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An annotated fiction list for a problems of democracy class

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AN ANNOTATED FICTION LIST FOR A
PROBLEMS OF DEMOCRACY CLASS

BY

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CHAPTER I

THE VALUE OF CONTEMPORARY AND HISTORICAL FICTION

Introduction

It is the purpose of this paper to present a selected, annotated list of recent contemporary and historical fiction which may be used as a supplement to reading lists in a Problems of Democracy course in high schools. Prior to this study there were no adequate up-to-date bibliographies prepared for the entire field. However, there were some helpful aids compiled in a number of specialized subject areas. One example is Hannah Logasa's Historical Fiction for Junior and Senior High Schools. A service paper by Myrtle Storer was compiled in 1947 at Boston University bringing the list of historical fiction up-to-date. On the contemporary side three books are outstanding sources in the schools today. They are A Guide to the Best Fiction, America in Fiction, and The Standard Catalog for High Schools.

Ernest Horn points out that there is a need for,

..... a complete and authoritative guide to the imaginative writing that contributes to historical, civic, and geographical understanding. Such a guide should contain an introductory section making clear the limitations and potentialities of imaginative writing in the teaching of social sciences and geography, and give explicit suggestions as to how the materials are to be used. The bibliography should be selective rather than extensive ...... A clear distinction should be drawn between contemporary and historical fiction. 

The value of contemporary and historical fiction to be used as supplementary reading has been a controversial issue between educators and historians for many years. However, the writer believes that fiction stimulates a greater interest in the subject and is, therefore, valuable; otherwise this bibliography would have never been compiled. The following comments express the viewpoints of various writers, history teachers, and historians.

**Fiction - Contemporary and Historical**

Henry Johnson sums up the point with this comment,

History contributes to literature. It furnishes materials and inspirations to literary genius. It supplies the background of conditions and events contemporary with literary genius and here, as elsewhere, relates the times to the man. It records great achievements in literature with great achievements in other fields of human activity. It is itself literature. Literature contributes to history. It furnishes indications of popular taste and of moral and intellectual standards. It sheds light upon the prejudices, the ideals, the aspirations of a people. It can be counted with the forces that mold the life

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of a people. It is a part of the atmosphere of its age. Each field dependent on the other.¹

Looking first at the contemporary novel we discover that,

... from the 1890's to the present day American novelists have tried to tell something of the story of the cost of American civilization in terms of human and personal consequences ... Henry James, Stephen Crane, and Harold Frederic while writing in different forms from each other, all dealt with the theme of self-development and of awareness ...... In the Theodore Dreiser world, the emotional capacities of men and women for affection and the power of the individual will, are weaker than the forces of social circumstance. In this sense Dreiser wrote realistic novels about the conditions of American life ...... One of the best illustrations of the Populist influence can be found in Frank Norris. His literary theory was democratic, popular, and antinobbish. In his essay, The Responsibilities of the Novelists, he argued that the novelist must accept the responsibility of writing truthfully for the mass of people. In the literature of the 1920's leisure and consumption are of growing thematic importance. Also the commodity and commodity value became a concealed theme. Principally after the 1929 depression we notice that the lower class and group sections of the American scene were treated in fiction. The racial theme was cropping-up in backward sections, problems of first and second generations, backgrounds; all became characters of novels ...... Earlier in the present century, American realistic writing had the effect of tearing down the conventional images of the American dream, of sex, and of social snobbery of the upper classes; in the last decade and a half, major impact of the American realistic writing has been creating more consciousness of what life in America really is like. If this literature is appreciated as a fictional account of quality of lives in America, it then may be able to tear down and throw aside false conventional images.²

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Hannah Logasa expresses the belief that more use of the historical novel should be made at both the junior and senior high levels. She argues,

Why use the historical novel at all in courses? Why not use material strictly historical? This question suggests the attitude of the trained historian or the history teacher who is dealing with advanced students. The educator and the psychologist will answer that these objections do not hold for the immature mind of the developing boy or girl at the adolescent age. The child has not formed canons of probability. He views all with open mind and sees with eyes of wonder. This attitude is wise to cherish and to guide wisely for sophistication will proceed rapidly enough. If the imagination of the child has been fed on folklore and stories of heroes and great spiritual narratives, he will not need any introduction to history. The child less fortunately placed will find the sense of reality in the past through the reading of the great chronicles and romances. For him Herodotus and Scott are alike friends and guides, portals to the realm of romance. Thus the race story may lose alien quality which it possesses for some and may become a "mystery" in the consciousness of the student.

The same writer criticizes the textbook writers for their failures to present an interesting as well as factual work that will keep the interest of the student keen at all times.

For many students the facts of the past as they are gathered from text books remain abstract, dry, and lifeless. Unless the student comes to visualize the past, unless it comes to have some reality in his mind, the lessons which he is taught are largely lost to him.

Therefore, novels can be used as aids to help the pupil build up a technique of illustration. The masters of imaginary fiction become willing helpers and through their work a

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2. Ibid. P. 10.
new gateway to interests and knowledge is achieved.¹

Henry Belloc expressed the same idea in a different way when he said,

A good historical novel - the rarest of rare things is the best educational instrument imaginable. To know the past, or even a section of the past, is to add dimension to experience.²

Whereas the contemporary writers according to Conrad Richter give,

glimpses of the past ..... for example The Sea of Grass, The Trees and The Fields, ..... literature that belongs to the eager nationalism of the depression thirties. This literary rediscovery will be written as proof of a most remarkable phenomena of our age.³

There are many difficulties encountered with materials in composing an historical novel. Below are two of the difficult ones that writers have to face.

The first is the shaping of the whole story into a design that is part of a grand pattern of historical events, pregnant simply with important meaning ..... logically history proves nothing ..... it simply occurred yet the business of the historical novelists, as of the artist, undoubtedly compels him to shape his story out of meaningless data into a form and pattern which have human meaning, rich if possible, in emotion, and philosophical values. The second difficulty is how to fit the sources into the material. This is not a mechanical problem ..... It is a psychogical, artistic, and dramatic ..... problem; one not only of selection, but of the preparation of material.⁴

A great deal of research goes into the construction of a good historical novel. It is increasingly difficult for

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¹ Logasa, Ibid. P. 10.
an author to get away with inaccuracies. Today people are aware of the many sources with which they can locate isolated incidents. Very often when a movie or radio program presents a wrong version or pronounces an inaccurate fact there are immediately hundreds of letters written calling attention to the error. In a recent article by Bruce Lancaster he describes the vast amount of research that goes into the modern historical novel. He tells how both he and his wife sift out vast amounts of material, many clues leading up blind alleys, in order to build a correct background with the true settings and characters for their novels. No one can visualize the "vast amounts of materials investigated and then discarded for one bit of information."  

Max Farrand, discussing a critical examination of Dr. Weir Mitchell's historical novel, Hugh Wynne, in order to determine the accuracy and use of historical fact, has this to say about it,

The portrayal of historical characters, Dr. Mitchell has shown his strongest side."Put yourself in his place" is the precept of the historian in such delineation as it is of the novelist. Human nature is the same in one generation as it is in another, and provided only he strictly guards the use of his imagination by all facts ascertainable in the case, the novelist in his presentation of historical figures may well succeed where many equally painstaking but imaginative historians have failed.  

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"Regional and historical novels which are accurate in backgrounds," are essential in any study of a course in Problems of Democracy.¹ But one must read for enjoyment instead of being compelled to read this or that book to gain desired insights on the problems under consideration. "Extensive rather the intensive reading appeals to the pupils' emotions as well as their intellect" is the desired result sought.² The Fourteenth Yearbook recommends that historical novels and poems be used to correct this deficiency.³

However, in other quarters one hears rumblings against contemporary and historical fiction. Henry Johnson once said, "the teacher who desires to prove either side by citation of opinion will find no lack of distinguished support."⁴ The diversity of opinions concerning merits and demerits is enormous. George Gooch carries the idea further when he wrote,

No self-respecting historian would ever dream of suggesting that fiction, however, conscientious and erudite could provide for genuine historical study .... the object of the author is to stimulate interest rather than solve problems .... hence, there is no reason why we should not take full advantage of the

2. Ibid. P. 294.
3. Ibid. P. 294.
delights which the historical novelists in our own or other countries provide for us in rich profusion.¹

However, Louis Bromfield savagely attacks our fiction, especially the newer historical novel. He believes that because we live in unsettled and disturbing times our novels are colored to compete with the front pages of our newspapers. He points out that during such disturbed and violent periods of history no really great books are produced. He further states,

The most certain sign of literary sickness is the great flowing of thick, ornate historical novels, a few possessing quality but most of them over-romantic, escapist trash ...... as a people we have turned from sweetness to sentiment to sensation ...... Hollywood coming in for its share of the credit.²

Therefore, it is the purpose of the writer of this paper to collect an annotated list of those novels considered helpful to pupils of senior high schools and to omit such materials as Louis Bromfield describes. Today our fiction is "showing that there is more freedom of thought ...... no one tells the authors what they are supposed to write about ...... each author is as great as the other ...... in his or her field."³ It is entirely useless to force uninteresting and difficult reading material on any pupil, therefore, the writer has chosen a large variety of materials in an attempt

to meet all anticipated requirements of the classroom teacher.

"We Americans are alive to literary values as never before ...... never before has there been a war in which the times politically and economically been so vividly portrayed. Usually it takes years ...... but the depression in the thirties did much to build up our present writers."1

**Teacher - Classroom Procedure**

Rolla Tryon points out that in teaching the instructor many times loses contact between the pupils and the subject.

It is often said that in actual practice the teacher instead of developing a love for historical literature, turns students out with an aversion to it. The trouble here is not so much in collateral reading per se as in the kind selected and recognized ...... The quantity and quality are up to the individual teacher to work out.2

To illustrate the above idea an actual experiment was carried out in a public school by Leo Alilunas. He found that his class just didn't have any interest in the history they were supposed to be studying. After some direct questioning he found that they thought the text materials were too dry and uninteresting. So, he allowed three days off from the regular assignment in which they could read certain selected fiction books, dealing directly with the period of history under consideration. After completing the three day

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reading assignment he found that the pupils took a new and decided interest in their work. They asked more questions, both on the period and on the textbook material and enjoyed discussion more. His own viewpoint is expressed in these words,

What these adolescents got out of their reading experience was something they had not derived from their own tussles with the dry history texts ..... a genuine liking for history. Many actually expressed amazement that history could be that interesting. Through a literary approach, subjective as it was, they were finding a motive for more serious study of history ..... They were now psychologically ready for more serious study and an analytical approach. A textbook diet alone tends to leave only a traumatic effect upon the adolescents. The process of integration, which employs the materials of literature and history, results in a better appreciation of history.1

Thus we see from the above experiment that fiction can be used to stimulate students to a greater enjoyment of the subject. Butterfield, speaking of the justification of fiction had this to say,

The real justification of the novel as a way of dealing with the past is that it brings home to the readers that there is a world of the past to tell tales about ..... an area of vivid and momentous life, in which men and women were flesh and blood, their sorrows, hopes, and adventures as real as ours ..... and their moments as precious as our moments.2

Channing, Hart, and Turner, realizing that historical fiction does contain certain inaccuracies and anachronisms, believe that,

novels written by men with historical training and based upon real knowledge of the history and the literature of the period may give the pupil a lively appreciation of conditions under which people lived.

In summing up the examination of the contemporary and historical novel, Butterfield has this to say,

The historical novel is one of many ways of treating the past and of wrestling from it its secrets. Given the facts of nature a scientist will make use of them and will do a certain kind of thinking around them; but the artist or the poet, will turn a different light upon them and meet them in a different way. Given the facts of the past, the historian shapes them one way, squeezes something out of them, hunts out a set of implications in them; the novelist uses them for a different purpose, organizes them differently, and turns them over in his thinking with a different kind of logic. Given an event the historian will seek to eliminate its ultimate significance and to trace its influence; the novelist will seek merely to recapture the fleeting moments, to see the thing happen, to turn it into a picture or a situation and will try to catch a glimpse of human nature. Each will notice different things and follow different clues; for to the historian the past is the whole process of development that leads to the present; to the novelist it is a strange world to tell about.

Fiction Records Present Ideas

The one great pitfall that a person must be careful to avoid when studying novels of this type is the pervasive influence of the mood together with the perspective of one's own time. One must take into consideration how the novelist expresses himself as a writer and historian. Also, how did he interpret and rebuild the past? Therefore, when Henry Canby

said, "historical fiction, like history is more likely to register an exact truth about the writer's present rather than a truth of the past," he pointed to a fact that nearly everyone fails to observe. He further adds that this startling revelation is present in all novels despite the fact that the author attempts to correct it. Therefore, when we read fiction we must always bear in mind that,

..... a writer cannot shake off entirely the influence of his generation even by conscious effort. So inescapable is this influence that the interpretation of other ages, whether in the form of historical treaties or fiction, often throw more light on the time of the author than on the period about which he writes.

As Brander Mathews once said, "..... no man can step off his own shadow." Therefore, by reading modern contemporary novels we actually get an insight into the present problems surrounding us. Thus this type of reading will fit nicely into a Problems of Democracy course. Fiction is the medium of expression for either radical or reactionary ideas. There may be bias, either conscious or unconscious, and it is up to the reader to discover the author's intent. However, if the novels are used "intelligently and interpreted judicially" it will broaden one's conception of life.

Therefore, Benjamin Nead concludes that,

Mere tombstone information is neither valuable nor a desirable acquisition. Familiarity with history benefits us only by increasing our knowledge of human nature, furnishing us with examples of character to be emulated or avoided and enabling us with experience to predict the probable consequences of present conduct . . . . the well written historical novel has attained deserved popularity because, while faithful in the portrayal of important historical characters, and in the description of well-known historical events, the author changes what to many is a repulsive skeleton into a thing of life and blood by introducing minor personages and events, partly or wholly fictitious, in order to show customs, habits, costumes, dialect, and spirit of the times which the average reader is not familiar. Thus it happens that all the valuable lessons of history are sometimes conveyed to our minds by works which are largely fiction.¹

Leisure Reading

It has been found from numerous studies that pupils at the secondary level read novels for their own enjoyment during their leisure time. If one child can be persuaded to read a novel and votes it a "capital" tale, his classmates will be anxious to read it in their spare time. Knowlton conducted a study and from the results suggests this procedure,

. . . . . book lists should be supplied to accompany each section that is being studied, and from time to time the class should be asked to make suggestions from their private reading as to what they have found interesting in this connection. Children will read entire volumes . . . . as the result of an interest gained at the time.²

Therefore, within a short space of time, the few hours spent reading a novel and perhaps later a short classroom discussion, the pupils can create an atmosphere under which the characters will live again.

Historical characters march again to the nation's call, scenes are re-enacted, observations are made of social conflicts and social struggles and contests are won and lost ....... bringing home to the student all the reality that once existed. 1

We have seen from the above statements that literature plays an important part in our appreciation and better understanding of the past and present. Horn emphasized that,

Of all the subjects not traditionally included under social studies none is more intimately affiliated with them than literature. The close relationship is particularly significant because of the large amount of time given to literature in the leisure-time reading of both children and adults, and the potential force of ideas gained from imaginative literature is clearly apparent ....... the teacher ....... must reckon with ideas, interests, and attitudes developed through literature and novels ....... the use of teaching geography, history, and the other social studies has been generally accepted in both American and European schools. It was recommended by the Committee of Ten in addition to the Committee's strong emphasis on the need for the study of sources and for collateral reading. It was stimulated also by various theories ....... advocating a closer relationship between various school subjects ....... some teachers were led ....... to literature because they recognized the meagerness, bareness, and lack of color in the textbooks, and were faced with a dearth of suitable reference material. Perhaps they sensed also the elements of common purpose of literature and social science. 2

The term "children's literature" consists only of

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a small part of the books written for children. Whenever, we attempt to list books which have proved universally popular among the younger generations we find that the novels considered children's classics are none other than books which were originally written solely for adult consumption. Bunyan wrote Pilgrim's Progress as a religious allegory, intended to lead men and women into the ways of right living. As one writer expressed it long ago, "it was written for grown-up saints, but it happily fell into the hands of little sinners." Robinson Crusoe was written to set forth Defoe's views on current social and theological questions, however, children have taken the story and left the social and theological views to gather dust on the shelves of the past. Swift wrote Gulliver's Travels as a political satire. Aesop's Fables were intended as moral and political guides to men. The Arabian Nights were old romances. Uncle Tom's Cabin was directed wholly towards adults. And so we might conclude that this could continue indefinitely...... the enumeration of books which are now accepted as children's literature, but which was written originally for grown men and women.¹

A survey was conducted throughout the New York City high school system for six months (Sept., 1935 - Jan., 1936) in an attempt to get a cross-section of pupil leisure time reading selections. One of the important factors established was the "unmistakable force of the classroom teacher in directing the reading of books among the students."²

Another part of the survey produced a list of favorites among the pupils. The total number of students screened numbered 46,972. The results of the top ten are tabulated below in order of their frequency,

1. Call of the Wild.
2. Tom Sawyer.
3. Alice Adams.
4. David Copperfield.
5. Seventeen.
6. Three Musketeers.
7. The Count of Monte Cristo.
8. Huckleberry Finn.
10. Adventures of Sherlock Holmes.

One of the unusual items occurring in this list was the novel Call of the Wild which is almost always classified in any book list as a book belonging to younger readers. However, it ranks first in this listing. This is due in part to the fact that slow readers were not segregated from the group examined. Another interesting observation is the fact that nearly all the items listed could be classified as adventure novels. This fact governed many of the novels selected for this bibliography.

The second part of the survey dealt with the authors and are again arranged in order of frequency.

1. Booth Tarkington
2. Mark Twain
3. Charles Dickens
5. Louisa May Alcott
6. Alexander Dumas
7. Robert Louis Stevenson
8. Sinclair Lewis
9. Jules Verne
10. Raphael Sabatini
11. Pearl Buck
12. Rudyard Kipling

1. New York etc. Ibid. P. 12.
2. Ibid. P. 13.
The Chicago Daily News commenting editorially upon the survey has this to say,

Whether it be owing to teacher guidance or to unconquerable love of sentiment and romance that youth turns from the modern realist to the heart throb, the glamour, the color of today is not lacking in a certain sophistication. Probably it needs no books to acquire it. Life rubs it in. It may be well, therefore, that youth should take its dip into the pools of literature which are made glorious by imagination, and endurance still move in lovely patterns on the gleaming waters surface. THESE THINGS WILL BE NEEDED IN THE WORLD AGAIN! To have a large admixture of them, even if it be only in a mind of dream, is to hold an antidote for the spiced and acrid and dubious wisdom of our moderns.¹

Another interesting item is the fact that biography does not appear to be popular reading at all among youth. From the survey it proved that few biographies reach impressive frequencies. The five topping the list are as follows,

1. The Story of My Life - Helen Keller.
2. Boy's Life of Lincoln - Nicolay.
5. The Sea Devil - Lowell Thomas.²

Therefore, in conclusion, "a summary of the schools participating showed that fiction had a lead over all other types of books."³ This fact is substantiated by the percentages below,

<table>
<thead>
<tr>
<th>TYPE</th>
<th>NUMBER OF BOOKS</th>
<th>PERCENTAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction</td>
<td>45,980</td>
<td>69.5</td>
</tr>
<tr>
<td>Very Light Fiction</td>
<td>4,371</td>
<td>6.66</td>
</tr>
</tbody>
</table>

3. Ibid. P. 16.
Another interesting survey was conducted in 1941 involving some 217 schools representing 35 states and the District of Columbia. The survey differed from the one above in that the subjects were classified as retarded readers in high schools. It was found that the list they chose gave not only many well-known books, but a goodly number of recently published novels. Each of the books has been used in the schools of the survey; and each has demonstrated its value for those pupils who need this type of interesting reading material.

The first ten of the hundred reported on in the survey are as follows,

1. Adventure Bound
2. New Horizons
3. Call of the Wild
4. Champions
5. Little Women
6. Adventures of Tom Sawyer
7. Six Great Stories
8. New Narratives
9. Daddy Long-Legs
(Smokey
10. (Adventures in Sport
(Treasure Island

The same results over a twelve year period were established by George Norwell. Tabulation of some 1,590,000

1. Ibid., p. 16.
reports on the literary selections "showed that novels rated first among both boys and girls".¹

**Political Novel**

Man has constantly used the written word as a means of expressing thoughts on controversial matters. Therefore, when the Political Novel appeared in the early part of the nineteenth century it was nothing more than a specialized novel dealing with everyday political problems. It represented both sides of every major political problem depending "which ear of the public was wanted".²

The novel can best be described as,

a work of prose fiction which leans to ideas rather than to emotions; which deals with the machinery of law making or with a theory about public conduct rather than with a discussion on the merits of any given piece of legislation; and where the main purpose of the author is party propaganda, public reform, or the exposition of the lives of the personages who maintain government, or the forces which constitute government. In this exposition the drawing-room is frequently used as a medium for presenting the inside life of politics.³

The novel offered itself to a group of young novelists as the most effective vehicle of propaganda for the speaking of their ideas on religion, conduct, and government. Dickens displayed the injustice and brutality of the working house and the boarding school ...... Thackery, the smugness, snobbery, hypocrisy, and even villainy that lay beneath the veneer of society. Prison and factory conditions felt the scourge

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of Charles Reade's bitter pen; and Kingsly in Yeast and Alton Locke applied the force of narrative to the solution of political and economic problems.\(^1\)

Winston Churchill's Coniston is the best novel we have, in American Literature, of the old time State Boss, and is full of suggestion of the methods of the newer, the more sophisticated political boss, whose wealth and corporate control dominates government sometimes in our day ...... although the political novel proper does not interest itself with individuals so much as ideas it has historical kinship with the so-called social novel which has grown up out of the need for social education, and is, therefore, contemporaneous testimony to the conditions of any given time.\(^2\)

Howard Fast argues,

...... with each new step towards social justice America took, we see evidence of a literature on a new and higher level ...... recall that at the end of the twenties the critical prophets were once again consigning our literature to "limbo". Yet in the thirties, spurred by the struggles of the unorganized to organize, of a whole people to overcome a profound depression, a new current was set in motion.\(^3\)

Alain Locke expresses the idea that more and more emphasis is being placed on the negro and the other racial problems. He points out, "that an ever increasing number of fiction books are dealing with negro problems, many having political implications".\(^4\)

Therefore, in recapitulation, it must be noted that the vast body of contemporaneous writing since the earliest

\(^1\) Ibid. P. 4.
periods of reform have offered to succeeding generations sources of material which are valuable, especially in the case of political and social novels. The study of literature of one period or another is always an interesting way of examining bits of public opinion. Was it not Uncle Tom's Cabin that stirred up the country over slavery? The Grapes of Wrath portrayed both a sociological and economic problem to our generation. All of these are tangible factors in the conditioning of human development.
CHAPTER II

ANALYSIS PROCEDURE AND PREVIOUS BIBLIOGRAPHIES

Procedure Used in Compiling and Annotating This Bibliography

The writer, in order not to slight any of the books selected, limited the novels under consideration to those published from 1938-1947. Many school librarians have compiled numerous book lists of available material for their own libraries. Therefore, this list will serve as a supplement to the classroom teacher, for more recent material available at public libraries which may be found useful in a Problems of Democracy course. Also it may act as a guide for a social studies department in selecting new reading material for school libraries.

The Fiction Catalog served as the main source for obtaining a list of novels used in this bibliography.\(^1\) Also various selections were gathered from suggested book lists compiled by librarians and teachers in service. Each group contributed enough individual items to warrant mentioning.

There was no attempt made to suggest the relative value of the various novels annotated. However, when the books were, in the compiler's opinion, poorly written, contained an

excessive use of poor language or construction, or over-romantic plots, they were omitted. A few books remain in this bibliography which are decidedly for advanced readers only. These selections are underlined in red in Chapter III and the writer strongly recommends that the teacher explain the book to the pupil before suggesting it to him directly. Thus he can better grasp the full significance of the story and enjoy it more. A few books are starred in red throughout Chapter III which can be assigned to slow readers. Each teacher, after consulting this bibliography for useful books in his or her class work, must decide by reading book reviews or the actual book itself whether or not to recommend it to his pupils.

Some consideration was given to the possibility of grading the various reading difficulties of each novel by one of the numerous formulae. This was soon abandoned since none of the formulae are sufficiently accepted to justify their use. After some acquaintance with the novels as well as the pupils' reading skills and interests plus their reaction to different ones, the teacher can determine the correct novels to recommend to each individual pupil.

It is the purpose of this paper to break down each novel reported on into its simplest form, and catalogue it in such a manner that the separate topics will be easy to locate at a glance. In the attempt to cover all aspects of the difficulties presented in each story the topics have been selected so they will fit into a course on Problems of Democracy. Each
novel in the bibliography was read or skimmed through with more than a cursory examination. At the time of the reading, notes were taken which compose the body of this paper. The selection of novels was based on a group of topics compiled in a study by Bosch at Boston University.\footnote{Dorothea Bosch, An Analysis of Textbooks in Problems of Democracy at the Secondary School Level. Unpublished Master's Thesis, Boston University, School of Education. 1945.} The writer also conducted an independent study of some twenty-two textbooks used in Problems of Democracy courses in New England. They were written between 1927-1946 and are listed in the bibliography at the end of the paper.

The topics in Bosch's study most commonly found in the books reviewed included,

Social Security Problems, Dealing with Poverty.
Crime.
Handicapped Personnel.
Health Education.
Use of Leisure Time.
Conservation of National Resources.
Taxation.
Politics.
Government Regulation and Ownership.
Farm Problems.
Labor Problems.\footnote{Ibid.}

The study also included some topics found in nearly all the texts. The textbooks analyzed in the survey were written between 1940-1944. The topics included,

Fundamental Law of the Land.
National and State Governments.
Community Problems (both urban and rural).
Large Scale Production.
Standards of Living.
Political Parties.
Public Opinions.
Money and Banking.
Law Making.
Immigration.
Race Relations.
International Relations.¹

From the writer's research on the same subject, only two additions were included in the above list when selecting novels for this bibliography. One was "earning a living". To meet this need a few novels on professional lives together with a few on trades and unusual occupations were added. The second addition was the topic "religion". In order not to slight any group of people the writer included several books from each of the three main religious groups represented in the United States, Protestant, Catholic, and Jewish. The Protestant classification is broken down into a few minor denominations in order to a larger coverage of the group.

It was necessary in preparing this bibliography to organize the materials collected so that they could be easily classified. Five main headings or group areas were selected under which all the materials were catalogued; they included the Economic, Government, Geography, Religion, and Sociological groups. There is a cross-reference listing of the novels in Chapter V since many of the novels fall under more than one heading. Here the teacher can readily locate a novel on one particular phase immediately. In Chapter III all books are list-

¹. Ibid.
ed alphabetically by authors.

The arrangement of each report in Chapter III on the individual novel is as follows:

- **Heading** ---- The Author's Name; Name of the Novel; Where published and by Whom; The Year and Total Number of Pages.
- **Type** ------- One of the five main groups or headings listed here.
- **Time** ------- An attempt to place chronologically the period of the novel.
- **Setting** ----- An attempt to place as near as possible the actual place or places mentioned.
- **Story** ------ A one or two line summary.
- **Topics** ------ Main events or experiences within the novel that correspond to topics selected from the previously mentioned textbooks.
- **Historical** --- Where they actually enter or take part in the plot directly.
- **Characters**  ---
- **Maps** ------ Used only as a quick means of locating the action of the story.

In Chapter VI there is a listing of all items included under the main heading "Topics". This chapter is known as the Topical Index section. Here the subject matter is arranged alphabetically with the corresponding page number so that the topics may be located easily and quickly. Here a teacher may turn to select a novel containing some point he wishes the pupil to read, or to help him locate a bit of information on a subject. Chapter IV contains an alphabetical listing of the novels found in Chapter III.

**Previous Bibliographies**

The Fiction Catalog lists and annotates all novels published in the United States by author, title, and subject index with yearly supplements added to keep the catalogue up-
Annotations are given in the author index. There is no heading or topic entitled Problems of Democracy. Therefore, it was necessary to search under a variety of headings to obtain a list suitable for the bibliography. However, this is the best source to obtain titles of recently published novels.

The Standard Catalog for High School Libraries is a graded list of various reading materials for both the junior and senior high school level. It too is kept up-to-date by supplements. It is necessary to look under several topics in the front part of the catalogue where the title, author, and subject indexes are all in one alphabetical list. The second section is broken down into classifications by the Dewey decimal system. Here are also the annotations. It is a highly selected list and is, therefore, limited in scope. Nevertheless, it is extremely valuable since the books are selected for junior and senior high school pupils and graded accordingly.

More Books, a monthly publication, and a companion list entitled, Books Current at the Boston Public Library, issued four times yearly are valuable sources of information on new additions to the system. Both valuable sources for the writer.

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Other good sources of review include the Saturday Review of Literature and The New York Times Book Review Section. Excerpts of these reviews and other periodicals may be found in the Book Review Digest.  

Questionnaire Results

A four question questionnaire was made up and mimeographed. Then it was sent to teachers in service who were personal friends of the writer, asking them to pass out the questionnaire among teachers who had taught or who were teaching a course called Problems, Problems of Democracy, or Contemporary Problems. A total of 156 blanks were sent out and 120 received back fully answered. Also some twelve blanks were answered by teachers in service and former teachers of Problems of Democracy attending Boston University Graduate School. Aside from the local questionnaires distributed within the University and twenty-five sent to Vermont the remainder went west of the Mississippi River, to Iowa, California, and Arizona.

The questions asked were:

1. How often do you use outside reading in courses of Problems of Democracy, Contemporary Problems, and Problems? Frequently, Occasionally, or Never?
2. How much reading can be classified as historical fiction? A great deal, little, or none?
3. What aspects of the course were covered in the reading? Geography, History, Government, Economics, or Sociology?
4. At what grade level was material used? 11, 12, 13, or 14?

The results were as follows:

**Question 1.** 23% answered frequently.
11% answered occasionally.
66% answered never.
0% failed to answer the question.

**Question 2.** 0% answered a great deal.
4% answered a little.
85% answered none.
11% failed to answer the question.

**Question 3.** 8% answered geography.
14% answered history.
29% answered government.
21% answered economics.
23% answered sociology.
6% failed to answer the question.

**Question 4.** 17% answered grade 11.
72% answered grade 12.
4% answered grade 13.
1% answered grade 14.
6% failed to answer the question.

The results of the survey indicate that the schools in the mid-west and far west include more outside reading in Problems of Democracy than schools in New England. Since this survey was very limited in scope and covered only a small section of the country it is not correct to assume that outside reading is used in courses of Problems of Democracy.
CHAPTER III

RECENT CONTEMPORARY AND HISTORICAL FICTION FOR A PROBLEMS OF DEMOCRACY COURSE

Books underscored with red lines indicate novels for advanced readers only.

Books starred indicate less difficult materials; good for slow readers.

Type
Economic

Time
1944

Setting
Illinois

Story
Merritt Lane returns from a research trip to the West Indies to take a job as a research assistant in a university. She joins a group of young people living in a co-operative house and learns how others live.

Topics
The house - creditors - new friends - all nationalities - pets - nursery - buying - visitors - troubles - comforts of home - discussions - radio - letters - helping each other - experiences - problems.

Historical Characters
None

Type
Religious

Time
1900 - 1915

Setting
New York City

Story
The story of conflict and happiness of a young married couple - one a Jew and the other a Catholic. They live in a bewildering sphere, separated at times by their diverse origins. They are forced to overcome mountains of prejudice and somehow united by common interests and forced intimacy among the parents the couple struggles to survive.

Topics
Slums - church - Poles - Russians - drunks - religion -
German Jews - Lutherans - mission - tenements - marriage-
Irish - Italians - Catholics - dressmaking - religious
observances - priest - Jewish holidays - school -
Harlem - melody - labor unions - separation - new ideals-
Democracy - reunion.

Historical Characters
None

Type  
Economic

Time  
1847-1929

Setting  
Pennsylvania

Story  
The story of a great coal mine. The lives of the people who lived with it, on it, and for it.

Topics  

Historical Characters  
None

**Type**
Sociology

**Time**
1900

**Setting**
Michigan

**Story**
Trying to keep alive traditions of their native land, Sweden, Gustaf and his daughter Stumphastina carry on in a little upstate mining town in Michigan.

**Topics**

**Historical Characters**
None
Banning, Margaret Culkin ENOUGH TO LIVE ON, New York, Harpers, 1940 271 pp.

Type
Economic

Time
1940

Setting
Seacoast City, U.S.A.

Story
Cilia and Vincent were married on love and forty dollars a week. Properly budgeted it was enough to live on. However, a baby, pride, and the demanding affections of parents present difficulties that only sacrifice and unremitting love were able to overcome.

Topics
Wedding plans - hopes for the future - planning the budget - pride - rooming house life - married life - the apartment house - one's own apartment - another couple's troubles - learning how to do housework - parental interference - attempt to straighten out other young marriages - moving offices - baby on the way - making expenses meet - the baby arrives - Cilla goes to mother for rest - the ups and downs - the pay cut - temptations - reunion.

Historical Characters
None

Type  Sociology

Time  1939-1944

Setting  Connecticut

Story
Mark Gardner, a pastor of a church on the edge of the slums, marries a well-to-do spirited young wife who can't realize what religion means to her husband. There is an invisible barrier ever present through which she cannot pass.

Topics
The Church - friends - visitors - tour of the slums - services - work among the needy - new furniture - woman versus woman - Christmas - trips - foreign affairs - Nazis - fire - the war - chaplain's school - the home front - on the battle field - wounded - the return home - the wall collapses.

Historical Characters
None

Type
Sociology

Time
1930's

Setting
Massachusetts

Story
The story of a young minister who gives up his good and promising future to return to the old parsonage where he was born. He feels that he can find peace and quiet for his distraught nerves, but instead learns the tragic news that the town will soon be flooded to make a reservoir. His impulse to arouse rebellion, and an old beau of his wife, provide interest.

Topics

Historical Characters
None

Type
Government

Time
1933-1934

Setting
New York

Story
Joel Pane was just a teller in a bank. However, when his interest in people and business enlarged he found himself involved in a union and political issues.

Topics

Historical Characters
None
Brand, Max  DR. KILDARE TAKES CHARGE, New York, Dodd, Mead & Company, 1941  210 pp.

Type
Sociology

Time
1940

Setting
New York

Story
One of a series written about the everyday life of a doctor, Jimmy Kildare. It describes the efforts to conquer an epidemic that threatens a small isolated town.

Topics
Hospital life - diphtheria - young doctors - experiments - laboratory work - emergency call - advice to the young - Christmas - X ray - troubles - good doctors are beggars - hospitalization - bad water - internship - country doctor - new hospital - re-making lives.

Historical Characters
None

**Type**
Sociology

**Time**
1920-1942

**Setting**
Small New Mexico village

**Story**
The story evolves around a little boy who is brought up by his aunt and uncle in a small town in New Mexico. The plot centers around the stricken feudal existence of the Spanish-speaking Americans who know nothing about the world beyond their little village.

**Topics**

**Historical Characters**
None

Type
Government

Time
1929-1941

Setting
San Francisco, California

Story
The story deals with the Los Angeles "Crusade", one of those innumerable little pro-fascist organizations which flourished like plague-rats in the days before Pearl Harbor - Clem Smullet is a blacklisted movie press agent who joined because he needed a job, and he "squeals" when it lands him in jail.

Topics
Reporter - 1929 crash - press agent - Jew baiters - making religion out of politics - Felly's Silver Shirts - Windrod's Defender of the Christian Faith - German publications - sensational build-ups - the inner council - court room scene - strike - the mass meeting - newspaper stories - parties - converts - the Crusade begins to split up - Anti-Communist rally - the German Government interest - publicity - relief roll workers - troubles with the populace - meeting the opposition - smokescreen - big plans - Pearl Harbor - F.B.I.

Historical Characters
None
Franz Stoessel, a young Bavarian immigrant, working in a Pennsylvania steel mill, decides that America means two things to him - money and power. Both he seeks to gain until he realizes that power is not all.

Topics
Steel mills - horse cars - employment agency - industrialists - labor leaders - factory superintendent - Church - Christmas - the middle class - a farm - money - school - mines in Alabama - iron deposits in Michigan - manganese ore - music - rewards.

Historical Characters
None
Type
Sociology

Time
1939-1944

Setting
Ozarks and California

Story
Vigo is a tramp carpenter and secures a defense job in a California Shipyard. Together with Lou his wife and their four children they set out in a jalopy for the West. The ugly realities of a trailer town knit the family unit closer together.

Topics

Historical Characters
None

Type
Geography

Time
1700-1943

Setting
Maine

Story
Tracing the Warren family down through the years, and the Maine community in which the family had lived for over 200 years.

Topics

Historical Characters
None

Type  
Sociology

Time  
1943-1944

Setting  
Carolinas

Story  
How a newspaper attempts to straighten out the hatred arising between the whites and the blacks in a small Southern town.

Topics  

Historical Characters  
None

**Type**
Sociology

**Time**
1944

**Setting**
Missouri

**Story**
The struggle of the negro for an opportunity and a chance to better himself. There is an analysis of the struggles both socially and politically.

**Topics**

**Historical Characters**
None

Type    Economic

Time    1917-1923

Setting    Iowa

Story    The story of a family living on a farm, each attempting to work out his own destiny through the war period. Some succeed and others return to the fold.

Topics    Farm life - the ambitions of the boys - war scares - reactions of war and grain needs - could America send an army - cooperative grain elevators - selective service - reaction of people to war and harvest - new products at high prices for farmers - washing machine - war spirit - send-off parties - patriotic sermons - the German problem - more price rises - auctions increasing - new crops and prospects - liberty loans - broken thrashing machine - anti-German sentiment - newspapers inflame countryside - a small town's attitude toward Germans - newspaper editorials of hate - one German hangs himself - local boys die in battle - crowds get hysterical - fake rumor of the armistice - the influenza epidemic - death strikes everywhere - the homecoming - the desire to work - the selling of the farm - strikes in the east - feeling against youngsters competing in labor field - schooling - high prices - bank failure - hooch - more marriages - money - depression - graduation - the future.

Historical Characters    None
Cramer, Maurice Browning  

Type  
Sociology

Time  
1930's

Setting  
Western Massachusetts

Story  
Mrs. Pickering, a farmer's wife, believes in the flesh as well as the spirit being resurrected. Her faith is shattered from time to time but a symbol of resurrection in the form of a crate of phoenixes restores it to its old fire.

Topics  

Historical Characters  
None

**Type**
Sociology

**Time**
1940-1942

**Setting**
Albuquerque

**Story**
Lolita and Lorenzo Lejanza are discriminated against as Spaniards in their native state of New Mexico. In the past they believed it was just rudeness or thoughtlessness. Now their outraged pride makes them fight back in their own particular way.

**Topics**

**Historical Characters**
None
DeLaRoche, Mazo  WHITEOAK HERITAGE, Boston, Little, Brown & Co., 1940  325 pp.

Type
Sociology

Time
1919-1920

Setting
New York

Story
This is one of a series of stories written about an American family traversing the years. This book deals with the problems both in love and business of a returned veteran.

Topics
Returning from war - how people change - idea for the future - attempting to rebuild the farm - strange ideas on prices - holding back while the products rot - schooling for horses and men - war memories - wedding storms - housing troubles - veteran's hopes and fears - matrimonial difficulties - polo - teas - England - racing - the murder of a horse - Christmas - lives get straightened out.

Historical Characters
None

Type  Sociology

Time  1917-1919

Setting  Vermont

Story  The development of Sam Crocker into manhood. The differences between life "up the mountain way" and a Vermont village.


Historical Characters  None.

Type  Religious

Time  1890-1925

Setting  Pennsylvania

Story  Solon Barnes, a devout Quaker, fails to understand the new generation. He sees the materialism of the twentieth century America and the worldliness of his own children as a questioning of his faith.


Historical Characters  None

Type
Sociology

Time
1915 - 1916

Setting
Iowa

Story
Paul Reese, a young lawyer, befriends and defends a circus clown when he faces the loss of his trick horse.

Topics

Historical Characters
None

Type
Sociology

Time
1944

Setting
Wisconsin

Story
Gail Warren, just out of college, takes her first teaching position in a small town school. Her biggest problem is to adapt her teaching to her ideals and theories.

Topics
Interviews - placement bureaus - locating a place to live - small town systems - principals - texts - miners and farmers - Parent-Teacher Association - teachers' meeting - problems - classroom problems - school boards.

Historical Characters
None

Type  Sociology

Time  1865-1867

Setting  South Carolina - Washington, D.C.

Story  This is the story of a slave who fought with the Union armies and came home to his native state with hopes for reconstruction and equality. The years spent in public service rewarded him only in the last of his own life for the cause of true democracy.

Topics  Returning to the South - voting - Constitutional Convention - election to convention - Charleston - classes among negroes - scalawags - Yankee soldiers - tension - black codes - pre-convention smokers - negro problems - learning to read - education - books - equal suffrage for all - women to vote - resolution for establishment of schools - mixing with the whites - land problems - Ku-Klux-Klan - President Grant's last days - Congress - Rutherford Hayes' election - the new doctor - the wedding - the Klan attacks again - murder - the Flag of truce.

Historical Characters  Ulysses Grant - Rutherford Hayes

**Type**
Government

**Time**
1861-1902

**Setting**
Illinois

**Story**
The story of the life of John Peter Altgeld who sacrificed money, health, and political power to become a champion of democracy and the foe of greed and corruption.

**Topics**

**Historical Characters**
John Peter Altgeld.

Type
Religious

Time
1818-1882

Setting
California

Story
The coming of the Spanish priests and the building of California as seen through the eyes of the Indians.

Topics

Historical Characters
None

Type  Sociology

Time  1930-1944

Setting  New York

Story  This is the story of a Czechoslovakian immigrant family in upstate New York. They attempt to become a part of Americana and stumble upon the harmonious laws of nature.


Historical Characters  None

Type
Sociology

Time
1930's

Setting
San Francisco

Story
The story of how Americanization of a Norwegian family was accomplished. The experiences which mold immigrants to the American way of life.

Topics

Historical Characters
None

Type
Economic

Time
1945

Setting
New York

Story
Mary Bray Burke's young aviator husband is called away, and she returns to work with her old firm as a designer.

Topics
War time restrictions - new ideas - navy message - new friends - designing - daytime clothes - schools - models - original sketches - new materials - workshops - new lines - Christmas - Brazilian influence - fashions via radio - buyers - furlough - experiments

Historical Characters
None

Type
Economic

Time
1932

Setting
Washington and the Pacific Northwest.

Story
Story of a doctor who built his own hospital and retired. He toured Europe to get new ideas and came home to practice them, only to find his hospital a smoke-blackened ruins. The depression has started, but he seeks to rebuild his dream with the help of his loyal staff.

Topics

Historical Characters
Herbert Hoover - Huey Long - Franklin D. Roosevelt - Wiley Post

**Type**
Sociology

**Time**
1942

**Setting**
Brooklyn, N.Y.

**Story**
The story centers around a large shipyard on the east coast. It gives a good description of the jobs in the yard itself.

**Topics**

**Historical Characters**
None

Type  Sociology

Time  1930

Setting  California

Story  Jed Shелоon's desire to become a professional diver led him through many experiences until he won fame for deep level work.

Topics  Escape - dairy work - New York - diving work - tender work - first dive - salvage companies - recompression - accidents - bends - engineers - submarine cable - new contracts - waterfront bends - steel eggs - "the floor" - iron doctor - deepest dive - the bridge.

Historical Characters  None

Type  
Economic

Time  
1890-1944

Setting  
Michigan

Story  
The rise of the automobile industry.

Topics  

Historical Characters  
None
Heinrich Stiegel came to America with one thought in mind. To get rich and famous, he had planned to be a musician but instead he turned to manufacturing glass more beautiful than England could supply. He browbeat his army of workmen into a huge discordant orchestra but he lost his own fine skill on the violin and his business as well.

Topics

Historical Characters
Heinrich Stiegel

Type
Government

Time
1927 - 1940

Setting
Washington, D.C.

Story
A story of the life in Washington, starting with the extravagant twenties, lean thirties, and the chaotic forties.

Topics

Historical Characters
None

Type
Geography

Time
1891-1940

Setting
New Orleans, La.

Story
A story of a New Orleans Queen in 1940 and the life of her grandmother who was the same Krewe Queen fifty years earlier. A great deal of the background of New Orleans over three generations is exposed to the reader.

Topics

Historical Characters
None

Type  Economic

Time  1919-1944

Setting  Baton Rouge - New Orleans area

Story  The influence of raising sugar on the lives of Grevais d'Alvery and his friends in the period between the two World Wars.


Historical Characters  Huey Long
Kirkbride, Ronald  WINDS, BLOW GENTLY, New York, Frederick Fell, 1945 313 pp.

Type  Religious

Time  1930

Setting  South Carolina

Story  A transplanted Quaker family runs into the negro and crop problems when they arrive in South Carolina - a really dramatic exposition of the Quaker Creed.


Historical Characters  None

Type
Government

Time
1937

Setting
Louisiana

Story
Story of Hank Martin in his climb for political power and the power behind his throne - his wife.

Topics

Historical Characters
None

Type
Religious

Time
1943 - 1944

Setting
New England

Story
A story of a boy and girl who love each other so much that nothing - money, prejudice, well meaning relatives - can stop them from being one.

Topics

Historical Characters
None
The story revolves around the Memorial Day Massacre in Chicago in 1937. It gives a background of the lives of many of the "citizens" who were directly or indirectly affected with events leading up to the riot and the events which followed.

**Topics**
- Experiments
- Steel Workers Organizing Committee
- Daily Worker
- strikes
- scabs
- C.I.O.
- picket lines
- placards
- cops
- reporters
- portrait of a crane operator
- the Mexican idea
- strikebreakers
- negro life
- box car living
- venereal disease
- blast furnace
- hospital
- tuberculosis
- greasers
- organizers
- strategy committee
- communists
- tin mills
- the Swedish element
- strip mills
- Father Coughlin
- machinist
- U.S. Steel
- civil liberties
- newspapers
- immigrants
- letters to Germany
- rise of Hitler
- Nazi movement in America
- not all Irishmen are cops
- Jews
- Black Legion
- John L. Lewis
- reopening of mills
- adjustors
- massacre
- court battles
- industrial spies
- LaFollette Committee.

**Historical Characters**
- John L. Lewis
- Hitler
- Father Coughlin

Type
Sociology

Time
1943-1944

Setting
New Jersey - Pacific Ocean - Pearl Harbor

Story
Lieutenant James Boyden, a navy flyer, marries on what turns out to be love at first sight. The marriage dissolves when his wife realizes it was just a dream. It illustrates the abnormal effect of war on people who, in other times, would lead normal lives.

Topics

Historical Characters
None

Type  Sociology

Time  1937-1938

Setting:  Minnesota and South Carolina

Story  Accustomed to the luxuries of a Minneapolis high school, Harriet Freeman, a sixteen-year old negro girl, goes to live with her mysterious great-grandmother on an island off the coast of South Carolina.


Historical Characters  None

Type
Sociology

Time
1941-1943

Setting
Colorado - New Mexico

Story
Teresita Martinez lived in a small village in New Mexico until she went to search for her father in Denver. The chance to better herself in a new environment becomes a reality.

Topics

Historical Characters
None
Sue O'Hara and her family are moved out of their homes into a relocation camp. The experiences they encounter are not always pleasing and democratic.

Topics
- Pearl Harbor
- High School friends
- Church
- F.B.I.
- searched
- moving
- second-hand dealers
- crooked lawyers
- evacuation day
- M.P's
- Santa Anita Race Track
- letters from friends
- Y.M.C.A. groups
- moving again
- Japs not wanted
- army
- death
- working through college.

Historical Characters
None

Type Government

Time 1917

Setting New York

Story The story of a political machine in any large city of America; how it rises and falls in its quest for power.


Historical Characters None

**Type**
Geography

**Time**
1930

**Setting**
Texas

**Story**
The story of the erection of an oil well; how it was drilled and constructed despite various attempts to destroy it.

**Topics**

**Historical Characters**
None
The historical account of Daniel Webster's life from 1829 on, beginning with the loss of his wife and brother. In his extreme grief he is determined to quit public life. Opposition to this decision arises from all quarters, but the influence of Caroline Leroy, with whom he has fallen in love, is successful in keeping him in the Senate and in the service of his country.

Topics

Historical Characters

**Type**  
Sociology

**Time**  
1900-1937

**Setting**  
Minnesota

**Story**  
Jerome Kennedy in his youth in the 1900's rebels against his parents and marries against their wishes. His wife leaves him and he returns to marry a local girl and settle down in his home town. His children are baffled by his failure to understand them, and his refusal to recognize a changing world.

**Topics**  

**Historical Characters**  
Theodore Roosevelt

Type  Economic

Time  1933

Setting  San Francisco

Story  J. B. Rutherford, believing in individualism, resents the fact that both government and labor have attempted to tell him how to run his business. When a general strike occurs he becomes a leader of the die-hard management group, and is in turn hated by all of labor and their leaders.


Historical Characters  None
Ostenso, Martha  O RIVER REMEMBER, New York, Dodd, Mead & Co., 1943 393 pp.

**Type**  Sociology

**Time**  1941

**Setting**  Minnesota

**Story**  
The story deals with the third generation of Norwegians who had fought over fortunes. It traces the ups and downs through which each generation has journeyed.

**Topics**  

**Historical Characters**  
None

**Type**
Sociology

**Time**
1880-1943

**Setting**
Colorado - Utah - California

**Story**
The story of a family of immigrants coming from Italy to America in search of riches and how they find them.

**Topics**

**Historical Characters**
None

Type  Government

Time  1910-1940

Setting  Illinois

Story  The story of a young lawyer, John Hale, who had his first lesson in politics by receiving a gift of a seat in the Illinois house of Representatives.


Historical Characters  None

**Type**
Economic

**Time**
1940

**Setting**
California

**Story**
A year in the life of a Mexican family who come to California to earn a living. It shows the problems of the Mexican immigrant in an American community.

**Topics**
- Railroad trips
- Religion
- Unbounded faith
- Parish
- Priest
- Employees
- Neighbors
- Troubles
- Government agencies
- The ninos
- Social workers
- Death of a baby
- "Road Menders"
- Parties
- Drink
- Great decisions
- Lawyers
- Start in life

**Historical Characters**
None

Type
Economic

Time
1912-1920

Story
Lanny Budd, son of a wealthy American munitions manufacturer, is born and brought up in Europe. In this position he sees and meets many of the "controlling powers" before the first World War. He comes to America shortly before war breaks out and presents the economic side of the war to America.

Topics

Historical Characters
Woodrow Wilson

Type
Sociology

Time
1942-1943

Setting
New York

Story
The experiences of Erich Braun who is sent to Germany to further his education. He returns home on the last boat and comes in conflict with the attitude of an America preparing for war.

Topics

Historical Characters
None

Type
Sociology

Time
1941-1942

Setting
Pennsylvania

Story
The story of negro and white relations in a community, on the playing field, and in the classroom.

Topics
Academy games - infirmary - football - dirty plays - school newspapers - bands - classes - automobiles - coaches - teamwork - College Board Examination - the invitation - the team vote.

Historical Characters
None

**Type**  
Sociology

**Time**  
1943

**Setting**  
Indiana

**Story**  
Don Richardson, a small town coach in Indiana, builds up a championship team on good sportsmanship and fair play. His influence is felt by all who come in contact with either him or his team.

**Topics**  
Township playoff - school board - coach's room - student manager - player ultimatum - games - spectators - reporters - finals - victory - state title - negro troubles - mad crowds - one speech - the noose - bricks - the band - the decision

**Historical Characters**  
None

Type
Government

Time
1900-1912

Setting
Kansas

Story
The ambitions of two men in a struggle for power in a small town.

Topics

Historical Characters
William Jennings Bryan

Type  Religious

Time  1861-1887

Setting  Utah

Story  The sufferings and hardships of the Mormons in their "promised land" together with the persecution by the Gentiles.


Historical Characters  Brigham Young

Type
Economic

Time
1934

Setting
Illinois

Story
Ann Hedfern and her friends have unused and unwanted talent which they pool together and institute a personnel organization. The owner of a local newspaper helps them establish the "House of Tomorrow".

Topics

Historical Characters
None

Type
Religious

Time
1880-1918

Setting
Minnesota

Story
Mary Grady is orphaned at sixteen, and takes up nursing as a career in a convent. She falls in love with a doctor but overcomes tragedies to become the head of her own hospital.

Topics

Historical Characters
None
Wise, Evelyn Voss

THE LIGHT OF STARS, Milwaukee,

Type
Religious

Time
1899-1938

Setting
Maryland

Story
Gregory Lane hated his neighborhood in Baltimore but when he became a young priest he was sent back there.

Topics
Slums - assignment - filth and poverty - sailors - immigrants - cleaning the Church - the capsizing of the boat - newspapers - painting - gangs - jail - slashings - debts - school.

Historical Characters
None

Type  Religious

Time  1881-1929

Setting  Minnesota

Story  As a young man Father Pierre went to a prairie town in northern Minnesota eager to sacrifice himself for the betterment of the poverty-stricken farmers, and full of hopes and dreams for tomorrow.

Topics  Scandinavians - Lutherans - a priest - Catholics - farm life - making friends - curiosity - need for education - idea of cooperatives - new projects - cheese factory - a school is started - a visit to an Indian reservation - helping to build homes - the school increases - reputation as a doctor - Christmas party - vice - chicken thefts - future.

Historical Characters  None

Type
Sociology

Time
1945

Setting
Vermont

Story
Mary Rowers, a young school teacher, comes to a small country school. During the first year she is subject to examination, gossip in the small community, but overcomes all by her genuine interest in her profession.

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"The greatest public benefactor is the man distributing good books."

Wm. E. Gladstone

No experiment would be complete without some data and facts proving or disproving the original theory. Therefore, the author felt that there should be some actual application of this annotated list to a real classroom situation. The opportunity presented itself when the writer spent seven weeks practice teaching in the Quincy Public Schools. Here he conducted two Problems of Democracy classes, one a college level group, and the other a general course group, both seniors. He also conducted a class in United States history made up of juniors who were in the college curriculum.

This annotated list was used in several different ways. At first some of the selections appeared on a suggested book list made up of those related to the problem under discussion, and found in either the school or public library, or both. An actual specimen used appears on page 119. Later this same list was used as a means for extra credit. Still another method was the suggestion of several titles which would fit in as good background material for the topics under consideration. Many times these took the form of oral reports so that all of the class could benefit from
the research. In the class were several pupils who were behind in their work for numerous reasons. The author found that by assigning books selected from this annotated list there was an immediate, decided interest in their work even among the laggards. Several pupils handed in an extra book report in the study of minorities, despite the fact they were all told that no extra credit would be given for any additional work.

Thus, the trend leans towards a greater interest in the subject matter after the introduction of the book list. However, the author hastens to add that the experiment was not carried far enough to make any definite statements as valid truths. It may be that this experiment was something out of the ordinary, and was thereby appealing to the students, producing a favorable response. Whatever the answer, a short quiz given several days later showed much of the material had been retained after the oral reports were given to the class, whereas, some of the other facts given during the same class period were completely forgotten.

Different teachers under whom the experiment was tried spoke for and against the project. The main criticism seemed to be that many of the true facts, especially in the history sphere, were or might be distorted and over-dramatic. The writer believes that adequate explanation is given to this argument in Chapter I. On the other side it was welcomed as
an aid to successful presentation and retention of subject matter, and yet still interesting and entertaining to the student and beneficial to the class.

Each and everyone has his own particular view on the value of a list of this type. It may be very helpful in some classes, and not work well in others. Many times it will be necessary to experiment with each individual class after proper conditioning. However, the writer firmly believes that much value can be attained from this method of teaching, not alone, but in conjunction with other teaching aids. He does not advertise it as a cure-all for every difficulty, but as a helpful aid in teaching to stimulate the pupil so that he can better understand the life in which he lives. By this means of bringing real or fictitious experiences he can grasp the solutions that may help him solve his own personal problems when they arise. It is the author's opinion that many such lists should be available to the teacher in all subjects, supplying the latest fiction materials available for the student, and indicating the grade level so that the materials will be suited to each individual problem.
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*: recommended for slow readers.
- BOOKS -


Terman, Lewis and Lima, Margaret. *Children's Readings*. New
BOOKS CONTINUED


ARTICLES


Locke, Alain. "The Negro Minority in American Literature".
- ARTICLES CONTINUED -


- NEWSPAPERS, MAGAZINES, PAMPHLETS, AND BULLETINS -


Hornbook Magazine. Boston. The Horn Book Co., Inc.

*TEXTBOOKS*


- TEXTBOOKS CONTINUED -


Keohane, Robert, Keohane, Mary, and McGoldrich, Joseph. 


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