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Book selection in junior high school libraries: with particular reference to Stanford Junior High School, Sacramento, California

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BOOK SELECTION

IN

JUNIOR HIGH SCHOOL LIBRARIES

WITH

PARTICULAR REFERENCE

TO

STANFORD JUNIOR HIGH SCHOOL

SACRAMENTO, CALIFORNIA

By

Donna Knaack

Stockton

1947
A THESIS

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# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>PREFACE</td>
<td>vi</td>
</tr>
<tr>
<td>I. INTRODUCTION</td>
<td>1</td>
</tr>
<tr>
<td>II. THE BUDGET</td>
<td>13</td>
</tr>
<tr>
<td>III. CRITERIA FOR EVALUATING BOOKS FOR SELECTION</td>
<td>15</td>
</tr>
<tr>
<td>IV. BOOK SELECTION AIDS</td>
<td>21</td>
</tr>
<tr>
<td>V. REFERENCE BOOKS</td>
<td>38</td>
</tr>
</tbody>
</table>

I. INTRODUCTION

- Purpose of book selection
- Importance of book selection

II. THE BUDGET

- A necessary factor to be considered in the yearly selection of books
- The size of the book collection is definitely related to the enrollment of the school.

III. CRITERIA FOR EVALUATING BOOKS FOR SELECTION

- General principles of book evaluation
  - Format
  - Authority
  - Style
- Suitability for school needs
- Application of books
  - To curriculum
  - To general interests of students
  - To every-day living needs
- Analysis of books in terms of reading interests, abilities, and needs

IV. BOOK SELECTION AIDS

- A. Standard aids
- B. Special lists
- C. Other sources of information

V. REFERENCE BOOKS
<table>
<thead>
<tr>
<th>VI. THE COURSE OF STUDY APPROACH</th>
<th>43</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The English Department</td>
<td>44</td>
</tr>
<tr>
<td>Fiction reading</td>
<td>44</td>
</tr>
<tr>
<td>Biography</td>
<td>52</td>
</tr>
<tr>
<td>Non-fiction</td>
<td>54</td>
</tr>
<tr>
<td>Poetry</td>
<td>55</td>
</tr>
<tr>
<td>Drama</td>
<td>56</td>
</tr>
<tr>
<td>B. Social Studies Department</td>
<td>56</td>
</tr>
<tr>
<td>Including the general language department</td>
<td></td>
</tr>
<tr>
<td>C. The Science Department</td>
<td>60</td>
</tr>
<tr>
<td>Books to meet the requirements for each grade</td>
<td></td>
</tr>
<tr>
<td>Books to supplement and create interest in the field of science</td>
<td></td>
</tr>
<tr>
<td>D. The Art Department</td>
<td>62</td>
</tr>
<tr>
<td>Books of appreciation</td>
<td></td>
</tr>
<tr>
<td>Books to answer the needs of the department</td>
<td></td>
</tr>
<tr>
<td>E. The Social Ethics Department</td>
<td>65</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>VII. THE APPROACH THROUGH GENERAL INTEREST</th>
<th>67</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. The classics</td>
<td>67</td>
</tr>
<tr>
<td>B. Special fields of interest</td>
<td>73</td>
</tr>
<tr>
<td>Hobbies</td>
<td></td>
</tr>
<tr>
<td>School activities</td>
<td></td>
</tr>
<tr>
<td>C. Newbery Medal Books</td>
<td>76</td>
</tr>
<tr>
<td>D. Junior Literary Guild Selections</td>
<td>78</td>
</tr>
</tbody>
</table>

| VIII. SPECIAL SELECTION OF BOOKS FOR SLOW OR RETARDED READERS | 80 |
| IX. SPECIAL SELECTION OF BOOKS WHICH DEVELOP AND IMPROVE DESIRABLE CHARACTER TRAITS | 84 |
| X. MAGAZINES | 91 |
| XI CONCLUSION | 94 |
| BIBLIOGRAPHY | 99 |
| APPENDICES | 104 |
| A. Recommended book selection aids | 104 |
| Additional list of pamphlets | 107 |
| B. Reference books used at Stanford Junior High School | 109 |
| C. Vocational Books | 116 |
| D. Bibliography of books on social ethics which are used at Stanford Junior High School Library | 126 |
| E. The classics in children's literature which are found in the Stanford Junior High School library | 128 |
| F. Newbery Medal books | 134 |
| G. List of approved books for slow readers | 136 |
| H. Bibliography of books designed to develop desirable character traits | 142 |
| I. List of magazines used at Stanford Junior High School | 170 |
"Books are keys to wisdom's treasure;
Books are gates to lands of pleasure;
Books are paths that upward lead;
Books are friends, come let us read."

--Inscription for the
Children's Reading Room
Hopkinton, Massachusetts

"All that mankind has done, thought, gained or been; it is lying as in magic preservation in the pages of books."

--Thomas Carlyle

"Every man who knows how to read has it in his power to magnify himself, to multiply the ways in which he exists, to make his life full, significant, and interesting."

--Aldous Huxley
PREFACE
PREFACE

The purpose of this thesis is to set forth the ideals and the philosophy of reading for young people and to show the importance of stimulating and guiding students in all phases of their reading so that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation. It is therefore necessary that the books from which they choose their reading are of the best available, and so it is important that the librarian give the greatest thought and study to the selection of books for her library.

To make these ideals practical and usable, carefully prepared lists of books have been made for various purposes. These lists are constantly used by both teachers and pupils at Stanford, and have been a source of help and inspiration.

The writer's interest in this problem grew out of her experience as a librarian at Stanford Junior High School. Book selection is one of the most important phases of library work and needs the greatest emphasis in thought and time. It is partly through literature that we have hopes of raising the standards of our future citizens and so contribute our bit toward the peace of the world and the good living of its citizens.
In the introduction, the philosophy of reading is given and thus the reason for the importance of the selection of books for young people. It is a definite responsibility and is the basis and foundation of the library. It is definitely the responsibility of the librarian to place before the student the best of every type of literature.

Before considering book selection itself, one should take cognizance of the importance of books and reading as related to one's daily living. This is not always understood by the students.

It has been attempted to set forth the feeling of the deep responsibility required of every librarian and also the spirit with which book selection should be approached.

Every means should be employed to improve the selection of books in junior high schools.

Many articles and books of every description have been studied with the purpose of self-improvement in the immediate realm of book selection and perchance these studies may be of some help to other librarians.

There are many excellent books on children's reading and the selection of books for children of different ages in different fields of interest.

It has been necessary to limit the field of research and discussion and it has not been attempted to make an
exhaustive list or selection for all material in the field of book selection.

The thesis can only be suggestive, as it is a field which grows and one in which new material is constantly appearing.

Perhaps the ideals here presented might emphasize the need for careful selection by giving some of the criteria which should guide in selection.

The ideals and standards of reading and its value and use in the school are discussed.

It is hoped that the research and suggestions which are herein submitted, all of which have been used in the work at Stanford Junior High School, may be of some value to those dealing with books and children of junior high school age.

Throughout this thesis, the discussion of books for children is related directly to the interests, needs, and abilities of the children at Stanford Junior High School.

The theme of the thesis may be book selection, but fundamentally the subject is a tool in our hands which is a means of raising the ideals of our young people, to teach them tolerance and understanding, and a better philosophy of life; in brief, to teach them to think straight.

We hear much today of teaching young people the best use of leisure time, and it is through the knowledge and
understanding of books, not only because reading itself is a means of enjoyment, but also it is through books that a wide avenue of other interests may be opened.

Perhaps some of this material may give an added thought to some librarian who is constantly searching for new ideas and new lists which will increase her service in the library.

The one aim of every librarian is to give service, the best that is possible. More and more, the responsibility to young people is felt, and so it is attempted in every way possible to enrich the lives and prepare our young people to be worthy citizens of tomorrow.
INTRODUCTION
INTRODUCTION

Book selection is the basis of library service. The best definition of the purpose of book selection is still found in the familiar phrase, "to supply the right book to the right reader at the right time."¹

With adequate materials and leadership, a good library is the heart of the school, but a good library doesn't just happen. It is carefully planned by the librarian, one who believes that better libraries mean better schools, better schools mean better homes, and better communities. The school library has much to offer, magazines, clippings, maps, pictures, and books which are valuable tools for attacking today's problems and of supplementing the work of the school.

Through the library one hopes to develop new interests and talents; learn how to find information; choose careers more wisely; explore reference books for help in studies; get the habit of reading for fun; and, in general, find the school and the library a very good place to be.

It is the business of the trained librarian to direct the selection, organization, and use of materials, to assist in curriculum planning, and to bring books and people together in the school.

¹Haines, Helen Living with Books. p.31
It must be remembered at all times that a library must be a live influence in the school. It must be able to prove its usefulness by answering not only emergency demands but also the every-day questions of the casual user, the steady requests of the student, and the habitual reader who must have easy access to books.

What may a reader of any grade in the school or any intellectual level expect to find in his library? What will be offered him in the way of general or special assistance in a well-organized library? These are questions a librarian must constantly keep in mind throughout the year.

Librarians must be alert to current trends of pupil interest as well as all trends toward curriculum changes. She must have the responsibility of the selection, replacement, and choice of all material every before her.

Of utmost importance is the ever-present need for the cultivation of a definite spirit and desire for reading on the part of the students. Willard E. Givens tell us:

The student who learns to know books and to love them and who establishes the habit of using them as tools in every phase of his life has acquired a priceless possession. He has found one of the paths of growth and strength and leadership.

The ultimate test of reading in both junior and senior high schools--by whatever name we call it, whether English, social studies, history, or science--is the reading
the student does on his own initiative after he has left school.

The modern world calls for persistent learning as the only means of survival. To deny youth the personal adjustment which comes from the easy and wide use of books is to leave him unprepared for the life of tomorrow. 1

The library must be ready to answer every need. Whether it is a student with a research problem, or a child looking for a book to fill a free hour, or a teacher, or anyone who wants a good book for the moment or the mood, the library is approached hopefully and the reader must be satisfied. Because the reader turns to it at one time with questions that are very specific and at another with a more or less vague desire for something to read, the library must necessarily be organized to meet the varied demands made constantly by the school.

It must always be kept in mind that a school library is built, assembled, arranged, and supplemented for the benefit of its users, its readers.

The expressed needs should serve as the basis and be the most important factor in determining the policies as well as guiding in the choice of the books that make the book collection.

1 American Library Association, A Basic Book Collection for High Schools. p.3
It must always be remembered that the influence of what is read is very great upon the minds of the young. Standards are raised, intelligence is enlarged, perceptions are deepened, through just the simple process of reading books.

Books penetrate a reader's understanding of human nature and stimulate his own deepening realization of human experience. They may be revealing or inspiring.

Formal education applies its patterns to the mind; but only through books does the mind enrich, deepen, apply, modify, and develop those patterns in individual life fulfillment.¹

The influence of books on the young mind is very important—it can do much toward individual development, in the formation of character, in stimulating the intelligence, in the enrichment of the resources of the mind, and in the deepening of sensitivity.

If the child is surrounded by well-selected books within the range of his reading ability, he will soon find what he wants, whether it be a tale of magic and enchantment or an account of the latest rocket-ship.

Through books we may bridge the centuries; we may receive and enlarge the heritage of the human mind. Through books we set the imagination at work, and this is an important phase in the development of the young mind. Books give a deeper meaning and interest to living.²

¹Haines, Helen Living with Books p.3.
²Ibid. p.5.
We aim to stimulate and guide pupils in all phases of their reading that they may find increasing enjoyment and satisfaction and may grow in critical judgment and appreciation.

Those who have cultivated a taste for reading and are able to turn to books for companionship are seldom lonely, nor do they suffer from the need of finding some action, however trivial, to fill an empty hour. They have friends who will come when desired, bringing amusement, counsel, or some real friendliness.

Librarians must know how to choose wisely books that are the finest expression of life and thought and that offer the materials of knowledge that satisfy or stimulate individual development.

Children should be allowed to make their own choices, but only the best should be placed at their disposal for the choice. The "remarkable faith" of the reader, young or old, in the printed page places a heavy responsibility on the librarian or teacher. The reading habit is formed during impressionable years. What children read during this period is important not only for itself but for what it invites them to read next. If they are introduced to, and encouraged to read, a wide variety of the right sort, their taste will grow progressively in the right direction. But if they are allowed to read the dull, the sensational, the insane, their tastes will deteriorate and may easily become perverted.

Children's librarians are conscious of this responsibility of forming reading tastes and opinions. Through experience, these librarians learned that it is often possible to counteract an interest in the trivial, commonplace, or even
harmful by presenting books sound and engaging in content, artistic and pleasing to the eye.1

It is one of the distinctive characteristics of present-day culture that we are rapidly accumulating new experiences, new insights, new knowledge. It is to these new understandings and experiences that the growing child must have immediate access, in proportion to his maturity and in terms of his interest. He must keep abreast of what his age is dreaming and doing; he must keep in touch with what his contemporaries are wondering and thinking; and in so far as he is able to do so, he must, through his reading, push his roots into the past experience and thoughts of the race.

The book today, because reading is so common, can serve a multitude of legitimate purposes. As always, books may inform; but they may be excellent without being informative. Books can stimulate and inspire; but not every book needs to do so. Books may open up to the child the world of human nature, of human conduct and relationship, of human motives; but books about stars and flowers and strange beasts also have their place. Books extend the child's vision and understanding immeasurably beyond anything he can acquire through direct experience and observation, for books furnish him endless vicarious experiences. Books can amuse, and reading for fun is for millions of new experiences. The books that the child reads,

as well as what happens to him during the early years, go toward building up opinions and prejudices; but it is through further reading that many of us lose our bigotries and provincialisms.

The child who reads easily and has been taught to seek for himself the information that may be found in books has taken the surest and shortest road to knowledge. He may learn in a few hours facts that the child who does not read may learn only after years of experience, or not at all; and he has open to him a wealth of recreation and entertainment that cannot be duplicated in any other form.

An appreciation of good literature must be systematically taught. One should guide the children's reading until a taste for good literature has been formed.

The child should be allowed to choose his own books, but only the best should be presented for his choice. Children should, by no means, be encouraged to confine their reading to one special field, even when this field is commendable. They should read over a wide range, but it is inevitable that their range of reading will be influenced, in no small degree, by individual differences arising from various factors.

Particularly for young adolescents, books can provide a bridge between what is already familiar and what lies beyond the average child's
sphere of knowledge of the world, as well
as of the responsibilities of the other side
of the years of growing up. For at this
stage most people begin, dimly perhaps, to
feel a sense of identity with a world larger
than the environment of home, school, and
self. They are concerned with what they are
going to be when they grow up, and with how
they are going to fit into their adult world.
They are testing their own personalities
against those of the people around them. They
are learning to use judgment, to make decisions,
to take responsibility.

The librarian must have knowledge of curricular
trends and the philosophy under which the school operates
and she must be a master of such subjects as the physical
and mental development of children. On these foundations
she builds her collection with her knowledge of books and
skill in their use.

In developing a curriculum, the needs and interests of
children today have been kept in mind and the school's
program recognizes that young people have problems which
are those of modern youth. The library must, therefore,
contain materials which bear directly upon the problems,
the needs, and the interests of boys and girls.

Recreational reading is encouraged by all members of
the school's staff, and the book selection is more than
a source for the enrichment of curriculum units.

1DUFF, ANNIS, A Gangplank of Books. Reprint from "The Camp
The library knows that even though reading is a valuable activity for leisure, it has strong competitors in the radio and the movies.

Books of varied subject interest and of different reading levels are accordingly provided. Whenever possible, specific titles requested by pupils are bought—and every means is used to advertise these titles. The adolescent mind is much interested in modern titles; books that hold meaning and real interest, so selection attempts to balance the new and the old.

The importance of reading in the lives of children demands that librarians give careful attention to the selection of books from which children may make their choices. There is a wide range of interesting subjects available for the youth today.

Psychology teaches us that interest is the key concept in contemporary education. All educational activities without exception are built upon interests.

The establishment of the right principles and the building of the right attitudes and appreciations and ideals is the basic fundamental standard of education, and this is equally true of work in the library. In the selection of books, these ideas must be kept in mind.

The librarian must be familiar with all trustworthy sources of selection aids, lists and catalogues.
She must know authors, what they stand for, and their type of writing. She must also be familiar with publishers and their standards. She must follow through every lead which will give her any added information or sources for new material.

As book selection, or the determination of the "best books" for a particular library, is one of the librarian's major responsibilities, it demands a knowledge of the content, scope, and the literary, aesthetic, social, or ethical value of books; of their suitability to the particular group for which they are intended; something of their physical make-up; of the distinctive features of different styles of binding; and of all the other factors which may influence the use of the book by the reader. Book selection necessitates, in addition, a familiarity with the taste and reading interests of the students to be served which can only be acquired by experience, experimentation, and careful observation.

The librarian's conception of what is "best" for her library is that which will most directly and definitely meet its interests and needs.

Every library collection should be built up according to a definite plan on a broad general foundation. Its development must be flexible, but constant attention must be paid to the maintaining of just proportions as a whole.
so that certain classes will not be over emphasized and others neglected. The needs of the library exists, as well as the needs of its readers.

To ensure desirable growth, it is well to remember these things:

1. That what a child wants to read is determined pretty much by what is available for him to read.

2. That a natural way to motivate reading is to provide situations requiring the valid use of books.

3. That supreme values in reading, as in everything else, are acquired slowly; the earlier they begin to develop, the better.

4. That good reading which helps the child tighten his hold on reality must gradually be substituted for reading that provides only escape.

5. That the love of good books is to a large extent the product of circumstances--of having more and better books easily accessible, of keeping reading experiences close to children's interests and needs, of providing opportunity for wide and varied reading, and of keeping our own faith in the power of good books.

There are several approaches to the selection of books in the junior high school. Probably the first and real
basis is correlating the selection of books with the courses of study of various departments of the school.

The need of each department must be satisfied and must be provided for. Thus a library will be well balanced. It must be well-balanced in each type of reading--fiction as well as non-fiction, reference books, periodicals, and fugitive material. One field will unquestionably overlap another and be integrated with the other which is the ideal of the school.

In the following chapters, various fields will be taken under consideration. However, before the final selection is made, one must need to consult the budget; then make a comprehensive study of all book selection aids.
II. BUDGET

The library book fund is the controlling factor in the practice of book selection. In building and maintaining a book collection, a definite yearly budget is essential. It enforces constant watchfulness in buying and the continual weighing of the relative merits of individual books. The amount of money available must be made to cover the needs. Since the sum is limited, the librarian must decide upon the amount of service it can offer and where to place the emphasis. "If I buy this, I cannot buy that," is the unspoken warning that becomes a sort of "inner check" to the intelligent, conscientious librarian.

Money to be spent for books is allocated on the basis of enrollment at approximately one dollar twenty-five cents a pupil. This includes an amount for replacements, which is usually about twenty per cent of the total. Between fifty and seventy-five per cent of this sum is spent on the June order, leaving a balance to be used as needed in the fall and also later in the year. Some books, such as the World Almanac and the Year Books, must be ordered as soon as they are published. The purchase of a few new books from time to time increases children's interest in the book collection.
It is understood that budgeting and purchasing for a school library depend to a great extent upon local conditions; however, the Federal Security Agency has stated some principles that can be used as a guide by any local school librarian.

If the money is to be used advantageously, expenditures must be carefully planned. For example, to buy books wisely the librarian must properly allocate the funds for the purchase of:

1. Replacements of worn-out books.
2. General reference books.
3. Books needed to fill gaps in various fields.
4. Important new books as they are published.

The librarian cannot buy printed materials to the best advantage if purchases are made only once or twice a year. The librarian, like the instructor, cannot predict interests and needs a half year in advance.¹

CRITERIA

FOR

EVALUATING BOOKS

FOR

SELECTION
III. CRITERIA FOR EVALUATING BOOKS FOR SELECTION

The criteria for book selection may be found in many sources but quality is the first consideration, for the collection must represent the very best which can be purchased with the available funds. By quality is meant books of authority in knowledge or creative vitality and of excellence in literary expression. These points should always be given preference.

There are certain elements in literature that children always desire. The first is action; the second is human interest; and the third is imaginative appeal. There are other things that help to make a book interesting, but children do not always demand them as they do these three. They prefer direct discourse to indirect. They like colorful descriptions and names for everything. They like to have the place and time of the story or incident clearly indicated so that they can easily picture the scene in their own minds. They like humor, but it must be of the "funny incident" kind and not the satire of adult humor that through subtle quip and innuendo pokes fun at individuals and institutions. They will not tolerate preaching or moralizing unless it is so successfully concealed as not to be easily recognizable as such. Finally, they demand sincerity—a genuine, unaffected treatment of whatever subject is chosen.  

The element of sincerity, dramatic story, and vivid action carry great appeal to the young mind. A child likes his books to have not only a human interest but a

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1Terman, Lewis and Lima, Margaret. *Children's Reading*, p. 16.
decidedly imaginative quality. Children's books should be rich in interest, true to nature, exquisite in art, and abundant in every quality that replies to children's keener and fresher perceptions.

The desirable book for children's reading should achieve one or more of the following aims:

1. It should inculcate worthy ideals of conduct and achievement which can actually motivate the child's life.

2. It should serve to cultivate an appreciation of the beautiful.

3. It should add to the child's fund of desirable knowledge.

4. It should arouse a desire for further reading of good literature.

In selecting books for older children other factors enter into consideration; but there are still fairly well-defined criteria by which we may sift the wheat from the chaff, certain standards of style and integrity which mark the "good book." Is the story sincere? Are the characters well drawn, the plot convincing, the dialogue realistic? Is the background authentic, the humor honest? Is the language suitable for the age to which the content is addressed? A good book need not be a literary masterpiece, but it must have at least a decent respect for good English and something of that indefinable quality known as "style."

1 Terman, Lewis and Lima, Margaret. *Children's Reading.* p. 35.
Judgment on the format of a book involves such factors as binding, paper, print, margins, and illustrations. The paper should have good wearing qualities, should not be too thin, and should be of a light cream tint with dull or antique finish rather than white. In judging the legibility of a printed page, consideration should be given to the clearness of the print, the spacing between the words, and the size of the type.1

The four points regarding the form of the book—general attractiveness, type, length, and illustrations—should be considered in selecting books for libraries; but far more important than form is content. It is here one must often rely on reputable annotated lists of children's books.2

To summarize some of the points we should consider: the general mechanical make-up, the literary style, the element of sincerity, the warmth of action, does it build character and lead to wholesome thoughts, does it have a proper balance, is it within the age level for which it is intended, does it add to the child's life, is the information accurate, does it have reality and beauty, does it stimulate ideas and train emotions, does it have a general high character tone and atmosphere, does it in every scene promote high ideals, give inspiration, and have imaginative appeal, and last, are there other books in the same field more satisfactory.

1Lathrop, Edith A. One Dollar or Less. p. 1.

2Terman, Lewis and Lima, Margaret. Children's Reading. p. 91.
Since literature should become a part of their experience, a contribution to their artistic and moral well being, it must be sound in structure, trustworthy in detail, and satisfactory in every issue. It should always be good art. It should awaken new and lasting interests and tastes.¹

A worthwhile book gives to the reader information, inspiration, and literary appreciation. The best books give all three. Lucy Fay tells us:

"The best books are those which leave us broader in sympathy, keener in appreciation, more courageous, more eager for the fine things of life."²

A good general test is to ask, "How do they compare with books we already know to be real literature? Do they leave behind sanity, strength, and inspiration?"³

Publication date of a book is of varying importance. In standard and current recreational literature the date of publication is of minor importance as the value of the book depends not so much on its timeliness as its literary quality. In informational books the date of publication is often significant in indicating the present value of a book.

Books of accepted value, however, keep their repute, independent of publication date, though it is usually desirable to select late, revised editions in preference to early editions.

¹Wilson, Martha. *School Library Management.* P. 150.
³Ibid. P. 197.
It is always advisable to buy attractive editions of the standard classics so that the children may have the best material necessary to form taste and create a literary background during these impressionable years.

In considering editions, one should always buy in attractive editions those books which are permanent in value but should not overemphasize editions de luxe. As a rule, trade editions are to be preferred to school editions of the same book offered at slightly less cost. One should also avoid buying titles of children's classics in uniform editions or in uniform binding. An exception to this might be in the new edition called Rainbow Classics, published by the World Publishing Company. These books are similar in type but vary somewhat in color. They are beautiful books and answer every qualification for the best in format for children's books.

Inexpensive books selling for ten cents up to a dollar are appearing in great numbers on a variety of subjects. These books offer fine opportunities to build up a collection of books of a wide variety of titles for a small expenditure of money.

In considering books in the field of reprints, the Cadmus is one of the most valuable. The Cadmus books are an excellent group of inexpensive reprints. They are available only to schools and libraries. They include a wide variety of titles, especially suitable for junior high schools.

Most of the titles on the list appear on recognized standard
lists of books for children.

These books are printed from original plates of the original publisher's editions on strong paper with unusually good binding reinforcements. The price varies with individual titles but all are inexpensive.

Wide knowledge of individual publishers, their standing, standards, and characteristics, their lines and special interests, is indispensable. Purchase of a given book is often finally decided by the publisher's imprint.

There are certain underlying principles related to the selection of books which should be kept in mind. Each school librarian should study the aims and characteristics of his or her school, in addition to the curriculum and the community, before beginning to build the book collection. Certainly the types of students, their interests and abilities, are also to be considered. The quality of the book collection--not the mere numbers of books--and the ability to meet these aforementioned needs have been recognized as of first importance in the criteria recently set up by the Cooperative Study of Secondary School Standards.¹

To these principles may be added one other, perhaps less familiar: keep abreast of the changing currents of thought and opinion, and give adequate representation to the scientific, social, and intellectual forces that are shaping the modern world.²

Balanced judgment and the constant weighing of relative values are required in successful book selection.³

¹Boyd, Jessie. A Basic Book Collection for High Schools. Pp. 5-6
²Maines, Helen E. Living with Books. P. 34.
³Ibid. P. 35.
IV. BOOK SELECTION AIDS

Successful book selection demands not only a living background of book familiarity but sound critical judgment and discriminating literary taste. No one can correctly appraise a book's creative power, originality, style, or plot structure who is unable to recognize and estimate those qualities. Sound critical judgment is acquired chiefly through the application of intelligence, concentration, and attention to good reading. There can be no sound critical judgment that is not based upon constant familiarity with books.

Ability to compare and contrast books of similar type or character is one of the best qualifications for effective book selection. It can be acquired only by building up a background of personal acquaintance with literature. This background, although it must be formed by reading—the fundamental basis of book knowledge—may be developed through the faculty of attentive observation, the habit of dipping into a book and of browsing here and there through many volumes.

However, it is impossible to know and study the great number of books for children or to keep up with the large publications of books each year.

Numerous lists of books suitable for secondary school libraries are available. Many represent the results of
careful preparation on the part of librarians and educators. A few are comprehensive in scope including not only many titles but information concerning copyright dates, editions, series, publishers, prices, decimal classification numbers, Library of Congress card numbers, and the subject matter of the books. There are only a few strictly junior or senior high school lists, but many of the lists for both junior and senior high schools designate the books suitable for junior grade levels.

It is necessary to rely on those authoritative book selection aids and on carefully selected book lists and book reviews. The intelligent and effective use of all available book selection aids is of utmost importance. The best as well as the simplest methods of selection are to make use of reputable annotated lists of children's reading.

Aids and guides available in the practice of book selection range from the bibliographical publications of the American Library Association, of other library organizations, of individual libraries, of educational institutions and associations, through the bibliographical publications of special or general publishing firms, to the catalogues and lists issued by book dealers, and the bibliographical contributions that appear in library, or literary, or other specialized periodicals. They merge indistinguishably into
the varied literature of bibliography--general, special, and trade bibliography; and to the expert in book selection there is a fascination and value in almost any kind of list, catalogue, or other record of printed material.

Even in the present limited study of simpler basic aids, the librarian should try to gain a sense of the interest and information that may be found in any record of books.

Every available work of bibliography should be examined, when opportunity offers; unfamiliar titles encountered in other lists or in reviews should receive a mental note. It is possible to make every printed record of book titles (advertisements, publishers' catalogues, booksellers' lists, and announcements) add to one's familiarity with books. In observing them, consider whether or not the author's name is familiar, whether the book is new or old, whether you have seen it or heard of it, who publishes it, and what is its apparent interest or appeal. The development of such a habit of mind will gradually build up a background of book acquaintance, constantly useful although necessarily superficial. It must be remembered also that it is highly important to be intelligently informed concerning books that for one reason or another have not been included in selection. The blanket response, "No, we don't have that," when a request is made for a particular book, is an easy but unjustifiable evasion of responsibility. There should be some understanding of why the book is not available--some knowledge of the authority upon which selection has been based,
some familiarity with the comparative book values, some valid indication that a reasoned judgment has directed selection.

The most reliable and standard aids or guides to older, standard, and contemporary literature for junior high school librarians are *Standard Catalogue for High School*, with its supplements, and *Children's Catalogue*, with its supplements, both published by the H. W. Wilson Company, both dictionary catalogues of books with analytical entries. These are necessary handbooks in constant use by every librarian. Both books are sold on a service basis which includes the annual supplements until a new edition is published. They are the most complete catalogues of children's books suitable for junior and senior high schools. Titles are selected in collaboration with specialists in the field of children's literature in both school and public libraries. They are kept up to date by frequent supplements.

The books are classified according to the latest edition of the Dewey decimal classification with the exception of fiction which is listed according to author.

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A section is listed for easy books.

These books serve as a basic buying list as they give the books recommended by experienced librarians for school library collections--also they serve as a reference tool, valuable because of the analysis of many books and because of the descriptive notes about them.

A large number of books are starred for first purchase; and of these, the books of lasting merit which should be available to all children are double starred.

Besides these two basic books, there are a large number of authoritative books and lists which should be checked for buying.

It is necessary to examine the important books and lists which have been written by authorities on children's books. A study of these annotated lists will give a background for the librarian to consider her entire library collection and will enable her to make new selections with intelligence and judgment. No librarian is concerned merely with adding titles of new books; she must also be certain that the library contains the books which have been considered of exceptional excellence in years past.

There are a great number of excellent standard and recognized book lists which are considered as important tools and are in constant use in the practice of book selection.
Among one of the older books is The Bookman's Manual: a guide to literature, by Bessie Graham, first published in 1921 and issued in revised, enlarged editions in 1924 and 1928. It is published by the R. R. Bowker Company of New York, a firm whose history is part of the pioneer record of American book trade bibliography and that stands beside the H. W. Wilson Company in its close relationship to library interests. The Bookman's Manual is a general guide to standard and contemporary literature, not an aid in current book selection; but it is of such practical usefulness in building up a broad professional acquaintance with books that it belongs in the first-aid equipment of librarians.

Realms of Gold, a survey of the history of five centuries of children's books, written in 1929 and its supplement, Five Years of Children's Books, written in 1936 by Bertha E. Mahony and Elinor Whitney are both indispensable. In their last book the authors present the readers with the large number of fine books written during this five-year period by people of genius "who have thought their best, written their best, and put life, breadth, and power into their books--a rich and colorful stream, covering every kind from picture books and folk and fairy tales to books about the universe."¹

This book presents the best of this stream of books with descriptive notes and pictures classified according to age and subject. It is stimulating and at the same time a practical guide for anyone concerned with children's books and the authors and illustrators who made them.

One of the standard guides with which the librarian should be familiar is *Children's Reading: a guide for parents and teachers* by Lewis M. Terman and Margaret Lima, 1935. It is intended to meet the problem of individual differences in children's interests and to be used as a guide to books available in the various fields of literature.

*Gateways to Readable Books* by Dr. Ruth Strang, Professor of Education in Teachers College, Columbia University, is a valuable study. More than five hundred titles have been selected to provide for the wide range of interests found among children of junior high school age. The books are classified in well-defined subject groups and annotated.

In making up a book order these books should be consulted for first orders. A careful note should be made through all sections so there will be a balance in the selection. It must always be kept in mind that there must be a balance of types and subjects throughout the library.
Among the newer lists which should be carefully checked is A Basic Book Collection for High Schools, 1942, by several national committees with Jessie Boyd as chairman and published by the H. W. Wilson Company. This list all books according to the Dewey decimal classification as used in the Standard Catalogue. It is a comprehensive and valuable list.

Graded List of Books for Children by the Joint Committee of the American Library Association, National Education and National Council of Teachers of English, Nora Beust, chairman, and published by the American Library Association is also a valuable aid. It grades from the first through the ninth, giving full bibliographic information with annotations for each title. There is an author, title, and subject index.

Five Hundred Books for Children, United States Office of Education, 1940, by Nora E. Beust is a list which includes books for grades from the first through the eighth. Annotations and full bibliographic information are given with each title.

By Way of Introduction, a book list for young people compiled by a Joint Committee of the American Library Association and the National Education Association with Jean Carolyn Roos as chairman, 1938, and published by the American Library Association, is planned as a
recreational reading list for young people of high school age. The many books chosen for the young reader who is now turning to the more adult type of books is based on reading interests of youth and includes both fiction and readable nonfiction. Books are arranged under broad reading interests. It will prove an interesting and helpful guide for the librarian.

Added help may be secured from the interesting book by Anne Thaxter Eaton, Reading with Children, 1940. Also the book by Anne Carroll Moore, My Roads to Childhood: views and reviews of children's books, 1939.

In the section called "High Roads to Childhood" is a representative list of books published 1926-1938 with annotations for each, also publisher and date. Every book in this list should be in a junior high school library. Practically every book here listed is in Stanford Junior High School library and all have been favorites with the students.

The selection of current titles is an important phase of book selection in any library. There are several reliable periodicals which review current books and which are tools in constant use in the practice of book selection.

The Booklist, a guide to current books, is published semimonthly, October through July, and monthly in August.
and September by the American Library Association and is of value in all book selection. This is a carefully selected list of current publications arranged as in the catalogue by the Dewey classification with notes for each title. The Booklist, by various devices, helps to evaluate the character of the titles it includes. It lists fiction separately by authors, also children's books and United States Government documents. A list of free and inexpensive material appears regularly, including valuable references to pamphlets, brief bibliographies, and ephemeral material. Adult books useful to young people are selected for the assistance of school librarians, teachers, and club leaders. A picked group of librarians assists in the selection of these books.

Since 1919, the Booklist has issued each year an additional publication called Booklist Books. This is a selection of about three hundred titles chosen from the year's current issues of the Booklist by the same librarians. It has also a more general usefulness in giving in compact form a careful gleaning of "books of the year" that are of particular significance or most widely accepted excellence.

In the practice of current selection for libraries, the Book Review Digest is the indispensable accompaniment to the Booklist. One turns to it constantly for fact
and opinion about books and writers of the day. The Book Review Digest was established in 1935 by the H. W. Wilson Company and is published monthly on the cumulative method that is a fundamental feature of the Wilson bibliographies. The Book Review Digest is both a digest and an index of selected book reviews, including the more important general English and American publications. A list of the reviews from which the digests are made appears in the front of each number. Books entered are arranged alphabetically by the name of the author of the book reviewed. Author, title, place, publisher, price, pages, and other essential bibliographical information are given for each book. A compact, descriptive, non-critical note for each title is followed by pointed quotations from various reviews. These quotations refer to the periodical from which they are reprinted. In addition, line references to reviews from which no quotation is made indicate sources in which a given book has been reviewed.

Of the full range of the Wilson bibliographical publications only a word can be said. They represent, perhaps, the most extensive and intensive system of extracting and conveying information from printed matter that has yet come into existence. These catalogues, lists, and indices give daily help for the daily needs of librarians.
students, and book users in all fields of knowledge. Every librarian, every worker with books, should be familiar with their variety, scope, and method.

The Wilson Bulletin for librarians, a monthly periodical devoted to library and bibliographical articles, lists about twenty books in each issue under "Standard Catalog Monthly." These lists are selected by cooperating libraries and are always worthy of consideration.

The Horn Book Magazine, issued bimonthly by the Bookshop for boys and girls at Boston, Massachusetts, gives short, annotated lists of current children's books, literary criticism, and interpretive biographical sketches. This is a valuable literary magazine for use in book selection.

The Library Journal, published semimonthly, contains lists of current books which are of much value. The section "Children's Books" which lists books appraised by children's librarians should be carefully checked.

In all these magazines there are valuable suggestions for new books which should be carefully studied. There are many regular weekly or monthly magazines which give authoritative lists.

"Books" in the New York Herald Tribune has a page conducted by May Lamberton Becker called "Books for Young People."

The "Saturday Review of Literature" has a special young people's issue.

The "Scholastic" magazine and the "Junior Scholastic" have good reviews of children's books.

"Elementary English Review" is a publication which frequently prints lists on special subjects and often contains articles on children's books and authors.

The Subscription Books Bulletin, published by the American Library Association quarterly, analyzes, compares, and appraises all encyclopedias, sets of books, and other books sold by subscription.

While not a selected librarian's list yet of real importance is Publishers' Weekly, published by the Bowker Company. Where the Booklist and Book Review Digest are selective, the Publishers' Weekly is inclusive. It is the American Book Trade Journal and offers supplementary assistance. This journal appears weekly throughout the year and lists with brief descriptive annotations, as "The Weekly Record," new books of the week arranged by authors with full bibliographical information.

The Publishers' Weekly is primarily concerned with book trade activities rather than with literary material.
concerning books. It publishes no general book reviews; but there are articles of interest to librarians, news notes of books, publishers, authors, and announcements of prizewinning books. Several times a year there is a special children's number which is most useful.

Every school librarian should be familiar with the services that are available at the headquarters of the American Library Association, 520 North Michigan Avenue, Chicago, Illinois. Expert help in book selection can be secured through its lists of books. Circulars listing publications of particular interest to schools may be secured upon request.

Many state departments of education or state library agencies issue special lists which are available to librarians. The Oregon State Library issues many types of lists which set a standard for the best books for the least cost. State library lists vary in arrangement, some grouping by grade, roughly by subject, or classification number.

The state of California publishes many bulletins and lists covering a wide variety of subject matter. Pleasure Reading for Boys and Girls, prepared by a statewide committee of school librarians and children's librarians in public libraries, as well as educators under the direction of Helen Heffernan, in 1936, is an excellent list for careful study.
Many libraries issue lists of various types. Books for Young People, called Branch Library Book News, is issued yearly by the New York Public Library.

Aids and bulletins may be received from the United States Government which issues many valuable publications.

There are many lists from societies and associations, some of which are listed in the appendix.

The East and West Association of New York prepares a monthly bulletin called "People Through Books." The subscription price is one dollar for ten issues.

The Child Study Association of America issues a list called "Let Them Face It: Today's World in Books for Boys and Girls," selected by the Children's Book Committee of the Child Study Association of America. It is a carefully selected list, graded with annotations and all order information.

Publishers' catalogues which are sent at regular intervals are of value in giving information about new books. Note may be made of any desirable book which can later be checked against some reliable list.

Certain publishers have a special service of sending monthly bulletins listing books which have been recommended by reliable sources.
A monthly pamphlet called "The Title Page"—news of books and authors—is published monthly by the Juvenile Department of the Macmillan Company, 60 Fifth Avenue, New York, New York. This includes books for younger readers as well as those for high school age. A short sketch of the authors is given as well as a good review of the books. The books listed are found in authentic sources such as the Library Journal. Macmillan has many special booklets which are worthy of study.

Lippincott-Stokes issues a library bulletin every two months. It is of value, as books from the best of children's authors are listed with annotations. Every library should receive a copy of this "Lippincott-Stokes, Library Bulletin," by J. B. Lippincott Company, East Washington Square, Philadelphia 5, Pennsylvania. They also issue other interesting materials for book selection.

Harper sends each month a School Library Bulletin; Charles Scribner's Sons issue a booklet edited by Alice Dalgliesh; D. C. Heath and Knopf also issue library pamphlets.

Other sources of aids for purchase are: exhibits of books by publishers at the Professional Library in Sacramento, examination of books in other libraries, and supervisors' recommendations.
From among these aids, this number of books for children which others have selected, it is the task of the librarian to choose wisely, to see that every need is satisfied, and to feel that the money entrusted to her has been used wisely as well as seeing that the interest of the child is satisfied.

A limited list of aids most frequently used at Stanford Junior High School is found in Appendix A.
REFERENCE BOOKS
V. REFERENCE BOOKS

Knowledge is of two kinds. We know a subject ourselves or we know where we can find information about it.

The primary purpose of the library, to develop general reading interests from specific interests, must be kept in mind when determining what part of the initial book fund should be spent for reference books. Reference books change less than any other class of books. Worthwhile reference works require time and thought in the making and are expensive, but they last longer than the ordinary trade books bought for circulation purposes and require less duplication. Cheap reference works are often compilations of old material gathered from books after copyright restrictions have expired.

Reference books come nearer to being a constant quantity than does any other class of books. Consequently, there can be a more or less fixed knowledge of these books.

One of the most useful guides in choosing reference books is the New Guide to Reference Books by Isadore Gilbert Mudge (American Library Association). This lists and annotates two thousand reference works, arranged by subject, with an excellent index.

It is fitting that the guide to the whole field of reference books should be such a model work in completeness, arrangement, and authority, one for all other
reference works to emulate. Miss Mudge is the reference librarian and associate professor of bibliography in Columbia University. Her guide is kept up to date by an annual survey of recent reference books which she makes in the January issue of The Library Journal.

Reference books should be chosen carefully with regard to their need and use. An answer should be found for every question and every need should be satisfied. A complete junior high school library should have every reference book which will meet the needs of the students. One must be constantly on the watch for new material which will make the collection more complete. The H. W. Wilson publications are always of value and worthy of purchase.

Reference books cover a very large field. There are special characteristics to a reference book which must be recognized. The purpose of a reference book in general is to answer a specific question in the shortest possible time and the most direct manner.

Although one might use any related book in his search for the needed information, reference books are usually geared specifically to the type of use for which they are intended. They are often specially organized, edited, and arranged. They differ from books which are written to be read, not necessarily in subject but, in quantity of information and in the organization and presentation of the material. The editors try to pack as much information
as possible into the given space. This information may
be presented in many ways, but in a good reference book
that arrangement is such that its use may be rapid and
efficient. A good index is one of the important require­
ments of reference books.

To test the value of a reference book involves con­
sidering its usefulness in relation to the purpose for
which it is intended. The following characteristics
should be noted: what subject is covered, the copyright
date, where published, how the information is presented,
its accuracy, its index, and its specific use in the
library.

In order to get the best information on reference
books, especially dictionaries and encyclopedias, the
librarian should consult "Subscription Books Bulletin,"
an American Library Publication which critically ana­
lyzes and estimates all new encyclopedias, dictionaries,
and gazetteers.

Every junior high school library should have Compton's
Pictured Encyclopedia and the World Book Encyclopedia
which must be replaced at least every four years in order
to keep them up to date. A good plan is to replace in
alternate years. The old volumes are taken by the com­
pany and a discount is allowed on them for the new set.
The *Encyclopedia Britannica* should be in all junior high schools. This set is kept up to date by purchasing the *Year Book* which gives a record of events of the preceding year. This is sold at a special discount of two dollars eighty-five cents for the ten-dollar volume by using the coupons which were sent when the set is purchased.

The *Encyclopedia Americana* is a valuable set of second choice. It is used considerably for biographies and scientific articles. This is also kept up to date by a *Year Book* sold at the special discount price of two dollars eighty-five cents.

For a one-volume encyclopedia, the latest edition of the *Lincoln Library of Essential Information* is the most valuable. It is found to be the most useful and is widely used by all classes. The large and very full index at the end of the volume makes the book especially useful.

There should be reference books to cover practically every field. However, care must be taken that books beyond the age level are not included.

There are several year books included in the list of reference books in use at Stanford Junior High School, but of first importance for purchase is the widely used book *The World Almanac*, which must be purchased early in the year to be assured of receiving a copy.
The United States Government issues, among many other publications, many digests of data, statistics, abstracts of reports gathered in various fields. These publications, appearing regularly, supply invaluable current information and open the way to a wide use of government resources which might otherwise be almost inaccessible.

The field of reference books is large and varied. Indexes, books of quotations, biographies, and many others are useful and important. Assuming it would be of value to have a picture of the reference books which are used successfully at Stanford Junior High School, a list, according to their classification, is given in appendix B.
THE COURSE

OF

STUDY APPROACH
VI. THE COURSE OF STUDY APPROACH

Selecting books wisely for the library is of utmost importance as it affects the entire personnel of the school. It needs the cooperation of principal, teachers, supervisors, and students. The library must utilize the knowledge of various members of the faculty in their special fields. It is necessary to meet in advance the needs of teachers for their classes. Children's books must be continuously read and reviewed by the librarian in order that she may be familiar with the books which are constantly being published.

In addition to the information available from professional sources, valuable information can be obtained from the children on the kinds of books they like and want as a permanent part of their library.

While books in the library often fall into two separate classes, that of recreational reading and those books needed to supplement work especially assigned in classes, it has generally been found that each class overlaps the other and that most of the books, either fiction or non-fiction, are used for recreational reading.

Probably the most important and universal use of books for both children and adults is for recreational purposes.

It is difficult to name any other human resource which is potentially so rich as a recreational outlet.
The entire field covered by the course of study in each department must always be kept in mind so the student will have placed before him the best that is available. There is a definite purpose behind the curriculum and its relationship with the library.

Since there is this close connection between the curriculum and the library, the library collection is to a large extent developed and planned in the light of curriculum needs. Reference books, books of both fiction and non-fiction are selected and organized specifically to meet these needs. In connection with these needs, many bibliographies are made relating to each unit of work.

A. THE ENGLISH DEPARTMENT

The course of study has a definite pattern but need not be followed specifically except in principle.

Definite assigned topics are listed for each grade in the English department with the purpose of guiding the children's reading.

FICTION READING

In both the seventh and eighth grades, the English classes attempt to have a definite relationship with the work done in social study classes. The seventh grade curriculum in all fields attempts to help the child understand the peoples and places of the world; so in the choice of books we attempt to widen his interest and knowledge.
Recently a letter was received from a young American soldier telling about the celebration of Christmas in a Dutch home.

"It was all just what I had expected," the soldier wrote. "And when I realized with some surprise that I knew what to expect, I began to think how in England and France and Belgium--places I've never seen before--I've felt a sort of 'at-homeness.' It's because of the books I've read, not so much the grown-up ones as those I knew when I was a youngster, and the ones I read with my seventh and eighth grade classes."

Particularly for young adolescents, books can provide a bridge between what is already familiar and what lies beyond the average child's sphere of knowledge of the world, as well as of the responsibilities on the other side of the years of growing up. For at this stage most people begin, dimly perhaps, to feel a sense of identity with a world larger than the environment of home, school, and self. They are concerned with what they are going to be when they grow up, and with how they are going to fit into their adult world. They are testing their own personalities against those of the people around them. They are learning to use judgment, to make decisions, and to take responsibility.

Few children, for instance, read folk and fairy tales with any intention beyond having fun. But along with the

fun, they take in unconsciously some idea of the thoughts, feelings, fancies, traditions, distortions, superstitions and ethical teachings of the common people of all races in bygone ages, and this is the beginning of knowledge of comparative religions. Not only that; they identify themselves to some extent with the characters of folk and fairy lore, and so they learn to do a thousand things they could do in no other way except through imagination. This is a wonderful thing, for imagination and a sense of wonder, strengthened by use, are qualities essential to the full realization of self and to the understanding of other people, their ways of living, of thinking, of believing, and of worshipping.

Thus, without conscious effort, and with no purpose beyond enjoyment, the seventh grade student who reads widely, eagerly, and intelligently begins to understand something of the texture of human living and to see how he fits into the pattern. He begins to be at home in the world.

In the eighth grade, we again attempt to correlate the interest and work in social studies and to encourage the child to read books of the American scene. We attempt to widen his interest by having him become acquainted with the growth of American ideals; to understand the varied life of many sections of the country.
so he may then progress to the consideration of modern social problems; to realize that reading may help him see his own and America's relationship to the rest of the world.

Books about the pioneer days of this country, such as *The Matchlock Gun* or *Judith Lankester* or *Johnny Tremain* and all good books of whatever period or setting or circumstances, written with knowledge, insight, and honesty, help the reader to an understanding, so to speak, of the world of humankind. Such books have great lessons to teach about the quality of human character; and because they are fun to read, those lessons have much greater impact and reality than any abstract discussion of character building could ever have.

The great body of historical and regional fiction offers rich informational background and valuable reading relationships.

American history can cover the ground from the early colonial period through the revolution and the formative years of the government, the whole pioneer era of ever-advancing frontiers, the Civil War and its aftermath, and the era of rising industrial power, of increasing social and economic problems.

This phase of reading for junior high school students is of utmost importance. It is through these books we
give them an understanding of history and historical events. Also, we can hereby give color and romance to our own history which will encourage him to continue his reading interest.

In the ninth grade, *The Tale of Two Cities* by Charles Dickens is required study, with as much supplementary historical fiction reading as is possible for the student to cover.

Biographic novels, family sagas, regional novels, all merge so variously into historical fiction that border lines are often indistinguishable.

*The Hurricane* by Nordoff and Hall is also required study with supplementary reading of books laid in the Pacific area. Through these topics of suggested reading, the student is led to books of fine literature.

The use of fiction in vocational guidance has become increasingly popular as a means of encouraging young people to read about occupations. Entertaining novels and stories about workers in various fields have been particularly useful for exploratory purposes with students who could not decide upon a career and in cases where students were apparently indifferent to the necessity of making any choice.

Stories with accurate occupational settings are stimulating and effective in giving the real feeling of
occupational life. For example, Jane's Island by Marjorie Hill Allee gives the reader a glimpse of scientific work.

Many of these books also stress qualities and characteristics necessary for success in occupations.

These books should include as many occupations as possible.

Some criteria for selecting vocational books are as follows:

1. Does the book give the real atmosphere of the occupation?
2. Does it show character—is there at least one outstanding person?
3. Does it tell a story?
4. Are the occupational facts accurately and convincingly presented?
5. Does the book maintain a fair balance between the story and the occupational setting?

Some types of vocational novels are:

1. Fiction based on the author's personal experience which presumably gives authentic occupational information.
2. Stories in which the characters indicate, through their enthusiasm for their work or their dislike of it, the sort of appeal it will have.
3. Novels that present the atmosphere of the occupation, the indefinable "feeling" of it.

A partial list of vocational books used at Stanford Junior High School is shown in Appendix C.

The value and importance of fiction reading deserve much consideration. Fiction reading gives a spark to the imagination that kindles the powers of the human race.

The range of the fiction field is varied but necessarily limited, and the selection that it represents is illustrative and also, necessarily, more or less arbitrary. The novel of character and family life; the biographic study shaped and colored by the novelist's art; the chronicle of social change, unfolding from past to present, the fiction that rehearses and challenges our economic and industrial problems; the great fields of regional and historical fiction are all types that aid in the development and the education of the student.

The structure of the modern novel is based upon many of the novels suitable for the junior high school age. Such authors as Dickens, Hawthorne, Melville, Alcott, Masefield, and many others are a splendid introduction to the books which will be read later.

This is the age when the taste can be cultivated for the historical novel which is so popular in the later years of reading. At this age a discriminating taste may
be formed for the many historical novels which may be enjoyed in later years.

The choice of books by the students must be constantly watched. Taste and approach are of first importance in the reader's approach to a novel. Bad taste, undeveloped taste, the taste that craves a single kind of sustenance and complacently refuses anything different, will block advance on higher levels. We must try to train for a clear approach rather than one which is confused and purposeless and which shuts off all perspectives.

Students should be trained to realize that all reading should have some incentive: entertainment, retreat from reality, companionship, information, pursuit of a special interest or preoccupation, mental stimulation, enlargement of cultural background, these are some of the main provocations. So many readers approach a book without a clear idea of any purpose and never realize or follow out the paths it opens to some enlarged or different field of interest.

Fiction reading is a great persuasive medium of education and enlightenment, and it exerts a greater influence over the reader than any other body of literature. The enjoyment of fiction reading gives a rounded cultural development to the individual reader.
Fiction has a power as a record and interpretation of every aspect of life; and is related to all fields in education, history, science, and many others.

The selection of fiction books is of utmost importance. We must stimulate, educate, and satisfy every student--have books which answer every need and give him what he desires.

In choosing light fiction, the purpose might be: to encourage poor readers, to encourage a love of reading, to give simple pleasure, or to stimulate.

BIOGRAPHY

The reading of good historical fiction and books of travel is a preparation for the reading of biography because it helps to give the setting necessary for an understanding of characters.

Biography, more than any other form of literature, transmits a mirror image of the individual human being in his immediate life experience. It gives to the reader a sense of sharing in actual human experience yet of estimating and judging it at the same time; a sense of coming in touch with living persons, not merely with famous names, and at the same time a realization that each character, each destiny, is molded by influences of heredity, environment, and circumstances outside individual control.
After the foundations of the biography collection are made, fewer biographies proportionately will be added because there are usually more current publications of immediate importance in other classes.

During recent years there has been a large increase in the production of biography and this necessarily entails more careful selection. Since all work of good quality is desired, every biography suitable for the junior high school age needs to be carefully checked.

The human appeal of biography relates it to every other class of literature. It presents every human interest and activity through the record of individual experience. So it is closely allied to imaginative literature, to history, to all fields of work or of thought, and so it wakens and stimulates interest in history, art, science, and industry.

Biography represents, of course, fundamental material of history. History deals with events, their reasons, their course, their relation to the past, their influence on the future. Biography deals with the human beings who shared or shaped those events, their natures, purposes, defeats, and triumphs.

The reading of biography for the junior high school student is also of importance because of its inspirational value.
Many books not in the fiction field have a wide and definite appeal to the junior high school child.

He enjoys finding books about games and amusements, how to make marionettes and toy theaters—stories of prehistoric animals and primitive man, world exploration and discovery, ships and the sea—books about boats and most especially all books on aviation. There are students in junior high school who much prefer these books to any book of fiction.
POETRY

Integrated in all the grades is the study of poetry and drama.

Poetry and drama are the first forms of literature to delight little children. If the child has acquired a background of favorite poems throughout his school years, his taste and appreciation will have developed so he is ready to enjoy and delight in the fine poetry which is presented to him in his junior high school years.

A love of poetry should be cultivated in boys and girls not only because the music and swing of its verse, its stirring spirit, its beauty and magic and mystery belong to childhood but also because one who grows into adulthood with a love of poetry is quicker to see and feel the beauty around him and he is stronger because of this keener perception.

Poetry enriches and invigorates any individual life that can absorb it. It trains and stimulates the imagination and thus gives the power of entering into experiences not our own, of comprehending moods and ways of thought that we do not share, of living many lives besides the one that constrains us; perhaps, within narrow bounds.¹

With the steadily growing interest in poetry, the popularity of anthologies has constantly mounted and the number published increased. This demands careful discrimination in selection. There must be close consideration of scope and value. The most important factor in selection is the editor or compiler. Anthologies edited by Alfred Noyes, Louis Untermeyer, Joseph Auslander, Harriet Monroe, or by other poets of standing and critical writers of imaginative and literary gifts are of value.

In Bookman's Manual, an entire chapter is devoted to anthologies—extremely useful in its selective list of well-known and representative collections and as indication of the extent and variety of the field.

DRAMA

While it is necessary to have on the shelves a good collection of representative plays for all grades and for every occasion, the main collection is chosen by the drama teacher and kept in that department.

B. THE SOCIAL STUDIES DEPARTMENT

The books chosen for the social studies department cover a very large and interesting field. It is the
business of the librarian to supplement the course of study as used in each grade. In the seventh grade the history and description of all foreign countries are studied, while in the eighth grade the study is concentrated on American history. In the ninth grade the study is based largely on the social sciences in a broad general field, while the language departments use as supplementary reading history and descriptions of the countries which are being studied.

In the rich development which characterizes the past twenty years of children's books, some of the most significant writing has been done in the field of history. Among the recent writers of books for children dealing with history are authors who have taken a keen pleasure in putting their scholarship and personal enthusiasm into books for boys and girls.

Sweeping changes in the writing and teaching of history during the last generation, the new attitudes toward children and education, have resulted inevitably in a new kind of history book.¹

Many of the newer books deal not with individuals and incidents, with history in compartments of nationalities and countries, but with movements and ideas, with the acts, with the inventions and discoveries as they have affected the course of events and the life of men. In such books

¹Eaton, Anne T. Reading with Children. p.227.
as Gertrude Hartman's *The World We Live In* the author emphasizes beginnings, basic facts from which great movements have developed. She shows an understanding of a child's interest and the way in which he thinks. Her *These United States and How They Came to Be* chronicles the growth of this country from the time before the white men came to the days since the World War. Great explorers, pioneers, and inventors are here—-their attempts, accomplishments, and the resulting effect on the country and its development.

And so, likewise, a vast number of books are written in the field of history which stimulate the student to independent thinking and establishing both perspective and unity in the view of human affairs.

This study naturally merges into the field of social sciences, all with the purpose of developing better citizens.

Probably no field of literature has shown such great recent development in volume and in popular interest as is evident in the social sciences. Since the World War problems of international relationship, of political purpose and method, of economic rehabilitation, of social adjustment, have been most important problems confronting the world. These problems are considered vital to the continuance of individual living, and so they are made the basis of study in the ninth grade. Many ex-
Excellent books on the junior high level are being written by recognized authorities. It is well to check carefully from the standard aids before selecting books of this type.

The literature of travel is one of the most diverse and far-reaching divisions of literature. It holds the raw materials of history in records of exploration and archaeological discovery, and in annals of voyagers and adventurers. It extends into science—anthropology, botany, the study of man, of nature, and of the earth.

Covering these fields, many beautiful books are continually being published. The classics in the language department find background and supplemental material from this field of history and travel.
Children like books of science. Children of all grades seek the science section to look for their own special interests. The books written today hold a real interest for children.

There can be no question of the dominance of science in the world today. The literature grows constantly in volume and variety, keeping pace with the manifold developments of science in theory and application and with the rising tide of popular interest.

The world's attitude toward science, like its attitude toward history, has undergone great changes during the past few years. Scientific knowledge is no longer kept in tight compartments labeled chemistry, physics, astronomy, zoology, and botany. Scholars, students, and teachers are seeing the natural world as a whole, with emphasis on the interrelation of its parts, and this tendency is reflected in the books on science written for children today.

We find many groups of books like William Reed's *The Earth for Sam;* the story of mountains, rivers, dinosaurs, and men; also his *The Stars for Sam,* presenting the new conceptions of space, time, and matter.

Another volume for young readers in which a scientist shows he knows how to write for youthful readers is Carroll Fenton's *Life Long Ago, the Story of Fossils.* The writer is writing of something in which he himself is enormously interested; he is interested also in passing
on his knowledge and enthusiasm to boys and girls, with the result that young people who read and use the book have the feeling that they too are making an expedition with a friend who both stimulates and satisfies their curiosity.

There are numerous books of similar type which fascinate the children. For every subject taught in the science department there are interesting and attractive books to meet the requirements of his grade.

Besides all the interesting books of animals, birds, flowers, rocks, trees, and many other interests of science there is the great field of "How things are done"—the why of things.

Airplanes possess the imagination of the average boy today; also ship-building; diving; radio, the story of communication; motion pictures; and a host of other modern wonders.

There are a few specific points for consideration in the selection of books in science; the author's qualifications, his purpose, the manner of treatment, and date and publisher.

Familiarity with book reviews in scientific periodicals is a chief factor in discriminating current selection. Also some background acquaintance with the literature of science is necessary if the books are to be chosen wisely and effectively.
D. THE ART DEPARTMENT

Children of today who have access to the books which authors are thoughtfully writing for children and artists are illustrating with beauty and understanding enjoy a first-hand experience in art denied to boys and girls of earlier generations. Boys and girls who are exposed to the work of Dorothy Lathrop, of Helen Sewell and the Petershams, Ludwig Bemelmans, Arthur Racham, and Maxfield Parish have a rare training in line and color, though at the time of reading they may be consciously intent on story alone.

There are many excellent books which are designed to lead children into a conscious appreciation of art by putting into their hands a well-selected and stimulating collection of beautiful pictures, beautifully reproduced. Anna Berry in her *Art for Children* has written such a book. Its one hundred twenty-one pictures, chosen with imagination and intelligence from the works of great artists of all periods all over the world, are grouped under separate headings.

Of similar type and equally beautiful are *More Pictures to Grow Up With* and *Pictures to Grow Up With* by Katharine Gibson. *Pictures Every Child Should Know* by Dolores Bacon should be included in the library. *The Goldsmith of Florence* by Katharine Gibson is a rarely beautiful volume
which gives stories of individual artists and craftsmen and magnificent reproductions of the work of Ghiberti, Cellini, Paul Revere, and others.

Anna Chandler in *Treasure Trails in Art* gives interesting background information on twenty-three painters from Giotto to van Gogh with expert reproductions of their paintings.

Opal Wheeler and Sybil Deucher have written a simple, appealing little biography, charmingly illustrated, by Dorothy Bayly, of an early Italian painter called *How Giotto Tended His Sheep* and also *Millet Tilled the Soil*, an equally charming book.

There are many books of this type which are of real interest to children in the junior high school.

Besides these types of books every library should have books of the old masters with descriptive material; such books as *World-famous Paintings* by Rockwell Kent, *The Story of Art, the Lives and Times of the Great Masters* by Regina Shoolman and Charles Slatkin, and *Stories of the Painters* by Amy Steedman and other similar books.

All the above mentioned books may be used in appreciation work and interest. One beautiful book which will be much appreciated and enjoyed is *The Enjoyment of Art in America* by Regina Shoolman and Charles E. Slatkin. The study of such books will do much to increase the students' love and appreciation of the beautiful.
In selecting these books, these points must be noted: authority, simplicity of style, arrangement, entry under specific subject, indices, pictorial, illustration, and general format.

Much use is made of these art books. Classes come into the library for art appreciation lessons. Individual students are often using them in the library for pure enjoyment and they are sent into the classroom for special work. These books are a definite contribution to the library and add "pure joy" in the use of books.

So we must meet in advance the needs of all teachers and departments. We must keep before us the entire field and then place before the student the best that is available so that:

1. He will widen his interest.
2. He will enlarge his interests by surveying what both careers and leisure have to offer.
3. He will become acquainted with the growth of American ideals.
4. He will understand the varied life of many sections of the country and may then progress to the consideration of modern social problems.
5. He will have a realization that reading may help him see his own and America's relationship to the rest of the world.
E. THE SOCIAL ETHICS DEPARTMENT

The Stanford Junior High School is unique in offering a special course in social ethics. It is greatly appreciated by the students who feel that they have gained much which is definitely worth while and which helps them to become happier and better adjusted individuals.

The social ethics course of the Stanford Junior High School has presented the opportunity for consistent repetition of proper actions until they have become unconscious habits. For trying to duplicate perfection helps to improve self. The course features courtesy and attempts to associate with it all that is desirable in human contacts. Our understanding of courtesy is "the happy way of doing things."

The eradication of bad habits is necessary before good ones may be inculcated and cultivated. Self consciousness, bashfulness, and embarrassment are earmarks of many junior high school students. Such students are literally filled with complexes. If the school can untangle some of these emotional situations they can be rendered innocuous; if not, the individual enters adulthood with characteristics which mitigate against his success throughout his entire life.1

The social ethics course does much to simplify the complexities of everyday living and attempts to reduce the turbulence of everyday life to some sort of orderliness. It seeks to teach students that many of the troubles and wrongs which come upon them are often the results of their own mistakes and their negative attitude toward life.

In the course many situations are set up that parallel outside human contacts and social experiences.

Through this course the students gain a familiarity with books on etiquette and personality. They are given a bibliography of articles and chapters in books which are found in the library on these subjects. Often the books are taken from the library for use in the social ethics department. Books from this section are frequently read by students of all grades. A list of the books in use at Stanford is given in appendix D.
THE APPROACH THROUGH

GENERAL INTEREST
The selection of books dealing with sport stories, adventure, vocation, and all the other interesting and valuable types of reading should very definitely be supplemented and stressed as of equal, if not of first, importance with the so-called children's classics.

How to determine what is to be called a classic is sometimes difficult when we keep in mind that the book must have stood the test of time. A classic is a work which has appealed to a great variety of people at widely different periods of the world's history, and is, therefore, a work which presents permanent and universal truths. A classic not only has something to say but says it surpassingly well, with simplicity, beauty, and force, and with a perfect fitness of form and to thought. The effect is to quicken and strengthen the reader's imagination. It is for this reason that the classics, appropriate for children, appeal to those who can be led to read them. Many of the old legends have the very qualities which a child craves—simplicity of speech, singleness of motive, and directness of action. Too, the story teller generally keeps strictly to the matter in hand with no digression or expressions of opinion. He uses the minute, realistic detail which children enjoy.
The classics will give to children a taste of real literature. They need an acquaintance with a few of the great books to counteract the mediocre quality of much of the present-day juvenile literature.

Also the classics' breadth of vision enlarges a child's outlook. The boy who has sat at the Round Table with Arthur and the Knights, or lived through the struggles with Robin Hood, or the girl whose sympathy has been touched by the lively story of Ramona, or enjoyed life with the Alcott family will never be limited to the narrow horizon of the child who knows only the modern story.

The classics supply young people with the best material for hero-worship. Every child is by nature a hero-worshipper, and this quality, if the right ideals are supplied, develops character. Is any moral teaching so successful as that which fills us with a glow of pride and enthusiasm and the resolve to be like our favorite heroes? Could any disquisition of truthfulness, honor and courtesy be so effective with the boy or girl as the vision of Arthur and his Knights standing about the Round Table, each holding the cross of the hilt of his sword before him and promising "to be gentle in deed, true in friendship, and faithful in love?" The classics teach us not in didactic fashion but by providing ideals.  

1Fay, Lucy. Instruction in the Use of Libraries. p. 305
The boy or girl who reads some of the choice epics, stories, novels, biographies, allowing their mind to ponder upon the problems of conduct involved, will receive many deep and permanent moral lessons.

There are many other elements of lasting cultural value in the study of literature, but first of all the deep and permanent truths taught by the classics are those of human life and conduct.

It is of importance to the child that he have an acquaintance with the classics as it gives him the power to interpret his later reading. All literature is filled with allusions which have no significance for him unless he knows something of the Iliad, the Odyssey, King Arthur, Gulliver's Travels, Robinson Crusoe, and Tom Sawyer.

Children should become acquainted with the classics suitable for them as early as possible while their taste is being formed. These books which are capable of fostering an appreciation of the beautiful have an important place in children's literature. Terman and Lema tell us:

There is a certain element we seek in books which we term "high literary quality." This is an indefinable unanalyzable element that distinguishes the great book from the book which is mediocre. Van Dyke achieved it in The Other Wise Man, Ruskin in The King of the Golden River, and Mark Twain in The Prince and the Pauper. The writer whose work shows this quality of high literary merit must possess an inherent
sense of beauty, an ability to paint striking word pictures, and a liberality of ideas which prevents him from ever descending into the commonplace. This is the quality that makes a book live, as much in the field of children's literature as in that of the adult.¹

The stories of Hans Christian Andersen, Howard Pyle, James Baldwin, and Hugh Lofting are all children's literature but they are also real literature. Books as charming in thought and as beautiful in style as these should not be missed by children.

Imagination is a powerful factor in the daily life of the individual. Through the reading of the best literature, he may develop a wholesome and rich imagination, tempered with reason, which will enrich and stimulate his mind.

It is felt that every means possible should be used to encourage the students to read these classics.

In order to make it easier for the students to check themselves on their reading, a list of these books is made from which they may choose. The standard titles recognized by all good authorities have been used and a few names of books which seem to fit in with such a list have been added. These books have repeatedly been chosen

by both librarians and children as books of outstanding value.

This list also serves as a means of putting before the child the legends of the past which are so beautifully written but which he may not select for himself from the shelf.

All these books are for junior high school age. As in all the other lists, the books have been chosen for this special age. Books suitable only for older or high school students were not considered. Abridged editions were not recommended for it is better for the student to wait and enjoy the book in its original form. He will read these books at the age when he will most enjoy them. Robin Hood, Alice in Wonderland, and Tom Sawyer should be read before a child is sixteen in order to get from them the keenest enjoyment. These books, when read in later years, cannot bring the same thrill and enjoyment.

There is a long list of classics suitable for the junior high school age and covering a wide field of interest. This list is very popular with seventh, eighth, and ninth grades.

It is especially gratifying to have ninth grade students check the list to be sure they have read all of them before they graduate. Often the teachers give extra credit for the reading of books chosen from this list.
By the time the student is ready for high school he has absorbed some of the best of children's literature and acquired a taste for the fine literature which he will read in his high school and college years. It also serves as a background which will influence his reading taste during his entire life time. See appendix E for the list mentioned.
B. SPECIAL FIELDS OF INTEREST

Psychology teaches us that we can reach the child through his own interests. It is well to cultivate and develop that interest and perhaps attempt to lead to other wholesome interests.

In making the selection of books for the library, the librarian must remember the natural interest of the child—those interests which bring him joy and satisfaction. Every individual is better for having some hobby, some avocation in life aside from his vocation, and a desire to spend part of his time in play and relaxation.

There are numerous special fields of interest which have an appeal to the child. These interests or hobbies when developed by children lead to various lines of instructive reading. Besides this, there are many school activities for which the library must provide information.

Children should think of the library as a place of "free reading", not only as a place to find assigned reading. Having a strong spontaneous interest in a subject of perennial living interest, as Benjamin Franklin had in electricity, as Theodore Roosevelt had in birds and animals, as Franklin Roosevelt had since boyhood in ships and sailing and in stamp collecting, gives a child a special place in following these interests.
With the desire to show a group of interests as richly suggestive and as widely useful as possible, the following suggested topics are given: adventure, animal life, aviation, biography, choosing your job (vocations), deep sea diving, dogs and horses, exploring, exploring the out-of-doors, family life, folk and fairy tales, girls and college stories, health and safety, history and geography, holidays, how to be popular, music and art, mystery and detective stories, other lands and other people, personality, plays and poems, radio, science in all fields, sea life, special hobbies (making and doing things), sports, stage and screen, transportation and communication, the United States and North America, and World War II.

The field of children's interests is wide and varied, and the library must give every possible aid to satisfy these interests.

In the field of school activities books must always be available to fill the need. Books on parliamentary law, books of plays for special occasions, books on sports, books on social activities, and any of the other various activities of which the school may take part.

Some special points to be noted in buying these books are:

1. Is the book by a recognized authority on the subject or has it been approved by such an authority?
2. Is the text clearly written and are technical terms explained?

3. Are the illustrations, drawings, diagrams, maps, etc., authentic and well reproduced?

4. Is the book well printed and attractive in form and does it have an index?

5. Is it a book for the beginner or for one already familiar with the subject?

6. Is there a better or more up-to-date book covering the same ground?

7. Is there a more expensive or a cheaper edition of the same book? Which do you prefer to own and why?

8. Is the book a hodge-podge of miscellaneous hobby interests or is it limited to one or more subjects clearly set forth and adequately illustrated for its purpose?

9. Will the purchase of this book add life and meaning to the hobby interest it represents?
C. NEWBERY MEDAL BOOKS

Each year at the annual convention of the American Library Association a prize for the most distinguished contribution to American literature for children is given by the Children’s Library Committee.

A medal bearing the name of John Newbery is awarded to the author of the most distinguished book published for children in the preceding year. The medal is the gift of Frederic G. Melcher, editor of the Publishers’ Weekly, who first presented the idea of giving a prize which would reward and encourage writers of books for children.¹

The delegates to the American Literary Convention in 1919 had been considering the various channels through which better books could be made to reach children. It was generally felt that the librarian, who is trained to judge the value of books and who is constantly examining books, and more important still, is in closer contact with children of various age levels than are members of any other group, should be the one to make the decision.

The award was named after John Newbery, the eighteenth century London bookseller who was the first person to publish books especially for children. The award itself is a bronze medal designed by René Chambellan of New York.

The award is made to cover books published in the preceding calendar year. It is restricted to authors who are citizens or residents of the United States. There are no limitations as to the character of the books except that they be original work written especially for children.

Every member of the American Library Association Division of Libraries for Children and Young People has a share in the initial voting for the Newbery award. The tabulation of these nominations goes to the Award Committee members for their consideration, included in this committee are members of the School Libraries Section.

The Newbery award was first made in the year 1922 to the author of The Story of Mankind, a book illustrated as well as written by Henrick Van Loon, whose pictorial maps and animated drawings in color supply a desirable imaginative element in children's histories and books of travel.

The announcement of the award is made at the Annual Conference of the American Library Association, usually in June.

In all libraries special interest is shown in these books and they should always be purchased for the library collection as they are of excellent literary value. Children are interested in the names of these books and enjoy having a list for their own use.

See Appendix F for a complete list of these books given in chronological order.
D. JUNIOR LITERARY GUILD SELECTIONS

A subscription to the Junior Literary Guild will bring to the library each month a selection of new and outstanding books. The Junior Literary Guild is subsidiary to the adult Literary Guild Club. The books are carefully chosen by a group of literary experts from hundreds of publishers' manuscripts. The excellence of editorial selection, serviceable bindings, and low cost cannot be duplicated in the field of children's books. All books are new and are sent directly to the library, shipping charges prepaid.

One book is selected each month for children, six, seven, and eight years of age--primary grades. Another is selected for children nine, ten, and eleven years of age--elementary grades. Another, for older girls twelve to sixteen years of age, and a fourth for older boys twelve to sixteen years of age--junior and senior high school.

The yearly cost for each twelve-book group is $18.50. Through the purchase of twelve books or more during a year, a library may obtain Junior Guild books at a saving which represents at least thirty-three and one-third percent discount from the list price.

"Young Wings," an issue of several pages which describes each book, is sent free every month in advance of

1(The Junior Literary Guild is the book club for all young Americans between the ages of six and sixteen. With the yearly membership, each member receives one new book each month of the year and a copy of "Young Wings" with every book.)
the receipt of the books. In this little magazine one learns of the authors and illustrators of each month's selections. "Young Wings" is a valuable source of biographical information and is widely used for reference. The books' descriptions, gradings, Dewey classifications, and curriculum indications are very useful.

Because of the variety of content in the selections, the books are useful in many fields.

Stanford Junior High School subscribes to three groups: the intermediate, the older boys, and the older girls. They are always a welcome and interesting addition to the library each month.
SPECIAL SELECTION
OF
BOOKS FOR SLOW
OR
RETARDED READERS
VIII. SPECIAL SELECTION OF BOOKS FOR SLOW OR RETARDED READERS

An important field of book selection in the junior high school is the careful selection of easy interesting reading materials for those students who have not learned to read efficiently. The recommendation for retarded readers to read much easy, interesting material is sound. It is well if they read in different fields--radio, sea stories, science, war, travel, and others--they will get a good start not only on the vocabularies of special fields but also their interests will broaden. It has often been found that if an adolescent's interest is once aroused, he will seek increasingly difficult books on the subject.

Adolescents say a book is easy to read when it has interesting content--excitement, and action--mystery and suspense; adventure; colorful, concrete, realistic, interesting people of their own age or a little older, such as popular career books and books about trades. If the book is too slow in getting started they lose interest. If the book is too fanciful or foreign in its setting, or otherwise too remote from their experience, it is usually not popular with this group of readers.

The books must have a simple, easy vocabulary. They prefer conversation to narrative and narrative to ex-

position. They dislike long drawn-out descriptions but
welcome sufficient description to make the scenes and characters real. Short simple sentences, naturalness of expression, avoidance of dialect or foreign languages, and short paragraphs all seem to give the adolescent a favorable first impression of a book, as do also large or medium print, illustrations having color and action, and explanatory captions that supplement the text and clarify its meaning.

While their reading is on a lower level chronologically than the more superior readers, yet emotionally they are more advanced than children two or three years younger, so it is necessary to find books whose subject matter holds their attention yet is easy of comprehension and of easy vocabulary.

Certain factors in organization also make a book easy to read. Among these are fast-moving action, a not too detailed or complicated plot, a limited number of characters, careful building up to climax, and short chapters. Relationships within chapters and between chapters should be obvious and the central theme clear and always evident, developed in a straightforward direct way.

By detailed studies of reading interest of children of junior high school age it was found the leading interest is for animal and adventure stories. Girls like books especially written for boys, but boys do not like
books written for girls. Girls are especially fond of mystery books and accounts of home life and family relationships. Love of adventure is the greatest single factor in creating interest for both boys and girls in a story. There is also a tendency for both boys and girls to be interested in stories of new countries, people, and customs.

It has been found that children of retarded reading ability have a preference for books on sports and stories of much action.

New books often must be introduced to the students and various methods may be used: posting a short list, displaying the colorful covers of the books on the bulletin board, printing titles and brief annotations of selected books written by the students themselves, putting certain recommended books in a prominent place.

The teachers appreciate a bibliography of titles to recommend to their students.

From this list of suggested books, the student may choose the ones which appeal to him most in the areas of his keenest interests. Often a student's interest is sufficiently stimulated by these books so he will desire to read the more difficult ones.

The first recommendation of a book to a retarded reader is most important because if the book is too difficult or dull to him, his previous attitude toward
reading will be confirmed. If, on the other hand, the book is one which meets a real need in his life and is easy enough for him to comprehend and to interpret its meaning accurately, he will have an experience with reading which is functional and satisfying—perhaps the first of that kind in his life.

A list of these books which are used at Stanford Junior High School is given in appendix G.
SPECIAL SELECTION

OF

BOOKS WHICH DEVELOP

AND

IMPROVE DESIRABLE CHARACTER

TRAITS
IX. SPECIAL SELECTION OF BOOKS WHICH DEVELOP
AND IMPROVE DESIRABLE CHARACTER TRAITS

The need for character education is so obvious today,
the consequences of juvenile delinquency so appalling, that
every social agency must exert its influence to the utmost
if we are to build a strong stable society, equal to demands
of this atomic age.

Upon the home and the church rests the heaviest
obligation in character training, but the school cannot
escape its share of responsibility in the matter.

It has been found that one can introduce ideals and
principles into the mind of the child much more easily by
reading than by verbal instruction and persuasion.
The child discovers the ideals and principles for himself.
The emotional interest of the story gives them a warmth, a
coloring, and a beauty that awaken admiration and a desire
to imitate.

Books in which a fine ethical standard is implicit
have great lessons to teach about the quality of human
character; and because they are fun to read, those lessons
have much greater impact and reality than any abstract
discussion of character building could have.

Thus, without conscious effort and with no purpose be-
yond enjoyment, the student who reads widely, eagerly, and
intelligently begins to understand something of the values
of human living and to see how perhaps they fit into the pattern.

We must remember that this understanding is of importance because the young people of today will tomorrow bear a large share of the responsibility for preserving and extending the basic freedoms of humanity. They must approach this responsibility with informed minds, balanced emotions, and readiness to assess human values without prejudice.

There is hope that many wrongs may be put right if, through reading such books as Florence Crannell Means' *Shuttered Windows* and The Moved Outers and Margaret Thomsen Raymond's *Linnet on the Threshold*, the students can learn to examine the essential human elements that lie behind the smoke screen of racial, economic, and religious prejudice.¹

These books and many more like them are all excellent pleasure reading as well.

Children are susceptible to any strong influence. Many of them take easily to books, and many others need but wise direction to bring them under the touch of their formative influence. A book sometimes produces a more lasting effect upon the character and conduct of a child than a close companion.²

¹The Camp Fire Girl. The Camp Fire Girls, Inc.

Today we have the special responsibility of telling our young people, through their books, some of the hard realities of the world. Children still rightfully demand good stories, but they also want to know in what kind of world they are living and how they themselves may contribute toward a better life.

Many of the recent books for children and young people which seem to answer this need are given in the list which has been carefully chosen and evaluated. There are many books which present such problems as the adjustment of foreign-born children in America, race prejudices, social and economic differences, good neighbor relations with countries far and near, and the translation of democratic ideals into every-day terms. Good sportsmanship, honesty, and justice are all ideals carried out through these stories.

To write such books calls for skill and a high purpose.

In analyzing books for inclusion in the list, their use as character building agents has been continually in mind. All titles have been read and thoroughly discussed with students and teachers. From such books the child gleans general principles governing conduct, ideals, and attitudes of mind which enable him to see his own difficulties from a wholesome point of view and so to manage himself more in accordance with the dictates of reason.
These books attempt to develop within the mind of the child the wholesome ideals and principles of conduct. The development of wholesome moral principles is one of the underlying principles of our educational system.

There comes a time in the life of one who develops a wholesome personality when he commences to think what manner of man he would like to be and, after all, should become. He develops, in other words, an ideal of his own personality which he commences to make efforts to attain. Various types of behavior that characterized his conduct in the past commence to be laid aside and he adopts principles of conduct such as:

I don't steal, I don't lie, I don't give way to anger, I don't strike others, etc.

What has happened? The child developed a new attitude of mind, he perceived and adopted a new principle of conduct and he changed himself.

There are certain stages of development of the control of conduct by principle, each one of which may take a certain amount of time.

1. The principle is perceived and admired.

2. It remains dormant in the mind for an indefinite period and has apparently nothing to do with conduct.

3. An occasion arises in which the subject sees a relation between the occasion and the principle; and, with more or less effort on his part, the principle determines conduct.
4. A period of development which these principles more and more consistently determine conduct until the correct response to the situation follows as if by reflex action.  

Every title included in the list given in Appendix E is used in the Stanford Junior High School Library and has been read by many children whose reactions to it are known and analyzed. Books are listed for both boys and girls, many with titles which glorify the many races and nationalities; some for those with interests in sports; others for the mechanically minded; some for the adventurous; and some for those seeking romance of one kind or another. Children are encouraged to make their own selections.

Appealing to the imaginative life of the child, affording him a means of expressing those feelings and urges which his environment denies him, and permitting him to obtain release from the less desirable ones through the reading of well-selected books is one technique in the field of guidance which deserves attention.

The child associates his feeling of happiness and security or his feeling of unhappiness and insecurity with the people and experiences in his environment. When these experiences are pleasant and satisfying, the child re-lives them frequently in his fantasy.

life. If, however, they are unpleasant in nature, the child attempts often to escape from their effects through fantasy life that excludes these unpleasant memories and substitutes in their place imaginations that are more pleasing and satisfying. The vivid and appealing life situations contained in the story may provide this type of fantasy that is helpful and constructive. Although such periods of happiness are temporary, they serve often as an incentive or goal toward which the child may strive. In this way, properly selected books have a constructive role to play in the lives of those children that are by birthright due them.

The reading of properly selected books by children is one means that the environment offers to satisfy some of their natural desires for entertainment. The reading of well selected books is of value to a given child to the degree that it satisfies a particular need.¹

The list given in the appendix is not all inclusive. A sufficiently large variety of books has been included so that almost any child capable of reading at all will find some books that will interest him.

As has been stated before, the type of population of a school influences the selection of books for special lists as well as the selection of books for purchase.

Books are listed which will appeal not only to boys and girls of varying reading abilities but also to children of different levels of maturity who have such interests

as sports, outdoor life, mechanics, airplanes, and adventure both at home and abroad.

This list has proved to be very popular among the students and especially to those whom we have been most eager to reach. The idea seems to appeal to them and the discussions arising from their reading is most interesting.

Students themselves also help to compile or add to the list and suggest the annotations. That, in itself, is of importance and value. The list is constantly being supplemented by new discoveries of older books and by new books as they come into the library. In Appendix H is a list of character books which are used at Stanford Junior High School.

The ethical qualities which we attempt to teach are: perseverance, the will to win, unselfishness, honesty, truthfulness, sincerity, temperance, and tolerance.
MAGAZINES
X. MAGAZINES

There is a growing tendency to incorporate in the school curriculum units on how to read newspapers and magazines.

That the reading of magazines has a predominant place in the reading pattern of the people of the United States has long been known.

High school and junior high school students are avid magazine readers. They read magazines for various purposes: for information of all types, for entertainment, and for material dealing with their hobbies and with other special interests. Some read magazines to kill time, some for prestige values, and some for escape. Curricular assignments have brought about the use of magazines in the classroom and in the school library as supplements to or substitutes for books. Many students read magazines in preference to books. This extensive reading of magazines, usually popular magazines, is due to several causes. Magazines are usually more accessible than books, and they meet the demand for timely subjects, average interests, and popular topics. Many magazines require a relatively effortless type of reading; some magazines are time-savers, digesting news, or abstracting magazine articles or books. Magazines carry the appeal of illustrations and of advertisements. Much good material can be found in
magazines that is not available in books.

Extensive and indiscriminate reading of magazines by students creates certain problems for teachers and librarians. The major problem is not whether students read magazines in preference to books, for there is no intrinsic factor which makes the reading of any book of superior value to reading a magazine. Rather, the problem is one of developing in students the ability to select, to appraise, and to use the right type of magazine for their purposes, and of providing in the school good magazines that meet their needs, interests, and abilities.

To select from the great mass of magazines available those which are suitable for junior high school libraries is a complex problem and needs careful study.

The old tradition that periodicals should remain within library walls seems definitely on the wane. Some periodicals not of the current month should be allowed to leave the library for classroom periods, overnight, or even a week.

The school librarian who circulates magazines must resign herself to a certain amount of loss and wear which makes their preservation more difficult, so that a clear distinction between reference and non-reference publications becomes necessary with accompanying recognition that in the junior high school the use of current issues
is more important than use of older ones. The use of Reader's Guide should be part of every student's junior high school experience but generally the greatest use is not beyond the last six months.

A few magazines give value and service if bound. The National Geographic, Travel, and Scholastic magazines are bound each year at Stanford Junior High School.

All current issues of all magazines are kept on the magazine rack or tables so the students have free access to them at all times.

A small number of students will discover for themselves new titles on the magazine shelves, but the librarian who wants periodicals used to their fullest extent must refer students to them constantly as individual needs arise.

Magazines should be selected over a wide range of content corresponding to the variety of school activities and the special interest of the students.

Each department orders magazines of special value and interest in their particular field. These magazines are sent directly to the departments.

A list of the magazines which are used at Stanford Junior High School is given in Appendix I.

(It may be noted that Life Magazine is not included. Despite its many desirable features, its advertising policy is not in keeping with the ideals which we wish to hold before the students.)
CONCLUSION
XI. CONCLUSION

In the foregoing chapters the purpose has been to establish a groundwork of principle, method, and understanding on which the librarian may build an individual and ever-growing structure of expert book knowledge. Attention has been focused upon books as the object of selection, rather than upon minute detail of selective processes. The selection of books for the library should maintain the highest standard of book values.

There are many published book lists and while there are some few standard lists which include many books which children should read, nevertheless communities vary so it is not necessary that these lists be completely standardized. Allowance must be made for adaptation to local conditions and local personnel; libraries, in making their selection of books, must make such adaptation.

With changes of time, new or special interests may arise which deserve special attention. For example, as California approaches her one-hundredth anniversary, it is reasonable to suppose there may be a special need for books in that field. The coming "Atomic Age" also presents a challenge to the librarian who wishes to keep abreast of the times.

The library must never allow itself to become stereotyped, but must be alert to change.
In buying books for children's libraries, the problem is twofold: to buy initial collections and to maintain existing ones. Both operations require that the person making the selection shall have a critical knowledge of a wide range of publications for children and the ability to fit books to different local situations.

The problem of buying new titles is a problem of relative needs and relative values. The children's book collection must be kept fresh and inviting; the children's librarian must be alert to recognize new patterns in books and other forms of originality, but the nucleus of every collection for children should consist of the classic and standard books which will always be widely read because they appeal to basic interests. Children's book collections need never grow dull since generations of children come and go and the clientele of a children's library is constantly changing.

In making a selection of books for the school library, the best rule is to duplicate standard books rather than to buy widely of mediocre books.

The book collection must be balanced as to subject fields and reading levels. Careful check must be made that each field has adequate material and that each subject is as completely covered and as up-to-date as possible.
Books of real literary worth for recreational reading as well as reference works and supplementary materials for curriculum use must be included.

A balance must also be maintained in the book selection between subject fields and fields of children's interests. No one subject field or interest should absorb any major portion of the book budget.

Also, books in the various fields must represent a wide variety of reading levels. Reading abilities for each grade show a wide variation and for such needs provision must be made.

Individual interests and needs must also be cared for in making selections. It is thus necessary to choose from every field of knowledge and every possible interest.

The reward for such care and effort in selection is a gratifying sense of achievement as children are seen streaming into the library day after day eagerly looking for something--pleasure or escape or information--information on subjects in the classroom, on club interests, on hobbies, on vocations, or on some enterprise entirely their own.

In their craving to find out about things, we recognize the exploratory function of the junior high school, and it is through this need on the part of students that we have developed cooperation between the library and the classrooms.
The sense of power that comes from the ability to read printed words that tell a story gives satisfaction to a child; so does the finding of books which exactly suit his individual taste. But, in addition, there is an intrinsic joy-giving quality in the best books written for children, a quality that comes from the delight that the author has felt in making his book. This joy in the writing, which in turn makes for joy in the reading, is the touchstone to distinguish real literature in books for boy and girls.

The librarian must bring to her work love of children, love of reading, a sense of literary values, and some knowledge of children's reading habits.

She must be able to give them books which are pure "recreational reading"—the type which they read for the mere fun of reading, purely to bring enjoyment. Books which carry adventure into new worlds, which entertain, delight and create for him a different world. These books may be fiction or non-fiction, a book on electricity, one of fairy tales, a travel book, or a book about the outdoors or perhaps an animal story. These books depict the wants, hopes, dreams, interests, ideas, and ideals of the children. As the child reads, his horizon is widening, his spirit is deepening, he is becoming more
aware of other peoples and places, his imagination is stirred, and his emotional experiences are constantly enriched.
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BIBLIOGRAPHY


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APPENDICES
APPENDIX A

RECOMMENDED BOOK SELECTION

AIDS
RECOMMENDED BOOK SELECTION AIDS

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----------Go Places...With Books. Enoch Pratt Free Library, Division of Work with Children, Baltimore, Maryland, 1946.


----------Model Book Shelf. East and West Association, 10 East 29th St., New York, New York.


APPENDIX B

REFERENCE BOOKS USED

AT

STANFORD JUNIOR HIGH SCHOOL
REFERENCE BOOKS


031 Americana Annual; an encyclopedia of current events. Annual.

031 Britannica Junior. Encyclopedia Britannica, Inc. 1940.

031 Compton's Pictured Encyclopedia; a good juvenile encyclopedia, one of the two leading American works in this field. F. W. Compton & Company, 1942.


031 The New International Year Book; a compendium of the world's progress for the year. Funk & Wagnalls. Annual.


032 Britannica Book of the Year. Encyclopedia Britannica, Inc. Annual.


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291 Gayley, Charles Mills, editor. Classic Myths in English Literature and in Art; based originally on Fulfincb's Age of Fable. Ginn, 1911.


305 The Statesman's Year Book; statistical and historical annual of the states of the world for the year. Macmillan. Annual.


385 Clark, Hugh M; Clark, Theresa M.; and Harmer, Gordon B., editors. Scott's Standard Postage Stamp Catalogue; gives illustrations, descriptions, denomination, and value, used and unused, of all the principal stamps of all countries. Scott, 1946.

391 Lester, Katherine Morris. Historic Costume; a resume of the characteristic types of costumes from the most remote times to the present day. Manual Arts, 1942.

Hazeltine, Mary Emogene. *Anniversaries and Holidays; a calendar of days and how to observe them.* American Library Association, 1928.


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<th>Title</th>
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<td>595.7</td>
<td>Lutz, Frank Eugene</td>
<td><em>Field Book of Insects of the United States and Canada</em></td>
<td>Putnam</td>
<td>1935</td>
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<td>629.13</td>
<td>Jordanoff, Assen</td>
<td><em>Jordanoff's Illustrated Aviation Dictionary</em></td>
<td>Harper</td>
<td>1942</td>
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<td>629.13</td>
<td>Mingos, Howard, editor</td>
<td><em>Aircraft Yearbook for Year</em></td>
<td>Aeronautical Chamber of Commerce</td>
<td>Annual</td>
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<td>630</td>
<td>United States Department of Agriculture</td>
<td><em>Yearbook of Agriculture</em></td>
<td>Superintendent of Documents</td>
<td>Annual</td>
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<td>703</td>
<td>New Standard Encyclopedia of Art</td>
<td>Garden City Publishing Company</td>
<td>1939</td>
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<td>709</td>
<td>Gardner, Helen</td>
<td><em>Art Through the Ages; an introduction to its history and significance</em></td>
<td>Harcourt, Brace</td>
<td>1936</td>
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<td>709</td>
<td>Reinach, Salomon</td>
<td><em>Apollo; an illustrated manual of the history of art throughout the ages</em></td>
<td>Scribner</td>
<td>1935</td>
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<td>737</td>
<td>Scott Stamp and Coin Company</td>
<td><em>The Standard Catalogue of United States Coins and Currency from 1652 to present</em></td>
<td>1935</td>
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<td>780.3</td>
<td>Colles, Henry Cope</td>
<td><em>Grove's Dictionary of Music and Musicians</em></td>
<td>Macmillan</td>
<td>1940</td>
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<td></td>
<td></td>
<td>Six volumes with supplement.</td>
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<tr>
<td>780.3</td>
<td>Pratt, W. S., editor</td>
<td><em>The New Encyclopedia of Music and Musicians</em></td>
<td>1924</td>
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<td>780.92</td>
<td>Ewen, David</td>
<td><em>Living Musicians</em></td>
<td>H. W. Wilson and Company</td>
<td>1940</td>
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<td>803</td>
<td>The Century Cyclopedia of Names: a pronouncing and etymological dictionary of names in geography, biography, mythology, history, ethnology, art, architecture, fiction, etc.</td>
<td>Century Publishing Company</td>
<td>1911</td>
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<td>803</td>
<td>Gerwig, Henrietta</td>
<td><em>Crowell's Handbook for Readers and Writers</em></td>
<td>Crowell</td>
<td>1925</td>
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<td>808.1</td>
<td>Walker, John</td>
<td><em>Rhyming Dictionary of the English Language</em></td>
<td>Dutton</td>
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APPENDIX C

VOCATIONAL BOOKS
## VOCATIONAL BOOKS

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<th>Author</th>
<th>Title</th>
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<td>Addams, Jane</td>
<td>Twenty years at Hull House</td>
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<td>Aldrich, Bess Streeter</td>
<td>A Lantern in her Hand.</td>
<td>HOMEMAKING</td>
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<td>Allee, M. H.</td>
<td>A House of Her Own</td>
<td>TEACHING</td>
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<td>Jane's Island</td>
<td>SCIENCE</td>
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<td>Alsop, Guilema Fell</td>
<td>She's Off to Work</td>
<td>VOCATIONS</td>
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<td>Arnold, H. H.</td>
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<td>Arnold, Frank A.</td>
<td>Do you Want to get into Radio?</td>
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<td>Finlandia, the story of Sibelius</td>
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<td>How every Boy can Prepare for Aviation Service</td>
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Baker, Rachel

The Story of the First Woman Doctor.

Baldwin, Hanson

What the Citizen should Know About the Navy

Barbour, Ralph Henry

How to Play Better Baseball

Barne, Kitty

She shall have music

Bell, Kensil

Coast Guard Cadets

Ice Patrol

Benet, Laura

Roxana Rampant

Berry, Erick

Careers of Cynthia

Bianco, Margery

Other People's Houses

Biegeleisen, Jacob I.

Careers in Commercial Art

Bischoff, Ilse

Painter's Coach

Bond, Alexander Russell

The American Boys' Engineering Book

Boswell, Roife

Leathernecks, our Marines in Fact and Pictures
Brier, Howard M.

Skycruiser

Smoke Eater

Brown, Courtney

Red Iron! The Story of a Young Civil Engineer

Buck, Frank

On Jungle Trails

Bugbee, Emma

Peggy covers Washington

Peggy covers the News

Cades, Hazel

Jobs for Girls

Carlisle, Norman V.

Civil Service Careers for Boys

Civil Service Careers for Girls

The Marines in Review

Chapelle, Georgette L.

Girls at Work in Aviation

Childs, John F.

Navy Gun Crew

Choate, Florence and Curtis, Elizabeth

Absolute Pitch

Dance of the Hours

Coe, Douglas

Marconi, Pioneer of Radio
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<td>Gallagher, Louise Barnes</td>
<td>Frills and Thrills, the Career of a Young Fashion Designer</td>
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<td>Gibbs, Clanche and Adams, Georgean</td>
<td>SECRETARY</td>
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<td>Goss, Madeleine</td>
<td>MUSIC</td>
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<td>Graham, Bessie</td>
<td>SCIENCE</td>
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<td>Dr. George Washington Carver</td>
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Grauvreau, Emile
They Played the Game, the Story of Baseball

Grubine, E. Evalyn
Patsy Breaks into Advertising

Hall, Marjory
After a fashion

Hall, Ester Greenacre
Haverhill Herald

Hamilton, E. B.
How They Started

Hess, Fieril
Buckaroo
Castle Camp

Heylinger, William
Son of the Apple Valley
S O S Radio

Hewes, Agnes Danforth
The Iron Doctor

Hubler, Richard G.

Lou Gehrig, the Iron Horse of Baseball

Johnson, Martha
Sandra Mitchell Stands By

Johnson, Osa
I Married Adventure

Kitson, Harry D.
Vocations for Boys
Knox, Rose
Footlights Afloat

Lent, Henry
Aviation Cadet

Leyson, Burr
Elements of mechanics

Mallette, Gertrude
Into the Wind

Malvern, Gladys
Curtain Going Up
Dancing Star
Valiant Minstrel

Masters, David
The Boys' Book of Salvage
When Ships Go Down

Maule, Frances
She Strives to Conquer

Mason, Anne
The House That Jill Built

McNulty, Marian
Winning Out

Meader, Stephen
Lumber Jack
T-model Tommy
Tralines North

Mallette, Gartrude
Acting

Masters, David
Acting

Maule, Frances
Acting

McNulty, Marian
Acting

Meader, Stephen
Acting

Footlights Afloat
Aviation Cadet

Elements of mechanics

Into the Wind

Curtain Going Up
Dancing Star
Valiant Minstrel

The Boys' Book of Salvage
When Ships Go Down

She Strives to Conquer

The House That Jill Built

Winning Out

Lumber Jack
T-model Tommy
Tralines North

ACTING
AVIATION
MECHANICS
NURSING
ACTING
BALLET DANCING
MUSIC
DIVING
SALVAGING
BUSINESS
ARCHITECTURE
NURSING
LUMBERING
TRUCKING
TRAPPING
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<td>Meigs, Cornelia</td>
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<td>Nicolay, Helen</td>
<td>Wizard of the Wires</td>
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<td>Nolan, Jeannette</td>
<td>The Gay Poet</td>
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<td>Norling and Donaldson</td>
<td>Everyday Nursing for the Everyday Home</td>
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<td>Nolan, Carl</td>
<td>The Story of Clara Barton</td>
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<td>Oliver, Jane</td>
<td>Business as Usual</td>
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<td>Olds, Helen</td>
<td>Victoria Clicks</td>
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<td>Proudfit, Isabel</td>
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<td>Purdy, Claire</td>
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<td>Raymond, Margaret</td>
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<td>Peter Snow</td>
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<td>Ross, M. I.</td>
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<td>Pay Dirt</td>
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<td>Rowell, Adelaide</td>
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<td>Sports - Football</td>
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<td>Schmidt, Sarah</td>
<td>New Land</td>
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<td>Singmaster, Elsie</td>
<td>A Boy With Edison</td>
<td>Electricity</td>
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<td>Skidmore, Hubert</td>
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<td>Stranyanova, Helen</td>
<td>Stradivari: the violin-maker</td>
<td>Music</td>
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<td>Thompson, Mary</td>
<td>Highway Past Her Door</td>
<td>Farming</td>
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<td>Tunis, John</td>
<td>World Series</td>
<td>Sports - Baseball</td>
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<td>Vallery-Radot, Rene</td>
<td>The Life of Pasteur</td>
<td>Science</td>
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</tbody>
</table>
Wheeler and Deucher
  Franz Schubert and His Merry Friends
  Sebastian Back, the Boy From Thuringia

Wing, Paul
  Take it away, Sam.

Wood, L. N.
  Walter Reed, Doctor in Uniform

Woodward, Helen
  Through Many Windows

Worthington, May
  Sally and her kitchens

Yates, Raymond F.
  Young Men and Machines

Yeager, Dorr
  Bob Flame Ranger

Yost, Edna
  Modern Americans in Science and invention
APPENDIX D

BIBLIOGRAPHY OF BOOKS

ON

SOCIAL ETHICS WHICH

ARE

USED AT STANFORD JUNIOR HIGH

SCHOOL LIBRARY
BIBLIOGRAPHY OF BOOKS ON SOCIAL ETHICS WHICH ARE USED AT STANFORD JUNIOR HIGH SCHOOL LIBRARY


BADT, ERNESTINE. Everyday Manners for Boys and Girls. Chicago, Laidlaw, c1931.

BLACK, KATHLEEN. Manners for Moderns. New York, Allyn & Bacon, c1933.


BARBOUR, RALPH. Good Manners for Boys. New York, D. Appleton-Century, c1937.

BOYKIN, ELEANOR. This Way, Please. New York, Macmillan, c1940.


BROCKMAN, MARY. What is She Like? New York, Charles Scribner's Sons, c1936.


BURNHAM, HELEN. The Boy and His Daily Living. Chicago, Lippincott, c1939.


DAILY, SHEILA. Personality Plus! New York, Dodd & Mead, c1946.

EARLSON, DICK. Tomorrow and You. San Jose, Stewart, c1939.


LANSING, FLORENCE. Job Ethics and Guidance for Youth. Los Angeles, Lansing, c1952.


MAULE, FRANCES. She Strives to Conquer. New York, Wagnalls, c1937.


MC LEAN, DONALD. Knowing Yourself and Others. New York, Holt, c1938.


RASELY, HIRAM. Finding Yourself. New York, Gregg, c1938.

RYAN, MILDRDE. Cues for You. New York, D. Appleton, Century, c1940.

STARRATT, HELEN. The Charm of Fine Manners. New York, Lippincott, c1907.

SPILLMAN, HARRY. Personality. New York, Gregg, c1919.


APPENDIX E

THE CLASSICS

WHICH

SHOULD BE READ

IN

JUNIOR HIGH SCHOOL
THE CLASSICS IN CHILDREN'S LITERATURE WHICH ARE FOUND IN STANFORD JUNIOR HIGH LIBRARY

Alcott, Louisa
   Little Women
   Little Men
   Eight Cousins
   An Old-fashioned Girl

Aldrich, Thomas Bailey
   The Story of a Bad Boy

Anderson
   Fairy Tales and Stories

Asbjornsen, Peter Christen
   East o' the Sun and West o' the Moon

Atkinson, Eleanor
   Greyfriar's Bobby

Austen, Jane
   Pride and Prejudice

Bacheller, Irving
   A Man for the Ages

Baldwin, James
   The Story of Roland
   The Story of Siegfried

Barrie, Sir James M.
   The Little Minister
   Peter Pan

Carroll, Lewis
   Alice's Adventures in Wonderland
   Through the Looking Glass
Cervantes, Miguel de

Adventures of Don Quixote de la Mancha

Collodi, Carlo

Adventures of Pinocchio

Colum, Padraic

Arabian Nights Entertainment
The Adventures of Odysseus and the Tale of Troy
The Children of Oden
The Golden Fleece and the Heroes Who Lived Before Achilles
Orpheus, Myths of the World

Cooper, James Fenimore

The Deeslayer
The Last of the Mohicans

Craig, Mulock

Little Lame Prince

Crewsick, Paul

King Arthur: The Story of the Round Table

Dana, Richard Henry

Two Years Before the Mast

Defoe, Daniel

The Life and Adventures of Robinson Crusoe

Dickens, Charles

A Christmas Carol
Christmas Stories
David Copperfield
The Cricket on the Hearth
Dombey and Son
The Old Curiosity Shop
The Pickwick Papers
The Tale of Two Cities
Dodge, Mary Mapes
   Hans Brinker

Dumas, Alexandre
   Black Tulip
   The Three Musketeers

Eggleston, Edward
   The Hoosier School Boy

French, Allen
   Story of Gretter the Strong
   The Story of Rolf

Garland, Hamlin
   The Long Trail

Grimm Brothers
   Grimm's Fairy Tales
   Household Tales

Harris, Joel Chandler
   Tales from Uncle Remus

Hawthorne, Nathaniel
   The House of Seven Gables
   The Great Stone Face
   A Wonder Book
   Tanglewood Tales

Hughes, Thomas
   Tom Brown's School Days

Hugo, Victor
   Les Miserables

Irving, Washington
   The Sketch Book
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<tr>
<td>Jackson, Helen Hunt</td>
<td>Ramona</td>
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<td>Jacobs, Joseph</td>
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<td>Kingsley, Charles</td>
<td>Westward Ho!</td>
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<td>Kipling, Rudyard</td>
<td>All the Mogli Stories</td>
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<td>Just So Stories</td>
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<td>Captains Courageous</td>
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<td>Lamb, Charles</td>
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<td>Boys' Genghis Khan</td>
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<td>Lanier, Sidney</td>
<td>The Boys' King Arthur</td>
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<td>Lang, Andrew, editor</td>
<td>Arabian Nights' Entertainment</td>
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<td>Lofting, Hugh</td>
<td>The Story of Dr. Doolittle</td>
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<td>Lytton, Edward Bulwer</td>
<td>The Last Days of Pompeii</td>
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Masefield, John
Jim Davis

Melville, Herman
Moby Dick

Pyle, Howard
Men of Iron
The Merry Adventures of Robin Hood
Otto of the Silver Hand
The Story of King Arthur

Rice, Alice Hegan
Mrs. Wiggs of the Cabbage Patch

Ruskin, John
The King of the Golden River

Scott, Walter
Ivanhoe

Seaman, Augusta
Jacqueline of the Carrier Pigeons

Sewell, Ann
Black Beauty

Spyri, Johanna
Heidi

Steffens, Lincoln
Boy on Horseback

Stevenson, Robert Louis
The Black Arrow
Kidnapped
Treasure Island

Swift, Jonathan
Gulliver's Travels
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<td>Twain, Mark</td>
<td>The Adventures of Huckleberry Finn</td>
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<td>The Adventures of Tom Sawyer</td>
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<td>Van Dyke, Henry</td>
<td>The First Christmas Tree</td>
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<td>Verne, Jules</td>
<td>Twenty Thousand Leagues Under the Sea</td>
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<td>Wadsworth, Wallace</td>
<td>Paul Bunyan and his Great Blue Ox</td>
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<td>Wiggin, Kate Douglas</td>
<td>Rebecca of Sunnybrook Farm</td>
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<td>Wilson, C. W.</td>
<td>The story of the Cid</td>
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<td>Wyss, Johann</td>
<td>Swiss Family Robinson</td>
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APPENDIX F

NEWBERRY MEDAL BOOKS
NEWBERY MEDAL BOOKS

1922  Van Loon, Hendrik Willem. The Story of Mankind.
1923  Lofting, Hugh. The Voyages of Doctor Dolittle.
1924  Hawes, Charles Boardman. The Dark Frigate.
1925  Finger, Charles Joseph. Tales from Silver Lands.
1927  James, Will. Smoky: the cowhorse.
1929  Kelly, Eric P. The Trumpeter of Krakow.
1930  Field, Rachel. Hitty.
1931  Coatsworth, Elizabeth. The Cat Who Went to Heaven.
1932  Armer, Laura Adams. Waterless Mountain.
1933  Lewis, Elizabeth Foreman. Young Fu of the Upper Yangtze.
1934  Meigs, Cornelia. Invincible Louisa.
1935  Shannon, Monica. Dobry.
1936  Brink, Carol Ryrie. Caddie Woodlawn.
1938  Seredy, Kate. The White Stag.
1939  Enright, Elizabeth. Thimble Summer.
1940  Daugherty, James. Daniel Boone.
1941  Sperry, Armstrong. Call it Courage.
1943  Grey, Elizabeth Janet. Adam of the Road.
1944  Forbes, Esther. Johnny Tremain.
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<th>Year</th>
<th>Author</th>
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<td>1945</td>
<td>Lawson, Robert</td>
<td>Rabbit Hill</td>
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<td>1946</td>
<td>Lenski, Lois</td>
<td>Strawberry Girl</td>
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APPENDIX G.

LIST OF APPROVED BOOKS

FOR

SLOW READERS
LIST OF APPROVED BOOKS FOR SLOW READERS

Armer, Laura


Beistle, Adorilla


Brooks, Walter

Freddy and Mr. Camphor. New York, Knopf, 1944.

Costsworth, Elizabeth


Collin, Hedvig


Credle, Ellis

Down down the mountain. New York, Nelson, 1934.

Dalgliesh, Alice

Gulliver joins the Army. New York, Scribner's, 1942.

Davis, Lavinia R.


de Angeli, Marguerite

Bright April. Garden City, Doubleday, Doran, 1946.

de La Mare, Walter
  Mr. Bumps and his monkey. New York, Winston, 1942.

de Movel, M. B.

Disney, Walt

du Bois, William

Edmonds, Walter
  Tom Whipple. New York, Dodd, Mead, 1942.

Estes, Eleanor.
  The Moffats. New York, Harcourt Brace, 1941

Everson, Florence and Howard

Fleury, Barbara.

Folger, Doris

Foster, Elizabeth.

Friskey, Margaret
Glick, Carl
Mickey, the horse that volunteered. New York, Whittlesey House, 1945.

Heal, Edith

Hunt, Mabel
Susan Beware! New York, Lippincott, 1937.

Hinkle, Thomas

Hovious, Carol

Johnson, Margaret and Helen


Kalab, Theresa
Kokwa, a little Koala bear. New York, Longmans, 1939.

Kingsley, Charles
The Water Babies. New York, Houghton, Mifflin, 1923. (First Published in 1863.)

Lattimore, Eleanor

Leaf, Munro
I'Hommedien, Dorothy

Robbie, the brave little collie. New York, Lippincott, 1946.

Mason, Miriam


McCloskey, Robert


McKinley, Charles


Meade, Julian


Medary, Marjorie


Morley, Margaret


O'Faolain, Eileen


Orton, Helen Fuller


Otis, James


Toby Tyler. New York, Harper Brothers, 1925.

Renick, James and Marion

Rice, Alice Hegman


Robinson, W. W. and Irene


Ruskin, John


Sawyer, Ruth

Picture tales from Spain.

Sewell, Ann


Singmaster, Elsie


Smith, E. Cadwalader


Sowers, Phyllis


Sperry, Armstrong.


Stearns, David


Stone, William

Teri Taro from Bora Bora. New York, Knopf, 1940.
Strong, Phil
Cowhand Goes to Town. New York, Dodd Mead, 1939.
Farm Boy. New York, Dodd Mead, 1936.
Honk, the moose. New York, Dodd Mead, 1935.
APPENDIX H

BIBLIOGRAPHY ANNOTATED OF BOOKS

DESIGNED TO DEVELOP DESIRABLE CHARACTER TRAITS
F. BIBLIOGRAPHY OF BOOKS WHICH DEVELOP DESIRABLE CHARACTER TRAITS

Alcott, Louisa May

Little Women

Little, Brown

Grade 7-9

Still regarded as one of the outstanding books written by an American author. The four daughters of the March household, which was very much like Miss Alcott's own family, are the leading characters. They are all of essentially different types, but their affection for one another and their loyalty to family and ideals aid them in the vicissitudes they encountered from childhood to maturity. It is a pleasant picture of family life.

Aldrich, Bess Streeter

A Lantern in Her Hand

D. Appleton-Century

Early-day Nebraska furnishes the background of this story. Abbie Mackenzie Deal, descendant of Irish peasants and Scotch aristocrats, and her family furnish a lively narrative. Their struggle with winter blizzards and summer droughts, scanty crops, and other pioneer hardships recreates a period in history. Abbie lives from generation to generation, witnessing changes in her family life and in the world about her. She lives to see the automobile and radio bring the fruits of progress to her very door. Recommended for the older girl who likes romance.

Allee, Marjorie H.

Great Tradition

Houghton

The story of five girls who share an apartment while doing graduate work at the University of Chicago. They learn to adjust themselves to each other; and Charlotte, in particular, overcomes her race prejudices.
Andrews, Mary

The Perfect Tribute

Scribner's

A story of Abraham Lincoln and of the comforting realization that came to him at the bedside of a Confederate soldier when he understood that his Gettysburg address had touched the hearts of the people.

Baarslag, Karl

SOS to the Rescue

Oxford University Press

Modern sagas of the sea. Here, in a way never presented before, is the story of wireless telegraphy and the first appearance of wireless aboard ship, the true stories carry through the origins of "CQD" and "SOS" to the Morro Castle disaster. It is a gripping record of heroism and sacrifice among men that is seldom noted. There is some appeal, also, for girls.

Barbour, Ralph H.

Five-dollar Dog

Appleton

The story of a boy who was very happy in the possession of a dog he had learned to love; yet when he finds the dog is not rightfully his, he offers to return it to its owner.

Beim, Lorraine

Triumph Clear

Harcourt

Marsh Evans, after suffering a severe case of infantile paralysis, is obliged to go to the Georgia Warm Springs Foundation as a patient, instead of entering college as she had planned. At first, discouraged because of her slow recovery, she rebels against the Foundation and the world in general; but gradually she surmounts her personal difficulties and disappointments.
The story of Louis Pasteur’s perseverance, in spite of overwhelming odds, in his search for the solution of problems that are of permanent value to mankind. It is an inspiration to anyone.

The story of Terrill who wins back the self-confidence she lost in an accident and how she learns that when one is frightened it is better to “face up to it and slug it out.”

Caddie, a lovable, courageous tomboy, and her five sisters and brothers helped neighboring friendly Indians in many ways. This book gives a rich and satisfying picture of pioneer life as well as a fine example of a human, yet superior, character.

Benjamin Franklin, Abraham Lincoln, Phillip Brooks, Edward Everett Hale, and the others of whom Dr. Brown writes were giants when measured by an ordinary standard of achievement. Each was a master of that difficult art—the art of living. Each was a perfect example of Bernard Shaw’s definition of a gentleman: "A man who always puts back into life more than he takes out!"
Mary Jane, who had expected to have a dull summer in New Hampshire, finds that by keeping busy and helping others, she can make herself and others happy. The type of book that would appeal to girls.

The world knows the record of Madam Curie's career, but for the first time reads of her background and private life and how she made sacrifice after sacrifice during her lifetime in order to serve humanity.

It is true that all people have handicaps of some kinds, and this story of Miss Dahl's life proves that a person with a serious handicap can be happy. She felt better about her own poor sight when she was helping to make life easier for others.

Betsy had tried hard to make friends but was always considered a "dud." When she moved to the country and forgot herself in her work and interest in other people, she found the reverse to be true.
The story of how a young American boy on a Vermont farm takes over the big job of running the farm when his older brother goes to war. A hard-working 4-H group pitch in to make their community into a better place--rugged individualists learn to pull together in the national emergency--and human warmth lends understanding as foreigners and outsiders and intruders become contributing, useful citizens.

De Kruif, Paul

Microbe Hunters

Through biographical narratives the story is told of the war on pathogenic organisms which began with the discovery of bacteria two hundred and fifty years ago by the Dutch lens-grinder, Leeuwenhoek, the first of the microbe hunters. It is the tale of the bold and persistent and curious explorers and fighters of death who came after him. Dr. De Kruif's book tells a great story, one full of suspense, keen rivalry, the fascination of the unknown, the passion of discovery, the fortune that favors the brave, and the sheer triumph of human intelligence.

De Leeuw, Adele

Doctor Ellen

The story of a girl who perseveres in her determination to be a doctor and who, by her coolness in an emergency, finally convinces her family that she has the necessary qualifications.
When Linda's family moved to a new town she had difficulty finding a place in any high school group because friendships had already been formed, and almost joined a group of malcontents. But Linda learns her failings in time and corrects them, and by taking pride in her own individuality and putting her talents to good use, she finds friends with like interests.

Edward had always been taught the strictest of discipline and when his family was attacked by Indians, he was able to save them only because of his ability to do what he was told when he was told. A good pioneer story with bravery, courage, and excitement in it.

The story of a boy who assumes the responsibility of caring for the family and re-establishing their self-respect by paying off his father's debts after the death of his father. His heedlessness causes him to lose his first year's earnings but after that he makes good.

This is a book written for adults but one that will be enjoyed by older boys. There is a quality of breathless interest about this story of the salvage of the S-51 which was rammed and sunk in a hundred and thirty-two feet of water off Block Island. Commander Ellsberg was the officer in charge of salvage operations. His narrative gives full credit to the divers for their courage and brings vividly to the reader the difficulties of the task that were met and overcome.
The story of four children who pool their resources so that they can do whatever they please on successive Saturdays. They have a wonderful time because of this and because of the wonderful understanding nature of their father.

The story of the four Melendy children who have a wonderful summer, partially because they share it with Mark, who is to become their adopted brother.

Here are twelve stories, selected not only for their literary quality, but for the underlying spirit of courage—mental, spiritual, or physical—which motivates the action of each story. The stories, chosen after a wide search through the works of many writers range from the Australian bush country to New York's East Side, and from the early Puritan days to the period of Dutch settlement in South Africa. Some of the authors represented are: Dorothy Canfield Fisher, Walter de la Mare, Herman Melville, Eden Phillpotts, Elsie Singmaster, and Ouida.

From the earliest days of the Revolution and the exploits of John Paul Jones to the development of Naval aircraft in our own time, Mr. Finger tells vividly and brilliantly the story of the American Navy—and the deeds of Porter, Perry, MacDonough, Farragut, and the other heroes.
Fisher, Dorothy C. 7-8
Understood Betsey Holt

The story of a girl who has always had things done for her and how she learns to do things for herself. With understanding guidance, she easily adjusts herself to her new home and school and becomes self-reliant, loving, and happy. Being understood helps her to understand others, too.

Flaherty, John J. 7-9
Courage and the Glory Lippincott

General Douglas MacArthur, Captain Colin Kelly, and others who have not only shown great heroism in defending their country under fire but have worked unselfishly for the welfare and safety of their comrades-in-arms are brought to life in this book.

Flaherty, John J. 9
Sons of the Hurricane Lippincott

A story showing that whether it is volcanic eruptions, floods, or disasters at sea, the United States Coast Guard is always ready to bring assistance to those in distress.

Fox, Genevieve 7-9
Mountain Girl Comes Home Little, Brown

A young doctor and his wife who was a nurse found a clinic in the Kentucky mountains. It took courage and perseverance to overcome the prejudices of the mountain people and to have them accept help.
Franklin, Benjamin

Autobiography of Benjamin Franklin  
Houghton, Mifflin

A straightforward life story of a typically American character endowed with great powers developed by self-education, who exerted vast influence as a citizen and statesman for his own day and for the future of his country.

French, Henry W.

Lance of Kanana  
Lathrop, Lee

Kanana, a brave Bedouin boy, is called a coward by his people because he refused to fight; but he earned their praise before he gave his life for them, and with his lance saved them from their enemies without shedding a drop of blood.

Gates, Doris

Blue Willow  
Viking Press

The story of Janey Larkins and how she gets a permanent home. Ordinarily, this would seem impossible because her father was a crop picker and the family had to move from place to place, but with Janey it was different. Through her courage and loyalty, she finally got her wish.

Gates, Doris

North Fork  
Viking Press

Drew Saunders, spoiled young owner of a western lumber mill, is sent to school in a community which boasts a large Indian population. Through his relationship with Monty, an intelligent Indian boy, Drew overcomes his racial prejudices and re-examines his values.
Gibson, Katharine

Arrow Fly Home

Longmans

The tale of a boy raised by Indians in frontier days in Ohio before the Revolution. When he was eleven, a white girl was brought to the camp. She inspired him to be something more than a good hunter, taught him to read and write, and brought to the surface yearnings that were in conflict with his loyalty to his Indian friends.

Fleit, Maria

Pierre Keeps Watch

Scribners

A very fine story of a French boy and the way in which he saved his village's flocks of sheep from the Nazis' pillaging. His courage and loyalty help him through many situations, and in the end his unselfishness is rewarded.

Gollomb, Joseph

That Year at Lincoln High

Macmillan

One of the high schools of New York City is said to be the scene of this popular story about school life. Different types of boys, their problems, and their adjustment to their surroundings are portrayed by one who knows them.

Gollomb, Joseph

Up at City High

Harcourt, Brace

A fine book on racial tolerance that is combined with some exciting sports stories.
Graham, Frank

Lou Gehrig: A Quiet Hero Putnam

The story of Lou Gehrig who by hard work became the pride of the New York Yankees. When he was attacked by infantile paralysis, he bravely gave up his beloved ball playing and turned to work on the New York Parole Board so that he could help boys such as he had been.

Graham, Shirley

Dr. George Washington Carver Messner

Overcoming the handicap of racial difference, Dr. George Washington Carver used science to cooperate with God in developing the simple things which He has given to men for their use. Dr. Carver's contributions to science will make him remembered for a long time.

Gray, Elizabeth J.

Fair Adventure Viking Press

The motto of the large MacNeil family is "From each according to his abilities, to each according to his need." Page lives up to this by being a good sport about losing a scholarship in art. Her family do their part to help her get her wish in another way.

Gray, Elizabeth Janet

Sandy Viking

The story of Sandy who, at seventeen, has just finished her freshman year at college. She is restless in the small exclusive summer resort near Boston so she takes a job as waitress at the Windrush Inn. Here she has adventures, falls in love, and ultimately resolves her restlessness by deciding to give up college and join UNRRA.
Haines, Donal Hamilton 9

Sporting Chance  
Farrar

A book well written that tells the story of George Colby, snobbish son of a millionaire, who goes through experiences which include a forest fire, the death of his father, the loss of his fortune, work as a helper at a duck club, employment as a clerk in the Conservation Department, and a leading role in a fight to interest the farmers in wild life conservation. Through adversity and hard work, he changes completely from a selfish and friendless boy to a self-reliant and likeable young man.

Hall, Anna Gertrude 9

Nansen  
Viking Press

This story of the life of Fridtjof Nansen, Arctic explorer and winner of the Nobel Peace Prize, is written particularly for young people. It is written in such a way as to bring this great man before the reader as a fearless idealist.

Heyliger, William 9

Don Strong of the Wolf Patrol  
Appleton

The story of a boy who finds he must apply his boy scout code to his personal life in order to become a real first-class scout. By becoming helpful at home and playing clean in sports, he finds that things work out better all around.

Heyliger, William 9

High Benton  
Appleton

The story of Steven Benton's four years in high school. It differs from the usual school story for boys in that sports do not figure as the principal feature of school life. The characters are lifelike, and the value of an education is impressed upon the reader.
A story emphasizing the value of an education and showing how success follows loyal, conscientious work. The hero debates whether he shall stay in school or go to work.

Caught in a flood, Jim Brandt does not side-step his responsibility. He bravely holds his scout troupe together and saves the Curtis family before even thinking of attempting to escape.

The story of a teacher who knew boys, who loved them, and who understood them. The author has drawn a quaint but real character, a gentle, smiling man who might seem insignificant to the world at large but who was of vital importance to the boys who learned to know him. A quiet but charming character study. It is easy reading, but with little action to hold the interest. For the boy or girl above average intelligence.

Because he thinks he has to work too hard for his uncle, Toby Tyler runs away to join a circus. After facing hardships and disillusionment, he begins to appreciate all his uncle has done for him; and, with a better understanding of life, he returns home.
**Kang, Younghill**

*Happy Grove*

Born in Korea "with an eagerness and curiosity for the distinguished and beautiful," cutting his hair at the age of eleven as a symbol of his breaking away from the bondage of the traditions which have been so vividly described, walking on foot eight hundred miles over the mountains to Seoul to obtain a Western education--these are some of the experiences which fill Younghill Kang's early life here described as simply and beautifully as the life and customs which he depicts. It is written in a leisurely, poetic fashion. Will be a bit abstract and idealistic for the matter-of-fact boy or girl.

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**Kipling, Rudyard**

*Captains Courageous*

Doubleday, Doran

The story of how a very pampered, spoiled lad fell overboard from an ocean liner and was picked up by a fishing boat. After a life of hardships as part of the crew, he is returned to his parents a very much changed youth. Boys like this story.

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**Kristoffersen, Eva**

*Bee in Her Bonnet*

Crowell

Despite her misunderstanding of her brother's advice to "always have a bee in your bonnet," Merry Carol kept herself busy and happy when the family moved to a farm.

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**Lane, Rose Wilder**

*Let the Hurricane Roar*

Longmans, Green

It takes courage to face the devastations of nature and remain undaunted and steadfast of purpose. In this story of the pioneer middle west, we face the discouragements of blizzards, loneliness, grasshoppers, and drought with a young couple who are determined to make their homesteading venture a success. Easy reading for the mature boy or girl.
Ho-Ming, a lovable young girl of modern China, is the daughter of a peasant farmer. She succeeds in getting permission to attend the village school and finally wins the opportunity to study to become a doctor. During this time, she aids an American woman doctor in her struggle against disease and superstition. The glimpses of Chinese life are delightful.

Young Fu becomes apprenticed to a copper-smith and soon learns to support himself and Fu Be-Be, his widowed mother. At first, his mother makes his clothes in the country style which is the only way she knows; later, Fu has a beautiful silk suit made by a tailor. There are many adventures for the young boy--adventures with the soldiers, with the bandits, with opium smugglers, with missionaries as well as with snow, fire, and flood. This is the story of a Chinese boy who loves to create beauty in metals. His noble character, as shown in his adventures, harmonizes well with the ideal he upholds for his work.

The story of one of the greatest athletics of all times. Connie Mack, through consistent hard work and always helping others, achieved a great satisfaction and reward both in his personal life and in his beloved profession, baseball.

Whatever your age or your tastes, you will enjoy and profit from reading this book. It is one of the most important contributions to the literature of American history made in the twentieth century.
Masefield, John  
New Chum  
Macmillan

A continuation of the author's autobiographical series which began in his "In the Mill." "New Chum" deals with Masefield's experiences aboard the British training ship, "Conway." It shows a development of good character through hard work.

Meader, Stephen W.  
King of the Hills  
Harcourt, Brace

"King of the Hills" is a splendid story of a giant stag and his skill in preserving his hiding place and himself from hunters. Brook Townsend's ambition was to get a picture of this stag. His adventures in trying to do so, how he stumbled on a notorious gang of deer, "jackers," and how he helped capture them make a thrilling story. The story is absorbing and easy to read, and at the same time the attitude toward wild life and conservation cannot help influencing young people in the right way. This is entertainment that, incidentally, should influence character for the best.

Means, Florence  
Moved Outers  
Houghton, Mifflin

The story of Sumiko Ohara and her Japanese-American family in the months following Pearl Harbor as they are evacuated to the Santa Anita assembly center and finally to a relocation center in Colorado. The author's dispassionate portrayal of the young people, "American from their hearts out to their skins," and the effects on them of life behind barbed wire makes this one of her best books about minority groups.

Means, Florence C.  
Tangled Waters  
Houghton, Mifflin

A young Navajo girl whose home life is dominated by a fiercely conservative grandmother finds contrasts and relief in her contacts with Americans in school and later in hospital work. It is a beautiful Navajo story and very authentic.
Edra leaves her island home to take a summer job as a waitress on the mainland. She is now better able to help and understand her brothers and sisters; and, following the guidance of her newly-found friend, she becomes not only fair but generous and responsible.

Nathan gives up his rightful inheritance and goes to live by himself on a mountain farm. After he rescues his enemy from death and they come to an understanding, Nathan finds security and peace in his new life.

An inspiring account of one of the "Little Women." Some of the most interesting parts of the book concern Louisa's famous, erratic father, Bronson Alcott, who learned to write in the sand on the kitchen floor; who tried to teach in Virginia, but found only rude cabin schoolhouses on waste land; who then peddled tin cups and kettles through the country. He taught his children their letters "by a strange series of gymnastics on the parlor floor." Louisa tells of the famous experiment at Fruitlands, of reading the beloved Emerson's books, of the Pickwick Club Meetings in the barn, of her first publication, which was a flower fable written for Ellen Emerson.

After being expelled from school, Don defiantly refused even to see his parents and took a job on a Mississippi steamboat. His work gave him the faith in himself and the sense of responsibility which he had lacked. He realized how much he had hurt his parents and decided to return home and go back to school.
Morris, Margaret

Heroes and Hazards

Macmillan

Stories of adventures in the careers of those who have made the modern world safer for us by their courage. Occupations that call for hazards, and that have many opportunities to display courage, skill, alertness, and physical and mental control.

McNeely, Marion H.

Jumping-Off Place

Longmans, Green

Homesteading in the Dakotas was no easy venture for grown people, but when the orphaned Linvilles staked their claim they found spiteful neighbors to contest it, devastating heat, blinding blizzards, and other obstacles in the way. But memories of Uncle Jim and courage and persistence helped them to win in the end.

McNeely, Marion H.

Winning Out

Longmans, Green

Two strands of the story run side by side in alternating chapters—Winifred Allen’s life in training at the hospital, and life in her home on the farm where Jerry comes to yield a quiet but dynamic influence on a spoiled younger sister and cousin. The story gives a splendid picture of a nurse’s training school and will be of interest to any girl anticipating such a career.

O’Brien, Jack

Alone Across the Top of the World

Winston

The tale of David Irwin’s 5,000-mile trek across the top of the world from Nome, Alaska, to Churchill on Hudson Bay is one of grim determination, suffering, and hardships. He had two objectives: prospecting the coppermine district and searching for records of the Franklin Expedition on King William Island. His life was to become a literal hell on ice, daring snow-blindness, freezing, loneliness, starvation, and facing death daily. The author met Irwin at Churchill and flashed the news of his rescue to the world and brought him to New York. It is a story of real courage which will appeal to boys.
A splendid story of the training of an English Knight in the time of Henry IV of England. Miles wins his spurs and vanquishes his own and his father's enemy. It is a fine portrayal of life in the great castles and of the training of young nobles for knighthood in the days of Henry IV. A book of courage which all young people should enjoy.

Linnet Burd, fourteen years old, experiments with the business of earning her living in New York City and decides to return to school. It is an unusual girls' book, not because of any glamour in its writing, but because of a certain straightforward sincerity in dealing with modern life. Linnet's life is like thousands of others, but her story is well worth reading. It rings true. Almost the only treatment of a very young girl's experiences in the business world, it will give girls who are facing the same problems a better perspective and more fortunate girls a broader point of view.

When Julie realizes she is losing her sight, she sees that God has given her friends when she needs them most. She rises above her affliction and learns to use her hands to mold beautiful pottery. She and Sylvia join forces in the pottery business and "Sylvia, Inc." become a living thing.

Inspired by their father's example, the Mayo brothers spent full lives by relieving physical suffering. Their happiness lay in bringing happiness to others and they treated the money received from their patients as "holy" money to be used for the further good of others.
Richards, Laura E.  
Florence Nightingale  
Appleton

The life story of Florence Nightingale, the nurse, is an arresting account of loyalty to a cause and courage in times of stress. As a pioneer in the nursing field, she aroused public consciousness to the necessity of raising the standards of hospitals. Attention was also focused on the needs of higher health standards and better sanitary conditions. The book makes a definite appeal to higher emotions such as service to mankind and unselfishness.

Robinson, Edward  
Lawrence: The Story of His Life  
Oxford University Press

The life of an unusual Englishman who, singlehanded, united the Arabs and led them to the successful conquest that lifted the oppression of the Turks. The heroic and thrilling exploits of his life are vividly described.

Robinson, Mabel L.  
Bright Island  
Random

The story of a girl who hates to leave her beloved island to go to school. However, when she gets there, she learns to make adjustments and how to get along with others. In this way, she matures.

Rourke, Constance  
Davy Crockett  
Harcourt, Brace

A collection of some of the stories which grew up about the deeds and exploits of that rare backwoodsman, Indian fighter, hunter, congressman, and defender of the ill-fated Alamo. It is arranged with a running account of his life to present a great American figure in a simple way to present-day American readers.
Sandburg, Carl
Abe Lincoln Grows Up
Harcourt, Brace

The story of Abraham Lincoln's life until he was nineteen. It is an excellent illustration of his fine character, perseverance, and lovable traits. Sandburg's style of writing enhances the enjoyment one gets from reading about Lincoln.

Schmidt, Sarah Lindsay
New Land
McBride

Charles and Sayre Morgan are twin brother and sister who go with their father and little sister to Wyoming to occupy a homestead that a friend had been forced to vacate. They go into a strange new land and make a real place for themselves in the community. The book shows what is being accomplished today by high school boys and girls all over the Middle and Far West in farming and stock raising. It is simply written and the suspense is well sustained.

Scholz, Jackson Volney
Goal to Go
Morrow

Jeff Craig, a former football star, enters the Naval Academy at Annapolis against his will in order to please his father. After several months struggle, he realizes that he was wrong in naming all academy "gentlemen" as snobs, and he learns the lesson of co-operation and fair play from the Navy football team.

Seredy, Kate
Good Master
Viking Press

The story of a spoiled, headstrong, little girl, Kate, who left Budapest as such; but when she returned, after living with her uncle on a farm for a year, she was an entirely different person. She had learned to adjust herself to conditions and thus became a happy member of the family.
Seredy, Kate

Singing Tree

Viking Press

The story of two girls who, during the first World War, must welcome to their Hungarian home six Russian prisoners and seven German children. They learn tolerance and appreciation of the fine character of the Jew, Uncle Moses.

Silliman, Leland

The Scrapper

Winston

The story of a boy who wanted to win a trophy in swimming or as an oarsman while he was at Camp Blazing Rock; but because of his temper, he found many things in his way. He had to learn to make friends and get along with others before he could hope to compete against boys whose ability equaled his and who were well liked in the camp.

Singmaster, Elsie

You Make Your Own Luck

Longmans

When Nellie Edna finished high school she thought she knew everything, and when she discovered this was not so, she resolved to teach in a mountain school to earn money for college. She found many of her fears of teaching had been imaginary and gave a final proof of bravery in rescuing a wounded man from a cavern. By this act, she finally rose above her aunt's maxim of giving only if you receive in return.

Skidmore, Hubert

Hill Doctor

Doubleday, Doran

The story of a young man who returns to his own people to establish his medical practice. He perseveres against the superstitious opposition of some of the natives and sees his work begin to bear fruit. It is an excellent story of a fine character.
Because she has responded to his taunts by throwing stones at him, Dency makes amends by teaching Jetsam to read. This opens a new world to the orphan boy who later learns of the beauty of family life and the love of God.

Sperry, Armstrong
All Sail Set
Winston

The story of a boy who loved the sea and who was proud to be a member of the crew aboard the famous skipper ship, "Flying Cloud." It is excellent reading for the boy who can understand and appreciate the sea-faring life. In 1870 the greatest naval architect was Donald McKay, a Scotchman living in Boston. One of his greatest ships was "Flying Cloud," almost the last as well as the finest of the Clipper ships. Enoch Thatcher, a boy in McKay's office, watched the building of the "Flying Cloud" and loved her from bow to stern. When the "Flying Cloud" sailed for China, Enoch was aboard and the book tells of his many adventures in calm and hurricane in journeying from Boston to San Francisco.

Sperry, Armstrong
Call it Courage
Macmillan

The story of an Indian boy who forced himself to conquer his fear of the sea by sailing off alone. Before this, he had been considered a coward by his father and tribe, and this was his way of proving his courage.

Spyri, Johanne
Heidi
Houghton, Mifflin

The story of a little girl from the Alps who brings happiness to her grandfather, to crippled Clara, and to all with whom she comes in contact. She learns that God always answers prayers even though not always as expected.
Sugimoto, Tsau Inagaki

A Daughter of the Samurai

Doubleday, Doran

The story of how a daughter of a Japanese nobleman came to America and tried to adjust herself to our manner of living. Madame Sugimoto saw us through foreign eyes and found many of our accepted customs both amusing and shocking to her sensibilities. This account gives us a fine opportunity to see ourselves as others see us. The book is written with quiet dignity and charm and through it we gain a better understanding of the Japanese people.

Thomas, Lowell

Men of Danger

Stokes

True stories of "sandhogs," acrobats, steel workers, life-guards, firemen, divers, and others whose hazardous occupations make the world safer or more comfortable and enjoyable to their fellow men.

Tunis, John R.

All-American

Harcourt, Brace

After deliberately injuring an opponent in a football game, Ronald Perry was filled with remorse. He left the Academy and went to public high school where he found he was on his own to get his work done. He learned tolerance and championed the cause of a fellow team member who suffered because he was a Negro.

Tunis, John R.

Iron Duke

Harcourt, Brace

When Jimmy Wellington went to Harvard from a small town he found it much more difficult than he had expected. But he stuck it out for his father's sake and finally made the Dean's list and was a success at track.
When Roy Tucket is injured and has to give up being a pitcher for the Brooklyn Dodgers, he does not quit but becomes an outfielder instead. He knows the truth of his manager's words, "Only the game fish swim up-stream."

Spike's job as manager of the Dodgers had been made difficult by one of his rookies, Bones Hathaway. After Bones gives up drinking and learns to obey orders the team works together and wins the pennant. An attempt by their secretary to ruin the team's morale has no effect.

Don Henderson holds out against the city politicians who want to use his basketball team for their own purposes. When he loses his job as coach he decides to stay in town to try to improve conditions.

Henri Fabre, the great French naturalist, was a man whose life story is a marvelous record. It is a story of patience, wisdom, and humility to delight and inspire all young people. Born of simple peasant folk, Fabre at the time of his death in 1915 had come to be regarded as the greatest naturalists of his day. The Boy Who Found Out tells simply and dramatically of the toil and struggle of this great man. It tells too of Fabre's sweet and gentle nature, of his love for children, and of his devotion to his little home in the country where he spent his last peaceful days in the studies and experiments he loved so well. The narrative is an absorbing one, and is bound to stir every young reader to sincere admiration.
Wade, Mary H. 7-9

The Boy Who Loved Freedom Appleton

In "The Boy Who Loved Freedom," Mary H. Wade tells, for young readers, the inspiring story of Thomas Jefferson. She tells of Jefferson's boyhood, his career during the American Revolution, including the writing of the Declaration of Independence, and his work in establishing the United States Government. In other chapters, she shows him as a Virginia plantation owner, as foreign representative of our government, as Governor of Virginia, as one of our greatest presidents, and in his old age and retirement as the Sage of Monticello, respected throughout the United States.

Wallace, Dillon 7-8

Grit-a-Plenty Revell

When Thomas Angus broke his leg just at the beginning of the hunting season, things looked black indeed. But sixteen-year-old Davy and his young brother, Andy, looked things squarely in the face with courage and bravery. They begged for the privilege of taking their father's place on this hunting trail up on Salt Lake. These are some of the hardships which try the courage and character of the boys who risked everything for loyalty and devotion. The scene is Labrador.

Wallace, Dillon 9

Story of Grenfell of the Labrador Revell

This book tells the story of his boyhood in England, his love of sports and outdoor life, of his school and university days, and the awakening of his sense of responsibility toward his fellow men that led to the choice of his heroic career.
Booker T. Washington was a great man among his people. In recounting his own life in a simple, straightforward way, he tells how he succeeded in realizing his hopes and ambitions for the welfare of his race. It is an inspirational story of courage that surmounted the greatest difficulties. By showing the opportunities of every American boy, regardless of social status or color or creed, it reaches the dignity of a saga of American rights under our democratic form of government.

In their father's absence the Malones decide to take care of their home themselves to fulfill all their obligations. A temporary non-adherence to this plan teaches them that independence and integrity are surrendered in accepting "something for nothing."

A number of stories of personal heroism and sacrifice that have emerged from the past war. These stories are authentic accounts covering the heroic incidents of people from all countries and they serve to refresh the reader's memory concerning many important battles in the war.

In Mrs. Carey, Kate Douglas Wiggin has created the ideal American mother. Humor, pathos, dramatic incident, and vivid pictures of American life in a Maine village are revealed in the story of this mother's struggle to keep her brood together and create a refined home atmosphere through the most trying circumstances.
Long Winter

Through a long, hard winter which seems to be one continuous blizzard, the Ingalls family struggles bravely for mere existence. It is a story of human endurance that is courage itself.

Jane Addams of Hull House

Touched deeply by the suffering of the poor which she saw in her travels abroad and at home, wealthy Jane Addams determined to help the poor. In spite of her own ill health, she established Hull House and championed the cause of the poor and underprivileged. This is an intimate picture of Jane Addams as a person. We share with her the early experiences in the Illinois of the '60's and '70's and the later years at Hull House in the heart of Chicago. Higher education for women, the beginnings and development of social service in America, the struggle for a fair deal for the worker, the making of Americans, woman suffrage, and the cause of international peace enter into the story.

Middle Button

Maggie McArn, the middle one of a family of eleven children, wants to be a doctor. She wins her uncle's financial support by earning $100 from two years' nursing. Her parents' consent is won after she has learned to control her temper. She learns to understand people and to cure them by sympathy as well as by medicine.

They Loved To Laugh

When Martitia joined Dr. David's family she learned to overcome her laziness and to appreciate the joy of achievement through patient work and sharing of the life of the home. She learned, also, not to be afraid of the boys' teasing and to laugh with them.

Widow O'Callaghan's Boys

The story of the brave struggle of an Irish widow and her seven sons for a livelihood.
APPENDIX I

LIST OF MAGAZINES USED

AT

STANFORD JUNIOR HIGH SCHOOL
LIST OF MAGAZINES USED AT
STANFORD JUNIOR HIGH SCHOOL

American Girl
American Home
American Magazine
Better Foods
Better Homes and Gardens
Booklist
Boys' Life
Coronet
Current Biography
Deltagram
Design
Etude
Flying and Popular Aviation
Forecast
Glamour
Good Housekeeping
Griffith Observer
Health
Home Craftsman
Horn Book
Hyalea
Industrial Arts and Vocational Education
Junior Natural History
Ladies Home Journal
Mademoiselle
National Geographic
National Parks Magazine
Natural History Magazine
Nature Magazine
Newsweek
New York Times Magazine
Open Road for Boys
Outdoor Life
Plays
Popular Homecraft
Popular Mechanics
Popular Science Monthly
Practical Home Economics
Radio News
Reader's Digest
Reader's Guide to Periodical Literature
Safety Education
Saturday Evening Post
School Arts
School Life
Science Digest
Time
Travel
United States News
Vogue Pattern Book

Wilson Bulletin