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Bibliotherapy: A Promising Innovation for Junior High School Counseling

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**BIBLIOTHERAPY: A PROMISING INNOVATION FOR
JUNIOR HIGH SCHOOL COUNSELING**

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JUNIOR HIGH SCHOOL COUNSELING**

**A Thesis
Presented to
the Faculty of the Graduate School
Prairie View A. & M. University**

**In Partial Fulfillment
of the Requirements for the Degree
Master of Science**

**by
Cathen Tillis Jones
July 1976**

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CHAPTER I

INTRODUCTION

The term bibliotherapy has three basic theories as research reveals, yet proponents of each hypothesis readily agree that it has merits worthy of further study and research. History records that the divisions in bibliotherapy are entitled "enthusiasm," "art," and "science."¹

Today's adolescents are maturing in an historical era that is characterized by turbulence, uncertainties, and rapid change. They are beset with fears and frustrations resulting from growth and development in addition to contemporary unrest and instability.

The need for novel adjuncts in counseling has never been more acute, and counselors are borrowing techniques which can be modified from other disciplines to support and enhance their role in helping individuals satisfactorily and realistically resolve the pressures of their present problems and build a frame of reference for future ones.

Proponents of and researchers in bibliotherapy are not in complete agreement relative to its results, but consensus of opinions tends toward it as a dynamic and profitable tributary in behavioral transformation.

THE PROBLEM

Statement of the problem

The value of bibliotherapy based upon results of previous studies

¹William K. Beatty, "A Historical Review of Bibliotherapy," Library Trends, 11 (October, 1962), 107.

made leaves experts at odds because the studies do not probe into its uniqueness to counselors as an aid to helping students.

Statement of the sub-problems

The specifics pertinent to this investigation are as follows:

1. To identify materials which the junior high school counselor can use wisely and judiciously with his counselees toward maximum personality growth and development.
2. To delineate the inherent problems in bibliotherapy.
3. To provide the bibliotherapeutic procedural guide.

IMPORTANCE OF THE STUDY

Everyone concerned with the educational process recognizes certain basic interrelated needs which must be met if adolescents are to learn to cope effectively with life's vicissitudes. This knowledge forms the basis for guidance in our schools, and counselors are confronted with the task of assisting young people in meeting and solving their problems. Thus, this study will prove a significant instrument for counselors who seek to promote wholesome personality adjustments in their counselees.

DELIMITATIONS

The major limitations of this study are an analysis of the applicability of bibliotherapy to junior high school counseling.

ASSUMPTION

Bibliotherapy can be valuable to the junior high school counselor in helping adolescents solve their personal and social problems.

PROCEDURE

The methods of procedure of this research survey involved the following steps:

1. A comprehensive collection of studies and experiments in bibliotherapy.
2. A thorough examination and explanation of the bibliotherapeutic studies and experiments.
3. An analysis and description of life problems of adolescents.
4. The compilation of a recommended bibliography of books dealing with the problems of adolescents which the junior high school counselor can use in bibliotherapeutic counseling.
5. The presentation of significant data as evidence that bibliotherapy can be used as a vital addendum to counseling techniques for the junior high school counselor.

ORGANIZATION

This research survey will be organized into three chapters. Chapter I will contain the preliminary data such as the problem, sub-problems, importance of the study, delimitations, assumption, procedure, and definitions of terms used. Chapter II will contain a review of the literature relevant to the study, while Chapter III will contain the summary, conclusions and recommendations. An appendix will precede the bibliography and serve as the recommended sources for bibliotherapeutic counseling.

DEFINITIONS OF TERMS USED

Attitude - The set in a person that leads him to choose one type of behavior instead of another. The emotional residue of personal experiences and various items of information.

Behavior - An overt manner denoting a series of choices among possible responses, as a person goes from one situation to another, showing maturity emotionally and socially.

Bibliotherapy - The reading of carefully selected books for therapeutic intents. It is a means by which a reader may interact with a selected book for solutions to developmental problems or for clarification.

Catharsis - Uncensored and spontaneous release of emotions through identification.

Character - That aspect of personality which is expressed in terms of social standards.

Compensation - A defense mechanism in which an individual covers up an undesirable trait by exaggerating a desirable trait.

Identification - The act of affiliating some real or fictional character in literature with oneself or associates.

Insight - An integration of intellectual perception and emotional drive.

Projection - A defense mechanism in which an individual attributes his own emotions and motives to others.

Rationalization - The kind of thinking people do when they explain their behavior in terms of socially approved and high sounding reasons instead of real ones. The process of justifying conduct or opinions by inventing socially accepted reasons.

Repression - A defense mechanism by means of which an individual "forgets" unpleasant or undersirable situations, remembrance of which would result in shame, pain, or guilt.

CHAPTER II

REVIEW OF THE LITERATURE

The concept of utilizing books as therapy has its meager beginning obscured by antiquity, but it is believed to have its roots in ancient religious concepts. It was not until the first half of the nineteenth century that bibliotherapy came into being here in America. It was in hospitals that suitable books of a religious nature for this purpose were first used, and thereafter the idea continued to grow.

"To religious endeavor we owe, quite possibly, the first institution of patients' libraries all over the world, founded on the principle that reading can make us better men. The contribution is a great one. If the concept has with time been expanded to acknowledge that other than religious influences also affect bodily and mental changes, that is merely in line with evolutionary development of our knowledge and thinking in all fields."²

The term bibliotherapy has three basic theories as research reveals, yet proponents of each hypothesis readily agree that it has merits worthy of further study and research, and so evolves the need for this study.

American education focuses attention on reading, and increasingly, teachers are showing interest in and are attempting to apply bibliotherapy to classroom practices and procedures. These facts justify the importance of reading regardless of the label authorities may place on it.

²W. B. McDaniel, "Bibliotherapy - Some Historical and Contemporary Aspects," American Library Association Bulletin, 50 (October, 1956), 586.

"Since we know that many books have in many different ways changed the thinking of the world, we can easily believe that many an individual can and does have his life changed directly through the experience of reading a book."³

Bibliotherapy as a counseling technique has unlimited possibilities for individual and group counseling work with youth, because basically counseling is a facilitative learning process which will promote satisfactory growth and development. The writer believes that bibliotherapy can effectively become another counseling technique in the learning process.

What facts are then important prerequisites for the counselor who is enthusiastic about his work with youth and is desirous of embracing bibliotherapy in his endeavors?

It is imperative that he understand the basic human needs, the problems of adolescence, the counselee's background and experiences from which his frame of reference and perceptual field are determined, know the personal and/or situational needs of the counselee, be well acquainted with books, and familiar with the characteristics of our society which directly affect the growth and development of adolescents.

"The basic needs are (1) competence or the need to achieve, (2) material security or the need for physical well-being, (3) intellectual security for the need to know, (4) emotional security or the need to love and be loved, and (5) acceptance or the need to belong."⁴

³Karl Menninger, "Reading As Therapy", American Library Association Bulletin, 55 (April, 1961), 319.

⁴May Hill Arbutnot, Children and Books (Glenview: Scott Foresman and Company, 1964), 2-7.

We know that the adolescent is faced with a multiplicity of problems. He has new interests, motivations are emerging and he is consciously seeking and questioning the adult value system.

"They are confused about their physical, emotional, social, and educational development. They are very strongly influenced by the human beings in their lives. They are being influenced with regard to their development of values, expectations, goals, self-concepts, roles, etc."⁵

It is known that behavior and attitudes reflect the need the counselee is trying to satisfy. Because his predispositions determine his response to materials, it is important that one know as much as possible about the person.⁶ Only to the degree that the counselor is familiar with available reading materials and the youth to be helped can bibliotherapy be truly effective.

Sociologists and anthropologists have this to say about our present society: (1) adolescents live in a world which is troubled and insecure. (2) They are maturing in an era of the small family and few playmates. (3) The adolescent resides in a world where values are in conflict. (4) They are overstimulated by mass media.⁷

Turning our attention to a basic theory, "Bibliotherapy is not a strange esoteric activity... It conveys the idea that all teachers must be aware of the effects of reading upon children and must be aware that, through literature, most children can be helped to solve the developmental problems of adjustment which they face."⁸

⁵Benjamin Cohn, "Group Counseling with the Adolescents," Chronicle Guidance Professional Service, Chronicle Guidance Publication, Inc., (1964).

⁶Evalene P. Jackson, "Reading Guidance: A Tentative Approach to Theory." Library Trends, II (October 1962), 123.

⁷David H. Russell, "Reading and the Healthy Personality," Elementary English, XXIX (April 1952), 197.

In supporting bibliotherapy as a counseling technique, the implication is not that it can be used in every situation nor is it a positive solution for the needs of every child.

"If there is a genuine therapeutic effect from reading, it may be explained theoretically in terms of identification, catharsis, and insight, terms originating in psychoanalytic literature but now more widely accepted by psychologists. In such terms, bibliotherapy becomes a process of identifying with another group or character so that feelings are released and the individual develops a greater awareness of his own motivations and rationalizations for his behavior...Implicit are other mechanisms of behavior such as projection, rationalization, repression, autism, and compensation - all of which influence the degree and nature of any therapeutic process which may occur."⁹

Adhering to the belief that therapy can be obtained through books, then the assumption is that there are specific values the reader can derive from bibliotherapy, otherwise there is no therapy in reading.

"Bryan believes that bibliotherapy can help develop maturity and nourish and sustain mental health. She states such specific values as giving the person the feeling that he is not the first to encounter the problem he is facing; permitting the reader to see that there is more than one solution to a problem or more than one choice to be made; helping the reader to see the basic motivation of people involved in situations such as his own; helping the reader to see values in experience in human, rather than material terms; providing facts needed in solving a problem; and encouraging the reader to plan and execute a constructive course of action.

Rosenblatt analyzes the contributions of imaginative literature as (1) leading to increased social sensitivity, enabling the reader to put himself in another's place; (2) developing the habit of interpreting the interactions of temperament upon temperament; enabling one to feel the needs, sufferings, and aspirations of other people; (3) helping an individual to assimilate the cultural pattern by acquainting him with the attitudes and expectancies of his group; and (4) releasing

⁹Ibid., 36-37.

the individual from provincialism by extending awareness beyond his own family, community, and national background. She further recognizes the preventative values of literature. She believes that literature is the only means by which he can discover that his own inner life reflects a common experience of others in his society.

Gottschalk believes that reading may have therapeutic values by stimulating the reader to discuss problems which he ordinarily avoids because of fear, shame or guilt; by helping the reader to analyze and synthesize further his attitudes and behavior patterns; by providing vicarious life-experiences without exposing the person to the dangers of actual experience; by reinforcing, through precept and example, acceptable social behavior; by stimulating the imagination; and by enlarging the individual's sphere of interests.

Smith and Twyefort believe reading may aid the reader in verbalizing and externalizing his problems; may help dispel a sense of isolation; may show how persons with the same liabilities tackled apparent failure with some success; may facilitate frank stock-taking of personal assets and liabilities; and may begin deep changes in a person.

Apel believes bibliotherapy can help the individual to acquire information and knowledge about the psychology and physiology of human behavior; to live up to the injunction, "Know thyself, to effect a controlled release of unconscious difficulties and to clarify difficulties and to acquire insight into his own behavior."¹⁰

All of the foregoing authorities have delineated the apparent value the reader can derive from bibliotherapy. Brooks approaches value from the standpoint of the book itself. She employs the term "developmental value" to clarify her point of view. It is as follows:

"An element in a book which serves as an instrument of communication and supplies vicariously a wealth of experience that may aid a

¹⁰ Ibid., 337-39.

reader in his choice of mode of behavior, a book has developmental values in so far as it provides stimulus situations for new behavior patterns or as it influences and reinforces desirable valuations and attitudes of the reader."¹¹

In education, as in all other disciplines, research is of primary importance. Our concern in the face of new innovations is to delve into the available research for answers to questions which arise. What then are the research findings for bibliotherapy?

"Writers in the field of psychology and literature are stressing the significance of reading in helping children achieve good mental health. That particularly in the present era of insecurity and anxiety, for studies reveal a large and increasing amount of instability among students today. For example, Earl E. Johnson reported that one in every five elementary school children presented evidence of poor mental health of some degree of seriousness and that large numbers were maladjusted to a degree so serious to be in grave need of specialized guidance."¹²

Deborah Elkins, a classroom teacher, did an experimental study in bibliotherapy and found that:

"(1) When children talk about a story in which the characters experience dilemmas similar to theirs, they can express their feelings about their own situation without actually having to divulge that fact. (2) The child can consider the problem in a more objective manner than if the difficulty were his own. He can look at all sides of the problem, at many points of view. Objectivity if the problem under consideration were an immediate personal one. (3) Children's own experiences are so limited, versatility, their knowledge of cause and effect so restricted, that they need new perspective. Stories can help to supplement their own experiences, to create new concepts, new goals for them, show how changes can be made to achieve these goals, how people develop themselves to attain the end they desire, prepare them for facing disappointments, show

¹¹ Alice R. Brooks, Developmental Values in Books, " Youth, Communication and Libraries, A. L. A. (Chicago: 1949), 49-50.

¹² Paul Witty, "Reading to Meet Emotional Needs," Elementary English, XXIX, (February 1952), 76.

them how to adjust to situations. (4) Fiction helps them look at problems that are not theirs personally, but of which they need knowledge in order to understand their aspirations, and hopes of people whose problems may not be the same as theirs. (5) Fiction can help attach prestige to attainment of skills other than sports alone, for example, so that children may have a broader base for choice and inclusion of others within the group. It can extend the prestige basis to being liked, being helpful, being self-sufficient in managing and planning things; and (6) group discussion based on fiction can help change attitudes, for group opinion has a tremendous effect on peers during adolescence.¹³

The Smith study in which teachers of grades four through eight in five schools participated, revealed that sixty-one percent of the pupils had undergone attitudinal effect and change as a result of therapeutic reading and approximately ten percent had undergone behavioral change. Smith's conclusion was that reading does affect pupils even through the results are highly individual.¹⁴

Dorothy C. Waite conducted an experimental program with these results: (1) Participants had a better self-concept and understandings enriched; (2) group interaction gave them a novel respect for the opinions of others in the group; (3) fostered personal and social adjustments; (4) attitudes were changed positively.¹⁵

"A striking example of the extent to which people in general look to books and pamphlets for help with personal problems is seen in the experience of the Metropolitan Life Insurance Company over the last decade with its educational pamphlets. Since 1947,

¹³Deborah Elkins, "Students Face Their Problems," English Journal, XXXXVIII (November 1950), 502.

¹⁴Paul Witty, "Promoting Growth and Development Through Reading," Elementary English, XXXVIII, (December 1950), 495.

¹⁵Dorothy C. Waite, "Therapy for Reading Ills," Pennsylvania School Journal, (October 1965), 65.

this company has been issuing books on various aspects of physical and emotional illnesses. The response of the public gives an indication not only of the need and demand for help with personal problems but also of the interest and hope invested in the written word."¹⁶

Catholic University's Child Center in its study found that the degree to which bibliotherapy is affective and may be used advantageously is in direct proportion to its combination with guidance, wherein the reader is able to use the exploration he made in solving his own problems. As a result of the work done at the Child Center, Kircher published a bibliography of books to assist the child confronted with social and/or emotional problems.¹⁷

Another bibliography of merit resulting from a study of therapeutic reading is by Fisher wherein she lists books considered valuable to the reader in the solution of problems with suggestions to the guiding person as to how these can be used.¹⁸

"It was reported that teachers have discovered during action research in their classrooms that discussion has a cumulative effect on the building of concepts and the extending of sensitivity; these discussions should have a sequence of questions or considerations. Heaton and Lewis provided steps for the sequence and stated that they had important psychological implications. There should be a retelling of what occurred in the story itself and the incidents, feelings, and relationships that are relevant to human relationships should be highlighted. There should be a probing into what

¹⁶Edwin F. Alston, "Bibliotherapy and Psychotherapy," Library Trends, II (October 1962), 167.

¹⁷Witty, op.cit., p. 77.

¹⁸Patricia Jean Cianciolo, "Children's Literature Can Affect Coping Behavior," Personnel and Guidance Journal, (May 1965), 899.

happened in feelings in shift of relationship and change or behavior in order to make more vivid the identification with the feelings of the book's characters. There should occur a stimulation to identify similar incidents relative to the experience of the students or from other stories in order to lend validity to the concept that literature can extend experience. The reader should be provided an opportunity to explore the consequences of certain behavior or feelings, thus he can recapitulate what happened in a specific situation as a result of some specific behavior or consequences. There should be an opportunity to arrive at a conclusion or generalization about the consequences of certain behaviors or feelings in order to determine whether or not certain situations, behaviors, or feelings encourage improved human relationships and happiness. The reader is also encouraged to determine the desirability or helpfulness of several alternatives."¹⁹

"In an important study, the staff of the Materials Center of the University of Chicago sought to determine whether or not the reading of certain books and identification with characters can have a deep-seated effect on the child. In studying the effects of books on youth, three techniques were employed; namely, the focused interview, a story projective technique, and a sociometric technique. With each technique the reader was expected to reveal his identification with or rejection of the characters in the book together with the negative or positive qualities that he attributed to these characters. The directions of the findings were reported in Youth, Communications, and Libraries (Brooks, 1959) and are as follows: The effects of the developmental values in a dynamic changes but they do contribute to these changes. The vicarious experiences gleaned from reading are part of an overall pattern of forces, but to be effective the experiences or values in the book must be appropriate to the developmental level of the reader. Children from different socio-economic levels and cultural groups responded to different values. Responses varied from individual to individual also, and depended on the receptivity of each child. The implications of these findings are numerous, but there are two that are most significant and should be kept in mind by teachers who are using books in learning activities designed to change social and emotional behavior. One, children's literature has a place in changing behavior but the books should be carefully chosen for content and style. Two, reading of the book should be accompanied by follow-up activities if a significant amount of change is to occur."²⁰

A study of value was undertaken by Dorothy R. Jones, librarian at Rowan Junior High School. After administering the Billet-Starr Youth

¹⁹ Ibid., 899.

²⁰ Ibid., 901.

Problems Inventory to 150 junior high school students at Rowan Junior High School, her findings coorelated significantly with previous studies concerned with adolescents and their problems. Among the interests these students voiced verbally, home and family was of the utmost importance and cannot be overemphasized. Indicative of the role that this phase plays, one has but to look at the following comments.

"Certain problems occurred more often as revealed by the Billet-Starr Youth Problems Inventory. These problems are as follows:

1. I have to depend on my parents for money.
2. My parents are separated.
3. My brother, sister is always causing me trouble.
4. My mother has to work to help to support me.
5. My father, mother misunderstands me.
6. My father, mother won't allow me to have dates.
7. I'm afraid of my father, mother.
8. I can't discuss things with my father, mother.
9. I have to take care of the other children in the family too often.
10. I don't feel like a real member of my family.

Adolescents are greatly concerned about their social relations. The questions they ask are many and varied, and reflect every possible phase of social and group living. They are interested in their own attitudes toward their associates and in the attitudes of others toward them. They want to know how to make and keep friends, how to dress correctly, ways of acquiring an attractive personality, and desirable behavior in public. The Billet-Starr Youth Problem Inventory revealed:

1. I feel as if people don't want me around.
2. I wonder if I have any real friends.
3. I don't know how to say "no" without hurting the other person's feelings.
4. I want others to like me.
5. I'm not as popular as I would like to be.
6. I feel lonely most of the time.
7. I'm not good looking.

Various factors determine the extent of which a student achieves in his school studies. Significant factors influential on his educational progress are as follows: (1) teacher-pupil relationships; (2) lack of interest in certain subjects; (3) dull classes and books; (4) too little freedom or too much disorder in class; (5) unfair practices on the part of the teachers; (6) other school-stimulated fears such as fear of tests,

fear of failure, fear of speaking up in class; (7) not knowing how to study.

These factors coorelate significantly with the problems checked on the Billet-Starr Youth Problems Inventory. The problems presented here occurred more often.

1. Some classes are too noisy.
2. I'm worried about my marks.
3. I wonder if I'll pass.
4. (One) (More than one) of my subjects is dull and uninteresting.
5. I have difficulty with certain subjects.
6. I'm nervous when I'm taking a test.
7. I would like to know how to get along with certain teachers.
8. I'm nervous in front of the class.
9. I don't know how to improve my grades.
10. Some teachers frighten me.²¹

This study has definite implications for guidance workers in the junior high school because it provides a pivot from which to operate in assisting youth with their dilemmas as they move through the transitional period of pubescence.

"Bibliotherapy is best introduced after good rapport has been established, that is, after the child is quite willing to talk over the problems and has developed a friendly attitude...When this relationship exists the child is quite willing to read a book...

Let us take an actual case. A girl of sixteen was coming to the Child Center on account of epileptic seizures. In one visit as soon as she came in she said: "I am sixteen now and I won't go to school any longer and I am going to leave home and live by myself." What can we do about it? In spite of excellent rapport with the child, she will not be shaken in her determination. How did her determination to leave home arise? She is very sensitive and has a tender love for her grandmother. Her father has a violent temper, and in one of his rages told the grandmother to get out of the house. The patient took her grandmother's part and told the father he had no business speaking to her in that manner. Whereupon the father got angry at the sixteen year old and told her to clear out along with her grandmother.

²¹Dorothy R. Jones, "A Selective Bibliography For Character Development Resulting From a Survey of the Students of Rowan Junior High School, Jackson, Mississippi" (unpublished Master's thesis, The Catholic University of America, Washington, D. C., 1966), pp. 22-27.

After talking a bit the child was asked if she would return to school (it was opening in a few days) and stay home till she had time to think over the matter and read a book I wanted her to study a bit. She expressed her willingness to postpone the departure for two weeks during which time she would read the book.

What book should I give her? Turning to "Home" in our Character Index we look over the J books (Junior High School), and at once we see Land Spell by Carroll. We now turn to the annotations for Junior High books and read the following:

Jen takes care of her younger brother and sisters and makes their farm a home. When Lois May wants to leave school and work in the city, she is allowed to try to and later decides to stay home until she is older and better able to do worth-while work.

A few days later I received a letter from our young patient. She had read through the book in a couple of days and told me in the letter:

I read the book and now I see what you mean. I must have my education in order to go out and face the world. I realize now that I must take a step down for happiness. I know now what the man meant who said, "Pride goeth before a fall". He was really right. I have gone to school now for a week and I can truthfully say that I have never had a better time. Dr. Moore, I think my father really loves me now and doesn't want me to leave.

And so a little bibliotherapy was very helpful in this problem and could be in many similar ones.

In these acute adolescent crises a delay of a few weeks is often all that is needed to tide over the present difficulty and lay the foundations of a therapeutic procedure which will modify the whole personality.

It appears that one can introduce ideals and principles for himself. The emotional interest of the story gives them a warmth, a coloring and a beauty that awaken admiration and a desire to imitate. The patient identifies himself with the hero and takes within himself for a time at least the ideals and aspirations of the hero. Conversation with the therapist enables the child to make these ideals permanent acquisitions. In the course of the interviews ideals that are at first barren become guides to right conduct."²²

²²Thomas Verner Moore, "Introduction", Character Formation Through Books: A Bibliography, Catholic University of America (Washington: 1944), 7-11.

Bibliotherapy lends itself equally as well to group counseling as to individual counseling. Were this not a reasonable assumption, classroom teachers could not engage in its practice with the high degree of success that has been recorded, nor would they continue to engage in classroom action research if there were no apparent merits.

"Group procedures in guidance develop and promote feelings of recognition, security, acceptance and worthwhileness on the part of individual students. Pupils learn that it is normal to have problems—that other pupils have problems too. Thus group procedures are used to promote good mental health.

According to Kitch and McCreary, the purpose of group guidance activities in the secondary schools are as follows:

1. To assist in the identification of common problems;
2. To provide information useful in the solution of adjustment problems;
3. To provide opportunities for group thinking in regard to various common problems and experiences;
4. To provide opportunities for experiences that promote self-understanding; and
5. To lay the foundation for individual counseling."²³

"An illustration of a discussion relationship is based on the story, "The High Hill," from Harper's (February, 1948)...It is a story of a first grade teacher who is concerned not only with teaching the three R's but also with the social and emotional development of her charges. The teacher places a newcomer, unattractive, Elvy, beside Sisly, the quiet, unassuming leader of the group. Valentine Day approaches and Elvy cannot afford to buy a valentine for Sisly. So she erases Margot's name from the prettiest and supplants her own. Margot accuses her of stealing it. In the course of events another teacher loses her ring, and suspicion is directed against Elvy, who neither admits nor denies it. The children believe she is the culprit and admire the daring stand she takes. She becomes leader for a time. But soon the truth is out; the ring is found. Elvy did not steal it. She loses the prestige she so shortly held, but Sisly sticks by her.

²³ E. Victor Boyd. "Guidance Through Group Activities," Chronicle Guidance Publications, (Moravia: 1962).

THE HIGH HILL

- QUESTION:** What do you think the author of this story was trying to show?
- Jane:** The story went along with the idea of the left-outer. It's about a teacher who wants the pupils to mix. The other teacher didn't think that was important. Sisly finally reached the top of the hill. And I think the teacher felt she had reached it too.
- Pamela:** I thought it was Elvy who reached the top of the hill.
- Rosalyn:** I think Sisly was at the top and Elvy was trying to get there.
- Frances:** It showed that Ms. Farrell was not happy when Elvy was worshipped by the other kids for doing something daring. She didn't want them to worship her. She just wanted them to be her friends.
- Raymond:** She was afraid that if business kept up, Elvy would think she had to steal to keep up her title, and then she would go from bad to worse.
- Ginger:** They sort of made her a queen when she was facing them in the yard because she stood up and said, "I wouldn't be afraid."
- Arthur:** That's funny though. If I stole your ring, I'd not expect the class to envy me, and I wouldn't think they'd hang around me or even want to associate with me.
- Grace:** What really happens is that she gets so much power that she can influence a crowd until they are afraid to refuse to do what she says. She steals more and more to get more and more power. (Tries to explain Arthur's and Pamela's conflicting ideas.)
- QUESTION:** Have you ever known anything to happen in important world affairs like this?
- Raymond:** Hitler got his power by talking himself into it.
- Tim:** It was more than that. He promised the people that they would have power too.
- Wanda:** I read a book on Mussolini. He did one deed and they put him on a pedestal. Then he got more and more power. John Dillinger became a leader of the underground in the same way. He got a little power, and then he got more, and then people continued to follow him because they were afraid of what would happen to them if they refused.
- Frances:** But in this story they admired her even though they feared her.
- Ginger:** Out our way one boy is bigger and stronger and older than the rest, and they obey him because he punishes them if they don't, and he hurts them.
- QUESTION:** Why did the children turn against Elvy when they found she didn't steal the ring?
- Pamela:** That's what I want to know!
- Frances:** When they found out she was not daring, they didn't admire her any more.

- Lena: They found out she was just like them. They didn't want an ordinary person for their leader.
- Rosalyn: They had no fear of her anymore. She was just as afraid to steal as they were.
- Grace: They never liked her before, until they found she was daring. Now that they realized that she was no longer what they thought she was, they didn't look up to her.
- Pamela: Margot was the one who started the prejudice against Elvy. She's the one who said, "You didn't dare!"
- Joseph: That's sort of like what happened to Mussolini and the Italians - he lost, and they shot him.
- Frances: I think Margot is a sort of gang leader.
- Rosalyn: No, she was not a gang leader at all. Sisly was. Margot was not really well liked. That's why she was so loud.
- Ginger: That's why she said what she did about Elvy taking the valentine. She wanted everyone to know she gave the best one.
- Arthur: If I took your valentine and erased your name, would you keep quiet about it? (up to this point, Margot was the butt of criticism for causing Elvy so much misery. Arthur, a leader himself, comes to the defense of a character who is in a sense the underdog, though this is not apparent at first glance. He tries to make them understand her aggressive behavior.)
- Frances: Margot is jealous of Elvy, and she wants Sisly all by herself. (Picks up Arthur's idea.)
- Arthur: When you are six years old, you don't have the reasoning power to figure out why she took the valentine. I don't blame Margot.
- Rosalyn: All you know is that if you put it in a box, it is not right for anyone else to take it out. We are expecting a six-year old to act like us. And I'll bet plenty of us in the eighth grade would yell out, "You stole my valentine," without thinking of what they would do to the kid who took it.
- QUESTION: Why do you think the teacher sat Elvy near Sisly?
- Rosalyn: If Elvy was friends with Sisly, she would soon be friends with the rest of the kids.
- Geraldine: She can help get her into the gang.
- Gertrude: She was shy and quiet, and Sisly could help her out.
- Durwood: Sisly was shy, too, in a way, and they would be good together.
- Jack: The teacher knew that Sisly could make Elvy more alive.

- Roland: If the kids wanted to go with Sisly, they would have to accept Elvy too.
- Grace: Miss Farrell knew she was a gang leader who wouldn't care if she was poor.
- Ginger: She tried to make the kids understand why Elvy took the valentine - she did not take it for herself.
- Elvia: She knew that if Sisly took a liking to her, the rest would follow.
- Tim: But, if they chose Elvy, why would they choose Sisly for leader too?
- Grace: Different people can be leaders of the same group at the same time--for different things. (This was a result of stories and discussions on leadership, how people fall into leadership roles, etc.)
- Alvin: One was daring and one was understanding. When they wanted to be daring, they had Elvy; when they wanted understanding, they had Sisly.
- Walter: Sisly had such doll-like charm that they couldn't resist her.
- Rosalyn: Sisly was the real leader. Elvy was only a parttime leader.
- Ginger: Elvy had the leadership of excitement but hers was not the kind that would last through thick and thin.

Thus I found that the use of fiction in the discussion of these problems of young people can serve many purposes.²⁴

Children do face developmental problems and studies supply the necessary proof that carefully selected books do help them in finding solutions.

Now that bibliotherapy has entered the door of education and teachers are finding that therapeutic reading does fulfill needs in the adolescent, counselors should look closely at bibliotherapy because through its proper application some children can be assisted in their optimum development.

²⁴Deborah Elkins, "Students Face Their Problems," English Journal, XXXVIII (November, 1949), 500-502.

CHAPTER III

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

Bibliotherapy is best understood as an enriching experience or aspect of counseling technique with a threefold meaning. It is first a principle which adheres to the idea that certain books have definite therapeutic values because mankind has attested to the fact that throughout the long span of reading the printed page he has been profoundly affected by books which have opened new horizons and provided new directions in maturation. Second, it is a vital concern--one centered around the premise that adolescents need and want help with life problems they face, some of which can be reached and affected by carefully selected books. Third, it is a developmental and remedial service--that which is done to help youth discover basic ideas, ideals and principles which are effective and appropriate guidelines for him as he seeks or strives to resolve or minimize his conflicts, frustrations and tensions so as to gain a degree of relief, because many things happen to adolescents in the complicated development of personality.

Synthesis is the basic aim of the counselor in any counseling situation. He may approach bibliotherapeutic counseling by suggestion, manipulation,

clarification, and/or interpretation.

Effective bibliotherapy is planned, guided and controlled by the counselor using the needs and problems of the counselee as the framework from which he purposes to lend assistance.

"Our society demands a relatively high level of performance and success from its young, but does not always provide opportunities for the realization of that level. Children and young people who in their real life are not strong enough, or brave enough, or loved enough, or bright enough, or successful enough--or who feel they are not, which amounts to the same thing--can sometimes, to some extent and duration, repair such psychic lacks through reading. There is some evidence to support the belief that such identification occurs, and that such motivation is responsible for it. Several studies have documented the fact of identification and some aspects of its nature."²⁵

"The idea of using books in shaping and influencing a child's behavior is certainly not new... A reader can see reflected his fears and dreams, problems and experiences in quite a complete and natural way. He sees characters in his own age meeting similar situations, dealing with like problems and coming in contact with a wide variety of people. The reader, as part of his enjoyment of the book, derives a personal satisfaction from discovering how these characters behave and react. It is conceivable also that indirectly the reading of such material and identification with the characters can have even more deep seated effects upon the child..."²⁶

Bibliotherapy allows the counselee a means by which he can gather insight into his dilemmas. When he comes to a realization that other adolescents have similar problems, he is inclined toward greater insight

²⁵Bernard Berelson, "Communication and Youth," Youth, Communication and Libraries, A. L. A. (Chicago: 1949), 50.

²⁶Alice R. Brooks, "Developmental Values in Books," Youth, Communication and Libraries, A. L. A. (Chicago: 1949), 50.

into his own problems and his courage to face his own is reinforced. Whether the need is a developmental or personal one, it must be faced by the adolescent, and his counselor must devise means by which the counselee can be benefited to the greatest degree of satisfaction.

Conclusions

"When the therapist prescribes a book, he should not only know what he is attempting to accomplish, but he should be fairly sure of what is in the book in order to know that it is suited to his purpose. A therapist who intends to make extensive systematic use of bibliotherapy would be well advised, therefore, not only to have his own list of well-known reliable books but also to have the collaboration of someone such as a librarian who is able to pay more attention to books for therapeutic purposes."²⁷

"(1) If you believe that reading can influence personality, plan ways to increase chances of identification and projection.

(2) If you believe that reading may develop insight you will work on the assumption that a good book interprets life clearly.

(3) If you agree that the child faces insecurity in a troubled world and that he often has no close-knit group of his own, you can use reading as an aid to security and belongingness.

(4) If you agree that the youth you know best live in a confused world, you can help them develop their values, the things they live by.

(5) If you believe that the child is often over-stimulated by the modern media of mass communication, you can plan reading for escape.

(6) Finally, if you agree with the sociologists that the American family is in danger of dissolution, if you feel that home and school

²⁷Edwin F. Alston, "Bibliotherapy and Psychotherapy," Library Trends, II, (October, 1962), 171.

can do much together in building the healthy personality, you can help the home to help the child with his reading."²⁸

Junior high school counselors are in an excellent position to make successful contributions to the work done in bibliotherapy. First, they are possibly more familiar with adolescent psychology, or should be, than other professional groups involved with youth. Second, since they are working daily with adolescents, their parents, and teachers, they are in an enviable position to ferret out those students in need of counseling because of developmental and/or remedial problems, and bibliotherapy is an interesting and provocative means.

Recommendations

(1) That the junior high school counselor undertake continuous study, experimentation, and inservice growth in bibliotherapy in an effort to become more professionally competent.

(2) That the junior high counselor embrace bibliotherapy as a part of his continuous process of learning and his responsibility for providing a learning climate.

(3) That the junior high counselor become concerned and involved with the developmental tasks of adolescents and seek solutions through bibliotherapy.

²⁸David H. Russell, "Reading and the Healthy Personality," Elementary English, XXIX (April 1952), 198-99.

(4) That the junior high school counselor recognize the unlimited possibilities inherent in bibliotherapy and form a liason with teachers and librarians in its use.

(5) That the junior high counselor utilize bibliotherapy as an enrichment facet of adolescent development offering the counselee a chance for self-study, decision-making and problem-solving to his advantage.

(6) That junior high school counselors recognize that bibliotherapy has disadvantages and that it is not a panacea for solution to all problems encountered by junior high school students.

DEVELOPMENTAL TASKS OF ADOLESCENCE AND GUIDANCE LEARNINGS

In saying that the counselor needs to be familiar with a variety of books for therapeutic purposes raises the three issues of:

1. Developmental tasks of individuals
2. Guidance learnings
3. Availability of time for reading

These pose no great barriers for there are recourses open to the diligent counselor.

"In any culture the children have two kinds of needs--and it is not always easy to harmonize these happily and effectively. First, they have needs which in a real sense are imposed upon them by the nature of their beings, their organisms. Second, they have needs that are imposed upon them by the culture within which they are growing up. In a very short period of infancy these needs become difficult to tell which is which and to separate the personal from the cultural.

Havinghurst has taken this concept of basis needs, examined the cultured setting of American children, and blended a statement of needs which he calls developmental tasks. Look at them:

Developmental tasks of adolescence:

1. Achieving new and more mature relations with age mates of both sexes
2. Achieving a masculine or feminine social role
3. Accepting one's physique and using the body effectively
4. Achieving emotional independence of parents and other adults
5. Achieving assurance of economic independence
6. Selecting and preparing for an occupation
7. Preparing for marriage and family life
8. Developing intellectual skills and concepts necessary for civic competence
9. Desiring and achieving socially responsible behavior
10. Acquiring a set of values and an ethical system as a guide to behavior.

If we see the school as trying to help children grow up to become sane, balanced, productive persons, then we must see the guidance effort as an enrichment of the school's effort at encouraging this developmental process. It helps, in seeking meaning and purpose for guidance, to view our purposes in terms of that which the child must learn. Thus, we propose a set of "guidance learnings." These, in our view, are the real fundamentals.

1. The child must mature in his understanding of himself.
2. The child must mature in his understanding of the world of education and work.
3. The child must mature in his sense of responsibility of self.
4. The child must mature in his ability to make decisions.
5. The child must mature in the ability to solve his own problems.
6. The child must mature in his understanding of human behavior, especially as regards his relations with others.
7. The child must mature in his ability to adjust to the demands of life.
8. The child must mature in his sense of values, the achievement of high ideals... No other learnings matter much unless they are infused with the quality of goodness...

These are the true fundamentals of education.²⁹

In regard to availability of time for reading, one has only to:

1. Develop a good technique of book skimming
2. Become familiar with and use the approved media such as:

- (a) Top of the News
- (b) Publishers' Weekly
- (c) School Library Journal
- (d) The Horn Book Magazine
- (e) Saturday Review
- (f) Wilson Library Bulletin

3. Keep a card file with cross reference available.

The annotated books which have been listed in the appendix compose only part of the complete bibliotheratic index. Cross references are

²⁹George E. Hill, "The Guidance of Elementary School Children," Chronicle Guidance Professional Service, (1968-69).

necessary because a book usually contains more than one developmental or corrective value.

When Frieda Friedman's Dot for Short was first evaluated and analyzed, the values set down for it were "family relations", "age-mate relations," and "Keeping a secret" or "holding a confidence" is an appropriate task of childhood, we noted this new value.³⁰

The main entry with annotations on Dot for Short in Clara J.

Kircher's Behavior Patterns in Children's Books is found under "Adjusting to Physical Handicaps" with cross references under the following values:

1. family relations
2. peer relations
3. self-appraisal
4. confidence-keeping
5. contentment
6. grandparents

Muriel Crosby's Reading Ladder for Human Relations lists suitable books under six broad subject headings with cross references, while Kircher's book uses twenty-four headings. Both are excellent guides for a useful file.

³⁰Alice R. Brooks, "Developmental Values in Books," Youth Communication and Libraries, A. L. A. (Chicago: 1949), 56.

APPENDIX

RECOMMENDED SOURCES FOR BIBLIOTHERAPEUTIC COUNSELING

- Archer, Elsie. Let's Face It: The Guide to Good Grooming for Girls of Color. Lippincott, Rev. ed. Up-to-date handbook on all the things a teen-age girl wants to know about good grooming, personal care, popularity, and acquiring self-confidence.
- Armer, Alberta. Screwball. World, 1963. Awkard and lonely, and reluctant to deal with the problem of being the twin of a brother not handicapped by being crippled by polio, Mike at last finds an interest and becomes a new person. He loses his fears and draws closer to his brother.
- Baker, Laura Nelson. Cousin Tryg. Lippincott, 1966. Since his father's death, sixth-grader, Noris has tried to become the man of the family. When his cousin Tryg arrives to help the family run their farm, Noris' mother and sister welcome him, but Noris resents the outsider who seems to be taking his dad's place.
- Baker, Laura Nelson. Here by the Sea. Lippincott, 1966. Stephanie, a teen-age girl, is in search of herself, a relationship with her widowed mother and her younger sister.
- Balcombe, Donna. The Year of Janie's Diary. Chilton, 1963. A 13-year old's program of self-improvement unlocks many doors.
- Barnes, Greory Allen. A Wind of Change. Lothrop, 1968. Joseph Klonda is faced with a most difficult decision of his life whether to reveal his brother's part in the destruction of their school or to remain loyal to his tribal customs.
- Beim, Jreeold. Trouble After School. Harcourt, 1957. Lee, an eighth grader, is thought mature enough to take care of himself; however he begins to spend more time with the wrong people. His grades slip, and he plays hookey. When the gang plans to wreck the high school recreation center, Lee realizes the wrongness of their action and talks the gang into working for a junior high center instead.
- Beim, Jerrold. A Vote For Dick. Harcourt, 1955. When Dick cheats on an exam so that he can win a bicycle and membership on the Student Council, his conscience forces him to confess and to accept the fact that success is based on more than good grades.

- Bond, Gladys B. A Head on Her Shoulders, Abelard, 1963. Brits proves that she has a head on her shoulders when circumstances force her to take care of her younger brothers and sisters during a trip to the Northwest by boxcar.
- Bonham, Frank, Durange Street, Dutton, 1965. Seventeen-year old Rufus Henry, a Negro parolee from a boy's detention camp in California, is the central figure of a realistic story about the world of the juvenile gang as it exists in the ghettos of a large American city. Though the conditions of his parole prevent joining a gang. Rufus feels compelled to do so simply to survive in the violent, lawless environment of Durange Street.
- Bradbury, Bianca, To a Different Tune, Washburn, 1964. An attractive high school graduate receives to handle her weight problem when it gets in the way of romance.
- Bragden, Elspeth, There is a Tide, Viking, 1964. Nat Waston who had been expelled from every school he ever attended, spends a summer with his father and they make the first tentative moves toward each other as Nat becomes aware of other beside himself.
- Breck, Vivian, Hoofbeats on the Trail, Doubleday, 1959. Cress Pomeroy has had a deep feeling of inferiority because she is not a good student like the other members of the family, but she finds her true self and decides to follow her own pattern.
- Burch, Robert, Queenie Peavy, Viking, 1966. Unable to cope with the unhappiness caused by her idolized father's imprisonment and goaded by her schoolmates, thirteen-year-old Queenie vents her angry resentments against the world with an air of indifference and well-aimed rocks. Only at home is Queenie relaxed and cheerful. When circumstances of her recalcitrant behavior and the truth about her father force her to a point of recognizing the possible consequences, she has the courage to accept reality and the responsibility of determining her own course of action.
- Cavanna, Betty. Accent on April. Morrow, 1960. Kathy becomes accepted as a well-adjusted teenager when she works out a new relationship with her older brother and begins to participate in family, school, and social activities.
- Christopher, Matthew F. Sink It, Rusty. Little, 1963. Rusty wanted to play basketball more than anything else in the world but polio had crippled him so that he could not move fast enough. This story tells how he overcame his handicap after learning to take it slowly.

- Commanger, Evan. Valentine. Harper, 1961. Homesick for her former home, Valentine remains aloof and rebuffs the overtures of her classmates until she accepts a job baby-sitting with a little boy whose mother is dying. She learns that most people are kind and want to be friends. She comes to appreciate herself as an individual and is transformed from a plain girl into a gay, pretty one.
- Cone, Molly. Only Jane. Nelson, 1960. The growing pains of an awkward fifteen year old who fears she is a wallflower who will never have a date with a boy is dramatically depicted.
- Corbin, William. Smoke. Coward-McCann, 1967. Chris had tried, at first, to be pleasant to his step-father, but he resented Cal's manner, his position of authority, and the fact that he had taken his father's place. He refused to share anything with Cal, and when Chris ran into trouble, it was Cal that understood and helped him.
- Craig, Margaret M. Now That I'm Sixteen. Cromwell, 1959. Beth, who never seems to quite make the grade, at first blames her parents and friends but with her teacher's help she comes to realize that misunderstandings come from not leveling and being open with others.
- Craig, Margaret M. Trish. Crowell, 1951. Patricia falls in love for the first time with a boy whose standards are not her own. She remains true to her principles and learns much from the experience that will be an aid to future happiness.
- De Jong, Dela. One Summer's Secret. McKay, 1963. Seventeen-year-old Laurie befriends a Negro girl who has run away from her foster home and helps her to make a fresh start.
- Eyerly, Jeannette. The Girl Inside. Lippincott. 1961. Pretty, popular Christine, emotionally disturbed after the shock of her parents' death, finally regains a sense of stability when the Kellers take her into their home. But tragedy again strikes and now she herself must find the means of living.
- Falk, Ann M. A Place of Her Own. Harcourt, 1964. Orphaned Stina goes to live with her married sister and everyone is unhappy in the crowded apartment until Stina finds a quiet place to live. Happiness, friendships, and success at school then follow.
- Falk, Ann M. Who Is Erica? McKay, 1961. Just when Cecilia thinks that she and her stepmother are making progress in their relationship with each other, something always seems to happen to upset the apple cart. But her friends the Luchettis help to bring them together.

- Finkle, Lawrence S. How to Study. Oceans, 1964. This book tells how to get the most out of the time spent studying and how to prepare to take an exam.
- Frick, C. H. The Comeback Guy. Harbourt, 1961. Jeff earns popularity, friends and the respect of his family after changing his ways when his arrogance had caused him to be resented by his schoolmates.
- Friermood, Elizabeth H. That Jones Girl. Doubleday, 1956. Plain, unpopular, and shy, Lizzie gains new confidence and learns to enjoy her home and school life.
- Gault, William Cambell. Through the Line. Dutton, 1961. A small town high school football star learns that sportsmanship, individuality, and education can be as challenging as scoring the winning touchdowns.
- Graham, Lorena. North Town. Crowell, 1966. A Negro boy from the South learns to adjust to life and the race problems in the North.
- Graham, Lorenz. South Town. Follett, 1958. The happy home life of young David Williams and his family, Negroes living in a small Southern community, is disrupted by a few influential white citizens who violently resent the changing status of the blacks. David's schooling is an important factor in the family's solution for the perplexing problem.
- Harnden, Ruth F. The High Pasture. 1964. When Tim's mother becomes ill his father sends him to live with his Aunt Kate and there he becomes self-reliant enough to be able to accept the fact of his mother's death and to face life without her.
- Jackson, Jesse. Anchor Man. Harper, 1947. Charley, anchor man of the track team, runs into difficulty when other Negroes register as students at Arlington Junior High School, but in the ensuing difficulties he is loyal both to his race and to his white friends.
- Jackson, Jesse. Call Me Charley. Harper, 1945. The only black boy at Arlington Junior High School has quite a struggle before he is accepted by his schoolmates.
- Jackson, Jesse. Tessie. Harper, 1968. Tessie has the courage to expose herself socially and the determination to get the academic advantages of a good school. While she runs into prejudices at school and among her friends, she makes the best of both worlds.
- James, Norma Wood. Bittersweet Year. Longmans, 1961. When Kathy's family is forced to move to a small town, she learns that love has many dimensions, including courage, devotion, and loyalty.

- Klipsch, Leona. Treasure Your Love. Dodd, 1959. After struggling to break into the best crowd in school, a teenage girl finds she has become a "carbon copy" and re-evaluates her goals.
- Krantz, Hazel. Tippy. Vanguard, 1952. On a sudden impulse, respectable fifteen-year-old Tippy becomes involved with a group of "hoods" from her school, but lucky with a group of "Hoods" from her school, but lucky circumstance brings her into Operation Head Start and she experiences the joy of helping others.
- Lawson, Robert. Rabbit Hill. Viking, 1944. The animals and the people learn to respect and help one another. Each is left to live as he wishes, at the same time respecting the rights of others.
- L' Engle, Madeline. A Wrinkle in Time. Farrar, 1962. In a highly imaginative allegory teen-ager Meg rescues her father and a young boy from the power of "It" (the symbol of evil) by the use of the power of love.
- Lenski, Lois. Strawberry Girl. Lippincott, 1945. The economic insecurity of the Slater family is magnified by Shoestring Slater's drinking to excess and being mean and revengeful. The Boyer family, neighboring newcomers, make a more comfortable living. Shoestring's shame of his family is disguised in a pretense of indifference, but his friendship with Birdie Boyer helps him to find himself.
- Lewis, C. S. Till We Have Faces. Harcourt, 1957. Based upon the classical myth of Psyche and Cupid, this novel examines the meaning of life and the nature of moral questions.
- Little, Jean. Mine for Keeps. Little, 1962. Crippled by cerebral palsy, Sally learns to overcome her fears and to adjust to life with those not so afflicted, by befriending a boy who has rheumatic fever.
- Maddux, Rachel. Abel's Daughter. Harper, 1960. An army officer and his wife learn about racial problems in a small Southern town. The problem of white people who accept and want to be accepted by a Negro group as "people", rather than as "white" "people" is complicated by rules established by groups beyond their control.
- Means, Florence G. Great Day in the Morning. Houghton, 1946. A Negro girl gives up her personal ambition and decides to become a nurse so that she will be able to help people.
- Means, Florence C. Shuttered Windows. Houghton, 1938. Harriet visits in the South and decides to stay there to help her people, handicapped by their race, to better themselves.
- Neville, Emily. It's Like This Cat. Harper, 1963. Fourteen-year-old Dave tells how his growing maturity is affecting his choice of friends, his awareness of how nice a girl can be, and his awakening

to an appreciation of his parents.

Offit, Sidney, The Boy Who Made a Million. St. Martin's 1963. Fifteen year old Benny, a potential school drop-out, leaves school to support his family. He becomes successful and eventually finds his way back to the classroom.

Philbrick, Charles. Westaway. Harcourt, 1961. Set on Cape Cod during four memorable summers and part of one winter, this is an evocative portrait of a boy growing into self-reliant adolescence.

Reed, Meredith. One Year Began in April. Lothrop, 1963. Here is family life according to religious ideals as seen through the eyes of Linda, the daughter of a Methodist minister.

Ross, Zola H. The Sunken Forest. Weybright and Talley, 1968. There were several things that troubled Alicia during her senior year of high school. What had happened to the money collected by the junior class and lost by a teacher? What career should she pursue? And, chiefly what was the truth about the old town scandal that persisted in the belief that Jan's grandfather had killed a man? Jan, withdrawn and surly, was hostile to every body and Alicia was determined to do something about it. In a forest under water (due to an old landslide) lay the answer. Unfortunately, the finding of the answer is as contrived as is much else in the picture of student-faculty relationships.

Sherburne, Zoa. Stranger in the House. Morrow, 1963. When Kathy's mother returns from a mental institution Kathy treats her as if she is still an invalid and is slow to learn that she can turn to her for advice in solving her teen-age problems.

Shields, Ruth. Mary Kate. McKay, 1963. When little Robbie is taken in at the orphanage and becomes Katie's special charge her happiness is complete for now she has someone who needs her. So it is difficult to release him to his parents when the time comes to do so, and Mary Kate is forced to learn the difference between selfish and unselfish love.

Simpson, Dorothy. A Matter of Pride. Lippincott, 1959. Too proud to admit that her father cannot afford to buy her a pair of shoes to wear to school, and at odds with her teacher, Janie plays hookey until she permits her teacher to help her with her problems and learns that there is more than one kind of pride.

Smaridge, Nora. Looking At You. Abingdon, 1962. Personal and social problems of special concern to pre-teens and teenagers discussed in a candid manner. Covers family relationship and personal development.

- Sperry, Armstrong, Call It Courage. Macmillan, 1950. A Polynesian chief's son, scorned by all because of his fear of the water, sails off to an uninhabited island, withstands many perils and returns a man.
- Sterling, Dorothy, Mary Jane. Doubleday, 1959. Mary Jane is one of two Negroes to enroll in a desegregated junior high school. Her feelings are well described as she faces open taunts and rejection from her classmates. Her loneliness is eased when she finds one friend and is accepted by the new science club.
- Stolz, Mary. The Bully of Barkham Street. Harper, 1963. "Fatsy," at odds with his parents, everyone on the block, and the kids at school, and unhappy because he doesn't know the cause of his difficulties, lashes back at everyone until his teachers and parents help him to accept things as they are and to do something about his weight, too.
- Stuart, Jesse. A Penny's Worth of Character. McGraw, 1964. In confessing an act of petty thievery, Shan learns not only the necessity, but the joy, of being honest.
- Swift, Helen M. Second Semester. McKay, 1960. Helped by others and by what they learned in psychology class, but principally by helping others, two unpopular girls blossom out. Plump Ginnie, a compulsive eater, changes her ways, Shy, studious Carrie learns to make friends.
- Tibbets, Albert B. A Boy and His Dad. Little, 1964. Seven short stories each of which describes an experience of a boy and his father which enrich their relationships.
- Urnston, Mary. The New Y Boy. Doubleday, 1950. When Jack's family moves from California to the East, Jack dreads entering a new school, particularly since illness has caused him to be retained a year, and he is in the same class as his sister. Jack's life is not easy but he learns to adjust.
- Walden, Amelia Elizabeth. My Sister Mike. McGraw, 1956. What do you do when the boy of your choice suddenly appears in front of you and asks for a date? You probably think some kind of magic is happening. At least that's what "Mike" Patterson thinks when she opens the door to the girls' gymnasium and finds Jeff Parker waiting outside to ask for a date. Mike, quite the tomboy and captain of her high school basketball team, is not lovely and charming. Yet Mike does not envy

Walden, Amelia Elizabeth. (continued)

her younger sister's popularity. By learning how to walk, dress, and act like a lady, Mike no longer lives in the shadow of her sister Pat. Soon she finds herself one of the most popular girls, but Mike learns that with popularity comes responsibility and heartbreak. What must she do now that all the boys want to date her except Jeff Parker?

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