

# Tools for Learning

## READING FOR CHILDREN AND YOUNG PEOPLE

NORA E. BEUST

BOOKS ARE IMPORTANT to children in the United States today. Here they find a rich heritage of the literature of mankind in volumes especially designed and created for their use. They find up-to-date information interestingly presented and well illustrated in the wide range of subject areas they wish to explore. And they also find fiction, poetry, biography, history, and travel books of social significance by means of which they may experience vicariously intellectual and emotional reactions that aid them to understand themselves and the world in which they live.

Ever since the days of John Newbery, the English bookseller who issued the first printed book for children two hundred years ago, there has been an awareness of the need by children for more than textbooks. Teachers, librarians, psychologists, authors, children's editors, and publishers working together have succeeded in producing for children of today the books that they want and need. It is now possible to give the children in readily accessible form books that will stimulate them to an appreciation of life. These books should be made available to

young readers in and out of school, for books are necessary in developing the modern curriculum and they are necessary in life on the playground, in the community and the home.

When, for example, a class of children is studying our neighbors to the south, the teacher will decide upon the textbooks that are to be used as a basis for the study. The textbook, however, cannot include all of the different types of information in sufficient detail to make the study as meaningful as it can be made with the addition of other books. There are reference books such as *Pan-American Day*, an anthology of the best prose and verse on Pan Americanism and the good neighbor policy, by Hilah Paulmier and Robert H. Schauffer, compilers, and *Peru from the Air*, with text and notes by Raye R. Platt, by George R. Johnson, containing a great variety of aerial photographic illustrations. There are stories such as *The Cedar Deer* by Addison Burbank which tells of the descendants of the Maya Indians who live in modern Guatemala and *The Little Angel* by Alice Dalgliesh which reveals a glimpse of Rio, Brazil, in 1819 through an introduction to the lively Silva family.

For folklore there are *Tales from Silver Lands* by Charles J. Finger and *Uncle Bouqui of Haiti* by Harold Courlander; for songs, *The Spanish-American Song and Game Book* by the writers', music, and art programs of the Work Projects Administration and *Latin-American Song Book* by Emilio de Tone and others; for picture books, *Maria Rosa*, illustrated by Candido Portinari, and *Manuelito of Costa Rica*, illustrated by Zhenya Gay; an art book, *Made in Mexico* by Susan C. Smith; for biography, *Soldier Doctor*, the story of William Gorgas, and *He Wouldn't Be King*, the story of Simon

---

*Introducing the October "Tools for Learning"—a section of EDUCATIONAL LEADERSHIP devoted to descriptions of educational materials—is Nora E. Beust, specialist in libraries, U. S. Office of Education. Miss Beust discusses the use of well-chosen reading material to complement textbook learning, suggesting, by way of illustration, publications appropriate to a study of Pan America. She further points out the value of books in the home, as well as the school, and concludes with suggestions on how to select good books for home or school.*

---

Bolivar by Nina B. Baker; for history, *Cortez and the Conquest of Mexico by the Spaniards in 1521* by Bernal Diaz del Castillo and *Half a Hemisphere* by Delia Goetz; magazines which sometimes contain articles useful in the study of Latin American countries include *Geographic News Bulletin* of the National Geographic Society and *Junior Red Cross Journal* of the American National Red Cross. Poetry, science, geography, adventure, and romance all have a contribution to make in better understanding. The same types of material would make the study of any other country or subject more meaningful and alive to youth.

Books are needed by children in the home too. Teachers have the opportunity to encourage parents to make it possible for children to have a supply. Books should be accessible when, for instance, there is a discussion about the pronunciation of penicillin or Caribbean Sea; a question about the location of Brest-Litovsk; an argument about the Napoleonic campaigns; or when the children wish to identify a bird or a flower that they have seen out-of-doors. Questions such as these are answered with reference books—atlases, encyclopedias, dictionaries, and handbooks. But the home also needs many other types of books—books to read aloud, poetry, picture books, first easy reading books, books by favorite authors—Howard Pyle, Louisa M. Alcott, Laura Ingalls Wilder, John R. Tunis—books on favorite subjects such as airplanes, dogs, sports, heroes, and things to make and do. A child's own bookshelf should be stocked with volumes that give him pleasure and help him to be a contributing member in class, playground, or family group.

\* It is sometimes difficult to know how to select from the vast amount of printed materials. Publishers issue attractive catalogs of their own books; book review sections in newspapers and periodicals carry news about new publications; national agencies prepare bibliographies, for example, the American Library Association, 520 North Michigan Avenue, Chicago, The H. W. Wilson Company, 950 University Avenue, New York, and the U. S. Office of Education, Washington, D. C. State departments of education issue lists of value to purchasers of books, and local school and public library groups often compile bibliographies of great signif-

---

*In November the entire issue of EDUCATIONAL LEADERSHIP, including "Tools for Learning," will be devoted to Audio-Visual Aids. "Tools for Learning" in subsequent issues will present discussions of materials relating to the following topics: December, Art, Science, and Play Materials; January, Reading for Teachers; February, Teaching the Skills; March, Teaching Understandings; April, School Equipment and Furnishings; and May, Summer Experience. Each category of materials will be discussed by an educational specialist.*

---

icance. The librarians of the community are always ready to be of assistance in selection.

Actual examination of books is highly desirable wherever possible. Bookstores, book fairs, and book exhibits by special groups and libraries all are very important to schools and the home. It may be that traveling exhibits within a state are a good solution. The smaller the exhibit the more carefully should it be selected, if it is to indicate the types of reading matter on the market. Communities can work out an excellent cooperative project on the book fair with schools, public libraries, bookstores, and civic groups assisting.

If there is a desire to develop guiding principles in the selection of books, some generally accepted statements may be found in the preface to *500 Books for Children*, U. S. Office of Education Bulletin 1939, No. 11. Annis Duff's *Bequest of Wings*, describing a family's pleasures with books, is filled with suggestions of how and what to choose. Paul Hazard's delightful volume *Books, Children and Men* discusses the subject from the point of view of nationalities. There are current magazines such as the *Horn Book* which describe children's books in a captivating manner, stressing their importance in the "good life."

The question of funds for books should be given attention. There are schools and homes that buy books only at infrequent intervals. In fact, the fall of the year is often the only time when books are purchased for the school and Christmas the only time when books are bought for the home. If it is possible to purchase frequently with thought of children's immediate needs, books

become increasingly important to children, for then they are closely associated with the child's everyday living.

"One dollar per pupil" is often quoted as a standard for the amount of money that schools spend for books, but some schools spend more than twice this amount each fiscal year. Funds are used to good advantage when children, teachers, parents, and librarians become interested in the potentialities of a carefully selected library.

"It's Fun to  
learn the  
Judy way"



Judy Wooden  
Puzzle Inlays

Write to

**THE JUDY COMPANY**  
107 Third Ave. N. Minneapolis 1, Minnesota

## Lands & Peoples

Realistic, unbiased understanding of world neighbors is the aim of this new series of introductions to other lands and peoples. Present and future importance is shown in proper relation to history and geography.

\$1.00 each

NOW READY (OTHERS IN PREPARATION)

*Australia* *Russia*  
*Dutch East Indies & Philippines*  
*Mexico & the Inca Lands*  
*China* *India*

SEND FOR ILLUSTRATED BROCHURE

**HOLIDAY HOUSE**  
72 Fifth Ave., New York 11, N. Y.

## YOUNG SCOTT BOOKS



### Nursery

A familiar guessing game is *Here Comes Daddy*, with pictures of coal trucks, moving vans, etc.—"here and now" and lots of fun; perfect for 2's and 3's.



### Picture Story

*Willie's Walk to Grandmama* was full of adventure for a small boy. Fun and familiar outdoor experiences, in this story by Margaret Wise Brown, end in a surprise.



### "Do It Yourself"

Education and fun in a spontaneous activity are brought to any child able to read the clear direction and step-by-step pictures of a gay, usable *Children's Picture Cook Book*.

*Young Scott Books, written for specific age ranges, must pass the tests of tryouts with large groups of children before they are published.*

Gentlemen:

Please send me on thirty day approval:

HERE COMES DADDY \$1.00

WILLIE'S WALK TO GRANDMAMA \$1.25

CHILDREN'S PICTURE COOK BOOK \$1.50

Please send me a free, illustrated catalog with complete descriptions of six new titles and previously published YOUNG SCOTT BOOKS.

NAME ..... SCHOOL .....

ADDRESS .....

CITY .....

**William R. Scott, Inc. Rm. 407  
72 Fifth Avenue, New York 11, N. Y.**

Copyright © 1944 by the Association for Supervision and Curriculum Development. All rights reserved.