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# An analysis of fictional literature for material suitable for use in a program of biblio-therapy for adolescent stutterers

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Thesis

AN ANALYSIS OF FICTIONAL LITERATURE  
FOR MATERIAL SUITABLE FOR USE IN A  
PROGRAM OF BIBLIOTHERAPY FOR ADOLESCENT  
STUTTERERS

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In Partial Fulfillment of Requirements for  
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## CHAPTER I

Many workers in the field of speech therapy have been interested in the possible applicability of bibliotherapy techniques to speech handicapped individuals, but no systematic analysis of the materials has been made with a view toward speech rehabilitation.

### THE PURPOSE

Statement of the Purpose. The purpose of this thesis was to analyze fictional literature for material suitable for use in a program of bibliotherapy with adolescent stutterers. It was thought that this analysis would result in an annotated bibliography and suggestions for the use of specific reading materials in a speech therapy program for the adolescent stutterer. A primary aspect of the problem concerned the development of a series of story questions structured around some basic psychological concepts and social situations.

Importance of the Problem. The techniques of adolescent bibliotherapy are difficult for "they necessitate familiarity with many books and a command of adolescent psychology. The challenge is strong and the results can be gratifying."<sup>1/</sup>

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<sup>1/</sup> John W. Bell, Course of Study in English for Chicago Public High Schools-Grade 9, Vol. I, (Chicago: Board of Education, Sept., 1949), p. 14.

This comment by Bell suggests the need for an extensive list of materials which relate adolescent psychology and the psychology of the stutterer to the enjoyable and therapeutic activity of reading. It is hoped that having this material available in easily accessible form will encourage therapists to utilize the technique of bibliotherapy with clients who are likely to benefit from it.

Bibliotherapy has been described as "the scientific application to specific cases of a principle that has long been recognized, namely, that reading has a direct effect on character and action."<sup>1/</sup> Simply defined, bibliotherapy is "the use of reading for therapeutic purposes."<sup>2/</sup> The therapeutic value of reading was recognized early in man's history. Moore points out that over the entrance to the library at Thebes was placed the inscription, "Healing Place of the Soul".<sup>3/</sup>

However, therapeutic effects do not result from indiscriminate reading. In order for reading to be classified as bibliotherapy, identification, catharsis and the development of insight must take place.

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<sup>1/</sup> Sister Mary Agnes, "Bibliotherapy for Socially Maladjusted Children," Catholic Education Revue, 44:8, Jan., 1946.

<sup>2/</sup> Elizabeth McKee Lynch, "Bibliotherapy for Stutterers," in Stuttering in Children and Adults, Wendell Johnson, editor, (Minneapolis, University of Minnesota Press, 1955), Chapter 40, p. 415.

<sup>3/</sup> Joseph Blake, "Reading and the Problems of Children," High School Journal, 34:157, May, 1951.

Identification is the real or imagined affiliation of one's self (or sometimes a parent or friend) with a character or group in the story....(It) may augment self esteem if the character is admired; (it) may increase the feeling of belonging by reducing the sense of difference from others; (it) may increase understanding of the parent or friend, and (it) may be productive of a more realistic attitude toward limitations or strengths.

Identification usually involves catharsis, (a process) in which the reader feels he is the character and shares the character's motives and conflicts, and experiences vicariously the character's emotions.

Insight (results) when self-recognition is borne out in reality (and the individual achieves an awareness of his own emotions and needs. (He may incorporate) some of the character's behavior into his own methods of adjusting to a similar problem. 1/

Bibliotherapy has been successfully used in psychotherapy as an aid in changing evaluations and attitudes and in helping the patient gain insight into his personal problems and his relationship with others. Therapy for stutterers is directed toward similar goals, namely, toward relieving anxiety and changing evaluations with the expectation that this will result in improved speech. 2/

In most instances positive effects will not follow automatically from reading, even if the reading has been

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1/ David H. Russell and Caroline Shrodes, "Contributions of Research in Bibliotherapy to the Language Arts Program, I," School Review, 58.335-336, Sept., 1950.

2/ Lynch, op. cit., p. 415.

carefully prescribed. A stimulated discussion is necessary to achieve maximum results. According to Mekel, the data suggest that tensions and anxieties "may tend to be repressed or to block the desired response to the very situation and ideas having potential therapeutic value."<sup>1/</sup> It follows then that in order to utilize this technique a speech therapist not only needs to be aware of pertinent books to suggest, but also must develop leading discussion questions. The aim of this research was to provide such practical material.

Scope. Bibliotherapy could include any type of reading material - fiction, poetry, drama, essays, and factual reading. For purposes of this research, factual reading pertaining to causes of stuttering and suggested therapeutic procedures have not been considered. The reason for this was that most speech therapists know where to obtain this information and how to use it. Of the other types of literature, fiction is the easiest to understand; it is the type with which the clients have probably had the most experience and the type which allows for greatest ease of empathy or identification.

This study has been limited further to teen-agers,

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<sup>1/</sup> Henry C. Mekel, "An Exploratory Study of Responses of Adolescent Pupils to Situations in a Novel," (Unpublished Doctor's Dissertation, University of Chicago, 1946).

that is, young people between the ages of thirteen and nineteen years. These individuals are too old for play therapy and not always able to discuss their problems as an adult would with the therapist."<sup>1/</sup> Furthermore, "bibliotherapy is more likely to be successful with young adults."<sup>2/</sup> One of the prerequisites of bibliotherapy is that the client be a proficient silent reader. This limits its usefulness with very young children and possibly poor readers. By thirteen years of age most children have developed sufficient reading ability and are likely to be receptive to bibliotherapy.

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<sup>1/</sup> Blake, op. cit., p. 157.

<sup>2/</sup> Russell, op. cit., p. 416.

## CHAPTER II

### REVIEW OF THE LITERATURE

Much has been written on the subject of bibliotherapy and its use in hospitals, libraries, classrooms, and psychological clinics. Inasmuch as the techniques employed in these situations could contribute to the development of a program of bibliotherapy with stutterers, these materials have been reviewed in this section. There have been relatively few reports of the use of this technique with stutterers. In addition to the literature on bibliotherapy, there has also been reviewed in this section literature pertaining to the personality of the stutterer and the etiological factors believed to contribute to stuttering; for it is only with reference to the stutterer's problem and personality that bibliotherapy materials can be selected.

Use of bibliotherapy in hospitals. According to Kamman, "reading must be prescribed for patients just as their medicines, physio-therapy, occupational therapy and diet are prescribed."<sup>1/</sup> This statement is based on the following requisites: first, that there is a philosophical justification for the assumption that mental stimulation through reading may affect the

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<sup>1/</sup> Alice Bryan, "Can There Be a Science of Bibliotherapy?" Library Journal, 64:775, October 15, 1939.

function of the organism; and second, that the hypothesis of treating the whole child has proved fruitful both in medicine and education.

The general trend of ... experimental findings in the biological sciences has given increasing support to the theory of psychophysical interactionism. Cannon's epoch-making research has demonstrated the causal relationship between intense emotional states such as fear and anger and important bodily changes affecting the basic functioning of the entire organism. Cannon's emergence theory of emotions with its emphasis upon the disrupting psychological effects of worry, anxiety and frustration affords ample theoretical justification for the practice of any form of psychological guidance directed toward the prevalence and alleviation of emotional upsets. Bibliotherapy is a form of psychological guidance. <sup>1/</sup>

From her experience in hospital libraries Foreman reports that the "practice of giving just any book to a patient is obsolete and that carefully chosen books have therapeutic value."<sup>2/</sup> In selecting a book for a patient it is better to underestimate rather than overestimate the reader's intelligence. Convalescence is not a period for education. Other factors to be considered are the age, sex, the nationality, the medical, educational and vocational histories, socio-economic level, and emotional maturity.<sup>3/</sup>

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<sup>1/</sup> Bryan, loc. cit.

<sup>2/</sup> Emma Tevis Foreman, "Carefully Chosen Books Have Therapeutic Value," The Modern Hospital, 41:69-70, Nov., 1933.

<sup>3/</sup> Bryan, loc. cit.

Forbes cautions hospital librarians never to supply reading material which might be harmful to the patient. This would mean eliminating books dealing extensively with death, surgery, disease and would bar thrillers from the selection offered to hyperthyroid patients.<sup>1/</sup>

Use of bibliotherapy in libraries. The librarian is often sought out as an objective listener to whom an individual may tell his problems. When good rapport is established, the librarian is in a position to act as a "bibliotherapist" and guide the reader in the selection of material which will provide insight into the psychological factors involved in the particular situation. In the incident reported by Bryan the following approach was used:

You know there's a problem much like yours in a novel that was a best seller a few months ago. If you haven't already read it, you might like to take it and see how it works out there. I'd like to know what you think of it.<sup>2/</sup>

Bryan also states the following objectives of bibliotherapy:

1. Show the reader that she is not the first person to encounter this problem; that others have had to meet it in one form or another.

<sup>1/</sup> Helen Allen Forbes, "We Call It Bibliotherapy," The Modern Hospital, 49:45, July, 1937

<sup>2/</sup> Alice I. Bryan, "Personality Adjustment Through Reading," The Library Journal, 64:575-576, August, 1939.

2. Let her see that more than one solution is possible and that some choice can be made in the way it is handled.
3. Help her to understand the basic motivation of the people involved in the situation and in her own.
4. Help her to understand the values involved human rather than materialistic terms.
5. Encourage her to face the situation realistically, plan a constructive course of action and carry it through. 1/

The literature pertaining to the use of bibliotherapy in hospitals and in libraries consists mainly of reported individual experiences. Little has been done by way of scientific investigation.

Use of bibliotherapy in the classroom. In the educational literature accounts of a more scientific nature were found. Blake reports that investigations indicate that symptoms of personality maladjustment decrease and in some cases disappear as reading success occurs. 2/

Sister Lorang questioned 2,308 high school pupils from eight schools regarding their opinions about specific books and magazines and the effects which this reading had on them. 53% said they tried to act like the character in the book and 21%, like the character described in the magazine story. 3/

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1/ Alice I. Bryan, "Personality Adjustment Through Reading," The Library Journal, 64:573, August, 1939.

2/ Blake, op. cit., p. 157

3/ Sister Mary Code Lorang, "The Effect of Reading Upon Moral Conduct and Emotion," Experimental Studies in Psychology and Psychiatry, (Washington: Catholic Univ. of America Press, 1945), p. 5.

The results of Meckel's study of tenth grade pupils were unfavorable toward the use of bibliotherapy in the classroom. He concluded that when pupils having serious tensions and anxieties are given a novel which deals with the same tensions and anxieties, the tendency is "to repress or to block the desired response to the very situation and ideas having potential therapeutic value."<sup>1/</sup>

On the other hand, Elkins on the basis of case studies and sociometric devices found that "the reading of books and the discussion which followed proved effective in modifying attitudes and in promoting pupil adjustment."<sup>2/</sup>

These results were substantiated by a study reported by Witty in which teachers in five schools asked their pupils if they remembered any book, story or poem which had changed their thinking or attitudes in any way. An analysis of 502 responses revealed that in 60% of the cases changes in attitude were reported as a result of experience in reading. In 10% of the cases changes in behavior also transpired from reading. Nearly 1/3

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<sup>1/</sup> Henry C. Meckel, "An Exploratory Study of Adolescent Reactions to Situations in a Novel," (unpublished Doctor's dissertation, Univ. of Chicago, 1946), in David H. Russell and Caroline Schrodes, "Contributions of Research in Bibliotherapy to the Language Arts Program, I, School Review, 5:415, Sept. 1950.

<sup>2/</sup> Deborah Elkins, "Students Face Their Problems," English Journal, 38:498, Nov., 1949.

of the pupils stated that reading had led them to revise their thinking in certain fields. With one exception, no two children in any room mentioned the same book as the one which had changed their attitudes or thinking. This "demonstrates that reading values are personal and individual; not all books affect all individuals in the same way."<sup>1/</sup>

Witty reports another study intended to determine the effects of reading fiction on pupils' attitudes toward the Negro. The data secured showed a small but significant shift from a less to a more favorable attitude toward the Negro race, but not a lasting change. This study indicates that attitudes, interest, and predispositions determine the effect reading will have.<sup>2/</sup>

These reports suggest the following limitations to a bibliotherapy program: first, such a program is most likely to be successful with mature, proficient readers who are able to apply what they read to their own emotional needs; second, in serious psychological cases it may be effective as an adjunct to therapy but not as a sole procedure; third, bibliotherapy is successful only when the

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<sup>1/</sup> Paul Witty, "Relation of Reading to Personality Development," in William S. Gray, Keeping Reading Programs Abreast of the Times, (Chicago, Univ. of Chicago Press, Oct., 1950), p. 173.

<sup>2/</sup> Loc. cit.

person employing the technique is able to guide pupils to reading and discussion of experiences that satisfy particular needs.

Use in psychological clinics. The use of bibliotherapy in psychological clinics is more closely allied to stuttering therapy than is the use of this technique in hospitals, libraries, and classrooms; for stuttering has been described as a "type of neurosis in which symptoms occur in the form of disturbance of physiological functions."<sup>1/</sup> However, the literature found in this area consisted mainly of description of experiences rather than reports of scientific studies.

Psychiatrists at the Phipps Psychiatric Clinic at John Hopkins University report that there are differences in the forms of behavior which are revealed by persons attending a clinic or therapy group and those who participate in a reading group. Persons attending a clinic or therapy group are confessing their need for help. These persons by their presence at the clinic state their weakness. On the other hand, in a reading group the deliberate emphasis on the educational character of the activities appeals to the opposite motivation in

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<sup>1/</sup> Gerald Pearson, Emotional Disorders of Children, (N.Y.: W. W. Norton & Co., Inc., 1949), p. 428.

patients. Here "membership ... is an assertion of competence, an assertion of approved strivings toward improvement of an all ready approvable level."<sup>1/</sup> Here there is also a difference in tone: silences are few and enjoyment rather than betterment is the goal. For certain patients this type of atmosphere would be more appealing.

Another distinguishing feature of the two groups is that the reading group is continuous with the normal social world whose meaning it is studying. The manners prevailing in ordinary society prevail in the reading group too; while the therapy group encourages behavior which society does not ordinarily tolerate. Its members must free themselves from ordinary social mores. Furthermore, reading groups have proved valuable for individuals who can gain prestige with their skill in handling ideas. For them participation in such groups may afford a means of diminishing anxiety and strengthening self-esteem to the point where they dare to function more freely in the therapeutic setting.

At a deeper level the two settings are alike. Both are intended to have the same impact on their members. The goal of the therapy in both situations is "to make

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<sup>1/</sup> John Walker Powell, Anthony R. Stone, Jerome D. Frank, "Group Reading and Group Therapy," Psychiatry, 15:38-39; Feb., 1952.

the latent content manifest so that it can be handled."<sup>1/</sup> <sup>14</sup> In talking, patients tend to assume and defend certain roles and verbalized attitudes which can become modified in the course of interaction. It is because man's emotions and his judgments are interwoven that reading groups can be effective.

Smith and Twyeffort attribute the following advantages to bibliotherapy: it may aid the patient in verbalizing and externalizing his problem; it may show how persons with the same liabilities tackled a problem and met with success.<sup>2/</sup>

Gatschalk reports that in bibliotherapy the patient may be stimulated to discuss problems which he ordinarily avoids because of fear, shame, and guilt.<sup>3/</sup> Through this technique the patient may be provided with vicarious life experiences without being exposed to the real dangers of actual experience. Furthermore, it can reinforce, through precept and example, acceptable social behavior and inhibit infantile patterns of behavior. It can also enlarge the individual's sphere of interest.

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<sup>1/</sup> Powell, op. cit., p. 49.

<sup>2/</sup> Lauren H. Smith and Louis H. Twyeffort, "Psycho-neuroses: Their Origin and Treatment," The Encyclopedia of Medicine, Surgery, and Specialties, 12:858.

<sup>3/</sup> Louis A. Gatschalk, "Bibliotherapy as an Adjuvant in Psychotherapy," American Journal of Psychiatry, CIV:632, April, 1948.

Brower concludes that despite the fact that possible dangers are involved in the use of bibliotherapy with certain cases, "properly chosen readings can facilitate the total psychotherapeutic situation rather than impede its progress".<sup>1/</sup> In personality structures in which there is residual flexibility and the unhealthy mechanisms are at least permeable by new ideas from the outer world, reading will focalize free-floating anxiety. He lists the following seven indications for the use of bibliotherapy:

1. To prepare the individual for psychodiagnostic testing or personal appraisal.
2. In conjunction with vocational and educational counseling.
3. As an adjunct for one-contact counseling.
4. As part of pre-marital counseling.
5. To speed up the psychotherapeutic process particularly with the intellectually superior.
6. To offset the damaging effect of the patient having read unauthentic and traumatizing material.
7. In conjunction with other adjuvant methods, such as the autobiography, the diary and free-association notes written between psychotherapeutic sessions.<sup>2/</sup>

He also lists seven types of cases in which reading tends to diffuse anxiety and raise havoc. In these cases bibliotherapy is not indicated.

1. In ambulatory psychotics
2. In severe psychotics
3. In addiction states
4. In severe and acute reactive states

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<sup>1/</sup> Daniel Brower, "Bibliotherapy" in Progress in Clinical Therapy, Vol. II, Daniel Brower and Lawrence E. Abt, eds., (N.Y., Grune and Stratton), p. 213.

<sup>2/</sup> Ibid., p. 214.

5. Beyond the onset of senescence
6. In those with extensive free-floating hostility
7. In those with marked referential ideation or paranoid trends. 1/

Cordell has found that, through reading, neuropsychiatric patients have renewed contact with reality past and present. They are stimulated to initiate discussion with such phrases as "I remember..." or "That reminds me..."<sup>2/</sup>

Schneck reported that at the Menninger Clinic bibliotherapy has been a valuable aid in the treatment of neuropsychiatric patients. He also included a list of books which have been successfully used in the bibliotherapy program.<sup>3/</sup>

Menninger himself found it impractical to prescribe books on the basis of one diagnostic interview. The problem arises: Should the adolescent with a parent-child problem be advised to read a story of family conflict or must he be approached more indirectly? Will the quiet recessive boy profit from reading about a person like himself or an extroverted popular adolescent? The person employing bibliotherapy must take into account the

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1/ Brower, loc. cit.

2/ Lucy Cordell, "The Story Hour in a Neuropsychiatric Hospital," Library Journal, 70:805-807, Sept. 15, 1945.

3/ Jerome M. Schneck, "Bibliotherapy for Neuropsychiatric Patients," Bulletin of the Menninger Clinic, 10:18, Jan., 1946.

individual's present psychological status, his emotional state, the amount of his withdrawal from reality, and his ability to benefit from reading. Should the adolescent who has already built fairly satisfactory psychological defenses be forced to tear these down because of more direct discussion of his problem in literature? Menninger realized that the "whole matter of bibliotherapy, of the relief of suffering by the psychological processes induced by reading, is a field in which we have little scientific knowledge, but intuition and experience tell us that books may indeed minister to a mind diseased and come to the aid of the doctor and even precede him."<sup>1/</sup>

The Implication of the Personality of Stutterers to a Bibliotherapy Program. Most stutterers show other somatic symptoms of anxiety tension. Greene reported that 75% of the stutterers that he studied also experienced wet cold palms, palpitations, pounding or irregularity of the heart beat and a tightness in the cervical musculature.<sup>2/</sup>

Greene also pointed out that if a child cannot cope with a social environment he must and will develop a

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<sup>1/</sup> Menninger, op. cit., p. 337.

<sup>2/</sup> James S. Greene and S. Mouchley Small, "Psychosomatic Factors in Stuttering" The Medical Clinics of North America, May, 1944, in Dominick A. Barbara, Stuttering, (N.Y., The Julian Press, Inc., 1954), p. 10.

symptom which is an expression of his failure and at the same time is a means of escaping conditions leading up to it. Stuttering serves as such a defense mechanism.

It shields him from people, embodies his feeling of social inferiority in a process that cuts off the possibility of social success, but also the possibility of real utter failure. Thus he achieves a state of tentative equilibrium. It may be surmised that the loss of his stuttering would make life even more serious for him. 1/

Case studies reported by Pitrelli substantiated the hypothesis that stuttering is a defense mechanism. One percent of the 311 patients from the Central Islip State Hospital were former stutterers. This is the same incidence in which stuttering is found among the general population. In the cases reported when complete breakdown occurred, stuttering ceased. 2/

The mother-child relationship plays an important role in the dynamics of the stutterer. Glauber describes how the mother's anxiety often reflects itself in ambivalent feeding patterns characterized by aggression and sudden withdrawal, resistance to the child's development of its will, and concern about the child's speech and general behavior in school and social life. Together with this

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1/ James S. Greene, "Stutter-Type Personality and Stuttering," New York Journal of Medicine, 36:10, 1936, in Barbara, op. cit., p. 83.

2/ F.R. Pitrelli, "Psychosomatic and Rorschach Aspects of Stuttering," Psychiatric Quarterly, 22, April, 1948, in Barbara, op. cit., p. 49.

social anxiety, the mother usually imparts a great deal of maternal affection. Another ambivalence in the mother's attitude is the seduction of the child into helplessness and at the same time prodding toward active perfectionistic goals.<sup>1/</sup> Barbara has provided an excellent specific description of this type of relationship.<sup>2/</sup>

Glauber also noted that articulated strife and contention between parents often produced relatively less disturbance in children and a better prognosis than when the atmosphere was all quiet. Often this quiet represented the fear and resignation on the part of one parent to the domination of the other. In this situation the child was continually witnessing the same unmitigated control under which he himself suffers.<sup>3/</sup>

In his book Barbara has presented an extended discussion of the intrapsychic and interpersonal factors involved in stuttering.<sup>4/</sup> He has noted that the insecure child whose home relations are characterized by ambivalences, fears and competitive games may stutter or tremble when asked to read aloud. He is apt to be a follower, become victim of playful pranks or attempt to become a martyr and take

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<sup>1/</sup> I. D. Glauber, "Dynamic Therapy for the Stutterer," in Specialized Techniques in Psycho-Therapy, edited by Bychowski and Despert, (N.Y., Basic Books, Inc., 1952), p. 211.

<sup>2/</sup> Dominick A. Barbara, Stuttering, (N.Y., The Julian Press, Inc., 1954), pp. 72-78

<sup>3/</sup> Glauber, op.cit., p. 214.

<sup>4/</sup> Barbara, op. cit., pp. 112-125.

most of the punishment.

Two types of mother contribute to the development of stuttering. The overprotective mother encourages feeling of inadequacy by fighting the child's battles, blaming the teacher, and impressing the child with the imagined brutal injustices of the world. She may also feel justified in isolating her child from normal competitive and interpersonal relations. The perfectionistic mother may view the school period as a testing ground for her child to prove his exaggerated worth. She wants her child to be the top of his class and win honors. He should be looked up to among his relatives and neighbors as the smartest. He must not only excel in school activities but also play a musical instrument, go to Sunday school, and possibly secure a job. He must be meticulous, punctual, clear-minded and excel in everything.<sup>1/</sup>

One trait common in stutterers is absolute perfection which compensates for more basic feelings of anxiety. Consequently, the stutterers place tremendous importance on what they say and how they say it. They are usually chronic hesitators in most areas of life and make every effort to avoid decisions. Like most neurotics he becomes ineffectual due to self-effacement and egocentricity.<sup>2/</sup>

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<sup>1/</sup> Barbara, op. cit., p. 81.

<sup>2/</sup> Barbara, op. cit., p. 254.

Use of Bibliotherapy with Stutterers. Only two accounts could be found in which the techniques of bibliotherapy were applied to a therapy program for stutterers. One of these reports written by Duncan appeared in the Journal of Speech and Hearing Disorders.<sup>1/</sup> In this report the writer refers to nine readings in which one of the characters is a stutterer. She provides quotations and suggestions for using this material in a group therapy program. In some instances she suggests that a comparison be made of the compensations of the fictional characters and those made by members of the stuttering group. Other discussions center around the ways in which stuttering was advantageous for the stutterer. In other instances she suggests using this material for practice in pseudo stuttering. The main goal of this therapy is to help the stutterer objectify stuttering.

The second is a Master's dissertation prepared by Elizabeth McKee Lynch.<sup>2/</sup> Lynch surveyed the relevant literature from 1911-1946 and summarized this material as follows:

1. In many instances in psychiatry, therapy appeared to progress faster with the use of reading than without it.

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<sup>1/</sup> Melba Hurd Duncan, "Clinical Use of Fiction and Biography Featuring Stuttering," Journal of Speech and Hearing Disorders, 14:139-142, June, 1949.

<sup>2/</sup> Elizabeth McKee Lynch, "Bibliotherapy for Stutterers," in Stuttering in Children and Adults, Wendell Johnson, editor, (Minneapolis, University of Minnesota Press, 1955), Chapter 40, p. 415.

2. Reading introduced patients to the notion of objectivity and helped them acquire a broader view of human nature.
3. Reading provided an impersonal approach, enabling the patient to discover ideas as though for himself, rather than having the therapist impose them upon him.
4. Reading allowed the patient to discover that many others have had the same difficulties he has, and that, at least in a statistical sense, his problems may be quite common and even normal.
5. Discussion of the material read often led to the disclosure of feelings of the patient similar to those portrayed in the literature; conflict material was elicited and accessibility increased.
6. The prescription of reading matter enabled treatment to continue during the patient's absence from the therapist, and contact between them was maintained.
7. Frequently a more objective evaluation of reality was achieved by the patient. 1/

Lynch contended that bibliotherapy has been useful in a program for stutterers as an aid in accomplishing the desired alterations in the stutterer's evaluation, attitudes beliefs and misconceptions. Some of the goals which are most often misinterpreted are represented by the terms, normal, success, and perfection. "The stutterer seems to feel that there is a type of behavior called normal which is different from his own, there is a type of speech called perfect which he must acquire, and a goal called success which he would reach if only he did not stutter."<sup>2/</sup> Through bibliotherapy the stutterer finds examples in literature of American normality as it exists, of the type of success from which one is free

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1/ Lynch, op. cit., p. 415.

2/ Lynch, op. cit., p. 416.

to choose, and the relative nature of perfect. The aim is to relieve the stutterer of feelings of apology, incompetence and feelings of all badness and no-goodness with which he attributes himself and the world.

Furthermore, reading about other handicapped persons may help the stutterer recognize the relative importance of stuttering as a handicap and may also help him to understand his own defense mechanisms and personality conflicts in relation to those of other people.

In another section of her paper Lynch has described factors which should be considered in estimating a stutterer's likelihood of benefiting from bibliotherapy. She included in this list education, social and family background, intellectual ability, language skill, reading ability and reading comprehension level, ability to gain insight from material read, responsiveness to reading material, and ability to read in concentrated amounts so that continuity of material may be apparent to him.<sup>1/</sup>

Lynch has also listed the following criteria for the choice of books:

1. Adaptability of the material to the levels of ability and interest which have been determined for the stutterer.
2. Relevancy to a particular stutterer and his problems. The reading should have a specific definite therapeutic purpose.
3. Interest and stimulation which fosters

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<sup>1/</sup> Lynch, op. cit., p. 419.

enjoyment and accompanies its therapeutic use. (This furthers the beneficial purposes of reading).

4. Motivation which includes the enthusiasm of the therapist for reading and his ability to clarify for the stutterer the value of reading for him in relation to his individual problem. 1/

The following general questions have been developed by Lynch as criteria for evaluating reading in the bibliotherapy program:

1. What is the author saying?
2. How valid are his statements?
3. How could the truth or falsity of these statements be determined?
4. What are the implications which may be applied to the stutterer's own problem?
5. Does the material give insight into these problems?
6. How can this insight be used?
7. What did the author not say? In other words, what did he leave out?
8. Could he have justifiably said the opposite of what he did say?
9. What remains to be said? 2/

By way of general instruction Lynch stated that material should be discussed as soon as it is read. The stutterer will benefit more by the experience if he is encouraged to verbalize his feeling about the book rather than have the clinician tell him what he should have gained from the reading. Wherever possible the discussion should stimulate further reading, with the stutterer eventually taking responsibility for finding material for himself.

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1/ Lynch, op. cit., p. 418.

2/ Lynch, op. cit., p. 419.

## CHAPTER III

### PROCEDURE

The three criteria for selecting the bibliotherapy material used in this study were 1) interest appeal to the adolescent, 2) applicability to the adjustment problems of stutterers, and 3) availability from the Boston Public Library on a loan basis.

In order to provide fictional reading materials which will appeal to a variety of interests, the following categories adapted from the classifications employed in the Young Adult Room of the Boston Public Library have also been used in this study. These categories are adventure, animals, careers, human relations, science, and sports.

The categories pertaining to the adjustment problems of stutterers have been determined by applying topics suggested in the publications, Personality Patterns Through Books<sup>1/</sup> and Reading Ladders in Human Relations,<sup>2/</sup> to Barbara's<sup>3/</sup> personality analysis of stutterers. The following topics have been used in this study:

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<sup>1/</sup> Cleveland Public Library Youth Department, Personality Patterns Through Books, (n.d.).

<sup>2/</sup> Margaret M. Heaton and Helen B. Lewis, Reading Ladders for Human Relations, (N.Y. :American Council on Education, 1955).

<sup>3/</sup> Barbara, op. cit., pp. 54-259.

1. Adjustment to new situations
2. Economic pressures
3. Experiences of acceptance and rejection
4. Family relationships, --parent-child, sibling
5. Handicaps
6. Peer relationships

Six stories, corresponding wherever possible to each of the interest categories, have been reviewed for each of the above areas, making a total of thirty-six readings. In order that the therapist might easily become familiar with these materials, each story has been summarized briefly. Also for each story there are three leading discussion questions. These questions have been aimed at stimulating the client to relate his own experiences to the experiences of fictional characters. They have been based on Schilder's theory that:

A question of course addresses itself to the clear conscious thinking of the individual; but it is obvious that when we do not interrupt but let the individual talk on after the question we shall soon come to material which the individual generally hides from himself. 1/

The questions have been modeled after the types of questions which Schilder has used successfully. 2/

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1/ Paul Schilder, Psychotherapy, (N.Y., W.W. Norton & Co., Inc., 1951), p. 208.

2/ Schilder, op. cit., pp. 209-250

CHAPTER IV  
BIBLIOTHERAPY MATERIALS

This chapter contains a complete bibliographical reference for twenty-seven stories. For each reading there is a summary designed to familiarize the reader with the basic elements of the story. There are also for each story discussion questions centered about the three basic areas. The main objective in formulating these questions was to have the stories used as a starting point to which the client can relate his own problems. Therefore, there is no right or wrong answer to any of these questions.

The stories have been arranged alphabetically according to the author's last name. They have also been numbered numerically. These numbers have been used in the chart in the appendix to facilitate the location of a story pertaining to a specific interest or problem area.

Suggested Procedure For Using Data

Bibliotherapy should be explained to the stutterer before he begins reading. The basic idea to be conveyed is that critical reading helps the individual to gain insight into his own problems.

The therapist should use the summaries as a time-saving device to select appropriate readings and to become

familiar enough with the material to stimulate the client's discussion. The summaries include the names of the principal characters, their relationship to each other, the main theme of the story and its feeling element. The clinician should not find it necessary to read the original material.

However, the client should read the entire story, not the summary. In the case of short stories this can be done at the beginning of the session or preceding it. During the therapy session the clinician should select from the discussion questions a few items to stimulate and direct the client's thinking. From this point on the technique should resemble non-directive counseling aimed at helping the client develop insight into his own behavior and thinking.

Bibliotherapy may be combined with other therapeutic techniques.

1. Bromfield, Louis, "A Good Woman", excerpt in Psychology Through Literature, Caroline Shrodes et al., eds., (N.Y., Oxford University Press, 1943), pp. 73-79.

Interest Area:  
Adventure

Problem Area:  
Family Relations

Summary. Philip's mother was a widow who took pride in the attachment which she had developed between herself and her son. In his boyhood Philip's mother had found him innocently enjoying the company of a young girl. She punished him for this and made him feel guilty, for what, Philip was not certain. By such actions the mother intensified the boy's distrust of himself and his emotional dependence on her. This mother prepared her son to lead the sacrificial life of an African missionary and to marry a woman who offered her no rivalry for her son's emotions. The result - after a severe nervous illness during which Philip re-enacts his emotional conflicts, he breaks his emotional bond with his mother, decides he can no longer be a missionary and that he can no longer live with his wife whom he never loved.

Discussion Questions.

1. Goals in life: What were the goals that Philip's mother had set for him? Was she successful in getting him to achieve these goals? What are the goals of your life? How did you determine these goals?

2. Remembrances: Why did Philip remember the hours he spent wandering about the locomotives? Did they provide

a sense of escape for him? Might some children in trying to escape from parental dominance be very frightened by these machines? When you wanted to be alone, what was your childhood pastime?

3. Social relations: Was Philip justified in leaving his wife, Naomi? What is love? Can a person's capacity for love be affected by his childhood experiences? What had clouded Philip's interpretation of love when he married Naomi?

2. Burnet, Dana, "The Giant Land", short story in Youth, Youth, Youth, Albert B. Tibbets, ed., (N.Y., Franklin Watts, Inc., 1955), pp. 230-246.

Interest Area:  
Careers

Problem Area:  
Physical Handicaps

Summary. This is the story of Captain Stafford, a wounded combat veteran and how he happened to select a political career. The Army's medical board decided that Captain Stafford's wound warranted discharge, but to the Captain himself the bullet wound in his lung afforded no reason for his being prevented from doing the work for which he had been trained, namely, to serve in the Army. The incident which convinced the Captain to pursue political channels as a means of serving his country was his talk with Franz Kovic, an eight-year old D.P. who had come to America full of hope for a new life. When this refugee boy earned money shining shoes, the corner gang leader demanded half his earnings for protection. This the boy accepted as an American custom; but when the boys demanded half of the candy Franz had purchased for his mother, Franz refused. A street fight followed and the policeman threatened to arrest Franz if anything like this happened again. Captain Stafford, who formerly rejected a political career, was motivated by this boy's disillusionment. He made an inspiring speech at the rally and was accorded tremendous ovation for his sincere

desire to democratize conditions in this "Giant Land".

Discussion Questions.

1. Physical handicap: What was Captain Stafford's reaction to the bullet wound? Was this attitude a good one? What is your attitude toward your speech handicap? Do you allow this handicap to stand in the way of things you really want to do? Does society prevent you from doing certain things because of your speech difficulty?

2. Careers: Do you feel that Captain Stafford's wound would be an asset or a liability to his political career? What other factors motivated him to choose this career? What career are you interested in? Why? Do you expect that your speech difficulty will be an asset or a liability?

3. Class structure: Was the policeman discriminating against a helpless member of the minority? Do you feel the Franz incident was realistic? What evidence have you from your own experience? What can be done to change this situation?

3. Carter, Russell Gordon, "High Climber", short story in Teen-Age Companion, Frank Owen, ed., (N.Y.; Grosset & Dunlap Publishers, 1946), pp. 173-181.

Interest Area:  
Sports  
Adventure

Problem Area:  
Peer Relationships  
Experiences of Acceptance  
and Rejection

Summary. George Hendricks was short and youthful looking. As a result of his appearance, he was the subject of a good deal of bantering among the men in the Idaho logging camp. One man in particular, Sam Karcher, insisted on riling "Georgie-Porgie". These two men were to compete in a tree topping contest to determine which man was to represent the camp at the Rolleo; but as far as George was concerned, his prestige among the loggers was the most important thing at stake in the tree topping contest. The race consisted of climbing to comparable tree heights, chopping down the top of the tree and climbing down. During the race Karcher was hit with the falling tree top. George forgot the race and saved Karcher. His greatest reward was to hear Sam call, "George, old man" with a look of genuine friendship in his eyes.

Discussion Questions.

1. Acceptance in the group: Did George's acceptance in the group depend on his success in the tree topping sport? What is your family's attitude towards sports? Does this attitude affect your status with your friends?

2. Friendship: What do you think was George's

definition of friendship? How did George win friendship? Do you agree with this definition? Do you want to have friends? How many? How can you win friends?

3. Appreciation: What appreciation did George receive? Was he satisfied? How much appreciation do you need? Do you want to be admired?

4. Chute, B.J., "A Really Important Person", short story in Teen-Age Companion, Frank Owen, ed., (N.Y., Grosset-Dunlap, 1946), pp. 46-62.

Interest Area:  
Careers

Problem Area:  
Family Relations

Summary. Bill Reilly, a policeman's son, has been required to write his weekly theme on the subject, "An Important Personage". His parents are a little ashamed that no member of their families is a Congressman or has achieved any public recognition. The story describes the activities of the patrolman on his daily beat and his attempt to find some important personage for his son to write about. When he returns home, he discovers that Bill, his son, has already completed his theme using his father as the important personage. To have your children proud of you is very important to a parent.

Discussion Questions.

1. Parents' occupational status: Why did patrolman Reilly regret the fact that after fifteen years on the police force he had never been made a sergeant or a lieutenant? Was he happy as a patrolman? In what ways does your father's occupational status affect you?

2. Parents' education: Did Bill's family claim to be educated or cultured? Does your family claim to be educated? What efforts were made in this respect? What type of books do members of your family read? What type of music do they like?

3. Social situation: What is the picture you have of Bill's home? How did this compare with other homes in the neighborhood? How does your home compare with others in your neighborhood?

5. Cochran, Ruth Gilbert, "Sophomore Picnic", short story in Teen-Age Companion, Frank Owen, ed., (N.Y., Grosset-Dunlap, 1946), pp. 109-118.

Interest Area:  
Sports

Problem Area:  
Physical Handicaps

Summary. Courty Temple had been the star halfback at Western High, but after a year and a half of overseas duty he was injured in the service and returned home a cripple. He was very sullen and preferred not to talk of anything which reminded him of sports. In fact, he hardly talked at all. The sophomore class was giving a picnic in his honor. Butch Conover, a sophomore who was trying to emulate Courty's football career, finally brought Courty back to reality. Courty laughed at the way Butch fumbled his saxophone playing at the picnic and took over for him. This lifted Courty's defeatist attitude and showed him that he could still use a talent he had forgotten.

Discussion Questions.

1. Interests: What was Courty's main interest in high school? What other interests did he have? What are you interested in? Are you interested in your work, reading, writing, music, sports, politics, or science? How did your interest develop? What should others be interested in?

2. Performance before large groups: If you were Butch, would you have obliged Elly and agreed to take Peewee's place in the quartet? Why did Butch oblige Elly? Was Butch's poor saxophone playing due to lack of skill or to nervousness? What was Butch afraid of? What would you have done? Why?

3. Physical handicaps: Was Courty justified in requesting that people avoid talking about sports in which he could no longer participate? By avoiding the subject was Courty helping himself adjust to the fact that he was a cripple? How do you react when conversation turns to speech or to stuttering? How do you feel when you react this way?

6. Davis, Clyde Brion, The Newcomer, (N.Y., J.B. Lippincott Co., 1946) 216 pp.

Interest Area:  
Human Relations

Problem Area:  
Adjustment to New  
Situations, Experiences  
of Acceptance and Rejection

Summary. This is the story of Henry Trotter, a "regular fella" among the boys in the town where he grew up; but when his family moved to a new town, Henry, try as he might, could not get himself accepted. His experiences as a stranger uninvited and unwanted hold the interest of the reader and also encourage identification. Henry has to cope with a bossy sister, the town bully, and a seemingly unfair teacher. He attracts the friendship of a boy who has always been socially ostracized because of his personality, his devotion to snakes, and his love of dissonant music and the friendship of an unaccepted but strong girl, who without invitation and without Henry's knowledge fights his battles for him. In the course of one school year Henry's reputation fluctuates from being called a sissy to being called a bully. Finally, Henry, who appreciated any type of recognition, relaxes enough to achieve a middle of the road status of acceptance.

Discussion Questions.

1. Opinions about ourselves: Was Henry's shyness at the beginning of the story indicative of his personality? How often are you deceived by the mask of shyness of other persons? Is the initial impression that you make deceiving?

2. Opinions about self-consciousness: Why was Henry unable to answer the question in school about the Dred Scott decision? What do you think about people who are self-conscious? Do you think they are ridiculous?

3. Opinions about friends: How did Henry try to win friends? In what ways was he successful? Why was he not satisfied with Christopher (the boy with girlish and unusual traits) or with Opal (the boyish girl)? Who are your friends? How did you become friendly?

7. Davis, Eileen, "The Natural Thing", short story in Teen-Age Companion, Frank Owen, ed., (N.Y., Grosset & Dunlap Publishers, 1946), pp. 76-90.

Interest Area:  
Careers

Problem Area:  
Adjustment to New  
Situations

Summary. This story centers around the theme of preventing persons from following their natural inclination in choosing a profession. Nora's parents were very much in love with each other, but were different in their backgrounds and values. Her mother was plagued with seriousness and a sense of responsibility. Thrift and hardwork with nothing foolhardy was the philosophy with which she had been raised. Nora's father, on the other hand, was a jovial sort who sanctioned any activity that was most expedient. Professional dancing ran in his family, but for his wife's sake he had given up a career in this field to become a grocery clerk. When his wife wasn't around, he and his daughter enjoyed dancing; but they stopped it abruptly when she appeared. The effect of this difference on the personalities of mother, father and the young girl makes very interesting reading. With the support of Aunt Bridget, Father's sister, Nora decided to pursue her dancing. Perhaps the child to be born will follow mother's temperament.

Discussion Questions.

1. Health. Did you observe how the Mother's physical health was affected by meeting her husband's sister, the

successful dancer? (p. 81). Was anybody in your family ever sick when you were small? Did you ever hear talk about the illness? How was the person who was ill treated by other members of the family? How often did you play sick to get something?

2. Achievements and standards. What was Nora's mother trying to achieve? Were baking cakes and the like an achievement for her? What aspirations did she have for her daughter? What are your achievements in school? in life? Who shares your achievements? By what standards are your achievements measured?

3. Family sacrifices. Was Nora's father sacrificing much for his wife? What was the effect of this sacrifice on his wife, on his daughter, and on himself? Did you ever sacrifice anything? What was the effect of this sacrifice? Should parents sacrifice themselves for their children? Should children sacrifice themselves for their parents?

8. Gartner, John, "Peewee Half", short story in Teen-Age Companion, Frank Owen, ed., (N.Y., Grosset & Dunlap Publishers, 1946), pp. 161-172.

Interest Area:  
Sports

Problem Area:  
Experiences of Acceptance  
and Rejection

Summary. Don Meek came from a family of football players. He himself was of slight build and weighed only 125 pounds. Nevertheless, Don persuaded the coach to let him play on the football team. He turned out to be the fastest man on the team and on several instances won the game on a single play. The coach was afraid for Don's physical safety and let him play only a few minutes in each game. Before the decisive game Don's father requested that the coach give Don a chance to fulfill his promise to his brothers who were missing in action. His promise was that he would take their places on the football field. The father pleaded that he would rather have Don hurt physically than mentally. In the decisive game Don played very well and came out whole both mentally and physically.

Discussion Questions.

1. Family Attitude toward sports: Was Don's father's attitude justified? Would you have wanted your father to take this attitude? What was your family's attitude toward sports? How did it affect you?
2. Relation to one's own body. If you were coach would you have permitted Don Meek to play football? What was Don's attitude toward his physical self? What do you think about your own strength? Is it an asset or a liability?
3. Achievements. Did size affect the peewee half-back's achievements? Did his achievement lie merely in his action on the football field? What do you want to

achieve? Do you consider it an achievement when you improve yourself or your attitude?

9. Glaspell, Susan, "Government Goat", short story in Social Insight through Short Stories, Josephine Strode, ed., (N.Y.; Harper & Brothers, 1946), pp. 43-61.

Interest Area:  
Adventure

Problem Area:  
Economic Pressures

Summary. Joe Doane's grandfather had been a prosperous whaling captain who owned a fleet of ships; but as Cape's End became industrialized, the Doanes gradually lost their position and their property. Joe Doane, who could remember all this himself, had to resort to carpentry. His family could not even share in the prestige and excitement of having their menfolk go out to sea and worrying whether or not they would return.

The next door neighbor's husband died at sea. The wealthy visitors in the town showered the family with clothes and gifts. They were even given a government goat. The Doanes envied the material possessions which this sudden loss had brought to the Cadara family; but finally the Doane children realized the advantage of having "a pa to lick them".

Discussion Questions.

1. Goals in life. Did Joe Doane think that Mrs. Cadara's new clothes had made her a different person? To what extent did his own position affect the way he viewed Mrs. Cadara? What do you hope to achieve for your family as far as social position and material things? How?

2. Success and failure. What factors were responsible for the Doane's decline in social position? Could this downgrading be attributed to Joe Doane's personality or to societal factors? To what extent? Do you like to

work or are you lazy? Do you think you are responsible to God, to your family, to society? What does success consist of?

3. Friendship. How would you describe the relationship between the Doane children and the Cadaras? Do you ever hate your friends? Did you ever wish the death of one of your friends?

10. Halper, Albert, The Golden Watch, (N.Y., Henry Holt & Co., 1953), 246 pp.

Interest Area:  
Human Relations

Problem Area:  
Family Relationships

Summary. The chapters in this book represent isolated recollections of the family life of an American boy. Three chapters are especially suited for bibliotherapy purposes, namely, the chapters titled "My Father's Broad Shoulders" pp. 1-15, "The Big Slide", pp. 43-59, and "Fate or Destiny or Something" pp. 59-73.

The first chapter introduces the members of the family: Etta, the mother, Saul, the father and owner of a delicatessen; and their children, Milt and Ben, the older working brothers, Dave, the writer who is nine years old at the time the story takes place, and the three younger children, Irving, Louis and Ruth. The father takes pride in the fact that he is able to send his wife and three younger children for a month's vacation. Up to the last day before the trip Dave expected to be included, but finances wouldn't permit it. Materialistic things like extra ice cream are used to cushion the shock.

In the chapter, "The Big Slide", Dave becomes ashamed of his father when he discovers that he was responsible for destroying the boys' entertainment--a home-made slide. The father's unacknowledged reasons for spoiling the boys' fun are described. These center around his own lack of business.

In the chapter, "Fate or Destiny or Something", the father's need for glasses is apparent. He is reluctant to admit this weakness and also does not want to stand the expense. As a result he takes out his feelings on his family and relations are tense.

Discussion Questions.

1. Opinion about oneself: How do you think Dave felt when he was not included on the vacation trip? Was he making a sacrifice? If so, was it by choice or by force? Should one sacrifice oneself? Did you ever sacrifice anything? Should parents sacrifice themselves for their children?

2. Family relations: Was Dave's father justified in destroying the slide? Should a father and mother be autocratic or should they listen to others? Under what circumstances?

3. Understanding Parents: Should parents interfere with children's games? In what ways did Dave's father's problems affect his reaction to Dave and his activities? What are some of the problems that beset parents?

11. Hoopes, Clement R., "Metropolitan Incident", short story in Social Insight Through Short Stories, Josephine Strode, ed., (N.Y., Harper & Brothers, 1946), pp.84-89.

Interest Area:  
Careers

Problem Area:  
Economic Pressures

Summary. This story concerns the attitudes of a vagrant beggar toward society in general and toward a prosperous salesman in particular. The salesman met John G. Pravia (the beggar) on the street, gave him a dime and offered him a job. Pravia willingly accepted charity but was fussy about the conditions under which such charity was given. For example, when offered a meal, he was particular about the way his eggs were cooked, and when offered a pair of pants, he refused because they didn't match his coat. He also was willing to work. When asked to do gardening chores, he did library research on the subject and turned out to be an excellent gardener. He was also quite verbal about the economic inequalities of democracy. He considered himself equal to if not better than his benefactor.

Discussion Questions.

1. Opinions about ourselves: If you met John G. Pravia on the street, do you think you could read his character? Generally speaking, do you think you are capable of reading the character of other persons? Do you think other people can read your character?

2. Occupations: Did you admire the salesman for being able to engage so freely in conversation with Pravia? Is this a necessary quality for a salesman? In what occupations is this important? Do any of these occupations appeal to you?

3. Social position: Was Pravia's social position influenced by his personality or by circumstance? What is your father's occupation? Your grandfather's occupation? Do you believe in social mobility?

12. Lavine, Sigmund A., Steinmetz, Maker of Lightning, (N.Y., Dodd, Mead & Company, 1956), 241 pp.

Interest Area:  
Science

Problem Area:  
Experiences of Acceptance  
and Rejection  
Physical Handicaps

Summary. This life story of Charles Steinmetz, the famed electrical scientist, describes how much this man could accomplish despite a gross physical deformity. Steinmetz was a gnome-like hunchback. His ability and his personality helped his employers and his friends to overlook his physical appearance. His scientific accomplishments were amazing. His mathematical skill, his desire to help others and his love of buffoonery made him a likeable person. He never married, but sublimated his love of children by explaining scientific facts to young people and by adopting one of his youthful colleagues as his son. When this young man (Roy) married, Steinmetz gave the young couple his house, adopted their children as his grandchildren and spent many happy years living with them.

Discussion Questions.

1. Handicaps: When Steinmetz arrived in New York, he was almost sent back to Europe as an undesirable alien. How did his accomplishments prove that you can't judge a man by the outward impression he makes? What impression do you make? What do you think about your physical self? What do you think about your mind, memory and emotions? Do emotions reflect themselves in physical appearance?

2. Early family relations: How would you describe the relationship which Steinmetz had with his family while he was growing up? Was he given the opportunity to develop his natural tendencies? What can you recall about your childhood?

3. Sibling relationships: What was Karl's relationship to his sisters, Clara and Marie? How did this affect his relationship with other people? Was Steinmetz's relationship to his sisters similar to your experiences with your brothers and/or sisters? In the Steinmetz family which of the children did the parents seem to favor? Why? Did you play with your brothers and sisters? Did you want friends of your brother's to be your friends too? Did you feel that your brother or sister had more friends than you had?

13. Lewiton, Mina, Penny's Acres, (N.Y., David McKay Co., Inc., 1955), 214 pp.

Interest Area:  
Human Relations

Problem Area:  
Peer Relationships  
Physical Handicaps

Summary. This is the story of the ambitions and doubts of four young people who have been brought up in a peaceful country community which now faces the pressures of industrial decentralization. Penny Rowan is a well adjusted high school graduate who inherits a great deal of land and finally decides to allow industry to develop some of it while she strives to revive the waning handicrafts. Her theory is that industry will provide the comforts and material standards for the town while the restoration of the handicrafts will provide leisure activities to meet personal needs. Alix Hayden, the daughter of a wealthy industrialist, is a newcomer to the community. She has led a very sheltered existence and lacked the friendship of people her own age. As a result of pressure from her socialite mother and perfectionistic father Alix developed an agonizing handicap - stuttering. Her problem is described in detail, particularly factors contributing to the stuttering and conditions which led to more fluent or less fluent speech. Randy loves music and is faced with the decision of whether to stay in his father's retail store or make his way in the big city. Love

complications enter the story when Penny encourages Randy, who has been her life-long friend, to help Alix. Randy and Alix fall in love with each other; and Penny also finds a mate, A.O. (Anthony Oliver), her former school teacher.

Discussion Questions.

1. Achievement: Do you think Penny was justified in her eagerness to revive the handicrafts? Do you think she would be successful? Is it important for people to take pride in their work, to have a feeling that they have achieved something? What have you achieved in knowledge, education and skills? What was your school record? Does it show how much you have achieved? Do you want to organize and be a leader? What would you like to achieve?

2. Opinions about ourselves: What did Alix want Randy and Penny to think of her? How did she try to create this impression? What impression did she actually make? Did Alix compare Penny with herself? Did Penny compare herself to Alix? How often do you compare yourself with others? Do you know people who try to appear different from what they actually are?

3. Attitude toward stuttering handicap: Were Penny and Randy always able to express themselves? Under what circumstances are people unable to express themselves? Do people feel self-conscious under these circumstances? What do you think about people who are self-conscious? Which character in the story did you admire most? Which character did you admire least? Why?

14. Litten, Frederic Nelson, "Winner's Money", short story in Youth, Youth, Youth, Albert B. Tibbets, ed., (N.Y., Franklin Watts, Inc., 1955), pp. 3-20.

Interest Area:  
Sports

Problem Area:  
Adjustment to New  
Situations

Summary. This is the story of a skilled airplane pilot, Slim Dumont, who appears to have become addicted to the racing bug. He risks his life in a homemade plane for the sake of the "winner's money" so he can take an extended pleasure trip--at least that's what he tries to make everybody believe. Slim's brother, Brick, asked his friend Johnny Caruthers to get Slim a job as an airplane pilot for a commercial airline. But a commercial pilot had to be concerned with safety rather than the sport of flying. The truth is that Slim needed a large sum of money in a hurry to pay for an operation on which his brother's life depends. In the race he pushes his plane beyond the speed for which it was built. Will he cross the finish line before the plane crashes? Or will he crash in the grandstand? For the safety of the spectators a despondent Slim concedes the race and makes a crash landing without endangering anyone's life except his own. Meanwhile Mr. Caruthers accepts an emergency call from the hospital for Slim. When Mr. Caruthers understands Slim's desperate need for money and also his deep down concern for the safety of others, he insists on

lending Slim the money for Brick's operation and also offers Slim an airline job which was actually Slim's secret desire.

Discussion Questions.

1. Sibling responsibility. Was it Slim's duty to try to win the money for Brick's operation? What are duties? What are your duties? Who determines what duty is? Should a person give money to support his brother?

2. Impressing others. Did Slim succeed in impressing you that he had a selfish reason for wanting to win the race? Do you think you are capable of reading the character of other persons? What is the difference between the impression you make upon others and what you actually are?

3. Opinions about ourselves. What did the people who really knew Slim think about his racing spirit? What do you wish that others should think about you? What impression do you want to make? Do you want to appear clever, handsome, strong, composed, blase, experienced, naive?

15. Maugham, Somerset, "Of Human Bondage", excerpt found in Psychology Through Literature, Caroline Shrodes, Justine Van Gundy, and Richard W. Husband, eds., (N.Y., Oxford University Press, 1943), pp. 4-8.

Interest Area:  
Adventure

Problem Area:  
Physical Handicaps

Summary. This excerpt from Maugham's autobiographical novel portrays vividly the effect of a physical handicap on a sensitive child. (Maugham himself was a stutterer, but he has created his fictional counterpart, Philip, as a boy with a club foot). In this writing Maugham depicts the cruelty which children display toward a deviate. When Philip's efforts to engage in the normal activities of the other boys are thwarted, he turns to a world of fantasy and compensatory actions. He develops many mannerisms by which he hoped to avoid being noticed. He avoids running and stands still as much as possible, keeping one foot behind the other. These few pages provide a great deal of thought provoking reading.

Discussion Questions.

1. Relation to one's own body: What did Philip think about his own ability to keep up with the boys? In what ways was this self-concept altered? Why? Do you consider yourself handicapped? What part of your body do you associate with this handicap?
2. Handicap: What do the mind, the memory and the emotions contribute to a handicap?
3. Opinions about ourselves: Why was Philip so eager to receive his share of the punishment? What did he want the other boys to think about him? What do you want others to think about you? What impressions do you actually make?

16. Paul, Louis, "Making Friends With Verdi", short story in Teen-Age Companion, Frank Owen, ed., (N.Y., Grosset & Dunlap, 1946), pp. 119-129.

Interest Area:  
Animals

Problem Area:  
Experiences of Acceptance  
and Rejection  
Adjustment to New Situations

Summary. Verdi Thigg was a new boy in the school. The sound of the teacher calling his name made the children giggle. This caused Verdi so much embarrassment that he failed to respond immediately to the teacher's question. The teacher in an ironic way poked fun at Verdi and made him fumble even more. Two boys in the class, William and Geepy, tried to befriend the new boy verbally but were rebuffed. Then they adopted the tactic of introducing the unhappy Verdi to their animal friends--Imogene, the cat and Mortimer, the frog; but Verdi still remained unmoved. Nor did the boys have any more success when they offered to lend Verdi a baseball glove or an air rifle. Verdi was too proud to borrow and too poor to own these things; so he remained negative to every suggestion. The boys' persistence finally resulted in a response. Verdi accepted a harmonica that "never cost nothing".

Discussion Questions.

1. Animals. Were you surprised that Verdi was unimpressed with Imogene and Mortimer? What are your earliest remembrances concerning animals? Did you play with animals?

Were you ever afraid of animals? Have you ever had the fear of being eaten by animals?

2. Friendship. Are boys apt to be as persistent as William and Geepy in trying to make friends with a new-comer? Why couldn't Verdi make any attempt to be friendly with the boys? Do you want to have friends? How many? Can one have friends of the opposite sex?

3. Economic barriers to personality development. How did the fact that Verdi was poor affect his personality, his school accomplishments, and his ability to make friends? Should one's friends be richer or poorer than he? Do your clothes affect your choice of friends?

17. Piersall, Jim and Al Hirshberg, Fear Strikes Out, (Boston, Little, Brown & Co., 1955), 217 pp.

Interest Area:  
Sports

Problem Area:  
Family Relations

Summary. Jim Piersall, the well-known Red Sox outfielder, suffered a nervous breakdown at the height of his career. This book, in which Piersall tells his life story, describes the factors leading up to his collapse and then the steps leading to his recovery.

For purposes of bibliotherapy the book can be considered effectively by dividing it into three parts: Jim's boyhood, his experiences as a professional ball-player prior to his illness, and his recovery. In his boyhood Jim was a constant worrier and was plagued with headaches. His mother spent months at a time in a sanitarium and his father ever since he could remember had to shout whenever he wanted anyone to listen to him. Jim's father had only one ambition for his son, namely that he become a big league baseball player and he persisted in fostering this interest to the exclusion of everything else.

During his ball playing career Piersall was given many opportunities, but nevertheless felt that everyone was against him. He resorted to antics which were unheard of on the ball field and in the dressing room. The mental anguish which prompted these aggressive actions in this

individual may well have resulted in stuttering for another.

After his illness Piersall devoted a great deal of time to helping others. He overcomes his unhealthy reactions to commonly used words which for him have especially unpleasant connotations.

### Discussion Questions.

1. Family Aspirations. In what ways did Piersall's family influence his life? Is it common for families to influence the lives of its members? What was the aim of your family as viewed by you before and after the fifth grade?

2. Opinions about ourselves. Was Piersall concerned about what others thought of him? What were the reasons for his antics? What impression do you want to make? How do you try to achieve it? What impressions do you actually make?

3. Achievements. What were Piersall's achievements? Do you consider it an achievement if a person improves himself or does achievement lie merely in action? What have you achieved in school? What do you want to achieve?

18. Ransom, Elmer, "Rack, Son of Ezeckiel", short story in Teen-Age Companion, Frank Owen, ed. (N.Y., Grosset-Dunlap, 1946), pp. 24-45.

Interest Area:  
Animals

Problem Area:  
Family Relations

Summary. This animal story takes place in the wilderness where survival of the fittest is the rule. Most of the wild animals kill only for survival; but one the dog, Lupus, who killed not to satisfy hunger or protect himself but rather for the pleasure of drawing blood. David Conrad loved the wilderness and was friends with all the animals, except Lupus. When Lupus attacks Conrad, Rack, the powerful raccoon, saves his life. As the raccoons, Rack and his father Ezekial, battle Lupus, the story reveals the intensity of animal instincts to protect and revenge their own family.

Discussion Questions.

1. Animals. In what ways did the raccoons, Ezekial and Rack, behave as humans would behave? Did you ever compare animals with human beings? What are your earliest remembrances concerning animals? Have you ever had the fear of being eaten by an animal? Did you ever have fantasies concerning animals?

2. Family sacrifices. Why was Rack particularly eager to kill Lupus? Was he willing to risk his own life to save his child? Should a person sacrifice himself? Should parents sacrifice themselves for their children? Should children sacrifice themselves for their parents?

3. Revenge. Was Rack justified in his desire to kill Lupus? Do you believe in revenge? Is one allowed to hate and punish others?

19. Sandoz, Mari, Winter Thunder, (Philadelphia, The Westminister Press, 1954), 61 pp.

Interest Area:  
Adventure

Problem Area:  
Adjustment to New  
Situations

Summary. This story, based on fact, describes the experiences of a young school teacher, seven of her pupils and a youthful bus driver who were lost in a blizzard for eight days. The school bus overturned and had to be abandoned. Their only supplies were the children's lunches and the clothing they were wearing. The writer describes how each of the individuals reacted to the crisis and also provides information concerning their backgrounds which contribute greatly to their manner of reacting.

The main characters are the teacher, Lecia Terry, who has a great sense of responsibility, Chuck, the driver who was substituting for his father and who at first resents the group and his involvement in their plight, Joanie, age six, and her crippled brother Bill who take care of each other both physically and mentally, Maggie, who due to insufficient clothing suffers the most and requires special consideration from the others, and Calla, Fritz and Eddie, members of the same family. They argue freely, make up as easily and have the capacity for having fun even under the most adverse circumstances. Olive is the child who demands all of her own lunch and

surreptitiously drinks all of the milk at the first meal. Confident that her father will come for her, she displays no emotion. This experience proved devastating to her personality.

Discussion Questions.

1. Remembrance and fantasies. Were you ever threatened by superior forces of nature such as hail, lightning or storm? What was your reaction? What made you act like that? What make each of the characters in the story act as they did?

2. Food. Do you think you could survive on melted ice water, one lunch and roasted calf for eight days? How is your appetite? Do you think you eat enough or too much?

3. Opinions about oneself. Should Bill the cripple have helped himself to more food? Was Olive justified in requesting her own lunch and drinking her own milk? Should a person help others? What would you have done under these circumstances? Can you recall having been helpful to others? Did you ever sacrifice anything? Should parents sacrifice themselves for their children?

20. Sheean, Vincent, "Personal History", excerpt found in Psychology Through Literature, Caroline Shrodes, et al., eds., (N.Y., Oxford University Press, 1943), pp. 92-103.

Interest Area:  
Adventure

Problem Area:  
Peer Relationships

Summary. This story concerns a young man's experiences with fraternity life at a large university. Without realizing it, Vincent Sheean pledges himself to a Jewish fraternity and finds that his Jewish brothers do not fit into the stereotyped pattern of the Jew which he had acquired from literature and history. Yet, his desire for identification with the select group causes Vincent to break his pledge to the Jewish fraternity and seek admittance to another organization. In so doing he is forced to share the prejudices which have become alien to him. He suffers more self-humiliation and corrosive personality effects than the Jewish students who are the victims of the prejudice. He acquired very little satisfaction or knowledge during his college years and becomes generally discontent. The adventure in the story involves the episodes at the fraternity house--the initiation and the escape.

Discussion Questions.

1. Effects of prejudice. In what ways did A.B. not fit Vince's stereotype of a Jew? Who seemed to suffer most from the religious prejudice at the university? In what ways has prejudice altered your activities?

2. Friendship. Was Vincent running a risk when he confided in Lemmy? How much should a friend know of one's own life, feelings and thoughts? How much do you want to share with your intimate friends? How much do you want to share with others?

3. Education. What did Vince think about his education? Do you think your education is what it should be? What factors contribute or interfere with what you get out of your education?

21. Sondern, Frederic, Jr., "Abdul, The Egyptian Learns Yankee Ways", short story in Social Insight Through Short Stories, Josephine Strode, ed., (N.Y., Harper & Brothers, 1946), pp. 186-187.

Interest Area:  
Careers

Problem Area:  
Experiences of Acceptance  
and Rejection

Summary. General Motors sent a young engineer to Egypt to train a group of Egyptians to become mechanics. The American instructors tended to look down on the Egyptians and to be skeptical of their mechanical ability. However, Mr. Triulai, who was in charge of the program insisted that these people be regarded as equal to Americans and that they be accorded the same advantages that were granted trainees in America. The pay was comparatively good, living conditions were improved, cleanliness became a rule. The personal respect accorded the Egyptian trainees contributed greatly to the success of the training program. Workers living under these conditions were able to comprehend and accomplish far more than when they lived in filth and squalor and were treated as slaves.

Discussion Questions.

1. Interpersonal relations: What do you think was responsible for Mr. Triulzi's success in training the Egyptian mechanics? Under what type of conditions do you work most effectively?

2. Goals in life: What were the Egyptian laborers' goals in life before Mr. Triulzi entered the scene? How did these goals change? What is your main goal in life? In what ways does a change of goals affect one's actions?

3. Social prejudice: Did General Motors benefit from Mr. Triulzi's policy? Assuming the company took the attitude of exploiting the laborers, do you think they would have benefited as much? In what social class do you consider yourself? Do you believe in separation of the social strata?

22. Stuart, Jesse, "Split Cherry Tree", short story in Youth, Youth, Youth, Albert B. Tibbets, ed., (N.Y., Franklin Watts, Inc., 1955), pp. 77-91.

Interest Area:  
Science

Problem Area:  
Economic Pressures  
Adjustment to New  
Situations

Summary. The biology class in a country high school went on a field trip in search of bugs, snakes, lizards, frogs and plants for use in biology experiments. Six boys, Dave included, climbed a cherry tree to capture a single lizard. Their weight caused the limb of the tree to break. Five of the boys were able to pay their dollar fine, but Dave had to earn the money by doing after-school chores around the school. Dave's father, who counted on Dave to do certain farm chores, was furious when he learned why his son was being kept after school. Despite his son's protest, Mr. Sexton, gun and all, accompanied Dave to school the next day "to fix the teacher". Professor Herbert, the biology teacher gave Mr. Sexton time to blow off steam verbally; but before long, Mr. Sexton became so enthralled with the new course of study that he found himself participating in a biology experiment. So impressed was he that he put aside his economic pride and helped his son complete the chores. As moved as he was by this newer type of education, Mr. Sexton could not bring himself to approve of "puttin' black snakes to sleep and cuttin' 'em open".

Discussion Questions.

1. Animals: Do you find it hard to picture a man who wouldn't hesitate to hurt his human enemies, yet couldn't bring himself to harm an animal? Do you know any person like this? What do you think is responsible for these feelings? What are your earliest remembrances concerning animals? Did you ever compare animals with human beings?

2. Acceptance and rejection of one's parents: How did Dave feel about his father? Why didn't he want him to come to school? What do you wish others to think about you? Do you bring friends to your home? Describe the impression which your mother and father make? In what ways does this aid or hinder what you want others to think of you?

3. Adjustment to new situations: Why was it difficult for Dave's father to accept the new type of schooling his son was receiving? Are fathers and mothers autocratic or do they listen to others? Cite personal experiences to substantiate your opinion.

23. Ward, Millard, "Mascot", short story in Teen-Age Companion, Frank Owen, ed., (N.Y. Grosset & Dunlap, 1946), pp. 212-222.

Interest Area:  
Animals

Problem Area:  
Economic Pressures  
Handicaps

Summary. Rocky was the oldest son in a fatherless family. Although he was only in high school, he had assumed the financial responsibility for his mother and two younger brothers. Rocky longed to play football and was asked many times to join the team, but his after school job took all his time. Willingly Rocky assumed his responsibility, but he was oppressed by the fact that he could never do what he wanted. This oppression manifested itself in the form of a phobia for height. In his job as a painter this was a great handicap to Rocky, for it limited his earning power. In addition to his desire to play football, Rocky very much wanted to keep the little black dog named Mascot, which his brother had found. Just when Rocky had figured out how he could put aside the extra money to license the dog, his brother accidentally ruined a boy's bicycle. The cost of replacing the bicycle meant that once again Rocky would have to do without something that he wanted. When Mascot was attacked by a large thoroughbred dog and both dogs fell into the river, Rocky first rescued the helpless Mascot, even though he knew that a \$50 reward was being offered for the

other dog. Mascot had indeed proved lucky to Rocky. The dog had given Rocky the incentive to act according to his own desire. After this experience Rocky freed himself from his phobia and was able to earn more money in less time, so that he could afford to stop work for the rest of the football season.

### Discussion Questions.

1. Fear of animals: Was Rocky a coward? Was he afraid of the large thoroughbred dog? What are your earliest remembrances concerning animals? Have you ever been bitten by an animal? Have you ever had the fear of being eaten by animals? Did you ever torture or tease animals?

2. Phobias: How did Rocky conquer his phobia for high places? What did you think of Rocky, a big, strong boy afraid to climb a ladder?

3. Education: Was Rocky justified in deciding to quit school and give up his hopes of an engineering career because he was hard pressed for money? What made him change his decision? What are your educational plans? Are they what you think they should be?

24. Weidman, Jerome, "A Dime A Throw", short story in Social Insight Through Short Stories, Josephine Strode, ed., (N.Y., Harper & Brothers, 1946), pp. 214- 220.

Interest Area:  
Sports

Problem Area:  
Economic Pressures

Summary. An elderly woman who lives only on charity enjoys tense relaxation at the Roulette Wheel at the fair at "a dime a throw". One of the other women in the crowd who is very concerned with doing the "proper" thing thinks she realizes how important it is for Mrs. Ratchek, the elderly woman, to win the blanket and feels it her duty to buy a blanket and give it to the old woman. The latter refuses the blanket and insults the young woman. What she really wanted was the chance to win the blanket herself and the privilege of doing what she wants.

Discussion Questions.

1. Recreation: What was Mrs. Ratchek looking for in her gambling? Could she have satisfied this same need in other ways? What do you do for recreation? Why do you enjoy it?

2. Interference in personal affairs: How did you feel about the young woman's actions? Was she motivated by a true interest in the old lady's welfare? Do you feel that anyone interferes with your action? Do economic conditions interfere with your actions?

3. Opinions about ourselves: Did the young woman create the impression she intended to make on Mrs. Ratchek? In what ways do others appreciate you? What is the difference between the impression you make on others and what you actually are?

25. Winslow, Horatio, "What Happened to Gene", short story in Teen-Age Companion, Frank Owen, ed., (N.Y., Grosset & Dunlap, 1946), pp. 91-95.

Interest Area:  
Science  
Careers

Problem Area:  
Family Relations  
Peer Relationships

Summary. The main theme of this story is how things that happen at home affect one's relationship with one's friends and influences one's avocational or vocational interests. Gene and the writer of this story were brought together by a common interest in science. Although Gene never talked about his family troubles, the writer knew that Gene's father was in the Navy, that his mother had deserted him and that Gene lived with his grandmother. The two boys spent much time working together on their electrical projects; but suddenly Gene lost all interest in his hobby and future career. He took to collecting and writing corny jokes. Interest shown by the writer's mother led to the information that Gene's father was reported missing. It was not until word arrived that his father was safe and had been taken prisoner that Gene could resume his former contacts.

Discussion Questions.

1. Friendship: Do you think that Gene and the writer were really true friends? What do you think of friendship? Do you want to have friends? How many close friends should one have? How many acquaintances should one have?

2. Family life: What type of family life did Gene have as compared with the family life of the writer? Would it have been better for Gene if his mother had considered it her duty to stay with him? Should parents sacrifice themselves for their children?

3. Selection of friends: By what standards did the writer's mother judge Gene as a suitable playmate for her son? Who were your playmates? Were you allowed to bring them home? Did your family interfere with your playing with other children?

26. Woolf, Virginia, "The New Dress", excerpt found in Psychology Through Literature, Caroline Shrodes et al., eds., (N.Y., Oxford University Press, 1943), pp. 81-87.

Interest Area:  
Human Relations

Problem Area:  
Economic Pressures

Summary. This story is a poignant description of the inner thoughts of a woman who feels she is not properly dressed for the social situation in which she finds herself. The dress Mabel had chosen seemed very lovely in the dress-maker's shop, but at the social gathering she realized that it was not in style - but how could she have been in style with such a limited budget? Mabel's experience is a common one, namely, the effect on one's personality of the sense of isolation and inferiority which comes from feeling different from the group. She shares the group's attitude toward clothes as a symbol of success; yet she cannot have the proper clothes. She craves even a single compliment but feels that even if such a compliment were given, it would be untruthful. Her feelings of inferiority are reflected in her actions - her walk, her conversation, etc. Not being able to mingle with the crowd, she escapes into a world of fantasy centered around reading and social service where clothes are not important. However, in this adjustment she finds no real satisfaction, for she has not reconciled herself with the mores of society to which she has been conditioned.

Discussion Questions.

1. Conformity to group mores: What factors in Mabel's background could have conditioned her to dress like the crowd? Is this a universal feeling among all classes of people? How important to you are the opinions of others about yourself?

2. Relative importance of problems: Was Mabel unduly concerned with superficial problems? Does the way you are dressed affect your personality?

3. Choice of friends: Was Mabel associating with women in a higher social bracket than she was? Should friends be poorer or richer than yourself? Should friends have the same or different social standing? Do people choose their friends?

27. Wright, Richard, "What You Don't Know Won't Hurt You", short story in Social Insight Through Short Stories, Josephine Strode, ed., (N.Y., Harper & Brothers, 1946), pp. 279-285.

Interest Area:  
Science  
Animals

Problem Area:  
Peer Relationships

Summary. This story takes place in a medical research institute in which animals are used as guinea pigs for scientific investigation. Two men had worked together as porters for a long time. Boredom, resentment of dull lives, and a feeling of futility caused their admiration for each other to turn to hate. During one of their fights they upset the animal cages. Some animals - rats, rabbits, dogs and pigs - were killed in the shuffle. In an attempt to cover up their delinquency the porters filled the cages with healthy animals. Tubercular mice were placed in the cages of cancerous mice, etc. But the doctors who were conducting the experiments with these animals did not seem to be aware of this jumble. The effect which it had on scientific research is unknown.

Discussion Questions.

1. Peer relationships: What factors caused the two men to fight? Are your relationships with your classmates affected by factors which are not apparent in the immediate situation? To what persons are you particularly attracted?
2. Animals: What was your reaction to the use of

animals for medical research? What are your earliest remembrances concerning animals? Were you ever afraid of animals? Did you ever play with animals? Did you ever torture or tease them? Did you ever compare animals to human beings?

3. Disease: Was anybody in your family ever sick? Do you think their treatment was improved by this type of research? What did your family do when someone was sick? How did you like to be sick as a child? At present what is your reaction to sickness?

CHAPTER V  
SUMMARY AND RESEARCH SUGGESTIONS

The writer has presented a collection of fictional reading material recommended as suitable for a program of bibliotherapy for adolescent stutterers. A summary and discussion questions for each story have been presented in Chapter IV.

The stories were chosen on the basis of their probable appeal to the interests of adolescents. The interest categories employed in this study were the same as those used for classification of books in the Young Adult Department of the Boston Public Library. Another practical criterion for the selection of material was that all books are available on a loan basis from the Boston Public Library.

In addition to the interest factor in each of the stories presented there is also a problem area which the literature has indicated is commonly found among stutterers.<sup>1/</sup>

The discussion questions were based on the questions which Schilder has used successfully in psychological counseling.<sup>2/</sup>

The writer has included in this study twenty-seven readings which correlate six interest areas - adventure,

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<sup>1/</sup> Dominick A. Barbara, Stuttering, (N.Y., The Julian Press, Inc., 1954).

<sup>2/</sup> Paul Schilder, Psychotherapy, (N.Y., W.W. Norton & Co., Inc., 1951), p. 208.

animals, careers, human relations, science and sports - with six problem areas - adjustment to new situations, economic pressures, experiences of acceptance and rejection, family relations, handicaps, and peer relationships. The problem area pertaining to sibling relationships, in the writer's opinion, is not well represented. The reason for this is that suitable stories could not be found.

The end result of the usefulness of this study will depend on its application in cases which are likely to benefit from this technique, namely, persons whose problem is not too deep-rooted and who are at least of average intelligence so that critical reading will be both enjoyable and meaningful to them.

#### SUGGESTED RESEARCH

1. An experimental study to determine the effectiveness of this program with selected adolescent stutterers.
2. A more extensive analysis of reading material for each of the problem areas.
3. An experimental study comparing the results of a bibliotherapy program with those of non-directive counseling or other therapeutic approaches.
4. An annotated bibliography of factual material pertaining to stuttering.

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APPENDIX

## APPENDIX A.

## CHART INDICATING INTEREST AND PROBLEM AREAS OF EACH STORY

Interest	Problem					
	A.	Econ. Pres.	Exper.	F.	P.	H.
Adventure	19	9	3	1	20	15
Animals	16	23	16	18	26	23
Careers	7	11	21	4	25	2
Human Relations	6	27	6	10	13	13
Science	22	22	12	25	26	12
Sports	14	24	8	17	3	5

## Key to Problem Areas

- A. .... Adjustment to New Situations  
 Econ..... Economic Pressures  
 Exper..... Experiences of Acceptance and Rejection  
 F. .... Family Relations  
 P. .... Peer Relationships  
 H. .... Handicaps

Numbers refer to the code number assigned to each story.  
 Stories are arranged alphabetically according to author.

## APPENDIX B.

## Areas Represented by Discussion Questions

Areas	Story Numbers
Acceptance and rejection of one's parents	22
Acceptance in group	3
Achievements and Standards	7, 8, 13, 17
Adjustment to new situations	22
Animals	16, 18, 22, 23, 27
Appreciation	3
Careers	2
Class structure	2
Conformity to group mores	26
Disease	27
Economic barriers to personality development	16
Education	20, 23
Effects of prejudice	20, 21
Family aspirations	17
Family attitude toward sports	8
Family relations	10, 12, 25
Family sacrifices	7, 18
Food	19
Friendship	3, 6, 9, 16, 20, 25, 26
Goals in life	1, 9, 21

Areas	Story Numbers
Health	7
Importance of problems	26
Impressing others	14
Interests	5
Interference in personal affairs	24
Occupations	11
Opinions about ourselves	6, 10, 11, 13, 14, 15, 17, 19, 24
Parents' education	4
Parents' occupational status	4
Performance before large groups	5
Phobias	23
Physical handicap	2, 5, 12
Recreation	24
Relation to one's own body	8, 15
Remembrances and fantasies	1, 19
Revenge	18
Self-consciousness	6
Sibling relationship	12, 14
Social position	11
Social peer relations	1, 21, 27
Social situation	4
Stuttering handicap	13
Success and failure	9