

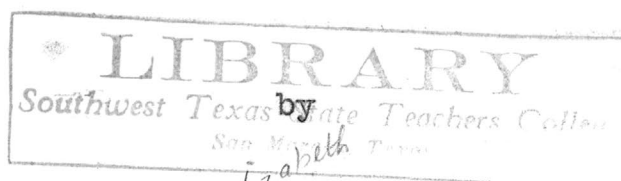
A STUDY OF THE CONTENT OF RECENT PRIMARY READING MATERIALS  
SUITABLE FOR USE IN DEVELOPING ATTITUDES AND  
CHARACTER TRAITS

THESIS

Presented to the Faculty of the Graduate School of  
Southwest Texas State Teachers College  
in Partial Fulfillment of  
the Requirements

For the Degree of

MASTER OF ARTS



Mabel E. Noble, B.A.

(San Antonio, Texas)

San Marcos, Texas

August, 1941

47559

### Acknowledgments

Acknowledging her indebtedness to those who constituted her committee, Dr. J. L. Rogers and Dr. E. O. Wiley, the writer wishes to express here her sincere appreciation for their valuable criticism, suggestions and help during this study.

To Mrs. Leah C. Johnston, Children's Librarian of the San Antonio Public Library, who graciously assisted the writer in the library, she also wishes to express her appreciation.

Mabel E. Noble

San Marcos, Texas

## TABLE OF CONTENTS

Chapter	Page
I. INTRODUCTION.....	1
1. Approach to the Problem.....	1
2. Statement of the Problem.....	1
3. Value of the Problem.....	2
4. Methods of Collecting and presenting Data.....	5
II. NATURE AND FORMATION OF ATTITUDES AND CHARACTER TRAITS.....	7
1. General Definitions.....	7
2. Factors in Development of Attitudes, Personality, and Character.....	10
3. Principles of Formation of Attitudes and Character Traits..	12
III. THE PLACE OF LITERATURE IN DEVELOP- ING ATTITUDES AND CHARACTER TRAITS..	16
1. Judging the Worth of Literature.	16
2. Character Values of Literature..	18
3. The Teacher's Part.....	24
IV. CHARACTER CONTENT OF PRIMARY READ- ING MATERIALS.....	29
1. Historical Background.....	29
2. Character Content of Primary Readers.....	35
3. Content of Supplementary Liter- ature.....	53
V. CONCLUSIONS.....	76
BIBLIOGRAPHY.....	79

A STUDY OF THE CONTENT OF RECENT PRIMARY READING MATERIALS  
SUITABLE FOR USE IN DEVELOPING ATTITUDES AND  
CHARACTER TRAITS

CHAPTER I

INTRODUCTION

1. Approach to the Problem

If teachers generally are to believe, as does Courtis, that "the basic element in democracy is faith in the power of human personalities to improve themselves if given the chance,"<sup>1</sup> they must strive to understand the nature of the personality and character of the individuals who make up society; they must discover the factors which enter into the development of personality and the formation of attitudes and character; and they must explore the materials available and appropriate for use in accomplishing the growth of the individuals.

2. Statement of the Problem

In studying the content of recent primary reading materials suitable for use in developing attitudes and

---

1. Courtis, S. A., "Of the Children, by the Children, for the Children," Childhood Education, Volume XIV, No. 3, (November, 1937), p. 102.



character traits, three aims have been kept in mind:

- (1) To discover the generally accepted viewpoint concerning the nature of attitudes and character traits, and the principles of their formation.
- (2) To determine the place of children's literature in the process of character development.
- (3) To examine recent reading materials with regard to their suitability for use in developing desirable attitudes and character traits in young children.

### 3. Value of the Problem

Character building is not a new undertaking. It has held an important place in the affairs of men since the beginning of human history. The need for it has ever been with us. May<sup>2</sup> reminds us that the first human family was fifty per cent delinquent.

Theodore Roosevelt once said, "Character is in the long run the decisive factor in the life of individuals and nations." The importance of character and character development is further emphasized by Francis Roy Copper

---

2. May, Mark A., "What is Character Education?" The Parent's Magazine, Vol. XII, No. 4, (April, 1937), p. 21.

when he said,

Character is really paramount to everything else, for without it, increasing one's power may simply increase his danger to society.<sup>3</sup>

From the earliest times it has been the concern of parents -- in varying degrees, to be sure -- to have their children develop an aggregate of virtues that has been commonly called character. In more recent times, however, the schools have taken over to an amazing extent the place the home formerly held. Whether or not the schools want to accept the task of developing attitudes and character traits is not their choice. As Neuman expresses it,

The fact is that whether or not we care to "teach morals," the need is thrust upon us by the circumstance that all the time children are already being taught, by one another and by grownups, deliberately or otherwise ... On every hand children are being taught what it would be better for them not to learn.<sup>4</sup>

It has long been recognized that the American public school system has been developed, financed, and defended on the ground that the intelligence and character of the common

---

3. Copper, Francis Roy, "A Study in Character Building," Education, Vol. 57, No. 5, (January, 1937), p. 298.

4. Neuman, Henry, Lives in the Making, Appleton, New York, 1932, p. 231.

people constitute the only permanent basis for good government and social welfare. The importance of the development of attitudes in character building, and the responsibility of our schools in the task is expressed tersely by Prescott, when he says,

... our schools must make the education of the attitudes their primary concern. The characters of our children and their mental health depend upon the attitudes which they hold. So do the orderly evolution of our society and the very preservation of the democratic way of life in the world.<sup>5</sup>

The task is not an easy one. Some one has said that the child starts out upon his emotional development handicapped by his parents. For many people, the attitudes of the family as experienced by the child during infancy remain, in a large measure, a permanent part of the individual's life. The schools, then, may well be commended when they exert such an influence over the child that his attitudes result in the formation of character traits which stamp him as a well-rounded personality.

... The value of the individual resides not in what he has, but in what he is and does.

---

5. Prescott, Daniel A., "The Attitudes of Children the Primary Concern of Educators," Vital Speeches, Vol. IV, No. 20, (August, 1938), p. 628.

Human value does not reside in an easy life but in an active, assertive giving life. It need not come from a fine and expensive education but from personality traits and habits which the individual develops in early years.<sup>6</sup>

#### 4. Methods of Collecting and Presenting Data

In arriving at an understanding of the current philosophy concerning attitudes and character building and of the character values of literature, the views of acknowledged leaders in their fields of endeavor were studied. The review of related materials was limited, with one or two exceptions, to theory and findings published within the last ten or twelve years.

The compilation of the bibliography of primary reading materials was made after an examination of many first, second, and third grade readers of the study type, and numerous children's books of the recreational type. Only the reading materials published since 1930 were considered.

The readers were analyzed according to individual stories which illustrate specific attitudes or character traits. The other children's books were summarized briefly

---

6. Garrison, Sidney C., "The Elementary School As a Civilizing Agency," School and Society, Vol. 47, No. 1208, (February 19, 1938), p. 234.

and classified according to the traits for which their use is appropriate.

Only the stories measuring up to the standards for good literature as set up in Chapter III and illustrating the attitudes or character traits listed in Chapter IV have been included.

CHAPTER II  
NATURE AND FORMATION OF ATTITUDES  
AND CHARACTER TRAITS

1. General Definitions

The close relationship between attitudes, character, and personality make it difficult to define one except in terms of the other. Attitudes are defined by Hartshorne<sup>1</sup> as a "set" or readiness to act. In describing the relationship of attitudes and personality, Plant has this to say:

... (a personality) is then some sort of structure which arrives in the world - in the making. It has the drive and basis to develop into something which is its own and which seems to resist change. This structure meets, frequently and from a very early age, certain reiterating problems and because these problems are always much the same, it begins to form stereotyped responses to them. These responses gradually become more stereotyped and can then be thought of as attitudes or mental habits.<sup>2</sup>

The role of attitudes in human behavior has been described aptly by Daniel A. Prescott as follows:

---

1. Hartshorne, Hugh, "How Can Ethical Attitudes Be Taught?" Developing Attitudes in Children, Proceedings of the Mid-West Conference of the Chicago Association for Child Study and Parent Education, March, 1932, University Press, Chicago, 1933, p. 16.

2. Plant, James S., Personality and the Cultural Pattern, The Commonwealth Fund, New York, 1937, p. 88.

- (1) Attitudes direct or channel our behavior ... Our attitudes determine how we look upon or evaluate our own behavior and that of others ...
- (2) ... attitudes underlie our desires, shape our very goals of life for us. They supply a dynamic or drive which urges us on to action to achieve these desires and goals ...
- (3) ... they constitute the organizing core or central structure about which the whole personality is built ...
- (4) A fourth role of attitudes is social -- the very preservation of our democracy as well as the amelioration of our social problems, depends upon the attitudes of our citizens.<sup>3</sup>

In a study made by the American Council on Education regarding the relation of emotion to the educative process, the committee places great value upon attitudes, thusly:

Attitudes define areas of emotionality ... It is through our attitudes that situations have meaning (are evaluated). The stimulus value of an environing situation is seldom inherent in the situation itself, then. It is to be found in the relationship between the situation and our basic needs as this relationship is interpreted through our attitudes.<sup>4</sup>

In defining character or explaining its nature it is

---

3. Prescott, Daniel A., "The Attitudes of Children the Primary Concern of Educators," Vital Speeches, Vol. IV, No. 20, (August 1, 1938), pp. 625-626.

4. American Council on Education, Emotion and the Educative Process, A Report of the Committee on the Relation of Emotion to the Educative Process, Daniel A. Prescott, Chairman, Washington, D. C., 1938, p. 190.

also related to personality. Wexberg<sup>5</sup> explains the "unity of personality" by stating that a child's behavior results from a common underlying principle that conditions his method of gaining his ends in all situations. He makes no distinction between what the child does and what he wants to do. He defines character as the "outlook which dominates a person's behavior."

The Research Division of the National Education Association in one of its bulletins on Character Education presents these definitions of character and personality:

Personality may be defined as the composite of the individual's tendencies to behavior, including mental as well as physical activity... Character, on the other hand, usually implies the evaluation of behavior tendencies with reference to standards of right and wrong.<sup>6</sup>

In further development of these ideas of character and personality we find these explanations by Slavson:

Personality emerges from development and expression; whereas character results from control and discipline, i.e., training ... Character is the result of modification in the original personality to fit given conditions ... Personality has to do with all

---

5. Wexberg, Erwin and Fritsch, Henry E., Our Children in A Changing World, The Macmillan Company, New York, 1937, pp. 12-15.

6. National Education Association, Research Division, "The Social and Psychological Background," Education for Character, Part I, Research Bulletin of the National Education Association, Vol. XII, No. 2, (March, 1934), p. 49.



of the tendencies, expressed and hidden, of both the body and of the mind; it involves little or no awareness of its own states. Character, on the other hand, has to do with controlled functioning according to a series of principles.<sup>7</sup> It is acquired and is largely conscious.

## 2. Factors in Development of Attitudes, Personality, and Character

Studies by such outstanding investigators as Hartshorne, May, and Shuttleworth,<sup>8</sup> Allport,<sup>9</sup> Forman,<sup>10</sup> Jones,<sup>11</sup> and Lasker<sup>12</sup> suggest a wide variety of influencing factors in the formation of personality and

---

7. Slavson, S. R., Character Education in a Democracy, Association Press, New York, 1939, pp. 150-151.

8. Hartshorne, Hugh, May, Mark A., and Shuttleworth, F. K., Studies in the Organization of Character, The Macmillan Company, New York, 1930, Chaps., V, VI, VII.

9. Allport, Gordon W., "The Composition of Political Attitudes," American Journal of Sociology, Vol. XXXV, (September, 1939), pp. 220-238.

10. Forman, Henry James, Our Movie Made Children, The Macmillan Company, New York, 1933.

11. Jones, Vernon, Character and Citizenship Training in the Public School, University of Chicago Press, Chicago, 1936.

12. Lasker, Bruno, Race Attitudes in Children, Henry Holt and Company, New York, 1929.

character. Broadly, these factors may be classified under two types, personal and social. The personal factors include general intelligence, emotional condition, physical condition, and knowledge or understanding. They are not necessarily innate, however. The factors social in their influence include the home, the community, friends and companions, agencies of communication and travel, recreational facilities, and religious and educational institutions. Although definite conclusions as to the relative importance of the many factors mentioned are not final, a few general and somewhat tentative conclusions stand out as especially significant for education, according to the study made by the Research Division of the National Education Association:

First, character is a product of many factors, rather than only one or a few. The larger the proportion of these factors that are positively favorable to desirable character growth, the greater is the likelihood that children will develop into desirable citizens. Second, although both hereditary and environmental factors are influential in personality development, environment seems greatly to outweigh heredity in determining specific modes of response or conduct. Third, of the innumerable environmental forces playing upon the child, the most influential appear to center in those relatively intimate social groupings of the home, family, friends, and associates. It is possible, of course, that native tendencies are partially responsible for the similarities in character among the members of social groups,

but the evidence indicates a strong social influence entirely apart from whatever biological factors may be operating.<sup>13</sup>

### 3. Principles of Formation of Attitudes and Character Traits

The forming of attitudes and character traits follows the same pattern as the learning of facts or skills and employs the fundamental laws of learning, i.e., the law of Readiness, the law of Effect, and the law of Practice. This involves teaching the child individually and along with others to practice with satisfaction in each character situation that arises those responses which, if generalized and practiced universally, would best meet the demands of the situation for all concerned.

Prescott says attitudes (and hence character traits) are formed in two ways:

One important way of which attitudes are formed is by the accumulation of experiences which gradually crystallize and clarify concepts, and consequently build attitudes by the process of integration of summation ...

But there is another way in which children form attitudes. Many, perhaps most, of our attitudes are adopted ready-made. This occurs when a young person, or even an adult, psychologically identifies himself with some person

---

<sup>13</sup>. National Education Association, Research Bulletin, op. cit., p. 77.

whom he greatly loves, admires, or respects ... When this psychological identification occurs, the attitudes stated or implied by the model are adopted by the child as his own and may be greatly strengthened and deepened by repeated contacts with this person. In the same way young people tend to adopt as their own the dominant attitudes of the groups to which they belong or wish to belong.<sup>14</sup>

In discussing the part of instruction in the formation of attitudes and character traits, Peters<sup>15</sup> says that the sources of character growth are social pressure, personal experience, and vicarious experience, and he concludes that the province of the school is primarily one of providing this vicarious experience.

The operation of personal and social factors in developing attitudes and character traits may be explained in the processes which the Research Division of the National Education Association list in a bulletin on Character Education:

- A. Formation of Specific habits -- The framework of character consists of relatively specific situations ... Many habits and attitudes are due largely to emotional conditioning, that is, to the association of emotional reactions with new situations

---

14. Prescott, Daniel A., op. cit., p. 627.

15. Peters, Charles C., "The Potency of Instruction in Character Education," The Journal of Educational Sociology, Vol. 7, No. 4, (December, 1933), pp. 214-224.

... The process of emotional conditioning may be used to great advantage in the school, but care must be taken to avoid undesirable conditioning. Thus, judicious praise may win affection, inspire confidence, and stimulate effort, whereas punishment may have the opposite effect ... Ideas and purposes may also play an important part in habit formation ...

- B. Generalizations and ideals -- Among the conditions essential to effective generalizations are these: (1) situations in which it is desired that the same type of response be made must have a prepotent element in common; (2) the learner must begin with responses to specific situations, and proceed therefrom to the development of general principles; (3) the learner must have sufficient intelligence and experience to appreciate the similarity of important elements in different situations which call for the same type of response; and (4) the learner must have a desire to generalize from specific experiences ... generalizations ... become increasingly possible and important as the child's experience increases ... However, in spite of the problems involved, the effort to develop the child's generalizing ability is likely to be more fruitful than a program which is limited to the teaching of specific habits alone ...
- C. Learning thru direct experience and thru language -- The objection to the use of verbal precept has led some educators to the extreme viewpoint that an individual learns only by doing or by experiencing situations at first hand ... This does not mean, however, that children can learn nothing worthwhile thru language ... If language is well taught, if verbal discussion leads to generalizations only thru adequate illustrations ... the discussion of social and moral issues may serve as a

valuable supplement to first-hand experience in real life situations.

- D. Social control vs. individual reflection and self direction -- ... it is clear that the pressure of group opinion and judgment will perhaps inevitably exert a powerful influence upon the individual ... During the first years of his life especially, ... he should learn to make responses promptly and surely, without undue vacillation or self-questioning. Before these responses have become too definitely crystallized as habits, however, the child may be led to consider the reasons for them. He may be told ... that there are differences of opinion, and that he will do well to begin thinking about the arguments on various sides of certain questions with a view to modifying the conduct he has learned if and when there seems to be adequate reason for doing so.<sup>16</sup>

In their impatience for results in character training, it would be well for parents and teachers to remember these words of Gwynne:

Character is not manufactured along standardized lines like a box, but must grow like a tree through a long process of germination and culture.<sup>17</sup>

---

16. National Education Association, Research Bulletin, op. cit., pp. 78-79.

17. Gwynne, P. H., Jr., "How Personality Develops," The Earnest Worker, Vol. LXXII, No. 1, (January, 1941), p. 3.

CHAPTER III  
THE PLACE OF LITERATURE IN DEVELOPING  
ATTITUDES AND CHARACTER TRAITS

1. Judging the Worth of Literature

Some one has said that literature to be good for children must first be good literature. There may be some differences of opinion as to the excellence of literary productions, but specialists in the field of measuring the worth of literature are able to make their judgments with something of the "precision of wine-tasters or raters of the value of diamonds." In the main, they agree upon the essential standards of good literature.

Edwin D. Starbuck and Frank K. Shuttleworth, together with a staff of critics working in cooperation with the Institute of Social and Religious Research in New York City have listed eight standards for judgment of literary quality which seem to approach all-inclusiveness, at least so far as the nature of this study is concerned.

The first three of these standards have to do with literary form and quality; the next three are concerned with educational fitness; and the last two points refer

more specifically to the sort of work literature should do in changing the attitudes of children. These points or standards are described as follows:

1. Organic unity. A mark of excellence in a piece of literature is that it be unified ...
2. Right craftsmanship ... With these materials (diction, phrasing, sentence structure and rhythm, paragraphing and the like, as well as the mechanics of punctuation, grammar, and syntax) the discriminating workman weaves the appropriate design which communicates accurately, clearly, and beautifully every delicate nuance of his thought and feeling ...
3. Emotional tone... Those who burst the doors of our feelings use the warm and rich intimacy of lower sense imagery (touch, taste, smell, equilibrium, pain, temperature, etc.) and its connected emotion patterns.
4. Effectiveness ... good literature ... must appeal to the basic interests, needs, and experiences of humanity ...
5. Artistry in appeal ... The artist in writing, like the artist-teacher, has learned to feel with the child, not for him ... To be effective is usually to be non-didactic.
6. Truthfulness. Literature should have respect for fact and truth ... All one requires is that the characters and situations shall be true to human nature and to the world order.
7. The refinement of the fundamental human attitudes ... Literature justifies its



existence as it appeals either explicitly or implicitly to the fundamental human attitudes in their refined forms (love, kindness, courage, loyalty, joy in achievement, freedom, imagination).

8. Proper orientation. Literature subserves its highest function when it portrays life in true perspective. In the last analysis it helps in the adjustments of personality; it adds its share to the influences which create an individual who can move easily and familiarly in all spheres of valuable experience.<sup>1</sup>

These standards have been kept in mind in the classification of reading materials for primary grades listed in Chapter IV.

## 2. Character Values of Literature

Since those early days when picture writing became man's effort to preserve in tangible form the significant experiences of his life, literature has served as a storehouse of primitive and basal virtues such as courage, honor, chivalry, joy in life, love, and sympathy.

That great literature viewed as art is nearly coincident with good literature for morals is affirmed by

---

1. Starbuck, Edwin D., Shuttleworth, Frank K., and Others. A Guide to Literature for Character Training, Vol. I, Fairy Tale, Myth, and Legend, Institute of Character Research, University of Iowa, Done in Cooperation with the Institute of Social and Religious Research of New York City, The Macmillan Co., New York, 1929, pp. 13-18.

Starbuck.<sup>2</sup> He continues:

Art and morality are at one; for both function in terms of self-realization, the othering of the self and the recentering of life in a world of ideal values.<sup>3</sup>

The character value of fiction is emphasized when he states that

Fiction appeals to human sympathy, and sympathy comes near being the soul and substance of morality ... The entire personality shifts and drifts in the direction of its interests. An entrancing bit of fiction, therefore, is re-creating character at every instant.<sup>4</sup>

Sadie Goldsmith expresses a similar thought in these words:

As an interpreter of life, literature has no peer. It reveals the aspirations and the aims of men and women, and depicts the consequences, both good and bad, of their actions and motives. It sets up guideposts to desirable conduct, stirs the imagination, widens the sympathies, stimulates thought, and provides interesting and profitable vicarious experiences.<sup>5</sup>

---

2. Starbuck, Edwin D., and Others, A Guide to Books for Character, Vol. II, Fiction, Institute of Character Research, University of Iowa, Done in Cooperation with the Institute of Social and Religious Research of New York City, The Macmillan Company, New York, 1930, p. 6.

3. Ibid., p. 11.

4. Ibid., p. 12.

5. Goldsmith, Sadie, "The Place of Literature in Character Education," The Elementary English Review, Vol. XVII, No. 5, (May, 1940), p. 176.

Philomena Hynes states the major aim of the literature course as "the improvement of conduct in human beings," and continues, saying:

Through literary samplings of life, the student develops certain attitudes which determine conduct patterns in the student's own life ... Because character is the capacity to feel and to act toward a specific situation, the student is being given a sugar-coated but effective character education.<sup>6</sup>

In like manner, C. Alphonso Smith evaluates literature as an agency for character building by saying:

But great fiction not only broadens our range of character interests, it directs our attention to the essentials of character. As complex as human nature is, the central factors are not many. Love, growth, honor, sympathy, idealism, faith, fortitude, truth, tolerance, cooperation -- these are the fundamentals, and it is upon these or their opposites that the masters put the stress. Sometimes they take only one great trait and build the character on or around this, though usually they take more ... Men do not differ from one another so much in the possession of different qualities as in the relative accent that they put upon the qualities they have in common.<sup>7</sup>

F. H. Law, in discussing the moral value of liter-

---

6. Hynes, Philomena, "Character Training Via Literature," The School Executive Magazine, Vol. 54, No. 12, (August, 1935), pp. 370-371.

7. Smith, C. Alphonso, What Reading Can Do For You, Doubleday, Page and Company, New York, 1925, p. 120.

ature, states emphatically:

Without question, English (study of literature) presents the greatest opportunity and the most steadily continuing time for instruction along the lines that lead to character development and to an adoption of high principles of conduct and thought.<sup>8</sup>

One of the foundation stones of a stable personality and a worthy character is the regard an individual has for ideals. C. Alphonso Smith expresses the importance of ideals in these words:

It is not ideas that make a people's civilization, it is ideals. Ideas are what people think, ideals are what they strive for. An idea is a ladder on the ground; and ideal is a ladder set up.<sup>9</sup>

In explaining the role of literature in setting up ideals, he continues:

Literature can keep before you the vision of the ideal ... Whenever a man catches up with his ideal, whenever he is completely satisfied with his work, he is doomed. He cannot climb higher because he cannot imagine a height beyond that which he has already attained.<sup>10</sup>

And again:

---

8. Law, F. H., "The Moral Value of Literature," The English Journal, Vol. XXIX, No. 2, (February, 1940), p. 117.

9. Smith, C. Alphonso, op. cit., p. 49.

10. Ibid., p. 35.

But every masterpiece of literature, whatever its theme, is rooted in an ideal, reflects an ideal, and thus illustrates an ideal.<sup>11</sup>

In like manner Sadie Goldsmith says:

One of the particular excellencies of literature as a contributor to character training is the unlimited field it furnishes for directed thinking ... Literature can be made to hold before the student the vision of the ideal.<sup>12</sup>

Literature is most effective in developing attitudes and character traits when it makes a strong emotional appeal. The fundamental urges or drives of human beings must be expressed; they cannot be stifled. Frank Astor<sup>13</sup> has said that human urges "can be valued friends or vicious enemies." The emotional needs of children most significant for the positive approach in the home and the school are listed by him as: the need for affection; the need for activity; the need for achievement; the need for status; and the need to grow up.

Every student of literature recognizes the power of literature to stir the emotions, and many advise teachers

---

11. Ibid., p. 40.

12. Goldsmith, Sadie, op. cit., p. 177.

13. Astor, Frank, "Emotional Needs of Children," Childhood Education, Vol. XIV, No. 7, (March, 1938), p. 300.

to make more effective use of all available materials.  
 F. H. Law, although speaking on the high school level,  
 makes this suggestion:

The English teacher must greatly intensify the appeal to emotion, and through arousing sympathy we must ... purify the soul through pity and fear ... Lyric poetry gives opportunity to stimulate the deeper feelings -- especially nature poetry.<sup>14</sup>

Philomena Hynes, in discussing character training through literature, has this to say:

Facts rarely impel good conduct. It is the feelings of man which direct his judgment and his actions. Through a development then of true appreciations, good conduct is placed at a premium. The purpose of literature, the cultivation of the emotions, is realized ... Because literature is the carrier of civilizations, it gives to the present generation the conduct ideals of the race.<sup>15</sup>

The place of literature in cultivating the emotions is also expressed in her statements:

By living vicariously the life of another, the emotions common to us all are trained through worthy and idealistic activity ... It is the field of the literature teacher ... to train pupils to feel rightly, to be moved by the ideal rather than by the base.<sup>16</sup>

---

14. Law, F. H. op. cit., p. 119.

15. Hynes, Philomena, op. cit., p. 371.

16. Ibid., p. 370.

To sum up the function of literature in the development of attitudes and character traits, these words of Sadie Goldsmith are particularly apt:

The aims of character education, as they may be fulfilled through the use of good literature, might be enumerated as follows:

- (1) to inspire the imagination and enrich the emotional life of the student;
- (2) to help pupils see their own experiences in the literature they read, and so learn to understand human nature and in time to gain a clearer perception of themselves and their motives;
- (3) to develop high ideals of life and conduct by arousing admiration for the great personalities and noble characters of literature; and
- (4) to inspire in students devotion to the political, social, and ethical principles upon which our country is founded.

If the teacher will help the pupil to see the points made in the tales of world literature from the standpoint of his own life rather than abstractedly, the lessons literature has to teach will become more completely an integral part of the child's life.<sup>17</sup>

### 3. The Teacher's Part

The danger in the use of literature is in making it the basis for "sermonizing." The native instincts are on the whole fairly sound, and instinctively children admire

---

17. Goldsmith, Sadie, op. cit., p. 178.

the noble and honest characters in books and despise the villains. In a tactful way the teacher can make an application of admired forms of conduct to situations that arise in school or elsewhere in the lives of children without moralizing.

Ethel R. Taylor<sup>18</sup> recommends giving children an abundance of literature that is not only beautiful, but truly enjoyable, if it is to have a desirable effect upon them. Primary children, she explains, are probably the best material of all from the standpoint of the teacher who uses literature as a help in character education. But she warns that the teacher must be careful not to try to instill a moral lesson unsuited to their age, interest, and ability. If younger children are restless and inattentive while the story is being read or told, the cause is more likely to be found in the teacher than in the children, for she has probably not made the proper selection of literature.

Where teachers read or tell stories to the children, instead of the children doing the reading, the teacher's

---

18. Taylor, Ethel R., "Books for Character Education in the Primary Grades," American Childhood, Vol. 26, No. 3, (November, 1940), p. 43.



voice quality, expression, enthusiasm -- in short, her own feelings -- have a great deal to do with the effectiveness of the use of that piece of literature in character development.

Elsie Mae Gordon, herself a lecturer and radio entertainer, recognizes the tremendous value of a pleasing voice, and she has this to say concerning the voice of the teacher:

When her voice and manner of expression in and of themselves please, interest and stimulate the student, she then becomes a vital force in the lives of her students; something much greater than a purveyor of knowledge.<sup>19</sup>

Because of the great emphasis on silent reading during the past twenty years, many teachers have not only lessened the oral reading of their pupils, but have neglected the use of the story hour for reading aloud to them. The teacher's part in this literature experience is emphasized by Anne T. Eaton<sup>20</sup> when she reminds us that story telling is one of the oldest arts. She shows that the reading aloud of a story carries both reader and listening children along

---

19. Gordon, Elsie Mae, "The Voice of the Teacher," Childhood Education, Vol. 17, No. 6, (February, 1941), p.265.

20. Eaton, Anne T., "Story Hour in the Elementary School," Childhood Education, Vol. XV, No. 9, (May, 1939), pp. 405-407.

in eager enthusiasm to see what happens next, and knits a group of children together in sympathy and understanding.

In like manner, May Hill Arbuthnot asserts the importance of the teacher's voice and expression in these words:

The teacher, in order to inoculate her children with the contagion of fine literature, must become an effective reader. She must be able to read jingles for sheer fun, lyrics for beauty, ballads for drama and the Psalms for refreshment.<sup>21</sup>

But not only is the actual reading presentation of literature to children the measure of the teacher's influence upon their attitudes. Her sincere enthusiasm for the good, the true, and the beautiful, her sincerity in human relationships, her spirit of playfulness is inescapably contagious, according to Hockett and Jacobsen.<sup>22</sup> If the teacher obviously enjoys fine music, poetry, or prose, or any other artistic expression, the children will understand that to experience such enjoyment is good. Hockett and Jacobsen make these concluding statements:

Children living with a teacher whose daily attitude is one of zest and interest find that working together is fun, and that

---

21. Arbuthnot, May Hill, "What, Reading Aloud!" Childhood Education, Vol. XIV, No. 3, (November, 1937), p. 124.

22. Hockett, John A., and Jacobsen, E. W., Modern Practices in the Elementary School, Ginn and Company, Boston, 1938, pp. 308-310.

purposeful effort may be pleasurable and satisfying. This zeal should be a quiet poised attitude suggesting depth and perspective; never a restless, impatient drive ...

Thus it is the personality of the teacher that sets the tone, determines the atmosphere, and provides the most significant pattern of life in the schoolroom.<sup>23</sup>

---

23. Ibid., pp. 311-312.

## CHAPTER IV

### CHARACTER CONTENT OF PRIMARY READING MATERIALS

#### 1. Historical Background

In making a study of the history of American reading instruction, Nila Banton Smith<sup>1</sup> found that readers reflect the religious, political, and economic institutions as well as the psychologies and philosophies of education of the time in which they were written.

The pioneers of America were, in general, deeply religious, hence it is quite natural that the instructional materials of those early times were permeated with religious information. The horn book was the first instructional material specifically mentioned in American records. It contained the alphabet and the Lord's Prayer and was used for catechising in the church and for giving children their first reading instruction in school.

The earliest primers were notably full of religious

---

1. Smith, Nila Banton, American Reading Instruction, Silver Burdett and Company, New York, 1934.

information. McCabe<sup>2</sup> tells us that originally "a primer was a book of private devotions, containing, as did the New England Primer, the Ten Commandments, the Lord's Prayer, Psalms, and so forth." The Creed, articles of faith, and even parts of the Shorter Catechism were included in the early spellers and readers, as were also fables to teach moral precepts, pointing out moral implications.

Smith<sup>3</sup> relates the history of readers through five succeeding periods: the Period of Nationalistic-Moralistic Emphasis; the Era of German-Pestalozzian Principles; the Period of Emphasis upon Reading as a Cultural Asset; the Period of Emphasis upon Reading as a Utilitarian Asset; and the Period of Broadened Objectives in Reading which includes the present time.

During the Moralistic Period reading materials took such forms as fables, proverbs, admonitions, and advice on good behavior and virtuousness. Noah Webster's famous old Blue-back Speller held sway in classrooms during this time.

---

2. McCabe, Martha R., "School Books of Yesterday and Today," School Life, Vol. 22, No. 4, (December, 1936), pp. 99-101.

3. Smith, Nila Banton, op. cit.

Although there has been a steady decline in moralistic content of reading materials since the Moralistic Period of the early nineteenth century, investigations have shown a large content of morals and conduct materials. Robinson,<sup>4</sup> in examining 481 school readers in use during 1825 to 1875, found more than a third of the content devoted to religion, patriotism, morals and conduct, and thrift -- all of which we consider character content. However, he found less than ten per cent of the content devoted to those same fields from 1915 to 1926.

The famous McGuffey Series of readers was the outstanding example of reading material during a great part of the nineteenth century. Probably no other readers have ever achieved such popularity nor wielded such a wide influence. Reeder pays tribute to the series in these words:

Many a profound and lasting impression was made upon the lives of children and youth by the well-chosen selections of this series, and valuable lessons of industry, thrift, economy, kindness, generosity, honesty, courage and duty found expression in the after lives of millions of boys and girls who read and re-read these books, to the

---

4. Robinson, R. R., "Two Centuries of Change in the Content of School Readers," Contributions to Education of George Peabody College for Teachers, No. 59, 1930, p. 37.

influence of which such lessons were directly traceable.<sup>5</sup>

In a summary of her study of forty second grade readers published from 1857 to 1940, Hethcock<sup>6</sup> noted a steady decline in the literary type of material, nature material, and character stories. She found a rapid increase in realistic factual material -- from nine to fifty-eight per cent. This is explained by the increase in the social studies theme stories -- stories about transportation, Eskimos, Indians, and so forth.

Rue,<sup>7</sup> in her subject index of more than two hundred modern primary readers, finds most of the material factual. She classifies the content under subjects ranging from ACCIDENTS to ZOOS. She lists 28 readers which had some character-building content, but of the 19 traits named, 6 was the greatest number of stories listed under any one trait. Evidently, the wide range of subjects indexed accounts for the relatively small portion of content

---

5. Reeder, Rudolph R., The Historical Development of School Readers and Method in Teaching Reading, Doctor's Dissertation, Columbia University, New York, 1900, p. 51.

6. Hethcock, Rose P., A Study of Second Grade Readers, Unpublished Master's Thesis, The Southwest Texas State Teachers College, San Marcos, 1940, p. 37.

7. Rue, Eloise, Subject Index to Readers, American Library Association, Chicago, 1938.

indexed under CHARACTER-BUILDING and its component traits.

The history of children's literature shows that not until the middle of the 18th century was it considered worthy effort on the part of any writer to produce books especially for children. And since all of the prominent writers of the period were more or less directly concerned with education, it was natural that those early books were essentially "didactic" in nature. Locke and Rousseau were the shining lights in educational theory and children's writers were greatly influenced by them as well as other philosophers of the time. Annie E. Moore, in writing of the history of children's literature speaks of those early writers, whose purpose was "to mold children from infancy or to reform them later," in these words:

Theirs was a literature created largely for teaching purposes and the most dominant principal of construction was that of contrast. Fact and fancy, utility and beauty, luxury and simplicity, the real and the imaginary, reason and feeling, were viewed as opposed to each other and there was an insistent demand in the stories for choice and decision on the part of the children.<sup>8</sup>

---

8. Moore, Annie E., Literature Old and New for Children, Houghton Mifflin Company, Boston, 1934, p. 185.



Practically all of the authors of this didactic period displayed the unfortunate effect that writing for some ulterior purpose, such as conveying information or imparting moral lessons, has upon literature.

But in spite of the fact that those early attempts fail dismally to measure up to our modern standards, much good literature on the child level has been produced, the enduring qualities of which can never be denied. From the point of view of artistic literature, our children have a rich heritage of folk and fairy tales, of realistic and fanciful tales, and a wealth of factual and informational material in narrative form. The recent trend is toward the realistic rather than the fanciful type in most recreational reading materials.

## 2. Character-Content of Primary Readers

In classifying the character content of primary readers of the study type, the writer examined 54 readers published within the decade, 1930-1940. They ranged from pre-primers to third readers.

The stories were examined separately and classified according to the attitude or character trait for which their use would be most appropriate. In a few instances, an entire reader exemplifies a trait, and has been classified as a unit. In other instances where a group of several stories belong together, they have been listed as a unit.

Because of the more recent trend of educational theory to regard every part of the school experience as having a bearing upon attitude and character development of the child, this classification of reading content may seem exceptionally broad. But the stories have been included because they either deal with actual experiences of children themselves, or have strong emotional qualities that will enable children to experience vicariously the attitudes desired.

A complete list of readers examined is found at the

end of the study. The number used at the end of each reference shows the appropriate grade placement: P-P, pre-primer; 1, first grade; 2, second grade; and 3, third grade.

AFFECTION (love, devotion)

<u>At Work and Play,</u>	pp. 12- 30	1
<u>Day In and Day Out,</u>	pp. 94-110	P-P - 1
<u>Round About You,</u>	pp. 130-138	2

APPRECIATIONS (animals)

<u>At Work and Play,</u>	pp. 1- 10 34- 40	1
<u>Bob and Baby Pony,</u>	pp. 2- 32	P-P
<u>Bob and Judy,</u>	pp. 53- 78	1
<u>City Friends,</u>	pp. 29- 43	3
<u>Day In and Day Out,</u>	pp. 66- 67 112-132	1
<u>Down Our Street,</u>	pp. 38- 98	1
<u>Down the River Road,</u>	pp. 18- 44	2
<u>In City and Country,</u>	pp. 155-174	1 - 2
<u>Interesting Things to Know,</u>	pp. 7- 42 132-152	3
<u>Jo-Boy,</u>	pp. 63- 75 91-101	P-P - 1
<u>New Friends,</u>	pp. 89- 93	2

<u>New Stories and Old,</u>	pp. 129-132 135-168	3
<u>Our Pets,</u>	pp. 6-126	1
<u>Pets and Playmates,</u>	pp. 21- 25 44- 49 121-131	1
<u>Rides and Slides,</u>	pp. 22- 32	P-P
<u>Round About,</u>	pp. 3- 14 100-117 136-154	1
<u>Story Pictures of Farm Animals</u>	pp. 8-155	1
<u>Tales and Travels,</u>	pp. 138-143	2
<u>We Grow Up,</u>	pp. 3- 48	2
<u>We Three and Scottie,</u>	pp. 19- 85	1
<u>Wheels and Wings,</u>	pp. 71-100	2
<u>Wide Wings,</u>	pp. 84-124	3
<u>Wonder World, The,</u>	pp. 26- 30 47- 55 64- 68 73- 76 80- 84	3

APPRECIATIONS (family, home, community)

<u>David's Friends At School,</u>	pp. 57- 89 95-139	1
<u>Day In and Day Out,</u>	pp. 78- 85	1
<u>Down Our Street,</u>	pp. 3- 36	1
<u>Elson Basic, Pre-Primer,</u>	pp. 1- 39	P-P

<u>Enjoying Our Land,</u>	pp. 165-180	2
<u>In the City and On the Farm,</u>	pp. 8- 81 82-125	1
<u>Jo-Boy,</u>	pp. 77- 89	1
<u>Peter's Family,</u>	pp. 5- 39 53-91	1
<u>Rides and Slides,</u>	pp. 10- 21 37- 47	P-P
<u>Story Pictures of Clothing, Shelter, and Tools,</u>	pp. 6-277	3
<u>Wonder World, The,</u>	pp. 299-311	3

#### APPRECIATIONS (nature)

<u>Down Our Street,</u>	pp. 100-136	1
<u>Enjoying Our Land,</u>	pp. 58- 70	2
<u>Friendly Village,</u>	pp. 170-171	2 - 3
<u>Interesting Things to Know,</u>	pp. 229-252	3
<u>Near and Far,</u>	pp. 148-174 280-318	3
<u>Our Wide, Wide World,</u>	pp. 5-300	3
<u>Round About,</u>	pp. 64- 76 118-134	1
<u>Round About You,</u>	pp. 186-216	2
<u>Tales and Travels,</u>	pp. 19- 25 41- 50	2
<u>Through the Year,</u>	pp. 5-170	1
<u>We Grow Up,</u>	pp. 118-158	2

<u>We See,</u>	pp. 2- 32	P-P
<u>Wheels and Wings,</u>	pp. 71-101	2
<u>Wide Wings,</u>	pp. 168-209	3
<u>Winter Comes and Goes,</u>	pp. 5-224	2 - 3
<u>Wonder World, The,</u>	pp. 229-237	3

#### APPRECIATIONS (occupations)

<u>At Home and Away,</u>	pp. 20- 29	1
<u>City Friends,</u>	pp. 87- 98 134-149 151-164	3
<u>Down Our Street,</u>	pp. 138-168	1
<u>Fact and Story Primer,</u>	pp. 37- 41	P-P
<u>In City and Country,</u>	pp. 63- 76	1 - 2
<u>Peter's Family,</u>	pp. 40- 51	1
<u>Story Pictures of Our Neighbors,</u>	pp. 9-191	2
<u>Tales and Travels,</u>	pp. 36- 39	2
<u>We Grow Up,</u>	pp. 50- 86 215-233	2
<u>Wheels and Wings,</u>	pp. 103-137	2
<u>Wonder World, The,</u>	pp. 157-162 286-298	3

#### APPRECIATIONS (other lands and peoples)

<u>Enjoying Our Land,</u>	pp. 151-164	2
<u>If I Were Going,</u>	pp. 1-331	3

<u>Near and Far,</u>	pp. 70-106 108-126 210-244 246-278	3
<u>New Friends,</u>	pp. 38- 48 143-172	2
<u>New Stories and Old,</u>	pp. 188-194	3
<u>Round About You,</u>	pp. 106-146	2
<u>We Grow Up,</u>	pp. 160-196	2
<u>Wide Wings,</u>	pp. 46- 82 210-281	3

#### COOPERATION

<u>At Work and Play,</u>	pp. 60- 73	1
<u>Bob and Judy,</u>	pp. 92-112	1
<u>David's Friends At School,</u>	pp. 5- 39	1
<u>Enjoying Our Land,</u>	pp. 8- 13 27- 32	2
<u>Fact and Story Primer,</u>	pp. 92- 99	P-P
<u>Good Friends,</u>	pp. 46- 53	1
<u>Let's Take Turns,</u>	pp. 1 - 36 55- 78	1
<u>Pets and Playmates,</u>	pp. 29- 35 50- 57	1

#### COURAGE (bravery, heroism)

<u>City Friends,</u>	pp. 111-112	3
<u>Near and Far,</u>	pp. 19- 28 43- 50 59- 67	3

<u>New Stories and Old,</u>	pp. 169-178 220-226 233-273	3
<u>Round About You,</u>	pp. 25- 29	2
<u>We Grow Up,</u>	pp. 234-243	2
<u>Wheels and Wings,</u>	pp. 41- 44	2
<u>Wide Wings,</u>	pp. 141-155	3

### CONTENTMENT

<u>Fact and Story Primer,</u>	pp. 107-114	P-P
<u>Good Friends,</u>	pp. 147-156	1
<u>New Friends,</u>	pp. 1- 7	2
<u>Round About You,</u>	pp. 224-229	2
<u>Wonder World, The,</u>	pp. 180-186	3

### COURTESY

<u>Near and Far,</u>	pp. 264-270	3
<u>Wonder World, The,</u>	pp. 22- 24 43- 46	3

### DEPENDABILITY

<u>City Friends,</u>	pp. 12- 27	3
<u>Near and Far,</u>	pp. 140-146	3
<u>Round About You,</u>	pp. 86- 93	2
<u>Wheels and Wings,</u>	pp. 188-191	2



FAIR-DEALING (sportsmanship)

<u>Enjoying Our Land,</u>	pp. 1- 7	2
	14- 20	
	21- 26	
	33- 37	
	38- 48	
	82- 96	
<u>Let's Take Turns,</u>	pp. 37- 42	1
	43- 54	
	111-116	

FRIENDLINESS

<u>Bob and Judy,</u>	pp. 135-150	1
<u>Day In and Day Out,</u>	pp. 36- 42	1
<u>Down the River Road,</u>	pp. 12- 17	2
	53- 58	
	69- 86	
<u>Friendly Village,</u>	pp. 125-140	3
<u>Good Friends,</u>	pp. 7- 35	1
<u>Let's Take Turns,</u>	pp. 99-104	1
	105-110	
<u>Near and Far,</u>	pp. 227-231	3
<u>Round About,</u>	pp. 48- 53	2
<u>Wide Wings,</u>	pp. 3- 17	3

GENEROSITY (sharing, unselfishness)

<u>Day In and Day Out,</u>	pp. 86- 92	1
<u>Here and There,</u>	pp. 7- 17	P-P
	18- 25	
<u>Interesting Things to Know,</u>	pp. 186-194	3
<u>Let's Take Turns,</u>	pp. 79- 98	1

<u>Near and Far,</u>	pp. 232-244	3
<u>Round About,</u>	pp. 181-201	1
<u>Round About You,</u>	pp. 37- 44	2
<u>Wonder World, The,</u>	pp. 96-106 110-118	3

#### GRATITUDE

<u>Day In and Day Out,</u>	pp. 147-153	1
<u>Wide Wings,</u>	pp. 126-140	3

#### HEALTH-MINDEDNESS

<u>Better Health for Little Americans,</u>	pp. 3-160	2
<u>Good Morning and Good Night,</u>	pp. 2- 39	P-P
<u>Happy Days,</u>	pp. 3-165	2 - 3
<u>In City and Country,</u>	pp. 43- 59	1 - 2
<u>My Health Habits,</u>	pp. 11-192	2
<u>Story Pictures of Our Neighbors,</u>	pp. 145-172	2
<u>We Grow,</u>	pp. 5-123	1 - 2

#### HELPFULNESS (service)

<u>At Home and Away,</u>	pp. 57- 63 125-127	1
<u>Bob and Judy,</u>	pp. 48- 49	1
<u>David's Friends At School,</u>	pp. 42- 54	1

<u>Day In and Day Out,</u>	pp. 23- 29	1
<u>Fact and Story, Book One</u>	pp. 44- 46 92- 93 141-150	1
<u>Round About,</u>	pp. 15- 24 38- 47 85- 93	1
<u>Round About You,</u>	pp. 69- 77	2
<u>Story Pictures of Our Neighbors,</u>	pp. 2-138	2
<u>Wheels and Wings,</u>	pp. 88-91 121-124 143-148 204-208	2
<u>Wonder World, The,</u>	pp. 150-156 187-195	3

#### HONESTY (truthfulness, sincerity)

<u>Wonder World, The,</u>	pp. 265-280	3
---------------------------	-------------	---

#### INDUSTRY (achievement)

<u>Fact and Story, Book One</u>	pp. 44- 52 54- 65	1
<u>Friendly Village,</u>	pp. 230-243	3
<u>Wheels and Wings,</u>	pp. 57- 63 64- 68	2
<u>Wonder World, The,</u>	pp. 164-171	3

#### KINDNESS

<u>At Work and Play,</u>	pp. 44- 56 78- 82 86-102	1
--------------------------	--------------------------------	---

<u>City Friends,</u>	pp. 79- 86	3
<u>Day In and Day Out,</u>	pp. 142-146	1
<u>Fact and Story, Book One</u>	pp. 136-139	1
<u>Friendly Village,</u>	pp. 141-152 212-228	3
<u>Fuzzy Tail,</u>	pp. 1-129	P-P
<u>Interesting Things to Know,</u>	pp. 79-105 112-119	3
<u>Near and Far,</u>	pp. 127-136	3
<u>New Friends,</u>	pp. 136-142	2
<u>Pets and Friends,</u>	pp. 1-184	2
<u>Pets and Playmates,</u>	pp. 64- 68	1
<u>Round About You,</u>	pp. 187-192	2
<u>Sniff,</u>	pp. 1-177	1
<u>We Grow Up,</u>	pp. 88-104 105-114	2
<u>Wide Wings,</u>	pp. 282-299	3
<u>Wonder World, The,</u>	pp. 143-148	3

#### LOYALTY (faithfulness)

<u>Day In and Day Out,</u>	pp. 134-141	1
<u>Enjoying Our Land,</u>	pp. 97-107	2
<u>Round About You,</u>	pp. 130-138	2

NEATNESS (cleanliness)

<u>My Health Habits, II</u>	pp. 12- 18	2
<u>Wonder World, The,</u>	pp. 38- 42	3

OBEDIENCE

<u>Fact and Story, Primer</u>	pp. 54- 59	P-P
<u>Round About You,</u>	pp. 54- 60	2

RESOURCEFULNESS (initiative, independence, ingenuity)

<u>Down Our Street,</u>	pp. 170-182	1
<u>Down the River Road,</u>	pp. 88- 94 95-100 101-106 107-111 112-127	2
<u>Friendly Village,</u>	pp. 68- 82 83- 96 154-168	3
<u>Interesting Things to Know,</u>	pp. 211-222	3
<u>Near and Far,</u>	pp. 218-223	3
<u>New Friends,</u>	pp. 103-110	2
<u>Round About,</u>	pp. 25- 36	1
<u>We Grow Up,</u>	pp. 198-214	2
<u>Wheels and Wings,</u>	pp. 30- 35	2
<u>Wonder World, The,</u>	pp. 196-203	3

SYMPATHY (understanding)

<u>New Friends,</u>	pp. 124-134	2
<u>Pets and Playmates,</u>	pp. 102-109	1
<u>Wide Wings,</u>	pp. 156-166	3

## BIBLIOGRAPHY OF READERS

- At Home and Away, Primer: Unit-Activity Reading Series,  
Nila Banton Smith, Silver Burdett Company, New  
York, 1935.
- At Work and Play, Book One: Pupil-Activity Readers,  
Merton and McCall, Laidlaw Brothers, Chicago, 1937.
- Bob and Baby Pony, Pre-Primer: Real Life Readers, Cora  
M. Martin, Scribner's Sons, New York, 1931.
- Bob and Judy, First Reader: Guidance in Reading, Grace  
E. Storm, Lyons and Carnahan, Chicago, 1936.
- Better Health for Little Americans, Edith Wilhelmina  
Lawson, Beckley-Cardy Company, Chicago, 1932.
- City Friends, Third Reader: The Dearborn Series, Blanche  
J. Dearborn, Macmillan Company, New York, 1936.
- David's Friends At School, Book I: Curriculum Foundation  
Series, Hanna, Anderson, and Gray, Scott Foresman and  
Company, Chicago, 1936.
- Day In and Day Out, Primer: Reading Foundation Series,  
O'Donnell and Carey, Row, Peterson and Company, New  
York, 1936.
- Down Our Street, First Reader: New Work-Play Books,  
Gates, Huber and Peardon, Macmillan Company, New  
York, 1939.
- Down the River Road, Readiness Second Reader: Reading  
Foundation Series, O'Donnell and Carey, Row, Peterson  
and Company, New York, 1938.
- Elson Basic Readers, Pre-Primer: Life-Reading Series,  
\_\_\_\_\_, Scott, Foresman and Company, Chicago,  
1930.
- Enjoying Our Land, Second Reader: Democracy Readers,  
Maybell G. Bush, Macmillan Company, New York, 1940.

- Fact and Story Readers, Primer: Suzzallo, Freeland, McLaughlin, and Skinner, American Book Company, New York, 1930.
- Fact and Story Readers, Book One: Suzzallo, Freeland, McLaughlin, and Skinner, American Book Company, New York, 1930.
- Friendly Village, Second Reader: Reading Foundation Series, O'Donnell and Carey, Row, and Peterson and Company, New York, 1936.
- Fuzzy Tail, Primer: A Series in Humane Education, Arensa Sondergaard, D. C. Heath and Company, Boston, 1937.
- Good Friends, First Reader: Happy Hour Readers, English and Alexander, Johnson Publishing Company, New York, 1935.
- Good Morning and Good Night, Primer: Good Health and Safety Readers, Thackston, Dawson, Culwell, and Sledge, Economy Company, Oklahoma City, 1938.
- Happy Days, Second Reader: Health and Growth Series, Charters, Smiley, and Strang, Macmillan Company, 1936.
- Here and There, Second Pre-Primer: Reading Foundation Series, O'Donnell and Carey, Row, Peterson and Company, New York, 1936.
- If I Were Going, Third Reader: Reading Foundation Series, O'Donnell and Carey, Row, Peterson and Company, New York, 1936.
- In City and Country, First Reader: Unit-Activity Reading Series, Nila Banton Smith, Silver Burdett Company, New York, 1935.
- Interesting Things to Know, Book Three: Do and Learn Readers, White and Hanthorn, American Book Company, New York, 1930.



- In the City and On the Farm, First Reader: Crabtree Basic Series, Eunice K. Crabtree and Others, University Publishing Company, Lincoln, 1940.
- Jimmy, the Groceryman, Second Reader: Community Life Series, Jane Miller, Houghton Mifflin, Cambridge, 1934.
- Jo-Boy, Primer: Happy Hour Readers, English and Alexander Johnson Publishing Company, New York, 1935.
- Let's Take Turns, First Reader: Democracy Readers, Lois G. Nemec, Macmillan Company, New York, 1940
- My Health Habits, Book Two, Whitcomb, Beveridge, and Townsend, Rand McNally and Company, New York, 1930.
- Near and Far, Third Reader: Unit-Activity Reading Series, Nila Banton Smith, Silver Burdett Company, New York, 1935.
- New Friends, Second Reader: Basal Activity Series, Lewis, Rowland, and Gehres, John C. Winston Company, Philadelphia, 1937.
- New Stories and Old, Third Reader: Real Life Readers, Cora M. Martin, Scribner's Sons, New York, 1930.
- Our Pets, Primer: Good Companions Series, Hecox and Gareissen, Newson and Company, New York, 1933.
- Our Wide, Wide World, Third Reader: Pathways in Science, Craig and Baldwin, Ginn and Company, Boston, 1932.
- Peter's Family, Primer: Curriculum Foundation Series, Hanna, Anderson, and Gray, Scott, Foresman and Company, Chicago, 1935.
- Pets and Friends, Second Reader: A Series in Humane Education, Emma A. Myers, D. C. Heath and Company, Boston, 1937.
- Pets and Playmates, Primer: Basal Activity Series, Lewis and Gehres, John C. Winston Company, Philadelphia, 1931.

Rides and Slides, Pre-Primer: Reading Foundation Series,  
O'Donnell and Carey, Row, Peterson and Company,  
New York, 1936.

Round About, First Reader: Reading Foundation Series,  
O'Donnell and Carey, Row, Peterson and Company,  
New York, 1936.

Round About You, Second Reader: Unit-Activity Reading  
Series, Nila Banton Smith, Silver Burdett Company,  
New York, 1935.

Sniff, First Reader: A Series in Humane Education,  
Tippett and Tippett, D. C. Heath and Company,  
Boston, 1937.

Story Pictures of Farm Animals, First Reader: The  
Primary Social Studies Series, John Y. Beaty,  
Beckley-Cardy Company, Chicago, 1934.

Story Pictures of Our Neighbors, Second Reader: The  
Primary Social Studies Series, John Y. Beaty,  
Beckley-Cardy Company, Chicago, 1938.

Story Pictures of Clothing, Shelter, and Tools, Third  
Reader: The Primary Social Studies Series,  
Jonathan Yale, Beckley-Cardy Company, Chicago,  
1939.

Sunshine and Rain, Primer: Scientific Living Series,  
Frasier and Dolman, L. W. Singer Company, Syracuse,  
1937.

Tales and Travels, Second Reader: Real Life Readers,  
Cora M. Martin, Charles Scribner's Sons, New York,  
1930.

Through the Year, First Reader: Scientific Living  
Series, Frasier, Dolman, and Van Noy, L. W. Singer  
Company, Syracuse, 1937.

We Grow, First Reader: Good Health and Safety Readers,  
Thackston, Dawson, Culwell, and Sledge, Economy  
Company, Oklahoma City, 1938.

We Grow Up, Second Reader: New Work-Play Books, Gates, Huber, and Peardon, Macmillan Company, New York, 1939.

We See, Pre-Primer: Scientific Living Series, Frasier and Dolman, L. W. Singer Company, Syracuse, 1937.

We Three and Scottie, Book One: The Study Readers, Walker and Summy, Merrill Company, New York, 1934.

Wheels and Wings, Second Reader: Happy Hour Readers, English and Alexander, Johnson Publishing Company, New York, 1935.

Wide Wings, Third Reader: New Work-Play Books, Gates, Huber, and Peardon, Macmillan Company, New York, 1939.

Winter Comes and Goes, Second Reader: Scientific Living Series, Frasier, Dolman, and Van Noy, L. W. Singer Company, Syracuse, 1938.

Wonder World, The, Third Reader: Basal Activity Series, Lewis and Rowland, John C. Winston Company, Philadelphia, 1937.

### 3. Content of Supplementary Literature

The 75 children's books examined for the purpose of studying the content of supplementary or recreational literature suitable for use in developing attitudes and character traits were found in the schoolroom library of the writer and in the San Antonio Public Library. They were selected at random from among books on easy reading level and classified according to the character traits which they best illustrate. The books are representative of recreational literature which has been published in the last ten years, since they are included in the graded book lists of the American Library Association, the Association for Childhood Education, and various publishing houses. The selection of these particular books was a matter of convenience only.

In addition, a brief synopsis or descriptive sentence indicates the theme of each book, and the numbers following each reference indicate the grade or grades where it may be used most effectively. Most of the books are suitable for reading by the children of that grade, although some of them may be too difficult, and hence will be of more value if the teacher reads them to the children.

AFFECTION (love, devotion)Cousin Toby, Newberry

Jill and Gordon visited their baby cousin and helped take care of him. They grew so fond of him that they longed for a baby brother of their own. They were very happy to find one when they returned home.

1

Janie Belle, Tarry

An abandoned colored baby was rescued and taken to a hospital where kind Nurse Moore nursed it until it was well and growing. She became so attached to the baby that she gave it her own name and a home.

1 - 3

Joan Wanted A Kitty, Gemmill

Joan wanted a kitty more than anything else in the world. She finally persuaded everyone in the family, except the cook, to agree to her having one. When a poor little kitten with a hurt foot was found in the rain, Maggie's heart was softened and Joan was made supremely happy with her new pet.

1 - 2

Sinfi and the Little Gypsy Goat, Kahmann

A little gypsy girl loved her pet goat so much that she found a way to convince Grandam that he was indispensable.

1 - 3

APPRECIATIONS (animals)

Billy and Blaze, Anderson

Billy's best friend was his pony. He cared for the pony and taught him so well that he won the silver cup at the horse show.

1 - 3

Five Little Kittens, Towsley

A picture book with simple text showing adorable kittens and their daily frolics.

1

Hamlet: A Cocker Spaniel, Black

Hamlet was a lovable and human-like puppy, considered a real member of the family.

2 - 3

Wally, the Walrus, Wiese

A mother walrus cared for her baby and taught him how to look out for dangers.

3

APPRECIATIONS (home life)

Si, Si, Rosita, Russell

A story of beautiful home life, courtesy,  
cheerfulness, love, affection, fun, etc. 2 - 3

APPRECIATIONS (nature)

Beachcomber Bobbie, Bourgeois

Bobbie collected many beautiful shells, star  
fish, etc., on the shore near his summer cabin.  
He took them home with him, but was very dis-  
appointed because he couldn't take the whale  
that was washed up on the shore. 2 - 3

Let's Go Outdoors, Huntington

Simple short statements and beautiful photo-  
graphic illustrations of insects, worms, frogs,  
etc. 2 - 3

A Summer Day With Ted and Nina, de Angeli

Ted and Nina enjoyed the out-of-doors at the  
country home of their aunt. 2 - 3

When the Root Children Wake Up, Olfers and Fish

A story showing underground Nature getting ready  
for spring. Their activities of spring and

summer are told simply and illustrated beautifully.

1 - 2

### APPRECIATIONS (occupations)

#### Dean and Don At the Dairy, Miller

Dean and Don lived on a dairy farm. Father gave them a fine calf for a pet. They visited all parts of the farm to find out how milk is produced and handled.

2 - 3

#### Here Comes the Postman, Park

Billy's and Betty's father is a postman and he took them to see all the things that happen to letters.

2

#### People Who Come to Our House, Judson

Jean and Jerry made friends with the milkman, the postman, the painter, the plumber, the cleaning woman, and all the other people who came to their home to help them.

2

#### The Storekeeper, Lent

A story of the work of the storekeeper and all the helpers that serve through the store.

2



APPRECIATIONS (other lands and peoples)

Ali, the Camel, Wells

A young camel went to the city with his mother in the caravan and saw many wonderful things. A good picture of Bedouin life. 3

Children of the Northlights, d'Aulaire

Lisse and Lasse, Lapp children, spent an exciting year wandering from mountain to mountain herding reindeer. 2 - 3

Little Pear, Lattimore

The adventures of a Chinese boy. Good description of life in China. 3

Manuelito of Costa Rica, Gay and Crespi

Manuelito helped his father get ready for the ox-cart parade. He and his six sisters enjoyed a happy home life. 1 - 3

Mei Li, Handforth

A little Chinese girl followed her brother to the New Year Fair in the city and had many exciting adventures. 2 - 3

Ola, d'Aulaire

A little boy of Norway went skiing one day and got lost in a snowdrift. He had wonderful adventures before he got back home. 2 - 3

Pancho and His Burro, Gay

Pancho and his sister Lolita took their wares to the market and successfully disposed of them so they might buy the things they most wanted. 2

Silk and Satin Lane, Wood

The tender story of a little Chinese tomboy who was always getting into trouble, but was well-meaning, impulsive, and generous. 3

Sondo - A Liberian Boy, Joseph

Sondo was the chief's son and showed his good qualities by kindness and helpfulness. A good picture of jungle life. 2 - 3

APPRECIATIONS (Bible)Animals of the Bible, Lathrop and Fish

Bible passages about animals, illustrated as only Dorothy Lathrop can. 2 - 3

Bible Primer, Fox

Old Testament stories in simple sentences. 2 - 3

Christ-Child, The, Petersham

The story of the early childhood of Christ as  
told in passages from Matthew and Luke. 1 - 3

Illustrated Bible Story Book, The, Loveland

Old and New Testament stories adapted from Bible  
accounts. 3

New Testament Stories Retold for Children, Paris

New Testament narratives and stories told by  
Jesus. 2 - 3

CONTENTMENTDonkey, Donkey, Duvoisin

A donkey, discontented with ears that stick up,  
tried many other kinds, only to discover that  
his own kind of ears are best for a donkey. 1 - 3

Noodle, Leaf

A long-from-front-to-back, but short-from-top-  
to-bottom dachshund decided his own size and  
shape was best for his needs in digging bones.

1 - 3

Pepe and the Parrot, Credle

A little dog in a Mexican home ran away because of fancied ill treatment and tricks played upon him by the parrot. He was unable to find a home as good as the one he left, so he returned. 1 - 3

COURAGE (bravery, heroism)Abraham Lincoln, d'Aulaire

A sympathetic, though natural, story of Lincoln's boyhood and political career. Honesty and hard work emphasized. 3

George Washington, d'Aulaire

The story of Washington, picturing him as an active, manly boy who grew into a noble patriot. 2 - 3

Little Toot, Gramatky

A little tug boat who only wanted to play and cut figures in the water, saw a big ocean liner in distress and heroically brought about the rescue. 2 - 3

Lucio and His Nuong, Crockett

At six, Lucio was the only one who could manage the lazy but fierce nuong of the Mansala family. He was a kind but fearless boy. 3

Mr. Key's Song, Lowitz

The story of how Francis Scott Key came to write  
 "The Star Spangled Banner." 2 - 3

Nicodemus and the Houn' Dog, Hogan

A stray hound dog whom Nicodemus had befriended  
 won a home and a place in the hearts of all when  
 he rescued Nicodemus's baby sister from the  
 pond. 2 - 3

Tabby and the Boat Fire, (Picture Scripts)

A mother cat first saved her kittens and then gave  
 the alarm that saved a burning ship. 2 - 3

COURTESYManners Can Be Fun, Leaf

Having manners is really just living with other  
 people pleasantly. 1 - 3

DEPENDABILITY (faithfulness to duty)Old Strawberry and Molly, Tchaika

Two faithful old fire horses were rewarded with  
 a home on a farm when a modern truck took their  
 place at the station. 2

Skags, the Milk Horse, Huber

A story of the faithful daily work of the milk horse. When his driver was hurt one day he returned the wagon safely to the dairy. 2 - 3

Story of Ling Lee, The, Lattimore

Though very shy, this little Chinese girl bravely met every emergency. Her family came to depend upon her as much as if she had been the boy they longed for. 3

FAIR-DEALING (sportsmanship)Democracy, Goslin

The principles of democratic living presented in a personal sort of way and illustrated with pictures showing contrasting ideas. 3

Fairplay, Leaf

Fairplay as the foundation for democracy is emphasized in child situations. The democratic form of government in the United States is explained. 2 - 3

FRIENDLINESSFive Little Friends, Adams

Many exciting adventures were enjoyed by five little friends who attended school together and had fun in vacation.

2- 3

GENEROSITY (sharing, unselfishness)Presents for Lupe, Lathrop

The pet squirrel seemed sad, so everyone sent or brought presents to her; but the children finally discovered that what she really wanted was a home, so they gave her materials to make her nest.

1 - 3

HEALTH-MINDEDNESSSafety Can Be Fun, Leaf

We must take care of ourselves if we are to grow up and have fun.

1 - 3

Tommy Grows Wise, Gay

Tommy discovered that when he fed his vegetables and milk to his pets, they grew up fast and ran away. To keep his pony from growing up and running away, Tommy ate the good food himself.

1 - 2

HELPFULNESS (service)Ling, Grandson of Yen-Foh, Eldridge

Ling helped in many emergencies, showing his good judgment. The story also gives a good account of Chinese customs.

3

Mother Makes Christmas, Meigs

Sally helped Mother get ready for the big dinner for the kin folks. She was also the heroine in rescuing the runaway colts in the snow storm.

3

The Silver Dollar, Lowrey

Bill was such a cheerful, helpful boy that the cowboys gave him all the things he had been planning to buy with the big silver dollar before he lost it.

2 - 3

HONESTY (truthfulness, sincerity)Whitewashed Elephant, The, Gincano and Hunter

Greedy Pung-jam-bung tricked the Rajah into buying an elephant which he had painted with whitewash, but he forgot to take the rain into consideration and was justly imprisoned for his deceit.

1 - 3



William and His Kitten, Flack

William befriended a lost kitten and wanted to keep it, but tried to find the true owner. He was given custody of the kitten after it was discovered that it ran away from three homes. 1 - 3

INDUSTRY (achievement)Little Mexican Donkey Boy, The, Brandeis

A very lazy little boy became disgusted with a selfish, head-strong little girl and determined to amount to something. He found joy in achievement. 2 - 3

KINDNESSVanka's Donkey, Daugherty

Vanka's wife overcame her fear and hate for the donkey and found him a faithful, clever beast when treated kindly. 3

When the Wind Blew, Brown

The little old lady was very kind to her seventeen cats and one little blue grey kitten. The kitten played hot-water bottle for the little old lady when she had a toothache. 1 - 3

LOYALTY (faithfulness)Wee Gillis, Leaf

Wee Gillis finally found a way to settle the conflict in loyalties to his kin who live in the lowlands and his kin who live in the highlands of Scotland.

2 - 3

NEATNESS (cleanliness)Don't Wash My Ears, Credle

A little boy learned that to have friends one must keep clean.

1 - 3

OBEDIENCEBear Twins, Hogan

The bear twins found out that their mother knew best when she said they were too little to go into the forest alone.

1 - 2

PATIENCE (perseverance, endurance, steadfastness)Marcos: A Mountain Boy of Mexico, Lee

A little Mexican boy would not be turned aside from his original aim to earn enough money to buy a yoke of oxen to help his father plow the corn.

2 - 3

Painted Pig, The Morrow

Pita and Pedro would have nothing but a little clay pig bank. They knew what they wanted and stuck to it.

1 - 3

Story of Kattor, The, Travers

Kattor wanted to subdue everything, but his mother told him, "Do well the things tigers can do, Kattor, and then you will be happy."

3

RESOURCEFULNESS (initiative, independence, ingenuity)Bobby Wanted A Pony, Bryan

Bobby found a way to get the pony from the farmer by trading all his favorite possessions and arranging to work for the farmer.

1 - 2

Burro's Moneybag, The, Thomas

Pedro found many ways of earning pesos with which to buy the coveted burro.

1 - 3

Head for Happy, A, Sewell

Hetty and Betty helped Letty in her world-wide search for a suitable head for the large rag doll she made. A cocoanut from a South Sea island was just right.

1 - 2

Little Old Woman Who Used Her Head, The, Newell

The little old woman solved her needs in the  
queerest, but to her the luckiest, ways. 3

Manuela's Birthday, Bannon

Manuela's American artist friends found a way to  
give her the yellow-haired, blue-eyed doll she  
yearned for. Her fifth birthday was made a  
wonderful event by their success. 2

Mike Mulligan and His Steam Shovel, Burton

Mike and Mary Anne dug the cellar for the new  
town hall, but couldn't get out of the hole, so  
the town hall was built over them. Mary Anne  
became the furnace and Mike the janitor. 2

Nicodemus and His Little Sister, Hogan

Nicodemus tried to take care of his little sister,  
but every time his back was turned, something  
happened to her. The way he got her out of  
scrapes is amusing but effective. 1 - 3

Pablo and Petra, Lee

A little Mexican boy and girl undertook to carry  
their mother's pottery to market by themselves.

They overcame many hardships along the way. 2 - 3

Snipp, Snapp, Snurr, and the Red Shoes, Lindman

Three little Swedish boys found work by which they could earn money to buy the red shoes that their mother wanted for her birthday. They had a good attitude toward work.

1 - 3

Yen-Foh, Eldridge

A little Chinese boy used his mind in many emergencies and found ways to help those in trouble.

3

## BIBLIOGRAPHY OF SUPPLEMENTARY LITERATURE

- Abraham Lincoln, Ingri and Edgar Parin d'Aulaire, Doubleday, Doran and Company, Garden City, 1939.
- Ali the Camel, Rhea Wells, Doubleday, Doran and Company, Garden City, 1931.
- Animals of the Bible, Dorothy P. Lathrop and Helen Dean Fish, Stokes Company, New York, 1937.
- Beachcomber Bobbie, Florence Bourgeois, Doubleday, Doran and Company, Garden City, 1935.
- Bear Twins, Inez Hogan, Dutton and Company, New York, 1935.
- Bible Primer, Ethel Fox, Bloch Publishing Company, New York, 1930.
- Billy and Blaze, C. W. Anderson, Macmillan Company, New York, 1936.
- Bobby Wanted a Pony, Dorothy and Marguerite Bryan, Dodd, Mead and Company, New York, 1937.
- Burro's Moneybag, The, Margaret Loring Thomas, Abingdon-Cokesbury Press, New York, 1931.
- Children of the Northlights, Ingri and Edgar Parin d'Aulaire, Viking Press, New York, 1935.
- Christ Child, The, As told by Matthew and Luke, Maud and Miska Petersham, Doubleday, Doran and Company, 1931.
- Cousin Toby, Clare Turlay Newberry, Harper and Brothers, New York, 1939.
- Dean and Don at the Dairy, Jane Miller, Houghton Mifflin, Boston, 1936.
- Democracy, Ryllis and Omar Goslin, Harcourt, Brace, and Company, New York, 1940.

- Donkey, Donkey, Roger Duvoisin, Grosset and Dunlap, New York, 1940.
- Don't Wash My Ears, Ellis Credle, (Picture Scripts), E. M. Hale and Company, Milwaukee, 1939.
- Fairplay, Munro Leaf, Stokes Company, New York, 1939.
- Five Little Friends, Sherred Willcox Adams, Macmillan Company, New York, 1938.
- Five Little Kittens, Lena Towsley, Farrar and Rinehart, New York, 1938.
- George Washington, Ingri and Edgar Parin d'Aulaire, Doubleday, Doran and Company, Garden City, 1936.
- Hamlet: A Cocker Spaniel, Irma S. Black, Holiday House, New York, 1938.
- Head for Happy, A, Helen Sewell, Macmillan Company, New York, 1931.
- Here Comes the Postman, Dorothea Park, Houghton Mifflin Company, Boston, 1936.
- Illustrated Bible Story Book, The, Adapted by Seymour Loveland, Rand McNally and Company, New York, 1935.
- Janie Belle, Ellen Tarry, Garden City Publishing Company, New York, 1940
- Joan Wanted A Kitty, Jane Brown Gemmill, John C. Winston, Philadelphia, 1937.
- Let's Go Outdoors, Harriet E. Huntington, Doubleday, Doran and Company, Garden City, 1939.
- Ling, Grandson of Yen-Foh, Ethel J. Eldridge, Whitman and Company, Chicago, 1936.
- Little Mexican Donkey Boy, The, Madeline Brandeis, Grosset and Dunlap, New York, 1931.

Little Old Woman Who Used Her Head, The, Hope Newell,  
Thomas Nelson and Sons, New York, 1935.

Little Pear, Eleanor Frances Lattimore, Harcourt, Brace  
and Company, New York, 1931.

Little Toot, Hardie Gramatkey, Putnam's Sons, New York,  
1939.

Lucio and His Nuong, Lucy Herndon Crockett, Henry Holt  
and Company, New York, 1939.

Manners Can Be Fun, Munro Leaf, Stokes Company, New York,  
1936.

Manuela's Birthday, Laura Bannon, Whitman Company, Chicago,  
1939.

Manuelito of Costa Rica, Zhenya Gay and Pachita Crespi,  
Julian Messner, New York, 1940.

Marcos: A Mountain Boy of Mexico, Melicent Humason Lee,  
Whitman Company, Chicago, 1937.

Mei Li, Thomas Handforth, Doubleday, Doran and Company  
Garden City, 1938.

Mike Mulligan and His Steam Shovel, Virginia Lee Burton,  
Houghton Mifflin Company, Boston, 1939.

Mother Makes Christmas, Cornelia Meigs, Grosset and  
Dunlap, New York, 1940.

Mr. Key's Song, Sadybeth and Anson Lowitz, Grosset and  
Dunlap, New York, 1937.

New Testament Stories Retold for Children, Lillie A. Faris,  
Platt and Munk Company, New York, 1936.

Nicodemus and His Little Sister, Inez Hogan, E. P. Dutton  
and Company, New York, 1932.

Nicodemus and the Houn' Dog, Inez Hogan, E. P. Dutton and  
Company, New York, 1933.



Noodle, Munro Leaf, Stokes Company, New York, 1937.

Ola, Ingrid and Edgar Parin d'Aulaire, Doubleday, Doran and Company, Garden City, 1936.

Old Strawberry and Molly, (Picture Scripts), Florence M. Tchaika, Grosset and Dunlap, New York, 1936.

Pablo and Petra, Melicent Humason Lee, Whitman and Company, Chicago, 1934.

Painted Pig, The, Mrs. Elizabeth R. Morrow, Knopf, New York, 1930.

Pancho and His Burro, Zhenya and Jan Gay, Morrow and Company, New York, 1930.

People Who Come to Our House, Clara Ingram Judson, Rand McNally and Company, New York, 1940.

Pepe and the Parrot, Ellis Credle, Thomas Nelson and Sons, New York, 1937.

Presents for Lupe, Dorothy P. Lathrop, Macmillan Company, New York, 1940.

Safety Can Be Fun, Munro Leaf, Stokes Company, New York, 1938.

Silk and Satin Lane, Esther Wood, Longmans, Green and Company, New York, 1939.

Silver Dollar, The, Janette Sebring Lowrey, Harper and Brothers, New York, 1940.

Sinfi and the Little Gypsy Goat, Mabel C. Kahmann, Random House, New York, 1940.

Si, Si, Rosita, Mary Russell, American Book Company, New York, 1936.

Skags, the Milk Horse, Miriam Blanton Huber, American Book Company, New York, 1931.

- Snipp, Snapp, Snurr, and the Red Shoes, Maj Lindman,  
Whitman and Company, Chicago, 1936.
- Sondo - A Liberian Boy, Alfred Ward Joseph, Whitman and  
Company, Chicago, 1936.
- Storekeeper, The, Henry B. Lent, Macmillan Company,  
New York, 1937.
- Story of Kattor, The, Georgia Travers, Coward-McCann,  
New York, 1939.
- Story of Lee Ling, The, Eleanor Frances Lattimore, Har-  
court, Brace and Company, New York, 1940.
- Summer Day With Ted and Nina, A, Marguerite de Angeli,  
Doubleday, Doran and Company, Garden City, 1940.
- Tabby and the Boat Fire, Picture Scripts, E. M. Hale and  
Company, Milwaukee, 1936.
- Tommy Grows Wise, Romney Gay, Grosset and Dunlap, New  
York, 1939.
- Vanka's Donkey, Sonia Daugherty, Stokes Company, New  
York, 1940.
- Wallie, the Walrus, Kurt Wiese, Coward-McCann, New York,  
1930.
- Wee Gillis, Munro Leaf, Viking Press, New York, 1938.
- When the Wind Blew, Margaret Wise Brown, Harper and Brothers,  
New York, 1937.
- When the Root Children Wake Up, Syblle V. Olfers and  
Helen Dean Fish, Stokes Company, New York, 1936.
- Whitewashed Elephant, The, John Gincano and Kay Hunter,  
Grosset and Dunlap, New York, 1936.
- William and His Kitten, Marjorie Flack, Houghton Mifflin,  
Boston, 1938.
- Yen-Foh, Ethel J. Eldridge, Whitman and Company, Chicago,  
1935.

## CHAPTER V

### CONCLUSIONS

Through a study of recent trends in educational theory, and through the examination of numerous children's books, the following conclusions have been reached.

- (1) The development of desirable attitudes and character traits is of paramount importance.
- (2) Attitudes define areas of emotionality and thus direct or channel behavior.
- (3) Character implies the evaluation of behavior tendencies with reference to standards of right and wrong. It is acquired and largely conscious.
- (4) Attitudes and character traits are formed by the accumulation of experiences which gradually crystallize and clarify concepts by the process of integration and summation.
- (5) Attitudes and character traits are also formed through association with other persons who exert a strong influence upon the individual. They are "caught" more readily than "taught."
- (6) The attitudes and personality of the teacher

have incalculable influence upon children.

- (7) Attitudes and character traits may be developed by vicarious experience.
- (8) Literature presents great opportunities for developing attitudes and character traits by:
  - (a) arousing emotions.
  - (b) setting up ideals.
  - (c) stirring the imagination.
  - (d) interpreting life through aspirations, motives, and consequences of good and bad actions.
- (9) The danger in the use of literature in the development of attitudes and character traits is in making it the basis for "sermonizing" in a didactic manner.
- (10) Since early times in American reading instruction there has been a steady decrease in didactic moral content of readers and other children's books.
- (11) During the last two decades there has been a steady decrease in artistic types of literature such as folk and fairy tales, fanciful tales, and poetry in reading materials for the primary

grades. But there has been a steady increase in factual and realistic material based upon the experience and wider interests of children, and suited to their environmental and informational needs.

- (12) Because of the broadened conception of character and personality, many more types of reading materials than formerly considered valuable for moral content are now recognized as having a part in the development of worthy attitudes and character traits.

## BIBLIOGRAPHY

### General References

- Allport, Gordon W., "The Composition of Political Attitudes," American Journal of Sociology, Vol. XXXV, (September, 1939), pp. 220-238.
- American Council on Education, Emotion and the Educative Process, A Report of the Committee on the Relation of Emotion to the Educative Process, Daniel A. Prescott, Chairman, Washington, D. C., 1938.
- Arbuthnot, May Hill, "What, Reading Aloud!" Childhood Education, Vol. XIV, No. 3, (November, 1937), pp. 118-124.
- Astor, Frank, "Emotional Needs of Children," Childhood Education, Vol. XIV, No. 7, (March, 1938), pp. 300-304.
- Copper, Francis Roy, "A Study in Character Building," Education, Vol. 57, No. 5, (January, 1937), p. 298.
- Courtis, S. A., "Of the Children, by the Children, for the Children," Childhood Education, Vol. XIV, No. 3, (November, 1937), pp. 101-105.
- Eaton, Anne T., "Story Hour in the Elementary School," Childhood Education, Vol. XV, No. 9, (May, 1939), pp. 405-407.
- Forman, Henry James, Our Movie Made Children, The Macmillan Company, New York, 1933.
- Garrison, Sidney C., "The Elementary School as a Socializing Agency," School and Society, Vol. 47, No. 1208, (February 19, 1938), p. 234.

- Goldsmith, Sadie, "The Place of Literature in Character Education," The Elementary English Review, Vol. XVII, No. 5, (May, 1940), p. 176.
- Gordon, Elsie Mae, "The Voice of the Teacher," Childhood Education, Vol. 17, No. 6, (February, 1941), pp. 265-266.
- Gwynne, P. H., Jr., "How Personality Develops," The Earnest Worker, Vol. LXXII, No. 1, (January, 1941), pp. 1-3.
- Hartshorne, Hugh, "How Can Ethical Attitudes Be Taught?" Developing Attitudes in Children, Proceedings of the Mid-West Conference of the Chicago Association for Child Study and Parent Education, March, 1932, University Press, Chicago, 1933.
- Hartshorne, Hugh, May, Mark A., and Shuttleworth, F. K., Studies in the Organization of Character, The Macmillan Company, New York, 1930, Chapters V, VI, VII.
- Hethcock, Rose P., A Study of Second Grade Readers, Unpublished Master's Thesis, The Southwest Texas State Teachers College, San Marcos, 1940.
- Hockett, John A., and Jacobsen, E. W., Modern Practices in the Elementary Schools, Ginn and Company, Boston, 1938, pp. 308-312.
- Hynes, Philomena, "Character Training Via Literature," The School Executive Magazine, Vol. 54, No. 12, (August, 1935), pp. 370-371.
- Jones, Vernon, Character and Citizenship Training in the Public School, University of Chicago Press, Chicago, 1936.
- Lasker, Bruno, Race Attitudes in Children, Henry Holt and Company, New York, 1929.

- Law, F. H., "The Moral Value of Literature," The English Journal, Vol. XXIX, No. 2, (February, 1940), pp. 117-119.
- McCabe, Martha R., "School Books of Yesterday and Today," School Life, Vol. 22, No. 4, (December, 1936), pp. 99-101.
- May, Mark A., "What is Character Education?" The Parent's Magazine, Vol. XII, No. 4, (April, 1937), p. 21.
- Moore, Annie W., Literature Old and New for Children, Houghton Mifflin Company, Boston, 1934.
- National Education Association, Research Division, "The Social and Psychological Background," Education for Character, Part I, Research Bulletin, Vol. XII, No. 2, (March, 1934), published by the Association, Washington, D. C., 1934.
- Neuman, Henry, Lives in the Making, Appleton, New York, 1932.
- Peters, Charles C., "The Potency of Instruction in Character Education," The Journal of Educational Sociology, Vol. 7, No. 4, (December, 1933), pp. 214-224.
- Plant, James S., Personality and the Cultural Pattern, The Commonwealth Fund, New York, 1937.
- Prescott, Daniel A., "The Attitudes of Children the Primary Concern of Educators," Vital Speeches, Vol. 1V, No. 20, (August, 1938), pp. 625-628.
- Reeder, Rudolph R., The Historical Development of School Readers and Method in Teaching Reading, Doctor's Dissertation, Columbia University, New York, 1900.
- Robinson, R. R., "Two Centuries of Change in the Content of School Readers," Contributions to Education of George Peabody College for Teachers, No. 59, 1930.



- Rue, Eloise, Subject Index to Readers, American Library Association, Chicago, 1938.
- Slavson, S. R., Character Education in a Democracy, Association Press, New York, 1939.
- Smith, C. Alphonso, What Reading Can Do For You, Doubleday, Page and Company, New York, 1925.
- Smith, Nila Banton, American Reading Instruction, Silver Burdett and Company, New York, 1934.
- Starbuck, Edwin D., Shuttleworth, Frank K., and Others, A Guide to Literature for Character Training, Vol. I, Fairy Tale, Myth, and Legend, Institute of Character Research, University of Iowa, Done in Cooperation with the Institute of Social and Religious Research of New York City, The Macmillan Company, New York, 1929.
- Starbuck, Edwin D., and Others, A Guide to Books for Character, Vol. II, Fiction, Institute of Character Research, University of Iowa, Done in Cooperation with the Institute of Social and Religious Research of New York City, The Macmillan Company, New York, 1930.
- Taylor, Ethel R., "Books for Character Education in the Primary Grades," American Childhood, Vol. 26, No. 3, (November, 1940), pp. 43-44.
- Wexberg, Erwin, and Fritsch, Henry E., Our Children in a Changing World, The Macmillan Company, New York, 1937.