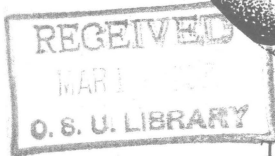
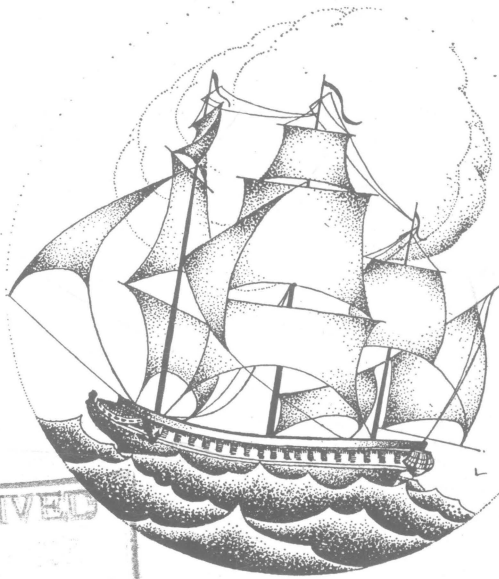


# Round the World With Books



There is no frigate like a book  
To take us lands away  
Nor any courser like a page  
Of prancing poetry.  
This traverse may the poorest take  
Without oppress of toll,  
How frugal is the chariot  
That bears a human soul.

—*Emily Dickinson*

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By  
FLORENCE COLLINS WEED



### *Wander-Thirst*

Yonder the long horizon lies, and there by night and day,  
The old ships draw to home again, the young ships sail away;  
And come I may, but go I must, and, if man ask you why,  
You may put the blame on the stars and the sun and the white road and the sky.

—Gerald Gould



FORTUNATE are the people who can leave their homes and their business life when the spirit moves, and sail across the seas to far places where strange people live — then go home again to take up their everyday tasks until another fever for journeying sends them forth again!

Books are sailing ships to take us far away even while we stay at home — a feat of magic which is, after all, the only means by which most of us ever will travel widely. Through books we learn to know ourselves, other people, the immediate world round about, and the widening world which circles the globe and stretches farther each century as man learns more and more of the universe. Through books, we can sail to places that exist only in the imagination — worlds of romance, mystery, and adventure. All life is enriched by books.

The child who from babyhood has grown up with books, will crave them through childhood and adolescence as he craves life giving food. He yearns for books because they give pleasure and knowledge, and because they stimulate his imagination. They help him to understand himself and others. Although he may not realize it, books will prepare him for life that stretches before him.

Books are one of the cherished associations of home. A child is first introduced to them in the form of pictures of the familiar world done in the gay and somber colors of real life. Then, he advances to pictures and rhymes, and simple reports of everyday happenings. The world of imagination is opened to him through fairy tales and poetry. Interest in fairies is a passing phase of childhood, but love for poetry, once kindled, will stay with him forever.

Stories of people, either real or imagined, come to him in early childhood, following him as he changes from child to grown-up, interpreting life in all its perplexities.

The child needs books to be always near him, as associates whom he can trust to tell him what others have learned as they passed that way. Kate Douglas Wiggin says: "One of the greatest goods for a child is that he shall grow up in a house with books. A circulating library on the same street will never take the place of books in the home — books in wall cases, in racks and stands, on tables and window seats, on the kitchen mantel shelf beside the clock."

\* This bulletin is the third of a series on Child Development, prepared in cooperation with MARY E. GERAUGH, Child Development Specialist, The Ohio State University.

## How Books Enrich a Child's Life



### Books Bring Enjoyment

Happy then is he who has laid up in youth and held fast in all fortune, a genuine and passionate love of reading.—*Choate.*



WHAT MOTHER of a book loving child has not had the experience of asking a question or making a request in an ordinary tone of voice, and having it go unheeded? Curled in a comfortable chair with a good book, the child is completely lost to the world around. Only repeated calls or a firm hand on the shoulder, will bring him back to the present. This absorption in an interesting story is sheer enjoyment. If books possessed no other value, this pleasure would justify them.

Books are companions. The characters that march through their pages are friends whose joys and sorrows can be felt often more keenly than those of real people. Even though Rebecca of Sunnybrook Farm lived in another age, modern children can sympathize when she tells about her pink sunshade. "I never put it up when the sun shines; pink fades awfully, you know, and I only carry it to meetings on cloudy Sundays; sometimes the sun comes out all of a sudden, and I have a dreadful time covering it up. It's the dearest thing in life to me, but it is an awful care."

Will James, through his story *Lone Cowboy*, has become the companion of thousands of boys who have never seen the wide stretches of the range country. Distance and climate are blotted out when Nuvat, the Eskimo Robinson Crusoe, becomes a comrade of boys who have never experienced a snowstorm.

There are times in the busy lives of children when they welcome relaxation. Books provide this escape into a slower tempo which is soothing and restful.

Books bring beauty to the child and strengthen his appreciation. No one could read about pioneer Nebraska as Willa Cather tells of it in *My Antonia* without being stirred by the majestic sweep of the prairie. Poetry, especially nature poems of the seasons, fosters this love of beauty.

No child's world is complete without humor — a sense of the preposterous and the inappropriate. Much of the humor which appeals to the child is physical — it is never subtle. As one child expressed it, "What grown-ups think is silly children think is funny." It may even contain a slight element of cruelty, but children are not aware of this if it is happening to someone else. The frenzy of a dog with a tin can tied to his tail, or a terrified cat with her tail rigid as a fir tree, is funny to a child.

Mistakes and embarrassment of another child are amusing. Children appreciate the scene in *The Birds' Christmas Carol* when the Ruggles family is rehearsing for their holiday trip to the Bird mansion, and Sarah Maud's embarrassment makes her say, "Ma thought it was sech a pleasant hat that we'd — we'd better leave our short walk to home."

As children grow older, they see humor in getting the best of others. They laugh when Tom Sawyer allows his friends to whitewash Aunt Polly's fence in return for an apple, a kite, and a dead rat with a string to swing it on.

But poetry appeals most to the native sense of humor of children. There is real enjoyment in James Whitcomb Riley's poem "Little Orphant Annie" which begins:

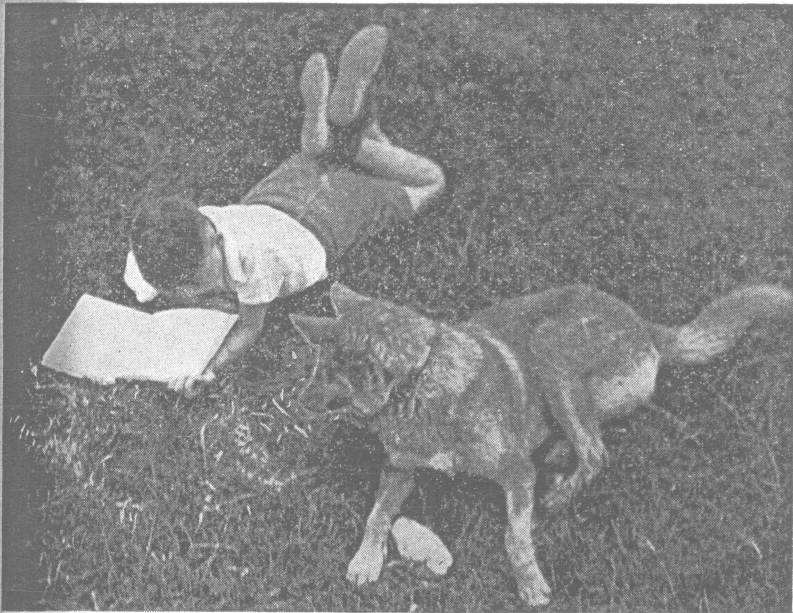
One't they was a little boy wouldn't say his prayers,  
So when he went to bed at night, away upstairs,  
His Mammy heerd him holler, an' his Daddy heerd him bawl,  
An' when they turn't the kivers down, he wasn't there at all!  
An' they seeked him in the rafter room, an' cubbyhole, and press,  
An' seeked him up the chimbly flue, an' ever'wheres, I guess;  
But all they ever found was thist his pants an' roundabout:—  
An' the Gobble-uns'll git you

Ef you  
Don't  
Watch  
Out!

### *Knowledge Begins in Wonder*

Books come at my call when I desire them, they are never out of humor, and they answer all my questions with readiness.—*Petrarch.*

Over the door of the children's room in the Smithsonian Museum in Washington, D. C., is this inscription, "Knowledge Begins in Wonder." Children



A book and a dog are ideal companions for a boy

read from curiosity, to find out everything that they want to know. Usually they remember what they read "for fun," when they forget facts that they have been told to learn. This leisure time reading is an important part of education, because out of it grows a wealth of desirable knowledge that is useful throughout life. An educated person has a thorough knowledge of one subject, but he has a fund of general information on which he can draw. The educated person may not know a fact but he will know where he can find it.

The reading child has a better understanding of how the work of the world is done than the child who learns only facts that are brought to his attention. The building of skyscrapers, pasteurizing of milk, and the science of wind and weather, comes within his knowledge. Whatever his interest, there are books written on the level of his understanding, to tell him what he wants to know.



Switzerland becomes the country where Heidi lives

Linked with books the whole world becomes familiar. At first, England may be the country where Christopher Robin lived. Swiss mountains may be remembered because there Heidi made her home. Holland may recall the boy who stopped a leak in the dyke. Yet as reading progresses, the customs and thinking of far-away people become meaningful. World events become as familiar as happenings close at home.

### *The Land of Make-Believe*

The human race is governed by its imagination. — *Napoleon.*

Once a visitor asked a child where he found his ideas to make kites and ships and pieces of furniture which he produced in his own little workshop. He answered simply, "When I want to make anything, I take it out of my mind."

Books are aids in storing the mind. Fairy stories and heroic tales, lyrics and genuine nonsense verse are all food on which imagination thrives. All are rich emotional experiences which become a part of the child and by which he judges his own reactions as to what is happening to him. According to Albert Einstein, imagination is more important than knowledge.

Realistic stories about imaginary people who do very probable things may serve to sharpen imagination. Meg and Joe and Beth and Amy of *Little*

Women reveal the fun of writing and staging plays, making pasteboard guitars and trailing cotton robes ornamented by spangles. While the Alcott heroines made their spangles from the lids of preserve jars, modern children would cut theirs from gum wrappers. The childish wish to excel is strengthened by the story of Hans Brinker, who learned to skate so well on homemade wooden runners that he won the beautiful silver skates in the race.

Who would not treat a horse more gently after reading what Black Beauty said about a bit and bridle, "Those who have never had a bit in their mouths cannot think how badly it feels. A great piece of cold hard steel between one's teeth, and over one's tongue, with the ends coming out of the corners of your mouth, and held fast there by straps over your head, under your throat, round your nose, and under your chin, so that no way in the world can you get rid of the nasty hard thing." Such stories, whether about people or animals, mold our conduct.

Poetry kindles the imagination by vivid images that cling to the mind.

### "Know Thyself"

O wad some Power the gifties gie us  
To see oursels as ithers see us! — *Robert Burns.*

Books help the child to understand himself, to know his limitations and his possibilities. His special gifts often are made plain to him through the things that interest him in books. If he has an inquiring mind, he may discover a bent toward science or exploration. If he likes tales of action and character portraits, he may learn that, for him, people and their doings are the most interesting things in life.

Good books become close friends. They are companions of the mind and heart. They share joys and sorrows, they counsel in times of trouble, they guide in days of doubt.

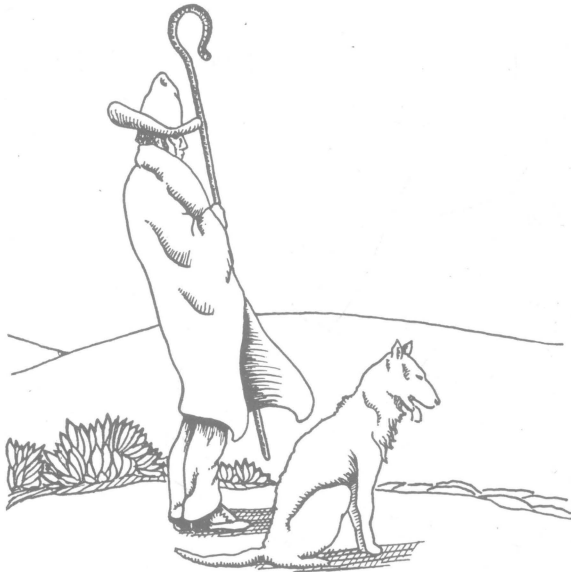
Dorothy Canfield Fisher urges that each child be "supplied with friendly books which speak his language, understand his special gift, share life with him, and preserve him from the cold regions of loneliness."

### Understanding Others

For books are more than books, they are the life,  
The very heart and core of ages past,  
The reason why men lived and worked and died,  
The essence and quintessence of their lives. — *Amy Lowell.*

When the quick witted people in *Swiss Family Robinson* escaped from a shipwreck to find themselves marooned on a desolate island, they set about building a new life out of the miscellaneous cargo that they had salvaged from the wreck, and the natural resources that they found on the island. Their cleverness at adapting everything to their needs and making the best of conditions forced upon them, is a lesson that every child will learn even when he turns the pages breathlessly to read how Jack slipped into the marsh and sank first to his ankles and then to his knees, and barely escaped by seizing the tail of his pet jackal which dragged him to shore.

Adventurous fiction gives a knowledge of how people act in all sorts of situations. Biography is useful in showing how people overcame difficulties and developed themselves into successful people with little outside help. In modern



Trials of the California Indians are made real in *Ramona*

In *The Red Badge of Courage*, Stephen Crane tells the story of a young soldier in his first battle, and shows that confusion and fear are sometimes stronger than courage.

A better understanding and a friendship for other lands is the result of book friends. The bleak island of Blasket off the coast of Ireland becomes more than a speck in the North Atlantic when the life and the thinking of a young Irishman islander is told in *Twenty Years A-Growing* by Maurice O'Sullivan. For the younger reader, there are a wealth of tales with foreign settings. International friendship is fostered through such stories as *With Mikko Through Finland* by Bess S. Byrne, the *Scandinavian Children of the Soil* by Nora Burglon, and *A Daughter of the Samurai* by Etsu Inagaki Sugimoto.

### “Stars to Hitch To”

To feed the mind of youth, this love of literature, from every point of view, is the best training with which we can send our boys and girls out into the world. — *William De Witt Hyde.*

A man who works closely with boys believes that “The boy who has access to good books and who has learned to make them his close friends, is beyond the power of evil.” Good books do impress the mind with ideas of right conduct and inspiration for right achievement.

fiction, no situation found in life is escaping the candid pens of present day writers. To read widely modern novels, biography, and autobiography, is to know life. The child that begins this fascinating pastime of reading widely wherever his interest directs, will know people and will acquire an understanding and a sympathy that will make him a finer person.

Reading will bring a tolerance for the views of others. Helen Hunt Jackson wrote *Ramona* as an earnest plea for the Indian and his hopeless battle with the white race.

Yet modern books of inspiration usually do not meet the old-time standards set by earlier generations. Our grandparents once regarded the story book with suspicion. By some, it was considered even sinful. They felt that every story should have a moral which would instruct before it entertained. Most of these stories were sad and at the same time painfully pious — in deep contrast to our present day juvenile literature which addresses children as intelligent, reasoning people who can know right even though they do see evil, and which regards children as real people with a wide range of tastes and interests worth considering.

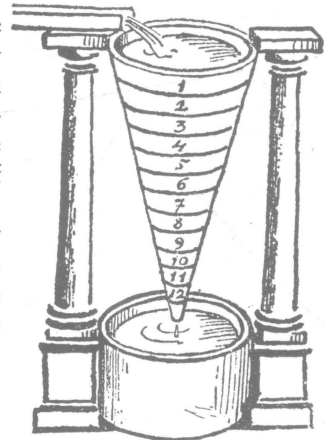
The famous Gettysburg address was written by Abraham Lincoln on a piece of scrap paper while he was going by train from Washington to Gettysburg to dedicate the national cemetery. At the ceremonies the speaker who preceded him gave a long, carefully prepared speech that was forgotten almost as soon as he uttered it. Lincoln's short address has become immortal. It is recognized as a gem of English prose because of its conciseness, its symmetry and beauty of expression. Abraham Lincoln could not have written this if he had not had a background of reading which began in his log cabin days. There he read a few great books again and again until they become a part of him.

The child who reads will take new words for his own and unconsciously call them into use, widening his vocabulary far beyond that of a child who has no contact with books. His expression will be richer if he explores the world's great prose and poetry.

Since reading is a mechanical process, it becomes easier to do through daily practice, just as using the typewriter or playing a musical instrument. The more silent reading a child does, the more skillful he becomes. He can read faster, get the meaning from his reading in a shorter time, and cover more territory if he reads for pleasure every day. This is excellent preparation for his later life. If his reading speed is fast, he will be a better student in high school; he will rank higher when he goes to college, where many courses are largely dependent upon reading outside the classroom. In later life, each person finds reading useful in keeping up with a profession, whether his interest be the science of industrial chemistry or the art of home decoration.

More and more people are enriching their lives by hobbies — special interests which they follow. Books help one to choose a hobby and to follow it from childhood to old age. Hobbies have infinite variety — amateur science, photography, radio, hand crafts, aviation, music, art, stamps, games and sports, ship models, pets, wild life, camping, and many more. Many well known people have followed hobbies. Benjamin Franklin studied and experimented with electricity. Theodore Roosevelt read widely about birds and animals.

Rosa Bonheur, the most famous woman painter, collected a whole menagerie of animal pets when she was a child in Paris. This love and patient study



There is a book to tell the story of clocks

of animals taught her how to draw and paint them faithfully. Among the hobby riders of our day are Franklin D. Roosevelt with his stamps and ship models, and Charles Dawes, former vice president, who composes violin music and plays skillfully.

Every good book that is read becomes a training in literary taste and appreciation. Rightly chosen, books create a taste for the best. If the child's early choices are good, most likely he will continue to read better and more worthwhile books as he reads throughout life. Each good book, on the level of his understanding and interest, will arouse a desire for another good book. Literary taste is a matter of slow growth, but the habit of reading, once established, will remain to comfort through life.

It is possible to educate oneself by reading. Libraries can supply reading courses for general information and specific interests. By following these outlines, one can gather a store of information and become well informed.

The person who reads is always "good company," not only to himself, but to others. He has a fund of interesting knowledge to think about and to talk about, and he is not confined to the trivial happenings of everyday experience. People who read are generally happy people, interested in life, eager to learn. They are seldom dull, narrow, or self-centered. They have an eager outlook. Life can never be dull or lonesome for the person who reads widely. Through books, one may sail away from troubles, from petty irritations, and from sheer boredom.



READING, then, has many values — enjoyment, relaxation, appreciation of beauty and humor. It opens a wealth of information about how life is lived. It develops imagination and creative ability. It helps the child to understand himself and other people. Reading prepares him for life by inspiring right conduct, building a taste for good literature, increasing his ability to speak and to write, and giving him the skill to read speedily. Enjoyment comes through riding his favorite hobby. Reading makes him tolerant and interesting to himself and other people. Reading enriches his whole life.





# What Makes a Book Worth While



## Qualities of a Good Book

I must speak of things that come out of common consciousness where every thought is like a bell with many echoes. — *William Butler Yeats.*



MANY PEOPLE who read superficially demand that a book must be very new in order to interest them. Fortunately, children are not so concerned with publication dates. They are seeking a book worth reading, and they do not care when it was published, whether it is modern or classic, or whether it is by a well known author or an unknown writer.

Books change just as ways of living change. What was a good book yesterday may be savorless and dull today. The novels of James Fenimore Cooper, which an earlier generation read greedily, are too slow moving to interest our movie minded children. Of course, we must expect young readers to make some poor choices. Out of the wealth of books which are being published, some are interesting only for the moment, while others are to endure for all time. The important thing is that children shall become able to know the difference.

A book should be wholesome. This is the first quality to seek. It must be based upon sound sentiment, not emotional thrills, morbid horrors, or very sad stories. These harden the matter-of-fact child and hurt the sensitive one.

A book should mirror life honestly, so that it will give the child insight into life situations and direct his lines of growth. The good book is sincere, it has a true background, and gives accurate information. It is filled with human interest, with well drawn characters, an absorbing plot, real dialogue, and humor that is true to life. The literary artist holds a mirror to life and presents a true picture with no distorting flaws.

Imaginative appeal is another quality of the good book. Enid Bagnold has captured this in *National Velvet*. It is the story of an English girl, who plays with paper horses and longs to have real ones of her own. When she wins Piebald for one shilling in a raffle, she finds he can jump, and with him wins the Grand National steeplechase. The book contains lovely drawings of horses by the 13-year-old daughter of the author.

The good book will be stimulating. It will amuse and awaken and bring the child close to life. It will arouse the sympathies and help the child to understand himself and others. It will help him to grow mentally.

Maud Dutton Lynch, writing in *Parents' Magazine*, has put it this way: "A child reads for mental growth even as he eats for physical growth. If the books he gets are not those capable of producing mental growth, they are not assimilated. If given to the child before he is ready, they may upset his reading digestion. More adult readers would result if care were paid to suiting children's books to the rhythm of their physical and mental growth."

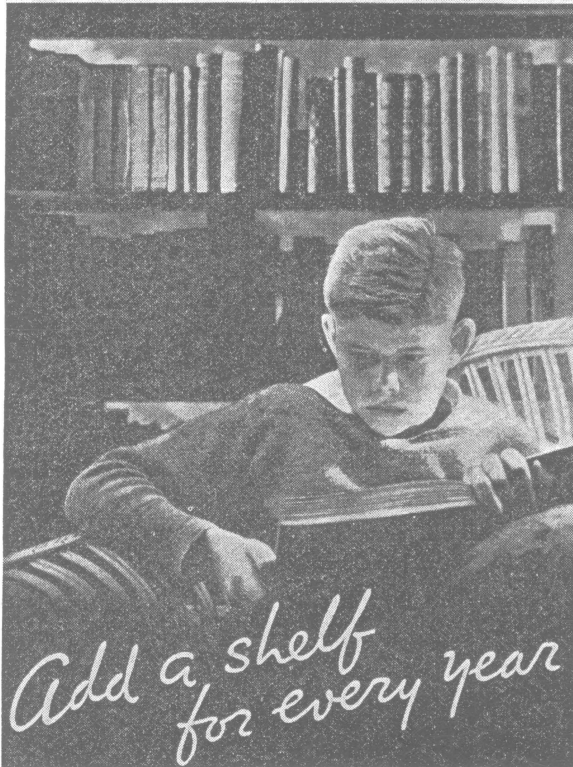
The style of writing is what raises one book above other books. We expect that a book will be written in good English, unless it is in dialect like *Uncle Remus, His Songs and His Sayings*, or a character story like *Lone Cowboy*, autobiography of Will James, who writes in authentic cowboy language.

Children have a keen ear attuned to words. Small boys often go through a period of strong virile words that sometimes shock their elders. Their favorites are words that have a queer sound like fizzle, popywog, zigzig, and helter skelter.

They like words with musical sounds like murmuring, languid, and Colorado. The quality we call "style of writing" has to do with the choice of words and their arrangement so that writing has swing and cadence. The child recognizes this, and slowly his literary taste is built, so that when he reads in later life, he will appreciate *how* an author writes as much as *what* an author writes.

There are certain qualities of form that are found in a book which is good for children. It must not be too long so that it is difficult to finish reading. Few young people can manage *Anthony Adverse* by Hervey Allen, or Victor Hugo's *Les Miserables*. On the other hand, a good book should be more than a pamphlet.

## GROW UP WITH BOOKS



To read a good book is like making a new friend

The child between the ages of 7 and 12 will enjoy books set in fairly large type, while the older boy and girl can read the small printing used in books for grown-ups. Of course, every book for children and young people must have pictures. There should be a few colored plates and numerous black and white pictures to interpret the action on the pages and to give definite form to the characters. Young people are still close enough to their picture book days to depend upon illustrations to add greatly to their enjoyment of books,

Finally, the good book must be interesting to the individual child, and on the level of his understanding. Whatever may be the subject of the book, it must be written so that both the child's spirit and his mind will thrive upon it.



THE QUALITIES to be found in good books for children apply alike to old and new books, to the classics and those by present-day writers. Good books are wholesome, stimulating, and filled with imaginative appeal. They mirror life and help children to grow mentally and spiritually. The good book has pictures, is neither too long nor too short, and has an individuality of style of writing that raises it above the commonplace. It must be interesting to the child and within his understanding.

### *History of Early Books for Children*

A book is a new book if you haven't read it. — *Ben Ray Redman.*

It is only within the last few centuries that books have been written for children, and only within the last 50 years that children's books have come to be considered on a level with those for adults.

The early books for children were based upon the Puritan idea that books must train the child's morals. Usually, they contained the alphabet, the catechism, and instruction in religion. A few years later came a group of little books containing pious sayings of children who had died young, such as "Last Words and Dying Expressions of Hannah Hill, aged 11 years and 3 months," and "Early Piety of Elizabeth Butcher of Boston, being just 8 years and 11 months."

It was only good business that the children's books imported from England should appeal to the same tastes. No other kind penetrated to America, until John Newberry, famous London publisher, began to print books written especially for children. About 1750, he brought out his chap-books which contained short tales usually about good and bad children who were rewarded for their deeds according to their virtues. Such books were frowned upon by the Puritans as being much too frivolous. Gradually, they won readers.

In 1757, Newberry published the first English version of *Mother Goose's Melody*, which contained the old nursery tales which had been printed in French by Perrault in 1697. This was a step toward real entertainment. The prose stories continued to be stiff and stilted, but they did try to please. Gradually, the moralizing began to disappear. Today, writers for children are reproducing tales of life as it is, and the subjects of non-fiction have broadened until they include almost any interest which a child may have. Sir Walter Scott was one of the early writers who regarded children as worthy of his best efforts. He said, "I am persuaded that children hate books which are written down to their capacity, and love those which are composed more for their elders. . . . I will make, if possible, a book which a child shall understand, yet a man will feel some temptation to peruse should he chance to take it up."

People who work with children know that they are keen to recognize insincerity and that they have fair judgment of people and happenings. Kenneth Grahame says of them, "Children are not merely people, they are the only

living people we have left to us." With this appreciation of children, many writers are proud to give their best effort to writing for children.

Some of these early ideas of what children like have lived through the years and have become classics. Among these are *Mother Goose*, Andersen's *Fairy Tales*, *Heidi* by Johanna Spyri, Aesop's *Fables*, *Arabian Nights*, and Harriet Beecher Stowe's *Uncle Tom's Cabin*.

Since 1922, the American Library Association has awarded annually the Newberry medal for the finest work for children written by an American author. Yet in spite of the progress, children's literature can be said to be still in the experimental stage, and will likely be changed as a result of the new aims in progressive education.

The purpose of books for children has changed within the last two centuries. Now juvenile writing entertains as well as instructs, and all the interests of young people are included in its scope. Early writers for children concealed their identity under a pen name. Now the profession has dignity and proper recognition.

### *Broad Trends in Books*

Some books are to be tasted, others to be swallowed, and some few to be chewed and digested. — *Francis Bacon*.

Whatever may be the child's interest, he can nearly always find a book on the level of his understanding to tell him what he wants to know. Publishing houses have created separate departments of children's books which are directed by people who specialize in this field. Most writers now regard seriously the work of writing for children, rather than considering it a proving ground for early experiments before they are ready to write for grown-ups.

Children themselves have directed much of this change. Publishers have turned to children to find out what they want to read. Always they are finding that the breadth of children's interests and the ability of young minds to grasp new ideas is far underestimated.

The broad trend is especially noticeable in science. *Experimental Television* and *The Boy Chemist* by A. Frederick Collins, *Insect Ways* by Clarence M. Weed, and *Stars to Steer By* by Helen Follett are examples of this new trend. Whatever a child's hobby may be, he can find books in which to read about it. For the camper, there is *Shelters, Shacks, and Shanties* by D. C. Beard. Other hobby helps are *A Young Stamp Collector's Own Book* by Ellis Parker Butler, *Skycraft* by Augustus Post, and *The ABC of Yacht Design* by Charles G. Davis, to mention only a few. Even archaeology and the prehistoric age are now presented in books planned for the child.

Such books as *Skyscrapers* by Naumburg, Lambert and Lucy Sprague Mitchell, show the tendency to put machinery into books. Through vivid pictures and a clear exposition, the interested child can learn the fascinating steps in the building of a skyscraper. This new trend in books is a fine contribution to modern education through familiarizing young moderns with the use, beauty, and meaning of machinery which is so important a part of their environment.

The story of how we become alive, are born, and grow up is another new theme which is being presented in books for children. These books are written

without undue sentiment, based upon scientific facts, and carefully linked with plant and animal life with which the child is familiar. *Growing Up* by Karl De Schweinitz is a brief, well illustrated story of the beginnings of life and is suitable for the child from 8 to 14 years. The American Social Hygiene Association has issued several pamphlets which are helpful in answering the questions of the older boy and girl. *Health for Girls* by Helen W. Brown, and *From Boy to Man* by N. W. Edson are recommended as brief scientific expositions. Another good bulletin is *Growing Up in the World Today* by Emily V. Clapp, published by the Massachusetts Society for Social Hygiene.

Changes have come into some of the older fields. Realistic nature stories are crowding out the talking beast stories which were much overdone. *Wild Animals I Have Known* by Ernest Thompson Seton, and *Vanishing Wilderness* by Francesca La Monte and M. H. Welch, are types of this new trend.

Still another change has come in the stories of the American Indian. Gone are the tales of the red men who galloped through the country in war paint and feathers, bent upon destruction. In their place are stories like *Waterless Mountain* by Laura Adams Armer, giving faithful pictures of tribal customs which can take their place with the great folk tales of other lands.

As much as 80 years ago, the Englishwoman Lady Eastlake wrote,

"The real secret of children's books consists not in being less dry and difficult, but in being more rich in interest, more true to nature, more exquisite in art, more abundant in every quality that replies to childhood's keener and fresher perceptions."



OUR GENERATION has greatly broadened the scope of children's reading by supplying books within their understanding to answer any question they ask. These are well illustrated books on every phase of science and every hobby that captures their interest. Machinery and its contribution to life is being explained by books and pictures. The subject of sex, once tabooed, is now presented scientifically and helpfully. Among the changes that have come in children's literature are more realistic nature stories in place of tales that made animals talk and act as people. The native tribal customs of the American Indian are building a folk lore that may be compared with the great Norse legends, Gaelic tales, and German folk stories.



# Choosing Good Books



## Individual Differences in Children

A book has a separate message for every reader, and tells him of good and evil, that which he is able to hear. — Agnes Repplier.



THE OLD SAYING, "What is one man's meat may be another's poison" can be applied truthfully to reading. Books must fit the child's individual needs, and what suits one child may not suit another. A book may be excellent in itself, but it will be a dead object on a shelf if it does not appeal to the child for whom it was intended. The suitable book will meet the child's interest, be within his understanding, and contain material within his own experience. The first rule is to choose a book the child likes because he will get the greatest good from what he enjoys. This is not difficult to do because a child will know and will tell truthfully what he likes to read — stories of adventure, biographies of great men, or facts about his hobbies. His interests will change rapidly from month to month as a normal part of his growth. The desirable book will link up with what he is thinking and learning. It is best to give him a book about an expressed interest rather than one based upon our ideas as to what he ought to have.

A book must be within the child's mental grasp. Here again, are wide differences in children. One girl of 13 years may be matured enough to read adult fiction, while another of the same age may be reading stories of school and college life. Many people dislike reading because in high school they were required to read certain books which were beyond their understanding. Fortunately, the school curriculum is being made less rigid and is beginning to consider the individual needs of a child. Most schools now are permitting their students to choose their own reading, within certain bounds, so that they will avoid books which are beyond their intellectual level.

Children have wide differences in background. The suitable book will be about a subject which a child can understand. When a child is 10, he enjoys science through the microscope picture book, *Seeing the Unseen*, by Robert Disraeli, while Darwin's *Origin of Species* would be quite beyond his understanding.

To some children, facts are more entertaining than fiction, while others care to read nothing except stories. Children also vary in their appreciation of the ridiculous. To some, Laura Richardson's *Tirra Lirra* is a delightful book of nonsense verse, while other children of the same age may think it quite silly.

Health, too, has its effect upon children's reading interests. The robust child may like adventurous stories and tales of active sports and games. The child that is weak may find enjoyment in tales of fantasy and make-believe. Again, quite an opposite reaction may be found in weak children. They may relish tales of active exploits which they can never hope to achieve in real life.

Boys and girls like to read the same books until they reach the age of 9 or

10 years; then their interests diverge. Girls still continue to read some boys' books, but with characteristic masculine independence, boys do not care to read girls' books. During this long period from the ages of 9 to about 20, boys and girls will read different kinds of books; then their interests will merge again, and they will read the same books. Yet always, even in the interests of men and women, there are some fundamental differences in sex characteristics which guide reading preferences.

Boys and men, too, have a natural wish for adventure and physical prowess. They want to be leaders in games and sports, and they enjoy stories of boys and men who do excel. Girls wish for beauty, for admiration, and for happy home life, and these wishes are reflected in their reading.

At the age of 9 years, most boys thrive on excitement and action which overcomes difficulties. They like to read books about airships and trains, and they seek scientific knowledge. They have periods of intensive interest when they will read eagerly everything they can find on electricity, magic, or methods of detectives. They choose stories about wild animals rather than pets. They will read romance, but it must be so entwined with action that the sentiment is not too prominent. Their interests are wider than those of girls, and they will read more non-fiction. If they do not have a wide variety of reading material they likely will grow into men who read only newspapers and detective stories.

Girls do much more reading than do boys, perhaps because their recreation is naturally less active. They are more interested in people than events. They like imaginative stories and fiction woven about home and school life. Romance must always have the first place, and they are willing for the action to be less prominent. They appreciate artistic illustrations, beautiful covers and bindings, while boys seldom consider these points.

Girls do much more re-reading than do boys, and book characters become their close companions. They read adult fiction much earlier than do boys. During the 'teen age, many girls spend all of their leisure time with books. This is an important period in their development. This is the time they must have a wide variety in books from which to choose, else they may settle into a diet of romantic novels.

At this age, both boys and girls should have the pleasure of exploring the books in a good library. In progressive schools, free reading forms an important part of the educational process. Records kept on the books read by each child show that interests go in cycles, and that reading tastes do improve from year to year when children are surrounded by good books which they can choose for themselves.



A BOOK is only desirable when it suits the particular child for whom it is intended. It must reach his interest, be within his understanding, and fit his experience. Boys and girls read the same books until about 9 years of age, when their interests part. Boys like adventure, action, and stories of wild animals. They have periods of feverish interest in certain subjects, and they read more non-fiction than do girls.

Beauty, admiration, and a happy home life are the wishes of girls which



influence their reading choices. They like romantic fiction with action subordinated. They do much re-reading and make close companions of people they meet in books. The reading tastes of children will improve gradually if they are allowed to choose what interests them. Surround the child with the best books and let him explore at will.

## *What Our Children Like to Read*



### *Fairy Tales*

The fairies are a charming folk, if all the tales be true,  
And I believe them, ev'ry one, and doubtless you do, too.  
From *The Fairies* — John G. Herndon.



WHEN THE YOUNG READER is about the age of 8 years, fairy tales are an absorbing interest. This is true not only of American children, but surveys show it is equally true of children in England, Germany, France, Italy, and the Scandinavian countries. Fairy tales are valuable in teaching traits of human nature while they are stimulating the imagination.

At this age children have a good knowledge of the world they live in. They understand that people in fairy tales are much exaggerated, and that the magic is only make-believe. They realize that in real life one cannot change people or events merely by wishing to have them different. With this firm acquaintance with their own world, the unusual becomes interesting, and the more preposterous event becomes funny.

The qualities which fairy tales teach are shown in the Danish tale, "The Marvelous Pot," in which a poor farmer traded his only cow for a three-legged pot. Each morning the pot brings him either a pudding, some wheat, or gold which had been taken from the rich merchant, who had once sold the poor farmer flour mixed with sawdust and sugar mixed with salt. When the rich man tries to get his belongings back, the pot takes him to the top of the earth. Later, when some wise men discover the North Pole, they find the rich man sitting there, rubbing his nose with both hands, for it is purple with cold.

While the child is in the stage of reading fairy tales, our task is to see that he reads those carefully selected. We must banish those which glorify cruelty. We must make sure that this reading period is not prolonged, and that by the time he is 9 or 10, he is enjoying realistic tales of life.

### *Fiction*

Do not tell me what a man thinks, nor what he says — I shall be none the wiser about him; but tell me what he does and I shall know him. — *Goethe.*

Between the ages of 10 and 16, surveys show that stories form three-fourths of the reading of our children. They begin early with simple adventure stories which picture robust children in all kinds of activity. Gradually, they read more



complex tales, until in the 'teens most children can enjoy the adult novel with grown-up people as characters. This period, when the volume of reading is the greatest, offers the best time for parents to guide their children to read real literature.

A swift and exciting tale is *Courageous Companions* by Charles Finger, which is the type of well written adventure tale which the child should be reading. This is a story of Magellan's voyage around the world and the adventures of Osborne, the young English boy who went with him. Historically correct, the story has all the qualities of a good adventure tale — a swift moving plot, animated characters, and page to page interest from the beginning.

With no wolves to kill in the barnyard and no cross country journeys to make through the wilderness in a covered wagon, modern children need such adventure stories to fill the gaps in their lives, which are lived in cities or on paved country highways. They need to read the adventures of Admiral Byrd, and the sea stories about boys who live along the coast and sail in clipper ships or go on whaling expeditions. At this age, they are more thrilled by physical bravery than by mental or moral courage.

This natural love of adventure may lead the boy to read dime novels or the cheap series books if he is not given a better fare. With encouragement, the boy may be led to read literature. Such books as *Twenty Thousand Leagues Under the Sea* by Jules Verne, or Stevenson's *Treasure Island* will satisfy this love for adventure, and still encourage appreciation of what is good.

Girls become absorbed in fiction, too. They like Louisa M. Alcott's stories of home life and the tales of school and college experiences such as Katharine Adam's *Mehitabel*. This period is also a crucial one in their reading experiences, because unless they are furnished with a variety of worthwhile books, they will be caught in the maze of sentimental series books that tell the same story over and over with only a change in characters.

While it is well to keep girls interested in girl characters as long as possible, we must expect them to move on to adult fiction when in their early 'teens. Their reading interests mature earlier for the same reason that they put aside their dolls earlier than their mothers did.

The short story is not rated high by boys and girls. Neither do they like to read plays, although they are willing to act in them. These two literary forms must be enjoyed in later life.



## Poetry

The poet's eye, in a fine frenzy rolling,  
Doth glance from heaven to earth and earth to heaven. — *Shakespeare.*

Whether children of intermediate and adolescent ages like poetry depends very much on how they were introduced to it. If they have heard nursery rhymes from babyhood, and if they have read verse about nature and their own experiences, they are quite sure to like poetry. If they do not like it, the reason usually is because they have not heard good poetry, it has been read to them at the wrong time, or they have been forced to learn some lines which they did not like.

Good poetry, filled with imagery and spiced with humor, will captivate the child. He will respond to the rhythm and enjoy the pictures which put the commonplace in a new light. Sometimes a narrative poem will catch the child's fancy and he will enjoy it as much as any story in prose. Alfred Noyes' poem "The Highwayman" is such a story poem which one child never tires of hearing.

The poet can paint concise word pictures that children appreciate. Elizabeth Madox Roberts tells us much about Mr. Wells in these few lines:

On Sunday morning, then he comes  
To church, and everybody smells  
The blacking and the toilet soap  
And camphor balls from Mr. Wells.  
He wears his whiskers in a bunch,  
And wears his glasses on his head.  
I mustn't call him Old Man Wells —  
No matter — that's what Father said.  
And when the little blacking smells  
And camphor balls and soap begin,  
I do not have to look to know  
That Mr. Wells is coming in.

An anthology of poetry is perhaps the best choice for a beginner because of the variety it gives. *My Poetry Book* is a collection of modern verse which is a favorite of a boy of 12. He places scraps of paper between the pages so that he can turn quickly to his favorites. Among the poems he has marked are these: "The Owl and the Pussy Cat" by Edward Lear, Riley's "Raggedy Man," John Kendrick Bangs' poem "My Dog," "Trees" by Joyce Kilmer, Robert Browning's "Pippa Passes," a narrative poem about Columbus by Joaquin Kilmer, Guiterman's poem on Daniel Boone, Van Dyke's "America for Me," a prayer, "We Thank Thee," "The Two Little Skeezicks" by Eugene Field, and Sara Teasdale's "Barter" which begins with the lines, "Life has loveliness to sell." Surely this selection shows that the average child's interests in poetry extend all the way from heaven to earth, as Shakespeare says.

In one home of book lovers, the family has a custom of reading poems after Sunday night supper. Each person or each guest goes to the shelves and finds a favorite poem which he may read or recite to the whole group.

Poetry should be a part of every child's life, but he must be introduced to it early, and with care. Once he has built the reading habit, poetry can bring enjoyment throughout his life. A critic has put it vividly, "To children, the

poetry in books is a means toward the poetry in life. To read in practical language is to be told, but to read in poetry is to learn by experience."

### *Tales of Other Lands*

The world stands out on either side  
No wider than the heart is wide.

From "Renaissance" — *Edna St. Vincent Millay*.

Children are naturally interested in all other children. They feel much more of a kinship with children in other lands than grown-ups do for men and women in other nations. Children have no prejudices and no antagonisms, until they are taught these by their elders.

In the classics there are many tales of other lands which children like to read as well as their parents did — stories of the Knights of King Arthur, of Robin Hood, and William Tell. Modern publishers are recognizing this interest and they are providing fascinating tales of other nations. *Tales of a Basque Grandmother* and *Tales of a Russian Grandmother* by Frances Carpenter are collections of folk tales of other peoples. Each of these books is illustrated by native artists who have transferred the spirit of these countries to their pictures.

Arthur Ransome has written an interesting group of books about a family of English children whose father was a sailor. Since they lived on a lake, their father, home on leave, had taught them to sail and to use all the nautical terms which are so fascinating to children. Their mother, believing in their self reliance, permitted them to explore the shore and an island, to go camping in summer and iceboating in winter, using all the maritime lore that was typical of their seafaring background. Ransome's books, *Swallows and Amazons*, *Swallowdale*, *Winter's Holiday*, and *Peter Duck*, all make fascinating reading for the intermediate school child.

*Katrinka* by Helen E. Haskell has a background of life in Russia, while *Children of the Soil* tells of the life of peasant boys and girls in Sweden. Such books are sailing ships to transfer you at any hour of the day or night from where you are to wherever you would be.

### *Biography*

Lives of great men all remind us,  
We can make our lives sublime,  
And, departing, leave behind us  
Footprints on the sands of time.

— *Henry W. Longfellow*.

By the time the child is 12 years old, his interest begins to center upon the lives of other people, particularly great men and women. It is only a step from fiction to fact, and children make the leap easily.

This is a period of hero worship. The policeman and the motor car conductor have paled into insignificance, and the boy's imagination is now centered upon historical and public characters such as Lincoln, Edison, Kit Carson, and Daniel Boone. Girls are interested in Mme. Curie, Louisa May Alcott, and Helen Keller.

The author who writes a good biography must understand the history of the period and write the story true to fact. One of the finest modern biographies is Carl Sandburg's story of Lincoln, the first volume of which is called *The Prairie Years*. Years of research have gone into the writing of all the fine biographies which not only tell a story of the life of a certain man or woman, but also present a picture of the social customs and the thinking of that period. *Grandmother Brown's 100 Years*, by Harriet Brown, is a vivid picture of life in pioneer America as it was viewed by a courageous little woman who packed a century full of hardships and simple pleasures.

### *Books about Hobbies*

The world is so full of a number of things,  
I'm sure we should all be as happy as kings. — *Stevenson*

"He modeled in clay, he painted in water colors, he composed unrecorded melodies, he was an 'outdoors naturalist,' an explorer of rivers, caves, and valleys, he was a collector and classifier of stamps, minerals, coins, curiosities from the Holy Land, insects, flowers, birds' eggs . . . he was knocked down while experimenting with a current in a trolley wire . . . he manufactured gunpowder, made cannon from brass shotgun shells, moulded bullets; he tanned squirrel skins, he attempted to stuff birds, he made maps of pulp butcher's paper, he prepared medicines from herbs, he distilled liquor and attempted to petrify wood . . . he raised pigeons, chickens, rabbits, and snakes, he drilled for oil, he examined openings in the fruit industry, lawn mowing, pickling, floriculture, printing and newspaper business . . . but most of all, his heart was set on gold mining, exploring Indian graves and swinging a rawhide lariat from a saddle of Spanish leather while spurring a lean broncho after the mavericks, scurrying through the sagebrush of a western mesa.

— "He found time and means and energy for all this rich and various life by the time he was thirteen." — From *Points of View* by Stuart P. Sherman.

The boy who has the curiosity to investigate even a part of these interests will find his hobby riding a more fascinating pastime if he can read what he wants to know in books. The scope of hobby interest is almost beyond our imaginations, as Mr. Sherman suggests.

The good hobby book usually is written by a recognized authority who knows his field. It is written simply and clearly, and is scientifically accurate, with technical terms explained. The book must be attractive and readable, well indexed, and enlivened by good illustrations and clear diagrams. It is usually limited to one subject.

In choosing such a book, one must consider whether it is to be used by a beginner or by one who is more familiar with the subject and is looking for more advanced information. One must consider, too, whether the book is the kind one wishes to own and use for constant reference, or whether it will be sufficient to consult it at the library from time to time.



CHILDREN'S READING from school age through adolescence may be divided into six subjects for convenience. Fairy tales, the earliest interest, teach traits of

human nature and stimulate imagination. Fiction, which forms the largest portion of all reading, is helpful in showing how other people react to life situations. Adventure tales are needed to supplement modern life with its limited opportunities for action. The reading of poetry is a good life habit which will bring hours of enjoyment. Books will quicken the natural interest of children in people of other lands. To read biography is to learn the life and thinking of the period in which the man or woman lived. Multitudes of hobby interests are opened to children through hobby books which are the most recent contribution to juvenile literature.

## Developing the Reading Habit



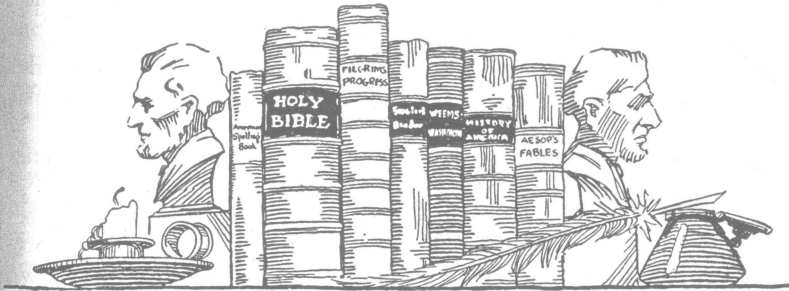
### Building the Child's Library

To add a library to a house, is to give that house a soul. — *Cicero*.

Only seven books were included in Abraham Lincoln's library during the years when he was growing up and striving to educate himself. This list has come down to us through the patient research of Dr. William E. Barton. Included were the *Bible*, *Aesop's Fables*, *Pilgrim's Progress*, *Weem's Life of Washington*, a *History of America*, *Robinson Crusoe*, and a spelling book. Harford Powell, Jr., who wrote in the *Youth's Companion*, pointed out that these seven books included nothing but the best that was to be had in the world at the time Lincoln lived. We now have better biographies of Washington, and all of the other books have since been printed in improved editions.

The seven included no book of poetry, so Lincoln read the Psalms, and turned to Shakespeare as soon as he was able. He had no humor in the collection, so he made up for this lack by collecting stories of folk lore of the prairie, until he became a walking anthology of witty tales. He had no books of science, and this side of his mind went undeveloped, although he had natural abilities in science and mathematics, and once tried to get a patent on an invention of his own.

The cornerstone of Lincoln's bookshelf was the Bible. From this he must have received inspiration for right living, an appreciation of beauty, and the



*Loaned by the Enoch Pratt Free Library, Baltimore.*

Seven of the best books in the world were in Abraham Lincoln's library

ability to express himself. To prove this, Mr. Powell tells of a conversation with one of the most eminent lawyers in New York, who said: "The young men who come to my office from the law schools nowadays are not half as useful as their fathers used to be. That is why they earn so little. It takes three or four years to teach them the merest elements of clear writing. The briefs and letters they write are horribly confused and confusing. And why? Because, unlike their fathers, they have not read the Bible in childhood, verse by verse, page by page. This is the purest fount of good English in the world, and the boy or girl who has not been taught to read it in early youth has been cheated of valuable education. What does it profit you to know anything if you can't express yourself?"

In our generation, it is possible for any child to have good books, be he rich or poor. Books may be purchased in inexpensive, standard, or deluxe editions. They may be rented from the lending bookshop or borrowed from the free public library. They must be considered as necessities in any home, not as luxuries which people in moderate circumstances must pass by.

In building the child's library, let us choose a book of good fairy tales for the school child, a wide variety of juvenile fiction including tales of other lands, and at least one anthology of poetry. There should be as many of the classics as we can afford — books that have lived for generations of children to read. Not all of these will appeal. Just because a father liked *Treasure Island* is no proof his son will like it. Yet the child should have the opportunity to find out. Then, as the years go on, new books added to the collection should include many kinds of biography which tell stories of all kinds of people. Books on hobbies should be added as the child's special interests develop.

Of course, we must recognize the fact that while we may give children books, we cannot make them read. Some have a natural inclination to read; others have not. This desire can be cultivated by telling the child stories and encouraging him to re-read them for himself, or by reading part of a story and letting the child finish reading it for himself.

It is important, too, to link up all of his reading with what he is learning and thinking. A summer vacation trip took one family through historic Virginia, abounding in highway signs, which told of the movements of the armies and the location of the battles of the Civil War. The parents discovered many gaps in their own information. On their return home, the whole family embarked on a study of the Civil War period of American history. They read all of the descriptive folders which they had collected on the trip. As a text, they studied a child's history, historically accurate, which had a story of a Confederate boy and a Union soldier woven in to hold the children's interest. This linking of reading with everyday experiences is a real stimulant to reading interest.

The historical movie such as "The Last of the Mohicans" may stimulate reading and further study of characters and the history of their time.

During this period of eager reading, almost any good book should be open to the interested child. We should not conceal the problems of society or the confusion and uncertainty of our thinking which is reflected in modern writing. Some of the problems in books will be beyond the understanding of the young person. Yet he will take from it all that is meaningful to him, and the rest will leave no harmful effects.

Only by reading widely from good books will the young reader learn discrimination. This is an ability he needs to acquire for all of life's experiences. Discernment in reading will teach him to weigh other values. He will recognize that there is only a certain amount of time for reading. If one reads this, he cannot read that. With this decision confronting the child, he learns to discern which books he should read and which he should pass by; which books are worth owning and which should be borrowed because they are only of passing interest.

### *How the Family Can Help*

"See a person's books and you know what kind of a person that is."

Rarely does a child grow up in a bookish family without imbibing that same love for books and an interest in the people who write them. Conversely, when a child does not like to read, you can be fairly sure that books are not a part of his home setting. Children do acquire their taste from other members of the family.

A child with book loving parents has a fortunate heritage. Yet even in a family where the adults have been denied good books, there often exists a real appreciation of learning. Parents often want their children to have all of the advantages which they have missed.

The first help is in providing funds in the family budget for the purchase of books. Space must be reserved for keeping the books, and time reserved for enjoying them.

Although Christmas and birthdays are obvious times for adding books, yet more important are the times in between when books are bought, not as special gifts. If a biography of Edison is purchased after a trip to Edison's birthplace, it will have more significance than if it comes a half year later. If funds are available for books now and then, they may be purchased at the time when most needed and when they will make the best impression.



The child that reads is the better student



If reading is done in the living room with the entire family, the lower shelves of the family bookcase will serve to hold the children's books. Even better is a separate set of shelves which belongs to each child. If placed in his own room, he will be encouraged to read for quiet relaxation when the mood strikes him. A good reading light and a comfortable chair must be close by.

To find time for the enjoyment of books is often the most difficult part. In summer, there are outdoor pastimes and long evenings when it is more pleasant to rest on a cool porch than to go inside and read. In winter, there are sports and after-school tasks, and home work may take up much of the evening. The radio has invaded many homes, excluding all other pastimes, unless there is some family understanding as to when it shall be turned on and how loud it shall be.

How to arrange reading time, especially for the child who needs to be encouraged to read, is a difficult family problem. It must be solved by the parents with the aim of the greatest good for all concerned.

## *Some Problems in Choosing Books*



### *The Series Book*

Much have I written, but what I thought defective I have myself given to the flames for their revision. — *Ovid.*



THE PROBLEM of the series book is sure to confront every parent. These books are inexpensive and they are put on the market with the idea that when the child reads one, he will demand all the others. These books are all cut from the same pattern, often taking their characters through the same wild exaggerated adventures or burying them in sentimentality. Such books give the child little in information, nothing in inspiration or literary appreciation. To read them results in wasted time and a corrupted taste in reading.

The first 50-cent juvenile appeared in 1908, when Edward Stratemeyer conceived the idea of writing a series of books for boys which would cost more than the dime novel and less than the standard juvenile. When Mr. Stratemeyer died a millionaire in 1930, he had produced more than eight hundred such books, written under a dozen different pen names. Others have followed the idea, and the business of publishing 50-cent juveniles has grown to such proportions that more than five millions are sold annually. Books turned out in such quantity could not be expected to be of high quality.

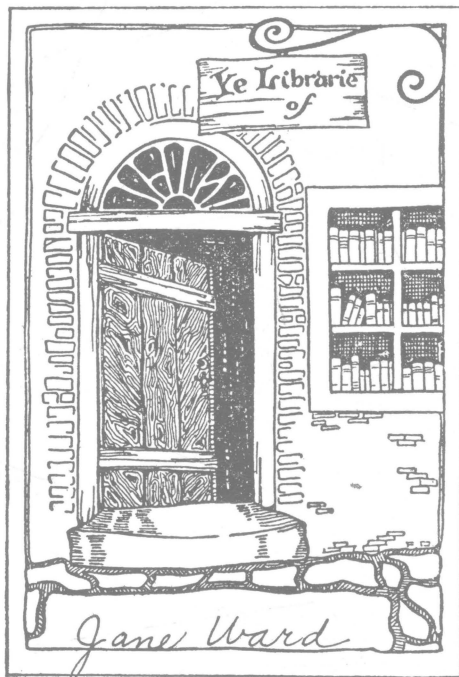
The hero of the boys' series always is an adolescent which the reader can imagine as himself, although the hero's accomplishments must surpass those of the bravest and wisest men. Those books are read because they fulfill the young reader's daydreams of excelling, leading the gang, and being a hero with great physical strength in time of danger. In place of such worthless books, we should substitute stories of real adventure and exploration, and feed any interest in mechanics or science.



Girls' series books have qualities which make them equally objectionable. They are often overly sentimental, and their characters are often insipid. They are founded upon the girl's desire to be beautiful and admired and to have brave and handsome lovers at her feet. In reading them, a girl imagines herself as possessing great beauty and having all the romantic experiences that befall the heroines in these books. So strongly do they attract girls that these books are read again and again until the book characters become companions. As a substitute for such cheap reading, girls should be introduced to the classics, historical romance, and good books on home and school life.

If children have a good variety of worthwhile books from which to choose, they may escape the series craze. At least, no parent should deliberately put a series book before a child. Yet other children will be sure to introduce him to cheap books. If the child is interested, the only remedy is to sit quietly by and let the fever run its course. It will not help to forbid reading such books. The American Library Association has taken a stand, and as a result, the child cannot borrow them from libraries. Yet, because of their low cost, some unsuspecting aunt or cousin is likely to present one as a gift, now and then.

As soon as the fever subsides and the opportunity comes, let us provide really good stories of life and adventure, and continue to improve the child's appreciation so that he will pass by the poorly written romance and standard adventure tale and become a discriminating reader when he grows up.



A bookplate keeps books from wandering

### *Sets of Books*

“Variety is the spice of life.”

The pioneer school teacher who taught in the rude log school a few months of the fall and spring often became a book agent in the summer. He toured all the settlements and sold family recipe books, almanacs, and miscellaneous books of poetry. To the book starved settlers, this man was a boon, and many a hard earned dollar went for books of general information which contained everything from Tennyson's “Crossing the Bar” to the remedy for treating a person who had stepped on a rusty nail.

Books are more specialized now, and one can buy sets of books on almost any subject. There are two kinds planned for children, those drawn from great literature of all nations, and fact books about the history and peoples of the universe, told in simple language which the child can understand. These usually are beautiful books, well bound in sturdy covers of handsome finish and illustrated with excellent photography and pictures by the best artists.

Shall we buy them? Many mothers have been confronted with this question.

#### COLLECTIONS OF LITERATURE

By buying a 6-volume collection of stories for children, one saves a great deal of effort. The selection of material has been carefully made by trained people who have studied the problem. They know what children like and they have excellent ideas as to what children should read. Their selections include folk tales of many lands, so that the literature of the world comes within the child's vision. This choice of material is far better than the average person could make.

Yet, to accept any person's selection of the best literature for children is to assume that all children are the same, and that what is good for one is good for all. We know that this is not true. Children have definite individual tastes and what one enjoys may not appeal to another.

Sets of story books, then, are bound to contain considerable "dead" material which some children will never read because it does not appeal to them. This objection may be overcome to some extent in a large family where several children will use the same set of books.

Some sets of books are indexed to tell what traits of character are emphasized in certain stories. If Bobby tells untruths, read him the story on page 8. If Helen is selfish, read her the fable on page 24. Many modern psychologists, however, believe that such a method of teaching is not really effective in molding children's characters.

In the first volume of these sets, complete stories and poems are printed, while later volumes contain parts of long stories or chapters from books. Usually, by the time our children are ready to read Dickens' *David Copperfield*, they will want to read the complete story. Because of this natural trait, the last volumes of a set may go unread while our children are exploring stories of book length.



We grant, then, that most sets of story books are very well done and are worth owning if we can afford them. They are expensive, however, and if after buying them we will have very little money for other books, let us forego the sets and put the money into well chosen books, purchased from time to time.

The following is a list of excellent collections of literature which will give the child fine variety from which to choose\*:

*Book Trails.* Shepard & Lawrence Inc., Chicago; 8 volumes, \$42.75. Handsome books containing a wealth of wholesome material, edited by Renee B. Stein and O. Muriel Fuller. Modern writing has been included in the collection.

*Journeys through Bookland.* Bellows-Reeve Co., Chicago; 10 volumes, \$48.50. Good selection of classics and modern writings, edited by C. Sylvester.

*My Book House.* Bookhouse for Children, Publishers, Chicago; 12 volumes, \$49.50. The illustrations in these volumes are especially artistic. Olive B. Miller, editor, has done outstanding work in choosing literature from other countries.

*The Children's Hour.* Houghton Mifflin Co., Boston; 11 volumes, \$29.75. Carefully selected stories from the finest of the world's literature.

#### BOOKS OF FACTS

Sets of books giving information are a helpful addition to every home library. The encyclopedia written for children usually contains all of the subject matter which the average family will need, unless there are special intellectual interests. Very often a set bought for the children will be used by the entire family. It is convenient to own such a set "to have the right food always at hand."

"Where did October get its name?" a child wants to know. He should look it up while the question is fresh in his mind, because the interest will pass if he has to make a trip to the library to find this answer to his question. "The encyclopedia will answer most of the questions about everyday life. To take care of new developments in science and history, some publishers of fact books send additions of new material each year so that the set of books will always be up-to-date.

Pictures, maps, and charts are emphasized in encyclopedias written for young people. These illustrations hold the interest and help the understanding. The Chinese recognized their value by an old proverb, "A picture is worth a thousand words."

Let us plan, then, if possible, to acquire some fact books for the home library. Add to this a fairly large globe of the world, and a modern standard dictionary. With this equipment, our children will have an important background for learning.

The following fact books give the knowledge of the world in picture and story\*:

*Compton's Pictured Encyclopedia.* F. E. Compton & Co., Chicago; 15 volumes, \$67.50. A graphic, scholarly presentation of world knowledge in attractive readable form. Selections from literature are interspersed. Guy Stanton Ford is editor-in-chief.

*Pictured Knowledge.* Marshall Hughes Co., Kansas City, Mo.; 10 volumes, \$49.80. Two sets designed to supplement the school work in the upper and lower grades. Calvin N. Kendall, editor-in-chief.

\* These sets of books vary in price according to the number of volumes, the quality of binding, and whether the sale is cash or on an installment plan. The price given here is for the less expensive binding.

*The Book of Knowledge.* The Grolier Society, New York; 20 volumes, \$60. A pioneer among facts books, written in good style, in concise form, with some information on each subject. Edited by Thompson and Mee.

*The Lincoln Library.* Frontier Press Co., Buffalo, N. Y. \$15.50. One volume of essential information for self-instruction, designed for easy reference.

*The New Champlin Cyclopædia for Young People.* Henry Holt & Co., New York; 6 volumes, \$28.00. Science and nature volumes are outstanding. Includes a volume on literature and mythology.

*The New Wonder World.* George L. Shuman & Co.; 10 volumes, \$66.50. Library of world knowledge, scientifically accurate.

*World Book Encyclopedia.* W. F. Quarrie & Co., Chicago; 10 volumes, \$60. A miniature reference library edited by M. V. O'Shea including subject matter for high school courses. The reading is aimed for children above the fifth grade.

#### SPECIAL INTERESTS

*A Picturesque Tale of Progress.* Bookhouse for Children, Publishers, Chicago; 8 volumes, \$49.50. Excellent examples of modern book making. Artistic books, edited by Olive B. Miller.

*Book of Life.* J. Rudin & Co., Chicago; 8 volumes, \$39.75. Handsome books devoted to the study of the Bible. Edited by N. M. Hall and I. F. Wood.

*My Travel Ship.* Bookhouse for Children, Publishers, Chicago; 3 volumes, \$17.25. Literature, customs, and life of Holland, Japan, and France, countries which lend themselves to picturesque books.

*The Story of the World.* Follett Publishing Co., Chicago; 10 small volumes, \$8.00 each or \$8.00 per set. Emphasizes scientific data, including the world of plants, animals, and insects.



#### Current Literature

Most American writing conveys the impression of a ride on the subway in the rush hour. — *William McFee.*

#### MAGAZINES

Since magazines are far cheaper than books, they circulate more widely although they are not as lasting in interest. Children are attracted by their covers and their modern stories. If the child is directed to good magazines, he will enjoy them, but if he is left to his own choosing, he probably will read the inferior kind which has all the faults of the series books.

The magazine which is printed on rough cheap paper usually is filled with overly sentimental love stories and exaggerated tales of adventure. Most of these magazines appeal to cheap tastes. Some are so crude and so obscene in story and illustration that they have been barred from sale in some cities. In many communities, crusades have been organized against sellers of this type of magazine.

Because boys are more interested in current events than are girls, they read more magazines. It is important that they should know the good ones.

Following is a list of good magazines which will interest children and young people:

*The American Boy.* Published monthly by the Sprague Publishing Co., Detroit, \$1.00 a year. *Youth's Companion* and *American Boy* combined. Includes stories of adventure, sports, and informative articles on sports. Appeals to boys 10 to 16.

*The American Girl.* Published monthly by the Girl Scouts, New York City. \$1.50 a year. Official magazine of the Girl Scouts of America, but interesting to all ages 12 to 18. Articles on good looks, interesting women, sports, parties, stories, and book reviews.

*The Aquarium.* Published monthly by Innes Publishing Co., Philadelphia. \$2.00 a year. An interesting hobby magazine for older boys and girls who have aquariums.

*Boy's Life.* Published monthly by Boy Scouts of America, New York. \$1.00 a year. Official magazine of Boy Scouts of America but interesting to all boys, 10 to 16. Stories of sports and adventure, articles on nature, sports, and a section of scout activities.

*Child Life.* Published monthly by Rand McNally & Co., Chicago. \$3.00 a year; \$5.00 for 3 years. Interests boys and girls, 7 to 12. Contains stories, poems, articles on history, nature, current events. Includes games and contests and a section for parents.

*Children's Activities.* Published monthly except July and August by Child Training Association, Chicago. \$3.00 a year. Children's activities for home and school. Stories, play projects, posters, drawings, games, puzzles, songs, things to make, things to do.

*Model Airplane News.* Published monthly by Jay Publishing Co., Mt. Morris, Pa. \$1.65 a year. Tells how to build airplane models and gives general aviation news.

*National Geographic.* Published monthly by National Geographic Society, Washington, D. C., \$3.00 a year. Travel and nature magazine for adults with excellent pictures which make it interesting to the entire family.

*Nature Magazine.* Published monthly by the American Nature Association, Washington, D. C. \$3.00 a year; \$5.00 for 2 years. Outstanding illustrations and articles on plant and animal life will appeal to older boys and girls.

*Open Road for Boys.* Published monthly by the Open Road Publishing Co., Boston. 2 years for \$1.00. Boys 10 to 15 will enjoy stories on adventure and sports, movie reviews. World-mindedness is fostered through a section containing letters exchanged with boys from other countries.

*Outdoor Life.* Published monthly by Popular Science Publishing Co., New York. \$1.50 a year. Wholesome articles for nature enthusiasts and boys who enjoy fishing, camping, hunting, and boating.

*Popular Home Craft.* Published monthly by the General Publishing Co., Chicago. \$3.00 a year or 2 years for \$5.00. Articles on how to make objects for the home, including wood, metal, and leathercraft. Contains explicit directions.

*Popular Mechanics.* Published monthly by Popular Mechanics Co., Chicago. \$1.50 a year. Wide range of subjects covered in articles on mechanical and scientific discoveries which appeal to older boys.

*Popular Science.* Published monthly by Popular Science Publishing Co. Inc., New York. \$1.50 a year. Boy of 12 or more will enjoy articles on general science. Accurate, but written in popular vein.

*St. Nicholas.* Published monthly by St. Nicholas Magazine, Educational Publishing Corporation, New York. \$3.00 a year. Stories, poems, travel, and features for boys and girls 12 to 16.

*Story Parade.* Published monthly by Story Parade Inc., New York. \$1.00. A new magazine, sponsored by the Association for Arts in Childhood. Gives a variety of stories for all ages, including modern writing and modern illustrations.

## NEWSPAPERS

Most children begin to read newspapers when they are as young as 8 years. At first, they read only the comics; later the comics and the news. During the 'teen age, most children will scan the news before they read the comics. If parents discuss the news with their children, the young people are more likely to follow current happenings.

Many parents question whether the comic strip is good reading for the child. Certainly, the little child of pre-school age should never be started on a diet of comics by hearing them read. They are exaggerated, unreal, and they do cheaper taste. Later, they are less harmful when the child is old enough to realize that they are not real and that nothing in them really hurts. At the school age, every child is bound to hear of comic characters through friends. The antics of the characters are followed closely by modern children and many of the phrases coined by comic characters are creeping into the language of our children.

It is well nigh impossible to prevent children from reading the comics when they reach school age. Forbidding them to see the papers only whets their appetites. We can feel, however, that for the older child the comics are less harmful because they are recognized as make-believe experiences. We know that the fun in them does lighten many of the experiences in life. Fortunately, our children never have a desire to imitate comic characters. Instead, they want to be the artist who draws them.

Keeping up with the events of the world is an excellent life habit which it is well to form in youth. Children should be encouraged to read a good newspaper which has been chosen as carefully as we would choose a good book. Gradually, through reading, the child will develop discrimination. A boy probably will read the sports section first, look at cartoons, photographs, and theatrical notes before he scans world and national news and advertisements. Children and young people seldom read editorials, and they do not follow political news.

America is a nation of newspaper readers. A person can be well informed by reading nothing else. Yet even the best journalistic style lacks the inspiration of really fine writing. To be "well read" one needs both newspapers and books.



READING brings its problems, such as the 50-cent series book, which has invaded juvenile literature. Adventure tales could be substituted for the boys' series book to advantage, and historical romances might take the place of the series book for girls.

Sets of books are excellent additions to the home library, provided we can afford to buy them and still have money left to spend for individual books. Fact books, a dictionary, and a world globe are needed in every home.

Cheap magazines have the same faults as cheap books. Modern children are attracted to magazines and they should be introduced to good publications. Current happenings interest boys more than girls. Most children read comics first, followed by sports, special interests, then world and national events. At school age, comics are a natural interest, doubtful as to value, but which might as well be accepted with complacency.

# Regulating the Child's Reading



## Competition with Reading

The wisdom of a learned man cometh by opportunity of leisure. — *Ecclesiastes*.



LITERARY TASTE, like table manners, should be acquired by a child. When once grown, it is difficult to learn to be at ease with books or with dinner table service. Only by strict discipline can one master the proper use of salad forks, bread and butter knives, and finger bowls if one meets them first in middle life.

This was brought home to a young mother who took her 10-year-old son for a festive Saturday luncheon in a Chinese restaurant. It was a great event to eat away from home. When the finger bowls were set before them, the mother explained and demonstrated their use, and the little boy inquired innocently, "Mother, is this an old Chinese custom?"

After the child goes to school, it is hard to initiate him into reading for pleasure because there are so many diversified interests clamoring for a part of his day. In every community, scout groups, music interests, church activities, community enterprises, and extra school affairs bid for a share of the child's time. Fine as many of them are, they soon will consume greedily all the child's free time, and leave nothing for the valuable pastime of reading.

Motion pictures, too, offer keen competition. Many of our finest children's classics have been produced on the screen. But children are being cheated when they are satisfied with this picturization of the plot as their sole connection with good books. The picture probably will show the action more vividly than the book, but the child will miss the portraits of the characters, the style of writing, the descriptive scenes, and the subtle humor which never can be transferred to motion pictures.

The radio also competes with reading. A story of book length, shortened and dramatized to fill a 15-minute period, can never be more than a sketch of the real thing. When television comes, it too will further complicate the problem.

## *Can the Child Read too Much?*

Like almost any good thing, reading can be overdone, if it is not well selected and the interests of the individual child are not kept in mind. The child who always wants to be with the crowd will do less reading than the quiet child. Guidance in choosing books is especially needed for the child who lives largely within himself. He may find in the world of fantasy the pleasures he ought to find in real life through his own efforts. As he grows older, he may make his companions largely through books instead of making happy social contacts in real life. He may read books over and over until the characters take the form of real companions. He may use books as a means of escaping from reality, and as a substitute for healthful activity.



When a child uses books for such wrong purposes, he needs to have his reading widened to include new fields he has never explored.

Always, the child's health must be considered when planning the amount of reading he should do. Reading must be curtailed if a child needs to spend more time in exercise or in the open air. Eyes must be guarded against strain, and if glasses are needed, they should be changed frequently during the growing years.

A child of especially high mentality will read three or four times as many books as the average child, choosing larger books, more non-fiction, and books written for adults. He needs this large volume of reading to satisfy his curiosity about the world. He craves books as an outlet for his imagination.



PARENTS can help the child to budget his time so that reading will not be crowded out of his full day. He must be led to understand that the motion pictures and radio can never replace the experience of reading the writer's own words.

For normal children in good health, there can be little danger of too much reading. Rather than curtailing reading, we should guide the child's interests wisely, and widen his world of books so as to constantly provide fresh stimulants to growth.



### *The Intermediate Age*

As a nation, we have failed to realize that it is not enough to teach our children to read. They must also be guided and directed in their reading, encouraged to read for enlightenment, recreation, and pleasure, trained to have permanent habits of reading, and given easy access to all kinds of worthwhile reading matter. — *White House Conference on Child Welfare.*



THERE MAY COME a time when a child will want to read in all his waking hours. This period of feverish interests comes most often when a child is about 12 or 13 years old. We need not be perturbed. This is only a phase of development which will pass within a year or two. Within so short a time he will be absorbed in the activities of high school and engrossed in college, when new friends and outside interests bid more and more strongly for his time.

This is a period when he will enjoy sharing his books with friends. It is wise to keep a record of books loaned. Book plates, too, are useful in marking a personal library. A child with artistic talent can design a bookplate, make a linoleum cut, and print his own bookplates. Attractive black and white plates can be purchased at little cost.

During this period of intensive reading, it is well to use the public library as much as possible, so that book choices may be wide. By dipping into all kinds of books, a child will develop discrimination. He can easily recognize the books he wants to own and those to read only for passing pleasure. Yet even more important during this period, is the need to have books around the home



— books left here and there waiting for someone to come back and pick them up. Books do much to make a house a home.



WE MUST MEET the period of feverish reading interest by supplying many kinds of books — thus taking advantage of an important period which will soon pass. Variety in books can be widened by exchanging books with other children and borrowing from the library. Books are likely to become a permanent interest if the entire family reads and books are found in the home.

The following list is suggested for use in choosing books for children between the ages of 7 and 12 years.

FAIRY TALES, HEROIC STORIES, AND FABLES

*The Adventures of Pinocchio*, by Collodi. Blue Ribbon Books, New York. \$2.00. A translation of the Italian classic. A story of a wooden marionette. This "pop-up" edition contains paper figures which pop up when the book opens.

*Aesop's Fables*. Edited by Joseph Jacobs. Macmillan Co., New York. Children's Classics. \$1.00. Famous fables retold in an interesting manner.

*Alice in Wonderland*, by Lewis Carroll. Illustrated by Will Pogany. E. P. Dutton & Co., New York. \$2.00. Fanciful adventures of a child which have appealed to several generations of children.

*Arabian Nights' Entertainment*. Edited by Kate Douglas Wiggin. Charles Scribner's Sons, New York. \$2.50. An attractive edition in large print, with a good selection of the famous tales.

*At the Back of the North Wind*, by George Macdonald. Macmillan Co., New York. Children's Classics. \$1.00. One of the best imaginative stories.

*East O' the Sun and West O' the Moon*, by Asbjornsen and Moe. Garden City Publishing Co., Garden City, N. Y. \$1.00. A collection of old tales from the Norwegian.

*Greek Heroes*, by Charles Kingsley. McClelland & Stewart, Toronto, Canada. \$1.25. Heroic tales from mythology by an English writer.

*Grimm's Fairy Tales*, by the Brothers Grimm. John C. Winston Co., Philadelphia. Children's Bookshelf. \$1.25. Wonder tales from the German.

*Hans Andersen's Fairy Tales*. Garden City Publishing Co., Garden City, N. Y. \$1.00. Fanciful tales from the Norwegian.

*Merry Adventures of Robin Hood*, by Howard Pyle. Charles Scribner's Sons, New York. \$2.50. The best prose version of the old English ballads.

*Peter Pan and Wendy*, by James M. Barrie. Charles Scribner's Sons, New York. \$2.50. "All children but one grow up, and this is his story."

*Waterless Mountain*, by Laura Adams Armer. Longmans, Green & Co., New York. \$2.50. Tribal customs and legends of the Navajo Indians. A prize winning book.

*The Wizard of Oz*, by L. F. Baum. Bobbs Merrill Co., Indianapolis. \$1.75. Fanciful tales that appeal to children, the best of a series.



*Wonder Tales*, by Nathaniel Hawthorne. Garden City Publishing Co., Garden City, N. Y. \$1.00. Fanciful tales by an American writer.

*The Wonderful Adventures of Nils*, by Selma Lagerlof. Doubleday, Doran & Co. New York. \$2.00. A wonder story laid in Sweden and told by the outstanding writer of that country.

#### FICTION

*Black Beauty*, by Anna Sewell. John C. Winston Co., Philadelphia. Children's Bookshelf. \$1.25. The realistic story of a horse.

*The Call of the Wild*, by Jack London. Grosset & Dunlap, New York. \$1.00. A powerful dog story appealing to boys.

*Caddie Woodlawn*, by Carol Ryrie Brink. Macmillan Co., New York. \$2.00. Adventures of an 11-year-old girl on the Wisconsin frontier. Winner of the 1939 Newberry medal.

*Dark Circle of Branches*, by Laura Adams Armer. Longmans, Green & Co. New York. \$2.50. The story of the Navajo Indian's exile while Kit Carson was in command of the American troops.

*Dog of Flanders*, by DeLa Ramee. John C. Winston Co., Philadelphia. Children's Garden of Books. 60c. A fine dog story.

*The Good Master*, by Kate Seredy. Viking Press, New York. \$2.00. A story laid on a horse farm in Hungary, with illustrations by the author.

*Good Wind and Good Weather*, by Nancy Cabot Osborne and Alice Gardner. Viking Press, New York. \$2.00. Story of a New England boy who enters business in China. Based on a diary found in a Salem museum.

*Jungle Book*, by Rudyard Kipling. Doubleday, Doran & Co., New York. School edition. \$1.00.

*Just So Stories*, by Rudyard Kipling. Macmillan Co., New York. School edition. \$1.00. Famous animal stories.

*Rip Van Winkle*, by Washington Irving. Macmillan Co., New York. Children's classics. \$1.00. Famous tale of the Hudson River country.

*Robinson Crusoe*, by Daniel Defoe. Blue Ribbon Books, New York. \$1.00. Years of adventure and hardship on a desert island; written for adults but appealing to children.

*Smoky, the Cowhorse*, by Will James. Charles Scribner's Sons, New York. \$2.50. The story of a cow horse told in cowboy language and illustrated excellently by the author.

*Swiss Family Robinson*, by Johan D. Wyss. Garden City Publishing Co., Garden City, N. Y. \$1.00. Familiar story of a shipwrecked family. First published in 1814.

*Tales from Shakespeare*, by Charles and Mary Lamb. Macmillan Co., N. Y. Children's Classics. \$1.00. Re-telling of the famous plays with much of Shakespeare's language preserved.

*Toby Tyler, or Ten Weeks with a Circus*, by J. O. Kaler. Harper & Brothers, New York. 75c. A story of adventures appealing to boys.

*Trade Wind*, by Cornelia Meigs. Little, Brown & Co., Boston. \$2.00. Tale of Colonial days.

*Clearing Weather*, by Cornelia Meigs. Little, Brown & Co., Boston. \$2.00.

*Willow Whistle*, by Cornelia Meigs. Macmillan Co., New York. \$1.75. Well written adventure tale of pioneer America.

*Treasure Island*, by Robert Louis Stevenson. Garden City Publishing Co., Garden City, N. Y. \$1.00. An adventure book that has fascinated many boys.

*Tom Sawyer and Huckleberry Finn*, by Samuel Clemens (Mark Twain). Macmillan Co., New York. Modern Classics. 80c. Famous stories about boys with a Mississippi River background.

*Two Little Confederates*, by Thomas N. Page. Charles Scribner's Sons. \$2.00. How the Civil War touched the lives of two Virginia boys.

*Uncle Remus: His Songs and His Sayings*, by Joel Chandler Harris; pictures by A. B. Frost. D. Appleton-Century Co., New York. Modern Literature Series. \$1.00. Authentic lore of the southern Negro.

#### HOME AND SCHOOL STORIES — Appealing Mostly to Girls

*Bird's Christmas Carol*, by Kate Douglas Wiggin. Houghton Mifflin Co. \$1.50. How Carol Bird brought Christmas to the Ruggles family.

*Rebecca of Sunnybrook Farm*, by Kate Douglas Wiggin. Houghton Mifflin Co. \$1.00. Life of a little New England girl in an earlier day.

*Daddy-Long-Legs*, by Jean Webster. Grosset & Dunlap, New York. 75c. The story of an orphan girl who had a sense of humor. Illustrated by herself.

*Little Women* and *Little Men*, by Louisa M. Alcott. John C. Winston Co., Philadelphia. Children's Bookshelf. \$1.25 each. Stories which should be read by every child.

*Mehitabel*, by Katharine Adams. Macmillan Co., New York. \$1.75. Story of a New England girl who goes to school in Paris.

*Patsy's Progress*, by R. B. Knox. Dodd, Mead & Co., New York. \$2.00. A southern girl leaves the frivolous life of her small town to go to college.

*Penelope Ellen*, by Ethel Parton. Viking Press, New York. \$2.00. The story of three little girls in 1840.

*Mrs. Wiggs of the Cabbage Patch*, by Alice Hegan Rice. D. Appleton-Century Co., New York. \$1.25. A favorite story about a lovable character and her family.

#### TALES OF OTHER LANDS

*A Daughter of the Samurai*, by Etsu Inagaki Sugimoto. Doubleday, Doran & Co., New York. \$2.50. How a daughter of feudal Japan became a modern American.

*Alice and Thomas and Jane*, by Enid Bagnold. Alfred Knopf, New York. \$2.50. Adventures of lively English children in England and Paris.

*Boy's Knights of King Arthur*. Edited by Sidney Lanier. Charles Scribner's Sons, New York. School edition. \$1.00. Old English medieval tales retold.

*Children of the Soil*, by Nora Burglon. Doubleday, Doran & Co., New York. \$2.00. Story of peasant children in Sweden.

*Hans Brinker and the Silver Skates*, by Mary Mapes Dodge. Charles Scribner's Sons, New York. New American edition. \$1.50. Well known story of a Dutch boy which the author told first to her own children.

*Heidi*, by Johanna Spyri. John C. Winston Co., Philadelphia. Children's Bookshelf. \$1.25. Story of a Swiss mountain girl which a nature loving child will especially enjoy.

*My Boys*, by Gustav Af Geijerstam. Viking Press, New York. \$2.00. Story of two young Swedish boys.

*Nuvat the Brave*, by Radko Doone. Macrae Smith Co., Philadelphia. \$2.00. The story of an Eskimo Robinson Crusoe.

*Swallows and Amazons, Swallowdale, Winter Holiday, and Peter Duck*, by Arthur Ransome. J. B. Lippincott Co., Philadelphia. \$2.00 each. Adventures of a family of English children. Children who like boats will enjoy these books.

*Tales of a Basque Grandmother*, by Frances Carpenter. Doubleday, Doran & Co. New York. 50c. Folk lore and tales of the Basque country in southern mountains of France with characteristic illustrations.

*Tales of a Russian Grandmother*, by Frances Carpenter. Doubleday, Doran & Co. New York. \$2.00. Tales of old Russia, with illustrations by a native.

*The Trumpeter of Krakow*, by Eric Kelly. Macmillan Co., New York. \$2.50. A tale of fifteenth century Poland.

#### VARIED INTERESTS

*A Child's History of the World*, by V. M. Hillyer. D. Appleton-Century Co. New York. \$2.00. A general history which will interest a child about 9 years old.

*American Bird Biographies*, by Arthur Allen. Comstock Publishing Co., Ithaca, N. Y. \$3.50. Interesting stories of birds, with excellent photographs and color prints.

*The Book of Dogs*, by Louis A. Fuertes and others. National Geographic Society, Washington, D. C. \$3.00. An excellent manual on dogs, with 73 color portraits.

*The Boy's Book of Magic*, by H. Carrington. Dodd, Mead & Co., New York. \$2.00. Instructions for doing all sorts of tricks.

*Big Book of Boys' Hobbies*, by A. Neely Hall. Lothrop, Lee & Shepard Co. Boston. \$2.50. Variety of material on boys' interests.

*Bird Book for Children; Animal Book for Children; Flower Book for Children*, by Thornton Burgess. Little, Brown & Co., Boston. Each \$3.00. Excellent manuals on nature study, well illustrated in color.

*The Carpenter's Tool Chest*, by Thomas Hibben. J. B. Lippincott Co., Boston. \$2.00. History of tools and their uses. Well illustrated.

*Growing Up*, by Karl De Schweinitz. Macmillan Co., New York. \$1.75. An excellent story of the beginning of life which the child can read.

*My Body and How It Works*, by D. W. Baruck and Reiss. Harper & Brothers, New York. \$1.50. Physiology for the young child.

*Picture Book of States*, by B. and E. Hader. Harper & Brothers, New York. \$3.00. Graphic maps of all the states, their products and history, by artists whose work appeals to children.

*The Prize Song*, by H. Weber. Oxford University Press, New York. \$3.00. Stories of a few great operas.

*Seeing the Unseen*, by Robert Disraeli. John Day Co. Inc., New York. \$2.00. A novel picture book of microscopic studies.

*Story Book of Earth's Treasures*, by M. Petersham. John C. Winston Co., Philadelphia. \$2.50. The story of minerals and oil, with graphic pictures in color.

*The Story of Earth, Sea, and Sky*, by C. and H. Washburne. D. Appleton-Century Co., New York. \$3.50. The beginner's history of physical science.

*Vanishing Wilderness*, by La Monte and Welch. Liveright Publishing Corporation, New York. \$2.50. Stories of animals which are disappearing from the earth.

*What Time Is It?* by I. I. Marshak. J. B. Lippincott Co., Boston. \$1.50. How many generations and nations told the time of day.

*Young Stamp Collector's Own Book*, by Ellis Parker Butler. Bobbs Merrill Co., Indianapolis. \$3.75. Information on an interesting hobby.

## BIOGRAPHY

*A Child's Journey with Dickens*, by Kate Douglas Wiggin. Houghton Mifflin Co., Boston. \$1.25. The author met Dickens on a train and talked with him when she was a child.

*The Adventures of Buffalo Bill*, by William Cody. Harper & Brothers, New York. 75c. Stories of a famous American hero told by himself.

*Boy's Life of Abraham Lincoln*, by Helen Nicolay. D. Appleton-Century Co., New York. A fine biography about a great American.

*Boyhoods of the Presidents*, by B. W. Smith. Lothrop, Lee & Shepard Co., Boston. \$2.50. Interesting stories of America's best known men.

*By Dog Sled with Byrd*, by J. O'Brien. Follett Publishing Co., Chicago. \$2.00. Account of Arctic exploration and the men who adventured.



*Daniel Boone; Wilderness Scout*, by Stewart Edward White. Doubleday, Doran & Co., New York. Windermere books. \$1.00. Account of the daring exploits of a character boys love.

*Hitty: Her First 100 Years*, by Rachel Field. Macmillan Co., New York. \$2.50. Biography of a wooden doll through which American pioneer history is shown.

*Little Pierre*, by Anatole France. Dodd, Mead & Co., New York. \$2.00. Childhood of the famous French writer.

*Lone Cowboy*, by Will James. Charles Scribner's Sons, New York. \$2.75. Interesting autobiography written in cowboy language, and illustrated by the author.

*My Life with the Eskimos*, by Vilhjalmur Stefansson. Macmillan Co., New York. \$2.50. A story of exploration by the famous Norwegian adventurer.

*With LaSalle the Explorer*, by V. C. Watson. Henry Holt & Co., Inc., New York. \$3.00. A fine book of adventurous deeds.

*Young Walter Scott*, by Elizabeth Janet Gray. Viking Press, New York. \$2.00. Called "an almost perfect biography," making the Scottish writer come to life.

## POETRY

*Blue Poetry Book*, selected by Andrew Lang. Longmans, Green & Co., New York. School edition. \$1.00. Includes many Scottish ballads which will appeal to boys.

*My Poetry Book*; Anthology of Modern Verse by Huffard, Carlisle, and Ferris. John C. Winston Co., Philadelphia. \$2.50. A fine selection with a wide range of interests.

*Tirra Lirra*, by Laura E. Richards. Little, Brown & Co., Boston. \$2.50. A delightful book of nonsense verse written by Mrs. Richards.

## The Adolescent Age

The youthful reader of 17 or 18, when he first sniffs the delightful airs of fine writing, will discover immediately that he is different from many of his companions. — *Hugh Walpole*.



EVERYTHING that is worth reading should be opened to the adolescent. By the age of 13, many children have tasted widely of the delights of literature. They have read every book in the family library including such writers as Thackeray, Dickens, and Scott. With such a background, the youthful reader is ready for any good book that may come his way.

At this period, books are read not as stories but as life. The difference in reading interests of boys and girls is even more noticeable as each tries to interpret life through books.

### What Girls Like to Read

After the age of 12, many girls are ready to read adult fiction. Through romantic novels and stories of home life, they fulfill their wishes, satisfy their curiosity, and find ideals which they can imitate. In imagination, they live the lives of their heroines. Hence, this period is the right time to introduce well written historical novels or pioneer stories with a strong romantic interest. Such books are *The Crisis* by Winston Churchill, Honore Willsie Morrow's books about Lincoln, and Bess Streeter Aldrich's story, *A Lantern in Her Hand*.

The following list suggests books which usually interest the girl from 13 to womanhood. Many of the novels are known as adult fiction, but they are recommended to modern girls because they are well written, imaginative yet realistic, and quite within the understanding of the adolescent girl, who is much more mature than her grandmother was at the same age.

## BIOGRAPHY

*Chiyo's Return*, by Chiyono Kiyooka. Doubleday, Doran & Co., New York. \$2.00. After attending school in America, Chiyo returns to strange Japan, but learns to understand both countries.

*Daughter of the Seine*, by Jeanette Eaton. Harper & Brothers, New York. \$2.50. A story of Madame Roland and the French Revolution. *Jeanne D'Arc*. Harper & Brothers. \$1.25. Two good biographies by a writer for young people.

*For the Fun of It*, by Amelia Earhart. Harcourt Brace & Co., New York. \$2.50. Story of the author's trans-Atlantic flight and history of women in aviation.

*Grandmother Brown's 100 Years*, by Harriet Brown. Blue Ribbon Books, New York. \$1.00. A midwestern pioneer views the century changes in American life.

*Invincible Louisa*, by Cornelia Meigs. Little, Brown & Co., Boston. \$2.00. A fine biography of Louisa Alcott.

*Jane Addams of Hull House*, by Winifred E. Wise. Harcourt Brace & Co., New York. \$2.50. When she was a little girl, Jane said, "When I am a grown-up lady, I want to live next door to poor people and let the children play in my yard." Hull House in Chicago became this home.

*Marbacka*, by Selma Lagerlof. Doubleday Doran & Co., New York. \$2.50. Memories of the childhood of the famous Swedish woman writer, translated by Velma Swanston Howard.

*My Garden of Memory*, by Kate Douglas Wiggin. Houghton Mifflin Co., Boston. \$1.00. The autobiography of a famous writer.

*My Musical Life*, by Walter Damrosch. Charles Scribner's Sons, New York. \$1.00. Life story of a leader in musical appreciation in America.

*My Story*, by Mary Roberts Rinehart. Farrar and Rinehart, New York. \$2.50. Life history of a well-known woman writer who overcame many hardships on the way to success.

*North to the Orient*, by Anne Morrow Lindbergh. Harcourt, Brace & Co., New York. \$2.50. The story of the flight to the Orient by way of the far north. Excellent writing.

*The Story of a Pioneer*, by Anna Howard Shaw. Harper & Brothers, New York. Modern Classics. \$1.00. The story of the winning of women's suffrage by a pioneer worker.

*The Story of My Life*, by Helen Keller. Houghton Mifflin Co., Boston. Riverside Literary series, 56c. A story of marked achievement and hardships overcome.

*Women Pioneers*, by J. Y. McCallum. Johnson Publishing Co., New York. \$1.25. Biographies of women who were the first in their fields.

#### FICTION

*Calico Bush*, by Rachel Field. Macmillan Co., New York. \$2.50. A story of a young French girl's life on the Maine coast in the eighteenth century.

*Emmeline*, by Elsie Singmaster. Houghton Mifflin Co., Boston. \$1.50. A story of the Battle of Gettysburg as a girl experienced it.

*You Make Your Own Luck*, by Elsie Singmaster. Longmans, Green & Co., New York. \$2.00. Nellie Edna teaches school and has adventures.

*For Keeps*, by Gertrude E. Mallette. Doubleday, Doran & Co., New York. \$2.00. A story very much in tune with present day adolescent problems.

*Land Spell*, by Gladys Hasty Carroll. Macmillan Co., New York. \$1.75. *As the Earth Turns*. \$2.50. Stories of farm life in Maine.

*Let the Hurricane Roar*, by R. Lane. Longmans, Green & Co., New York. \$1.25. A story of farm life in pioneer days when there were many hardships in a new country.

*Linnette on the Threshold*, by Margaret Thomsen Raymond. Longmans, Green & Co., New York. \$1.75. The story of a young girl's experiences in the business world.



*Messer Marco Polo*, by Donn Byrne. D. Appleton-Century Co., New York. \$1.25. The love story of Marco Polo and Golden Bells told in a magical way.

*National Velvet*, by Enid Bagnold. Wm. Morrow & Co., Inc., New York. \$2.50. Velvet Brown plays with paper horses and longs for some of her own. She wins Pieball in a raffle and wins the Grand National race.

*Ramona*, by Helen Hunt Jackson. Little Brown & Co., Boston. \$2.00. The story of the struggle of the California Indians against the white man. First published in 1884.

*Seven Beads of Wampum*, by Elizabeth Gale. G. P. Putnam's Sons, New York. \$2.00. A romance of old New York when it was known as New Amsterdam.

*Susanna and Tristram*, by Marjorie Hill Allee. Houghton Mifflin Co., Boston. \$2.00. A story of a Quaker girl and her brother during the days of the underground railroad.

*Uncharted Ways*, by Caroline Dale Suedeker. Doubleday, Doran & Co., New York. \$2.00. The love story of Mary Dyer, a young Quakeress who was persecuted for her faith in New England in 1650.

*Young Trajan*, by Elizabeth Cleveland Miller. Doubleday, Doran & Co., New York. \$2.00. Customs of Roumania form the background of this story of young love.



The following books usually are considered adult novels but they are interesting and suitable for young girl readers.

*Alice Adams* and *Claire Ambler*, by Booth Tarkington. Grosset & Dunlap, New York. 75c each. Stories of adolescent girls, their thinking and their problems.

*Cimarron*, by Edna Ferber. Grosset & Dunlap, New York. 75c. An exciting story of the opening of Oklahoma to homesteaders.

*Forever Free* and *With Malice Toward None*, by Honoré Willie Morrow. A. L. Burt & Co., Chicago. 75c each. Stories built upon the life of Abraham Lincoln during the war years.

*Giants in the Earth*, by O. E. Rolvaag. Modern Classics. Harper Brothers, New York. \$1.00. *Peder Victorious*, Rolvaag. A. L. Burt Co., New York. 75c. Fine stories of Scandinavian settlements in the mid-west.

*A Lantern in Her Hand* and *A White Bird Flying*, by Bess Streeter Aldrich. D. Appleton-Century Co., New York. \$2.00. Stories of pioneers settling in Nebraska.

*The Last Days of Pompeii*, by Edward Bulwer Lytton. Collins Sons & Co., New York. 75c. A story of an ancient Roman city which was destroyed in the eruption of Vesuvius, centuries ago.

*Magnificent Obsession*, by Lloyd C. Douglas. Willett Clark & Co., Chicago. \$2.50. An interesting philosophy of life woven into a love story.

*My Antonia*, by Willa Cather. Houghton-Mifflin Co., Boston. \$2.50. A fine story of pioneer life in Nebraska by an outstanding American writer. This book is a good introduction to other excellent books by the same author.

*The Bent Twig*, by Dorothy Canfield Fisher. Grosset & Dunlap, New York. \$1.00. The story of growing up in a small town.

*The Great Meadow*, by Elizabeth Madox Roberts. Viking Press, Inc., New York. \$2.50. The making of a new home in Kentucky when it was first opened by Daniel Boone.

#### GIRLS' PROBLEMS

*Being a Girl*, by Jessie Gibson. Macmillan Co., New York. \$2.00. Discussion of problems of high school girls.

*Girls Through the Ages*, by D. M. Stuart. J. B. Lippincott Co., Philadelphia. \$2.50. Short biographies of girls.

*Girls Who Did*, by Helen Ferris and Virginia Monroe Moore. E. P. Dutton & Co., New York. \$2.00. Accomplishments of interesting women in nineteen different professions.

*Good Looks for Girls*, by Hazel Rawson Cades. Harcourt Brace & Co., New York. \$2.00. Care of the person and dressing in color and line.

*Health for Girls*, by H. W. Brown. American Social Hygiene Ass'n, New York. 10c. A pamphlet dealing with the facts of life, presented clearly with a scientific background.

*New Careers for Youth*, by Walter Pitkin. Simon and Shuster, New York. \$1.50. Today's job outlook for women and men.

*Personality Preferred*, by Elizabeth Woodward. Harper & Brothers, New York. \$1.50. Discussion of ways to develop personality.

#### POETRY

*Anthology of World Poetry*, by Mark Van Doren. Blue Ribbon Books, New York. \$1.50. A large anthology of the poetry of all nations.

*Early Moon*, by Carl Sandburg. Harcourt Brace & Co., New York. \$2.50. Selections from Sandburg's poems made by the poet himself.

*Poems for Youth*, by Emily Dickinson. Little, Brown & Co., Boston. \$2.00. Edited by Alfred Hampson.

*Poems Selected for Young People*, by Edna St. Vincent Millay. Harper & Brothers, New York. \$2.50. A fine selection by a poet.

*Rainbow Gold*, by Sara Teasdale. Macmillan Co., New York. \$1.60. *Stars Tonight*, \$2.00. Poetry of love and beauty that appeals to girls.

*This Singing World*, by Louis Untermeyer. Harcourt Brace & Co., New York. \$2.50. A fine collection made by a poet. Well illustrated. Will appeal to children and young people alike.

#### *What Boys Like to Read*

When a boy of 13 begins to read fiction, he chooses tales of strenuous adventure with adult characters. Now past the stage of boy heroes, he wants men as actors. His choice will lie with pioneer stories like Emerson Hough's *Covered Wagon*, adventure tales like *Captains Courageous* by Kipling, and war books such as James Boyd's *Marching On* and *Drums*.

Adolescent boys like current events, sports, technical mechanics, and special interests in science. In biography they want to read only about men. In these

personal histories, they find valuable lessons in overcoming hardships and making the best of failures.

From the following list, books may be chosen to add to the young boy's library. Most of these will be permanent additions that he will want to keep and re-read as a man.

#### BIOGRAPHY

*A Tenderfoot with Perry*, by George Borup. Frederick A. Stokes Co., N. Y. \$2.50. Adventures when searching for the Pole, told vividly by a boy who went with Perry.



Reading bridges the gap between father and sons

*Abraham Lincoln: The Prairie Years*, by Carl Sandburg. Blue Ribbon Books, New York. \$1.00. One of the finest American biographies.

*After School*, by Lam Yorke Erskine. D. Appleton-Century Co., New York. \$1.00. The biography of Nathan Hale, a story of patriotism.

*Boy on Horseback*, by Lincoln Steffans. Harcourt, Brace & Co., New York. \$2.00. The story of a boy who grew up in California and wanted a pony more than anything else in the world.

*Boyhood of a Naturalist*, by John Henry Muhl. Houghton Mifflin Co., Boston. 48c. Early life of a nature lover.

*Boy's Life of Kit Carson*, by Flora Warren Seymour. D. Appleton-Century Co., New York. \$2.00. A story of adventure in the far west.

*Boy's Life of Mel Twain*, by Albert Bigelow Paine. Harper &

Brothers, New York. Modern Classics. \$1.00. The biography of a Mississippi river pilot who became a famous writer.

*Boy's Life of Robert E. Lee*, by S. Horn. Harper & Brothers, New York. \$2.00. Lee's boyhood and manhood prepared him for his career as a leader of the South during the Civil War when his soldiers called him "Marse Robert."

*Boy's Life of Theodore Roosevelt*, by Hermann Hagedorn. Harper & Brothers, New York. \$1.00. A good biography of a famous American.

*Boy's Life of Thomas Edison*, by W. Meadowcroft. Harper & Brothers, New York. \$1.00. The story of a great inventor.

*Davey Crockett*, by Constance Rourke. Harcourt, Brace & Co., New York. \$2.50. Story of an early American hero, Indian fighting, and the winning of the west.

*Enos Mills of the Rockies*, by Hildegard Hawthorne and Esther B. Mills. Houghton Mifflin Co., Boston. \$2.50. Life story of a guide and naturalist who spent most of his life in the mountains and is known as the father of Rocky Mountain National Park.

*Faraway and Long Ago*, by W. H. Hudson. E. P. Dutton & Co., New York. \$3.75. The boyhood of a great naturalist.

*From Immigrant to Inventor*, by Michael Pupin. Charles Scribner's Sons, New York. \$1.00. The autobiography of a Serbian herdsboy who became an American scientist and inventor of fame.

*George Washington*, by Woodrow Wilson. Harper & Brothers, New York. \$3.00. An authentic biography written with literary excellence.

*Heroes of Farthest North and Farthest South*, by Maclean and Fraser. Thos. Y. Crowell Co., New York. \$2.50. Interesting stories of the men who have explored the Arctic circles.

*Lawrence, the Story of His Life*, by Edward Robinson. Oxford University Press, New York. \$1.75. The author served with Lawrence in Arabia and tells intimately of the adventurous and mysterious man who is a twentieth century hero of England.

*The Making of an American*, by Jacob Riis. Macmillan Co., New York. Modern Readers' series. 88c. The story of an immigrant boy who became a true American.

*Men Who Found Out*, by Anabal Williams-Ellis. Coward McCann Inc., New York. \$2.00. Stories of great scientific discoveries.

*Twenty Years A-Growing*, by Michael O'Sullivan. The Viking Press, New York. \$2.50. The autobiography of a young Irishman of the twentieth century who grows up on the Isle of Blasket.

*Up From Slavery*, by Booker T. Washington. A. L. Burt & Co., Chicago. 75c. The autobiography of a leader of the Negro race which will bring understanding of their problems.

*We*, by Charles A. Lindbergh. Grosset & Dunlap, New York. 75c. The story of the flyer's life and his transatlantic flight.

*Young Lafayette*, by Jeannette Eaton. Houghton Mifflin Co., Boston. \$2.50. An excellent biography of a Frenchman who is of special interest to Americans.

#### FICTION

*All Sail Set*, by Armstrong Sperry. John C. Winston Co., Philadelphia. \$2.00. A fine sea tale in which the clipper ship *Flying Cloud* makes its historic trip to California.

*Before the Conquerors*, by Alpheus H. Verrill. Dodd, Mead & Co., New York. \$2.00. A modern adventure in the land of the Incas.

*Blacksmith of Vilno*, by Eric Kelly. Macmillan Co., New York. \$2.50. A fine story of adventure in Poland during an earlier century.

*Bob, Son of Battle*, by Alfred Ollivant. Doubleday, Doran & Co., New York. \$2.00. A fine dog story.

*Companions*, by Charles Finger. Longmans, Green & Co., New York. \$2.50. The adventures of an English boy who shipped with Magellan on the voyage around the world.

*David Copperfield*, by Charles Dickens. Grosset & Dunlap, New York. Univer Library. \$1.00. The story of an English boy growing up, and an introduction to other fine novels by this English writer.

*He Went with Marco Polo*, by Louise Andrews Kent. Houghton Mifflin Co., Boston. \$2.00. Adventures of the Venetian traveler who went to far places, as seen through the eyes of Tonio, a young gondolier, who accompanied him.

*Ivanhoe*, by Sir Walter Scott. J. B. Lippincott Co., Philadelphia. Lippincott classics, 80c. The story of English knights and ladies which will introduce a boy to other novels of Scott.

*Mutiny on the Bounty*, by Charles Nordorff and James Norman Hale. Little, Brown & Co., Boston. A rousing sea story based on admiralty records of the Bounty of 1787.

*Swift Rivers*, by Cornelia Meigs. Little, Brown & Co., Boston. \$2.00. The story of rafting logs down the Mississippi in pioneer days.

*Sou'wester Sails*, by Arthur Baldwin. Random House Inc., New York. \$2.00. A good adventure story for high school boys.

*Whistler's Van*, by Idwal Jones. The Viking Press, New York. \$2.00. An outstanding book telling a story of the Welsh mountains and the lure of gypsy wandering on the open road.



The following books usually are considered adult novels, yet they will be read with pleasure by older boys.

*Ben Hur*, by Lew Wallace. Harper & Brothers, New York. Modern Library, \$2.00. The life of Christ. This is an abbreviated edition, more interesting to boys.

*Captains Courageous*, by Rudyard Kipling. Macmillan Co., New York. School edition; \$1.00. The story of a New England fisherman on the high seas.

*The Covered Wagon*, by Emerson Hough. D. Appleton-Century Co., New York. \$1.00. A story of adventures while crossing the plains to the Oregon country.

*Drums and Marching On*, by James Boyd. Grosset & Dunlap, New York. \$1.00 each. Excellent stories of the Civil and Revolutionary wars.

*Les Misérables*, by Victor Hugo. Macmillan Co., New York. New Pocket Classics; 60c. A classic from the French, with the text cut somewhat to hold the interest of young people.

*The Man Without a Country*, by Edward Everett Hale. Platt, Munk & Co., Chicago. 50c. The story of a traitor based upon an incident in early American history.

*Moby Dick*, by Hermann Melville. Macmillan Co., New York. Modern Literature Series, 80c. A fine sea story, sometimes called "The Whale."

*The Red Badge of Courage*, by Stephen Crane. D. Appleton-Century Co., New York. Modern Literature series, \$1.00. The story of two soldiers in the Civil War.

*A Tale of Two Cities*, by Charles Dickens. Grosset & Dunlap, New York. \$1.00. An exciting story of the French Revolution which older boys will enjoy.

*The Crisis*, by Winston Churchill. Macmillan Co., New York. New Pocket Classics, 60c. A romance of the Civil War.

*The Three Musketeers*, by Alexander Dumas. Grosset & Dunlap, New York. 75c. A classic brimming with adventure.

*The Virginian*, by Owen Wister. Grosset & Dunlap, New York. 75c. A cow-boy's romance.

*Twenty Thousand Leagues Under the Sea*, by Jules Verne. A. L. Burt Inc., New York. 50c. The floor of the sea as a writer envisioned it before the days of deep-sea diving.

*Two Years Before the Mast*, by Richard Dana. Macmillan Co., New York. 1.00. Adventures on the sea.

*Uncle Tom's Cabin*, by Harriet Beecher Stowe. Coward McCann, Inc., New York. \$1.00. The story of slavery which guided public opinion in the North before the Civil War.

*Vandemark's Folly*, by Herbert Quick. A. L. Burt Inc., New York. 75c. A fine story of the settling of Iowa.

#### SPECIAL INTERESTS

*A Beginner's Star Book*, by George P. Putnam's Sons, New York. \$5.00. An easy guide to the study of the stars, with charts, maps, and tables. Revised in 1929.

*The American Boy's Book of Bugs, Butterflies, and Beetles*, by Don Beard. J. B. Lippincott Co., Philadelphia. \$3.00. A practical guide written by a woodsman.

*Boys' Book of Stamp Collecting*, by D. B. Armstrong. Frederick A. Stokes Co., New York. \$2.50. A book which includes details a little beyond the beginning of the hobby.

*The Boy Chemist*, by Frederick Collins. Lothrop, Lee & Shepard Co., Boston. 12.00. Details of simple apparatus and experiments.

*The Bible*—The King James Version. A large readable type is best suited to boys.

*From Boy to Man*, by N. W. Edson. The American Social Hygiene Association, New York. 10c. A sensible presentation of facts an adolescent boy should know.

*Geography*, by Hendrik Van Loon. Simon & Schuster, Inc., New York. \$3.50.  
*The Story of Mankind*, by Van Loon. Garden City Publishing Co., New York. \$1.00. Excellent books on the history of the universe and the people who live in it.

*Growing Up in the World Today*, by Emily V. Clapp. Massachusetts Society for Social Hygiene, Boston, Mass. 15c. A good pamphlet on sex education.

*Hunger Fighters and Microbe Hunters*, by Paul De Kruif. Blue Ribbon Books Inc., New York. \$1.00 each. Interesting stories of men who have fought disease and pestilence.

*Little America*, by Richard E. Byrd. George L. Putnam's Sons, New York. \$5.00.  
*Skyward*, same author and publisher. \$3.50. Fine adventure tales of exploration, with photographs of the famous Byrd expeditions.

*Omnibus of Sport*, by Grantland Rice and Harford Powell. Harper & Brothers, New York. \$2.50. An excellent collection of stories of all the sports.

*Photography for Fun*, by William Strong. The Leisure League of America, New York. Pamphlet, 25c. Fundamental information without technical detail.

*Radio Amateur's Handbook*, by Archie Frederick Collins. Crowell Publishing Co., New York. \$2.00. Revised to include television, talking pictures, and the short wave radio.

*Shelters, Shacks, and Shanties*, by D. M. Beard. Charles Scribner's Sons, New York. \$1.75. A practical book illustrated by many drawings of simple and complex shelters.

*Sky High*, by Eric Hodgins and F. A. Magoun. Little, Brown & Co., Boston. \$1.50. The history of aviation covering 150 years, including the Graf Zeppelin.

*Skyscrapers*, by Maumberg, Lambert, and Mitchell. John Day Co., Inc., New York. \$2.00. Details of the building of a skyscraper with excellent photographs.

*Skycraft*, by Augustus Post. Oxford University Press, New York. \$3.00. Details of aircraft construction.

*Wild Animals I Have Known*, by Ernest Thompson Seton. Grosset & Dunlap, New York. \$1.00. Realistic stories of wild animals.

*Working with Electricity*, by K. L. Kealor. Macmillan Co., New York. \$1.75. How to arrange lights, bells, magnets, and messages, told in a practical way.

### *Inexpensive Editions of Worth-While Books*

*A Book of Famous Poems for Older Boys and Girls*, 10c. *Hans Brinker*, 10c. *King Arthur and His Knights*, 25c. *Pinocchio*, 25c. *Robinson Crusoe*, 25c. *Ship of All Times*, 10c. *Tom Sawyer*, 25c. Whitman Publishing Co., Racine, Wis.

*Alice in Wonderland*, 10c. *Black Beauty*, 10c. *Gulliver's Travels*, 20c. *Kilnapped*, 20c. *Treasure Island*, 20c. Goldsmith, Chicago, Ill.

*Bird Books 1, 2, 3*, 10c. *Building Model Aeroplanes*, 10c. *Cinderella*, 10c. *Easy Tricks*, 10c. *Making Thirty Kites*, 10c. *Read It and Do It*, 10c. *Seeing Stars*, 10c. *Talking Leaves*, 10c. *Wild Flowers at a Glance*, 10c. Harter Publishing Co., Cleveland.

*Christmas Carol*, 10c. *Helen's Babies*, 20c. *Tom Brown's School Days*, 25c. World Syndicate, Cleveland, Ohio.

*Football*, 10c. *Grimm's Fairy Tales*, 10c. *Making Things with Tools*, 10c. *Seeing America*, 10c. *Sew It Book*, 10c. *The Constitution of Our United States, The Declaration of Independence, and Lincoln's Gettysburg Speech*, 10c. *The World Atlas*, 10c. Rand McNally Publishing Co., Chicago, Illinois.

*Pied Piper of Hamelin*, 10c. *Your Garden*, 10c. Saalfeld Publishing Co., Akron, Ohio.

### *Where to Borrow Books*

**I**N OHIO, we can truthfully say that books are available to every child. If he does not have books in his own home, he can borrow them from free libraries. The Ohio State Library in Columbus will send books by parcel post into every section of the state. Packets of books may be borrowed by schools and study groups, or special books may be loaned to individuals.

Each year, there are more and more public libraries that are furnishing books without cost to all the people living within their counties. Your county home demonstration agent or county agricultural extension agent can furnish you with information in regard to the libraries in your county.