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A Book List Suitable for Primary Grades

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A BOOK LIST SUITABLE
FOR PRIMARY GRADES

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

By
Virginia Allene Sandy

KANSAS STATE TEACHERS COLLEGE

Pittsburg, Kansas.

July, 1953

PORTER LIBRARY

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The acknowledgements due to others in connection with the preparation of this treatise are varied and it is with pleasure that I write these paragraphs.

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THE PROBLEM

Modern reading experts believe that the fundamental goal of a good reading program is to instill in today's children a love of reading.¹ One basic requisite of the primary reading program is a wide variety of easy reading material that a child can read and enjoy freely and naturally just as an adult does.² Interesting, attractive books are provided in abundance for young readers by the publishers of children's books. However, there is a great deal of evidence to show that many of these books are introduced from one to three years before the average student has the background experience and reading ability required for their appreciation.³ Selecting books that primary children can read independently and successfully is a problem in itself, and one requiring careful consideration if a child's love of reading is to be developed. Therefore, the sole objective of this study was the development of a suitable list of primary books for the use of those whose task it is to select books for primary grades.

The Need for a Decendable Book List. Superintendents and principals are most often confronted with the task of choosing library books. Many of these officials find it necessary to

¹Phyllis O. Edwards, "Meeting the Needs of Children through the Elementary Library."

²"The Mac Millian Readers," Service Bulletin, pp. 1-2.

³Earnest Horn, "The Improvement of Leisure Reading."

order from publishers' lists or book salesmen. As a result a teacher frequently finds she has been given books to use that are too difficult to allow her children easy and enjoyable reading.¹ Even if the choice of books were left to the teacher, the results might not differ greatly, for most teachers are not familiar with a wide variety of books nor with enough of the latest books to make a good selection.² Many school libraries are filled with a nondescript book collection which included antiquated titles, inferior editions, and a lack of balance in subject matter.³ Schools cannot afford such a waste of library funds. Every book should be a positive asset instead of a possible liability if the school library is to be furnished adequately with modern, readable materials. Convincing proof that library funds must be spent wisely is forthcoming if state allotments for school libraries are noted. In the various states these range from forty cents per child to one dollar.⁴ In Missouri the state allotment averages seventy cents per child and the total allotment amounts to less than one tenth of one percent of the total school budget.⁵ This certainly is not enough to furnish a library adequately;

¹ Albert J. Harris, How to Increase Reading Ability, p. 411.

² E. P. O'Reilly, "Providing Library Facilities in the School."

³ Loc. cit.,

⁴ O'Reilly, op. cit., p. 487

⁵ Personal letter from Oscar G. Schupp, Director of Ed-
search and Statistical Information, State Department of Ed-
ucation, Missouri, February 4, 1953.

but by wise spending libraries can gradually be built up so that they will be far more satisfactory than they are at present. If it were possible to read or carefully examine every book before purchasing it, better books might fill the book shelves. However, few superintendents or teachers have the time, nor the books available for such study. Commercial book lists can also prove to be very disappointing because they are not always accurate in grade placement.¹ Therefore, there seems to be a definite need for a dependable book list adapted to the interests and abilities of children at each grade level. The American Library Association has published basic lists of books on the national level which are quite authentic. However, the list compiled in this study is adapted to local conditions, basic primary texts used in this area, and local courses of study.

The Setting of the Problem. Oftentimes there is a marked difference between what children choose to read and what teachers and librarians recommend.² Books selected by adult committees as the best children's books of the year have often been neglected on library shelves.³ It is important, then, that books provided for children's leisure reading be those which children will read freely with interest and enjoyment. The primary pupils in the author's school were very helpful here because their acceptance or rejection of a book was often a

¹Horn, loc. cit.,

²Harris, op. cit., p. 408.

³Harris, op. cit., p. 407.

deciding factor in book selections. These small judges were neveraware of the role they played. This was important because studies show children's preferences can be influenced greatly by the attitudes of their teachers.¹ Books chosen had to be those children could and would read voluntarily. It should be noted, however, that books these children rejected were often those with new and strange ideas; when these were read to them and they became familiar with the concepts therein, they accepted and read many of these books for themselves. This goes back to the previous idea: children's reading preferences could be and were influenced by the teacher. In most cases the teacher's influence is a good thing as it helps expand children's reading interests by introducing them to better examples of their favorite reading and gradually leads them into other fields and to other subjects.² However, for the most part, books included in this primary list were limited to those within the limits of subject matter and ideas already familiar to the young readers of the primary grades.

The primary children used in this study were those of the first three grades of a small town elementary school. There were between ninety and one hundred pupils. Both rural and town pupils were included. The children's parents were of the laboring class, and, since many of them had limited educations, they

¹ Harris, op. cit., p. 411

² Mary Hill Arbuthnot, "Why Tell Stories to Children," p. 9ff.

were not adequately prepared to help their children choose reading materials wisely. In some cases the only reading material in the home was the daily newspaper, with perhaps comic books and inferior fiction magazines. This situation was typical of many the author had encountered in years of teaching in the rural and small town schools of southwestern Missouri. These children needed to be encouraged to read voluntarily, to increase their reading ability and to use that ability to increase their enjoyment of life through the medium of good books. The first step in the right direction would be a library filled with an abundance of interesting, attractive books these boys and girls could read independently. It was while searching through three libraries for suitable books that the first thoughts occurred to the author of developing a primary book list which could be depended upon to furnish books children could read successfully and independently.

Procedure Used in Developing the Book List. Before a book list could be made, criteria had to be set up so that all books could be judged in a uniform manner. The development of those criteria is discussed at length in the following section of the study. The second step was the locating of book sources to which the criteria could be applied.

The school libraries of Webb City, Missouri were the first source explored. The public libraries of Joplin, Missouri and Webb City were another. The book stalls which various book companies set up during the teacher's convention were a source of the latest children's books. The book stores and book depart-

ments of stores in Kansas City, Missouri and Joplin supplies new titles. Some commercial book lists were useful because they contained names of books used successfully in previous years by the author.

Some writers' books consistently stayed within the limitations of primary vocabularies; consequently book lists provided more of their book titles. After books were listed they were annotated, and several cross indices were made to facilitate their use by author, publisher, grade level, or subject matter. The various indices are contained in the third section of this paper.

It is the belief of some teachers that since there are many superior books in the book shops and libraries, children should not be confined to book lists.¹ It is agreed that this should be true of the individual child at home and perhaps also of the older child whose reading habits are well established. However, primary teachers should make reading a habit with primary children and this is possible only if good books are available and easy enough for success in the reading process. A good library will supplement and enrich the basic reading program. It will be varied enough to suit individual tastes, have range enough to satisfy the superior child's need for new material, and enable the child of low ability to find material on his own social and

¹Marian A. Webb, "Do Our Pupils Read Books."

reading level.¹ It is hoped that this library list will be only the beginning in development of a fine basic list adapted to the needs and interests of primary children.

Limitations of the Study. There are many good standard library lists and a number of them are made especially for primary grades. There are also good commercial lists and it is granted that publishers do want to keep their book lists accurate because their business depends upon book sales. Yet in looking over book lists the writer has noted that many of the people who write children's books and those who classify them are thinking of books in relation to the individual child who will read and be encouraged to read at home. This is quite different from thinking of books in relation to children as a group in the school situation, where leisure reading activities must be pursued with a minimum of help from the teacher. Children, as individuals, should have a greater variety of books for personal use; but children as a group need an abundance of books within the limitations of vocabulary and subject matter familiar to them to make voluntary reading easy and successful. This is true of the primary grades rather than of intermediate or upper grades where the curriculum has broadened to include daily many new concepts.

The list herein does not include all of the late attractive children's books on the primary level; nor does it contain the variety of books the author would like to present if time

¹ Bernice Mundy and Evelyn R. Girardia, "The Use of Libraries by Children."

permitted. Probably not even a very large percentage of the great number of children's books are listed here. They are many delightful, inexpensive books which can be purchased at the dime stores. Since these are paper-backed books and not very durable, they were not listed as library funds were too meager to be expended on books which could not last a school year. However, some of the better paper-backed preprimers by authors of basic texts were included in the first grade list because the reading material at the preprimer level is very limited.

This list is offered merely as an aid to primary teachers who need a usable school library. It is not the complete answer to a balanced library, but it will help to build a working one. No book list can remain up-to-date because new books are constantly being published. This one will need to be revised, modernized, and added to from time to time. It should also be mentioned again that this list is adapted to local conditions, basic primary texts used in this area, and local courses of study. The interests and abilities of children of this region may differ from those of other localities in the United States because of the variations in cultural, geographical, and educational experiences available in this vast land of ours. Since the children here lacked an experiential background in some areas, books such as those about the sea, marine life, and people of foreign descent have been held to a minimum, given a higher grade placement, or omitted altogether.

It was impossible to omit some books whose vocabulary content included words beyond the primary level. Oftentimes pictures were carefully integrated with the story and the child could get clues from them. Some books, although having easy vocabularies, were filled with strange ideas or had a sentence structure that made reading difficult and had to be omitted.

Classes will vary in maturity. Therefore grade level placement, while kept within vocabulary limitations of each grade, could be only suggestive. A mature group of students or a superior group might read books at the next level. An immature group might not be able to cover even those books on their grade level.

There has been an attempt to keep books with strange contents at a minimum, but it must be noted that if a teacher will spend time acquainting children with unfamiliar topics, they can read some of these books for themselves. Words and ideas which are heard are more easily understood when presented in print.

There has also been a very liberal interpretation of books at the high third level. Children of above average intelligence usually have learned most of the word attack skills by the time they reach the third grade: therefore they do not seem to be as restricted in their reading as do the average and low third graders.

THE CRITERIA

Book selections can not be made until the basic characteristics of a good book are analyzed and criteria are selected for judging all books. Many writers have considered this problem and listed criteria which produced valid selections in accordance with their objectives. Viewpoints vary as to the characteristics of good books but many lists of criteria contain an underlying pattern of similarity. Munson¹ selected scope, coverage, variety, readability, and attractiveness as essentials. Stratton² wanted variety and a reading range of six to seven years to cover the experience range and reading ability among the pupils. Buell³ believed that children should have a great deal of contemporary material in their reading and her criteria included vital, interesting subject matter full of new experiences, and containing realistic, convincing characters. Edwards⁴ thought books ought to meet children's needs, be selected to fit the reading levels and interests of children, have a range of four to six years in difficulty, and correlate with the local courses of study. Girardia⁵ agreed that the library should meet the needs

¹Munson, op cit., p. 9

²A. Mason Stratton, "A Contribution to Better Reading."

³Lewis Ellen Buell, "Building a Children's Library."

⁴Edwards, op. cit., p. 59

⁵Mundy, op. cit., p. 505.

of the children both as individuals and as a group; and also satisfy children at all levels of reading ability. Horn¹ stressed adaptation of selections to the interest and abilities of students at each level.

The criteria most generally agreed upon seem to be: variety, readability, and adaptation to needs, experiences, and interests of the children. Other noteworthy criteria include: attractiveness of books, contemporary materials, and correlation with local courses of study.

Because criteria consisting of many items would tend to cause confusion, slow up evaluation, and place too much emphasis on trivial items, criteria selected are limited to a few items of real importance in terms of children's needs. Then in the time available, an effort is made to get as nearly an objective evaluation as possible on the main items.

Since the author's goal in this study is a list of books suitable for successful, independent reading, readability is of utmost importance. In order to get children to want to read independently, books must be attractive enough to arouse curiosity, simple enough to carry the reader along, and interesting enough to hold the child's attention to the end.

The color and action in the pictures, the size of the book, and the kind and size of the print are physical properties that attract the child. Intriguing, easy to read contents hold his attention. Therefore the three main criteria selected for consideration are: readability, content interest, and physical

¹Horn, op. cit., p. 339.

attractiveness.

Most of the criteria generally agreed upon by others as important are included in the three above-mentioned criteria with the exception of two: variety, and range. It can be noted by turning to the subject matter index that the majority of books in this library list are to be found under three headings: animals, children, and fun; however, fifteen headings are used for the full subject matter list. It is the writer's opinion that variety is limited by the environmental range of primary children. Social studies at the primary level are centered upon the home and activities of the home. Therefore, pets and activities of playmates are of vital interest to primary children. Also children are, for the most part, highly imaginative, being able to enter whole-heartedly into any characterization which play demands. Thus nonsensical stories, just for fun, are of great interest to them. The following may also be observed: while subject matter range seems to be limited, there is, within these limitations, a wide variety of story situations varying from the factual to the fictional.

Reading range is limited in this study to books with primary level vocabularies. The ability to recognize words beyond the specific grade level does not always carry with it the ability to understand and interpret what is read.¹ This would tend to be especially true of exceptional readers in the lower grades and particularly true of those in the first grade, because of the usually limited experiential background of first

¹Harris, op. cit., p. 346.

graders. This difference in reading ability and comprehension should tend to decrease as experiential background broadens with maturity and educational advancement. Therefore, on the primary level, the author thinks it is more in life with modern educational practices to broaden the interests of the exceptionally gifted child rather than to increase his reading range. With this in mind, the list of books in this study are limited in grade range, but are as broad in coverage of reading materials as the grade level placement and available books will permit.

As already stated, the other criteria generally agreed upon as important will be found incorporated in these three main criteria chosen as essential to this study: readability, content interest, physical attractiveness.

Readability. The dictionary defines readability as meaning, easy to read. If a book is easy to read, it should be adapted to both the vocabulary level and comprehension level of the pupils for which it is intended. Therefore readability is judged by these two check points: (1) Is the vocabulary within the grade level for which the book is intended? (2) Is the level of a comprehension that of children of ages six through nine?

In judging vocabulary level, the author of this treatise used Spache's¹ reading-spelling vocabulary list because it is a composite of the Dolch² basic sight vocabulary, Gate's³

¹George Spache, "A Minimum Reading Vocabulary for Remedial work."

²E. W. Dolch, "A Basic Sight Vocabulary."

³A. E. Gates, A Reading Vocabulary for the Primary Grades, p. lff.

reading vocabulary list and Stone's¹ graded vocabulary list.

Spache does not encourage the use of his list as one against which words may be checked for basic reading needs alone.² Yet it is a fairly composite list containing, for example, 216 of 220 words comprising the Dolch sight vocabulary.³ The coverage of other lists is as nearly complete as that of the Dolch list. Therefore, in the author's opinion, it seemed the best list to follow. The modern trend in readers has been to lighten the vocabulary load.⁴ Therefore, the use of Spache's list published in 1939 would seem to be contradictory as any grade-by-grade list of words always lags behind the latest trends in interest and content for the reason that such a list is based on books of the past.⁵ However, there are available the latest additions of several sets of basic readers⁶ to correct this vocabulary lag. These also help in correlating library books with local courses of study in reading.

Books with copyright dates from 1930 to about 1945 have also been found to have a vocabulary lag because the expense involved in revising is too great to warrant revision. Since

¹Clarence R. Stone, A Graded Vocabulary for Primary Reading, p. 1 ff.

²Spache, op. cit., p. 166.

³Loc. cit.

⁴Harris, op. cit., p. 415.

⁵Harris, op. cit., p. 354.

⁶See Bibliography for readers used.

many of these books are still interesting and attractive, it is necessary to raise the grade level of some of these books to keep pace with the readers of today.

The author of this treatise suggests that anyone desiring to use the criteria at some future time might use a later word list for reference. If a good word list is not available, or proves too time-consuming to use, the vocabulary load may be judged by the use of vocabulary lists in the basic readers in use at the time. Harris¹ suggests that, for independent reading, there should not be more than two or three new words in each hundred running words. By applying this check to pages at the beginning, about the middle, and toward the end of a book, it is possible to get a fairly accurate idea of the vocabulary load of the book. This is a more subjective approach to the appraisal of the vocabulary level of books but it is quick, and books chosen by this method are not likely to be beyond the reading abilities of the group as a whole.

The hardest part of readability to objectify is the comprehension level. Reading difficulty is not merely a matter of vocabulary. A book may have a fairly easy vocabulary and yet may be difficult because the ideas expressed are beyond the child's comprehension.² Horn³ states that many books are intro-

¹Harris, op. cit., p. 413.

² Ibid, P. 414.

³Horn, op. cit., p. 339.

duced as much as three years before the average student has the tastes, background experience, and reading ability required for their appreciation. Sauer¹ puts it aptly, "We can say of the best in juvenile books, their words are for children but their meaning is for men." One of the best examples of this is A. A. Milne's book Winnie, the Pooh. Publishers place this in the six to nine year reading level. The author read the book to a superior third grade group and enjoyed its subtle humor immensely as did other adults present. Yet the youthful audience, while enjoying the book, missed much of its witty charm.

The background experiences of school children should be considered in estimating the difficulty of books. For instance, country children read books about farm life with greater ease and comprehension than do city children.² Frequently, the setting and the plot are far removed from the experiences of children. While a selection may be fairly easy in vocabulary, it may be exceedingly difficult because the ideas are strange.³ Jean de Brunhoff's book, The Story of Barbar, being French in locale and trend of thought, is a very good example of reading material of this type. It is a fanciful story of an elephant who came to live with an old lady in Paris. The book is simply written

¹Julia A. Sauer, "So Close to the Gulls." Horn Book Magazine, (September, 1949), as quoted in Marian A. Webb, "Do Our Children Read Books," Grade Teacher, LXI (November, 1951).

²Stratton, op. cit., p. 230

³Harris, op. cit., p. 414.

yet there is an elusive strangeness, either in style or story setting, that makes the story lack that acceptable quality of fantasy expected in such a story. The unexpected, unsolicited opinion of second grade girls who found two "Barbar" books in their library was, "Why two? One is too many!"

The interests of most first and second graders are still centered on home, school, and the local neighborhood. Therefore books with foreign settings or even specific local settings within our own country are better left until the third year, and after the time when social studies are beginning to acquaint pupils with other communities strangely different from theirs. However, if the teacher spends time expanding the interests of her pupils by reading aloud to them, many strange ideas and foreign customs will be understood by most second graders and the more advanced first graders. Some of the simpler of these books are Eliot's, The Traveling Coat; Kingman's, Pierre Pigeon; and Adam's, Captain Joe and the Eskimo.

Comprehension level, for the purposes of this study is judged by ideas, plot, and setting and by adaptation to experiential background and environment of primary children. A book may be said to have readability if the vocabulary level and comprehension level are within the grasp of the pupils for which it was intended.

Content interest. The various writers concerned with children's books seem to be agreed that the subject content should fulfill a definite need for the individual. But need is an almost indefinable quality, varying with the individual,

his previous experiences, and his purposes and drives. Carrel¹ attempts to define it as a "latent psychological energy" from the development of which comes growth of the inner life. This inner life, is a "private, hidden, not-to-be shared, undemocratic thing," from which stems all originalty and all individual greatness.² With need such a personal thing, it is apparent that individual reading interests will vary greatly. Studies have shown that even among children of similiar intelligence, age, and cultural background the range of individual preferences is tremendous.³ It is doubtful if even the individual himself can say specifically what he is seeking through the medium of books, and even if he can, it is even more doubtful if the need of today is the same as that of yesterday or tomorrow. Under the circumstances, only a wide interest range of reading materials will suffice. Eaton⁴ believes that subject content is not as important as being sure books are well-selected and within the child's range of ability so he can find what he wants. Once the child has discovered that books give the answers his curiosity becomes well-nigh insatiable.⁵

¹Alexis Carrel, Man the Unknown, as quoted in Louise Seaman, "Books for Boys and Girls," Instructor, LXI (November, 1951), 9.

²Carrel, loc., cit.

³Harris, op. cit., p. 409.

⁴Anne Thaxter Eaton, Treasure for the Taking, p. 5.

⁵Whipple, Gertrude, "Desirable Materials, Facilities, and Resources for Reading" (Chicago University: National Society for the Study of Education, Forty-Eighth Yearbook II, No. 25. Chicago: Chicago University of Chicago Press, May, 1952), 147-171.

Writers' interpretations of subject content are as varied as are children's books. Carrel¹ thinks books should contain fun, surprise, quietness, and even poetry to contrast with the tension and excitement of everyday life. Munson² believes there should be a broad coverage of subjects representative of all interests from the poetic to the prosaic, from the fanciful to the practical. Trow³ wants good yarns for sheer enjoyment and stories of suspense and excitement to stir the reader to more rapid reading. Buell⁴ thinks stories ought to be truthfully real or genuinely imaginative in fantasy. Moscrip⁵ includes beauty and knowledge as essential subject contents. Studies of children's choices show that they like books with humor, variety of style, dramatics and action.⁶

Since subject content of books must cover such a broad field to satisfy individual needs, it was decided that content interest would be a more appropriate criterion than subject content. While no attempt has been made to limit subject content, certain limitations have been placed upon the method of presentation through the criterion of content interest. It is possible to define content interest in a general way, yet specifically

¹Carrell, loc. cit.

²Munson, op. cit., p. 9.

³William Clark Trow, Educational Psychology, p. 533.

⁴Buell, op. cit., p. 86.

⁵Ruth Maria Moscrip, "Literature, the Step-child of the Reading Program."

⁶Willis L. Uhls, The Materials of Reading, p. 105-106.

enough to be used in judging books.

The content interest of a book may be judged by a child's reactions to a book. If a child settles down to read a book he has selected, it is highly probable that the content holds interest for him.¹ If he examines a book and discards it in favor of another, it would seem that the material failed to fulfill its promise of interest.²

Some experimental work of this type was done in the primary grades of the writer's school. Many books in the book list were judged by this method. Library cards were also examined to determine how many children had decided a book was worth reading. Some books were clean and new looking and found not to contain a single name on the library card. This does not necessarily mean a book has not been read; yet it is a good indication that not many have read it. The condition of the book is a good indication of its interest value. The more frequent choices had begun to fray at the edges, lose their covers, and become soiled by finger prints--this was caused not so much from rough handling as from too much handling. The above observations were not absolute proof of a book's interest value but were indications that it held interest for many or few as the case may be.

¹ Whipple, op. cit., p. 169.

² Loc. cit.

Where it was impossible to observe children with books the following check points were used to judge content interest; (1) Is the subject content likely to hold the interest throughout the story? (2) Is the plot convincing in its reality or its fantasy? (3) Is the story clearly and fluidly written? Each of the above points is directly dependent upon the other. A well-written story leaves the reader free to enjoy the story itself and a well-told story keeps the child reading to see what will happen next.

There were children's books so convincingly written that even the author became ensnared in their content and had to read them through to the very last page. Such books were Dennis's, Flip and the Cows and Burlap. Other well-told stories that proved very popular with the children were Henry's, The Little Fellow, about a colt, Crane's, Flippy and Skippy, about flying squirrels, and Newberry's, April's Kittens. The Chandler series about Cowboy Sam and Gag's book, Nothing at All contain well told stories.

Few people, whether children or adults, can really enjoy a book that taxes their skill.¹ Children cannot be expected to read for enjoyment when they are entrapped by the mechanics of reading. The sentence structure of a book affects its difficulty. For a book to be clearly and fluidly written, it should have short simple sentences. Long and involved sentences

¹ Harris, op. cit., p. 411.

and inversions of the normal order of words increase the difficulty of a book.¹ Reyher's, My Mother Is the Most Beautiful Woman in the World is too hard for primary children partly because of its sentence structure. Ling Tang and the Lucky Cricket by Strafford has long sentences and too much reading for first and second grade children. It is too long to retain interest even for reading to the children. Jones', Peter and Gretchen of Old Nuremberg and Dupliax's, Topsy Turvey Circus are others that had to be moved into the intermediate grades because they were not simply enough written. On the other hand, Huber's, I Know a Story and Gag's, Millions of Cats are well liked because the sentences are short and simple and, in the case of Gag's book, the children enjoy the repetition and rhythm as well.

In summary a book may be said to have content interest if it is well enough written and well enough told to hold the interest of the child throughout the length of the story.

Physical attractiveness. At least one writer has suggested the elimination of all possible physical attraction from books so that the contents may be judged for interest value. This apparently is a very objective approach to judging interest value. Yet this writer feels that a book without its color and illustrated action becomes just so many words with little charm to lure the child to read it. Several decades ago, when the author was learning to read, books contained words, not pictures,

¹ Harris, op. cit., p. 414.

and words they remained, until the author discovered a brightly colored, well-illustrated copy of The Wizard of Oz. Then it was that reading became fun and finally began to make sense. The addition of color and beauty was the answer to a very definite need of one small individual.

A similiar experience was observed in the author's room when a small retarded reader discovered the revised copy of Huber's, I Know a Story in all its glorious color. Books for the first time became meaningful to him. Therefore, is it not possible that the physical attractiveness of a book may bring an inner satisfaction and fulfill just as definite a need as the words themselves? If the illustrations are clever enough to arouse curiosity, the child will turn to the content. Here again he may be encouraged or repelled. If the type is standard and of good size he will probably attempt to read the story, but fancy print, cursize writing, small print, and some types of manuscript print will require too much effort and may discourage a continuation of the reading process.

The physical attractiveness of a book may be judged by the following points: (1) Are the illustrations colorful, attractive, and supplementary to the story? (2) Is the print standard in form and of good size? (3) Is the book durable, attractive, and easily handled?

Research on illustrations in children's books have led to marked changes in illustrating books.¹ Pictures now have no definite margins and sometimes spread across two pages.²

¹Harris, op. cit., p. 410.

²Loc. cit.

Line drawings have given away to pictures shaded and tinted for a three dimensional effect.¹ Colors have been increased to include a wide range of attractive tints.

Good illustrations stimulate interest in reading.² This is especially true in the primary grades where the newer books consist largely or entirely of pictures.³ Pictorial material is becoming more and more important with the stress on the audio-visual aids. Characters take on reality and situations are more easily visualized if some of the local setting is pictured. The newer books are extremely attractive. The Children's Press of Chicago has some of the very best illustrated books to be found today. Frisky's, Johnny and the Monarch; Bryant's, Everybody Likes Butch; and Mother Goose and other Poems are some of the beautiful books published by Children's Press.

The kind of print has already been discussed but it might be well to add some illustrations of good and bad print. Brock's, The Greedy Goat is in manuscript and the letters are so poorly spaced that reading is difficult. Francoise's, The Story of Colette is odd print and Brunhoff's, The Story of Barbar is in cursive writing. These are difficult to read. Tensen's books, Come to the Farm, Come to the City, and Come to the Zoo

¹Harris, op. cit., p. 410.

²Whipple, op. cit., p. 120.

³Loc. cit.

are excellent examples of books with the fine large print so appropriate for first graders.

The influence of the size of books on children has been studied.¹ At the time of the study, it was found that children like books about seven or eight inches high, five inches wide, and one inch thick.² Yet recent publications are noted as being longer, wider, and thinner than former studies indicated. This suggests that perhaps a change in preference concerning size may have occurred. The thinner books are more easily handled than thick heavy books and tend to keep their bindings longer also.

Children prefer bright colored backs, abundantly illustrated, on their books and will reach for a bright colored book rather than a gray or brown-backed one.

Durability, at first glance, doesn't quite seem to fit in with physical attractiveness. Yet books with missing backs and missing pages are certainly lacking in attractiveness. Then too, economically, books should be durable enough to withstand the onslaught of several groups of children passing through a given room. Paper-backed books can barely be expected to last even a school year with much handling. If efforts are being made to build up a library, durable cloth-bound books are like money in the bank; they increase as the years go by, while paper-bound books are here today and gone tomorrow.

¹Harris, op. cit., p. 401.

²Loc. cit.

In summary, physical attractiveness of books has been judged by color, illustrations, durability, and size.

Summary. Three main criteria were selected for judging books for this study. Since the goal was a list of books primary children could read independently with success, the important criteria were thought to be: physical attractiveness to attract the child, content interest to hold his attention, and readability for successful independent reading. Criteria were limited so that emphasis might be placed upon an objective evaluation of books.

The following are the criteria with emphasized check points:

I. Readability.

- A. Is the vocabulary within the grade level for which the book was intended?
- B. Is the level of comprehension that of children of ages six through nine?

II. Content Interest.

- A. Is the subject content be likely to hold the interest throughout the story?
- B. Is the plot convincing in its reality or fantasy?
- C. Is the story clearly and fluidly written?

III. Physical attractiveness.

- A. Are the illustrations, colorful, attractive and supplementary to the story?
- B. Is the print standard in form and of good size?
- C. Is the book durable, attractive, and easily handled?

It is hoped that the book list in the following pages will be of service to those desiring to establish a good usable library, and that others will feel that this list is important enough to warrant revision and modernization as the changes of the time demand.

If children are to learn to enjoy good books, they must have good books to read. No one can be expected to want what is not available. "We climb because there are stairs ahead of us."¹

¹Channing Pollack, "What the Public Wants," This Week Magazine, April 28, 1940, p. 2, as quoted in J. Winor Gwynn, Curriculum Principles and Social Trends. (New York: The MacMillan Company, 1950), p. 107.

ANNOTATED BOOK LIST ACCORDING TO PUBLISHER

Publishers are listed alphabetically. Authors are listed alphabetically under publishers and each author's books are listed alphabetically under author. Therefore to use this list efficiently, one must know the publisher, the author and the title of a book.

Each book has been examined and a brief summary of its contents has been written. Then each book has been judged according to the chosen criteria. Only the most unusual features of each book have been noted. Where specific check points are not mentioned in the criteria, it may be assumed that these were satisfactory.

Books have been classified as: not recommended, fair, good, excellent and highly recommended.

If a book has not been recommended, it is too hard, too mature, too old, or not accepted by the children.

A book marked "fair" could be used if no better books were available to use. A book in this category is not very attractive or nearly obsolete.

A book marked "good" is one most children will read successfully. A book of this kind is the basic book of the library and probably will be good for many years.

A book marked "excellent" will appeal to the majority of children and has one or two high points of interest. It will be a late book, fulfilling some very special need of the child.

A book marked "highly recommended" should be included in all libraries. The book of this type probably will not last long

because of constant use.

One last point should be noted: where a book seemed the kind that could be used for resource material in daily classroom activities this was noted, not because there was need of it in this study, but because resource materials are always needed and this was an easy point to note.

The letters and numbers in each annotation have the following meaning: the numbers, 1, 2, and 3 are grade numbers: the letters refer to the level in the grade. P-P is preprimer level, P is primer level, M is the average grade level, H is the high grade level. Thus M-1 is the average reading level, grade 1.

Comments on vocabulary, such as "easy reading," "fairly difficult," etc., were made with reference to the designation of general level described above. That is, a book with "fairly easy" vocabulary, was so judged in terms of the grade numbers given in that annotation.

ALLYN and BACON

Carpenter, Harry A., Guy A. Bailey, Bernice T. Stroetz, Ethel Ebrite, Adventuring in Science, 1940.

The experiences of Jane and Paul in the world of science.

Vocabulary: science vocabulary; fairly difficult.
Content interest: well written; better for resource material than for independent reading.
Physical attractiveness: Pictures supplement text; in color; cloth bound book.

fair H-3

AMERICAN BOOK COMPANY

Brown, Dorothy Lothrop, Bozo the Woodchuck, 1933, 116 pp.

Bozo was Billy's pet. He lived under the porch. He nearly drowned in an old cistern. He finally left Billy to make his own home.

Vocabulary: easy reading.
Content interest: subject content good; a little too long to keep interest of most primary children.
Physical attractiveness: pictures limited, black and white, small print, not enough color.

fair H-3

McElroy, Margaret J. and Jessica O. Young, Toby Chipmunk, 1931, 72 pp.

Toby Chipmunk and his family live and work and got to school in the "Land of Chipmunks."

Vocabulary: easy reading.
Content interest: subject content good, little folks will enjoy it.
Physical attractiveness: no bright color, mostly brown and orange drawings; a little dated; large print.

good M-2

Serl, Emma, Johnny and Jenny Rabbit, 1926, 125 pp.

Johnny and Jenny Rabbit have as much fun as any two youngsters doing everyday things. They go to school, learn to skate, earn their spending money, make candy, etc.

Vocabulary: easy reading.
Content interest: subject content good. Story simple; easy to follow.
Physical attractiveness: large print, part color, pictures are fair.

good H-1

Smith, Jeanette, A Summer by the Sea, 1935, 135 pp.

These are stories about children who spend their summer days by the sea. They learn something new every day about the sea phenomena.

Vocabulary: a marine vocabulary, fairly hard.
Content interest: story is interesting but better for resource material.
Physical attractiveness: Black and white illustrations, not too attractive, print medium in size.

fair H-2

BECKLY-CARDY

Anderson, Sybil, Surprise Fun, 1942, about 30 pp.

This is typical preprimer with activities centered around home. There is a surprise for Father who has a birthday to celebrate.

Vocabulary: easy reading.
Content interest: story interest excellent,
Physical attractiveness: large print, good color, pictures supplement story, paper-backed.

good PP

Battle, Florence, Jerry, 1946, 47 pp.

This is about Jerry and his toys.

Vocabulary: easy preprimer reading.
Content interest: typical preprimer reading, easy to follow story.
Physical attractiveness: large print, colored pictures supplement the story, well illustrated.

excellent

PP

Jerry Goes to the Circus, 1945, 128 pp.

Jerry takes in a real circus and every act described from the beginning to the end.

Vocabulary: fairly hard third grade level.

Content interest: subject interest high, story well-told but a little long for most third graders.

Physical attractiveness: illustrations in color, but not enough of them.

good

H-3

Jerry Goes Fishing, 1942, 60 pp.

Jerry and Bowser enjoy a fishing trip with father.

Vocabulary: easy reading.

Content interest: subject excellent, story interest good. Children will like it.

Physical attractiveness: Good print, action pictures in color supplement story.

good

H-1

Jerry Goes on a Picnic, 1948, about 60 pp.

Jerry and Bowser have a picnic with all the fun picnic participants usually have.

Vocabulary: fairly easy.

Content interest: Story content familiar to any child who has ever gone on a picnic.

Physical attractiveness: medium print; illustrations that are in color and supplement the story.

good

M-2

Jerry Goes Riding, 1950, 60 pp.

Jerry rides everything: boats, merry-go-round, cars and planes.

Vocabulary: easy reading.

Content interest: Story is simple to follow.

Children will enjoy this story.

Physical attractiveness: colored pictures supplement the story and arouse the curiosity.

Highly recommended P

Beatty, John Y. 1940, all about 175 pp.

<u>Story Pictures of Clothing</u>	M-3
<u>Story Pictures of Farm Animals</u>	M-2
<u>Story Pictures of Farm Foods</u>	M-2
<u>Story Pictures of Farm Work</u>	M-2
<u>Story Pictures of Our Neighbors</u>	M-2
<u>Story Pictures of Transportation</u>	M-3

Vocabulary: easy reading.
 Content interest: fairly factual; no continuity between stories; better for resource material for social studies.
 Physical attractiveness: black and white photographs which are getting a little out-of-date, not too attractive.

Fair

Chandler, Edna Walker, 1950 all about 50 pp.

<u>Cowboy Sam</u>	M-1
<u>Cowboy Sam and Freddy</u>	M-2
<u>Cowboy Sam and Porky</u>	H-1
<u>Cowboy Sam and the Rodeo</u>	M-3
<u>Cowboy Sam and the Rustlers</u>	M-3

Vocabulary: all are well suited to grade level placement.
 Content interest: exciting cowboy stories, well told and simple to follow, most have high points of interest.
 Physical attractiveness: excellent action pictures in color that supplement the story, large print.

Highly recommended.

Comfort, Mildred H., "Children of the Mayflower"

The story of children who came on the Mayflower to the new country.

Vocabulary: fairly hard reading.
 Content interest: story too long; better used for resource material.
 Physical attractiveness: more story than illustrations; not many pictures and these are not interest arousing.

H-3

Daw, Seward E., Jessie F. McKee, Edna M. Aldrege,
Making Friends, 1948, 186 pp

Everything from health to field trips.

Vocabulary: grade level reading.

Content interest: no high interest point; not for pleasure reading; too much like school; better resource material.

Physical attractiveness: pictures in color that supplement the stories.

M-3

We Live and Grow, 1947, 153 pp.

Ruth, Jack and Rusty, learn to live with others, visit a zoo, a farm, a dentist, and do all the things boys and girls do in growing and living.

Vocabulary: fairly easy.

Content interest: too much routine living; no high interest point; easy sentences, simple to follow; better for resource material.

Physical attractiveness: good print; pictures in color.

Fair

M-2

Fitts, Clara Atwood, Jeremy Mouse, about 1937

The story of an adventuresome mouse and his family and friends.

Vocabulary: rather hard because of vocabulary lag.

Content Interest: story interest good, but too much reading.

Physical attractiveness: some color illustrations but not enough of any kind to arouse curiosity.

Fair

H-3

Hall, W. F. and Helen Hall, My Dog Lucky, 1940, 189 pp.

Lucky belonged to Ronnie who loved all dogs. There are other dogs in the story too, but Ronnie's Lucky is the star.

Vocabulary: about high third now.

Content interest: continuity good; story rather long.

Physical attractiveness: some color illustrations, but not enough; large print.

Fair

H-3

Hay, Ella H. Happy Days on the Farm, 1941, 189 pp.

Ruth and Ronny spend happy days on the farm, fishing, swimming, picnicking, and riding in old Chug.

Vocabulary: easy reading.

Content interest: story interest good; but too long a story.

Physical attractiveness: few illustrations; not too attractive.

Fair

H-3

Happy Days in the Garden, 1941, about 190 pp.

Ruth and Ronny make a garden and spend many interesting hours working in it and watching it grow.

Vocabulary: not too hard for third graders.

Content interest: story interest fair; continuity good. Children seem to enjoy this story.

Physical attractiveness: few illustrations; not too attractive.

Fair

M-3

Lovell-Hecker, Happy Days in Holland, about 1930, 201 pp.

The Green Family visit Holland.

Vocabulary: rather hard.

Content interest: too long for independent reading.

Physical attractiveness: photographs, out-of-date, not too attractive. Time to retire this.

Not recommended.

Bunny in the Garden, 1935, about 40 pp.

A story of a pet rabbit who decided to visit the garden.

Vocabulary: easy reading.

Content interest: story interest good. Little folks like this book.

Physical attractiveness: colored illustrations

that supplement the story; a little dated but still acceptable.

Good

B-1

Fannie L. Michaels, 1940, 45 pp.

Come and Read

School, birthdays and babies, make up the little stories here.

Good

M-1

A Day in School

Children in a familiar school setting follow the routine school activities.

Good

M-1

All Around Us

Stories of things in the world around us to observe and to enjoy.

Fair

M-2

Vocabulary: easy reading.

Content interest: Just familiar things of everyday life that little children enjoy; simple sentences, easy to follow.

Physical attractiveness: pictures in color, full of action; large print.

Sindelar, Joseph C., Nixie Bunny in Manners-Land, 1912, 143 pp.

Nixie went to visit Manner's Land and fell in love with Bunny-Girl who got lost in Manners-Land.

Vocabulary: too advanced because of vocabulary lag.

Content interest: An interesting story but too long. The title ruins it.

Physical attractiveness: old, part-color. Let's retire this one.

Not recommended.

Taylor, Frances Lilian, Adventures in Animal Land, 1931, 119 pp.

Old time stories, rhymes, and jingles.

Vocabulary: easy reading.

Content interest: story that appeals to primary children.

Physical attractiveness: colored illustrations, rather old, but children like it.

Good H-1

Thorn,	<u>Let's Find Out</u>	Good	H-1
	<u>Let's Look Around</u>	Good	H-2
	<u>Let's See Why</u>	Good	H-3

Vocabulary: grade level reading.

Content interest: science stories; good resource materials on conservation.

Physical attractiveness: well-illustrated in color; large print.

Walker, Hattie A., Shining Star the Indian Boy, about 1935

The story of Shining Star and his home and family.

Vocabulary: rather hard by modern standards.

Content interest: could be used for resource material in study of Indians.

Physical attractiveness: not too attractive colored illustrations; color that is not too good.

Not recommended

CHILDREN'S PRESS, INC., CHICAGO

Ambler, Gifford, Ten Little Fox Hounds, 1951, 32 pp.

One by one their number diminishes until one lonely little foxhound leaves the old fox laughing.

Vocabulary: easy reading

Content interest: story interest high, easy to follow.

Physical attractiveness: Aa beautifully illustrated book, very attractive; good print.

Excellent M-2

Becky, Tall Enough Tommy, 1948, 32 pp.

Tommy was tall enough until the new bar went up at the playground. Then it took two friends and a boost to get him up to the bar.

Vocabulary: too hard for first grade children, but comprehension level is first grade level. Recommended reading to beginners.

Content interest: a clever story of great interest

P P

to first and second grade.

Physical attractiveness: four color illustrations that supplement the story beautifully.

Excellent

M-2

Bryant, Bernice, Everybody Likes Butch, 1950, 40 pp.

Butch wanted to "gallop away like a pony" in his own way, and smash-bang around the schoolroom in the truck. But he learns this isn't fun when nobody will play.

Vocabulary: too hard for first grade children; comprehension level is first grade level.

Content interest: story interest good. Children love this as it is so typical of their life; a well-told story.

Physical attractiveness: mostly pictures, some black and white, some color; pictures supplement story beautifully.

Good

M-2

Coblentz, Catherine Cate, Scatter the Chipmunk, 1948, 32 pp.

The heart-warming story of Scatter, a happy-go-lucky little chipmunk and the little girl who cares for him.

Vocabulary: on high second level.

Content interest: story interest high; a well-told story.

Physical attractiveness: two color pictures that supplement the story.

Excellent

H-2

Dalton, Alene, Fluffy and Bluffy, 1950, 32 pp.

Two little dogs go off hoppity-sniff into the enchanted woods to find a present for their mother.

Vocabulary: on high second level in both vocabulary and comprehension.

Content interest: a cleverly written little book of fantasy with high story interest level.

Physical attractiveness: colored illustrations that supplement the story and encourage reading interest.

Good

H-2

Dewitt, Johanna, The Littlest Reindeer, 1950, 32 pp.

The littlest reindeer finally earned his right to go with Santa's sleigh.

Vocabulary: high third grade and above;
Content interest: story interest at high level;
a well-told story, convincing fantasy.
Physical attractiveness: full color pictures of
Arctic animals in an Arctic setting; beautifully
illustrated.

Good

H-3

Dudley, Martha, Bad Mousie, 1947, 36 pp.

A delightful story of a very bad little mousie who lived with Donnie. It took Mother a long time to reform him.

Vocabulary: rather hard reading.
Content interest: a clever little story with high story interest but a concealed thought to catch.
Physical attractiveness: plenty of color, and action in illustrations. These supplement the story.

Good

H-2

Erickson, Phoebe, Cattail House, 1948, 44 pp.

Primarily the muskrat's story but many other little woods animals are accurately portrayed in this story.

Vocabulary: rather hard reading.
Content interest: a well-told real-life story of animals in the woods. Story will hold interest.
Physical attractiveness: many full color pictures that supplement and explain the story.

Excellent

H-3

Slip, the Story of a Little Fox, 1948, 24 pp

Slip, by his cleverness, saved the rest of the little woods animals from a lynx and earned his right to go hunting with Father.

Vocabulary: at high third reading level.
Content interest: high story interest; cleverly told story.

Physical attractiveness: full-color illustrations which supplement the story and set the stage for action.

Excellent

H-3

Evans, Katherine, Tommy Tittlemouse, 1947, 40 pp.

Nursery rhymes, all the easy ones.

Vocabulary: not for reading as much as for looking, Nursery rhymes are hard to limit in vocabulary range without spoiling their traditional style.

Content interest: the familiar nursery rhymes all children love.

Physical attractiveness: Part color, very modern illustrations, beautifully drawn.

Excellent

P-P

Fisher, Lois, Lois and Looie, 1951, 48 pp.

Behind the scenes of a T-V show, a humorous story based on fact.

Vocabulary: a little advanced as yet because of newness of television.

Content interest: story interest good. Children will enjoy this because of the newness of T-V.

Physical attractiveness: two color illustrations that supplement the story.

Good

H-3

Friskey, Margaret

Captain Joe, 1948, 40 pp.

A boy and a dog live on a sandbarge and learn much about water and water cycles.

Vocabulary: rather hard because of science content.

Content interest: story interest good, difficult because of science concept that is strange to most children.

Physical attractiveness: color illustrations that supplement and help to clarify the story.

Good

H-3

Chicken Little, Count-to-Ten, 1946, 26 pp.

Chicken Little couldn't remember how a chicken drinks so he asked all the animals whose numbers

increased one by one.

Vocabulary: easy to read, some hard words but these can be gotten by context clues.

Content interest: rhythm and repetition make this enjoyable, children love it.

Physical attractiveness: large bright-colored illustrations that supplement the story content.

Highly recommended

H-1

Johnny and the Monarch, 1948,

Johnny watches a Monarch butterfly develop.

Vocabulary: rather hard science terms.

Content interest: story interest good; easy to follow story except for science terms which may be unfamiliar to most children; good resource material.

Physical attractiveness: beautifully illustrated story with pictures in four colors that clarify science concepts.

Excellent

H-2

Perky Little Engine, 1948, 32 pp.

A gay train book about a little engine that got struck in a haystack but got no sympathy from the old goat.

Vocabulary: easy reading.

Content interest: High story interest, very humorous. Children like it.

Physical attractiveness: four color pictures; cute and appealing.

Excellent

M-3

Shoe for My Pony, 1950, 26 pp.

All about shoes and who should wear them. All the pony wanted was a new shoe, a bright shoe, a "nail-it-on-tight" shoe.

Vocabulary: mostly easy reading, a few hard words.

Content interest: good story interest, simple to follow.

Physical attractiveness: four-color illustrations that are wonderful for looking. The pictures make the story.

Good

M-2

James, Fredrick, Cloud Hoppers, 1948, 44 pp.

An air-minded book with the basic principles of aeronautics simply given.

Vocabulary: easy reading except for a few hard words.

Content interest: high interest story, action-filled,

Physical attractiveness: full color pictures full of action that supplement the story.

Good

H-2

John and Jane, Jolly Blue Boat

Jan and Kathy found an old rowboat which became a jolly blue boat with paint and plenty of work.

Vocabulary: easy reading.

Content interest: good story interest, well-told story. Children love it.

Physical attractiveness: full-color illustrations that supplement the story.

Excellent

M-2

Kohler, Julilly

Farmer Collins, 1948, 40 pp.

Wee Farmer Collins had a very good rabbit friend who didn't know one row of garden from another but he was a very good friend indeed.

Vocabulary: easy reading about four or five hard words.

Content interest: good story interest; simple to follow. Children like this book.

Physical attractiveness: very attractive, full-color pictures that supplement the story.

Excellent

H-2

Football Trees, 1948, 40 pp.

Michael finds that apples and footballs grow on trees just like magic.

Vocabulary: high third level, some hard words.

content interest: story interest for boys who have football interests.

Physical attractiveness: full-color pictures that supplement the story.

Good

H-3

Konkle, Janet, Once There Was a Kitten, 1948, 32 pp.

One wee kitten out for adventure tried all the loose objects in sight and ended up as all small kittens do--sound asleep.

Vocabulary: mostly photographs, easy reading but some hard words.

Content interest: story that supplements the photographs and is secondary to them; good to read to first grade children.

Physical attractiveness: amazing kitten photographs, very true to life; also some sketches and color pictures, large type.

Excellent

H-2

Krum, Charlotte,

Read with Me, 1948, 32 pp.

Short stories, just right for beginning readers.

Vocabulary: easy reading.

Content interest: short stories that have good story interest, simple to follow.

Physical attractiveness: full-color pictures that supplement the stories beautifully; large print.

Excellent

M-1

Mother Goose and other Poems

New, very attractive, good for reading to first and second grade children.

Vocabulary: traditional Mother Goose poems and stories, more for looking than for reading.

Content interest: should be read to primary children, stories and poems supplement pictures.

Physical attractiveness: modern full color drawings supplemented by the story content; mostly for looking.

Highly recommended P-P

Potter, Beatrix, Peter Rabbit, 1950, 40 pp.

The old familiar story of Peter Rabbit in Mr.

McGregor's garden is delightfully told.

Vocabulary: about high first level.

Content interest: a well-told story with good story interest.

Physical attractiveness: modern full-color pictures, full of action, and supplementary to the story

Excellent

H-1

Salem, Mary Miller, Three Story Book, 1951, 32 pp.

Three story book is an unusual arrangement of three stories to **intrigue** and interest the reader.

Vocabulary: rather hard vocabulary.

Content interest: good story interest.

Physical attractiveness: unique arrangement in three story form; full color drawings; a tall book.

Good

H-3

Savage, Joan, Hurray for Bobo, 1948, 40 pp.

Bobo's problem is baseball but he finally **makes** the grade when he slugs one over the fence and learns one has to be worthy to be a friend.

Vocabulary: not too hard, comprehension level: third grade.

Content interest: story interest at high level for baseball fans.

Physical attractiveness: colored drawings that are action-filled and supplement the story beautifully.

Excellent

H-3

Sherman, Elizabeth, Let's Look Ahead, 1950, 26 pp.

A safety book about various children and their activities, both wise and unwise.

Vocabulary: easy reading.

Content interest: story interest good, mostly about safety practices.

Physical attractiveness: full color illustrations that supplement the story and clarify safety practices.

Good

M-2

Thatham, Campbell, First Book of Trains

All kinds of cars are shown with the whole railroad in action.

Vocabulary: rather hard because of many railroad terms, better for looking.

Content interest: purely factual explanation of railroad cars.

Physical attractiveness: full-color drawings cover most of pages and clarify the story explanation of parts of the various cars and the working parts of a locomotive.

Excellent

H-3

True, Louise and Lillian Owens, Number Men, 1948, 24 pp.

Rhymes and clever pictures aid children in making the various figures.

Vocabulary: rather hard but excellent for reading to beginners.

Content interest: rhythm and repetition. Will interest little children.

Physical attractiveness: four color drawings that simplify the number making process.

Excellent

P-P

Vaugh, Anne, Whopper Whale, 1948, 32 pp.

Whopper Whale puts on quite a show in shallow water and meets his come-uppance much to everyone's amusement.

Vocabulary: easy reading, a few hard words.

Content interest: good story interest, fascinating because of subject.

Physical attractiveness: full color drawings that supplement the story, large type.

Good

M-1

M. A. DONAHUE AND COMPANY

Beatty, John Y. Fun on the Farm, 1933, 42 pp.

Photographs and conversational stories about them that tell facts about baby chickens and other farm animals.

Vocabulary: rather hard by today's standards.

Content interest: very factual, not too interesting.

Physical attractiveness: dated by children's dress, black and white photographs. Time to retire this one.

Not recommended.

(No author given) Little Small Red Hen, about 1925, about 50 pp.

Little Small Red Hen had an enemy in the wicked Old Fox. He finally caught her but she cut a hole and got away.

Vocabulary: several hard words by today's standards.
Content interest: story told in rhyme, Little children love to hear this read over and over. They don't seem to tire of it. Recommended for reading to first grade.
Physical attractiveness: pictures in full-color but dated.

Good

M-2

(No author given) Three Little Kittens, The, (no date) 48 pp.

The old old story told of the three little kittens who lost their mittens.

Vocabulary; about second grade level by today's standards.
Content interest: repetitions story of the kittens that little children like.
Physical attractiveness: Old-fashioned pictures which still have some appeal.

Not recommended.

E. P. DUTTON AND CO.

Claxton, Earnest, A Child's Grace, 1948, 62 pp.

A child's grace is matched to photographs of children of today.

Vocabulary: This is best just for looking and listening fun.
Content interest: content best for memorizing.
Religious appeal.
Physical attractiveness: Pictures are this books chief asset; well-illustrated, modern photographs.

Excellent

P-P

FOLLETT PUBLISHING COMPANY

McIntire, Alta, Billy Lives in Maplewood, about 1949, 150 pp.

Billy lives in Maplewood and has experiences typical of most six and seven year old youngsters.

Vocabulary: easy reading.

Content interest: no high interest point, simple to follow; for children who like to read.

Physical attractiveness: color illustrations that partly supplement the story.

Fair

M-2

GROSSETT AND DUNLOP, INC.

Potter, Edna, The Wooden Bear, 1937

Peter wanted to see a bear very much. He had lived in the Swiss Alps all his life. One day he ran away to Bern to see the bears. He made it home before dark and set to whittle the finest of bears from native wood.

Vocabulary: easy reading except for a few foreign words.

Content interest: a very interesting story but Alpine setting, well-told.

Physical attractiveness: excellent black and white illustrations that clarify the story setting greatly; paper bound.

Excellent

M-3

GINN AND COMPANY

Aldredge, Edna M., and McKee, Wags and Woofie, 1930, 111 p.

A very funny story told of the misadventures of two mischievous puppies and their friends of the barnyard.

Vocabulary: easy reading.

Content interest: story interest high; many very humorous situations arise.

Physical attractiveness: black and white sketches that high-light the humor of the story.

Excellent

H-2

Ellingwood, Lena B. Cubby Bear, 1927

Cubby Bear lived in the forest and had many friends in Robin Reddy, Racky Coon, Polly Partridge, and others. They are animals trying to be people.

Vocabulary: rather hard by today's standards.

Content interest: not too interesting; mostly reading.

Physical attractiveness: rather dated; not too attractive, part color drawings. Time to retire this one.

Not recommended.

Buswell, Guy T., William A. Brownell, Lenore John, Jolly Number Tales, 1937, 195 pp.

This is an arithmetic reader with lots of number experiences. Each story carries a real plot.

Vocabulary: easy reading.

Content interest: each story with a definite interest point; well-told stories for children who need a background in numbers.

Physical attractiveness: pictures that clarify the stories and are very colorful and attractive.

Highly recommended

H-2

Craig, Girold S. and Agnes Burke, We Find Out, 1940, 220 pp.

Hers are a number of science stories for children with a science interest.

Vocabulary: about second grade level reading.

Content interest: factual science material for children who like science; better for resource material.

Physical attractiveness: colored pictures that illustrate and supplement the stories.

Fair

M-2

E. M. HALE PUBLISHING CO.

Adams, Veotta McKinley, Captain Joe and the Eskimo, 1943, 40 pp.

Captain Joe tried hard to save a little Eskimo boy from an ice floe. He didn't succeed but the resourceful Eskimo used Captain Joe's donations to rescue himself in his own fashion.

Vocabulary: fairly easy for high second.
 Content interest: high story interest with a very humorous plot.
 Physical attractiveness: two color drawings supplement the story and encourage reading interest.

Excellent H-2

Angeli, Marguerite de; Ted and Nina Stories, about 1940, 62 pp.

Ted and Nina learn many things on the way to the grocery store. They have fun in the attic on a rainy day too.

Vocabulary: fairly easy, a few hard words.
 Content interest: more educational than entertaining; no high point of interest.

Physical attractiveness: pictures beginning to look dated; well-illustrated; color.

Fair H-3

Ardizzoni, Edward

Little Tim and the Brave Sea Captain, 1936, 32 pp.
 (Oxford University Press, Inc., New York, N.Y.)

Tim was five years old when he boarded a ship with his old friend; Captain McKee. He stowed away and stayed aboard. He was shipwrecked and finally saved by none other than Captain McKee.

Vocabulary: moderately easy reading, comprehension level fairly high because of sea setting.

Content interest: high story interest, story quite realistic.

Physical attractiveness: well-illustrated in color; action pictures that supplement the story.

Excellent M-3

Austin, Margot, Willamette Way, about 1936, 50 pp.
 (Charles Scribner and Sons)

The experience of two pioneer youngsters on the Oregon Trail and in Willamette Valley, Oregon.

Vocabulary: rather hard because of setting of story.
 Content interest: a well-told story with excitement and pathos.

Physical attractiveness: colorful, well-drawn pictures that illustrate the story and set the locale clearly.

Excellent H-3

Averille, Esther, Daniel Boone, 1945, 60 pp.

(Harper and Brothers)

The very exciting and dramatic story of Daniel Boone.

Vocabulary: too hard for most third grade children.

Content interest: Recommended for reading to third grade because of its high story interest to historical value. Children enjoy hearing it read.

Physical attractiveness: very colorful illustrations that make this a most attractive introduction to American historical characters.

Highly recommended H-3

Bannon, Laura, Gregario and the White Llama, 1944, 50 pp.

(Albert Whitman and Company)

Gregario was a little Indian boy of South America who owned a beautiful white llama. Gregario couldn't drive the llama train because he couldn't stay awake. Finally his chance came to prove himself.

Vocabulary: rather hard, a few foreign words.

Content interest: a good story interest; sentence structure on a more advanced level.

Good H-3

Manuelo's Birthday, 1944, about 50 pp.

(Albert Whitman and Company)

Manuelo wanted an American doll with golden hair. Some American friends made her one for her birthday.

Vocabulary: about third grade level.

Content interest: a good story interest; Mexican setting.

Physical attractiveness: part color illustrations; not attractive enough to attract by color and illustration.

Good M-3

Barlow, Ruth, Fun at Happy Acres, 1942, 46 pp.

(Thomas Y. Crowell Co.,)

Charles, a little city boy, spends a whole thrilling month in the country.

Vocabulary: fairly easy reading.

Content interest: story interest fair.

Physical attractiveness: real photographs that make this book come alive.

Good M-3

Becker, Charlotte, Hello Judy, 1941, 100 pp.
(Charles Scribner's Sons)

Stories told about Judy, Michael, Peggy and Judy's dog on a visit to Grandfather's farm.

Vocabulary: too hard for first grade but first grade comprehension level.

Content interest: pleasant storeis; fine for reading to beginners. They will enjoy it.

Physical attractiveness: colorful illustrations.
Print changes from large to small.

Excellent
Good

P-P
M-2

The Unlike Twins, 1944 , 96 pp.
(Charles Scribner's Sons)

Timmy and Tommy were unlike twins who wanted pets that were unlike. They saved and saved and bought unlike twin dogs.

Vocabulary: easy reading.

Content interest: good story interest, easy to follow, mostly pictures.

Physical attractiveness: story that supplements the pictures; well-illustrated in color.

Good

M-2

Bell, Thelma Harrington, Black Face, 1931, 46 pp.
(Doubleday, **Boran** and Company, Inc.)

Black Face was a little lamb who liked a wee little train. He finally managed to board it and had more adventures in two days than others do in a life time.

Vocabulary: easy reading.

Content interest: a good story interest; simple to follow.

Physical attractiveness: well illustrated in color but size of book and choice of colers fail to attract children.

Good

M-3

Belpre, Pura, The Tiger and the Rabbit and other Stories,
1944, 118pp.
(Viking Press)

A collection of Puerto Rican stories from the folklore of that island.

Vocabulary: above third grade level.
 Content interest: story interest like spice in a cake; mostly reading.
 Physical attractiveness: some black and white illustrations.

Not recommended

Berry, Erick, The Tinsmaker Man of New Amsterdam, about 1945,
 50 pp.
 (Albert Whitman and Co.)

Grandmother didn't like the Tinsmaker Man who made so much noise, But her kettle has a leak just before the time to cook dinner for the governor. That made the Tinsmaker an important person.

Vocabulary: above third grade level, too many hard foreign words.
 Content interest: a good story interest, but a rather long story.
 Physical attractiveness: well-illustrated in black and white.

Not recommended

Beskow, Elsa, Olle's Ski Trip, about 1935, 50 pp.

A Swedish story of Olle's first skis. He visited King Winter and saw Christmas presents being made. He saw Old Woman Thaw bring Spring to the earth.

Vocabulary: rather hard, comprehension level high because of strangeness of story.
 Content interest: a strange story of Swedish legend; good story interest.
 Physical attractiveness: an off blue binding that does not attract; illustrated in color but not too attractive.

Not recommended

The Tale of the Wee Little Old Woman, (no date) 22 pp.

The story is of the wee little old woman who lived in a wee little house with a wee little cat.

Vocabulary: easy reading combined with illustrations.
 Content interest: very little reading; mostly pictures.
 Physical attractiveness: unusual combination of words and pictures; colored illustrations.

Highly recommended

P

Bishop, Claire Huchet, Augustus, 1945, 28 pp.
(Viking Press)

Augustus, the calf, was a beautiful black calf with a white star on his forehead. He went to town looking for adventure. He had the most wonderful adventure as part of the Holy Family in a Christmas pageant.

Vocabulary: rather hard; comprehension level rather high.

Content interest: a good story interest but sentence structure is longer and more difficult.

Physical attractiveness: well-illustrated; some color; not too attractive.

Good

H-3

Black, Irma Simonton, Hamlet, 1938, 66 pp.
(Holiday House, Inc.)

Hamlet is a small cocker spaniel whose life was made unhappy by a long ear that dropped into his food. He didn't like baths but he loved to chase chickens.

Vocabulary: high third grade level.

Content interest: a good story interest; sentence structure more intermediate; mostly story.

Physical attractiveness: good illustrations, black and white; smaller print.

Good

H-3

Bourgeois, Florence, Peter, Peter, Pumpkin Grower about 1940, 30 pp.
(Doubleday Doran and Co.)

Peter planted pumpkins and grew so many that he had money to buy the finest bicycle in the neighborhood.

Vocabulary: easy reading.

Content interest: good story interest; simple to follow story; no high interest point.

Physical attractiveness: some color; illustrations just fair.

Fair

M-3

Brock, Emma L., A Present for Auntie, 1940, 140 pp.
Too Fast for John
(Alfred A. Knopfs, Inc.,)

John bought Auntie something very special for her birthday--a whistle. He also went to California on a pullman. He nearly missed the train and had a

real adventure.

Vocabulary: easy reading.

Content interest: a good story interest but stories are long.

Physical attractiveness: black and white illustrations; not colorful enough to attract.

Fair

M-3

One Little Indian Boy, 1932, 40 pp.
(Alfred A. Knopfs, Inc.)

Skipping-in-the-morning started out looking for adventures. He had several and got lost just as everyone predicted he would.

Vocabulary: fairly hard by today's standards.

Content interest: a good story interest; well-told.

Physical attractiveness: colored illustrations that supplement the story.

Good

H-3

The Greedy Goat, 1931, 40 pp.
(Alfred A. Knopfs, Inc.)

Anna Marie was such a greedy goat. She did so much damage that she simply had to be sold. She was sold many times but always came home.

Vocabulary: easy reading but a few hard foreign words.

Content interest: High story interest; simple to follow.

Physical attractiveness: some color; well-illustrated; manuscript print makes reading hard.

Good

H-3

Brooke, Leslie, Johnny Crow's Garden, about 1935, 59 pp.
(Fredrick Warne and Co., Ltd.)

Nonsense rhymes about Johnny's garden.

Vocabulary: very hard words.

Content interest: rhythm is appealing.

Physical attractiveness: hasn't any; illustrations black and white; very unattractive. Let's bury this one deep.

Not recommended

Brown, Margaret Wise and Anita Brenner, The Little Fireman, I Want to Fly, about 1948, 50 pp.
(Wm. L. Scott and Company)

The little fireman did everything the big fireman did, but in a little way. This gives a feeling of really flying.

Vocabulary: easy reading but some hard words, comprehension level first grade.
Content interest: story interest high; a very realistic flight by way of the imagination.
Physical attractiveness: colorful pictures that supplement and clarify the story.

Excellent

H-2

Brunhoff, Jean de, Barbar and Father Christmas, 1940 about 50 pp.

(Random House)

Barbar sets out to find Father Christmas. His search includes many false leads but he finally locates the old gentleman.

Vocabulary: too hard.
Content interest: excellent story content, well-told.
Recommended reading to children.
Physical attractiveness: cursive writing; illustrations fair.

Not recommended

The Story of Barbar, about 1940, 48 pp.

A French elephant who takes to town life right off. He lives with an old lady but finally goes back to the jungle to become king.

Vocabulary: rather hard words; beyond primary level of comprehension.
Content interest: rather fantastic story; hard to accept; too mature.
Physical attractiveness: not too attractive color illustrations; written in script; hard to read.

Not recommended

Buck, Margaret Waring, Animals Through the Year, 1941, 96 pp.
(Rand McNally and Co.)

Stories of eighteen animals through the year tell how they live through each season.

Vocabulary: fairly hard.
 Content interest: purely factual; excellent
 resource material but too long for recreational
 reading.
 Physical attractiveness: well-illustrated; some
 color.

Good

H-3

Burton, Earl, Exciting Adventures of Waldo, 1945
 (Whittlesey House, McGraw Hill Book Co., Inc.)

Vocabulary: medium third level.
 Content interest: good story interest but rather
 long to hold interest throughout.
 Physical attractiveness: well-illustrated, part
 color.

Fair

Me3

Carlile, Bess Howell, Come Play with Us, 1947, 61 pp.
 (Rand McNally)

A book full of games, stories and songs.

Vocabulary: mostly for looking and learning songs
 and games. To be read to children.
 Content interest: full of games and activities
 for doing; interest is in action.
 Physical attractiveness: very attractive for
 enjoyment of pictures.

Excellent

PP

Cavanah, Frances, Our Country's Story, 1948, 72 pp.
 (Rand McNally)

True stories told of our country from Columbus down
 to the modern inventions.

Vocabulary: high third grade level.
 Content interest: excellent story interest; good
 resource material, read to all of third grade.
 Third graders enjoy the stories.
 Physical attractiveness: very colorful, attractive
 illustrations.

Excellent

H-3

Chalmers, Audrey, Fancy Be Good, 1941, 40 pp.
 (Viking Press)

Fancy was such a cute naughty little kitten. Her

manners left much to be desired but a night in the barn helped a lot.

Vocabulary: easy reading.
Content interest: excellent story interest; delightfully told little story.
Physical attractiveness: well illustrated; part color; pictures that clarify pathos and humor of the story.

Excellent

M-3

Hundreds and Hundreds of Pancakes, 1942, 40 pp.
(Viking Press)

Mr. and Mrs. Frizzelwit and the six little Frizzlewits loved pancakes and maple syrup for Sunday breakfast. A hurricane set them down in the middle of the zoo. It took hundreds and hundreds of pancakes to fill up all the animals.

Vocabulary: easy reading but some hard words.
Content interest: story interest high; simple plot to follow.
Physical attractiveness: black and white illustrations; small type.

Good

M-3

Chan, Plato and Chih-Yi, The Good Luck Horse, 1943, about 40 pp.

(Whittlesey House Publishers)

Chinese legend of an emperor's son and his imaginary white horse is told by a Chinese boy of twelve.

Vocabulary: too difficult for primary children.
Content interest: An interesting story, well-told.
Physical attractiveness: Chinese illustrations; some color.

Not recommended.

Clark, Ann Nolan, In My Mother's House, about 1940, 50 pp.
(Viking Press)

Indian stories told in rhythmic form. These describe Indian life near Santa Fe.

Vocabulary: a little difficult because of style of writing.
Content interest: rhythmic Indian poetry; may not attract because of strangeness; good

resource material.

Physical attractiveness: black and white illustrations;
typical Indian setting.

Good

M-3

Craine, Edity J., Ki-Ki, A Circus Trouper, 1937, 64 pp.
(Albert Whitman and Company)

Ki-Ki, the little black dog, was lost. The circus parade scared him and he landed in a pony cart. A clown rescued him. He became a trouper with a very exciting life.

Vocabulary: about third grade reading level.

Content interest: excellent story interest; simple to follow story.

Physical attractiveness: colored illustrations that are fairly attractive.

Good

M-3

Credle, Ellis, The Flop-Eared Hound, 1938, 54 pp.
(Oxford University Press)

A lonely little hound adopted by a lonely little Negro boy. He was so troublesome he was given away again and again but finally earned his right to stay.

Vocabulary: fairly easy reading.

Content interest: high story interest, fairly easy to follow, rather long, full of humor and pathos.

Physical attractiveness: photographs that illustrate story; not enough color to attract.

Excellent

H-2

Dalgliesh, Alice, Fairy Tales, 1930 about 100 pp.
(Charles Scribner's Sons)

A collection of fairy tales.

Vocabulary: too hard for primary grades.

Content interest: well-told fairy tales but sentence structure and style is above third grade level.

Physical attractiveness: not many pictures; mostly reading.

Not recommended

Daugherty, James, Andy and the Lion, 1938, about 35 pp.
(Viking Press)

A book about lions that Andy got at the library helped Andy in his adventure with lions on the way to school ~~next~~ morning.

Vocabulary: fairly hard reading.
Content interest: good story interest but a little mature for young readers; plenty of humor.
Physical attractiveness: not very colorful; pictures full of action; written in capital letters, makes hard reading.

Fair

M-3

Davis, Alice Vaught, Timothy Turtle, 1940, 50 pp.
(Harcourt, Brace and Company)

Timothy Turtle has an accident and it takes all his friends to turn him over.

Vocabulary: easy reading but some hard words.
Content interest: high story interest; excellent plot; simple to follow.
Physical attractiveness: Action filled pictures that supplement the story; plenty of color.

Excellent

H-2

Davis, Lavinia, We All Go Away, about 1945, 32 pp.
(Doubleday, Doran and Co.)

All the children were going away for the summer. Peter was going by "Special Magic." He didn't travel far but he had fun.

Vocabulary: easy reading.
Content interest: good story interest; rather long story.
Physical attractiveness: black and white pictures; mostly reading.

Good

H-3

Dennis, Wesley, Flip and the Cow, 1942, 40 pp.
(Viking Press)

Flip was afraid of cows until he landed in the middle of a whole herd. He backed into a horn and really took off.

Vocabulary: easy reading.
Content interest: excellent story interest; very humorous.
Physical attractiveness: black and white; very well drawn.

Excellent

H-2

Daplaix, Georges, Topsy Turvey Circus, 1940, 40 pp.
(Harper & Brothers)

A most exciting adventure with very unusual animals. The crocodile locked up the animal trainer and his wife and turned the circus topsy turvey.

Vocabulary: too hard for primary grades.
Content interest: a most exciting story of a circus turmoil.
Physical attractiveness: color illustrations which are somewhat confusing.

Not recommended

Eliot, Frances, The Traveling Coat, 1937, 40 pp.
(E. P. Dutton and Co., Inc.,)

A little boy's coat travels all around the world to his little granddaughter many years later.

Vocabulary: hard because of foreign words.
Content interest: good story interest but too many strange lands are visited.
Physical attractiveness: large drawings, partly in color.

Good

H-3

Eucking, Louise F. and Elizabeth Morgenstern, The Little Gardeners, The Toymaker, 1935, 56 pp.

John and Johanna plant their garden and see the fruits of their labors.
The boys are traced from the trees to finished gifts on a Christmas tree.

Vocabulary: third grade level reading.
Content interest: not too much story interest in either story; foreign in setting.
Physical attractiveness: colored illustrations; not too attractive; large type.

Fair

H-3

Ets, Marie Hall, Mister Penny, 1947, 50 pp.
(Viking Press)

Mr. Penny's animals turned to and made up for the mischief they had wrought in a neighbor's garden.

Vocabulary: high second grade level.
Content interest: an excellent plot with story interest high.

Physical attractiveness: well drawn black and white illustrations; not too attractive binding and cover.

Excellent

H-2

Field, Rachel , The Bird Began to Sing, 1932, about 100 pp.
(Wm. Morrow and Co.)

The story of a wonderful toy with a singing bird.

Vocabulary: too hard for primary grades.

Content interest: a high interest content but long sentences and long story.

Physical attractiveness: not many illustrations, mostly black and white.

Not recommended

Flack, Marjorie, Walter, the Lazy Mouse, 1937, 80 pp.
(Doubleday Doran and Co.)

Walter was such a lazy little mouse he never got anywhere on time. When his family moved without missing him, he had to get along by himself.

Vocabulary: third grade level.

Content interest: high story interest but story is very long; too detailed.

Physical attractiveness: colored illustrations that supplement the story; smaller type.

Fair

H-3

Fox, Frances Margaret, The Little Cat That Could not Sleep, 1941, 28 pp.
(E. P. Dutton and Co.)

The restless kitten could not sleep. She visited all the animals in the zoo. All were asleep but the elephant who was drowsily swaying back and forth. Just watching put the kitten to sleep.

Vocabulary: easy reading.

Content interest: good story interest, simple to follow:

Physical attractiveness: black and yellow illustrations, not very colorful.

Good

M-3

Francoise, Seignobosc, The Story of Colette, 1940, 30 pp.
(Charles Scribner's Sons)

Colette adopted too many animals and was so busy getting rid of their babies she couldn't adopt more.

Vocabulary: fairly easy, some hard words.

Content interest: a well-told story, simple in form, foreign setting.

Physical attractiveness: four colored illustrations, rather unusual; odd print but not too hard to read.

Good

H-3

Friskey, Margaret, Seven Diving Ducks, 1946 30 pp.
(David McKay Company)

All little ducks learned duck lessons of diving but the seventh. He almost had to go and live with the chickens but an apple hit him on the head.

Vocabulary: easy reading:

Content interest: a well-told story with high interest.

Physical attractiveness: part color pictures; illustrations supplement the story.

Excellent

M-2

Surprise on Wheels,
Wings Over the Woodshed, 1940, about 30 pp.
(Albert Whitman and Co.)

Two simple stories of children's play and toys they made.

Vocabulary: easy reading.

Content interest: excellent story interest; a very realistic albeit imaginary flight.

Physical attractiveness: very colorful, attractive action pictures to supplement the story.

Excellent

M-1

Gag, Wanda, Millions of Cats, 1928, about 30 pp.
(Coward-McCann, Inc.)

The rhythmic story of a peasant's search for a cat and the millions of cats he finally took home with him.

Vocabulary: easy reading.

Content interest: excellent story interest; well-written, children love the rhythm.

Physical attractiveness: black and white illustrations, not too attractive but well supplemented to the story; manuscript type.

Excellent

M-2

Nothing at All, 1941, 30 pp.
(Coward-McCann)

Nothing-at-all was a wee little invisible dog who had difficulties finding a home until he met a jackdaw.

Vocabulary: easy reading.
Content interest: an excellent plot; high interest content; well-told story.
Physical attractiveness: some color; illustrations that are clever and supplement the story.

Excellent

M-3

Snippy and Snappy, 1931, 44 pp.
(Coward McCann, Inc.)

Two little field mice found a house with a cupboard full of cheese by following Mother Mouse's ball of yarn rolling down the road.

Vocabulary: easy reading.
Content interest: good story interest; story simple to follow.
Physical attractiveness: illustrations too heavily blacked, not attractive; supplement story quite well.
Type is odd.

Excellent

M-3

Garrett, Helen, Angelo the Naughty One, 1944, 40 pp.
(Viking Press)

Angelo hated baths so he ran away but he came back very clean and in time for his sister's wedding.

Vocabulary: third grade level reading.
Content interest: fairly interesting but rather strange setting; Mexican story.
Physical attractiveness: part color; well-illustrated.

Good

M-3

Geisal, Theodore, And to Think I Saw It on Mulberry Street,
1937, 30 pp.
(The Vanguard Press)

Marco always kept his eyes open on his way to and from school. The broken-down wagon and old horse he saw had become a wondrous thing by the time he reached home.

Vocabulary: third grade level reading.
Content interest: a clever story, well-told but a little too mature for children to grasp quickly.

Physical attractiveness: mostly illustrations; plenty of action in pictures to supplement the story.

Good

H-3

The 500 Hats of Bartholomew Cubbins, 1938, 50 pp.
(Vanguard Press)

Bartholomew couldn't take off his hat to the king because another one always appeared.

Vocabulary: third grade level.

Content interest: a very hilarious tale, well-told.

Physical attractiveness: part color illustrations that supplement and clarify the story.

Excellent

H-3

Gemmell, Jane Brown, Joan Wanted a Kitty, 1937, 152 pp.
(John C. Winston Co.)

Joan wanted a kitty more than anything else in the world. She wished and wished. Finally she found one in the rain and Maggie let her keep it.

Vocabulary: easy reading.

Content interest: a very wistful little story, rather long; interest may not last out the length of the story.

Physical attractiveness: colorful illustrations that help clarify the story.

Good

M-2

Gilbert, Helen Earle, Mr. Plum and the Little Green Tree, 1946, 28 pp.

Mr. Plum loved the little green tree in the little square of the noisy city. He almost lost it when the mayor sent someone to cut it down. He went to see the mayor and got some very surprising results.

Vocabulary: third grade level reading.

Content interest: good story interest; well-told and easy to follow.

Physical attractiveness: illustrated with colorful pictures that set the stage beautifully.

Good

M-3

Gramatky, Hardi, Hercules, 1940, 66 pp.
(G. P. Putman's Sons)

Hercules was a horse drawn fire engine. He hated to quit when the new gasoline engine arrived but it got stuck in the mud.

Vocabulary: very hard.

Content interest: very high interest level; a most exciting story.

Physical attractiveness: well illustrated, full of color and action.

Not recommended

Little Toot, 1939, 90 pp.

Little Toot was a tug boat--the cutest and littlest of them all. He played all day long. One day he just had to be a hero. Then everyone was so proud of him.

Vocabulary: third grade level.

Content interest: cleverly written; high story interest.

Children love Little Toot. Recommended for reading to first and second grades.

Physical attractiveness: colorful illustrations that supplement the story.

Excellent

H3

Loopy, about 1944, 62 pp.

Loopy was a little airplane who had to fly students who often got him in trouble. He had to ditch a know-it-all one day and earn his right to be a sky writer.

Vocabulary: very hard.

Content interest: a good story well-told but too adult in vocabulary. Some third graders may get most of it.

Physical attractiveness: very dramatically illustrated.

Not recommended

Hoke, Helen, Major and the Kitten, 1941, 24 pp.
(Henry Holt and Co., Inc.)

Major was a huge old St. Bernard who had never enjoyed a puppy-hood. He had always lived with Grandma. He couldn't stand the playful antics of Mopsy, the small kitten, and what he did about it makes good reading.

Vocabulary: too hard for primary children.

Content interest: a well-told story but a little too mature in style for independent reading.

Physical attractiveness: black and white drawings that are beautifully drawn; small type.

Not recommended

Rags' Day and Mrs. Silk, about 1944, 46 pp.

Two good dog stories. Rags had a secret day all his own after he took the children to school. Mrs. Silk looked after her family so well they didn't need an alarm clock except for the one morning when she was unavoidably late.

Vocabulary: too hard for primary children.
Content interest: enjoyable reading but too adult for most primary children to read themselves.
Physical attractiveness: very attractive drawings in part color.

Not recommended

Shep and the Baby, Doctor, the Puppy who Learned

Shep, a gift to the baby, never quite gained his place in the family until he saved the baby from a fire. Doctor had very bad manners and almost lost his happy home until Daddy bought him a bone.

Vocabulary: third grade level reading.
Content interest: good stories with high interest points; a little harder to read than most primary stories.
Physical attractiveness: well illustrated in two color prints.

Good

H-3

Holberg, Ruth Langland, Mitty on Mr. Syrup's Farm, 1936, 32 pp.
(Doubleday and Co., Inc.)

Mitty had never been on a real farm and she had a delightful time feeding the chickens, digging potatoes, and riding a hay wagon.

Vocabulary: easy reading.
Content interest: good story interest; delightfully told story; horse and buggy day story.
Physical attractiveness: well illustrated but children don't seem to be attracted by this book.

Fair

M-3

Huntington, Harriet, E., Let's Go to the Seashore, 1941, 90 pp.

Strange animals live at the seashore and in the sea.

Vocabulary: too many hard strange words.

Content interest: a very interesting book factually written about the sea and sea life; good resource material but too hard for independent reading.

Physical attractiveness: photographs that explain and clarify pictures.

Not recommended

Hutchinson, Veronica S. Candlelight Stories, 1938, about 150 pp.
(Milton, Balch and Co.)

A collection of well-known fairy tales.

Vocabulary: above third grade level.

Content interest: familiar fairy tales.

Physical attractiveness: some illustrations; mostly reading.

Not recommended

Jardim, Luis, The Armadillo and the Monkey, 1942, about 30 pp.
(Coward McCann and Co.)

An armadillo down on his luck built a house for a monkey, who would not pay his bills. Tired of being put off the armadillo wrecked the house for revenge.

Vocabulary: hard vocabulary, adult comprehension level.

Content interest: a very adult story interest; a negative moral concept.

Physical attractiveness: very unattractive illustrations.

Not recommended

Jones, Jessie Orton, A Little Child, 1946, 40 pp
(Viking Press)

A play produced and enacted by children. A simple Christmas story production.

Vocabulary: too hard to read at the primary level.

Content Interest: Children will enjoy having this read to them. A truly delightful book.

Physical attractiveness: pictures that are simple and sweet, black and white illustrations.

Excellent

P-P

Jones, Viola M. Peter and Gretchen of Old Nuremburg, 1935,
96 pp.

(Albert Whitman Co.)

Peter and Gretchen always enjoyed being at Grandpa's shop. One day Peter had a dream that caused a very strange thing to happen.

Vocabulary: hard; too many foreign words.

Content interest: a good story interest but too long for primary children to enjoy.

Physical attractiveness: part color illustrations that supplement the story; large type.

Not recommended

Judson, Clara Ingram, People Who Work in the Country and in the City, 1943, about 60 pp.
(Rand McNally and Company)

Nancy and Bob live in the country. Jerry and Bob live in the city. They find the city and the country quite different but very interesting.

Vocabulary: third grade reading level.

Content interest: mostly factual; excellent resource material; interesting reading.

Physical attractiveness: colorful illustrations that add much to the story.

Good

H-3

Keeler, Catherine, The Children's Zoo, 1942, about 30 pp.
(Thomas Nelson and Sons)

Children visit the zoo and enjoy all the big and little animals.

Vocabulary: easy reading.

Content interest: a good story interest; no high interest points however.

Physical attractiveness: good illustrations in color.

Good

M-3

Kingman, Lee, Pierre Pigeon, 1943, about 40 pp.
(Houghton, Mifflin Co.)

Pierre wanted a boat in a bottle more than anything else in the world. He finally earned enough to buy one but stubs his toe and breaks the bottle on the way home.

Vocabulary: third grade level reading.

Content interest: an excellent story interest, simple to follow; high interest point; a new and refreshing

experience.

Physical attractiveness: excellent illustrations that supplement and clarify the story setting.

Highly recommended

M-3

Kissin, Rita, Raffy and the Honkebeest, 1940, 40 pp.
(Julian Messner, Inc.)

Raffy was a little giraffe on the African veldt.
His one desire was to out run the Honkebeest (a car).
How he accomplished this makes a good story.

Vocabulary: some hard words.

Content interest: a high story interest; full of humor, action and excitement; excellent reading.

Physical attractiveness: full page color drawings full of action and curiosity arousing. Children wear this out just looking.

Highly recommended

H-3

Knight, Majorie, Alexander's Christmas Eve, 1940, 93 pp.
(E. P. Dutton Company)

Alexander was a blue-spotted horse in Santa's workshop.
He was given to a little rich boy who had too many toys.
He ran away with a clown and soldier doll.

Vocabulary: a third grade level book.

Content interest: a high story interest; rather too long for most children; long sentences, too.

Physical attractiveness: part color illustrations; more reading than pictures.

Good

H-3

Kunhardt, Dorothy, Little Ones, 1935, 80 pp.
(Viking Press)

A whole book of little things from colts to real babies. A book of description and sensations--how a baby looks when it cries, how a baby rabbit feels, how it feels to have a calf suck your hand.

Vocabulary: third grade level reading.

Content interest: very realistic stories; a very unusual trend of thought that may make this a little hard to read; rather long story.

Physical attractiveness: black and white illustrations; small type.

Fair

M-3

Leaf, Munro, Wee Gillis, 1938, 60 pp.
(Viking Press)

Wee Gillis was a Lowlander and a Highlander, He developed very strong lungs from calling cows and hunting stags in the lowlands and highlands. Therefore he could blow bagpipes no one else could blow.

Vocabulary: some hard words, comprehension level rather high.

Content interest: a very interesting plot; foreign in subject and setting.

Physical attractiveness: excellent drawings but not too attractive; little color.

Good

H-3

Lear, Edward, The Book of Nonsense, about 1935, 80 pp.

Nonsensical rhymes, mostly absurd.

Vocabulary: beyond third grade level.

Content interest: page by page of rhymes and illustrations; not very inspiring.

Physical attractiveness: a bright red binding; the most hideous illustrations imaginable; some very revolting. File this one in the nearest waste basket.

Not recommended

MacLellan, Esther, Catherine Schroll, and Margaret Bradfield,
Mr. O'Riley and Brownie, 1945, about 46 pp.

Mr. O'Riley and Brownie run into a lot of trouble by trying to evade Mrs. O'Riley. It takes both of them and Mrs. O'Riley besides, to clean up the museum Brownie wrecked.

Vocabulary: easy reading.

Content interest: well written, very funny story.

Physical attractiveness: part color illustrations, well-drawn; not too attractive illustrations.

Children have to be introduced to this fine book.

Highly recommended

M-3

Maloy, Lois, Arabella of the Merry-Go-Round, 1935, about 58 pp.
(Charles Scribner's Sons)

Arabella was a beautiful Merry-Go-Round horse. She wanted to travel and see the world. She ended up in a barber shop as a seat for small boys getting a hair cut.

Vocabulary: first grade level except for a few hard words.
 Content interest: high story interest, simple to follow story.

Physical attractiveness: part color; pictures supplement the story.

Excellent

M-2

Martin, Dahris, The Little Lamb, 1938, 25 pp.
 (Harper Brothers)

Little Lamb was very worried because he was shedding his fleece. No one knew what to do for him but he got a very pleasant surprise after several days.

Vocabulary: early reading.

Content interest: fair story interest, simple to follow.

Physical attractiveness: illustrations that supplement the story but not too attractive in color.

Good

M-3

McCloskey, Robert, Lentil, 1940, 60 pp.
 (Viking Press)

Lentil couldn't sing but he could play a harmonica. He saved the day when Colonel Carter came home. Old Snee, just for spite, sucked a lemon and the band was too puckered to play.

Vocabulary: above third grade level in comprehension;
 Not much reading.

Content interest: very comical story but children don't seem to be attracted to the book.

Physical attractiveness: black and white line drawings, well drawn to supplement the story; book, as whole, isn't too attractive.

Not recommended

McCullough, John J., At Our House, 1943, about 30 pp.
 (Wm. R. Scott, Inc.)

Lots of things that happen at our house happen at your house, too. They'll happen again and again as each new day dawns and progresses to dark.

Vocabulary: high second except for few hard words.

Content interest: familiar daily routine told in story and picture; recommended for reading to first grade for social studies concepts.

Physical attractiveness: clever black and white drawings that are supplemented by the story.

Excellent

H-3

Mellen, Ida M. Twenty Little Fishes, 1942, 53 pp.
(Julian Messner, Inc.)

A book about fishes written by a chief aquarist of New York Aquarium. All kinds of fish from seahorses, puffers, hog chokers, to sheepshead minnows are contained herein.

Vocabulary: too technical for primary children.

Content interest: factual stories of unusual fish; good resource material for study of marine life.

Physical attractiveness: well-illustrated with line drawings; some color.

Not recommended

Moon, Grace and Carl, The Book of Nah-Wee, 1932, 60 pp.
(Doubleday, Doran and Company, Inc.)

Nah-Wee was a little Indian girl who lived on the edge of the desert. She had a playmate Dat-say.

Vocabulary: some strange Indian words, otherwise easy reading.

Content interest: a very fine book of Indian stories simply told.

Physical attractiveness: colored illustrations, pictures that supplement the story exceptionally well.

Highly recommended

H-2

Newberry, Claire Turley, April's Kittens, 1940, 28 pp.
(Harper and Brothers)

April lived in a New York City apartment with her parents. Sheba, her black cat had babies but the apartment was a one cat apartment.

Vocabulary: some hard words.

Content interest: story interest high.

Physical attractiveness: half illustrations that are cleverly done.

Excellent

H-3

The Kitten's A B C, 1946, 28 pp.
(Howard McCann, Inc.)

An A B C Book with an adventuring bunny scampering

through.

Vocabulary: just for looking.

Content interest: An A.B C Book with picture interest.

Physical attractiveness: clever bunny pictures in black and white.

Good

P P

Marshmallow, 1942, about 30 pp.
(Harper and Brothers)

Oliver, a staid old bachelor cat finds his peaceful life disturbed by a frisky small bunny's antics. He can't decide whether to eat the newcomer or make friends.

Vocabulary: third grade level reading.

Content interest: high story interest; suspense and humor; sentence structure above primary level.

Physical attractiveness: delightfully life-like drawings, the best yet; recommended for reading to first and second grades.

Excellent

H-3

Newell, Hope, The Little Old Woman Who Used Her Head, 1935,
about 150 pp.
(Thomas Nelson & Sons)

A little old woman with numerous pets who always solves her problems in the most absurd manner possible. A collection of twenty stories.

Vocabulary: third grade level reading.

Content interest: good story interest but for too long to keep the interest of primary children.

Physical attractiveness: few illustrations, partly in color. Book attracts, amount of reading repels.

Fair

H-3

Nicholson, William, Clever Bill, (no pub. date) 48 pp.
(Doubleday and Co.)

Mary packed her bag to go visit her aunt. She didn't have room for Soldier Bill but he was a very clever lad.

Vocabulary: just for looking, not many words.

Content interest: words that supplement the pictures.

Physical attractiveness: colored pictures, full of action that tell the story.

Excellent

PP

North, Sterling, Greased Lightning, 1940, 45 pp.
(John C. Winston Co.)

Greased Lightning was the fastest slipperiest pig of the litter. He was full of the old Nick. Zeke loved him dearly but worried greatly over his antics. Zeke lost Lightning but won him back in a greased pig contest.

Vocabulary: third grade level reading.

Content interest: high story interest; humor and excitement.

Physical attractiveness: good black and white illustrations that supplement the story and clarify the setting.

Excellent

H-3

Paull, Grace, A Squash for the Fair, 1943, 22 pp.
(Doubleday, Doran and Co.)

Mary Jane planted and raised squash for the school fair. She won the blue ribbon.

Vocabulary: easy reading.

Content interest: good story interest; well-told story; makes good reading.

Physical attractiveness: colored illustrations that supplement the story.

Good

M-3

Raspberry Patch, 1941, 22 pp.

Mary Jane saw so many strange creatures in the raspberry patch. She even got enough raspberries for jam while the bumble bee gathered honey.

Vocabulary: easy reading.

Content interest: a wonderful science story told in a very interesting way.

Physical attractiveness: colored illustrations that supplement and clarify science lesson.

Excellent

M-3

Pease, Josephine, This is the World, 1948, 71 pp.
(Rand McNally and Co.)

All about the earth and its people, the fish in the sea,

the animals on the earth and the many homes all over the world.

Vocabulary: high third grade reading level.
 Content interest: a very fascinating book, too hard for independent reading by most third grade children but excellent for social studies reference.
 Physical attractiveness: colorful illustrations that illustrate social studies concepts quite well.

Excellent

H-3

Petersham, Maud and Miska, Miki and Mary and Their Search for Treasure, 1934, 64 pp.

Miki and Mary had real adventure on a trip around the world. Their experiences are those one would expect to have in each country visited.

Vocabulary: quite high third grade level.
 Content interest: very interesting stories but quite long; could be used as resource material supplementing reader stories.
 Physical attractiveness: some color; line drawings illustrating typical phases of life in each country visited.

Not recommended

Rains, Curtis, Marie, Lazy Liza Lizzard, 1938, 183 pp.
 (John C. Winston Co.)

Lazy Liza Lizzard was the terror of the neighborhood. She drove the neighbors nearly crazy but events brought about a reformation.

Vocabulary: length rather than vocabulary makes this hard.
 Content interest: many very humorous situations; good reading but too long.
 Physical attractiveness: part color with pictures full of action supplementing the story.

Good

M-3

Ratzesberger, Anna, Donkey Beads, 1936, 63 pp.
 (Albert Whitman and Co.)

Olagh was a little grey donkey that lived in Persia. He had to work hard but never ceased to wish for a life of ease and a petunia bed to sleep in.

Vocabulary: high third grade level.
 Content interest: good story interest; advanced in style and sentence structure, foreign setting.
 Physical attractiveness: colored illustrations that clarify the setting.

Good

H-3

Real Mother Goose, The, 1945 revised edition, 128 pp.
 (Rand McNally and Co.)

A quite extensive coverage of Mother Goose rhymes.

Vocabulary: too hard for primary.
 Content interest: the familiar rhymes most children know for memory and others not so well known.
 Physical attractiveness: well-illustrated in color; rather dated in dress; not too attractive; needs to be brought up-to-date in illustrations.

Fair

PP

Reyher, Becky, My Mother Is the Most Beautiful Woman in the World, 1945, about 80 pp.
 (Howell, Soskin Publishing Co.)

A little Russian girl gets lost and cries for her mother. She describes her mother as "the most beautiful woman in the world" but she is really the homeliest one in the village.

Vocabulary: too hard, foreign words and accents.
 Content interest: good story interest but too advanced for primary level reading.
 Physical attractiveness: colored illustrations that help clarify Russian setting but these aren't too attractive.

Not recommended

Sayers, Frances Clarke, Bluebonnets for Lucinda, 1934, 16 pp.
 (Viking Press)

Lucinda lived on an island in the Gulf of Mexico. She was given a wonderful music box by an old German couple. When they moved to the mainland she went to visit them and picked bluebonnets. The music box saved her from the geese.

Vocabulary: some hard German words.
 Content interest: good story interest.

Physical attractiveness: illustrations in color but not too attractive. Children don't seem to show much interest in this book.

Fair

H-3

Tag-A-Long Tooloo, 1941, 87 pp
(Viking Press)

Tooloo always tagged after her sisters and their friends. She was always too little to do anything but she had fun, especially at the circus.

Vocabulary: some dialect; makes reading difficult.
Content interest: fairly interesting; no high interest point, mostly reading.
Physical attractiveness: part color illustrations, part black and white.

Not recommended

Sewell, Helen, Belinda the Mouse, Peggy and the Pup, 1944,
106 pp.

(Oxford University Press)

Peter and Judy thought their big sister Peggy was a very odd person indeed. She dressed up and went to parties but still played with a pet mouse. Peggy and the pup liked to dress up and play at being someone else.

Vocabulary: high second grade level, some hard words.
Content interest: story that supplements the pictures.
Physical attractiveness: pictures in color. These tell the story with the help of some explanation.

Good

H-2

Slocum, Rosalie, Breakfast with the Clowns, 1937, 32 pp.
(Viking Press)

Abigail's father took her to see the circus set up. They saw the circus in action and had breakfast with the clowns.

Vocabulary: high third grade level.
Content interest: good story interest; a good story plot; could be read to third grade.
Physical attractiveness: Plenty of color; not the best in drawings.

Fair

H-3

Stafford, Kay, Ling Tang and the Lucky Cricket, 1944, about 50 pp.

(McGraw-Hill Book Co.)

Ling Tang finds a cricket and has some lucky adventures while he keeps the cricket.

Vocabulary: high third grade level.

Content interest: good story interest; plenty of reading, longer sentence structure.

Physical attractiveness: well-drawn illustrations in color; that supplement the story and clarify the setting.

Good

H-3

Steiner, Charlotte, Kiki and Muffy, 1943, about 30 pp.
(Doubleday, Doran and Co.)

Kiki loved to pretend. She pretended she was many things until she saw the ballet. Then she became a ballet dancer.

Vocabulary: high second grade level.

Content interest: excellent story interest.

Physical attractiveness: well-drawn illustrations, part color. Children don't seem attracted to this book.

Fair

H-2

Sterne, Emma Gelders, White Swallow, 1927, 159 pp.
(Dodd, Mead and Company, Inc.)

The story of White Swallow the Indian girl who lived in the forest with her family, and brother, Little Bear. There is much Indian legend in this story.

Vocabulary: some hard words.

Content interest: too advanced in style for primary children; too long to hold their interest.

Physical attractiveness: not many illustrations; black and white drawings.

Not recommended

Stone, Amy Wentworth, P. Penny and His Little Red Cart, 1934, 165 pp.

(Lothrop, Lee and Shepard Co.)

The adventures of Peleg Penniman, who was P. Penny for short, were most exciting.

Vocabulary: easy reading.

Content interest: good story interest; too long to hold interest throughout.
Physical attractiveness: illustrations that are dated; not too attractive.

Fair

H-3

Tarry, Ellen, Hezekiah Horton, 1942, 39 pp.
(Viking Press)

Hezekiah Horton was a very small negro boy who loved automobiles. One day he had a most wonderful adventure with a big red automobile that had a top that went down like magic.

Vocabulary: third grade level reading.

Content interest: story interest high; a well-written story.

Physical attractiveness: black and white illustrations that supplement the story.

Good

M-3

Tousey, Sanford, Cowboy Tommy's Roundup, 1934, 52 pp.
(Doubleday, Doran and Co. Inc.)

Tommy's great grandfather owned a ranch. Tommy had his own horse, Lightning. He learned to ride, rope and brand.

Vocabulary: high third grade level.

Content interest: a good story interest; excellent subject choice.

Physical attractiveness: just fair illustrations, part color.

Good

H-3

Webber, Irma E., Up Above and Down Below, 1943, 70 pp.
(William R. Scott, Inc.)

Plants grow both above the ground and below. Plants travel many ways. This is a story of plant life.

Vocabulary: high third because of science terms.

Content interest: factual science, story, excellent resource material.

Physical attractiveness: mostly pictures that clarify and supplement science concepts.

Good

H-3

Wells, Rhea, Coco, the Goat, 1929, 135 pp.

(Doubleday, Doran and Co.)

Coco was full of mischief. He was stolen by some gypsies but escaped to dance at a wedding.

Vocabulary: above third grade level.

Content interest: good story interest but too advanced for primary children; quite long.

Physical attractiveness: black and white illustrations.

Not recommended

Peppi, the Duck, 1927, 118 pp.

(Doubleday, Doran and Co.)

Peppi lived in the courtyard of the castle. He explored the world and always found plenty of excitement.

Vocabulary: third grade level reading.

Content interest: simple in content; foreign in flavor.

Physical attractiveness: some colored illustrations; mostly black and white.

Fair

M-3

Wiese, Kurt, Joe Buys Nails, 1931, 50 pp.

(Doubleday, Doran & Co., Inc.)

Joe set out with his wagon to buy nails for his mother to fix the chicken yard fence. His short cut through the fields and woods took longer than he planned.

Vocabulary: easy reading except for some hard words.

Content interest: story interest high; simple to follow story.

Physical attractiveness: colored illustrations, well-drawn.

Good

M-3

Karoo, the Kangaroo, 1929, 28 pp.

(Coward-McCann, Inc.)

Karoo was a baby Kangaroo who got lost from his mother and had to travel far across a desert to find her.

Vocabulary: some hard words; hard bird names.

Content interest: story interest high, simply written.

Physical attractiveness: colored illustrations, not

too attractive.

Fair

H-3

Rabbit's Revenge, 1940, 40 pp.
(Coward-McCann, Inc.)

Old Man Shivers decided he needed a nice warm rabbit suit. He shouldn't have said it aloud. The rabbits heard this and **proved** that even rabbits have rights.

Vocabulary: easy reading.

Content interest: high story interest, humor.

Physical attractiveness: illustrations that show plenty of action, but not too attractive.

Fair

M-3

Wises, Kurt and Tom Robinson, Mr. Red Squirrel
(Viking Press)

Mr. Red Squirrel went to a tea party with Miss Lelia Brooks. Miss Brooks saved Mr. Red Squirrel's nuts when his tree was cut down and offered them all back again.

Vocabulary: easy reading.

Content interest: excellent story interest; well-told story; very realistic nature study.

Physical attractiveness: excellent color drawings.

Story and pictures supplement each other.

Good

H-2

Wood, Esther, Belinda Blue, 1940, 24 pp.
(Longmans, Green and Co., Inc.)

Belinda Blue was a common alley cat befriended by blue ribbon cats. Their mistress didn't care for alley cats but her little neice did.

Vocabulary: easy reading.

Content interest: very interesting story content.

Physical attractiveness: very good color drawings.

Good

H-3

Wright, Ethel and Richard Rose, Saturday Flight and Saturday Ride

The story of a plane flight and an automobile ride all of a Saturday afternoon.

Vocabulary: high second grade level reading.

Content interest: a very realistic description of rides and flights; well-told.
Physical attractiveness: excellent drawings in three colors.

Good

H-2

Young, Evelyn, The Tale of Tai and Wu and Lu and Li, about 1940, 60 pp.

Tai is a little Chinese boy who got lost and found again. Wu and Lu and Li are Chinese children who lived on a farm. They really enjoyed a visit to town and the spending of coins given them by grandma.

Vocabulary: easy reading, a few strange words.
Content interest: mostly pictures; story that supplements pictures; no high interest point.
Physical attractiveness: not too attractive; a small book about four inches by six. Children don't care for this book.

Fair

H-3

Zoloton, Charlotte, The Park Book, 1944, 30 pp.
(Harper and Brothers)

A small boy from the country learns what a city park is like from his mother's description of one. He decides it is quite different from a meadow.

Vocabulary: high third grade level reading.
Content interest: a descriptive story with word pictures of a park.
Physical attractiveness: colored illustrations; not too attractive.

Fair

H-3

HARLOW PUBLISHING CO.

Aiken, Emma, Negro Boys and Girls, 1938

These are stories of negro boys and girls and some of their famed men.

Vocabulary: easy reading, a few hard words.
Content interest: no high interest point; a simple factual story of negro children.
Physical attractiveness: black and white photographs that supplement the story beautifully.

Fair

H-1

D. C. HEATH AND CO.

Broadbuss, Louise E. and Paul Witty, Play at Home, 1942, 80 pp.

Betty and Joe and their parents share in the work and play around the house and garden. A dog and a mother cat and her kittens add to the fun.

Vocabulary: easy reading.

Content interest: A story of home activities attractively told; simple to follow.

Physical attractiveness: colored illustrations that supplement story quite well; paper bound.

Good

M-1

Disney, Walt

All books here are Disney illustrated. This is the chief attraction. Various educators have written these books. These are comic at their best and children really enjoy these. These can be described as a group.

Vocabulary: easy reading on all levels; comprehension level that of children six through nine.

Content interest: Each story has a high interest point, plenty of action, adventure and comedy. Stories are well told but rather long.

Physical attractiveness: Disney illustrations are colorful and supplement the stories beautifully. The type is large and clear. The books are easily handled and cloth bound for durability.

Highly recommended

Almost all are 1940 copyright or later.

Ayer, Jean, <u>Donald Duck and His Friends</u> , 102 pp.	M-3
Baruch, Dorothy, Walter, <u>Dumbo of the Circus</u> , 90 pp.	M-3
Baruch, Dorothy, Walter, <u>Pinocchio</u> , 90 pp.	M-3
Brown, Margaret Wise, <u>Little Pig's Picnic and Other Stories</u> , 1939, 102 pp.	H-2
Browne, Georgia, <u>Water Babies Circus and Other Stories</u> , 78 pp.	H-2
Brumbaugh, Florence, <u>Donald Duck and His Nephews</u> , 66 pp.	M-2
Emerson, Caroline D., <u>School Days in Disneyville</u> , 102 pp.	M-2
Palmer, Robin, <u>Mickey Never Fails</u> , 102 pp.	H-3
Purnell, Idella, <u>Bambi</u> , 106 pp.	H-3
Wavle, Andra Soule, <u>Here They Are</u> , 56 pp.	H-2

Evans, Eva Knox, Something Different, 1942, 192 pp

Benjamin B. and his neighbor Mary enjoy helping care for a baby, feeding pets and putting away their toys.

Vocabulary: first grade reading level.

Content interest: simple to follow stories about typical children's activities; good for independent reading at second grade level.

Physical attractiveness: color illustrations that supplement the stories and arouse the curiosity.

Good

M-2

Rommy, Gay, Paul Witty, Lula Wright, A Home for Sandy, 1942, 128 pp.

Jean and Tony have many adventures with Sandy, their pet dog.

Vocabulary: primer level reading.

Content interest: eight stories with good story interest; humor, excitement and fun.

Physical attractiveness: very colorful drawings that supplement and arouse the curiosity.

Good

M-1

Bigger and Bigger, 1942, 48 pp.

A lively story of twins from babyhood to their sixth birthday, when they go to school.

Vocabulary: preprimer level.

Content interest: good story interest; simple sentences.

Physical attractiveness: colorful illustrations that supplement the story, paper bound

Good

P

Hogan, Inez, Paul Witty, Kate Kelly, Ned and Nandy, about 1940, 48 pp.

Ned and Nancy have fun at home playing with their dog.

Vocabulary: preprimer reading level.

Content interest: easy to read; short simple sentences, familiar things of interest to beginners.

Physical attractiveness: colorful illustrations that supplement the story; paper bound.

Good

P

Osswald, Edith and Mary M. Reed, Friskey the Goat, about 1940, 32 pp.

Friskey is the favorite pet of two children during a visit to the country.

Vocabulary: easy reading.

Content interest: good story interest about an interesting pet; simple sentence structure.

Physical attractiveness: full color illustrations that supplement the story; paper bound.

Good

P

Hundreds of Turkeys, about 1940, 32 pp.

The farmer's daughter on a modern turkey farm makes a pet of a little turkey.

Vocabulary: easy reading.

Content interest: good story interest; simple sentence structure.

Physical attractiveness: colored illustrations that supplement the story, paper bound.

Good

P

The Little Crow, about 1940, 32 pp.

A baby crow proves a troublesome pet.

Vocabulary: easy reading.

Content interest: good story interest; simple sentence structure.

Physical attractiveness: colored illustrations that supplement the story, paper bound.

Good

M-1

Little White Rabbit, about 1940, 32 pp.

A little boy learns to take care of his pet rabbit.

Vocabulary: easy reading.

Content interest: fairly good story interest; simple sentence structure.

Physical attractiveness: large colored pictures that supplement the story; paper bound.

Good

P

My Dog Laddie, about 1940, 32 pp

A simple story of a faithful collie.

Vocabulary: easy reading.

Content interest: a dog story for children who love dogs.

Physical attractiveness: full color illustrations that supplement the story; paper bound.

Good

P

Shadow the Cat, about 1940, 32 pp.

Shadow tried to play with all the animals on the farm.

Vocabulary: easy reading.

Content interest: good story interest; simple sentence structure.

Physical attractiveness: large colored pictures that supplement the story; paperbound.

Good

M-1

Palmer, Robin, Paul Witty, Ruth Bristol, Lost and Found about 1940, 254 pp.

These stories cover a wide range of things children like to do from living on an island to living in a big city apartment.

Vocabulary: easy second grade level.

Content interest: a variety of interesting stories; quite long. Third graders will enjoy the easy reading.

Physical attractiveness: large colored illustrations supplement the story.

Good

M-3

Phillips, Esther, Paul Witty, Molly, Pete and Ginger, about 1940, 72 pp.

Molly and Pete play at home with Ginger their dog, the cat and three little kittens.

Vocabulary: easy first grade level.

Content interest: home story interest; simple stories to follow.

Physical attractiveness: full color illustrations that supplement the story.

Good

P

Sondergaard, Aresna, Fuzzy Tail, about 1940, 139 pp.

From a kitten's misadventures children learn how to treat pets.

Vocabulary: easy reading.

Content interest: for children who love pets; simple to follow.

Physical attractiveness: colored illustrations that supplement the stories.

Good

M-2

Sondergaard, Aresna and Mary M. Reed, Biddy and the Ducks, about 1940, 32 pp.

Little Jane, her pet Biddy, and six baby ducks are involved in this delightful story.

Vocabulary: easy reading.

Content interest: good story interest. Children will enjoy this.

Physical attractiveness: large, colored pictures that supplement the story; paper bound.

Good

M-1

Fun for Fidelia, about 1940, 32 pp.

The little mouse escapes her cage and has very exciting adventures.

Vocabulary: easy reading.

Content interest: good story interest, some excitement and fun.

Physical attractiveness: large, colored pictures that supplement the story, paper bound.

Good

M-1

Maybelle, the Donkey, about 1940, 32 pp.

Maybelle, pulls her pretty wagon but gets her own way.

Vocabulary: easy first grade level.

Content interest: a good story interest; simple sentences.

Physical attractiveness: very attractive colorful illustrations; paper bound.

Good

P

Peanuts, the Pony, about 1940, 32 pp

Children have fun in the park getting Peanuts and riding

in his cart.

Vocabulary: easy first grade level.
 Content interest: good story interest;
 simple sentence structure.
 Physical attractiveness: colorful illustrations that
 supplement the story.

Good

P

Wavle, Ardra Soule, Paul Witty and Ethel Mabie
Rain and Shine, about 1940, 128 pp.

Stories about children's experiences in different
 kinds of weather and in different seasons.

Vocabulary: easy reading.
 Content interest: good story interest; simple
 sentences.
 Physical attractiveness: colorful pictures that
 supplement the story.

Good

M-1

Wright, Lula, Paul Witty, Kate Kelly, Little Lost Dog,
 about 1940, 48 pp.

A mystery story about the little lost dog Skipper
 and the adventures of a boy and a girl trying to
 find him.

Vocabulary: easy reading.
 Content interest: good story interest; mystery and
 excitement.
 Physical attractiveness: colorful pictures that
 supplement the story; paper bound.

Good

P

HOUGHTON, MIFFLIN AND CO.

Allen, Gertrude E. Tammy Chipmunk and His Friends,
 1950, 55 pp.

Toby Chipmunk and his friends hunted food and tried to
 outwit their enemies.

Vocabulary: third grade level reading.
 Content interest: good story interest; a find science
 story.

Physical attractiveness: colorful pictures full of action.

Highly recommended

Bannon, Laura, Billy and the Bear, 1949, 48 pp.

Billy stayed with Gran all summer. He earned money for a bike by a most exciting adventure with a bear.

Vocabulary: second grade level reading.

Content interest: high story interest.

Physical attractiveness: colored illustrations that supplement the story.

Excellent

H-2

Beatty, Hetty Burlingame, Little Wild Horse, 1949, 32 pp.

Peter and his father and mother and little sister went to live on a ranch. Peter wanted a horse very much. He finally tamed a wild one and called him Starlight.

Vocabulary: some hard words.

Content interest: a delightful story, well-told.

Children will enjoy it.

Physical attractiveness: wonderfully illustrated with large colored illustrations. Children will love the pictures. Paper bound.

Highly recommended H-2

Bryant, Bernice, Follow the Leader, 1950, 30 pp.

Butch learned the right way to play. He learns to be a good leader.

Vocabulary: to be read to small children.

Content interest: a delightful little story for small children.

Physical attractiveness: beautiful illustrations that supplement wonderfully; writing instead of type; should not be introduced until children can read writing.

Excellent

PP

Chase, Richard, Jack and the Three Sillies, 1950, 40 pp.

Jack was so silly she left him until she found someone sillier. When she finally found one getting the moon out of the millpond, one getting a shirt beat over his head, and one pulling a plow, she went home to Jack.

Vocabulary: dialect, too hard for primary children.
 Content interest: high story interest; clever plot;
 well written, but dialect. High third ought to read
 it.

Physical attractiveness: excellent color drawings
 that supplement beautifully.

Excellent

H-3

Weil, Lisl, Bill the Brave, 1948, 32 pp.

Bill, the dog who wasn't afraid of anything went to
 have a tooth pulled. He didn't act afraid and
 everyone was glad when it was out.

Vocabulary: several very hard words.

Content interest: high story interest; story told
 in rhyme.

Physical attractiveness: large, part color illustrations,
 quite full of action.

Good

H-2

ALFRED A KNOPE, INC.

Monzell, Helen A. , Paddy's Christmas, 1942, 50 pp.

Paddy Bear set out to find out what Christmas was.
 He had to awaken all the bears before someone finally
 found out and told him what it was.

Vocabulary: several hard words.

Content interest: excellent story interest;
 repetitions help ease the vocabulary load somewhat.

Physical attractiveness: illustrations that are full
 of action; part color, odd print; paper bound.

Good

M-3

LIPPENCOTT COMPANY

Bannerman, Helen, Sambo and the Twins, 1936, 48 pp.

Sambo helped take care of the twins and when they got
 big enough to wander some monkeys stole them. A kind
 eagle helped get them back.

Vocabulary: easy reading.

Content interest: A good story interest.

Physical attractiveness: colored illustrations, not too attractive.

Fair

M-2

Carter, Helene, Smoky and Pinocchio, 1940, 28 pp.

The cat, Smoky, and the puppet, Pinocchio had a wonderful time playing but fell to quarrelling over which was the best sharp claws or a long nose. Both proved useful when Smoky fell in a tub of water.

Vocabulary: third grade reading level.

Content interest: a very interesting plot; a well-told story.

Physical attractiveness: part color; illustrations that supplement the story.

good

M-3

Morgan, Dennis, The Pup Himself, 1943, 40 pp.

Himself was a hungry, homeless pup but finally with a series of adventures he eluded the dog catcher and became a star of the show.

Vocabulary: second grade reading level.

Content interest: story interest high.

Physical attractiveness: black and white illustrations that are full of action.

Good

M-2

Hill, Betsy Mable, A Surprise for Judy Jo, 1939, 60 pp.

Judy Jo and Susan had a day of surprised thanks to the good Doctor Day. They went on his rounds with him by horse and buggy and found a wonderful surprise.

Vocabulary: high third grade level.

Content interest: interesting reading once started.

Physical attractiveness: part color illustrations; not too attractive; pictures dated.

Fair

H-3

Leaf, Munro, How to Behave, 1946, 60 pp.

This is exactly what it says: an explanation of how to behave.

Vocabulary: easy reading.

Content interest: cartoons and story that are closely related; clever explanations of how and why to behave correctly, "A sugar-coated pill."

Physical attractiveness: nothing pretty here, line drawings crudely drawn.

Excellent

M-3

Manners Can Be Fun, 1938, 49 pp.

All about good manners with ill-manners made very ridiculous.

Vocabulary: third grade reading level.

Content interest: entertaining and educational.

Children enjoy this.

Physical attractiveness: cartoon drawings, not very pretty but appealing.

Excellent

H-3

L'Hommiedieu, Dorothy K., Nipper, the Little Bull Pup, 1943, 56 pp.

The little bull pup set out to find Jack Frost and get rid of the ice and snow. He met and ruined a snow man. Just then the rain came and thawed the ice and snow. He was sure he was responsible.

Vocabulary: third grade reading level.

Content interest: excellent story interest; well-told story.

Physical attractiveness: clever illustrations that supplement the story; very appealing drawings.

Highly recommended

H-3

MacGregor, The Little Black Scottie, 1946, 54 pp.

MacGregor was a smart little scottie. He was a friend indeed to three small kittens.

Vocabulary: high second grade reading level.

Content interest: high story interest; cleverly and simply told.

Physical attractiveness: attractive colored illustrations.

Excellent

H-2

Robbie, the Brave Little Collie, 1946, 61 pp.

Robbie would much rather be a bird dog than a sheep dog.

Vocabulary: high third grade reading level.
 Content interest: a very well written story; excellent story interest.
 Physical attractiveness: not many illustrations but these are very good and in color.

Excellent

H-3

McGinley, Phyllis, The Horse Who Lived Upstairs, 1944, 48 pp.

Joey was a discontented horse who lived in an apartment. When he finally got moved to the country, he found he was just a city horse at heart.

Vocabulary: second grade reading level, some hard words.
 Content interest: unusual story interest, very good plot.

Physical attractiveness: excellent part color illustrations that set the locale.

Excellent

H-2

Orton, Helen Fuller, The Little Lost Pigs, 1925, 96 pp.

Rosaline and Peggy Joe set out to explore the big, big world. They found much adventure and got lost, too.

Vocabulary: easy reading.

Content interest: very good story interest; simple sentence structure.

Physical attractiveness: part color illustrations that supplement the story.

Excellent

H-2

Travers, Georgia, The Story of Kattor, 1939, 25pp.
 (Coward-McCann, Inc)

Kattor was a baby tiger who was sure he had conquered the world until his mother showed him how wrong he was.

Vocabulary: third grade reading level.

Content interest: clever plot; cute story.

Physical attractiveness: heavy-lined black and white drawings.

Good

H-3

LITTLE, BROWN AND COMPANY

Schoolfield, Lucille, and Josephine Timberlake, Sounds the Letters Make, 1940, 54 pp.

Rhymes and pictures make it easy to identify letter sounds.

Vocabulary: easy reading at second grade level.

Content interest: Rhymes are fun and so is dictionary like form.

Physical attractiveness: illustrated sound book that uses dictionary letter cuts on side for finding letter sounds; simple to use.

Excellent

H-2.

LYONS AND CARNAHAN

Bond, Guy L, Down Our Way, 1949, 247 pp.

A collection of stories of children's activities with some very fine farm stories included.

Vocabulary: easy reading.

Content interest: a variety of science and farm stories; simple sentence structure.

Physical attractiveness: colored illustrations that supplement and clarify the stories.

Good

M-2

Happy Times, 1949, 186 pp.

A collection of stories about the circus, pets, and make -believe things.

Vocabulary: easy reading.

Content interest: a variety of interesting stories.

Physical attractiveness: colored pictures, full of action, supplementing the story and encouraging reading.

Highly recommended

H-1

Many Surprises, 1949, 152 pp.

Billy and Jane romp through childhood activities with their friends and numerous pets,

Vocabulary: easy reading.

Content interest: good pet stories with plenty of story interest.

Physical attractiveness: very colorful attractive illustrations.

Good

M-1

Once Upon a Storytime, 1950, 262 pp.

Assorted stories of the neighborhood, animals, holidays, and nonsense stories.

Vocabulary: third grade reading level.

Content interest: a variety of stories for a variety of interest.

Physical attractiveness: well illustrated in color.

Good

H-3

Stories from Everywhere, 1949, 312 pp.

Assorted stories from everywhere: animals, pioneers, zoo, Indians, and make-believe.

Vocabulary: easy reading.

Content interest: a variety of stories to suit all interests; long book.

Physical attractiveness: well illustrated in color; pictures that supplement the story.

Good

M-3

MACMILLAN CO.

Anderson, C. W. Billy and Blaze, 1936, 48 pp.

Billy got his pony, Blaze for his birthday. They had many exciting times and won a blue ribbon at the horse show too.

Vocabulary: easy reading.

Content interest: story interest high; a well written short story.

Physical attractiveness: black and white drawings supplementing the story. Children love this book.

Excellent

M-2

Gates, Arthur, I, Franklin, T. Baker, Celesto Peardon,
Fun with Nick and Dick. 1936, 165 pp.

A collection of stories of monkeys, pets, birds and boys and girls of other lands.

Vocabulary: easy reading with only a few hard words.

Content interest: good story interest throughout; stories for everyone's tastes.

Physical interest: colored pictures that supplement

Lent, H. B., Straight Down, 1945, 94 pp.

All about a helicopter.

Good H-1

Straight Up

All about parachutes.

Good M-2

Vocabulary: easy reading.

Content interest: good story interest. Children like stories of helicopters and parachutes.

Physical attractiveness: black and white illustrations. These just illustrate a few points of the story.

JOHN MARTIN HOUSE, INC

Lucy, The Little Boy Who Ran Away, 1946, 30 pp.

Toby ran away but when it began to rain, he was very glad to be found by the mailman.

Vocabulary: easy reading.

Content interest: excellent story interest, mostly pictures supplemented by the story.

Physical attractiveness: very attractive illustrations that tell the story; paper bound.

Excellent H-1

THOMAS NELSON AND SONS

Turpin, Edna, Catherine T. Bryce, K. Alexander, Lost and Found, 1939, 124 pp.

Joe, Betty, and Baby Lu play with various pets and toys. Many got lost and so did Baby Lu. They turned up in the most surprising places.

Vocabulary: easy reading.

Content interest: good story interest. Children will enjoy this.

Physical attractiveness: well-illustrated in color, pictures that supplement the story.

Good M-1

PLATT AND MUNK CO.

Squires, Elizabeth Briggs, David's Silver Dollar, 1940, 30 pp.

David got a silver dollar for his birthday to spend for anything he wanted. Nothing would do until he met a dog.

Vocabulary: second grade reading level.
Content interest: good story interest; well-told story.
Physical attractiveness: part color pictures that are full of action, and supplement the story beautifully.

Good

H-2

RILEY AND LEE PUB. CO.

Stewart, Elizabeth Lainy, Billy Buys a Dog about 1948, 100 pp.

Billy wants a dog and he sets out to buy one. As usual the dog chooses a boy.

Vocabulary: second grade reading level.
Content interest: excellent story interest, simple sentence structure.
Physical attractiveness: colored illustrations, up-to-date; supplementary to the story.

Excellent

H-2

Tensen, Ruth M.

Come to the City
Come to the Farm
Come to the Zoo

M-1
P to M-1
P to M-1

Vocabulary: easy reading.
Content interest: Simple stories, well-written. Children will enjoy these.
Physical attractiveness: full page photographs; attractive cover, large print, big books but thin; some of the finest books on the market today.

Highly recommended

ROW-PETERSON AND CO.

Huber, Marian B., Frank S. Salisbury and Mabel O'Donnell, I Know a Story, 1952, 157 pp.

A very attractive collection of familiar stories.

Physical attractiveness: very up-to-date illustrations that are colorful and very striking.

Excellent

M-2

SAALFIELD PUB. CO.

Blatter, Dorothy, Sleepy Sami, 1946, 38 pp.

Sleepy Sami learned to ride the buffalo cart and wake up when the buffalo stopped. Much to his embarrassment he slept too long when he had work to do. He found a way to do his work and change his name at the same time.

Vocabulary: third grade reading level.

Content interest: good story interest, an unusual plot.

Physical attractiveness: full page illustrations in color, a very attractive book, large type; paper bound; plastic spiral binding.

Excellent

M-3

Shattuck, Winifred V., The Pedlar of Colored Beads, 1946, 32 pp.

The pedlar wanted a boat so badly. He got his wish but there was a dragon attached. He had to conquer the dragon before the boat was his.

Vocabulary: a little hard, some strange words.

Content interest: a fascinating story with an unusual plot.

Physical attractiveness: colored illustrations, that clarify the setting; large type; paper bound.

Good

H-3

SCOTT, FORESMAN AND CO.

Whitford, William G.

Art Stories, Book One, 1943, 140 pp.

H-1

Art Stories, Book Two, 1943, 140 pp

H-2

Art Stories, Book Three, 1943, 140 pp.

H-3

A collection of stories about drawing and paintings.

Vocabulary: at the high level of the grade for which it is intended.

Content interest: a number of stories to suit many

tastes; of interest to children who are interested in art.

Physical attractiveness: Colors that are bright and clear; pictures that illustrate the stories.

Good

SIMON AND SCHUSTER, INC.

Frazer, Phyllis, This Little Piggy, 1942, 41 pp.

Many of the old nursery rhymes. Many of these are rather hard.

Vocabulary: just for looking.

Content interest: Children will enjoy hearing these rhymes.

Physical attractiveness: part color illustrations, very well drawn.

Good

P P

Jackson, Kathryn, The Animals Merry Christmas, 1950, 96 pp.
(Giant Golden Book)

A collection of animal stories and some poems.

Vocabulary: easy reading.

content interest: high story interest; simple sentence structure.

Physical attractiveness: a beautifully illustrated book, one of the best.

Excellent

H-2

Lowrey, Janette Sebring, A Day in the Jungle, 1943, 40 pp.

The animals all set out to give "what for" to the terrible monster being so noisy at the mouse's house.

Vocabulary: easy reading except for a few hard words.

Content interest: Repetition makes this a simple story to read.

Physical attractiveness: Colored pictures that supplement the story.

Excellent

M-3

THE L. W. SINGER AND CO.

Fraiser, George Willard, Helen Dolman MacCracken, Lois Gabel Armstrong, Through the Year, 1947, 126 pp.

Nature's way through the year, weather, animals, seeds, shells, worms and all are here.

Vocabulary: second grade reading level, some hard science terms.

Content interest: good story interest for those children who enjoy science stories.

Physical attractiveness: colored illustrations that supplement the stories; an up-to-date science book.

Good

M-2

STECK PUBLISHING CO.

Sharp, Adda Mae, about 1948- 50, about 30 pp.

Where Is Cubby Bear

M-1

Daffy

M-1

Barney

M-2

Stories of three little animals.

Vocabulary: easy reading.

Content interest: simple stories, high story interest.

Physical attractiveness: colorful illustrations, that around the interest.

Highly recommended

FRANKLIN WATTS, INC.

Sterling, Helen, The Horse That Takes the Milk Around, 1946, 28 pp.

A rhyme about the milkman's horse as he makes his rounds.

Vocabulary: easy reading.

Content interest: easy rhymes that supplement the pictures.

Physical attractiveness: full page pictures in color, very attractive.

Excellent

M-2

Walpole, Ellen Wales, A First Book about God, 1950, 40 pp.

A little child explains God in simple language for little children to understand.

Vocabulary: easy reading.

Content interest: simply written; good story interest, wonderful.

wonderful.

Physical attractiveness: beautiful drawings in color.
A grand book--don't miss this one.

Highly recommended H-2

ALBERT WHITMAN AND COMPANY

Friskey, Margaret, Wings Over the Woodshed, about 1950, 32 pp.

Patsy and Peter build an airplane. Uncle Joe makes it sturdy and mounts it on a rope and pulley so that it will fly to a tree in Mrs. Sample's yard. Miss Sample doesn't like the idea at all.

Vocabulary: easy reading.

Content interest: good reading interest: excellent subject; simple story to follow.

Physical attractiveness: part color illustrations that supplement the story, large type.

Highly recommended M-2

Lindman, Maj., Ricka Flica, Dicka and the Strawberries, 1945, 25 pp.

Three little Swedish girls who picked strawberries and earned some money. What they did with that money was very fine and generous.

Vocabulary: easy reading.

Content interest: good story interest; no high point; good moral to this story.

Physical attractiveness: colorful illustrations; large print.

Good M-2

Winchell, Dorothy, Jocko, 1937, 32 pp.

Joko, the organ grinder's monkey, had many adventures while waiting for the circus parade.

Vocabulary: easy reading.

Content interest: A high story interest; a full of action story.

Physical attractiveness: illustrations that are clever and full of action, large type.

Highly recommended M-2

JOHN C. WINSTON

Bone, Stephen and Mary Adshead, The Little Boy and His House, 1937, 90 pp.

Little Boy tried houses of all kinds in all countries but decided he'd build his own.

Vocabulary: Quite a few foreign words.

Content interest: Foreign words and odd type make this a hard story to read. it has an interesting plot.

Physical attractiveness: Many large drawings supplement the story. Tye type is large, small, and odd.

Not recommended.

Bradbury, Bianca, The Antique Cat, 1945, 60 pp.-

Solomon was a mangy old alley cat that found a home in an antique shop. He hated the doll Serena until he found her hair was put on with fish glue.

Vocabulary: high third grade reading level.

Content interest: high interest point; very humorous, clever story. Read this to third graders.

Physical attractiveness: part color illustrations, that clarify important story points.

Highly recommended

H-3

Crane, Donn, Flippy and Skippy, 1940, 50 pp.

Two little flying squirrels become Peter's pets. Their antics are cute and fun to read about.

Vocabulary: third grade reading level.

Content interest: a wonderful story of two unusual pets.

Physical attractiveness: illustrations that are full of action; full page drawings, part in color.

Highly recommended

M-3

Henry, Marguerite, The Little Fellow, 1945, 60 pp.

Chip was the newest colt on the farm, admired and spoiled by all until Strawberry came along. He acted just like a spoiled baby until he discovered how nice it was to have someone his own size.

Vocabulary: easy reading.

Content interest: high story interest, well told.

Physical attractiveness: most delightful illustrations;
full of action.

Highly recommended

M-3

Hildreth, Gertrude, I Know a Secret, 1940, 151 pp.

A variety of good stories, mostly of children, circuses,
and things.

Vocabulary: easy reading.

Content interest: Each story supplements the pictures,
Simple to follow stories encourage reading interests.

Physical attractiveness: more attractive inside than
out. Children really enjoy this book.

Highly recommended

H-1

Horn, Gladys M. Bounce, 1941, 30 pp.

Bounce is a very playful kitten who met with a big
black dog. He really thought his end had come.

Vocabulary: easy reading.

Content interest: An exciting story about a most accept-
able subject.

Physical attractiveness: illustrations that are in
color and very appropriate.

Highly recommended

M-1

WORLD BOOK CO.

Hale, Helen, Let's Make a Home, 1941, 91 pp.

The children in school plan and make a house to play in.

Vocabulary: fairly easy reading.

Content interest: simple short sentences; stories by
children themselves.

Physical attractiveness: photographs that supplement
the pictures giving clues to strange words.

Fair

H-1

Tippett, James S. Here and There with Henry, 1943, 250 pp.

Assorted stories about making roads with big machines,
building new houses, and interesting jobs.

B I B L I O G R A P H Y

Vocabulary: second grade reading level.

Content interest: good story interest, especially for boys.

Physical attractiveness: Colored illustrations supplement the stories.

Good

H-2

THE VIKING PRESS

Paull, Grace, Peanut Butter's Slide, 1941, 28 pp.

Peanut Butter was Sport's and Skinny's goat. All the three wanted was a slide. Father's new car was a wonderful one.

Vocabulary: easy reading.

Content interest: high reading interest; a very funny story.

Physical attractiveness: delightfully illustrated, full of action.

Highly recommended

M-2

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APPENDIX A

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BOOK LIST BY AUTHORS

The following book list is arranged alphabetically by authors, with their books and publishers of their books following the author's name. By locating the author of a desired book it is possible to get the name of the publisher of the book. The third list is arranged alphabetically by publishers with the authors and their books annotated. The annotated list is easily used if one knows the publisher, author and book title.

<u>Author</u>	<u>Title</u>	<u>Publisher</u>
Adams, V. McKinley	Captain Joe	Hale
Aiken, Emma	Negro Boys and Girls	Harlow
Aldredge, Edna M.	Wags and Woofie	Ginn
Allen, Gertrude E.	Tommy Chipmunk and His Friends	Houghton
Ambler, Gifford	Ten Little Fox Hounds	Children's
Anderson, C. W.	Billy and Blaze	MacMillan
Anderson, Sybil	Surprise Fun	Beckly
Angeli, Marguerite de	Ted and Nina Stories	Hale
Ardizzoni, Edward	Little Tim and the Brave Sea Captain	Hale
Austin, Margot	Daniel Down	Hale
Ayer, Jean	Donald Duck and His Friends	Heath
Bannon, Laura	Billy and the Bear Gregario and the White Llama	Hale
Bannerman, Helen	Mannuela's Birthday	Lippencott
Barlow, Ruth	Sambo and the Twins	Hale
Baruch, Dorothy Walter	Fun at Happy Acres Dumbo of the Circus	Heath
Battle, Florence	Binocchio Jerry Jerry Goes to the Circus Jerry Goes Fishing Jerry Goes on a Picnic Jerry Goes Riding	Beckly
Beatty, Hetty B.	Little Wild Horse	Houghton
Beatty, John Y	Fun on the Farm	Donahue

<u>Author</u>	<u>Title</u>	<u>Publisher</u>
Beatty, John Y.	Story Pictures of Clothing	Beckly
	Story Pictures of Farm Animals	
	Story Pictures of Farm Foods	
	Story Pictures of Our Neighbors	
	Story Pictures of Transportation	
Becker, Charlotte	Hello Judy	Hale
Becky	The Unlike Twins	
Bell, Harrington, T.	Tall Enough Tommy	Children's
Belpre, Pura	Black Face	Hale
	The Tiger and the Rabbit and other Tales	Hale
Berry, Erick	The Tinnemaker of New Amsterdam	Hale
Beskow, Elsa	Olle's Ski Trip	Hale
	The Tale of the Wee Little Old Woman	
Bishop, Claire Huchet	Augustus	Hale
Black, Irma Simonton	Hamlet	Hale
Blatter, Dorothy	Sleepy Sami	Saalfeld
Bond, Guy L.	Christmas Time	Lyons
	Down Our Way	
	Many Surprises	
	Once Upon a Story Time	
	Stories from Everywhere	
Bone, Stephen	Little Boy and His House	Winston
Bourgeois, Florence	Peter, Peter, Pumpkin Grower	Hale
Bradbury, Bianca	Antique Cat, The	Winston
Broadus, Louise E.	Play at Home	Heath
Brock, Emma L.	A Present for Auntie	Hale
	Too Fast for John	
	Greedy Goat	
	One Little Indian Boy	
Brooke, Leslie	Johnny Crow's Garden	Hale
Brown, Dorothy L.	Bozo the Woodchuck	American
Browne, Margaret Wise	Little Fireman	Hale
	I Want to Fly	
	Little Pig's Picnic and Other Stories	Heath
Browne, Georgiana	Water Babies	Heath
Brunbaugh, Florence	Donald Duck and His Nephews	Heath
Brunhoff, Jean de	Barbar and Father Christmas	Hale
	The Story of Barbar	Hale
Bryant, Bernice	Everybody Likes Butch	Beckly-Caray
	Follow the Leader	Hale

<u>Author</u>	<u>Title</u>	<u>Publisher</u>
Buck, Margaret Waring	Follow the Leader	Hale
Burton, Earl	Animals Through the Year Exciting Adventures of Waldo	Hale
Buswell, Gig T.	Jolly Number Tales	Ginn
Carlile, Bess H.	Come Play with Us.	Hale
Carpenter, Harry A.	Adventuring in Science	Hale
Carter, Helene	Smoky and Pinocchio	Lippencott
Cavanah, Frances	Our Country's Story	Hale
Chalmers, Audrey	Fancy Be Good	Hale
Chan, Plato and Chi- Yi	The Good Luck Horse	Hale
Chandler, Edna W.	Cowboy Sam	Beckly-Cardy
	Cowboy Sam and Freddy	
	Cowboy Sam and Porky	
	Cowboy Sam and the Rustlers	
Chase, Richard	Jack and the Three Sillies	Houghton
Clark, Ann Nolan	In My Mothers House	Beckly-Cardy
Claxton, Earnest	A Child's Grace	Dutton
Coblentz, Catherine Cate	Scottie the Chipmunk	Beckly-Cardy
Comfort, Mildred H.	Children of the Mayflower	Beckly-Cardy
Craig, Gerald S.	We Find Out	Ginn
Craine, Edith	Ki-Ki, A Circus Trouper	Hale
Crane, Donn	Flippy and Skippy	Winston
Credle, Ellis	The Flop-Eared Hound	Hale
Dagliesh, Alice	Fairy Tales	Hale
Dalton, Alene	Fluffy and Buffy	Beckly-Cardy
Daugherty, James	Andy and the Lion	Hale
Davis, Alice Vaught	Timothy Turtle	Hale
Davis, Lavinia	We All Go Away	Hale
Daw, Seward E.	Making Friends	Beckly-Cardy
Dennis, Morgan	The Pup Himself	Lippencott
Dennis, Wesley	Flip and the Cows	Hale
Dewitt, Johana	The Littlest Reindeer	Beckly-Cardy
Dudley, Martha	Bad Mousie	Beckly-Cardy
Duplaix, Georges	Topsy Turvey Circus	Hale
Eliot, Frances	The Traveling Coat	Hale
Ellingwood, Lena B.	Cubby Bear	Ginn
Emerson, Caroline D.	School Days in Disneyville	Heath
Encking, Louise	The Little Gardners	Hale
	The Toymaker	
Erickson, Phoebe	Cattail House	Beckly-Cardy
	Slip the Little Fox	
Ets, Marie Hale	Mister Penny	Hale
Evans, Eva Know	Something Different	Heath
Evans, Katherine	Tommy Tigglemouse	Children's
Field, Rachel	The Bird That Began to Sing	Children's
Fisher, Lois	Lois and Looie	Children's
Fitts, Clara Atwood	Jeremy Mouse	Beckly-Cardy
Flack, Marjorie	Walter, the Lazy Mouse	Hale

<u>Author</u>	<u>Title</u>	<u>Publisher</u>
Fox, Frances Margret	The Little Cat that Could Not Sleep	Hale
Frasier, George W.	Through the Year	Singer
Frasier, Phyllis	Mother Goose and Other Stories	Simon
Francoise, Seignabosc	This Little Piggy	Hale
Friskey, Margaret	The Story of Colette	Children's
	Captain Joe	
	Chicken Little, Count to Ten	Children's
	Johnny and the Monarch	Children's
	Seven Diving Ducks	Hale
	Shoe My Pony	Hale
	Surprise on Wheels	Hale
	Wings Over the Woodshed	Whitman
Gag, Wanda	A B C Bunny Book	Hale
	Millions of Cats	Hale
	Nothing at All	Hale
	Snippy and Snappy	Hale
Garrett, Helen	Angelo the Naughty One	Hale
Gates, Arthur	Fun with Nick and Dick	Macmillian
Gay, Romney	A Home for Sandy	Heath
Geisal, Theodore S.	And to Think I Saw It On Mulberry Street	Hale
	The 500 Hats of Bartholomew Cubbins	Hale
Gemmil, Jane Brown	Joan Wanted a Kitty	Hale
Gilbert, Helen E.	Mr. Plum and the Little Green Tree	Hale
Gramatky, Hardi	Hercules	Hale
	Loopy	Hale
	Little Foot	Hale
Hale, Helen	Let's Make a Home	World
Hall, W. F.	My Dog Lucky	Beckly
Haym Ella H.	Happy Days on the Farm	Beckly
	Happy Days in the Garden	Beckly
Henry, Marguerite	The Little Fellow	Winston
Hildreth, Gertrude	I Know a Secret	Winston
Hill, Betsy Mable	A Surprise for Judy Jo	Lippencott
Hogan, Inez	Bigger and Bigger	Hale
	Ned and Nancy	Hale
Hoke, Helen	Major and the Kitten	Hale
	Rag's Day and Mrs. Silk	Hale
	Shep and the Baby)	Hale
	Doctor the Puppy Who)	
	Learned)	
Holberg, Ruth L.	Mitty on Mr. Syrup's Farm	Hale
Horn, Gladys M.	Bounce	Winston
Huntington, Harriet E.	Let's Go to the Seashore	Hale
Hutchinson, Veronica S.	Candlelight Stories	Hale
	The Circus Comes to Town	Hale
Jackson, Kathryn	The Animals Merry Christmas	Simon

<u>Author</u>	<u>Title</u>	<u>Publisher</u>
James, Fredrick	Cloud Hoppers	Children's
Jardim, Luis	Armadillo and the Monkey	Hale
John and Jane	Jolly Blue Boat	Children's
Jones, Jessie Orton	A Little Child	Hale
Jones, Viola M.	Peter and Gretchen in Old Nuremberg	Hale
Judson, Clara I.	People Who Live in the City and in the Country	Hale
Keeler, Catherine	The Children's Zoo	Hale
Kingman, Lee	Pierre Pidgeon	Hale
Kissin, Rita	Raffy and the Honkeybeest	Hale
Knight, Marjorie	Alexanders Christmas Eve	Hale
Kohler, Julilly	Farmer Collins	Children's
	Football Trees	Children's
Konkle, Janet	Once There Was a Kitten	Children's
Krum, Charlotte	Read With Me	Children's
Kunhardt, Dorothy	Little Ones	Hale
Leaf, Munro	How to Behave	Lippencott
	Manners Can be Fun	Lippencott
	Wee Gillis	Hale
Lent, H. B.	Straight Down	MacMillan
	Straight Up	MacMillan
Lear, Edward	The Book of Nonsense	Hale
L'Hommedieu, Dorothy K.	MacGregor, The Little Black Scottie	Lippencott
	Nipper, the Little Bull Pup	Lippencott
	Robbie, The Brave Little Collie	Lippencott
Lindman, Major	Ricka, Flicka, Dicka and the Strawberries	Whitman
Lovell-Hecker	Bunny in the Garden	Beckly
Lowery, Janette	A Day in the Jungle	Simon
Sibring		
Lucy	The Little Boy Who Ran Away	Martin
MacMillan, Esther	Mr. O'Riley and Brownie	Hale
Maloy, Lois	Arabella of the Merry-Go- Round	Hale
Martin, Dahries	The Little Lamb	Hale
Mason, Mariam E.	Home is Fun	Beckly
McClosky, Robert	Lentil	Hale
McCullough, John E.	At Our House	Hale
McElroy, Margaret J.	Toby Chipmunk	American
McGinley, Phyllis	The Horse Who Lived Up- stairs	Lippencott
McIntire, Alta	Billy Lives in Maplewood	Follett
McKee, Aldredge	The Timbertoes	Beckly
Mellen, Ida M.	Twenty Little Fishes	Hale
Michaels, Fannie L.	A Day in School	Beckly
	All Around Us.	Beckly
	Come and Read	Beckly

<u>Author</u>	<u>Title</u>	<u>Publisher</u>
Monsell, Helen A.	Paddy's Christmas	Knopf
Moon, Grace and Carl	The Book of Nah-Wee	Hale
Newberry, Clare Tar- lay	April's Kittens	Hale
	Kitten's A B C	Hale
	Marshmallow	Hale
Newell, Hope	The Little Old Woman Who Used Her Head	Hale
Nicholson, William	Clever Bill	Hale
Nida, William L.	Fleetfoot, the Cave Boy	Laidlow
North, Sterling	Greased Lightning	Hale
Orton, Helen T.	Little Lost Pigs, The	Lippencott
Osswald, Edith	Frisky, the Goat	Heath
	Hundreds of Turkeys	Heath
	Little Grow , The	Heath
	Shadow the Cat	Heath
Palmer, Robin	Lost and Found	Heath
	Micky Never Fails	Heath
Paull, Grace	A Squash for the Fair	Hale
	Peanut Butter's Slide	Viking
	Raspberry Patch	Hale
Pease, Josephine	This Is the World	Hale
Petersham, Maud and Miski	Miki and Mary and Their Search for Treasure	Hale
Phillips, Esther	Molly, Pete and Ginger	Heath
Potter, Beatrix	Peter Rabbit	Children's
Potter, Edna	The Wooden Bear	Grossett
Purnell, Idella	Bambi	Heath
Rains, Curtis M.	Laxy Liza Lizzard	Hale
Ratzesberger, Anna	Donkey Beads	Children's
Reyher, Becky	My Mother Is the Most Beautiful Woman in the World	Hale
Romney, Gay	A Home for Sandy	Heath
Salem, Mary Miller	Three Story Book	Children's
Sallen, Benjamin	Homes for All	Lyons
Savage, Joan	Hurray for Bobo	Children's
Sayers, Frances	Bluebonnets for Lucinda	Hale
Clark	Tag a Long Tooloo	Hale
Schoolfield, Lucille D.	Sounds the Letters Make	Little
Serle, Emma	Johnny and Nenny Rabbit	American
Sewell, Helen	Belinda the Mouse) Peggy and the Pup)	Hale
Shattuck, Winfred	Pedler of Colored Beads	Saalfeld
Sharp, Adda	Barney	Steck
	Daffy	Steck
	Where Is Cubby Bear	Steck
Sherman, Elizabeth	Let's Look Ahead	Children's
Sindelar, Joseph	Nixie Bunny in Manners Land	Beckly

<u>Author</u>	<u>Title</u>	<u>Publisher</u>
Slocum, Rosalee	Breakfast with the Clowns	Hale
Smith, Jeanette	A Summer by the Sea	American
Sondergaard, Arensa	Fun for Fidelia	Hale
	Fuzzy Tail	Hale
	Maybelle the Donkey	Hale
	Peanuts the Pony	Hale
Squires, Elizabeth B.	David's Silver Dollar	Platt
Stafford, Kay	Ling Tang and the Lucky Cricket	Hale
Steiner, Charlotte	Kiki and Muffy	Hale
Sterling, Helen	The Horse That Takes the Milk Around	Watts
Sterne, Emma G.	White Swallow	Hale
Stewart, Elizabeth L.	Billy Buys a Dog	Reilly
Stone Amy Wentworth	P-Penny and His Little Red Cart	Hale
Tarry, Ellen	Hezekiah Horton	Hale
Tatham, Campbell	First Book of Trains	Children's
Taylor, Frances L.	Adventures in Animal Land	Beckly
Tensen, Ruth M.	Come to the City	Reilly
	Come to the Farm	Reilly
	Come to the Zoo	Reilly
Thorn	Let's Find Out	Beckly
	Let's Look Around	Beckly
	Let's See Why	Beckly
Towsey, Sanford	Cowboy Tommy's Roundup	Hale
Travers, Georgia	The Story of Kattor	Lippencott
True, Georgia	Number Men	Children's
Turpin, Edna	Lost and Found	Nelson
Vaugh, Anne	Whopper Whale	Children's
Walker, Hattie D.	Shining Star	Beckly
Walpole, Ellen W.	A First Book about God	Watts
Wavle, Adra Soule	Here They Are	Heath
	Rain and Shine	Heath
Webber, Irma E.	Up Above and Down Below	Hale
Weil, Lisl	Bill the Brave	Houghton
Wells, Rhea	CoCo the Goat	Hale
	Peppi the Duck	Hale
Whitford, William G.	Art Stories	Scott
Wiese, Kurt	Joe Buys Nails	Hale
	Karoo the Kangaroo	Hale
	Mr. Red Squirrell	Hale
	The Rabbit's Revenge	Hale
Winchell, Dorothy	Jocko	Whitman
Woods, Esther	Belinda Blue	Hale
Wright, Ethel	Saturday Flight)	Hale
	Saturday Ride)	
Wright, Lula	Little Lost Dog	Hale

APPENDIX B

<u>Author</u>	<u>Title</u>	<u>Publisher</u>
Young, Evelyn	The Tale of Tai and Wu and Lu and Li	Hale
Zoloton, Charlotte	The Park Book	Hale

The following have no authors listed:

Little Small Red Hen	Donahue
Mother Goose and Other Poems	Children's
Three Little Kittens	Donahue
The Real Mother Goose	Hale

BOOK LIST BY GRADES

The following books have been listed by grades. Each grade listing, with the exception of the first grade, has been divided into two parts: medium and high. In the medium listing have been placed the books that the average students of that grade can read independently with success. In the high listing are those books the gifted students may be able to read independently. In the first grade, two more listings have been added. These are a beginner and a primary division. Children just entering first grade need books to enjoy before they can read for themselves, and those learning to read need simple books to read as soon as possible. The earlier children begin to seek out and enjoy books, the quicker they will learn to read for themselves.

Grade OneTo be Read to Beginners.

A B C Bunny Book, The, Wanda Gag
A Child's Grace, Earnest Claxton
A Little Child, Jessie Jones Orton
Clever Bill, William Nicholson
Come Play with Us, Howell Carlile
Follow the Leader, Bernice Bryant
Hello Judy, Charlotte Becker
Kittens A B C, Clare Hurley Newberry
Little Piggy, The, Fraser Phyllis
Mother Goose, Phyllis Fraser
Mother Goose and Other Poems
Number Men, Louise True
Real Mother Goose, The
Seven Diving Ducks, Margaret Friskey
Tall Enough Tommy, Becky
Tommy Tittlemouse, Katherine Evans

Preprimer and Primer

Bigger and Bigger, Inez Hogan, Kate Kelly, Paul Witty
Bunny in the Gardens, Lovell-Hecker
Frisky, the Goat, Edith Oswald and Mary M. Reed
Jerry, Florence Battle
Jerry Goes Riding, Florence Battle
Little Lost Dog, Lula Wright, Paul Witty, Kate Kelly
Little White Rabbit, Edith Oswald and Mary M. Reed
My Dog Laddie, Edith Oswald and Mary M. Reed
Ned and Nancy, Inez Hogan, Kate Kelly, Paul Witty
Peanuts the Pony, Arensa Sondergaard and Mary M. Reed
Surprise Fun, Sybil Anderson
Tale of the Wee Little Old Woman, The, Elsa Beskow

Medium First

A Day in School, Fannie L. Michaels
A Home for Sandy, Romney Gay, Paul Witty, Lulu Wright
Biddy and the Ducks, Arensa Sondergaard and Mary M. Reed
Billy Buys a Dog, Elizabeth Lainey Stewart
Bounce, Gladys M. Horn
Come and Read, Fannie L. Michaels
Come to the City, Ruth M. Tensen
Come to the Farm, Ruth M. Tensen
Come to the Zoo, Ruth M. Tensen
Cowboy Sam, Edna Walker Chandler
Daffy, Ada, Mae Sharp
Fun for Fedelia, Arensa Sondergaard
Hundreds of Turkeys, Edith Oswald and Mary M. Reed
Little Crow, The, Edith Oswald and Mary M. Reed
Little Lost Dog, Lula Wright
Lost and Found, Edna Turpin
Many Surprises, Guy L. Bond
Maybelle the Donkey, Arensa Sondergaard
Molly, Pete and Ginger, Esther Phillips and Paul Witty
Peter Rabbit, Beatrix Potter
Play at Home, Louis E. Broadus and Paul Witty
Rain and Shine, Andrea Soule Wavle, Paul Witty, Ethel Mabie Falk.
Read with Me, Charlotte Krum
Shadow the Cat, Edith Oswald and Mary M. Reed
Something Different, Eva Knox Evans
Surprise on Wheels and Wings over the Woodshed, Marguerite Friskey.
Where is Cubby Bear, Adda Mae Sharp
Whoper the Whale, Anna Vaughn

High First

Adventures in Animal Land, Francis Lillian Tylor
A Goat Afloat, Margaret Friskey

Cowboy Sam and Porkey, Edna Walker Chandler
Chicken Little Count to Ten, Margaret Friskey
Happy Times, Guy L. Bond
Home is Fun, Mariam E. Mason
I Know a Secret, Gertrude Hildreth
Jerry Goes Fishing, Florence Battle
Let's Make a Home, Helen Hoke
Let's Find Out, Thorn
Little Boy Who Ran Away, The, Lucy
Negro Boys and Girls, Emma Aiken
Peter Rabbit, Beateix Potter
Something Different, Eva Knox Evans, Paul Witty, and
 Etta R. Bailey
Straight Up, H. B. Lent

Grade Two

Medium Second.

All Around Us, Fannie L. Michaels
Art Stories, Book One, William G. Whiford, Elsa B. Lick
 and Wm. S. Gray
Arabella of the Merry-Go-Round, Lois Maloy
Barney, Adda Mae Sharp
Billy and Blaze, C.W. Anderson
Cowboy Sam and Freddy, Edna Walker Chandler
Come, Play With Me, Bess Howell Carlile
Christmas Time, Esther M. Schenk
Donald Duck and His Nephews, Florence Brumbaugh
Down Our Way, Guy L. Bond
Everybody Likes Butch, Bernice Bryant
Follow the Leader, Bernice Bryant
Fun with Nick and Dick, Arthur I. Gates
Fuzzy Tail, Arensa Soudergaard
Hello Judy, Charlotte Becker
Horse That Takes the Milk Around, The, Helen Sterling
I Know a Story, M. B. Huber
Jerry Goes on A Picnic, Florence Battle
Joan Wanted a Kitty, Jane Brown Gemmil
Jocko, Dorothy Winchell
Jolly Blue Boat, John and Jane
Jolly Number Tales, Guy F. Buswell
Let's Look Ahead, Elizabeth Sherman
Little Small Red Hen, The
Millions of Cats, Wanda Gag
Peanut Butter's Slide, Grace Paul
Raspberry Patch, Grace Paul
Ricka, Flicka, Dicka and the Strawberries, Maj. Lindman
Sambo and the Twins, Helen Bannerman
School Days in Disneyville, Caroline D. Emerson
Seven Diving Ducks, Margaret Friskey
Shoe for My Pony, Margaret Friskey
Something Different, Eva Knox Evans
Straight Down, H. B. Lent

Story Pictures of Farm Animals, John Y. Beatty
Story Pictures of Farm Foods, John Y. Beatty
Story Pictures of Farm Work, John Y. Beatty
Story Pictures of Our Neighbors, John Y. Beatty
Tall Enough Tommy, Beckly
Ten Little Foxhounds, Gifford Ambler
Through the Years, George Willard Fraiser
Toby Chipmunk, Margaret McElroy
Unlike Twins, The, Charlotte Becker
We Find Out, Gerald Craig and Agnes Burke
We Live and Grow, Seward E. Daw
Wings Over the Woodshed, Margaret Friskey

High Second?

A First Book About God, Ellen Wales Walpole
Animals Merry Christmas, The, Kathryn Jackson
A Summer by the Sea, Jeanette Smith
Bad Mousie, Martha Dudley
Belinda the Mouse, Helen Sewell
Billy and the Bear, Laura Bannon
Billy Buys a Dog, Elizabeth Laney Stewart
Billy the Brave, Lisl Weil
Book of Nah-Wee, The, Grace and Carl Moon
Captain Joe and the Eskimo Veotta, McKinley Adams
Cloud Hoppers, Frederick James
David's Silver Dollar, Elizabeth Laney Stewart
Farmer Collins, Julilly Iohler
Flip and the Cows, Wesley Dennis
Flop-Eared Hound, The, Ellis Credle
Fluffy and Bluffy, Alene Dalton
Here There with Henry, James S. Tippet
Here They Are, Areda Soule Wavle
House Who Lived Upstairs, The, Phyllis McGinley
Johnny and the Monarch, Margaret Friskey
Kiki and Muffy, Charlotte Steiner
Let's Look Around, Thorne
Little Fireman and I Want to Fly, The, Margaret Wise Brown
Little Lost Pigs, The, Helen Fuller Orton
Little Pigs Picnic and Other Stories, Margaret Wise Brown
Little Wild Horse, Hetty Burlingame Beatty
Lost and Found, Robin Palmer, Paul Witty and Ruth Bistol
MacGregor the Little Black Scottie, Dorothy K. L'Hommedieu
Mister Penny, Marie Hall Ets
Mr. Red Squirrel, Kurt Wiese and Tom Robinson
Once There was a Little Kitten, Janet Konkel
Saturday Flight and Saturday Ride, Ethel Wright and Richard
 Rose
Scatter the Chipmunk, Katherine Cate Coblentz
Sounds the Letters Make, Lucille Schoolfield and Josephine
 Timberlake

Timothy Turtle, Alice Vaught Davis
Wags and Woofie, Edna M. Aldredge and McKee
Water Babies and Other Stories, Georgeanne Brown

Grade Three

Medium Third

A Day in the Jungle, Janette Sebring Lowery
Andy and the Lion, James Daugherty
Angelo the Naughty One, Helen Garrett
At Our House, John G. McCullough
A Present for Anntie, Emma L. Brock
A Squash for the Fair, Grace Paul
Black Face, Thelma Harrington Bell
Burlap, Morgan Dennis
Children's Zoo, The, Catherine Keeler
Cowboy Sam and The Rodeo, Edna Walker Chandler
Cowboy Sam and the Rustler, Edna Walker Chandler
Donald Duck and His Friends, Jean Ayer
Dumbo of the Circus, Dorothy Walter Baruch
Exciting Adventures of Waldo, Earl Burton
Fancy Be Good, Audrey Chalmers
Flippy and Skippy, Donn Crane
Fun at Happy Acres, Ruth Barlow
Happy Days in the Garden, Etta H. Hall
Helpers, John F. Waddell
Hezekiah Horton, Ellen Tarry
How to Behave, Munro Leaf
Hundreds and Hundreds of Pancakes, Audrey Chalmers
In My Mother's House, Ann Nolan Clark
Joe Buys Nails, Kurt Wiese
Ki-Ki, A Circus Troupier, Edith J. Craine
Little Fellow, Marguerite Henry
Little Cat That Could Not Sleep, Frances Marger Fox
Little Tern and the Brave Sea, Captain Edward Ardizzone
Little Foot, Hardi Gramatky
Little Ones, Dorothy Kundhardt
Little Lamb, The, Martin Dahriss
Lazy Liza Lizzard, Curtis Marle Rains
Lost and Found, Robin Palmer, Paul Witty, Ruth Bristol
Making Friends, Seward
Manuelo's Birthday, Laura Bannon
Mitty on Mr. Syrup's Farm, Ruth Langford Holbert.
Mr. O'Riley and Brownie, Esther MacMillan and Catherine Schooll
Mr. Plum and the Little Green Tree, Helen Earle Gilbert
Nothing at All, Wanda Gag
Paddy's Christmas, Helen A. Monsell
People Who Work in Country and in the City, Clara Ingram
 Judson
Peippi the Duck, Rhea Wells
Perky Little Engine, Margaret Friskey
Peter, Peter Pumpkin Grower, Florence Bourgeois
Pierre Pidgeon, Lee Kingman

Pinocchio, Dorothy Walter Baruch
Pup Himself, The, Morgan Dennis
Rabbit's Revenge, The, Kurt Weise
Sleepy Sami, Dorothy Blatter
Smoky and Pinocchio, Helene Carter
Snippy and Snappy, Wanda Gag
Stories from Everywhere, Guy L. Bond
Story Pictures of Clothing, John Y. Beatty
Story Pictures of Transportation, John Y. Beatty
Tale of Tai and Wu and Lu and Li, Evelyn Young
The 500 Hats of Bartholomew, Theodore Seuse Geisal
We Find Out, Gerald S. Craig
Wooden Bear, The, Edna Potter

High Third

A Day in the Jungle, Janette Sebring Lowery
Adventures in Science, Harry A. Carpenter, Guy A. Bailey,
 Bernice T. Stroetzel, Ethel Ebrite
Alexander's Christmas Eve, Marjorie Knight
And to Think I saw It on Mulberry Street, Theodore Seuse
 Geisal
Animals Through the Year, Margaret Waring Buck
Antique Cat, The, Beanca Bradbury
April Kittens, Clare Turley Newberry
A Surprise for Judy, Jo, Betsy Mable Hill
Augustus, Claire, Bishop Huchet
Bambi, Idella Purnell
Belinda's Blue, Esther Wood
Billy Bang Book, The, Mabel Guinnip LaRue
Bluebonnet for Lucinda, Francis Clarke Sayers
Bozo the Woodchuck, Dorothy Lathrop Brown
Breakfast with the Clowns, Rosalie Slocum
Captain Joe, Margaret Friskey
Cattail House, Phoebe Erickson
Children of the Mayflower, Mildred H. Comfort
Circus Comes to Town, The, Veronica S. Hutchinson
Cowboy Tommy's Roundup, Sanford Tousey
Daniel Boone, Esther Averille
Donkey Beads, Anna Ratzerberger
First Book of Trains, Campbell Tatham
Foot Ball Trees, Julilly Kohler
Greased Lightning, Sterling North
Greedy Goat, The, Emma L. Brock
Gregario and the White Llama, Laura Bannon
Hamlet, Irma Simonton Black
Happy Days on the Farm, Ella H. Hays
Homes for All, Benjamin Sallen
Hurray for Bobo, Joan Savage
Jack and the Three Sillies, Richard Chase
Jeremy Mouse, Clara Atwood Fitts
Jerry Goes to the Circus, Florence Battle
Karoo the Kangaroo, Kurt Weise

APPENDIX C

Lazy Liza Lizzard, Curtis Marie Rains
Let's See Why, Thorn
Lois and Louie, Lois Fisher
Loopy, Hardi Gramatky
Ling Tang and the Lucky Cricket, Kay Stafford
Little Gardners and the Toymakers, The, Louise F. Baking
Little Old Woman Who Used Her Head, The, Hope Newell
Littlest Reindeer, Johanna Dewitt
Little Foot, Hardi Gramatky
Manners Can be Fun, Munro Leaf
Marshmallow, Clara Turley Newberry
Mickey Never Fails, Robin Palmer
My Dog Lucky, W. F. Hall and Hall
Nipper, the Little Bull Pup, Dorothy L. Hommedieu
Olle's Ski Trip, Elsa Beskow
Once Upon a Story Time, Guy L. Bond
One Little Indian Boy, Emma L. Brock
Our Country's Story, Frances Cavanah
Park Book, The, Charlotte Zolotov
Pedlar of Colored Beads, The, Winifred V. Shattuck
People Who Work in the City and in the Country, Clara Judson
Penny and His Little Red Cart, Amy Whitworth Stone
Raffy and the Honkbeast, Rita Kissin
Robbie the Brave Little Collie, Dorothy L. Hommedieu
Shep and the Baby, Helen Hoke
Slip the Story of a Little Fox, Phoebe Erickson
Story of Barbar, The, Jean de Brunhoff
Story of Colette, The, Seignobosc, Francoise
Story of Kattor, The, Georgia Travers
Tale of Tai and Wu and Lu and Li, Evelyn Young
Tommy Chipmunk and His Friends, Gertrude E. Allen
Ted and Nina Stories, Marguerite de Angeli
The 500 Hats of Bartholomew Cubbins, Theodore Geisse
This is the World, Josephine Pease
ThreeStory Book, Mary Miller Salem
Timbertoes, The, Edna M. Aldredge and McKee
Traveling Coat, The, Frances Eliot
Up Above and Down Below, Irma Webber
Walter the Lazy Mouse, Marjorie Flack
We All Go Away, Lavina Davis
Wee Gillis, Munro Leaf
Willamette Way, Margot Austin

BOOK LIST BY SUBJECT

The following book list is alphabetically arranged and, under subject, by book title. The same grade notation has been used as has already been used in the Annotated Book List.

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LIST OF PUBLISHERS AND THEIR ADDRESSES

The following list contains, in alphabetical order, the names and addresses of the publishers of the books that have been mentioned in this book.

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