

Tools for Human Relations Education

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This annotated list of books for children and youth, dealing with human relations problems, was prepared by Helen G. Trager, staff member of the Bureau for Intercultural Education, New York City, and Roberta M. Everitt, librarian in the Farmingdale Public Schools, New York.*

WHEN THE FINAL REPORT of the textbook study sponsored by the American Council on Education was published in 1949, one conclusion stood out from all the rest: schoolbooks used in the United States erred not so much in that they contained prejudicial statements about certain racial, religious, or ethnic groups but in that they usually omitted any reference to them at all. If a similarly comprehensive study of juveniles were made, it is questionable whether the conclusions would differ radically.

The Erroneous Picture

The average storybook for the younger child, like the average school reader, tends to ignore the multi-cultured world in which the child actually lives, and peoples its page with text and pictures of middle-class families by the name of Jones, with two children—Mary and Jack—in addition to Fluffy the cat and Spotty the dog. Homes are all of a piece—white clapboard with green lawn in front and a shiny new car at the garage door. Books for older children have a wide range of subjects, to be sure, yet the central characters are often just

Joneses living in towns peopled mostly with Joneses.

The list of titles that follows, selected from among those published in the last decade (with a few exceptions), is an attempt to gather together books which:

- ♦ acknowledge the existence of many different groups of people who are Americans
- ♦ show that people of different racial, religious, or culture groups have essentially the same basic human needs
- ♦ describe good human relations between people who are of different groups
- ♦ acknowledge that conflict exists in the child's world as well as in the adult's; that often conflict stems from misunderstanding among groups and from problems of individuals or groups in adjusting to the culture pattern.

Discovering the Real World

Parents and teachers who want to help children to understand and accept themselves, clarify their values, understand the real world in which they live, discover the discrepancies between creed and behavior, and develop consistency in both will find that books can be tools. It is doubtful whether books alone will achieve any one of these or have the impact of first-hand experience. Yet, books can reinforce as well as help to interpret and extend the experiences of children.

*In the preliminary screening of books, the authors were assisted by Janice Rosenbaum, student at Bard College, Annandale-on-Hudson, N.Y.

These conclusions are indicated from results obtained in an experiment with methods and materials to change children's intergroup attitudes carried on with primary grade children in Philadelphia public schools.¹ That the curriculum itself, as well as the books used, should be based on children's needs and their attitudes toward other people becomes shockingly apparent when we turn to findings² from this study also:

Contrary to the belief of many educators, five-, six-, and seven-year-old children not only are already aware of group differences but have formed definite antagonisms to persons because of race or religion.

The responses of children were by no means mere repetitions of adult conversation. They included elaborations which described community mores, norms of behavior between races, sanctions from authority, and feelings of personal aversion. In addition, children at this early age offered involved rationalizations for their feelings of hostility.

Attitudes toward people are learned by other than first-hand experience, the data indicates, and incidence of prejudice in the children did not correlate with neighborhood differences. Those who had no first-hand experience with a group nonetheless had attitudes toward that group, i.e., rejection of and hostility toward Negroes was found in white children regardless of neighborhood or school population. Children in

each group (Catholic, Protestant, Jewish, Negro, white) showed prejudice toward other groups.

Attitudes of rejection increase sharply with age, i.e., 43 percent of the white children rejected Negro in kindergarten; by second grade, 75 percent rejected Negro.

It is no longer possible to deny the need of all children in our culture to learn to accept differences among people. The school has a responsibility in this all-important area. Every medium of communication should be used by parents and teachers to interpret and reiterate democratic human relations to children. Books are one way.

This list includes titles from preschool to teen-age. Age designations, given in parentheses after the annotations, are, of course merely rough indices. It is limited to storybooks about people of the United States living in our time (except for a few biographies, etc.), with annotations suggesting use, where possible.³ The highly important matter of criteria for selection of books and their use, although not discussed here, merits the attention of everyone interested in human relations education. Excellent analyses of criteria can be found in *Reading Ladders for Human Relations* (1949) and *Literature for Human Understanding* (1948), both by the staff of Intergroup Education in Cooperating Schools, American Council on Education (Work in Progress Series), and in *Books About Negro Life for Children*, by Augusta Baker (New York Public Library, 1949).

¹ Full report of the experiment now in preparation.

² "Social Perceptions and Attitudes of Children," by Marian Radke, Helen G. Trager, and Hadassah Davis. *Genetic Psychology Monographs*, 1949, 40, 327-447.

³ This list is a major revision of "Intercultural Books for Children," by Helen Trager, *Childhood Education*, November, 1945.

- Allen, Adam. *New Broome Experiment*. Illus. by Lee Townsend. Lippincott, 1944. 251 p. \$2. Two city boys come to work for the summer on a modern dairy farm. Descriptions of the scientific methods used and of an exacting experiment carried out to save the lives of stricken cattle will appeal especially to boys and girls with a flair for science. The human relations problems that develop add dramatic content to the story. Conflicts of values between old-fashioned and scientific farmers, prejudices of city and farm youngsters about each other, beliefs and attitudes of Christians about Jews confront the reader throughout the book. Several situations could become a basis for discussion or sociodrama. (Ages 12-14)
- Angelo, Valenti. *Bells of Bleecker Street*. Illus. by the author. Viking, 1949. 185 p. \$2.50. Joey Enrico is twelve years old, and his father is in the Army overseas. Bleecker Street in New York City where he lives is a bustling, busy street, full of people, push-carts, shops, and automobiles. The warm and friendly relationships of his own and neighboring families, his problems with violin lessons, going to church, playing in the band are knit into a pleasant story. Joey's neighbors are of different ethnic and religious groups; his own family is Italian Catholic. How these group factors enter into his daily life deny some common stereotypes. (9-12)
- Angelo, Valenti. *Hill of Little Miracles*. Illus. by the author. Viking, 1942. 200 p. \$2. The neighborliness, fun, and good human relations of Italian and Irish families on Telegraph Hill in San Francisco form the setting of this story. Ricco, a twelve-year-old boy, is the central figure. His physical handicap and his faith in "little miracles" supply dramatic quality to an otherwise simple story. (11-13)
- Association for Childhood Education. *Told Under the Christmas Tree*. Illus. by Maud and Miska Petersham. Macmillan, 1948. 304 p. \$3. Christmas tales and legends as well as stories of the Jewish Festival of Lights, which occurs at the same season of the year, make up an unusual anthology. In the introduction, Ruth Sawyer says, "It is not the small differences between races and creeds that matter! What matters is the sharing of all the best that Christmas and Hannukkah hold and the wish to come together in good fellowship—one group with another. Your Christmas tree can be a poverty tree, your Menorah, and every lighted candle can be a poor symbol, neither reaching farther than your four walls, or they can be symbols of eternal light, eternal life, reaching into the far corners of the world." To be used by adults with children. (8-12)
- Bailey, Flora. *Summer at Yellow Singer's*. Illus. by Ralph Ray. Macmillan, 1948. 199 p. \$2.50. Mr. Wayne, an ethnologist, takes his family, which includes Judy and Jon—ages 10 and 12—to New Mexico for the summer. There they learn about the Navajo Indians by living with them. The wealth of detail, though it tends to slow down the story, makes it an invaluable classroom source book. (10-13)
- Bailey, Flora. *Between the Four Mountains*. Illus. by Ralph Ray. Macmillan, 1949. 197 p. \$2.50. The Wayne family returns to New Mexico. (10-13)
- Baker, Charlotte. *Necessary Nellie*. Illus. by the author. Coward, 1945. 95 p. \$2.50. (7-9)
- . *Nellie and the Mayor's Hat*. Illus. by the author. Coward, 1947. 96 p. \$2.50. Five children, their grandfather, a dog named Nellie, and Father Lafferty, priest of San Jose Mission, are the cast of characters in this rather slight but jovial story. In the sequel, Nellie has five puppies and they get into all kinds of scrapes, including a serious one with the mayor. Anglos and Spanish-speaking children will enjoy the escapades encountered by Antonio, Leopoldo, Julio, Alberto, and Rosita. (7-9)
- Beim, Lorraine and Jerrold; and Crichlow, Ernest. *Two Is a Team*. Illus. by Ernest Crichlow. Harcourt, 1945. 61 p. \$1.75. A picture book about two little boys who are friends. The text makes no reference to their different skin color but tells how they learn to resolve a problem by teaming up together. The middle-class setting and the omission of any reference to race make this an ideal book for a teacher or parent to use in getting a child to express feelings about the subject. (4-7)

- Brown, Jeanette Perkins. *Rosita; A Little Girl of Puerto Rico*. Illus. by Elayne Carol Friendship Press, 1948. 60 p. 75 cents. A tiny picture book with simple text. A "reacto" book that tells about Rosita and her family in rural Puerto Rico. The dearth of juveniles about these fellow Americans makes this slim volume especially welcome. To children raised on the Santa Claus folk lore of this region, the camels and three kings should be an interesting variation. (3-6)
- Brown, Marcia. *Henry—Fisherman*. Illus. by the author. Scribner, 1949. 30 p. \$2. Any child can identify with Henry, who wishes he were old enough to go out on the fishing boat with his father. A story of unusual charm; well written and illustrated. The idiom of the Virgin Islands is retained and gives flavor to the text. The reader whose perception of the Negro is limited will have it enriched by this bright volume. (5-8)
- Buff, Conrad and Mary. *Dancing Cloud*. Viking, 1935. 79 p. \$2. Not literally a story but rather a narrative account of the daily life of the Navajo Indians. Chapters offer factual material suitable for young researchers in the social studies; useful, also, to read to children. (9-11)
- Buff, Mary and Conrad. *Peter's Pinto*. Illus. by Conrad Buff. Viking, 1949. 95 p. \$2. In this story of Peter, who wanted a horse of his own, the reader gets a glimpse of life in Utah, one of the spectacularly scenic regions of the United States, through the eyes of Peter who is on his vacation. The wonder of the Rockies, the desert, the canyons, wild horses, are all here, in addition to legends about the Indians. An interesting contrast is given in two stories of Indian-white relations—in one of them the Indian is perceived as an enemy, in the other he is accepted as a friend. References to both Indians and Mormons are fleeting, yet they add reality and decent human values to the story. (9-11)
- Burgwyn, Mebane H. *Lucky Mischief*. Illus. by Gertrude Howe. Oxford, 1949. 246 p. \$2.50. A regional story about Allen, a North Carolina Negro boy who raises a prize-winning steer as his 4-H project and becomes involved in an exciting mystery about an escaped convict. Although the setting may be unfamiliar to the reader, Allen's adventures are exciting enough to bridge the gap. (11-14)
- Burgwyn, Mebane H. *River Treasure*. Illus. by Ralph Ray. Oxford, 1947. 159 p. \$2.50. A boy's story, replete with thrills and adventure, but real and believable throughout. The setting is a segregated farming region in eastern North Carolina. There is a good contrast between two Negro families of different economic status. The illustrations, unfortunately, are very poor. (10-12)
- Clark, Ann Nolan. *In My Mother's House*. Illus. by Velino Herrera. Viking, 1941. 56 p. \$2. Indian children helped the author write this delightful book. Beautifully illustrated by an Indian artist and told in rhythmic prose is the story of a way of life other American children do not know. Although originally intended for use in Indian schools, this book has a poetic quality that other readers will enjoy. (7-10)
- Clark, Ann Nolan. *Little Navajo Bluebird*. Illus. by Paul Lantz. Viking, 1943. 143 p. \$2. The dignity and beauty of Navajo ways are here revealed through the eyes of a small girl. When her older brother refuses to return from the white man's school to resume life with his family, she sees the school as an evil influence; but gradually the girl learns how new and old ways can become a basis for a happy life. A book to read to children or to use as a source book for social studies. (7-9)
- Cormack, M. B., and Bytovetzski, P. L. *Swamp Boy*. Illus. by Winfield Hoskins. McKay, 1948. 290 p. \$2.50. This story of the Okefinokee swamp in Georgia describes understandingly the life of the white swamp people, who felt so different from those living in the "outland." Sixteen-year-old Clint Sheppard had been taught the lore of the swampland by Tom, a Seminole Indian, who is the recognized leader of the neighborhood. Clint learns town ways, too, and adjusts to both environments. A satisfying story. (12-14)

- Credle, Ellis. *The Flop-Eared Hound*. Illus. by Charles Townsend. Oxford, 1938. 52 p. \$2. The adventures of Boot-Jack and his dog. The dialogue is rhythmic and rich in local color without resorting to dialect. Fine photographs of this Negro family and their life in the country make the text come to life. Although the setting is the familiar one of "the little cabin on the large Southern plantation owned by a white family in the big white house," Boot-Jack's experiences are those of any little rural boy. (5-8)
- De Angeli, Marguerite. *Bright April*. Illus. by the author. Doubleday, 1946. 86 p. \$2.50. Here is a tender story of April, a nine-year-old Brownie Scout, her family and friends. The everyday life in Germantown, Pennsylvania, of this happy, hard-working Negro family whose father is a postman, sister a nurse in training, and big brother an architect now in the Army, is told as a backdrop for the story of April. The human relations problems she meets as a Negro child with white friends are woven into the whole with honesty and skill. (8-10)
- De Angeli, Marguerite. *Yonie Wondernose*. Illus. by the author. Doubleday, 1944. 36 p. \$2. Through beautifully colored illustrations and a brightly humorous story, we learn about what an Amish household is like and how American people who are Amish live. Jonathan, who gets his nickname because of his great curiosity, is just like other boys his age. (7-9)
- De Angeli, Marguerite. *Henner's Lydia*. Illus. by the author. Doubleday, 1936. 65 p. \$2. Another story by the same author about the Amish people in our Pennsylvania Dutch countryside. This one is for girls and is told with the author's usual skill. Beautifully illustrated. (9-11)
- Decker, Duane. *Hit and Run*. Morrow, 1949. 188 p. \$2.50. A typical teen-age baseball story in which a fielder on the team who is undersize often loses his temper when razzed from the bleachers. He learns self-control from a teammate who, as the only Negro in the big league, has taken insults from the fans in his stride. (11-14)
- Elting, Mary, and Gossett, Margaret. *Patch*. Illus. by Ursula Koering. Doubleday, 1949. 157 p. \$2. This is an unusual boy-dog story with much to recommend it. The boys, Tony and Joe Hall, live on a farm and their best friend is Sarah Miller, the daughter of a neighboring farmer. We learn from the illustrations that the Halls are white, the Millers are Negro. Along with the everyday fun that these rural youngsters have are problems, too; a neighbor who doesn't like the dog, Patch; and the crisis when Army worms threaten the experimental wheat crop. A thoroughly delightful book, non-stereotypic throughout, even to the mailman, whose name is Mr. Levine. (8-10)
- Emblen, Don and Betty. *The Palomino Boy*. Viking, 1948. 189 p. \$2. The poetic story of Juan—lonely, shy, orphaned—and how he came to accept his Mexican forebears and to accept himself. In the beautiful Palomino Valley near San Diego, California, where he lives with three old ladies, Juan becomes friends with Old Rosa, a Palomino Indian woman. Through listening to her legends, Juan gets a new perspective. Here is a book that will be especially suited to children who are themselves sensitive, shy, introspective. It has no adventure or climax but a quiet wisdom and great dignity. (11-13)
- Embree, Edwin R. *13 Against the Odds*. Illus. with photographs. Viking, 1944. 261 p. \$2.75. Whereas a single biography can so easily be dismissed as "the exception" in a race or culture group by the reader who is either cynical or feels himself inadequate, frustrated, or discouraged, a collection of biographies remains a challenge. Here are the life stories of several distinguished American Negroes who overcame tremendous barriers and made a contribution in our time. (13-16)
- Emery, Anne. *Tradition*. Illus. by Ruth King. Vanguard, 1946. 250 p. \$2.50. Stacy Kennedy and her friends are typical high school teen-agers. This story about them, though set in 1944, presents issues that are not dated. A controversy about a Japanese-American family who move into town raises human relations problems that are fundamental.

- The book could serve as an excellent basis for a discussion in school or youth group. (12-15)
- Estes, Eleanor. *The Hundred Dresses*. Illus. by Louis Slobodkin. Harcourt, 1944. 80 p. \$2.50. Here, sensitively told, are aspects of childhood too often ignored or denied—the cruelty, snobbery, suffering, and sense of guilt in young children. A little girl's story, but one that can be read and discussed with profit by parents and teachers. A clique of little girls at school habitually ridicule Wanda, a Polish-American child. The consequences are devastating for everyone and difficult to forget. The art work is uniquely appropriate. (8-10)
- Evans, Eva Knox. *All About Us*. Illus. by Vana Earle. Capitol, 1947. 95 p. \$2. This is not a story book in the literal sense of the word but a book that tells the facts about people—how and why they are different, how and why they are alike. It is cultural anthropology for Junior. Teachers and parents can use it to read to children. Some children will want to read it themselves. Most adults find it enlightening, too. (8-12)
- Evans, Eva Knox. *Araninta*. Illus. by Erick Berry. Minton, Balch, 1935. 84 p. \$2.
- . *Araninta's Goat*. Illus. by Erick Berry. Putnam, 1938. \$2.
- . *Jerome Anthony*. Illus. by Erick Berry. Putnam, 1936. 88 p. \$2. These three charming story books are about a little girl from the city who visits relatives in the country and about their return visits to the city. The adventures are familiar to any children. The illustrations show that these children happen to be Negro. (6-8)
- Farwell, Martha. *The Good-Luck Bell*. Illus. by Clara Lawton Smith. Rinehart, 1949. 209 p. \$2.25. Miguel and Rosita Ramirez are children who live in Southern California. Their father, who is an artist, has been away from home for several months seeking employment. With their mother and a young baby, they have a tight time of it financially. There is an element of mystery in the story which youngsters will like. This book should be interesting to children who come from Spanish-speaking homes, as well as to those who have undesirable stereotypes about Spanish-speaking people. (8-10)
- Faulkner, Georgene, and Becker, John. *Melindy's Medal*. Illus. by Elton C. Fax. Messner, 1945. 172 p. \$2. Melindy's family moves to a big city housing project. The new apartment is especially wonderful to them since for them and other Negro families housing opportunities have been so limited. School days for eight-year-old Melindy, winning a place among her classmates, listening to Grandma tell of Grandpa's heroism in the Civil War, and best of all the excitement of being the daughter of a "super-duper saxophone player" make for an interesting story notable for its honesty and humor. A fine challenge to many common and undesirable stereotypes about the Negro. (8-10)
- Felsen, Henry Gregor. *Bertie Takes Care*. Illus. by Jane Toan. Dutton, 1948. 184 p. \$2.50. A breezy boys' story of Bertie's efforts to organize a camp of his own by rounding up a group of assorted youngsters who were novices at campcraft. Although the characterization is almost caricature, the situations and the very obvious humor are enjoyed by early teen-agers. The mixed ethnic and racial backgrounds of the boys lead to some problems that test Bertie's sense of fair play. (12-14)
- Fitch, F. M. *One God: The Ways We Worship Him*. Photographs chosen by Beatrice Creighton. Lothrop, 1944. 144 p. \$2. A fine resource book for parent or teacher working with children, and for children themselves. Real life photographs make it especially useful in social studies units on the neighborhood, the American people, etc., where the fact of many ways of worship is part of the learning experience. This book can be helpful if properly used, even in the first grade. (10-14)
- Friedman, Frieda. *A Sundae with Judy*. Illus. by Carolyn Haywood. Morrow, 1949. 192 p. \$2.50. Judy's father has a candy store on a busy street in New York City. Their friends and neighbors are as heterogeneous as the city itself. Around Mayling, one of

- Judy's new friends, who is Chinese-American, an issue of discrimination arises. One wishes the author had not made Mayling's father a laundryman; however, by showing this family as educated, musical, etc., she conveys the idea that positive qualities are not exclusively Caucasian. Although the style of the book is plodding and some of the characters are a little unreal, the values are good and the lower middle-class setting is a welcome change. (9-11)
- Fuller, Harvey K. *Manuel Goes to Sea*. Illus. by the author. Whittlesey House, 1948. 95 p. \$2. A contemporary tale of the Portuguese-American fishermen who sail out of Gloucester, Massachusetts. Twelve-year-old Manuel proves his courage and maturity in an experience that will thrill all boys who love adventure and the sea. This book should be especially useful in that section of New England where Portuguese-Americans have low social status in the community and are referred to derisively. (10-12)
- Gates, Doris. *Blue Willow*. Illus. by Paul Lantz. Viking, 1940. 172 p. \$2. Jane Larkin's family has moved from one state to another so often that her strongest wish is for a permanent home and friends. This story of how she finally gets both conveys to the reader insight into problems of migratory families. The neighbors who help Jane to make friends successfully are of Mexican descent. (10-12)
- Graham, Shirley, and Lipscomb, George D. *Dr. George Washington Carver, Scientist*. Illus. by Elton C. Fax. Messner, 1944. 248 p. \$2.50. The story of this great American scientist will interest boys and girls for many different reasons. His starting out with more strikes against him than most—an orphaned, sickly, slave baby; the familiar, "simple" subjects of his research—cotton, peanuts, cornstalks, sweet potatoes—their endless potential wealth and power; his creativeness, simplicity, genius. A fine supplement to courses in home economics, biology, nature study, health education, etc. (12-15)
- Hayes, Florence. *Hosh-ki the Navajo*. Illus. by Charlotte A. Chase. Random House, 1943. 250 p. \$2. In reading this story of a Navajo boy's problems in adjusting to a modern white man's school and a white man's world which he has been taught to hate, one sees a pattern of misunderstanding, distrust, and poor communication characteristic of human relations among many kinds of groups. The white child raised on stories about Indian stealthiness and treachery will get some new insights. (10-14)
- Hayes, Florence. *Skid*. Illus. by Elton C. Fax. Houghton, 1948. 216 p. \$2.50. Skid and his family left Georgia to come to Connecticut to live. For Skid this meant leaving behind friends as well as his cherished position as captain of the school baseball team; it meant making the transition from a segregated Southern community to a white Northern one. Skid's simple country family, socially inept, contrast sharply with Aunt Alice, who is a poised, well-educated, laboratory technician accustomed to meeting any social situation competently. This class difference within the Negro family group offers a basis for a discussion led by parent or teacher. (9-13)
- Jackson, Jesse. *Anchor Man*. Illus. by Doris Spiegel. Harper, 1947. 142 p. \$2. Even better than *Call Me Charley*, listed below. With fine humor, deep insight, splendid characterization, the author builds this sequel to a real climax in which Charley and his high school friends help to resolve a tense situation in race relations that has been less well handled by adults in many similar real life situations. Here in a thoroughly enjoyable form is a lesson in social techniques of human relations. (10-14)
- Jackson, Jesse. *Call Me Charley*. Illus. by Doris Spiegel. Harper, 1945. 156 p. \$2. The story of Charley, the only Negro boy in a white neighborhood and in the local school. Illustrations are not as good as the text. A story told without sentimentality or soap-box, it communicates to the reader what it is like to feel hurt and bewildered because of the color of your skin. (10-13)
- Jordan, Mildred. *The Shoo-Fly Pie*. Illus. by the author. Knopf, 1944. 118 p. \$2. A spark-

- ling story of presentday life on a farm in the colorful Pennsylvania Dutch country, told with humor from the point of view of Debby, age eight. The mouth-watering food, Debby's endless scrapes, as well as her constantly being frustrated by the "you're too young" reminder, will appeal to most readers. A glossary of the dialect and a real recipe for shoo-fly pie are thrown in for good measure. (8-10)
- Judson, Clara Ingram. *The Green Ginger Jar*. Illus. by Paul Brown. Houghton, 1949. 210 p. \$2.50. This is the story of a brother and sister, typical junior high school students in Chicago, who derive great security from their Chinese culture which they accept and have integrated into their daily living. Conflicts in values occasionally occur but are resolved because of the good human relations in the family. Chinese traditions enrich the story for the reader. (11-13)
- Kelsey, Alice Geer. *Ricardo's White Horse*. Illus. by Joseph Hopkins. Longmans, 1948. 179 p. \$2.25. Everywhere boys want to perform men's work, be like their fathers. The reader will understand and like Ricardo, a rural Puerto Rican boy who helps his father with the road keeping and then takes over when his father becomes ill. How the boy trains his own horse and then wins national prominence is all part of a delightful story. With the influx of Puerto Rican Americans to the mainland, books such as this are sorely needed. (9-11)
- Lampman, Evelyn Sibley. *Treasure Mountain*. Illus. by Richard Bennett. Doubleday, 1949. 207 p. \$2.50. An excellent story of a brother and sister who have lived for four years at an Indian school in Oregon and who visit a great-aunt during the summer. Their shock when confronted with her primitive ways and their gradual acceptance of and respect for her are told with candor and deep insight. The attitudes they meet of whites towards Indians, their effort to integrate their Indian heritage in a white man's world make fascinating reading. (11-14)
- Lange, Ann. *The Eskimo Store*. Illus. by Gladys B. Blackwood. Albert Whitman, 1948. 22 p. \$1.50. A simple little story about Nancy and Ann who live in Alaska. Here is a welcome departure from the traditional and tiresome Eskimo stories with emphasis on their remoteness and "queerness." The illustrations are charming. The text is informative, if a little stiff. The reference at the beginning of the story to the difference in skin color between the Eskimo child and the other is regrettable. (5-7)
- Levinger, Elma Ehrlich. *Albert Einstein*. Messner, 1949. 174 p. \$2.75. Albert Einstein's name is well known and is usually associated with certain words and phrases—relativity, splitting atoms, the fourth dimension. In this fine biography one learns about the man behind the name and something about his basic theories. His boyhood and youth are described warmly, as are the grim years in Germany when Hitler tried to destroy him and his writings. Thus, the story of a human being comes to replace a series of abstract symbols. (12-14)
- Means, Florence C. *Assorted Sisters*. Illus. by Helen Blair. Houghton, 1947. 250 p. \$2.75. A Denver high school story where girls of differing cultural backgrounds (white, Chinese, Spanish-American, Negro) build genuine friendship with each other and join together against discrimination. Good characterization, true appreciation of several different culture patterns, and the portrayal of a happy family life more than balance the almost too happy ending. (13-15)
- Means, Florence C. *The Moved-Outers*. Illus. by Helen Blair. Houghton, 1945. 154 p. \$2. Though dated as a story, here is a case study of group relations under the strain of war that is as real today as it was when first written—what happened to the Ohara family, residents and citizens of California, when the United States went to war with Japan. Senior high school students interested in problems of human relations would find this book a valuable resource. (12 and up)
- Means, Florence C. *Shuttered Windows*. Illus. by Armstrong Sperry. Houghton, 1938. 205 p. \$2. Harriet, age 16, a Negro student at a Minneapolis high school, goes to one

of the Sea Islands off South Carolina to live with a grandmother she doesn't know. The contrast between her own non-segregated middle class, urban environment, and the life she finds on the tropical, poverty-stricken island is dramatically portrayed. The reader shares her wish first to escape and then to stay and explore the mystery and beauty of the island. Her experiences at the segregated girls' school, her budding romance with a handsome and talented lad studying to be an agriculture expert make this a lively book. How culture patterns vary within a racial group as a result of difference in educational opportunity and environment is made poignantly clear. (12-14)

- Mitchell, Lucy Sprague. *A Year in the City*. Illus. by Tibor Gergely. Simon and Schuster, 1948. 41 p. 25 cents. The sights and sounds of a big city seen and heard by children looking out the window. Short poems, simple text, and pictures, conveniently divided by the seasons of the year, tell of experiences familiar to rural and urban youngsters alike. Children of different racial, socio-economic groups can find themselves in the pictures. (3-5)
- Ovington, M. W. *Zeke*. Illus. by Natalie Davis. Harcourt, 1931. 205 p. \$2. Zeke Lee, from a small rural community in the South, attends Tolliver Institute in Alabama. His problems in adjusting to dormitory life make a good story. The fact that he is a Negro and that Tolliver is a school for Negro boys make the book even more interesting. (12-13)
- Politi, Leo. *Juanita*. Illus. by the author. Scribner, 1948. 30 p. \$2. Birthdays and festivals interest all children. How Juanita, her family and friends on Olivera Street—a kind of cultural island in the old part of Los Angeles—celebrate two happy occasions in the Mexican tradition is told through text and pictures of this beautiful book. Great care has been given to detail in the pictures; music and words of several songs are supplied, and the ceremonies are described in sufficient detail so that this slim volume can be a fine source for fourth, fifth, and sixth graders who are studying about peoples of the USA. (6 and up)
- Puner, Helen W. *Daddies; What They Do All Day*. Illus. by Roger Duvoisin. Lothrop, 1946. 30 p. \$1.50. A picture book with illustrations of people who are neither "white" nor "black"; thus, any child can identify with the daddies or the work situations portrayed. Brief, simple text; lively pictures. There is a wide variety of workers from different income levels. The musician is the only one drawn stereotypically. (4-6)
- Rey, Margret. *Spotty*. Illus. by H. A. Rey. Harper, 1945. 26 p. \$1.75. Spotty, a rabbit who is rejected by his own family because others insist he is inferior and "different," runs away from home. How he finally gains acceptance is told in simple text with charming pictures. When young children read the story, they do not always generalize from the rabbit's experience to human experience, although they do identify with the excluded rabbit. The moral, therefore, requires interpretation by parent or teacher for children under eight. (5 and up)
- Ryan, Elizabeth. *Higgledy Piggledy Room*. Illus. by Kurt Werth. Shady Hill Press, 1948. 24 p. \$1.25. Children who do not like to put their toys away will identify with Nick and Katie, who clash with Mama over the problem, and then find a solution by themselves that is quite painless. Nick and Katie are middle class Negro children; this the reader learns from the pictures. (5-7)
- Savage, Joan. *Hurray for Bobo*. Illus. by Berta Schwartz. Children's Press, 1947. 34 p. 25 cents. Bobo, who didn't know how to play baseball, contrived a way to be accepted by the neighborhood kids in spite of it. The universal problem of being accepted is one every child understands. The fact that Bobo is Chinese-American may, to some readers, suggest additional problems. Bobo's mother, unfortunately, speaks only in parables; thus, there is injected an artificial note into an otherwise pleasantly told story. The pictures show neighborhood children of different racial origins. A

- parent or teacher could, by merely showing the pictures to children with the suggestion "Tell me about the picture," elicit comments revealing attitudes and expectations about human relations. (4-6)
- Shackelford, Jane Dabney. *My Happy Days*. Illus. by Cecil Vinson. Associated Publishers, 1944. 121 p. \$2.15. Stilted, uninteresting text, but a good picture book of middle class Negro family life, showing familiar experiences—playing house, going to school, visiting the airport with Daddy, shopping with mother, etc.—which helps to extend the perception of the Negro family for white and Negro children. (6-10)
- Sperry, Armstrong. *Little Eagle—a Navajo Boy*. Illus. by the author. Winston, 1938. 102 p. \$2. A dramatic, modern adventure story of a fourteen-year-old Navajo boy in the setting of the Arizona canyons, the conflict in values that he faced as between the ancient Indian culture and that represented by the modern government school of the white man. Warm family relations in a home setting unfamiliar to many white children. Brilliantly colored illustrations. (9-11)
- Stone, C. R. *Inga of Porcupine Mine*. Illus. by Ellen Simon. Holiday, 1942. 212 p. \$2. Thirteen-year-old Inga, her American father of Cornish descent, and Finnish mother live in a small mining town in northern Michigan. The home life and warm relationship of this miner's family give the reader a glimpse of values that transcend class and cultural differences. Descriptions of wonderful foods and charming customs suggest to the reader how our American culture is enriched through the variety of our origins. The efforts at dialect are not successful but are inconsequential. (10-12)
- Tarry, Ellen, and Ets, Marie Hall. *My Dog Rinty*. Illus. by Alexander and Alexandra Alland. Viking, 1946. 50 p. \$1.50. David and his dog, Rinty, get into and out of all kinds of scrapes. Illustrated profusely with photographs, the book has the lively contemporary flavor of a picture magazine. The text makes no reference to the fact that David is a Negro boy. The pictures and story challenge common undesirable stereotypes about the Negro. (6-9)
- Tunis, John R. *All-American*. Illus. by Hans Walleen. Harcourt, 1942. 245 p. \$2. A high school boy, white, Anglo-Saxon, learns how it feels to be discriminated against when he transfers from private to public school and has to develop new friendships. (12-15)
- Tunis, John R. *Yea! Wildcats!* Harcourt, 1944. 257 p. \$2.
 ———. *A City for Lincoln*. Harcourt, 1945. 292 p. \$2. Both these sports stories have the same setting, a town in Indiana, and revolve around the same key figures, the young basketball coach and high school teen-agers. The social issues in each story are different but in both the author's stress is on respect for individual worth and fairness in human relations. Sports are seen in a framework of the total community and a value such as "fairness" is understood as it affects behavior of townspeople and their relationships. (12-15)
- Whitney, Phyllis A. *Willow Hill*. McKay, 1947. 243 p. \$2.50. Another popular high school story for girls, better written than most. This one describes the struggle of fair-minded students and adults to overcome the prejudices of their friends when a government housing project brings a sudden influx of Negroes into the community. Realistically handled for the age level, with a good plot to hold the reader's interest. How community-school planning can anticipate and meet successfully shifts in population, developments in housing could be one outcome of group discussion of this book. (14-16)
- Woody, Regina J. *Starlight*. Morrow, 1946. 248 p. \$2.50. This is essentially a story about horses, which will have special appeal to girls who know and love them. Along with the major theme is the developing friendship of two girls, one of whom is Negro. There is a marked contrast in the social status of Alomena's and Judy's families that stems from class as well as race. This difference in social status and the resultant snobbery among the white families offer opportunity for discussion. (9-12)

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