

Teachers need not be trained in special bibliotherapy, but by careful selection may use books to help children grow toward mental and emotional maturity. In order to use bibliotherapy effectively, the teacher needs to know the individual child's problem, and his individual personality. She will also need to be familiar with many children's books.

¹Munro Leaf, Let's Do Better (Philadelphia: J. B. Lippincott Company, 1945).

²Infra, p. 49.

There is nothing new in the idea of bibliotherapy and certainly it is not offered here as a sole solution for emotional ills. It is simply suggested that this form of therapy may be helpful when used in connection with other forms of accepted psychological practices. It is hoped that more teachers will add this method of therapy to their already varied forms of guidance for the boys and girls in their care.

CHAPTER IV

ANNOTATED BOOK LIST

These books are listed under the five headings previously mentioned. They are listed alphabetically according to author. Each list is intended to summarize and to supplement the readings discussed under the similar headings in Chapter III.

Physically Handicapped

Angelo, Valenti, Hill Of Little Miracles. New York: The Viking Press, 1942.

This is the story of Ricco who was born with one leg shorter than the other.

Craik, Dinah, The Little Lame Prince. Cleveland, Ohio: World Publishing Co., 1948.

Prince Dolor's imprisonment in a lonely tower was made bearable by his godmother's gift of a magic carpet. An old and well-liked favorite.

De Angeli, Marguerite, The Door In The Wall. New York: Doubleday, 1949.

Medieval England is the background for this simply written and colorfully illustrated story of Robin, a nobleman's son, crippled during the plague. Befriended and strengthened both physically and spiritually by kind monks, he makes a place for himself in the king's service. (Newbery Award, 1950).

Menotti, Gian Carlo, Amahl And The Night Visitors. New York: Whittlesey House, 1952.

The story of a crippled shepherd boy who entertained the Wise Men and the gift he presented to the Christ Child. This story might not be too good because of miraculous ending. It would have to be retold to children.

Molloy, Anne, The Pigeoneers. Boston: Houghton Mifflin Co., 1947.

The boys in Ward B really begin to enjoy their hospital stay when Mr. Lombard, who owns homing pigeons, organizes them into a club. Entertaining story with an unusual background.

Sawyer, Ruth, Old Con And Patrick. New York: The Viking Press, 1946.

Infantile paralysis forces sports-loving young Patrick to discover new activities and interests. A thoughtful story of the adjustments faced by a handicapped child and the kind of understanding he needs from his contemporaries.

Weil, Ann, "The Chief At Warm Springs," Childcraft, VI. Chicago: Field Enterprises, 1954.

This is a story of Franklin D. Roosevelt and a group of children in a polio ward at Warm Springs.

Williams, Henry Lionel, Turi Of The Magic Fingers. New York: The Viking Press, 1939.

Among Cro-Magnon cave dwellers, a crippled boy's fine paintings and ingenuity make him a leader of his tribe.

Appearance and Size

Andersen, Hans Christian, Fairy Tales. New York: Grosset and Dunlap, 1945.

The "Ugly Duckling" and other imaginative modern fairy tales which contribute to a child's literary heritage. Other editions include Fairy Tales, illustrated by Tasha Tudor, Oxford; Andersen Fairy Tales, illustrated by Fritz Kredel, Heritage; Andersen Fairy Tales, Rainbow Classics, World Publishing Co.

Beatty, Hetty Burlingame, Droopy. Boston: Houghton Mifflin Co., 1954.

Droopy was a stubborn mule. He had long pointed ears which were supposed to stand straight in the air but they almost never did. Then one day Droopy became a hero. He did something very special indeed, and without anyone telling him to. From that time on his ears stood straight up from his head.

Beim, Jerrold, Across The Bridge. New York: Harcourt, Brace and Co., 1951.

Jeff was ten. His older brother Donnie was twelve. Jeff did not make friends easily. His unhappiness was intensified by the fact that he wore glasses. When financial conditions forced the family to move to a poorer section of town, Donnie adjusted quickly; Jeff could not make friends, etc. The story tells how he overcame his shyness and became a hero in the Polish settlement.

Beim, Jerrold, The Smallest Boy In The Class. New York: William Marrow and Co., 1949.

Everyone called him Tiny but he learned there is more than one way to be big. Quoting from the introduction, "Tiny felt he had to show off because the others were bigger than he was. Then something happened to show all the children that stature is not always measured in feet and inches. Tiny had earned the right to his own name, Jim."

Beim, Jerrold, Shoeshine Boy. New York: William Marrow and Co., 1954.

A small boy in New York earns money by shining shoes, even though at first he is crowded out by bigger boys.

Brown, Margaret Wise, Little Fisherman. New York: William R. Scott Inc., 1945.

A big fisherman and his big boat catches a big fish and a little fisherman and his little boat catches little fish for the people in the village.

Eager, Edward, Red Head. Boston: Houghton Mifflin Co., 1941.

Fritz had beautiful red hair. People called him "Red". His red hair saved ships. Told in verse.

Flack, Marjorie, Wait for William. Boston: Houghton Mifflin Co., 1935.

William was just four years old, the youngest of a family of three. He tried to keep up with the others but they kept saying, "Hurry up, William, walk faster." When his shoe came untied, the older children went on without him to see the parade. However, the parade came by that street and William was offered a ride on the elephant. As a hero his friends ask him to tell them about his experience.

Garis, Howard R., Uncle Wiggily And The Freckled Girl. New York: Platt and Munk Co., 1939.

Uncle Wiggily teaches a girl that freckles can be pretty.

Gray, Eve, Elsa's Secret. New York: Doubleday and Co., 1948.

Appealing story of a small girl who tried hard not to lose her front teeth until after she starred in the school play. The story has an amusing climax.

Harris, Leonore, Big Lonely Dog. Boston: Houghton Mifflin Co., 1950.

The story of a large dog and his adjustment to a small home.

Jackson, Caary Paul, Shorty Makes First Team. Chicago: Wilcox Follett, 1950.

Shorty has a chip on his shoulder because he is short, but he adjusts to the situation.

Krasilovsky, Phyllis, The Very Little Girl. New York: Doubleday and Co., 1950.

The little girl was very, very little, too little to do any of the many things she wanted to do. At last she became big enough to be a big sister to her brand new baby brother who was very, very, very little.

Lipkind, William, Even Steven. New York: Harcourt, Brace and Co., 1952.

Steven was the smartest horse on Bernacle Ranch, even though he was the smallest. This was one of the reasons small Hobie Yates chose him for his own. But the ranch hands ignored his merit. Steven, in spite of his size, became a hero.

McGinley, Phyllis, The Plain Princess. Philadelphia: J. B. Lippincott, 1945.

A humorous modern fairy tale about a spoiled Princess Esmeralda, who learns that to be busy and happy is to be beautiful.

Reyher, Becky, My Mother Is The Most Beautiful Woman In The World. New York: Howell, Soskind Publishing Co., 1945.

A little lost girl describes her mother as the most beautiful woman in the world to the strangers who want to help her. Old Russian tale.

Vorse, Ellen, Skinny Gets Fat. New York: William R. Scott, 1940.

Each animal tries to help. The donkey suggests that Skinny eat hay, the frog suggests flies. Skinny decides that his food is best and eats so much he pops buttons off his shirt.

Scott, Sally, Little Wiener. New York: Harcourt, Brace and Co., 1949.

This is a story of an undersized child.

Fears and Personality Maladjustment

Bradbury, Bianca, Tough Guy. Boston: Houghton Mifflin Co., 1953.

A Persian cat, who looks like a sissy but is really a tough guy at heart, wins respect.

Bemelmans, Ludwig, Madeline. New York: Simon-Schuster, 1939.

An amusing picture tale of a small girl who broke the monotony of routine life in a Paris girls' school, having an exciting time even with appendicitis. Text in verse.

Brenner, Anita, A Hero By Mistake. Cleveland, Ohio: World Publishing Co., 1953.

Dionisio who "happened to be an Indian" was often afraid. Almost anything made him feel afraid and like running away. One day he scared five bandits and then captured another. He was still afraid but acted brave.

Dudley, Nancy, Linda Goes To The Hospital. New York: Coward-McCann, Inc., 1953.

This is Linda's own story of her stay in the hospital. She tells children just what the hospital is like so they will no longer be afraid.

Evers, Helen and Alf, All About Copy-Kitten. Chicago: Rand McNally Co., 1949.

A modern fable about an imitative little kitten who at last learned to be himself.

Dagliesh, Alice, The Bears On Hemlock Mountain. New York: Charles Scribner's Sons, 1952.

Jonathan (eight years old) was sent on an errand across Hemlock Mountain. He was afraid of the bears but went anyway. The book brings out the child's fears, but his attempt at bravery. Coming back, darkness overcomes him; bears do come and he hides beneath the large iron kettle which he has borrowed from his aunt until his father and uncles come to rescue him. He has the satisfaction of knowing that he went alone over Hemlock Mountain.

Hitte, Kathryn, Lost and Found. Nashville: Abingdon-Cokesbury, 1949.

The common childhood experience of getting lost in a reassuring little story.

Howell, Virginia, Who Likes The Dark. New York: Howell-Soskind Publishing Co., 1945.

This little book gives a beautiful picture of the world at night. It describes city sounds and country sounds. The day is described as "golden" and the night as "silver". It tells of animals who eat at night. It tells of the work that goes on at night. "Later the night grows quiet. Then almost everybody is asleep. You are asleep. It is cool and quiet. Before you know it the milkman delivers the milk to your door. Birds sing and fly. . . .The sun comes and lights your room. And you wake up." "The day is for growing and running and working. The night is for listening and resting and dreaming."

Kingman, Lee, Peter's Long Walk. New York: Doubleday and Co., 1953.

A story of five year old Peter's adventure as he takes a long walk in search of playmates. Small children waiting to go to school will enjoy his experiences, told with repetition and rhythm that makes good reading aloud.

Leaf, Munro, Boo, Who Used To Be Scared of the Dark. New York: Random House, 1948.

Alexander, a cat, helps Boo see that his fears are foolish, and finally succeeds in helping Boo overcome even his fear of the darkness.

Mac Donald, Golden, Little Frightened Tiger. New York: Doubleday and Company, 1950.

An endearing animal fable wherein a baby tiger learns that everyone is afraid of something.

Paradis, Marjory, Tommy and The Tiger. New York: Harper and Brothers, 1952.

Tommy is ten years old and is afraid of many things. He fears the subway and the elevator. He is afraid of a bully. When he moves to the country he hopes to leave his fear behind. He does leave those fears but discovers that the country, too, holds terrors.

Rowand, Phyllis, It Is Night. New York: Harper and Brothers, 1950.

Cosy, gently, going-to-sleep book with unusually soft pictures to match.

Schneider, Nina, While Susie Sleeps. New York: William R. Scott, 1952.

A reassuring story about people and activities that go on during the night, while children are asleep.

Schurr, Cathleen, The Shy Little Kitten. New York: Simon and Schuster, 1950.

A kitten makes many friends even though he is a bit shy.

Scott, Gabriel, Kari. New York: Doubleday and Doran, 1935.

Norwegian girl who fails in mathematics. Her father and mother help her to find happiness in cooking. The book is an excellent one to hand to parents of children who face failure in school.

Sever, Josephine A., Johnny Goes To The Hospital. Boston: Houghton Mifflin, 1953.

Johnny is three years old. This little picture book tells in an authentic way just what happened to Johnny on his first trip to the hospital.

Urmston, Mary, The New Boy. New York: Doubleday Doran, 1950.

Jack moves to a new school. He is retained a year because of illness; is in the same class with sister and makes adjustment.

Williams, Gweneira, Timid Timothy. New York: William R. Scott, 1950.

A mother cat introduces her kitten to new experiences and teaches him not to go looking for trouble, either.

Woolley, Catherine, Schoolroom Zoo. New York: William Morrow and Co., 1950.

Ellie loves insects and animals so much that she cannot understand the fears of her classmates for snakes. Before the end of the story the fear in her classmates is overcome. Also, Ellie has learned to respect the fears of others.

Family Relations

Baruch, Dorothy (Walter), I Know A Surprise. New York: Hale, 1935.

Nancy collects one pet after another (dog, cat, rabbit, hen, tortoise, and doll) and takes them to see her baby brother, the surprise. Told with much repetition.

Beim, Lorraine, Alice's Family. New York: Harcourt, Brace and Co., 1951.

A family story with understanding awareness of the frictions that go with living together.

Beim, Jerrold, Kid Brother. New York: William Morrow and Co., 1952.

An older child's resentment of his younger brother, expressed in these words of a classmate. "It's too bad you always have to wait for your kid brother," Ed said, "Mike and I have fun on the way to school." "I wish I didn't have a kid brother," Buzz exclaimed. There were other times when Buzz felt that way about his brother. But Buzz came to realize that having a brother had its compensations, too.

Comming, Marian, Just Like Nancy. New York: Harcourt, Brace and Co., 1953.

The story of a child who longs to be like an older sister. How she becomes an individual in her own right and learns that friends like her for what she is. The older sister finally says, "I wish I could be just like you."

Daringer, Helen, Adopted Jane. New York: Harcourt, Brace and Co., 1947.

The home was a happy place to orphaned Jane, but she did want to belong to a family, and at last her opportunity came. An unusually sound, sympathetic, and popular story of a child in an institution.

Fiedler, Jean, Big Brother Danny. New York: Holiday House, 1953.

Danny is happy in his secure little world until everything is upset by the coming of a baby sister. Danny helps to make his own adjustment.

Frankl, Lilli, Peter and His New Brother. New York: Chanticleer, 1950.

A welcome to the new baby brother, comforting to the child who has just acquired one.

Haywood, Carolyn, Here's A Penny. New York: Harcourt, Brace and Co., 1951.

An entertaining series about a small adopted boy which contains lively stories of his day-to-day adventures, and gives a fine picture of happy family relationships.

Krasilovsky, Phyllis, The Very Little Girl. New York: Doubleday and Co., 1950.

The little girl was very, very little. Too little to do any of the many things she wanted to do. At last she became big enough to be a big sister to her brand new baby brother who was very, very, very little.

McCloskey, Robert, One Morning In Maine. New York: The Viking Press, 1953.

This is a good story of a little girl's growing up. She loses her first tooth and is at first frightened, then disappointed when she loses the tooth. Her mother and father explain how and why the tooth was loose. It is also a good story of family relations and shows how the child adjusts to father, mother, and little sister. It is just a good story of one happy day in a child's life.

Reyher, Becky, My Mother Is The Most Beautiful Woman In The World. New York: Howell Soskind, 1945.

A little lost girl describes her mother as the most beautiful woman in the world to the strangers who want to help her. Old Russian tale.

Scott, Sally, Judy's Baby. New York: Harcourt, Brace and Co., 1950.

A little girl's struggle to accept a new baby brother makes a comforting story for the child who has one.

Shane, Ruth and Harold, The New Baby. New York: Simon and Schuster, 1948.

Packages came but nothing for Mike. All were for the new baby.

Stone, Amy P., Penny And His Little Red Cart. New York: Lothrop, Lee, and Shepherd Co., 1950.

The story of a child from a broken home.

Wasson, Valentina P., The Chosen Baby. Philadelphia: J. B. Lippincott, 1939.

From this story little children come to realize that to be an adopted baby is wonderful because his parents wanted him very much and picked him out from many others to be their own. It will help change the attitude of some boys and girls toward adopted children and bring happiness to those who are adopted.

Zolotow, Charlotte, The Quiet Mother And The Noisy Little Boy. New York: Lothrop, Lee, and Shepherd Co., 1950.

A modern mother who liked quiet and a small boy who liked noise discover that they both prefer some of each.

Prejudice

Akin, Emma, Booker T. Washington School. Oklahoma City: Harlow, 1938.

A primer about a Negro school and the children who attend it.

Association for Childhood Education, Literature Committee,
Told Under The Stars and Stripes. New York: The
 Macmillan Co., 1945.

A collection of stories which tell how many children of regional and immigrant backgrounds live in our country. A useful contribution to the literature of human relations. These stories are taken from books by such authors as De Angeli, Means, Holberg, and Goetz. Each story deals with some minority group in this country and is told in such a way as to build an appreciation for that group.

Beim, Lorraine and Jerrold, Two Is A Team. New York: Harcourt, Brace and Co., 1945.

Two small boys quarrel and then join forces in the building of a toy wagon. Illustrations alone indicate that the children are Negro and White.

Berry, Erick, Penny-Whistle. New York: The Macmillan Co., 1930.

A humorous story, set in Africa, that lends itself well to reading aloud. Pictures are bright and plentiful, and there is a little whistling tune that runs throughout.

Bulla, Clyde Robert, Johnny Hong Of China Town. New York: Thomas Y. Crowell Co., 1952.

Johnny is seven years old. He wants very much to have a birthday party but is told he has no friends to come to a party. A kite and firecracker set fire to the thatched roof of the tea house. Johnny not only saves the tea house but as a result finds many friends of many nationalities. He does have his party.

Chonz, Selina, Florina And The Wild Bird. New York: Oxford University Press, 1953. Translated from German by Anne and Ian Serraillier.

Written in verse form, this story is about a Swiss family and its heroine Florina who rescues a wild ptarmigan from a fox. She raises the bird at the mountain hut where they have come to pasture the goats for the summer. She is sad when she must set the bird free but she goes in search of it, finds it safe, and comes home happy.

Creekmore, Raymond, Fujio. New York: The Macmillan Co., 1951.

Japanese boy, Fujio, lived near the great volcano, Fujiyama. He longed to climb the famous mountain with his father, and one day found that he could boast of standing at the very top, watching the sun rise.

D'Aulaire, Ingri and Edgar, Children of the Northlights. New York: The Viking Press, 1949.

"After the long dark winter they watched eagerly for the sun to come again, and then it was time to leave their mountain home to go to school in the village." This is a story of the everyday life of the children of Norway.

D'Aulaire, Ingri and Edgar, Nils. New York: Doubleday and Company, 1948.

His grandmother's fine gift of hand-knitted stockings from Norway brought a real problem to young American born Nils when he wore them to school. Full page color illustrations.

De Angeli, Marguerite, Yonie Wondernose. New York: Doubleday and Company, 1944.

Yonie earned his nickname by his curiosity, and proved it to be a worthy trait when he was left in charge of the farm animals in a time of danger. Lovely lithographs by the author-artist picture manners and customs of the Amish people.

Elting, Mary, Patch. New York: Doubleday and Company, 1948.

A well-told farm story of a boy and his dog, which has for an additional feature, cooperative relationships between a Negro and a White farm family. Only through the illustrations are racial differences indicated.

Estes, Eleanor, Hundred Dresses. New York: Harcourt, Brace and Company, 1944.

This story of Wanda Petronski, shabby child of a Polish immigrant family, and of her attempts to compensate for the thoughtless attitude of her schoolmates. A sympathetic approach to social and economic differences for younger readers.

Faulkner, Georgene and Becker, John, Melindy's Medal. New York: Julian Messner, 1945.

Two wonderful things happened to Melindy, a little Negro girl. First, the family moved from shabby quarters to a fine new housing project, and next, she was a heroine when there was a fire at the school.

Gatti, Attilio, Adventure In Black And White. New York: Scribner, 1943.

Bob, an American boy, and his African friend, Lokomoto, help solve the mystery of a saboteur in the African jungles.

Hayes, Florence, Skid. Boston: Houghton Mifflin Co., 1948.

Captain of an all Negro school baseball team in Georgia moves to Connecticut and makes an adjustment to an all white school.

Iwamatau, Jun, Village Tree. New York: The Viking Press, 1953.

The author-illustrator recaptures the feeling of life in Japan as he recounts a day in the life of his own village childhood.

Jackson, Jesse, Call Me Charlie. New York: Harper and Brothers, 1945.

This is the story of a twelve year old Negro boy. He lives in a white community and has many ups and downs. The story deals particularly with his friendship with Tom Hamilton and his family.

Johnson, Siddie Joe, Debby. New York: Longmans, Green and Company, 1940.

Debby is ten years old. She spends a happy year on the Texas gulf coast living with her family in a trailer. She makes many new friends. Mexicans and Germans are included in these friends.

Jones, Jessie Mae, This Is The Way. New York: The Viking Press, 1945.

Prayers and precepts from world religions, chosen by Jessie Orton Jones. In poetic words from their own scriptures, the prayers and precepts of the great religions are here set forth, tracing the harmonious way of life envisioned by good people the world over. Drawings show the gradually swelling procession of children from all lands. "If a man speaks or acts with a pure thought happiness follows him like a shadow that never leaves him." Buddhist. "What you do not want done to yourself, Do not do to others." Confucianist. "Do nothing to thy neighbor, which hereafter Thou wouldst not have thy neighbor do to thee." Hindu. "Therefore all things whatsoever ye would that men should do to you, Do ye even so to them." Christian.

Lang, Don, On The Dark Of The Moon. New York: Oxford, 1943.

A delightful story about a little southern boy and his pet raccoons. It has adventure, suspense, and mystery.

Lattimore, Eleanor Frances. Bells For A Chinese Donkey. New York: William Morrow and Co., 1951.

Kivei-li who lived in a village on the sea-coast of China was overjoyed when her father and brother brought back a donkey from the fair. All the donkey needed was a string of jingling bells and the story relates how Kivei-li eventually secured a set for her donkey. Promotes understanding of another land.

Lattimore, Eleanor, Bayou Boy. New York: William Morrow and Co., 1946.

A six year old boy of Louisiana has an interesting and full life. Younger readers will enjoy this book about young children.

Lattimore, Eleanor, Junior: A Colored Boy Of Charleston. New York: Harcourt, Brace and Co., 1936.

The story of an engaging little boy who earned money by learning the shrimpmen's song.

Leaf, Munro, Let's Do Better. Philadelphia: J. B. Lippincott, 1945.

An explanation for young children of the democratic way of life and the importance of getting along together. Illustrated with cartoons.

Lensky, Lois, Mama Hatties' Girl. Philadelphia: J. B. Lippincott, 1945.

Experiences of a little Negro girl in a small town in the south and in a northern city enrich our understanding of her problems.

Liang, Yen, Dee Dee's Birthday. New York: Oxford University Press, 1952.

A Chinese boy, Dee Dee celebrated his birthday. There were presents from Grandma and Mama, from Auntie Yee-Ma, and brother, Da-Gee. There were fireworks and kites to fly, and a man with a monkey. The gardener did a wonderful sword dance, and there was a parade through the gardens with lighted candles.

Liang, Yen, Tommy and Dee Dee. New York: Oxford University Press, 1953.

Points up the similarities of two little boys at opposite ends of the earth.

MacDonald, Golden, Little Lost Lamb. New York: Doubleday and Company, 1945.

The story of a little shepherd boy who could not sleep while his black lamb was missing from the flock. Illustrated in beautiful colors by Leonard Weisgard.

Meadowcroft, Enid, By Secret Railway. New York: Crowell, 1948.

The story of the loyal friendship between two boys, one of whom is a runaway slave. Authentic background of the Underground Railroad.

New World Neighbors Series. New York: D. C. Heath and Co.

These little books will do much to help with understanding other peoples and other ways of life and through understanding and knowledge comes tolerance. These books, all published by D. C. Heath and Company, have different authors and are written on different levels of reading difficulty.

Boys of the Andes, Alice Desmond, Alida Malkus, Ednah Wood.
Letters From Guatemala, Delia Goetz.
Sky High in Bolivia, Ruth Cady Adams.
Work and Play in the Philippines, Arsenio B. Acacio and Others.

Children of the Sun in Hawaii, Li Ling-ai.
Rico, the Young Rancher, Palticia Crew Fleming. (Chile)
Around the Caribbean, Nora Burglon and Others.
Along the Inca Highway, Alida Malkus.
Kimbi, Indian of the Jungle, Henry Williams. (Ecuador)
Exploring the Jungle, Jobesse Waldeck. (Venezuela)
Six Great Men of Brazil, Vera Kelsey.
Around the Year in Iceland, Elizabeth Yates.
The Gaucho's Daughter, Katherine Pollock.
Riches of South America, V. Wolfgang von Hagen.
Ootah and His Puppy, Marie Peary.
Up Canada Way, Helen Dickson.
Riches of Central America, V. Wolfgang von Hagen.

Politi, Leo, Little Leo. New York: Charles Scribner's Sons, 1951.

What happens when Little Leo decided to take an Indian Chief suit, his prize possession, to an Italian village with him makes this a story based on the author's personal experience. The joyous, childlike atmosphere of this book should do a great deal to make American and Italian boys and girls feel mutually friendly.
 (Saturday Review)

Ross, M. I., George Washington Carver, the Boy Who Had To Know. Chicago: Childcraft. Field Enterprises.

This story tells of Moses Carver, his attempt to help the little Negro boy in his care and tells of George Washington Carver's ambition and struggle in his early youth. It lists many of his accomplishments, and tells of his love of nature and his thirst for knowledge.

Sperry, Armstrong, One Day With Jambi in Sumatra. New York: E. M. Hale and Company, 1950.

This is the story of Jambi and his chief playmate, Wang. Wang was an elephant. Jambi was eight years old but he set out to kill a tiger and it makes a thrilling story.

Tally, Ellen and Marie Hall Ets, My Dog Rinty. New York: The Viking Press, 1946.

A boy almost loses his dog, but a kind editor and a lady solve the problem. Excellent photographs by Alexander and Alexandra Alland show life in an urban Negro community.

Tarry, Ellen, Hezekiah Horton. New York: The Viking Press, 1942.

An attractive book about a Harlem boy who has a great love for automobiles. Both illustrator, Oliver Harrington, and author are Negroes.

Whittlesey House, A Garden We Planted Together. New York: McGraw-Hill Book Co., Inc., 1952.

Prepared by the United Nations Department of Public Information.

This little book tells how many children from many countries gather together to plant a garden. It describes the difficulties they encounter and tells how they all worked together to make the garden a success. Then it compares the work of the United Nations with the work of the children, stressing that the nations are trying to follow a plan to make everything better for all the fathers and mothers and boys and girls all over the world.

White, Anne Terry, George Washington Carver, The Story of a Great American. New York: Landmark Book No. 38, Random House.

This tells the story of Carver's life from the time he was traded as a baby for a horse until the time when he was accepted as one of the world's greatest scientists. It stresses his dedication to his people.

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Books

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- Frank, Josette, Your Child's Reading Today. New York: Doubleday and Co., 1945. 360 pp.
- Morgan, John J. B., The Psychology of the Unadjusted School Child. New York: The Macmillan Co., 1937. 655 pp.
- Renz, Carl and Renz, Mildred, Big Problems on Little Shoulders. New York: The Macmillan Co., 1934. 163 pp.
- Stern, Edith M., The Handicapped Child. New York: A. A. Wyn, Inc., 1950. 436 pp.

Yearbooks

- Monroe Easen, Eighth Yearbook of Claremont College Reading Conference. 1943. 144 pp.
- National Society for the Study of Education, Forty-Seventh Yearbook, Part II. Chicago: The University of Chicago Press, 1948. 334 pp.
- National Society for the Study of Education, Forty-Ninth Yearbook, Part II. Chicago: The University of Chicago Press, 1950. 414 pp.

Bulletins and Pamphlets

- Association for Childhood Education International. "A Bibliography of Books for Children." Bulletin No. 37, Washington, D. C.: The Association, 1950. 120 pp.
- Association for Childhood Education International. "Children's Books for Eighty-five Cents or Less." Bulletin No. 36, Washington, D. C.: The Association, March, 1953. 46 pp.
- Baker, Augusta, "Books About Negro Life for Children." New York: New York Public Library, 135th Street Branch, 1949. 16 pp.

Bailey, Matilda, "The Magic Mirror of Books." The A. B. C. Language Arts Bulletin, V, No. 1, 1953, New York, The American Book Co.

Bailey, Matilda, "Therapeutic Reading." The A. B. C. Language Arts Bulletin, II, No. 6, 1949, New York, The American Book Co.

Bailey, Matilda, "Therapy Means Understanding." The A. B. C. Language Arts Bulletin, II, No. 1, New York, The American Book Co.

Keneally, Katherine G., "Therapeutic Value of Books." University of Chicago Studies in Library Science, 1949, Chicago, American Library Association. 140 pp.

National Council of Teachers of English, "Adventures With Books." Margaret Mary Clark, Chairman of the Elementary Reading List Committee, 1950, Chicago. 115 pp.

United States Department of Health, Education, and Welfare, Children's Bureau, "The Children's Bookshelf." Publication 304, 1953, Washington, D. C. 56 pp.

Wood, E. G., "Junior Library Books." 1953 Catalog, Books on Exhibit, New Rochelle, New York.

Periodical Articles

Lindall, Hannah H. and Koch, Katherine, "Bibliotherapy in the Middle Grades," Elementary English, XXVII (December, 1950), 493-500.

Russell, David, "Reading and the Health Personality," Elementary English, XXIX (April, 1952), 195-200.

Russell, David H. and Shrodes, Caroline, "Contributions of Research in Bibliotherapy to the Language-Arts Program," The School Review, LXIII (September, 1950), 35.

Witty, Paul, "Reading to Meet Emotional Needs," Elementary English, XXIX (February, 1952), 75-84.

Wolfsen, Bernice J., "Reading About Emotions," Elementary English, XXXI (March, 1954), 146.

Reading Series

Curriculum Foundation Series, First Reader, Level Two.

Chicago: Scott, Foresman and Co., 1946-1947. 253 pp.

Reading For Meaning, Second Reader, Level One. New York:

Houghton Mifflin Co., 1947. 163 pp.

APPENDIX

LIST OF PUBLISHERS AND THEIR ADDRESSES

The following list contains, in alphabetical order, the names and addresses of the publishers of the books contained in the book lists:

Abingdon-Cokesbury Press, 810 Broadway, Nashville 2, Tennessee.

Coward-McCann, Inc., 2 West 45th Street, New York 19, New York.

Chanticleer Press, 41 East 50th Street, New York 22, New York.

The Thomas Y. Crowell Company, 432 Fourth Avenue, New York 16, New York.

Doubleday and Company, Garden City, New York.

Field Enterprises, Chicago, Illinois.

Grosset and Dunlap, 1107 Broadway, New York 10, New York.

Harcourt, Brace and Company, 383 Madison Ave., New York 17, New York.

Harlow Publishing Co., Oklahoma City, Oklahoma.

Harper and Brothers, 49 East 33rd Street, New York 16, New York.

D. C. Heath and Company, 285 Columbus Ave., Boston 16, Mass.

Holiday House, 8 West 13th Street, New York 11, New York.

Houghton Mifflin Company, 2 Park Street, Boston 7, Mass.

Howell, Soskind Publishers, Inc., 17 East 45th Street, New York 17, New York.

J. B. Lippincott Company, East Washington Square, Philadelphia 5, Pennsylvania.

Longmans, Green and Co. 55 Fifth Avenue, New York 3, New York.

Lothrop, Lee and Shepard Company, Inc., 419 Fourth avenue, New York 16, New York.

The Macmillan Company, 60 Fifth Avenue, New York 11, New York.

McGraw-Hill Book Co., Inc., 330 West 42nd Street, New York 18, New York.

Julian Messner, Inc., 8 West 40th Street, New York 18, New York.

William Morrow and Co., 425 Fourth Avenue, New York 16, New York.

Oxford University Press, 114 Fifth Avenue, New York 11, New York.

Platt and Munk, Inc., 200 Fifth Avenue, New York 10, New York.

Rand, McNally and Company, 536 South Clark Street, Chicago 5, Illinois.

Random House, 457 Madison Avenue, New York 22, New York.

Simon and Schuster, Inc., 630 Fifth Avenue, New York 20, New York.

William R. Scott, Inc., 513 Sixth Avenue, New York 11, New York.

Charles Scribner's Sons, 597 Fifth Avenue, New York 17, New York.

The Viking Press, 18 East 48th Street, New York 17, New York.

Whittlesey House, 330 West 42nd Street, New York 18, New York.

Wilcox and Follett Company, 1255 South Wabash Avenue, Chicago 5, Illinois.

The World Publishing Company, 2231 West 110th Street, Cleveland 2, Ohio.