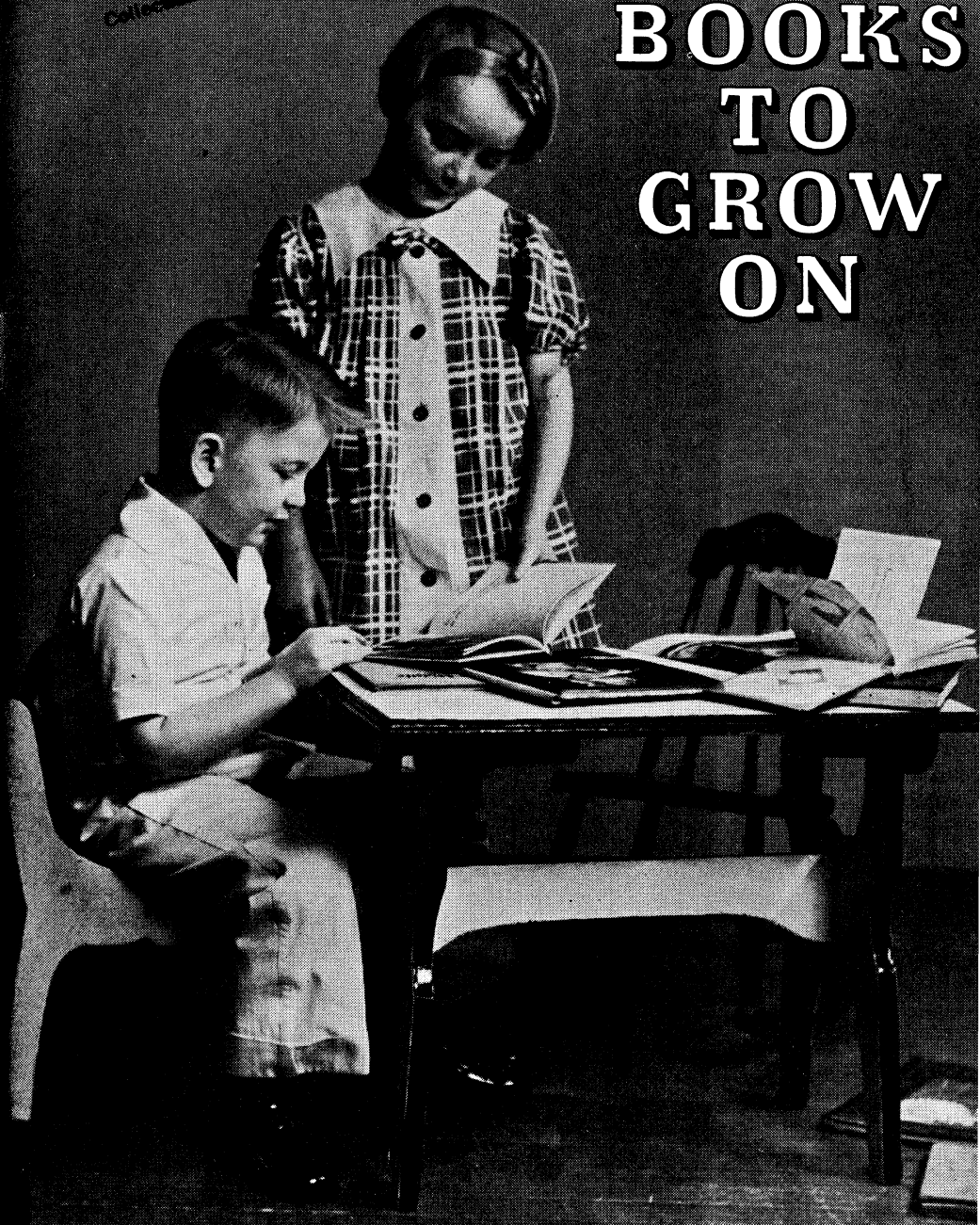


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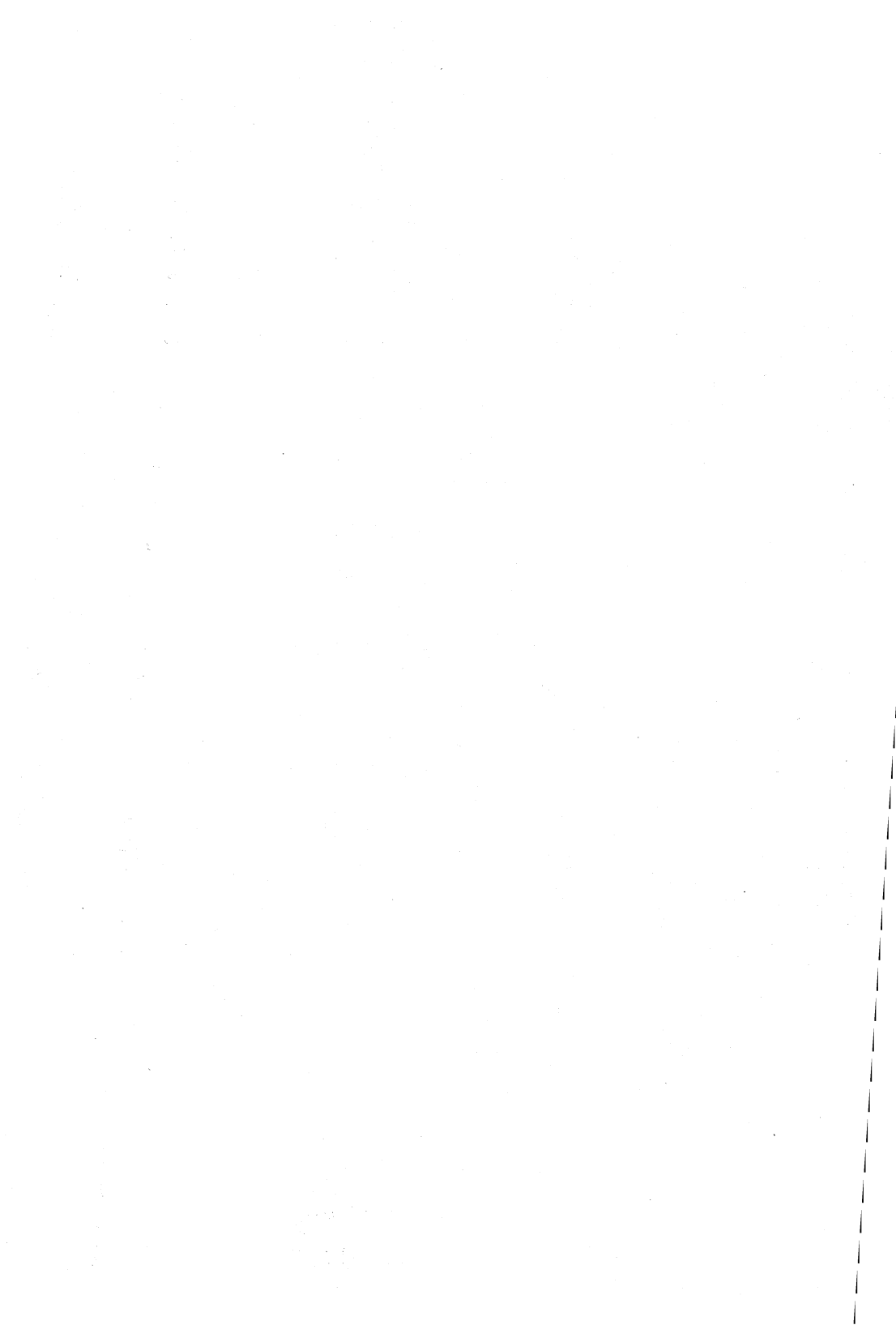
# BOOKS TO GROW ON



Circular 348

General Series 291

OKLAHOMA A. & M. COLLEGE EXTENSION SERVICE



# CHILD DEVELOPMENT AND PARENT EDUCATION

## Booklet No. 3

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Is it printed in clear, reasonably large print?  
Is it durable?



# BOOKS TO GROW ON

## GOOD INEXPENSIVE BOOKS FOR YOUNG CHILDREN

FAITH STRAYER

Extension Specialist, Child Development and Parent Education

*“Good books are the record of the very best that men and women have hoped, felt and thought. When we read these we enjoy the companionship of the finest of mankind.”—Collier’s Weekly.*

“Please tell me a story!” This is a familiar request to almost everyone who knows small children. They love stories. One doesn’t have to teach them this. They seem to be born with an interest in the very things which are to be found in good books; new experience, interesting sounds and words, rhythm, funny situations and amazing and thrilling adventure. All that parents need to do is to cultivate this natural interest and provide wholesome books and stories for it to feed upon.

There are a great many good reasons for encouraging interest in books. Here are a few of them:

### READING GOOD BOOKS STIMULATES MENTAL GROWTH

Children need good books for their “mental food” just as they need milk and vegetables for their physical food; their minds, no less than their bodies grow by what they feed upon. Well chosen books help them to understand themselves and the world around them. Stories of other boys and girls like themselves, of animals, and of adventures all help them in becoming acquainted with a fascinating world.

Good stories often serve as the “mental food” for new ideas and the cultivation of a useful imagination which we must have if we are able to think how we would feel in a certain situation, or how others do feel and if we are to be able to create new ideas. Mrs. Marion Faegre, a mother and an authority on child training says, “Books are as necessary to mental growth as vitamins are to physical growth.”

### READING GOOD BOOKS GIVES PLEASURE TO CHILDREN

Anyone who has watched a young child listen to a story or an older one read a book which is truly interesting to him knows how much real joy and happiness he finds in such experiences.

**READING GOOD BOOKS CAN HELP BUILD GOOD SPEECH HABITS**

What children hear and read has a great deal to do with their own speech habits. If they listen to well told stories and read good books they become so well acquainted with clear graceful expression of thought that they develop an appreciation for it and much of what they read is likely to become a part of their own speech.

**READING GOOD BOOKS CAN HELP BUILD  
WHOLESOME IDEALS**

A story does not need to have an obvious moral, and few modern stories do, in order to help build ideals. So long as they picture wholesome attitudes and behavior in a pleasing and interesting way, they are likely to affect the ideals of the children who read them. As children who have developed the habit of reading grow older and become interested in reading biographies of famous men and women, they gain much from becoming better acquainted with them. A boy could hardly read an account of the life of Theodore Roosevelt and be just the same boy afterward! "Good books are the record of the very best that men and women have hoped, felt and thought. When we read these, we enjoy the companionship of the finest of mankind."

**READING GOOD BOOKS MAKES SCHOOL WORK  
MORE INTERESTING**

\*"It's what we learn when we don't know we're learning that's important." Nowadays there are a great many excellent and interesting books, many of them in very inexpensive editions, about other lands and people, about flowers, trees and birds, about airplanes and ships, about famous characters in history, so that once children have become acquainted with them, geography, nature study, general science, history and other school subjects are likely to seem like old friends. For example, "Sammy Goes Around the World" is the story of a little boy's trip around the world, of the children he meets in Denmark, Germany, South America and many other countries. It is illustrated with large photographs which together with the story make the children seem very real and very much like friends; geography becomes real and close and not something about strange and uninteresting people and far away places.

**READING GOOD BOOKS HELPS CHILDREN DEVELOP  
EVERLASTING INTERESTS**

Most parents are looking ahead to the future needs of their children so far as they can be understood now. One need of

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\*Dr. Carl Taylor.

which we can be quite certain is that for wholesome recreation. With the possibility that there will be more leisure time in future years, it is particularly important that it be used constructively and happily. This is one of the reasons why parents need to encourage the kinds of recreation which are not just "time fillers," but which will become everlasting interests, those which will grow with the children, such interests as music, crafts, and reading.\*

#### **HOW PARENTS MAY HELP CHILDREN BUILD GOOD READING HABITS**

If young children have a natural interest in good stories and all we need to do is cultivate it, how shall we go about it? Possibly there are at least four things which we may do:

1. Begin early to cultivate children's interest in stories.
2. As they grow older, provide books and stories which meet their changing needs.
3. Study each child and his own particular interests and taste.
4. Share your own pleasure in reading with your children.

#### **BEGIN EARLY TO CULTIVATE CHILDREN'S INTEREST IN STORIES**

The very first stories should be very simple and about the everyday things which a baby understands. They often begin in such a very natural way as Mrs. Josephine Foster describes,\*\* "When the baby is getting dressed, he will often lie quietly, if mother tells him what she is doing, 'Now mother is putting on David's right sock and now comes David's left sock. Here is David's right shoe and now mother has to tie the bow.' The story tells what the mother and child are doing at the moment." This is the way, too, in which he may learn the meaning of new words, such as "sock"; hearing the word and at the same time seeing the object.

In deciding what to tell stories about, we need to find those things that are both understandable and interesting to young children. And there is one thing of which we may be reasonably certain—young children, interested in learning to use their senses, seem to enjoy and understand best the stories which are told in terms of "sounds, smells, tastes, sights, feeling" and action. "Even a three-year old can scarcely think of

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\*A list entitled "Books That Open New Doors for Young People," gives novels which picture various occupations. The list may be obtained from the Extension Division, Oklahoma A. and M. College, Stillwater.

\*\*Busy Childhood—Foster-Appleton—Century Publishing Company.

an engine without showing the pull of his muscles and the puff-puffing." The action in the story needs to be very largely his own. \*"A two-year old's stories must be completely his stories with his own familiar little person moving in his own familiar background." For example, one might tell small John this story—This morning John was playing in the play yard and he heard Father call "Hello there!" and John said "Hello there!" and pretty soon Father came stomp, stomp; stomp, stomp, stomp in from the field; and then John ran pat; pat, pat, pat, to meet Father.

In telling stories to children, as in all other dealings with children, voice is very important. One needs only to keep it pleasant, clear, restful and low, never loud. Remember too, to choose a suitable time and place—a time when the child is ready—not when he is interested in getting outdoors right away for active play, and a place where there is quiet and little danger of interruption. Of course, one of the very best ways for mothers to provide for this when their children are a bit older is to have a regular story time. Possibly it cannot be more than a few minutes, but if it comes as a quiet, restful break in the day's activities it is not only an excellent thing for the children but also for the mother.

And there is another important reason for having a regular time for stories every day. \*\*It "will establish a lasting bond of sympathy which will grow with the years."

When children are about two years old they begin to be interested in pictures, and picture books should be their first books. These books like the first stories need to be understandable and their pictures should be of everyday things. Among the inexpensive books for children there is one called "Baby's First Book" which is made up of large clear photographs of the everyday things a two-year old is likely to see about him; his shoes and stockings, his bathtub, soap and towels, his bed, a brush and comb, some flowers, fruit, toys, his oatmeal and milk. Each photograph is named and he may later associate the printed word with the object, but when he is small, his chief joy in such a book is in recognizing something he knows. He will point to the picture of shoes and say "Shoes!" with much pleasure. And even adults find pleasure in recognizing familiar scenes or friends in photographs!

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\*Here and Now Story Book—Lucy Sprague Mitchell—E. P. Dutton and Company, Pub.  
\*\*Mrs. Elsa H. Naumburg.



As children grow a bit older they will be interested in pictures which show action and which suggest a story. "Pictures should give the child a chance to use his imagination." In selecting these books there are certain standards which we may keep in mind:

1. Good pictures for children are well drawn, true, and if possible, beautiful.
2. Good pictures for young children are childlike and understandable to them.
  - a. They have a familiar subject; e. g., other children like themselves, animals, flowers.
  - b. They present only one or two ideas. They are somewhat like posters, simple and free from confusing detail.
  - c. They contain reasonably large objects.
3. Good pictures for children about three to six years old usually need to show action; e. g., other children doing the kind of things they do.

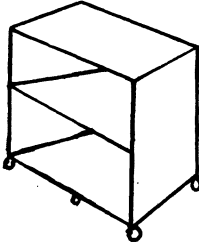
Children seem to prefer colored pictures to those in black and white. These colors should be clear and bright and harmonious. The pictures often suggest stories to the children and it is a good thing to encourage them to tell the story. Grownups must of course listen with interest.

Many good picture books can be bought nowadays; however, it is a simple matter to make one. Either muslin or oil-cloth may be used for the book and the edges may be bound with bright colored tape. Oil cloth has one advantage. When the pictures are old and soiled, they may be removed, the oil-cloth washed, and new pictures glued on. The book itself may be bound by two rows of stitching through the center fold. Eight and one-half inches by nine inches is a good size for the book and it may easily be carried about.

The important thing is to choose good pictures to go into the book. Some magazine covers may be used and it is best to place only one picture on a page. Children like to help make the picture book and those a little older often make whole books for small friends for birthdays and for Christmas gifts.

When we are doing these things to cultivate children's early interest in stories, we shall also want to train them to take care of books. It must be remembered that children learn to handle books by handling them—but they do need

help. If we can first show them how, then let them help, and still a little later take the book alone—the learning will be easier. Even so, books will be worn and damaged by small hands that are only beginning. When this happens, repair the books if possible. Adhesive tape strengthens the binding and many marks may be erased.



Still another way to help a child learn to care for and appreciate books is to provide him with an easy-to-reach place to keep them. Small open book shelves may be made from simple materials. Two or three of the boxes in which dried fruit is shipped may be nailed together, sandpapered smooth and then either painted or stained and varnished.

#### **PROVIDE BOOKS AND STORIES WHICH MEET CHANGING NEEDS**

As children grow older, their needs and interests change. It is important that books and stories meet these needs. It is quite possible to provide books that are “too old” for a child, and if he isn’t ready for them he may be confused or he may grow to dislike stories which he might have enjoyed a little later. This often happens when fairy tales are told to very young children, who are usually confused and sometimes frightened by them.

Although children differ a great deal in experience and special interests and their interests do not all change at the same time or in the same way, in general they seem to develop in the following ways:

##### *\*Interests from about 18 months to 3 years:*

Recognizing the familiar—pictures of the ordinary everyday things about him.

Himself—stories about the things he does; “pictures of children like himself” doing the kind of things he does.

Sounds and words—hearing sounds over and over—repetition, rhythm. The simpler Mother Goose rhymes may provide this before the child becomes interested in their meaning.

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\*These trends in children’s interests are carefully analyzed and discussed in more detail in *First Experiences With Literature* by Alice Dalgliesh, published by Charles Scribner’s Sons.

Animals—simple stories of animals he knows.

Color—rather bright colors in pictures are especially enjoyed. Not until later does a child seem to enjoy the more subdued soft restful colors.

*Interests from about 3 to 4 years:*

Other children and other people outside his home.

Action—the *what* and *why* of the action in the pictures; merely naming objects is no longer interesting.

Rhythm and repetition—still interesting to him.

*Interests from about 4 to 6 years:*

Simple imaginative stories—such as “Three Little Pigs,” “Little Black Sambo.”

Simple humor—Stories containing strange sounds and names, unexpected happenings, such as “Wong Wing Wu,” H. G. Wells’ “Adventures of Tommy” and “The Wood That Came Back.”

*Interests from about 6 to 8 years:*

Fairy tales—7 to 8 year-olds especially enjoy fairy tales and are more ready for them than younger children because they have had more experience in the real world and are less likely to become confused.

Real action and plot—stories about real life, about how the world’s work is done, about farmers, merchants, the mail man, and the garage man.

Beginning to be interested in other lands and other times.

\*“A difference between the interests of boys and girls which began to show itself earlier is now more clearly defined. While a girl still enjoys stories about dolls, clothes, housekeeping and other homely details, the boy leans toward adventure.”

Children of this age who have learned to read, also enjoy reading for themselves many of the stories which once were read to them.

Providing enough good books and stories to meet these changing needs is much more easily done now than it was a few years ago. Not only are there more suitable books to be had, but quite a number of really good books for children have been published at very low prices, many of them costing no more than ten cents. It is these inexpensive editions with which this bulletin is concerned.

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\*Alice Dalgliesh in *First Experiences With Literature*.

There seems to be no reason now why all children may not have good "mental food." Whenever it is possible, of course, children should have some of the favorites in well bound, beautifully illustrated editions. Such illustrations and artistry as are to be enjoyed in the *Christ Child* by Maud and Miska Petersham cannot help but add to a child's appreciation of beauty.

The better bindings are not only beautiful but more lasting and therefore encourage a child's growing respect for property and his pride of ownership.

Then of course there is much of the very best in children's literature which cannot be had except in the more expensive editions. However, if even a few of the better editions cannot be bought, many of them can be enjoyed at the public libraries or borrowed from the \*Oklahoma Library Commission.

Many county federations of home demonstration clubs are acquiring small libraries of their own. Certainly these should provide for the children as well as for the grownups.

But when we consider the inexpensive books, we need to remember that the value of a book is not dependent on its price. We do however need to choose with particular care when selecting the less expensive books.

If these books meet the standards for good books for young \*\*children with the exception of durability, we may at least partially overcome that deficiency.

Interesting jackets which protect the covers of the book and yet leave the title and cover visible may be made from cellophane and the binding may be strengthened with adhesive tape. Other materials may also be used for jackets.

Among the less expensive books which seem to meet many of these changing needs of children, there is "Our Own Mother Goose," beautifully illustrated, by Carol Reid and The Koehne Studios. The verses are well selected; most of them are probably nearer to the experiences of present day children than are those in many collections of Mother Goose rhymes. And Mother Goose is not only a simple introduction to rhythm, which as A. A. Milne explains to older children in his "Christopher Robin Reader," "is just the time that the verse keeps. Every piece of poetry has a music of its own which it is humming to itself as it goes along," but along with *The Three Bears*, Mother Goose seems to be the favorite of most 2- and 3-year-olds.

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\*The Oklahoma Library Commission, Capitol Building, Oklahoma City, Okla.

\*\*What to look for in choosing books for children, page 18.

If one selects carefully there are several simple well illustrated stories of animals for children this age and for the stories of "other children outside his home" there is the book, "Betty and Dolly," which is made of excellent photographs and brief narrative.

\*"Illustrated alphabets and books of numbers have little place in the library of the very young" because modern children are taught to recognize whole words, rather than individual letters, and numbers are taught at first by seeing groups of objects rather than by recognizing figures.

For the 4- to 6-year old whose interests are gradually broadening and who is interested in, and certainly should have, some "funny stories," there are inexpensive ones to be had in addition to "Little Black Sambo" and "The Three Little Pigs." They will like small Agememnon, one of the "Four Little Kittens," and gay little Misha, the "Little Brown Bear," and the rhymes of Edward Lear in "The Duck and The Kangaroo." There's quite a surprise in the simple imaginative story "The Wood That Came Back" and lots of fun in the "Adventures of Tommy" by H. G. Wells. "On Our Farm" is a particularly well illustrated book which children this age as well as those a little younger enjoy.

For its illustrations, "Children's Story of Jesus," published by the Whitman Publishing Company is well worth finding. These are done by Du Bois after old masters. The subjects are well chosen, including usually the Child Jesus, other children and familiar animals; they are not frightening but understandable and pleasing. They are clear, large and the colors are combined most artistically.

For children about 6 to 8, there are a few good inexpensive books about "how the world's work is done." "The Farmer at His Work" and "On The Railroad" are two of these. Only parts of these two books will be understandable, but all the pictures will be very interesting.

Children of this age are still interested in animals, but there must be real stories about them. Many six-year olds enjoy such books as "Farm Animals" which is well illustrated by Diana Thorne; or "Barney, The Story of a Wirehaired Fox Terrier," who was selected by his young mistress for her gift on her seventh birthday. This story has the advantage of including other children in the plot along with Barney and of

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\*The Home and the Child—White House Conference on Child Health and Protection  
Century Publishing Company.

picturing an interesting series of events. Such stories probably develop in children the feeling of friendship for animals which they show much earlier.

Then there are some excellent collections of the poems children like. Marjorie Barrows, Editor of *Child Life Magazine*, has selected an excellent group about a wide variety of subjects which is entitled "One Hundred Best Poems for Boys and Girls." This collection includes poems by Walter de la Mare, Rose Fyleman, Rachel Field, James Whitcomb Riley and 46 others whose verses children love.

"A Child's Garden of Verses" by Stevenson can be had in an edition illustrated by C. M. Burd which pictures the children in quaint clothing in gay colors, such as the grandparents and great grandparents of present day children wore.

"Wynken, Blynken and Nod and Other Verses" by Eugene Field is published in an inexpensive edition by the Saalfield Co. The "other verses" include "The Sugar Plum Tree," "The Naughty Doll," "The Duel of The Gingham Dog and the Calico Cat," "The Dinkey Bird" and "Fiddle-Dee Dee."

The time when children are most interested in fairy tales seems to be when they are about 8 years old. Unfortunately, only a few of the better fairy tales have been found in 10-cent editions. "Cinderella," also "Hansel and Gretel," each retold by Marjorie Hardy and Emile Bradbury, and published by the Harter Company are well illustrated and printed.

A small edition of "Alice in Wonderland" and one of "Tom Thumb" is printed on linenette by Samuel Gabriel Sons.

For the children who are beginning to be interested in other lands there are several very good books. One of these, "Sammy Goes Around the World," was described earlier. Otta Taggart Johnston has made an interesting and unusual "Picture Book of Children Around the World" which, like "Sammy Goes Around the World," is made up of actual photographs, although it does not have a way of tying together the thought of the pictures as does the story of Sammy.

Another book of excellent photographs by Mrs. Johnston is entitled "A Picture Book of Houses Around the World." These "have been selected to show children that people are dependent upon their environment for the materials of which their homes are built." Each photograph is discussed in verse. This book will be more interesting to children a little older.

And for these older children and indeed for adults there are many excellent inexpensive books available. For boys who are interestd in airplanes, and few are not, there is the story of

young Bo Law and his visits to airports and what he saw there, illustrated in large clear photographs. It is called "Transport Airplanes and All About Them."

For the boy or girl who is studying history or who is "just interested," good photographs and brief biographies of each of our presidents may be had in "Presidents of Our United States." In "Famous Americans," there are large pictures of 16 statesmen, poets, pioneers and inventors, and a brief story of each one. There are excellent up-to-date atlases, and at least one well illustrated "Atlas of The United States." Then there are reliable and excellent books on birds, trees, wild flowers, and butterflies. Among several books on birds there is one named "At Home With The Birds" by Bailey and Wright published by the Merrill Company, which along with small photographs and excellent discussion provides large, rarely beautiful pictures of birds painted from life.

"Seeing Stars" is another interesting little book which helps one become acquainted with the heavens, and there are many other excellent inexpensive books, some of which are listed on pages 20 and 21.

These descriptions have been given in order to acquaint readers with the ways in which inexpensive books may help meet the changing needs of their children. Unfortunately, many stores make a full display of such books during the Christmas shopping season only, but merchants are often glad to learn of interest and to provide books which are wanted.

*\*"The problem of promoting good reading among American children is, above everything else, a problem of making good reading matter accessible."*

#### **STUDY EACH CHILD TO LEARN HIS OWN SPECIAL INTERESTS AND TASTES**

This third suggestion as to ways in which parents may help children build good reading habits is made because we know that children differ; not only in age and experience but also in their special interests and in taste.

When they are about 6 years old, boys show an interest in different kinds of stories than those that interest 6-year old girls.

Even two boys of the same age may have very different interests. One child may prefer stories about trains and airplanes while another might be much more interested in stories of animals.

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\*White House Conference on Child Health and Protection.

Children in the same family, whether brothers or sisters, are quite likely to be different in their reading interests just as they are different in other ways. One of the best ways to learn the kind of book any one child might like is to watch him and see what seems to interest him most, what he plays and what he talks about; then try to find the best book about these things.

Of course, his interests must grow, but they will spread gradually and his own special interests serve as an excellent starting point.

It is a good thing too, to encourage children to cultivate their interests and to learn to choose their own books from among those that meet standards for good books. We want to help children learn to be self-reliant about simpler matters such as hanging up their own clothes and dressing themselves, and it is at least equally important that they learn to think for themselves. In this respect, the worth while inexpensive books are particularly useful. The fact that they are both good and inexpensive makes it possible to provide a child with a few and let him choose. And again as he grows older and develops taste and has small sums of money of his own, he may be encouraged to use a portion of it for books of his own selection.

Children do not need many books, but they do need them at all times of the year, not just at Christmas or when there is a birthday.

If a child can have a few of his very own, some that he has at least helped to choose, and some that he likes very much, and if he also has his own place for them, he is likely not only to develop a love of good books, but also to grow an interesting personality of his own.

#### **SHARE YOUR INTEREST IN READING WITH YOUR CHILDREN**

One of the very best ways in which parents may cultivate a child's interest in reading is by being interested themselves. This interest is "contagious" and most children will take it if they are exposed to it at home.

Colonel Theodore Roosevelt once wrote, \*"I think people are apt to introduce themselves into their children's lives, without introducing the things that are interesting and enthralling them into their children's lives—I want them (my children) to be interested in the things I'm interested in. It



draws you all closer together. Around the table at home you should be discussing topics of general interest on terms of equality with those children."

These shared interests may begin with the very simple first stories which a mother may tell her baby; stories so simple that they hardly seem to be stories at all, and grow until all the family is enjoying good books together. Should it happen that in the early days of shared interest, a child would want always to be read to, even after he can easily read for himself, it is often well to read a part of an interesting story and leave him to finish it and occasionally to tell you about it.

There is another way in which shared interest in reading may help children. This is in learning to choose what to read, what to be interested in; in developing the ability to discriminate, for "you may glean knowledge by reading, but you must separate the chaff from the wheat by thinking."

There is much reading material which is far from helpful, even to adults, and certainly it is mentally indigestible to children.

For example, if parents seem particularly interested in the kidnappings, murders, the details of accidents and other sensational items described in the newspapers, the natural curiosity of children requires little further stimulation. Talking about these things make them seem all the more real and the fact that mothers and fathers are concerned about them seem all the more important. Moreover if children develop what might be called a mental appetite for such things, they come to think of them as common and everyday occurrences, which of course they are not; for if they were, they would not be news. But there is plenty of interesting worth while reading material in the newspapers which is genuinely interesting to parents and which may be shared with children.

Then when they read for themselves, these children may have developed an appetite for the better things both in and out of the papers, and the sensational is less likely to occupy as much of their attention as it otherwise would.

*\*"Let the love for and delight in books come through long years and glorious hours of adults and children together. Then, and not until then, will they be ready to read it for themselves."*

**WHAT TO LOOK FOR IN CHOOSING BOOKS  
FOR CHILDREN**

When one sets out to purchase a book for a child, there are certain things to be kept in mind.\*

1. Is it well written?
2. Is it suited to the child's mental age?
3. Is it likely to be really interesting to the particular child for whom it is being chosen?
4. Is it wholesome and worth while in content?
5. Is it suitably illustrated?
6. Is it printed in clear, reasonably large print?
7. Is it durable?

Certainly we want the books which children read to be well written, in language which expresses thought clearly, gracefully and beautifully. Then we want the stories to be understandable, suited to the child's mental age. Earlier in this booklet the ways in which children's interests seem to change have been discussed. Perhaps one may say that in general 2- and 3-year-olds are interested in picture books of everyday things; 3- and 4-year-olds are interested in picture books, rhymes and rhythm such as Mother Goose provides. Four- and five-year-olds are interested in simple imaginative stories such as Little Black Sambo, and 6- and 7-year-olds are beginning to like folk and fairy tales and stories that have a real plot.

When we are thinking whether a book is likely to provide for a child's own special interests we are looking for something more than whether he will listen to the story, for often children will listen because they are excited, not because it meets their own special interests and needs; and certainly those books which excite children a very great deal are neither wholesome nor worth while.

To be wholesome a story must be based on a sound and clear sense of values and to be worth while it must cause a child to think and it must be worth reading again.

Neither a modern story in which a burglar is made to seem a hero nor a fairy tale in which trickery or greed is made to seem desirable and commendable are wholesome. For example, the story of "Puss in Boots" hardly meets this test. In this story the youth is a lazy good-for-nothing who wants a fortune in the world without working for it. His cat, the hero of the tale, by a succession of clever, cunning lies, gains for his lazy good-for-nothing master an enormously splendid castle, a

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\*"First Experiences With Literature." Dalglish, Charles Scribner's Sons.

princess for his wife and succession to the kingdom. The master is thus left reveling in material riches which he has done nothing to earn and which have been acquired by clever dishonesty.

A child may be left with the unconscious impression that the great aim in life is to be rich and it doesn't make any difference how you attain that purpose, how clever and sly you have been, so long as you "get away with it." There are stories too, which give a distorted picture of family life. These of course are confusing and harmful to children and certainly \**"the witch, the ogre, the giant and descriptions of death by violence are beyond the experience of the preschool child."*

\*\**"The child needs a mirror of life. Poor books and poor pictures are mirrors with distorting flaws, while good books and pictures furnish insight and direct his lines of growth."*

Among good stories for children, there are many fairy tales that are both wholesome and worth while, if we will but trouble to choose them; and fairy tales may stimulate imagination, creative ability, sympathy and understanding in children.

Occasionally mothers fear that imaginative stories may stimulate a child's imagination too much; but there is no danger in imagination itself, only in the wrong use of it. Sometimes too, fairy tales are told to children before they have learned to distinguish the imaginary from the real and then of course they are confused. This is the reason authorities believe that fairy tales should wait to be told until most children are 6 or 7 years old.

Even then children may live too much in their imagination or tell so called "stories," but seldom is this the fault of well chosen fairy tales. We must look for other lacks in the child's experience; for friends his own age, for active outdoor play, and for that sense of security children must have which comes from being loved and accepted for what they are.

*"Life can never be commonplace for the man or woman who can see new roads and far away people through the pages of a good book."*

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\*Elsa H. Naumburg in "The Child's First Books," Child Study Association of America.

\*\*Arnold Gesell.

**SOME GOOD TEN-CENT BOOKS FOR CHILDREN**

The following list is only suggestive—"Book and child must be considered together."

Many books are interesting to 3-year-olds for their pictures and also to 5-year-olds for their brief stories. Others which might be read to a 4-year-old might serve as a first reader for a 6-year-old. Several books are listed in more than one age group.

**For Children About 2 to 4 Years Old**

- Baby's First Book, Saalfield Publishing Co.  
An excellent picture book; large photographs of objects familiar to most 2-year olds.
- Baby Animals, by Diana Thorne, Saalfield Publishing Co.
- Baby Animals and Their Mothers by Edna Aldredge and Jessie McKee, Harter Publishing Co. For illustrations only.
- Our Own Mother Goose by Carol McMillan Reid, Whitman Publishing Co. Beautifully illustrated.
- The Happy Day Begins by Janet L. Scott, Saalfield Publishing Co.
- Animal Friends Picture Book, McLoughlin Bros.
- Happy Hours, by Elizabeth Daniel, Rand McNally & Co.
- They Had a Blue Cart, Grace Paull, Whitman Publishing Co.
- Animal and Bird Picture Book, McLoughlin Bros., Inc.  
Use the illustrations with children this age—older children like the story.
- Betty and Dolly, by Ruth Alexander Nichols, Merrill Publishing Co.  
Excellent illustrations and brief narrative make an interesting story.
- On Our Farm, by John Y. Beaty and J. C. Allen, Saalfield Publishing Co.
- Farm Pets, by John Y. Beaty and J. C. Allen, Rand McNally & Co.
- Poems for the Very Young Child, Dolores Knippel and Mary Ellsworth, Whitman Publishing Co.
- More Poems for the Very Young, Whitman Publishing Co.

**For Children About 4 to 6 Years Old**

- The Tale of Corally Crouthers, Harter Publishing Co.
- Our Own Mother Goose by Carol McMillan Reid, Whitman Publishing Co. Beautifully illustrated.
- Baby Animals and Their Mothers by Edna Aldredge and Jessie McKee, Harter Publishing Co.
- On the Railroad by Robert Henry, Saalfield Publishing Co.  
The story is interesting to older children.
- Puppies, by Diana Thorne, Saalfield Publishing Co.
- Children's Story of Jesus, Whitman Publishing Co.  
Use the illustrations only with children this age.
- Misha, the Little Brown Bear, by Adrienne Segur, Artists and Writers Guild.
- On Our Farm, by John Y. Beaty and J. C. Allen, Saalfield Publishing Co.
- Fifteen Little Stories by Marie-Madeline, Artists and Writers Guild.
- Three Little Pigs, Saalfield Publishing Co.
- A New Story of the Three Bears, by Charlotte Stone, Whitman Publishing Co.

- Dogs, by Diana Thorne, Saalfield Publishing Co.  
Little Black Sambo, Helen Bannerman, Harter Publishing Co.  
A New Story of Little Black Sambo, by Juanita C. Bennett, Whitman Publishing Co.  
Cowboy Jimmie—Sanford Tousey, Merrill Publishing Co.  
Four Little Kittens, photographs by Harry W. Frees, Rand McNally & Co.  
Trains, Staff of Lincoln School, Edward Stern Co.  
Boats, Staff of Lincoln School, Edward Stern Co.  
Poems for the Very Young Child, Dolores Knippel and Mary Ellsworth, Whitman Publishing Co.  
More Poems for the Very Young, Whitman Publishing Co.  
The Adventures of Tommy, H. G. Wells, Artists and Writers Guild.  
The Duck and the Kangaroo and Other Nonsense Rhymes, by Edward Lear, Whitman Publishing Co.  
The Wood That Came Back, Clara Leighton, Artists and Writers Guild.

**For Children About 6 to 8 Years Old**

- The Farmer at His Work, Saalfield Publishing Co.  
To The City by John Y. Beaty, Saalfield Publishing Co.  
Barney, The Story of a Wirehaired Fox Terrier, by Armstrong Roberts, Edward Stern & Co.  
A Day With "Mike," the Monkey, Edward Stern & Co.  
One Hundred Best Poems for Boys and Girls, compiled by Marjorie Barrows, Whitman Publishing Co.  
Dogs, by Diana Thorne, Saalfield Publishing Co.  
Sugar and Spice, R. Fyleman, Whitman Publishing Co.  
Wong Wing Wu, by Ian and Ruth Macnair, Artists and Writers Guild.  
Children's Story of Jesus, Whitman Publishing Co.  
The Story of Jesus by Gloria Diever, Rand McNally & Co.  
Bible Pictures, New Testament, illustrated by Milo Winter, Rand McNally & Co.  
Farm Animals, by Diana Thorne, Saalfield Publishing Co.  
On the Railroad by Robert S. Henry, Saalfield Publishing Co.  
Illustrations are interesting to younger children.  
Birds We Know by Ray Gleason, Whitman Publishing Co.  
Older children and adults will enjoy this book. Six- to eight-year olds enjoy the illustrations.  
Animal Book by Klara Knecht, Saalfield Publishing Co.  
Pictures and descriptions of circus animals.  
The Wood That Came Back, Clara Leighton, Artists and Writers Guild.  
Flowers to Color, Samuel Gabriel Sons & Co.  
Cinderella, Retold, by Marjorie Hardy and Emilie Bradbury, Harter Publishing Co.  
Tom Thumb, Samuel Gabriel Sons & Co.  
Hansel and Gretel, Retold by Marjorie Hardy and Emilie Bradbury, Harter Publishing Co.  
Wynken, Blynken and Nod, and Other Verses by Eugene Field, Saalfield Publishing Co.  
The Play-It Book, Days of Games for Children, Jean H. Fretwell, Rand McNally & Co.

A Child's Garden of Verses, Robert Louis Stevenson, Saalfield Publishing Co.

**For Children About 8 to 10 Years Old**

The Circus by Klara Knecht, Saalfield Publishing Co.

The Farmer at His Work, Caalfield Publishing Co.

To The City, Saalfield Publishing Co.

Animal Book by Klara Knecht, Saalfield Publishing Co.

Pictures and descriptions of circus animals.

Oh What a Beautiful Day (a Sketch Book) by Pere Castor, Artists and Writers Guild.

Kitchen Fun, a Cook Book for Children by Louise Price Bell, Harter Publishing Co.

Many Lands, Read and Color, by the Baileys, Saalfield Publishing Co.

Alice in Wonderland (inenette) Samuel Gabriel Sons & Co.

On the Railroad by Robert S. Henry, Saalfield Publishing Co.

Illustrations are interesting to younger children.

One Hundred Best Poems for Boys and Girls, compiled by Marjorie Barrows, Whitman Publishing Co.

Interesting also to younger children.

My Book of Games, Carolyn S. Bailey, McLoughlin Brothers.

Children's Story of Jesus, Whitman Publishing Co.

A Child's Life of Our Lord by Josephine Pollard, Saalfield Publishing Co.

Birds We Know by Ray Gleason, Whitman Publishing Co.

Flowers to Color, Samuel Gabriel Sons & Co.

Sammy Goes Around the World by V. P. Lowe, Whitman Publishing Co.

A Picture Book of Children Around the World, by Otta Taggart Johnston, Harter Publishing Co.]

The Story Book of Flowers for Junior Gardeners, by Fae Huttenlacher, Merrill Publishing Co.

The Make-It Book (Things to do with scissors and paste and odds and ends) by Rachel T. Dixon and Marjorie Hartwell, Rand McNally & Co.

**For Older Children—Beginning About 10 Years**

Transport Airplanes and All About Them, Charles Blodgett, Saalfield Publishing Co.

Building Model Airplanes That Fly, Edwin T. Hamilton, Harter Publishing Co.

Ships of All Times, Anton Skillon, Whitman Publishing Co.

A Child's Life of Our Lord, by Josephine Pollard, Saalfield Publishing Co.

Birds We Know, by Ray Gleason, Whitman Publishing Co.

Adults will also enjoy this book.

Famous Americans, Whitman Publishing Co.

Presidents of Our United States, by L. A. Esler, Rand McNally & Co.

The Story of America, Mary D. Chase, Whitman Publishing Co.

A Picture Book of Houses Around the World, by Otta Taggard Johnston, Harter Publishing Co.

Sammy Goes Around the World, by V. P. Lowe, Whitman Publishing Co.

Seeing America, by James Gilchrist Lawson, Rand McNally & Co.

The World Atlas, Rand McNally & Co.

- Rand McNally Atlas of the United States, pictorial edition, Rand McNally & Co.
- Butterflies of America, by Lillian Davids Fazzini, Whitman Publishing Co.
- Trees of America, by Donald Culross Peattie, Whitman Publishing Co.
- Wild Flowers of America, by Jane Harney, Whitman Publishing Co.
- The Red Book of Birds of America by Frank G. Ashbrook, Whitman Publishing Co.
- The Blue Book of Birds of America by Frank G. Ashbrook, Whitman Publishing Co.
- The Green Book of Birds of America by Frank G. Ashbrook, Whitman Publishing Co.
- Wild Flowers We Know, by Thornton W. Burgess, Whitman Publishing Co.
- At Home With the Birds by Alfred M. Bailey and Earl G. Wright, Merrill Publishing Co.
- A beautifully illustrated booklet, equally interesting to adults.
- The Story Book of Flowers for Junior Gardeners by Fae Huttenlacher, Merrill Publishing Co.
- The Book of Dogs, Photographs and descriptions of 100 leading breeds, by James G. Lawson, Rand McNally & Co.
- Seeing Stars by W. B. White, Harter Publishing Co.
- This booklet (illustrated) helps one become acquainted with the stars. Most interesting to young people and adults.
- Farm Animals—James G. Lawson, Rand McNally & Co.
- Photographs and descriptions of 100 important farm animals.
- Fifty Songs for Boys and Girls, M. N. Graham, Whitman Publishing Co.
- China, DeGaston, Whitman Publishing Co.
- Indians of America, Whitman Publishing Co.

#### ADDRESSES OF PUBLISHING COMPANIES

Artists and Writers Guild, Poughkeepsie, New York  
Edward Stern and Co., Philadelphia and New York City  
Harter Publishing Co., Cleveland, Ohio  
McLoughlin Brothers, Inc., 74 Park St., Springfield, Mass.  
Merrill Publishing Co., Chicago, Ill.  
Rand, McNally & Co., 536 S. Clark St., Chicago, Ill.  
Saalfield Publishing Co., Miller Ave. and High St., Akron, Ohio  
Samuel Gabriel Sons & Co., New York City  
Whitman Company, 1220 Mound St., Racine, Wisconsin.

Other Child Development and Parent Education booklets available from the Extension Service, Oklahoma A. and M. College, are:

The Wholesome Child—Circular No. 294.  
The Wholesome Child's Home—Circular No. 298.  
Home Membership for 4-H Club Members—Circular No. 334.



**Children need good books for their "mental food."**

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