

**BOOKS FOR
CHILDREN, PP. 1-33**

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Books for Children, pp. 1-33 by Emma Gibbons

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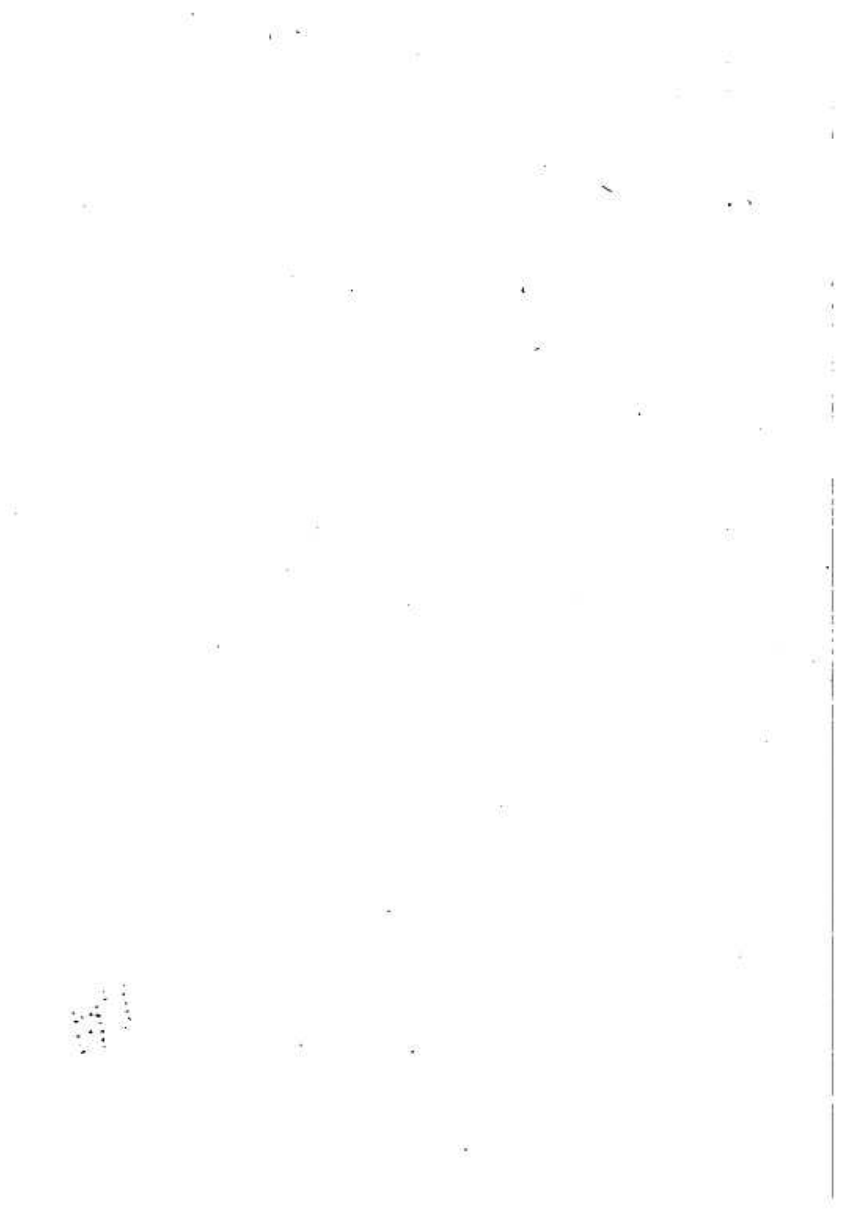
EMMA GIBBONS

**BOOKS FOR
CHILDREN, PP. 1-33**

BOOKS FOR CHILDREN

A SECOND EDITION
OF
LITERATURE FOR CHILDREN
BY
EMMA GIBBONS

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One is sometimes puzzled as to just what books to pick out for children to read. "Books for children" offers lists of the best written, the best edited, the best illustrated of all the books written for the child.

I wish to thank the young ladies in the children's room of the Buffalo Public Library for their valuable assistance to me in the preparation of these lists.

Suggestions and lists on

Story books, fairy tales

Literature

Epics, hero tales

Classics

Poetry

History

Travel

Nature study

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BOOKS FOR CHILDREN

It is not the quantity but the quality of the literature for your children that you should have regard to. One book rich in imagery, strong in its expression of fancy or fact, inspiring in spirit, is the one to give and to feed the child upon.

In the whole field of literature for children few such books are to be found. One object of this book is to bring to the notice of mothers these few books, and to show how and when to present them to the child so that he may get the greatest good from them.

If a child is trained to care for good literature he will not care for poor. At the outset, tell or read to him a few good stories suited to his understanding; repeat these until they are his and he loves them. Add others to them as you see he is ready for them. Build in this way carefully. If, after a fair trial, you find that a story you

think the child should read has no interest for him, drop it. Do not persist in trying to make him take it. Perhaps the story is too old for him, perhaps it does not please his personal taste. We all have a right to our own tastes providing, of course, those tastes do not lead to that which is harmful.

If he stays on fairy tales longer than you think good for him, or if he refuses Greek myths when you think he is the right age for them, be patient; children are not all alike. The right age differs with different children. Try to intensify the child's interest in what he is already interested in and you will help him more wisely.

In order to intensify a child's interest, help him to more fully realize situations, descriptions, to understand unfamiliar expressions, comparisons and so on. Most of all, help him to get more and more into the spirit of the story. This expression appears in one of Howard Pyle's fairy tales: "When the King saw that it was only a stone he was so angry that he stamped like a rabbit." The circumstances under which this happened were

peculiarly trying to this King. Mr. Pyle wishes to show how strongly the King felt by the way he expressed himself. Have you ever seen rabbits stamp when they are angry? Watch them, and you will see the force of this expression. If the child does not know, he has lost a good picture and much fun.

Good illustrations emphasize the text and make it clear. Half the fun is gone from Uncle Remus without Mr. Frost's illustrations. I think the children would hardly understand Kipling's Jungle book if Mr. Blake had not helped. Howard Pyle has made the dress and the homes of the middle ages clear before our eyes with his drawings. His fairy tales have been made irresistibly funny by them.

Writings in which the pictures are clear, in which one thought follows another in logical order, in which no time is lost in working up to the climax, hold the child's attention and interest without a waver and develop his power of concentration.

Any accounts of brutality should be avoided. In the story of Lobo the description of the killing of the white wolf is too dreadful