UNREQUİRED READING
Bibliographic Series

Number Seven
About the editors . . .

As teachers in Illinois, Alaska, Oregon, and California, Iris and Sidney Tiedt have taught at every level of education. Since graduating from Northwestern University in 1950, they have been associated with education as students, teachers, librarian, administrator, professors, and parents.

Awarded a grant for advanced study by the American Association of University Women in 1966, Iris M. Tiedt (M.A., University of Oregon) is a doctoral student at Stanford University. She has taught at the University of Oregon and San Jose State College.

Dr. Sidney W. Tiedt (Ed.D., University of Oregon), associate professor of education at San Jose State College, is author of The Role of the Federal Government in Education (Oxford) and co-author of Elementary School Curriculum (Harper). He is also editor of Teaching the Disadvantaged Child (Oxford) and has been director of an NDEA English institute.

Known as consultants, lecturers, and writers, Dr. and Mrs. Tiedt now live in San Jose, California, with their two children, Pamela and Ryan. Listed in Contemporary Authors, the Tiedts are co-authors of Contemporary English in the Elementary School (Prentice-Hall) and The Elementary Teacher's Complete Ideas Handbook (Prentice-Hall) as well as numerous articles in such journals as Elementary English, Journal of Teacher Education, Clearing House, Elementary School Journal, and Instructor.
UNREQUIRED READING

An Annotated Bibliography for Teachers and School Administrators

Iris M. Tiedt
and
Sidney W. Tiedt

SECOND EDITION

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PREFACE

An invitation to read . . .

We consider it a great pleasure to write the preface to the second edition of Unrequired Reading, for from its very inception this project has been a rewarding and engrossing pursuit. Unrequired Reading evolved out of our deep concern for education and the components of education—the student, the teacher, and the administrator. First published in 1963, this bibliography represents many years of research and reading. The revised edition has been greatly expanded to include many new works which have since appeared and complete bibliographic data is given for all entries.

The national trend toward a higher degree of concern with education is exemplified by the greater popularity of books dealing with topics related to education. Widely read titles have been Sylvia Ashton-Warner’s Teacher, Bel Kauffman’s Up the Down Staircase, and John Updike’s The Centaur.

We wish to thank those who have helped in the development of this book—college students who have contributed titles, the editors at Oregon State University Press, and Mrs. Winifred Ladley, Associate Professor of Librarianship at the University of Illinois, who read the manuscript in its incipient stages. We have received letters from colleagues throughout the world who have expressed their interest in the bibliography, and they have frequently suggested additions.

It is this interest which has encouraged us to expand the first edition in an effort to make the list more complete and therefore more useful to those who join us in the exploration of this subgenre which unites literature and education. It is our hope that Unrequired Reading will prove inspiring and will guide the reader to titles that might otherwise have escaped his attention.

Iris M. Tiedt
Sidney W. Tiedt

January 5, 1967
San Jose, California
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I always woke with the first light and, with all the responsibilities of the previous day melted, feeling myself rather like the sun, ready to illumine and rejoice. Life never seemed so simple and clear and full of possibilities as then. I put my feet out from under the clothes—I called them Mrs. Left and Mrs. Right—and invented dramatic situations for them in which they discussed the problems of the day.

—FRANK O’CONNOR,
“My Oedipus Complex”

I have always envied teachers like Meerstra and Jorissen, whom nature has endowed with the ability to find the right tone to use for all pupils. I myself certainly didn’t possess it at that time. A few hundred pupils would have to be sacrificed as guinea pigs before I became a good teacher.

—PIET BAKKER,
Ciske the Rat

“Superintendent of Greenwood Country Schools,” raced through my mind. Not teaching, not a high-school principal, but Superintendent of Greenwood County Schools! This was hard for me to believe. I wondered if I were really lying under the poplar tree dreaming that three members of the Greenwood County Board of Education had approached me.

—JESSE STUART,
The Thread That Runs So True

THESE LITERARY PORTRAITS, excerpts from the selections listed in this bibliography, provide a sampling of the rich and varied material available to the reader. Here are books written by able authors which give us a new perspective of the student, the teacher, and the administrator. Some biography has been included, but most of the selections are fiction.
Fiction is creative; fiction is imaginative; fiction is not always factual. How, then, can it tell us anything about these components of education? The literary treatment of the novelist or short story writer permits us to participate vicariously in many experiences which might not be accessible to us in real life.

Few of us can really know, until we too, have lived through the experience, just how a beginning teacher feels as she faces that first class alone. Yet, for the student who wishes to become a teacher, it is reassuring to realize that a feeling of uncertainty, even of fear, is not uncommon. We have often recommended, therefore, that student teachers read *Diary of a Russian Schoolteacher* in which F. Vigdorova describes that experience of facing a classroom full of students:

"Good morning! Sit down!" I said in a loud voice I hardly recognized as my own. My throat was dry and there was a buzzing in my ears. In the same loud voice, as if I were addressing a crowd on a public square, I continued: "My name is Marina Nikolayevna. I am your class mistress...." (I wrote down everything.... What can have happened to me?" I thought in panic.)

Literature can also facilitate our understanding of the students with whom we are working. Myron Kaufmann, for instance, presents insight into the problems of Dorothy, an adolescent Jewish girl, who stutters even though she desperately wants to stop. She tries to explain to her parents:

"But I stutter in school—and the kids laugh—and everything—" Dorothy's voice tightened and rose plaintively. "So don't stutter!" Bessie shouted at her. "Who tells you to stutter, a fifteen-year-old girl!"

Through fiction, too, we can gain insight into the problems of the school administrator. We can accompany young Ralph Mallison, the new superintendent at Cedar Center as he dares to observe the teaching of Mame Newton, a teacher with forty years' experience, in Marjorie Holmes' *Ten O'Clock Scholar*:

"I just came to—" He swallowed and drew a deep breath mentally dodging that freckled old hand with the garnet ring that might slap his mouth or grasp his ear. "Mind if I observe?" "Observe what? Me and my teaching methods? I assure you I'm competent, after forty years."
Through working with college students we have ascertained that students immediately become involved in these "literary case studies" to a greater extent than is conceivable with the usual education text. This involvement leads to a higher degree of participation in class discussion and a greater understanding of the roles of the student, the teacher, and the administrator.

A number of these selections have been used also as "texts" in the course, "Education and the Novel." Experienced teachers can gain much from analyzing an author's presentation of problems in education.

As supplementary readings for students in school administration, these selections can lead to a greater understanding of the teacher and her role. They can also assist the administrator in penetrating the mysteries of the growing child.

Through reading comes empathy. The teacher better understands the student; the administrator better understands the teacher. The aim of this type of reading can be summed up in the words of Joseph Conrad, who wrote: "My task, which I am trying to achieve, is, by the power of the written word, to make you feel—it is, before all, to make you see. That—and no more. And it is everything."
Understanding the Student

It has always seemed to me that every ordinary child is by nature a delinquent, that the only difference between us as children was the extent of our delinquency, whether we were found out in it and how we were punished for it. I was a lucky child, surrounded not only by affection but a lively family . . . full of energy and imagination, and also very ready instruction in what was right and wrong.

—JOYCE CARY,
Charley Is My Darling

We can describe what a child, the average child, is or what he should be. We can say that at five a child will be from forty to forty-six inches tall. He can usually dress himself and will be starting to kindergarten. This is a brief factual description of a child, any child.

But how do we capture a real boy, a boy who has blue eyes and a spattering of freckles on his nose, a boy who is afraid when his mother closes the bedroom door at night? How do we convey, for example, the feelings of six-year-old Rufus Follet when his father is unexpectedly killed in an automobile accident? How can we understand the thoughts of a small boy who ponders the terrible tragedy and mystery of death?

He has already been dead since way last night and I didn’t even know it until I woke up. He has been dead all night while I was asleep and now it is morning and I am awake but he is still dead. . . .

It is the discerning novelist, James Agee, who provides this intimate portrait of Rufus, who gives us this key to the understanding of a young boy’s experiences and reactions, in his novel, A Death in the Family. Fiction offers this singular opportunity to observe the child intellectually as well as emotionally.
What Agee has done with this six-year-old other writers have
done with the adolescent. Jessamyn West, for example, supplies a
humorously tender treatment of a young girl’s adolescent years in
Cress Delahanty. With Cress we move through the years from twelve
through sixteen; we observe her growing interest in boys, particularly
Edwin, several of whose teeth Cress accidentally knocks out while
playing a game. It is Edwin whom Cress is trying to impress when
she buys an outlandish hat to wear to a beach resort:

She was glad she had worn her high-heeled patent leather pumps,
too. They made her teeter a little, but a swaying gait, she thought,
suited the day, the hat, and her own personality; besides denying
in the sharpest way possible the tomboy she was afraid Edwin
thought her, who would, no doubt, have worn sneakers.

Through writings such as these, a teacher can gain much prac-
tical knowledge about the reactions of young people, their individual
differences, their relationships with other people. He can come to
understand better the students with whom he works. This type of
understanding is equally important, of course, to the parent and the
school administrator who are also frequently perplexed by the behavior
of children and their growth and development.
Understanding the Student

Children Under Twelve

ABSE, DANNIE. *Ash on a Young Man's Sleeve.*
Vignettes of childhood in Cardiff, Wales.

AGEE, JAMES. *A Death in the Family.*
Rufus, six, a gentle, sensitive boy, and his younger sister, Catherine, face the death of their father. Although adults show finesse and understanding in helping the children adjust to the situation, the significance of this sudden loss is difficult for the children to comprehend. Agee displays amazing insight into the feelings of the two young children.

AGEE, JAMES. *The Morning Watch.*

AICHINGER, ILSE. *Herod's Children.* (Cornelia Schaeffer, trans.)
Jewish children in Vienna during World War II lead a terrifying life.

ALDIS, DOROTHY. *All the Year Round.*

ALDIS, DOROTHY. *Poor Susan.*

ANDERSON, SHERWOOD. *Tar.*
The story of a midwestern childhood.

BAKKER, PIET. *Ciske the Rat.* (Celina Wieniewska and Peter Janson-Smith, trans.)
When Ciske, the Rat, enters school, the headmaster assigns him to Bruis, who thereafter never deserts the boy. It is some time before the distrustful Ciske will even reveal his name, Francis Aloysius Gerard Freimuth. As Bruis meets the boy's mother, observes the boy at school, and later meets the seaman father, he comes to understand Ciske, who never had a chance for normal living.
BANCROFT, MARY.  *Upside Down in the Magnolia Tree.*
A fictional autobiography of life in a snobbish home dominated by a grandmother.

BARKER, ROGER G., and HERBERT F. WRIGHT.  *One Boy's Day.*
A minute-by-minute account of a small boy's life in a midwestern town.

BATES, HERBERT E.  *The Watercress Girl and Other Stories.*
A group of thirteen short stories (told by an English child at ages four through seven) serves to reveal the adult world as perceived through the eyes of a discerning child; the stories are very well done.

BENNETT, JACK.  *Jamie.*
When Jamie's father is killed by a water buffalo in South Africa, ten-year-old Jamie feels the need for revenge.

BJORKMAN, EDWIN.  *The Soul of a Child.*

BÖLL, HEINRICH.  *Tomorrow and Yesterday.*
Postwar Germany as seen through the eyes of two young boys.

BOTTOME, PHYLLIS.  *The Heart of a Child.*
Karl is the eldest of Frau Spiel's eleven children. At ten he assumes responsibility for preparing breakfast for the six eldest and seeing that they go to school. When Karl's best friend, Rolf, a great Saint Bernard, is to be killed, the boy sells him in order to save him. Later they are reunited.

An excellent picture of six-year-old Donald, a loving, sensitive boy whom everyone enjoys except Donald's father. The father is obstinate and hateful and prevents the relatives from having a pleasant Christmas together.

BOYLEN, MARGARET.  *The Marble Orchard.*
A blind girl suddenly regains her sight but prefers to keep it a secret.
Thoughtless children lock young Margot in a closet, only to forget her when the all-exciting event occurs—the Sun shines for the first time in seven years. The setting is Venus where Margot has gone to live with her parents; she has eagerly awaited this day because she misses the sunshine of Earth so much.

"The fruit of the garden is not always sweet..." states great-uncle Morris, and therein lies the moral of this tale of his childhood which he relates to his nieces.

Burnett, Whit, ed. Time To Be Young.
An excellent collection of fifty short stories by the best of authors. Viewed by the editor as a "refuge-book for the imagination, for the freshness of the vision of the young." Pictures children of all ages in widely varied activities.

Byron, Gilbert. The Lord's Oysters.
The story of Noah Marlin, son of an oyster fisherman, near the Chesapeake Bay. The experiences of Noah both in and out of school are told with humor and sympathy—the loss of his dog, Rags; his friend, Rip Parr, the worst boy in town; the arrival of Betty Unger, a visitor from the city. Included is an interesting picture of Miss Emma, Noah's first grade teacher.

Campbell, William E. (William March, pseud.). The Bad Seed.
Rhoda Penmark, eight, fooled her elders, but the children knew her for what she was. (Also a drama by Maxwell Anderson.)

Capote, Truman. A Christmas Memory.
The memory of the author's Christmas at the age of seven when he helped his cousin, Miss Sook Faulk, make fruitcakes.

Carroll, Gladys H. Christmas Without Johnny.
A revealing story of a week in the life of nine-year-old Johnny Lee. Mother, father, teacher—all are too busy to take time to understand Johnny's fears, his feelings, his needs. It is not until he runs away that the adults realize their failings in helping Johnny.
CARROLL, GLADYS H. *One White Star.*
Laura, a woman now, re-evaluates happenings of her childhood. She re-
members how it felt to have her mother bathe her. She remembers her
mother's emphasis on cleanliness in every way. Effie, Laura's mother, is
separated from Laura's father, so Laura is brought up by Effie and Laura's
grandmother.

CARY, JOYCE. *A House of Children.*
"We were often in mischief simply because we were a crowd of children in
our own world, which is as different from the grown up world as that of
dogs or cats, or birds." Eight-year-old Evelyn Corner tells the story of a
summer in Dunamara, Ireland, with his cousins, ages four to fourteen.

CHAMBERLAIN, ANNE. *Darkest Bough.*
An exploration of the world of a retarded child, Morgan Cavenner.

CHAMBERLAIN, ANNE. *Tall Dark Man.*
A little girl who witnesses a murder faces problems of rejection and fear.

CHASE, MARY ELLEN. *The White Gate; Adventures in the Imagi-
nation of a Child.*
The author writes of her childhood in Maine where she lived between the
ages of nine and twelve. Her clearest impression is that of the white picket
gate which closed in the child and at the same time signified the wide world
which stretched beyond. As she, Mildred, and Edward hang on the gate, all
sorts of interesting travelers pass—gypsies, the scissors grinder, Tim Finn,
the blind man, and Lorenzo, the organ grinder.

CHESTER, ALFRED. "As I was Going Up the Stair," in Martha Foley
and David Burnett, eds., *The Best American Short Stories 1958,*
pp. 96-118.
The confusions of a child's mind as he overhears adult conversations that he
does not understand. At eight, young David runs away from home to get
away from the God that is "always watching." The adults sometimes uncon-
sciously add to his fears; at other times they threaten him to make him
behave.

CHURCHILL, RANDOLPH S. *Winston S. Churchill: Youth, 1874-1900.*
The first of a five-volume work on Churchill, this biography reveals Chur-
chill's unhappy childhood and his lack of enthusiasm for school where he
was a mediocre student.
COOKSON, CATHERINE.  *A Grand Man.*
Mary Ann is not lying when she tells tales of a big house, servants, etc.; she is dreaming the wishful dreams of the young child. It is true that her father drinks and is a ne'er-do-well, but to Mary Ann he is a "grand man," and she succeeds in convincing wealthy Mr. Lord (whom she confuses with The Lord) that Mike Shaunessy is worth another chance.

COWEN, WILLIAM J.  *The Fifth Miracle.*
Eight-year-old Paulette Duval attends school at the Convent of the Holy Child. It is she who assists in the performance of a miracle.

CRIDDLE, RUSSELL.  *Love Is Not Blind.*
"Even if a kid is blind, he can be happy if he has parents who sense that love is not just a condition; that it is active kindness that must be done, even when it is painful." On the way to school Russ is hit by a snowball; his eyes are badly scarred. A corneal graft restores his vision in one eye, but only temporarily, for glaucoma destroys his vision completely.

DAVIES, VALENTINE.  *Miracle on 34th Street.*
Here is the poignant, heartwarming humor of an old man who really believes he is Santa Claus. He succeeds in convincing Susan, whose Mother has attempted to adjust her young daughter to a reality which does not include Kris Kringle.

DAVIS, CLYDE BRION.  *Eyes of Boyhood.*

DEL CASTILLO, MICHEL.  *Child of Our Time.*
The story of Tanguy who at the age of five was separated from his mother in Madrid during the Spanish Civil War. Lonely, unwanted, he walks the streets as he struggles for existence.

DERMOÛT, MARIA.  *Yesterday.*  (Hans Koningsberger, trans.)
The story of a Java childhood written by a Dutch author.

DOLSON, HILDEGARDE.  *A Growing Wonder.*
Lolly and Jane both love motherless Leo Demming, a four-year-old orphan who is an artistic genius. We see the conflict between Lolly's loving heart and Jane's doctrinaire child psychology as they care for the gifted young artist. Leo attends an unusual nursery school, the Free Little Arts—a satirization of modern psychology as applied to child development.
DUNNE, FINLEY P.  "The Education of the Young," in *Mr. Dooley's Philosophy*, pp. 243-249.
The famous, fictitious, homely philosopher of the turn of the century, Mr. Dooley, gives advice to Mr. Hennessy regarding the choice of a school for his son, Packy, aged six. Mr. Dooley comments on everything in his wonderful, inimitable way.

ECHARD, MARGARET.  *Born in Wedlock*.
A widow attempts to keep her small girl out of the hands of the father's family.

EDDY, ROGER.  *The Bulls and the Bees*.
The boyhood of the author on a farm outside New Haven in the twenties and thirties.

Rowena's employer gives Rowena and her son Christmas gifts. Leonard, an eleven-year-old Negro boy, is delighted with the flashlight with the red, white, and green bulbs. It is the flashlight, however, which involves him in a robbery.

FANE, JULIAN.  *Morning*.
The world unfolds before the eyes of seven-year-old Vere. For a period of two years we follow him through the English countryside experiencing his experiences—the building of a house which disintegrates with the rain, the smoking of a cigarette which makes him sick, his relationship with Leo, his brother, and with his parents who have little time for young Vere.

FAST, HOWARD M.  *The Children*.
Children in New York City's slums are early exposed to horror and tragedy. Ollie, Isky, Marie, and Shomake manage to retain their childish innocence and play despite fears and prejudices of their insecure world. Even the killing of Blackbelly, king of a rival gang of colored boys, passes from their minds.

FAULKNER, WILLIAM.  *The Reivers*.
The adventures of eleven-year-old Lucius Priest and Boon Hogganbeck in northern Mississippi in 1905 as they face complications evolving after they "borrow" a car.
FISHER, VARDIS. *In Tragic Life.*
The life of Vridar Hunter is ruled by fear—a fear fed by his parents, his early knowledge of the deaths of animals on the farm, a fear which is symbolized by Charley Bridwell. He vows to himself, “I promise myself that I’ll conquer fear. I’ll fight and fight until I can laugh, too, and be glad.”

FOURNIER, PIERRE (Pierre Gascar, pseud.) *The Seed.* (Merloyd Lawrence, trans.)
The realistic story of a pre-adolescent boy and his loveless solitude in Paris.

GALLICO, PAUL W. *Small Miracle.*
Pepino, a ten-year-old orphan, lost his parents and relatives in the war. Violetta, his pet donkey, and he work and play together in Assisi. When Violetta becomes ill, Pepino tries everything to save his friend. He even sees the Pope in his effort to keep Violetta for at least a little while longer.

GALSWORTHY, JOHN. “A Child,” in *A Commentary,* pp. 231-238.
An English setting is used for this revealing tale of a poor family, haggard and thin, and their small child who has known nothing else but poverty. The unfed child is bitterly and ironically termed “Future of the Race,” the “freest and the proudest race that ever lived on earth . . .”

GELD, ELLEN B. *Jungley One.*
Jeff, nine, has just come from the United States to the diamond country in Minas Gerais.

GIPSON, FRED. *Old Yeller.*
A description of a boy’s love for his dog.

GLASPELL, SUSAN. *Brook Evans.*

GLOAG, JULIAN. *Our Mother’s House.*
Children, fearing they will be placed in an orphanage, hide the fact that their mother has died.

GLYN, CAROLINE. *Don’t Knock the Corners Off.*
This fictional account of school life in England is written by a fifteen-year-old author. Antonia Rutherford, eleven, is treated as an adult at home, but at school she is just another kid.
GODDEN, RUMER. *An Episode of Sparrows.*
Here is a beautiful story of children living in a bombed-out section of Lon-
don. The "vast lively cheeping" of the boys and girls at play cause the children to be called "sparrows" by gentle Olivia and efficient Angela Ches-
ney, two rich old maids who live in this neighborhood. This is the story chiefly of Lovejoy, who, deserted by her mother, lives with Mrs. Combie, a poor woman who cannot afford to keep Lovejoy without pay.

GODDEN, RUMER. *The Greengage Summer.*
All that summer the five children greedily devoured the greengage plums. Joss, Will, Hester, Vicky, and Cecil—the five Grey children, are stranded in France when their mother suddenly becomes ill. Their father, a botanist, is on an expedition in Tibet. They live at a small hotel, Les Oeillets, where the mysterious Eliot, a fellow Englishman, supervises their activities.

A father's relationship with his two young children after having recently divorced their mother. Paula, six, and Cynthia, four, watch developments with wide wondering eyes. The father's love for them is not enough to correct the whole situation.

GOLDING, WILLIAM. *Lord of the Flies.*
Boys alone on an island—fear, excitement, adventure. Golding's novel goes beyond the surface struggle of the children for existence and for leadership, for the book is symbolic of the breakdown of morality and the tri-
umph of the inherent forces of evil in man.

GOODIN, PEGGY. *Dede O'Shea.*
The story of the "biggest sinner in St. Cecilia's school."

Abran, eleven-year-old Mexican boy, tells the tragedy of his Uncle Anastasio's death and the subsequent accidental death of Abran's sister, Arcelia, aged six. A poignant tale revealing the impressions that Death leaves with the observant boy.

GREEN, JULIEN. *The Closed Garden.* (Henry L. Stuart, trans.)
Young John Harper, nine, is frequently left to care for Pearl, his four-year-old sister, while his mother works. Ben Harper, their father, has been hanged for killing two men in the process of stealing $10,000 from a bank. No one knows what happened to the money, but many would like to know, including the demented Preacher Powell, who shared Ben's cell. Events which follow constitute a skillful study of terror, the terror of a child in a confused world—because John does know the location of the money. It is no wonder that John sees devils in the dark!

Haase, John. *Erasmus with Freckles.*
A poet-professor who fights science has a son of eight who is a mathematical wizard.

Hale, Nancy. *Black Summer.*
Robert Kean, seven, is sent from Virginia to summer with a New York aunt and uncle.

Hale, Nancy. *A New England Girlhood.*
The sights and feelings of childhood are recalled by Nancy Hale—the vibrant salty smell of Cod Harbor summers with Aunt Ellen, the eerie sadness of foggy nights, the loss of the little gold ring set with five beautiful turquoises, the imagined cat who could read and write, the Secret Drawer Club, the dresses bought for a vacation.

Coming of age in Chicago before World War I.

A sensitive story of a Negro family living in Harlem. The father, a West Indian, is very ill; his illness hangs over the family until the mother says, "Draw the curtains, your father's dead."

Harnden, Ruth P. *I, A Stranger.*
This novel follows a girl's development from childhood to early adolescence.

Hatvany, Lajos. *Bondy, Jr.* (H. Waller, trans.)
HECKMANN, HERBERT.  *Benjamin and His Father.*
Benjamin, whose father vanished before he was born, is in search of a father.

How often do teachers say, "If parents only knew the things their children tell at school"? Fragile Linnet's plaintive voice confides family secrets to Miss Peterson until finally Miss Peterson realizes that Linnet has unknowingly revealed the murder of her father by her mother, who herself had then committed suicide.

HÉRIAT, PHILIPPE.  *The Spoiled Children.*

HERSEY, JOHN.  *The Child Buyer.*
(See page 112.)

HORAN, PAUL.  *Things As They Are.*
Must we see things as they are? That is young Richard's question as he faces the love, terror, and complexities of life.

HUDSON, VIRGINIA C.  *O Ye Jigs and Juleps!*
"When you put on your personal appearance, you have to fasten every single button on your high top shoes, and get your hair ribbon loops just exactly even." Ten-year-old Virginia comments on life as she sees it.

HUGHES, RICHARD.  *A High Wind in Jamaica.*
Also known by the title, *The Innocent Voyage,* this is the story of young children traveling from Jamaica to England.

HUNTER, KRISTIN.  *God Bless the Child.*
The story of a Negro girl in a northern city.

HUTCHINSON, RAY C.  *A Child Possessed.*

JEFFERIS, BARBARA.  *Half Angel.*
The personality development of a sensitive Australian boy who is the second child, overshadowed by older and younger children.
The tale of a boy and girl (eight and seven), of New England school life, and the village teacher, Miss Smith, a woman of intelligence and kindness.


Humorous stories of teaching on the East side of New York City. Constance Bailey teaches Jewish children whom she tries to reform, giving up when it proves an impossible task. Other volumes of short stories by this author are *Wards of Liberty* and *Little Aliens.* Perhaps somewhat “dated.”

Gerard, who died at the age of nine, is remembered by his younger brother, Jean.

A young tomboy's escapades as she grows up in Germany are revealed through the stream-of-consciousness technique.

Kim had views of his own. “As he reached the age of indiscretion, he learned to avoid missionaries and white men of serious aspect who asked who he was and what he did,” for Kim knew he would be sent to an orphanage.

Gertrude, who is called Ortrud, by her brothers, drinks a magic potion—water, potato bugs, fireflies, ink, salt, pepper, sugar, mustard, and other spices—to change herself into a beautiful, curly-haired girl. It does not work, for she remains Ortrud throughout her young life.

A collection of fantastic tales about children.
An autobiographical story set in Kouroussa, French Guinea, where Camara Laye was born. It is the simple effective story of an African boy—his relationships with his parents, his school experiences, participation in the ceremonies marking his arrival at manhood, and his departure from home for more advanced schooling.

"You never really know a man until you stand in his shoes and walk around in them." Herein lies the central idea of a compelling story about children living in a small southern community in the relatively tranquil days of the thirties.

"I think my mamá doesn't love us. When children are left alone all the time, it means their mamá does not love them. Isn't that right?" queries this young Puerto Rican boy. Part of a series to be included in the book, *In the Life.*

The fantasy of Pippi Longstocking, a nine-year-old wonder, who lives by herself in Villa Villekulla, appeals to both children and adults. Especially amusing and enlightening are the subtle implications in "Pippi Goes to School."

P.S., a six-year-old boy, lives in Australia with four aunts each of whom is battling for his custody.

A description of children in France struggling to live after Hitler's forces defeated the French army.

A drama about a lonely young girl.

Harold Hines, nine, comes from Chicago to vacation in Kentucky with his grandmother.
MANKOWITZ, Wolf. *A Kid for Two Farthings.*
The world of six-year-old Joe is in London's East End, where he lives with his mother while his father is seeking his fortune in Africa. Mr. Kadinsky, a tailor, teaches young Joe many things, such as the value of the unicorn, which possesses mighty powers. Joe searches for unicorns and finally finds one in the market place.

Jean Hansen, a woman who is searching for a meaning for her existence, finds it at the Crowthorn Training School for retarded children. She tells the story of Reuben Widdicombe, who for two years waits for his mother, who can not bear to visit him and then leave him.

The whole house-front swings back so you can see the drawing room, dining room, kitchen, and two bedrooms—what a perfect little house! The Burnell children can hardly wait to boast about this latest acquisition. Everyone comes to view the treasure—everyone but the Kelveys—nice people do not associate with them. It is Kezia who unlocks the gate so Else and Lil Kelvey can have a peek until shocked Aunt Beryl chases them out.

MARSHALL, Alan. *I Can Jump Puddles.*
The autobiography of an Australian boy who as a boy is crippled by polio; he is faced with the problem of crutches in the time when paralysis is associated with idiocy. Father had planned that his son would ride and run, but Father must now face reality. Courageous Alan wants to be treated like other boys; he even learns to ride. Definitely not a sentimental portrayal.

MASSON, Lays. *Advocate of the Isle.* (Antonia White, trans.)
Andre, seven, is the son of a vagrant mother and a subversive alcoholic father in the South Sea Islands.

MASTERS, Anthony. *The Seahorse.*
The story of an English progressive school and the intense interaction between students and staff at the seaside boarding school. Casey, a very sensitive little boy, invents a fantasy about a giant seahorse to help allay his boredom.
MAULE, HAMILTON. *Jeremy Todd.*
Ten-year-old Jeremy is unable to reconcile himself to the loss of his grandfather, who represented all that was strong and good in life. Many months pass before he recognizes some of these same strong elements in his grandmother in whom he discovers many other abilities which his grandfather never had.

MAZZETTI, LORENZA. *The Sky Falls.* (Marguerite Waldman, trans.)
Ten-year-old Penny recounts the family war experiences.

The reactions of children to developing sexualities and other problems of today's children.

MOBERG, VILHELM. *When I Was a Child.* (Gustaf Lannestock, trans.)
This powerful Swedish novel tells of the life of Valter Strang, the youngest child of seven, born in 1897. Valter's childhood is colored by stories of America. He early learns that in America everyone is rich; in Sweden everyone is poor. His elder brothers migrate to America before Valter becomes acquainted with them. At eight Valter begins working in the glass factory to help support his family.

MONTAGU, ELIZABETH. *This Side of Truth.*
A girl of thirteen who does not understand what she observes of the adult world.

MORAY, ANN. *The Rising of the Lark.*
Catriona is nine and lives with her young English governess in a remote Welsh town.

Mike is a student of wildlife; he collects bugs and animals and understands the ways of the wild animals in the nearby woods. One day he meets Walker from the Home and recognizes in Walker's eyes the look of a trapped, hurt animal. Mike extends friendship and understanding to the crippled boy.
Nine-year-old Mary Fortune looks like her Grandfather, and she has just as much pride. Mary's father and grandfather constantly antagonize each other and attempt to hurt each other through Mary. The girl is killed by the grandfather whom she defies.

Jackie approaches his first confession with much trepidation. His sister, Nora, who accompanies him, does nothing to dispel his fears, helpfully reminding him of all the misdeeds he must confess. The young priest, however, shows great understanding and skill in handling Jackie.

The children call him "Loony Larry" because he insists on telling the truth when the schoolmaster asks him about his activities. His truthfulness leads to severe punishments, but Larry refuses to cry. A few days of this and Larry discards his idealism finding it more expedient to lie like the rest, concluding that "the only good teacher is a dead teacher."

Larry's soldier father is home only irregularly for short visits until Larry is five. When the war is over and the father returns, Larry finds his home life much altered. His mother is always "talking to Daddy." A new baby creates empathy between father and son.

Vivid description of the growing up of the famous Irish author who writes under the pseudonym of Frank O'Connor.

A crucial year in the author's boyhood near Marseilles, France.

Contemporary life in Russia seen through the eyes of six-year-old Serioja.
PARKER, RICHARD. *Gingerbread Man.*
Sensitive portrayal of the child's world.

PERRY, DICK. *Raymond and Me That Summer.*
The Cleveland tenement area during the depression years is the scene of the escapades of Raymond and the narrator who are "best friends."

PIAZZA, BEN. *The Exact and Very Strange Truth.*
A view of boyhood by a well-known actor.

PLAGEMANN, BENTZ. *This Is Goggle or the Education of a Father.*
If Goggle bumped into you, he left a bruise, and a session of roughhouse with him before bed was like commando training, only more exhausting.

RABINOWITZ, SHALOM (Shalom Aleichem, pseud.). *Adventures of Mottel.*
The observations of a young boy who retains a sense of humor.

RABINOWITZ, SHALOM (Shalom Aleichem, pseud.). *The Great Fair; Scenes from My Childhood.* (Tamara Kahana, trans.)
A biographical novel.

RAWLINGS, MARJORIE KINNAN. *The Yearling.*
The poignant story of Jody, who knows the flash of minnows, the blue of an April sky, the call of the whippoorwill. Jody is the son of Penny Baxter, who deeply loves and understands the child. Jody's greatest joy comes when he finds Flag, a young deer; heartbreak comes, however, when Flag is killed.

REED, KIT. *At War As Children.*
Children's experiences during the World War II years. Denny, Bunker, and Pearson are children of a Navy family.

REID, FORREST. *Tom Barber: Young Tom, The Retreat, Uncle Stephen.*
Originally published as separate volumes in 1931, 1934, and 1944, this tril- ogy describes boyhood in Northern Ireland.
Reynolds, Jessica. *Jessica’s Journal.*
Reactions of a young girl to experiences during a voyage on a yacht.

Rios, Teresa. *An Angel Grows Up.*
Saint Joseph's Academy for Young Ladies is located near New York City. Many wealthy Latin American families send their daughters to this Catholic school. Blanca Maria, whose mother is dead, has been at the school from kindergarten to eighth grade, and it seems she is always in trouble. A gifted child of eleven, she finally learns to curb her mischief.

The story of Dorothea, a young lady of about four, and George Pruitt, a retired chemist. Mr. Pruitt becomes interested in Dorothea, who repeatedly asks him to help her kill her evil mother.

Rooney, Frank. *The Heel of Spring.*
Charles Blackwell relates how he discovered the truth of his parentage after having considered himself an orphan for years.

Roth, Henry. *Call It Sleep.*
Concerned with life in a Jewish slum from 1911-1913, this book has been designated as the most accurate study of an American slum childhood, comparable to Farrell's books about Studs Lonigan. (Paperback edition, Avon.)

Rozanov, Mikhail G. (N. Ognyov, pseud.). *The Diary of a Communist Schoolboy.*

Russ, Martin. *Half Moon Haven.*
A novel of mentally retarded children in a state institution.

Boston: Little, 1948, 144 pp.
A sensitive story of a soldier who meets young Esmé and her brother, Charles, in a restaurant. Esmé, a precocious child, talks to the soldier and offers to write, for as she says, “I write extremely articulate letters...” Her letter arrives at a crucial time for the soldier, helping him to maintain equilibrium.
Boston: Little, 1948, 144 pp.
Every afternoon the Chief picks up twenty-five nine-year-old Comanches at P. S. 165. He then takes them to Central Park or to one of the museums. The Chief is really John Gedsudski, a law student at N. Y. U., who is also a skilled storyteller.

Boston: Little, 1958, 144 pp.
Ten-year-old Teddy McArdle is a young genius with interests beyond his years. He is at constant war with his father. Teddy refuses to sentimentally emotional about anything, but regards the world coolly and is sought for advice by professors over the world. Teddy also expounds interesting theories on education.

SAROYAN, WILLIAM. Little Children.

SAROYAN, WILLIAM. My Name Is Aram.
Aram is an Armenian boy of nine, and the world is a delightful dream. He and cousin Mourad, the craziest member of the Garoghlanian family, “borrow” a farmer’s white horse so they can ride before daybreak—and so go the amusing adventures of Aram, who is the “fourteenth brightest pupil in the class of fifteen.”

SCHULZ, CHARLES M. Happiness Is a Warm Puppy.
What is happiness for a young child? Happiness may be a warm puppy, a pile of leaves. Here are revealing statements about the feelings of young children.

SHAW, JANE (Jane Gillespie, pseud.). The Weir.
Present-day psychiatry applied to the drama of childhood.

STEINBECK, JOHN. The Red Pony.
Ten-year-old Jody’s parents are strict disciplinarians, not inclined to demonstration. It is the hired man who remembers the boy’s feelings when the pony dies.
STONE, WILLIAM S. *Castles in the Sand.*
When Jeremy Bentley is eleven, raised by two maiden aunts in Boston, he reads *Typee* and falls in love with the heroine, Fayaway. He visits a young aunt in California, where he meets a real girl from the Marquesas, lovely fourteen-year-old Mirita.

TANNER, EDWARD E. (Patrick Dennis, pseud.) *Auntie Mame.*
A young boy's escapades with an unorthodox aunt.

TARKINGTON, BOOTH *Penrod.*
The mischievous adventures of a young boy and his buddies.

TAYLOR, PETER. *Happy Families Are All Alike.*
A collection of excellent short stories about young people and their relations with other members of their families. This Professor of English at Ohio State shows insight into the complex problems of family life.

THOMAS, DYLAN. *A Child's Christmas in Wales.*
A wonderful picture of children at Christmas. The author plunges into "that wool-white bell-tongued ball of holidays" and brings forth most poignant vivid memories. "I made a snowman and my brother knocked it down and I knocked my brother down and then we had tea."

THOMAS, MACK. *Gumbo.*
Four-year-old Toby Siler, son of textile mill worker, records his impressions of life: dreams of giants, his first realization of the meaning of "brother," and his dream of a treehouse in the old elm, a "ship in a sunlighted always-yellow sea."

The relationship between Paul Adam and a new boy, Robert Bloom, both in Miss Devron's third grade class, develops an interesting contrast between the two homes represented.

Short poignant story of a small, skinny, pale young boy's return from camp. In four pages one receives the impact of the "lucky" boy who has two families.
UNREQUIRED READING

WAGENKNECHT, EDWARD, ed. *When I Was a Child.*
Childhood experiences of authors as they remember them.

WALKER, DAVID H. *Sandy Was a Soldier's Boy; A Fable.*
Alexander Donald Kilconquhar McBain is a ten-year-old Scotch lad who gets into a fair share of mischief. Things go awry when Sandy's Demon rises up. Sandy's father is a Piper in the Black Watch, and Sandy is ever so proud of him. He loves and respects his parents as they guide him with firmness tempered by understanding.

WARREN, JOYCE. *Peacocks and Avarice.*

WELCHER, ROSALIND. *The Split-Level Child.*
A look at the kindergarten child.

WEST, ANTHONY. *Heritage.*
Dick, an illegitimate child, is sent to the Willingham's farm whenever his famous actress-mother becomes annoyed by the child's presence. The Willinghams are gentle understanding folk, but Dick is glad to return home when his mother's mood changes. It is not until the age of ten when he attends a boys' school that he accidentally finds that his father is a well-known writer.

WHARTON, EDITH. *The Children.*
The story of Judith, who had no time to be a child. It is Judith who holds her parents' "off-again on-again" marriage together, for she and all the other children agree that they will not be separated.

WILDER, THORNTON. "Childhood."
*Atlantic,* 206:78-84, November 1960.
The second in a cycle of one-act plays devoted to the Seven Ages of Man. Caroline (twelve), Dodie (ten), and Billee (eight) are playing together when their father comes home. He idly wishes he could just once be an invisible witness to their games. His wish is granted as he and his wife are incorporated into the children's creative play. Caroline remarks, "We've found that it's best not to make friends with grownups, because . . . in the end . . . they don't act fair to you."
WILSON, COLIN. *The Violent World of Hugh Greene.*
Mathematical prodigy, six-year-old Hugh Greene, is not certain which truth to believe—that of the world or that of his admired Uncle Nick, who has been declared insane.

WILSON, S. J. *Hurray for Me.*
New York in the 1930's is the setting of this story of a small Jewish boy and his family.

WINDHAM, DONALD. *Emblems of Conduct.*
A boy grows up in Atlanta, Georgia.

WOLFF, RUTH. *I, Keturah.*
Living in an unpleasant orphanage, Keturah dreams of a better life.
Understanding the Student

Adolescents—Twelve to Eighteen

ABAUNZA, VIRGINIA. *Sundays from Two to Six.*
The effect of her parents’ divorce on sixteen-year-old daughter, Cody Benson.

ALDRICH, BESS S. *A White Bird Flying.*
A story of girlhood and college days.

ARMSTRONG, CHARLOTTE. *Mischief.*
An insane girl is selected as a babysitter while the parents attend a convention.

ARNOTHY, CHRISTINE. *I Am Fifteen and I Do Not Want to Die.*
( Antonia White, trans.)
Experiences during World War II as the twelve inhabitants of a house all cram into the cellar where they exist while waiting for the Russians to come. A fifteen-year-old girl tells the story with feeling and insight as she asks only for existence.

BACON, JOSEPHINE D. *Ten to Seventeen.*
A boarding school diary.

BARBER, ELSIE. *Trembling Years.*
A teenage girl’s struggle to overcome mental despair after having infantile paralysis.

BARNSLEY, ALAN G. (Gabriel Fielding, pseud.). *In The Time of Greenbloom.*
John Blaydon, fifteen, a student at Beowulf’s, an English boys’ school, has difficulty with several older students. After his friend, Victoria, is murdered, Horab Greenbloom helps John gain a new approach to life.
Bawden, Nina. *Tortoise by Candlelight.*
Fourteen-year-old Emmie serves as mother of her family.

Becker, May L. *Under Twenty.*
A collection of carefully selected short stories about girls in their various stages of growing up.

A play in three acts. Twelve-year-old Tobey is gradually learning about the adult world. He fears the Dark Angel who is coming to take his mother. It is Willie Lavin, twenty, who guides Tobey and comforts him, but in the end Tobey finds that Willie needed help, too.

A portrayal of the seamiest side of public school life.

Benson, Sally. *Junior Miss.*
The story of an adolescent girl.

Beresford-Howe, Constance. *The Unreasoning Heart.*
A sixteen-year-old orphan is adopted by a Montreal family.

Bjarnhof, Karl. *The Good Light.* (Naomi Walford, trans.)
The sequel to *Stars Grow Pale* (next entry). This book covers the years Karl spent in the institute for the blind in Copenhagen. Both books are beautifully written without excessive sentiment.

Here is the vivid story of the boyhood and adolescence of a talented boy who is doomed to blindness. This autobiographical work is written compassionately without bitterness by a blind Danish cellist. It is a fine portrayal of the boy who gradually becomes blind—the bumps and bruises, the taunts of his peers, the attempts to help made by his silent parents.

Blais, Marie-Claire. *Tête Blanche.* (Charles Fullman, trans.)
Fifteen-year-old Evans exists at a boarding school where he is lonely and unloved. It is not surprising that he considers life a lie, a disillusion.
BLECHMAN, BURT.  *The War of Camp Omono*.  
The children’s world mirrors the adult world in this camp for Jewish boys.

BOLES, PAUL D.  *Parton’s Island*.  
A year in the lives of three youths.

BOND, RUSKIN.  *The Room on the Roof*.  
A seventeen-year-old English boy’s life in India.

BORLAND, HAL.  *When the Legends Die*.  
A Ute Indian boy is drawn into the white man’s twentieth century culture.

BOTTOME, PHYLLIS.  *Jane*.  
Jane gleefully congratulates herself on being the “lightest fingered girl for her age in London.” At twelve Jane is on the run for having been connected with her parents’ deaths. George picks her up and teaches her the trade, but she is caught during a housebreaking and sent to reform school. She escapes, but later returns of her own volition to try to lead a decent life.

BOWEN, ELIZABETH.  *The Death of the Heart*.  
The story of a young girl.

BRADBURY, RAY.  *Dandelion Wine*.  
Beautiful story of Douglas Spaulding’s twelfth summer—the summer when Douglas discovers he is alive. Ray Bradbury captures the spirit and feelings of this adolescent and capably communicates it to the reader.

BRADBURY, RAY.  *Something Wicked This Way Comes*.  
James Nightshade and William Halloway, two thirteen-year-olds, share a frightening experience one year when autumn comes early and the autumn people appear from the dust.

BRECHT, HAROLD W.  *Downfall*.  
The story of a boy in high school.
BRELLIS, DEAN. *My New Found Land.*
Demo, a Greek boy living in Newport, Rhode Island, worships Franklin D. Roosevelt.

BRINCOURT, ANDRÉ. *Paradise Below the Stairs.* (Herma Briffault, trans.)
Adolescent boys experiment with sex, with little understanding by adults.

BROMFIELD, LOUIS. *The Wild Country.*
"I was aware in a curious blurred fashion, that I knew many things which I did not understand and could not explain to myself," states this discerning boy of thirteen, an orphan who lives with his grandfather and aunt.

BURGESS, ANTHONY. *The Clockwork Orange.*
The story of Alex, a depraved delinquent, devoted to evil, as he lives in our contemporary society. The reader is initiated into the language of Alex and his "droogs."

BURNETT, HALLIE S. *This Heart, This Hunter.*
Felicia, daughter of Griggs College's president, Richardson, displeases her parents by marrying at the age of seventeen. Her husband, Victor Cardwell, is an able man who sometimes shows lack of judgment. The novel is set in the South against a background of the small college town and features the activities of the KKK.

BURGESS, WHIT., ed. *Time To Be Young.*
(See page 9.)

BURRESS, JOHN. *The Missouri Traveler.*
Brian Turner, fourteen, runs away from an orphanage to lead an independent life.

BUTLER, SAMUEL. *The Way of All Flesh.*

CADIGAN, ROBERT J., ed. *Stories of School and College Life; September to June.*
An unusual collection of good short stories about young people of school age. The book is designed for use by students themselves or by adults who wish to understand these students. Stories are grouped according to topics; for example, "The Home and the School," "Students in Trouble," "Students and Teachers," etc.
CAlITRI, CHARLES J.  *Rickey.*
In this murder trial, the protagonist is a boy of fifteen; juvenile delinquency is treated with compassion.

CAPOTE, TRUMAN.  *The Grass Harp.*
The adolescence of Collin Fenwick is unusual chiefly because of his cousins, Dolly and Verena Talbo, with whom he lives after the death of his parents.

CAPOTE, TRUMAN.  *Other Voices, Other Rooms.*
A novel focusing on the abnormal maturing of an unloved boy of thirteen.

CARLETON, JETTA.  *The Moonflower Vine.*
The story of Matthew, teacher and superintendent of schools and the father of four girls—Jessica, Leonie, Mathie, and Mary Jo.

CARSON, JOSEPHINE.  *Drives My Green Age.*
Twelve-year-old Chris, whom Aunt Merle calls "Miss Boy" when the girl wears pants, is sure she is in love with someone but is not certain with whom. Miss Bryan, the new school teacher, boards with Chris's aunt; it is to Miss Bryan that Chris extends her love.

CARY, JOYCE.  *Charley Is My Darling.*
Charley Brown, fifteen, is an imaginative leader of his peers. It is he who thinks of letting out the bull so they can have a bullfight or stealing beer from the kitchen when the cook's back is turned. As the crimes become bigger, Charley is put in reform school. This case study represents an excellent insight into the complex motives stirring in a child's mind—motives not always recognized by adults. Interesting prefatory essay. See also *Spring Song,* a collection of short stories.

CLEARY, JON.  *The Sundowners.*
The three Carmodys do not possess many worldly goods, but they have a rich love for each other. Set in Australia, this is the story of Paddy, Ida, and fourteen-year-old Sean. Paddy always wants to see around the next bend in the road; a tent is a satisfactory home for him, but Ida and Sean would like to stay in one place for a while.

COCTEAU, JEAN.  *The Holy Terrors.*  (Rosamond Lehmann, trans.)
Study of Paul and Elizabeth, orphans, a pair of complex youngsters who have no one to care for them but Mariette, an uneducated Breton who knows how to decipher "the hieroglyphics of childhood." As they mature, Paul and Elizabeth love each other possessively which ends disastrously for both.
A French boy's life during World War I.

COLETTE, SIDONIE G.  *Claudine at School.* (Antonia White, trans.)
A precocious school girl spies on her contemporaries, discovers absorbing secrets, and describes them.

COLETTE, SIDONIE G.  *The Ripening Seed.*
The love story of an adolescent boy and girl.

COOPER, LOUISE F.  *The Windfall Child.*
Twelve-year-old John Trewitts, the son of English parents, has been living with a family in Connecticut. The two families meet to determine John's future.

COTTERELL, GEOFFREY.  *The Strange Enchantment.*

COZZENS, JAMES G.  *Children and Others.*
About half of these stories are of children and school. Those set at the prep school, Durham, are considered to be at Kent, the school Cozzens attended.

CREAL, MARGARET.  *Lesson in Love.*
Nicola, an orphan at St. Cuthbert's School in Manitoba, is the odd one until she at last gains a measure of popularity.

CRONIN, A. J.  *The Green Years.*
Boston: Little, 1944, 347 pp.
The story of a boy's "growing-up" years.

CROSS, IAN.  *The God Boy.*
At thirteen, Jimmy Sullivan engages in battle with God in this psychological study of a lonely New Zealand boy.
Catherine, a fourteen-year-old student at the Copley School for Girls, is remaining at school during Easter vacation because she pushed another student out a window. It is Cooley, the janitor, who counsels her and gives her some insight into her problem.

DALY, Maureen. *Seventeenth Summer.*

DANIELS, Sally. *The Inconstant Season.*
Peggy Dillon remembers incidents in her life as she progressed through adolescence.

DAVENPORT, Marcia. *My Brother’s Keeper.*

DAVIES, L. P. *The Paper Dolls.*
The story of a schoolboy who falls from a roof and is killed. This is just the beginning of a strange tale of quadruplets bound by unusual powers.

DAVIS, Clyde Brion. *The Newcomer.*
Henry (Chick) Trotter’s attempts to be accepted by his peers, told in the first person, reveal his confusion, suffering, and loneliness—feelings that he cannot share with anyone else.

DAVIS, Russell. *Anything For a Friend.*
Adolescent hero, Clarence Bascomb, discovers life, love, and race relations in a northern city.

DAVIS, Wesley F. *The Time of the Panther.*
The life of youngsters in a Florida lumber camp.


DEJONG, David C. *Two Sofas in the Parlor.*
Thirteen-year-old Renzel Kegal tells of his family’s move from Holland to Grand Rapids, Michigan.
DHÔTEL, ANDRÉ. *Faraway.*
A confused youth searches for new values in a wartime world.

DORNFIELD, IRIS. *Jeeney Ray.*
A handicapped adolescent girl in California is mistakenly thought to be mentally retarded.

DUNHAM, KATHERINE. *A Touch of Innocence.*
The confused childhood experiences of Katherine Dunham from the beginning to the age of nineteen when she for the first time is free from parental domination. A Negro, brought up in Chicago's black belt, Katherine later became a choreographer, dancer, and anthropologist.

ELLISON, JAMES W. *I'm Owen Harrison Harding.*
A novel of adolescent growing pains, this story begins on the first day of the sophomore year in high school for sixteen-year-old Owen and his friend, Pooch. When Owen's mother dies, Owen is left a little scared and lonely. His relationship with his father, the woman who is to be his stepmother, and his girlfriend, Barbara, are described with sympathy and understanding.

ERNO, RICHARD. *My Old Man.*
One year in the life of a teenage boy and his drunkard father.

ERSKINE, ROSALIND. *Passion Flowers in Italy.*
Sarah Callendar, a sixteen-year-old English girl, attends school in Italy.

ESTIVALS, GABRIELLA. *A Gap in the Wall.* (Judith Jones, trans.)
Zoubeida, a girl in an Arab family, is heavily restricted.

EUSTIS, HELEN. *The Fool Killer.*
Twelve-year-old George has missed the love and security of a home and parents. He seeks this in those he meets along the road as he runs away from his foster parents. He finally finds a place where he is both loved and needed by a childless couple.

FAASEN, NEAL. *The Toyfair.*
At thirteen, William sees life as warfare between conventional adulthood and individualistic youth.
Faralla, Dana. *Children of Lucifer.*
Eleanora Martini tells the story of a strange brother and sister and their guardian.

Faralla, Dana. *The Madstone.*
What happened to the family in a summer cottage in Minnesota?

Farrell, James T. *Young Lonigan.*
Here is young Studs in the confining parochial school, St. Patrick's, on Chicago's south side.

Farris, John. *Harrison High.*
Here is a good picture of high school students and high school teachers as they revolve around activities that occur in one year at a large city high school.

Faviell, Frances. *Thalia.*
The adventures of two young English girls in France.

Fenwick, Elizabeth. *Days of Plenty.*
A mother struggles to judge the rights of her daughter as she approaches maturity.

Robert Garretty, who lives with true father and "un-true" mother, sets his own mother on a pedestal until he sees her as she really is.

Forbes, Esther. *Johnny Tremain.*
A story of a boyhood in colonial days.

Frank, Anne. *The Diary of a Young Girl.* (B. M. Mooyaart, trans.)
The poignant story of a Jewish girl who hides for several years with her family and friends in a warehouse in Amsterdam before they are captured and taken to concentration camps where all but Anne's father perish.
FRANKAU, PAMELA. (Eliot Naylor, pseud.). *A Wreath for the Enemy.*
Fourteen-year-old Penelope, an English girl, lives on the Riviera with her French stepmother and poet father. She meets Eva and Don Bradley, who envy her less sheltered way of life. She in turn envies them their more conventional way of living.

FREELING, NICOLAS. *Because of the Cats.*
A treatment of juvenile delinquency in a rich Dutch suburb.

FROST, FRANCES M. *Yoke of Stars.*

GARDNER, MAC. *Mom Counted Six.*
The life of a teenager who was the youngest child in a large family.

GARY, ROMAIN. *A European Education.*
The story of Polish Janek, who said, "They have put us in a good school . . . We're receiving a good education . . . a European education. That's something you receive when they shoot your father, or when you kill somebody, or when you die of hunger."

GLAESER, ERNST. *Class of 1902.*
The story of a group of young men of Germany who were too young to see action prior to 1918.

GODDEN, RUMER. *The Battle of the Villa Fiorita.*
Children reverse a divorce decision.

GOLD, HERBERT. *Therefore Be Bold.*
The story of young adolescents and their advances toward the opposite sex. The author demonstrates keen insight into the needs and interests of the adolescent boy.

GOLLOMB, JOSEPH. *Up at City High.*
After the death of his parents, Jeff Bennett decides to move from a small Wisconsin town to New York City, where he attends a skyscraper school. Here he finds a friend in the school principal.
GOODIN, PEGGY. *Clementine.*
The years from ten to sixteen in Clementine’s life.

GORHAM, CHARLES O. *Trial by Darkness.*
A childhood in an aristocratic family.

GOYTISOLO, JUAN. *Young Assassins.* (John Rust, trans.)
A story of adolescent boys.

GRACE, CAROL. *Secret in the Daisy.*
An adolescent girl, sixteen, gropes for security and love.

GRASS, GÜNTER. *Cat and Mouse.* (Ralph Manheim, trans.)
Fourteen-year-old Joachim is bedeviled by his classmates.

GREENE, GRAHAM. *The Potting Shed: A Play in Three Acts.*
H. C. Callifer is dying while his children and wife wait. Young Anne sends for her Uncle James, the black sheep of the family. It is she who helps James find the long-buried answer to his problem, which is embodied in his attempt to commit suicide at the age of fourteen.

GRUBB, DAVIS. *A Dream of Kings.*

GUIDO, BEATRIZ. *The House of the Angel.*
The problems of a teenage girl.

GUNNARSSON, GUNNAR. *The Night and the Dream.*

GUTTERSON, H. *Last Autumn.*
The scene of Tommy Conway’s suicide is a New England boys’ school as described by an author who taught in a private boys’ school.

HALL, JAMES B. *Yates Paul, His Grand Flights, His Tootings.*
Yates Paul, a boy of thirteen, divides his time between photography and fantasy.
HALLINAN, NANCY. *Rough Winds of May.*
Cissie, sixteen; Seth, thirteen; Pam, fifteen; Darrin, nine; and Dumpy, three, are the children of the middle-class London family of Kerr. Their life is enlivened by an unusual uncle, who is an artist. It is Cissie's dearest wish to have Fat uncle paint her, and he does. The relationship between the sixteen-year-old adolescent girl and her uncle is complex.

HAM, ROSWELL G., JR. *Fish Flying Through Air.*
A story of boys' careers at prep school and Yale.

HARRIS, MARK. *Something About a Soldier.*
A very young boy joins the army.

HARRIS, MARY K. *I Am Julie.*

HARTLEY, LESLIE P. *The Go-Between.*
Lionel (Leo) Colston, thirteen, acts as go-between in the clandestine love affair between a classmate's sister and a local farmer, Ted Burgess. Leo fancies himself in love with the sister, Marian, but he does not realize the significance of the messages he carries.

HASTINGS, MICHAEL. *The Game.*
This young author brings us the sights and sounds of childhood, the intense reactions of adolescence as we view the "game of growing up" through the eyes of Andy, a fourteen-year-old Jamaican boy who lives in London.

HAUSER, MARIANNE. *Prince Ishmael.*
A novel based on the story of a sixteen-year-old boy, Casper Hauser, who suddenly appeared in Nuremberg claiming to have been imprisoned all his life.

HENNING, WILLIAM E. *Heller.*
The revelations of a tough seventeen-year-old high school girl.

HERBERT, FREDERICK H. *Meet Corliss Archer.*
A comedy of teenage adventures.
HILL, PATI. *One Thing I Know.*
“One thing I know, I will never be in love again,” states sixteen-year-old Francesca.

HUBLER, RICHARD G. *True Love, True Love.*
The revelations of a sensitive boyhood.

HUGHES, LANGSTON. *Not Without Laughter.*
Sandy is a young Negro boy whose mother, Annjee, works for a rich white lady; his father, Jimboy, is a good-for-nothing who appears only when in need. Sandy lives in the house of his grandmother with his mother and aunt. He sees and hears many things when they think he is asleep.

HUGHES, THOMAS. *Tom Brown's School Days.*
A famous story of school life in the English public school during the nineteenth century. The familiar spirits of boyhood, the interaction between teacher and student, the reaction to the death of a beloved person—all are understood equally well in our present time.

JOHNSON, C. L. *Hobbledehoy's Hero.*
The story of Eddie Quillen, high school senior.

JOHNSON, NORA. *World of Henry Orient.*
A story of two thirteen-year-old girls in an expensive New York girls' school.

KAUFMANN, MYRON S. *Remember Me to God.*
“Stop squinting! Sit up and eat! Slob! Put your shoulders back!”—it's no wonder fifteen-year-old Dorothy Amsterdam stutters, although her mother attributes it to an “impediment in the brains.” Dorothy vainly attempts to effect a cure of her defect, but only fails miserably. A Jewish girl in Boston, she considers herself a misfit, unacceptable to her peers; she plans to lower her grades so she will not have to be valedictorian, which would require her making a speech at graduation.

KENNEDY, MARK. *The Pecking Order.*
The activities of a gang of Negro boys who live in Chicago.
KNOWLES, JOHN. *A Separate Peace.*
Gene, sixteen, the best student at Devon School, tells the story of his friendship with Phineas, who is the best athlete until an untimely accident shatters one of his legs.

KOHNER, FREDERICK. *Gidget.*
The tale of sophisticated Franzee, who at fifteen is both tough and tender.

At Junior High graduation all the boys are to wear blue serge suits. Neal, who lives with his divorced father who drinks heavily, has never been in any school very long. Grandpop tries to help by sending the boy an old suit that he had years ago; it is highly unsuitable, but the boy wears it. The audience applauds him.

LEVIN, MARTIN, ed. *Five Boyhoods.*
Accounts of boyhoods at different periods in this century.

LEVIN, MEYER. *Compulsion.*
The revelations of two boys from “good families” who committed murder.

LEWIS, OSCAR. *Children of Sanchez.*
A revealing study of the Mexican family of Jesús Sánchez and his children—Manuel, Roberto, Consuelo, and Marta—told in their own words as taped and translated by the author.

LIN YUTANG. *Chinatown Family.*
Young Tom Fong, born in China, helps his family succeed in New York City. Miss Cartwright and Mr. Watson, Tom’s teachers, are instrumental in Tom’s development, too.

LOCKRIDGE, ROSS. *Raintree County.*
The reliving of school days in the 1800’s in Raintree County “which had no boundaries in time and space, where lurked musical strange names and mythical and lost peoples, and which was itself only a name musical and strange.”
LOOMIS, EDWARD. *The Mothers.*
A story about a boy and two girls in a midwestern high school.

LYTTON, DAVID. *The Paradise People.*
A boy's life in South Africa at the turn of the century.

MCCARTHY, MARY T. *Memories of a Catholic Girlhood.*
New York: Harcourt, 1957,
An autobiographical account of educational experience.

MCCULLERS, CARSON. *The Heart Is a Lonely Hunter.*
This is the poignant story of a deaf-mute, John Singer, and others who live in the same neighborhood of the small southern community. It is the story of Mick Kelly, who approaches adolescence hesitantly, of Jake Blount, a man with alcohol in his veins, Dr. Copeland, a Negro doctor, and Biff Brannon, owner of a small restaurant.

MCNICHOLS, CHARLES. *Crazy Weather.*
South Boy, a Mojave Indian boy, learns the skills of the Indian, but his education leaves him a "white man."

MAGOON, CAREY. *I Smell the Devil.*
A college murder mystery.

MANNING, ROSEMARY. *The Chinese Garden.*
A sixteen-year-old narrator tells of a British boarding school for girls who live a "mortifying regime of cold water, draughts, outdoor drill, and bad food."

Thirteen-year-old Alexander Clayton is the last to be chosen for any team. Abraham Baker, a Negro boy, befriends Alex and invites him home to dinner. Abe's father is a doctor, unwelcome in town because he is colored. Abe is persecuted and drowned by a secret society of irresponsible adolescent boys; one was Alex.

MAXWELL, WILLIAM. *The Folded Leaf.*
A description of life in a big city high school.
MAYER, JANE, and CLARA SPIEGEL (Clare Jaynes, pseud.). *Early Frost.*
A sensitive portrayal of the loneliness of Lann Saunders, whose parents have been divorced.

Two sons and a mother wait for the train which bears the father's dead body. The eldest son recalls incidents of their life together as he tries to help his mother through a tragic time.

MAZZETTI, LORENZA. *Rage.* (Isabel Quigley, trans.)
Penny, a young Italian girl living in Florence, longs to be adored, while at the same time she is defiant and contemptuous.

MEHTA, VED. *Face to Face.*
The autobiography of a Hindu boy blind from the age of three. His doctor father is determined that his handicapped son shall have an education in the United States.

MILLER, WARREN (Amanda Vail, pseud.). *Cool World.*
A perceptive documentary of a Negro teenage boy, Duke Custis, with shocking but valuable insights revealed to the psychiatrist.

MILLER, WARREN (Amanda Vail, pseud.). *Love Me Little.*
Fifteen-year-old Emily and her friends are curious about love. Emily's father, a lean, elegant writer with a delightful sense of fantasy, adds his hit to Emily's education.

MOORE, PAMELA. *Chocolates for Breakfast.*
The daughter, fifteen, of a divorced film actor experiments with love; written by a Barnard undergraduate.

MOORE, PAMELA. *The Horsey Set.*
The story of a seventeen-year-old girl, her mother, and the stable man, this novel points up the impotency of the rich, for only the active, outdoor-type, poor man makes good.
MORANTE, ELSA. *Arturo’s Island.* (Isabel Quigly, trans.)
Young Arturo seeks his father’s love and approval, but his father is too busy satisfying his own desires.

MORAVIA, ALBERTO. *Two Adolescents.*

MORGAN, CHARLES. *A Breeze of Morning.*
A boy studies for an Eton scholarship.

MURRAY, VENETIA P. *Waiting for Love.*
An exploration of the restless longings of an adolescent girl.

MUSIL, ROBERT. *Young Törless.* (Eithne Wilkins and Ernst Kaiser, trans.)
Life in a military academy and its effects on the students.

NASH, MARY. *The Even Temperature in the Cave.*
The story of a seventeen-year-old girl.

NATHAN, ROBERT G. *Long After Summer.*
A story of the idyllic love of a girl from an orphanage and a boy from the nearby Cape Cod village.

NEXO, MARTIN. *Ditte: Daughter of Man.*
The story of the complex life of a young girl.

OAKLEY, VIRGINIA. *Thirteenth Summer.*
About an orphan, Laurie, 12, who lives with foster parents.

ORME, ALEXANDRIA. *Natalie.*
The story of a Polish refugee boy of fourteen growing up in Budapest.

OWENS, WILLIAM A. *Look to the River.*
(See page 64.)
PARKS, GORDON.  *The Learning Tree.*
Newt Winger, a Negro boy of twelve, is depicted sympathetically; both friends and enemies shape his life as does his mother until her death when he is fifteen.

POSTANI, BETTINA.  *Before the Cock Crows.*
The story of an Italian brother and sister.

POWELL, DAWN.  *Cage for Lovers.*
The tribulations of a confused, lonely girl.

QUOIREZ, FRANCOISE. (Francoise Sagan, pseud.).  *Bonjour Tristesse.*
(Irene Ash, trans.)
The unusually close relationship of a father and daughter. It is Cecile's seventeenth summer. Her father, a widower, invites Anne Larsen to stay with them in a villa where they are spending the summer vacation. Anne and Raymond, Cecile's father, plan to marry, which displeases Cecile, who plots to undermine Anne's relationship with Raymond. She succeeds more thoroughly than she had planned.

RAE, JOHN.  *The Custard Boys.*
John, a member of a vicious gang during World War II, is involved in a confusing process of developing values in an uncertain world.

REID, FORREST.  *Tom Barber.*
(See page 22.)

RENDER, JESSIE.  *Remembrance Way.*
Abby examines her past to discover what is affecting her marriage.

RIASANOFSKY, ANTONINA FEDOROVNA (Nina Fedorova, pseud.).  *The Children.*
Boston: Little, 1942, 386 pp.
The story of Lida, a young Russian refugee in Tientsin, China, and her proud mother who tries to provide a good life for her child. Lida meets Jimmy, a young American soldier, who then returns home. Later they are reunited.

RICHLER, MORDECAI.  *Apprenticeship of Duddy Kravitz.*
The story of a Montreal backstreet boy.
RICHTER, CONRAD. *The Grandfathers.*
Chariter, sixteen, is the oldest child in a household which consists of Mam (her mother who has never been legally married), Aunt Dib, Uncle Nun, Uncle Heb, Granman, Grandpap, and Mam's other children—Jessie, Jess, Honey, Fox, and Babe. Chariter longs to know the identity of her father and is determined that her children will have two parents.

ROARK, GARLAND. *The Cruel Cocks.*
A story about a thirteen-year-old cock fighter and his father.

ROLLAND, ROMAIN. *Jean-Christophe: Dawn—Morning—Youth—Revolt.* (Gilbert Cannan, trans.)
One of the original studies in child development; the history of the development of a musician (considered to be Beethoven); an excellent picture of a boy's thoughts and impressions, his reactions to the many forces which mold him. The first part of the book is of most significance here.

ROSS, IVAN T. *Requiem for a Schoolgirl.*
The revealing story of the after-school activities of Laurie Mitchell, Jeanine Scott, and their high school friends as observed by Ben Gordon, who teaches English at Hopkins High.

ROSSI, JEAN BAPTISTE. *Awakening.* (Translated anonymously.)
Denis Leterrand, thirteen, an only child, attends a Catholic school. Both Denis and his friend, Pierre, have earned the Red X that marks the trouble maker. Then Denis falls in love with a lonely young nun who is kind to him. At first, Sister Clothilde regards him as her own child; but gradually her feelings change, and they leave town together.

Thirteen-year-old Ozzie (Oscar Freedman) rebels against Rabbi Binder's religious teachings. He runs up on the synagogue roof in order to escape the Rabbi's wrath. He finally jumps into the safety net below.

SAINT PIERRE, MICHEL DE. *The New Aristocrats.* (Anthony and Llemela Burgess, trans.)
The rebellion of a teenaged student against the priest who replaces the boy's idol, Professor Sauvegeat.
SALINGER, JEROME D. *The Catcher in the Rye.*
Boston: Little, 1945, 192 pp.
A minor classic is this remarkable study of Holden Caulfield, a sixteen-year-old, who leaves school early and disappears for two days. His adventures in New York are described with humor and sympathy.

SALINGER, JEROME D. “Just Before the War with the Eskimos,” in *Nine Stories,* pp. 32-44.
Boston: Little, 1948, 144 pp.
Ginnie Mannox, fifteen, and Selena Graff are classmates at Miss Basehoar's. Each Saturday they play tennis and then take a cab home. Ginnie meets Selena's brother, Franklin, and forgets about the money Selena owes her.

SANDBURG, HELGA. *The Wheel of Earth.*

SCOTT, JESSIE. *Charity Ball.*
The humorous escapades of two sisters—seventeen and eighteen.

SENDER, RAMON. *Before Noon.*
Albuquerque, New Mexico: University of New Mexico, 1957, 408 pp.

Christopher is fourteen and in love with the girl across the street. Poetry fills his heart and overflows onto paper. His father fails to understand when he finds Christopher's written note entitled, “I Consecrate Myself to Dawn,” and his mother is utterly perplexed by his lack of interest in food.

SHULMAN, IRVING. *The Amboy Dukes.*
About crime and juvenile delinquency during the war years.

SHULMAN, IRVING. *Children of the Dark.*
A story of teenager problems.

SIMENON, GEORGE. *Pedigree.* (Robert Balick, trans.)
The story of Simenon's growing up.
SIMMONS, HERBERT A.  *Corner Boy.*
When asked what he wanted to be when he grew up, seven-year-old Jake answered, "Rich," but the only way this Negro boy finds to make money is to distribute dope. Jake and his friends grow up in an uncertain world—gang warfare, unstable home lives, accessibility of dope, early introduction to sex—small wonder that most of them know tragedy before the age of twenty.

SMITH, ROBERT P.  *"Where Did You Go?" "Out" "What Did You Do?" "Nothing."
Robert Smith remembers the days when kids played mumbly peg, when you cranked the phonograph to make it function, when kids spent a lot of time doing "nothing." Kids need a world of their own, free from adults, a world of magic and imagination, he concludes.

SOURIAN, PETER.  *Miri.*
A story of young love, as Miri, an orphaned Greek girl, is brought to America.

SOYA, CARL E.  *Seventeen.*  (Carl Malmberg, trans.)
Jacob Latour Petersen at seventeen experiences great interest in sex, not atypical of his age. As he tries to hide this need, he feels guilty, and is certain that everyone he meets can read his secrets openly.

STREET, JAMES H.  *Good-bye, My Lady.*
Claude (Skeeter), fourteen, finds a wild dog in the swamp. He catches it and trains it as a bird dog. When a friend sees an ad for a lost dog, it answers the description of Skeeter's Lady. Uncle Jesse's training shows, as Skeeter manfully returns the loved dog to its owner.

TARKINGTON, BOOTH.  *Seventeen.*
A classic story of adolescence.

TAYLOR, PETER.  *Happy Families Are All Alike.*
(See page 25.)

TEMBLER, PAUL, pseud.  *Spring Dance.*
Day by day the author presents a week with Howard Alexander Jackson, known as Boots, fifteen, a student at Hilton, an eastern prep school for boys. Here is an excellent description of the adolescent boy represented by Boots and his friends.
THACHER, RUSSELL. *Tender Age.*
Bunny Dedrick, seventeen, observes the marital problems of parents.

TORRES, TERESHA. *Not Yet.*
Sophie, sixteen, appraises herself and her knowledge of herself.

TROYAT, HENRI. *Amelie in Love.*
A story about a child of a lower-middle class French family.

VAUGHAN, LADY AURIEL. *Jemima.*
A seventeen-year-old girl suffers through parental divorce and rejection.

VITTORINI, ELIO. *The Red Carnation.*

WAGONER, DAVID. *Rock.*
A portrayal of a teenage crowd.

WAIN, JOHN. *Sprightly Running.*
The autobiography of a creative English child and schoolboy who, as an adult, becomes a freelance writer and a stoic pessimist.

WALLANT, EDWARD L. *The Children at the Gate.*
The story of an education, but not the education received in a school. Angelo, who believes in the mind, meets Sammy, who tries to change Angelo and his beliefs.

WELLS, H. G. *Joan and Peter: The Story of an Education.*
Joan and Peter, cousins, do not attend formal schools until adolescence, when they are suddenly thrust into strange situations. There is a real mix-up following the deaths of their parents until Oswald Sydenham is acknowledged guardian and provides a home for them. Education, says Wells, is the task of every man. It can unify the world.

WEST, JESSAMYN. *Cress Delahanty.*
A series of sketches of an adolescent girl, Crescent (Cress) Delahanty, covering the period from the age of twelve to sixteen. The author portrays the girl with rare understanding, delicacy, and humor.
Twelve-year-old Homer Denham, an orphan, lives with Amos and Etty Perkins, who give him a good home. Nothing surprises the Perkinses, but to Homer everything is curious and wonderful. It is old Jess who loves Homer and shares the wonder with him.

WETZEL, DONALD. The Rain and the Fire and the Will of God.
A fourteen-year-old's nostalgic view of the world.

WICKENDEN, DAN. Walk Like a Mortal.
Gabe is seventeen when he becomes aware of the schism between his mother and father. Throughout his senior year in high school he gains gradual understanding of these adults and their need to lead separate existences, to live apart.

WILLIAMS, BEN A. "Road Discontinued," in Fraternity Village, pp. 320-336.
The story of Beth who is never lonely when alone. Beth first meets Nikky when at the age of three she falls off a horse's back. Nikky lives near Grandpa's house, and, though encounters are brief, Beth comes to love Nikky. Nikky, however, marries a girl who can work "as good as a man."

WINKOR, RICHARD. St. Ives Murders.
A former student at St. Ives murders his classmates in alphabetical order, twenty years after a classroom incident.

WINDHAM, DONALD. The Dog Star.
The effect of a friend's suicide on delinquent Blackie.

WOLFF, RENATE C. Johannes.

WRIGHT, RICHARD. Black Boy; A Record of Childhood and Youth.
The story of Richard, a young Negro who is a drunkard at age six—a boy who knows hunger, fear, and distrust intimately. Physically, Richard leaves the South; but he knows he can never completely leave it.
Understanding the Student

Eighteen Plus

ABELSON, ANN. *Angels' Metal.*
A story of life in a Catholic college.

ADAMS, HENRY. *The Education of Henry Adams.*
A classic autobiography of the life of Henry Brooks Adams from his birth on February 16, 1838, when the problem of his education begins, through almost seventy years of education. The various forces that mold him through his lifetime are described.

ADAMS, SAMUEL H. (Warner Fabian, pseud.). *Unforbidden Fruit.*
A group of sensitive, restless girls are restricted to the conforming life of a woman's college.

ADE, GEORGE. "What the College Incubator Did for One Modest Lambkin," in *Breaking into Society.*
Wilbur, who is eighteen and an "onion," aspires to be a county superintendent at $900 per annum. College helps him outgrow this aspiration; he comes home much changed with the glad news that he will be on the Eleven next year. Moral: "A Boy never blossoms into his full Possibilities until he strikes an Atmosphere of Culture."

AUSTIN, MARY. *Starry Adventure.*
The adventures of the son of a professor in an eastern college.

Description of the relationship between two Negro brothers; their environment, their background of experiences which influence their behavior. Sonny, who left high school because he wanted to be a musician, joins the army just to get out of Harlem and to get away from his elder brother who teaches high school algebra.
BARRY, PHILIP. *Spring Dance.*
A play about college activities.

BAWDEN, NINA. *Devil by the Sea.*
Hilary, the central figure in this murder mystery, is presented with psychological perception.

BELLOWS, SAUL. *The Adventures of Augie March.*

BENCHLEY, ROBERT. "What College Did to Me," in *The Early Worm,* pp. 69-77.
Benchley, Harvard 1912, depicts his college career with his usual wonderful humor. He outlines his college curriculum. No haphazard affair is this education, for all classes (a motley assortment) are chosen with a serious purpose in mind—no classes before 11 or after 2:30 and, of course, none on Saturday.

BENÉT, STEPHEN V. *The Beginning of Wisdom.*
The poet's life as he attends Yale.

The difficulties of young love and its disturbing influence on college studies.
Hal can't study for thinking of Ellie, but he realizes he can not insert at the end of the bluebook—"Circumstances beyond my control. . . ."

BOSWELL, CHARLES, and LEWIS THOMPSON. *Curriculum of Murder.*
(See page 74.)

BRANTLEY, RUSSELL. *The Education of Jonathan Beam.*
Jonathan Beam enters Convention College, a small North Carolina Baptist college, where he is shocked by the liberalism—dancing, smoking, freedom of action. He is shaken, then adjusts and refuses to return home to the conservative town and religion he had known.

BROWN, HELEN D. *Two College Girls.*

BRUSH, KATHARINE I. *Glitter.*
BUCKLEY, DAVID. *Pride of Innocence.*  
The story of an American soldier, eighteen, at the close of the war in Germany.

BURWELL, BASIL. *A Fool in the Forest.*  
A beginning actor, Jeff seeks to find himself as he works with summer stock.

CAMPBELL, MARY. *Scandal Has Two Faces.*  
A murder story at Indiana University.

CARNEY, AUBREY. *No Odds, No Victory.*  
John Gordon, ex-GI, is deciding whether to continue college to become a teacher or whether to forget teaching and work in his father’s construction business.

CARRICK, GERTRUDE. *Consider the Daisies.*  
About a college girl who attends Vassar in 1930.

CARTER, MARY. *A Fortune in Dimes.*  
Decker and his friends try to break away from the young set of Pasadena as they search for new values.

CAUGHEY, MARY L. *The Parable of the Virgins.*  
An attempt to explore the undergraduate’s existence.

CHAMPAGNE, MARIAN. *The Cauliflower Heart.*  
A cross-section of life at Smith College in the 1930’s.

CIALENTE, FAUSTA. *The Levantines.* (Isabel Quigly, trans.)  
Daniela progresses from a spoiled child to a rebellious woman in the Egyptian Levantine society of 1930.

CLARK, ELLERY H. *Daughters of Eve.*  
CLAYTON, JOHN B. *Six Angels at My Back.*
Nineteen-year-old Ed Greavor and his friends progress from petty thievery to murder.

COMPTON-BURNETT, IVY. *Mother and Son.*

CORRIGAN, BARBARA. *Voyage of Discovery.*
The story of Cornelia's four years at Pacific State University in the 1930's.

CRANE, CLARKSON. *The Western Shore.*

CUSHMAN, CLARISSA. *The Other Brother.*
A young man's view of the "narrow world of a college."

DALY, EDWIN. *Some Must Watch.*
At the end of Richard's first year at Kenyon College, Ohio, he returns home for vacation. The lack of understanding between the father and son leads to constant feuding and bickering. His father's death is a great blow to Richard, who regrets that they were never close.

DAVIS, CLYDE BRION. *Shadow of a Tiger.*
The story of George who moves from the midwest to Denver after his father dies.

DONOHUE, H. E. F. *The Higher Animals.*
The story of Daniel Conn who lives near the University of Chicago and is a cool observer of the contemporary scene, which moves him to despair.

DOUGLAS, LLOYD C. *Disputed Passage.*
A medical student, Jack Beavens, follows the path of Dr. Forrester, brilliant but irascible neurologist, who has erased love from his heart.

DU BOIS, WILLIAM P. *A Season to Beware.*
The family, college, business, and emotional world in the twenties and thirties.
A picture of education in universities abroad. Syrian youths are concerned with much the same sort of problems that face Western students.

Farina, Richard. Been Down So Long It Looks Like Up to Me.
The hip story of Gnossos Pappadopoulis who is used by many people—students as well as college deans.

A brilliant student at the University of Chicago, Eddie Ryan, twenty-two, is uncertain and innocent.

Farrell, James T. The Young Manhood of Studs Lonigan.

Fisher, Dorothy Canfield. Rough Hewn.
A portrayal of college students.

Fitch, Albert P. None So Blind.
The story of various types of men attending Harvard.

Fitzgerald, F. Scott. Tender Is the Night.
A romantic novel.

Fitzgerald, F. Scott. This Side of Paradise.
The story of Amory Blaine, student at Princeton, who is hung on the socio-economic scaffold.

Flandrau, Charles M. The Diary of a Freshman.
Stories of college life.

Flandrau, Charles M. Harvard Episodes.
Stories of college life at Harvard.
Frede, R. *Entry E.*
A novel showing the frank attitudes of contemporary collegians, members of the "indifferent generation."

Freeman, Lucy. *Children Who Kill.*

Friedman, Bruce J. *Far from the City of Glass.*
Short stories including the college stories "The Trip," "Hicksville," and "U.S.A."

Friedman, Bruce J. *A Mother's Kisses.*
Joseph's mother supervises his progress through school right up to the college class. Her rich Jewish vocabulary rings out in the most unusual places which causes her son some embarrassment, but not so his mother, who queries, "Who knows how to treat a son?"

A story of the unhappy marriage of a young man.

Glasgow, Ellen A. *They Stooped to Folly.*
A comedy of morals.

Goodin, Peggy. *Take Care of My Little Girl.*
The story of Elizabeth Elaine Ericson who at birth inherited twelve silver spoons, a small piano, a father who was a newspaperman, and a mother who had been a "Queen." Liz surprises everyone by refusing a bid from her mother's sorority.

Goodloe, Abbe C. *College Girls.*
Stories of college life.

Graves, Ralph A. *Thanks for the Ride.*
A story of college boys who strive to keep their childhood gang together.

Gutwillig, Robert. *After Long Silence.*
A story of young Ivy-Leaguers growing up in the post-Korean War period. Forceful, shocking tale of Tom, Lula, Chris, and their endless "capers" which ultimately lead to death when they find life is not just one big party.
HALEVY, JULIAN. *Young Lovers.*
Warmth and insight are revealed by an author who understands young people.

HALL, OAKLEY. *Corpus of Joe Bailey.*
The story of a San Diego High School student, Joe, who attends the University of California at Berkeley where he is reminded that "college is a time for making contacts."

HEAD, ANN. *Fair With Rain.*
A boy's experience while attending Princeton.

HENNING, WILLIAM E. *The Haycott Album.*
The story of a widowed mother who decides to remarry, and of her son, eighteen, who objects.

HERSEY, JOHN. *Too Far to Walk.*
The author is dealing with the contemporary college scene in terms of the Faustian arrangement with the devil. The novel deals with the college students' search for a breakthrough in sensory experience.

HILL, CAROL D. *Wild.*
The extra-curricular activities of a co-ed.

HOFF, MARILYN. *Dinks Blues.*
This novel about two undergraduates growing up facing the world reflects the growing pessimism of the new college generation. Dink St. Clair is the heroine, but even she cannot completely rise above the contemporary world.

HOLLAND, RUPERT S. *The Count at Harvard.*
The adventures of a "young gentleman of fashion" at Harvard.

HUGHES, THOMAS. *Tom Brown at Oxford.*
A sequel to *Tom Brown's School Days,* this volume carries Tom to St. Ambrose's College at Oxford, England, where he works for four years to get an M.A.

HUIE, WILLIAM B. *Mud on the Stars.*
An autobiographical novel.
Husband, Joseph B. *High Hurdles.*
A socially and financially prominent student is expelled from Harvard.

Irving, Clifford. *On a Darkling Plain.*
Three young men search for values as they progress from youth to maturity.

Jackson, Shirley. (Mrs. Stanley Edgar Hyman). *Hangsaman.*
The story of the coming of age of Natalie Waite, college student, and her relationships with her father, her friend, and Arthur Langdon, an instructor.

Janeway, Elizabeth. *Accident.*
Reckless driving almost kills a college friend.

Johnson, Nora. *A Step Beyond Innocence.*
The four years of Sally Fraits at Smith College.

Johnson, Owen. *Stover at Yale.*
One of the early college novels. Dink Stover heads for his freshman year at Yale University—four happy carefree years. He is prepared to be a leader; he fights against secret societies even though it is not the popular thing to do. His honesty and sincerity are recognized as such.

Kessel, Joseph. *The Medici Fountain.* (Herma Briffault, trans.)
About students at the Sorbonne during World War II.

Insight into the position of the poor boy, dependent on his scholarship to pay his way through college. A diligent student on the outside socially, eager for friendship, he is cut by the "pain of a warm moment betrayed" when approached by a rich boy for a contribution to an endowment fund.

Lear, Winifred. *Shady Cloister.*
A story of schooldays in an English girls' school in London.

Lewis, Sinclair. *Arrowsmith.*
From the time he followed old Doc Vickerson around town Martin has wanted to be a doctor. Here is the story of his experiences at medical school. The remainder of the book deals with his experiences as a doctor.
LEWIS, WELLS. *They Still Say No.*
The adventures of a Harvard senior in Mexico.

LINCOLN, FREEMAN. *Nod.*
The experiences of a senior year at Harvard.

LINN, JAMES. *This Was Life.*
Indianapolis, Ind.: Bobbs, 1936, 304 pp.
A picture of college life in 1893.

LORING, FREDERICK W. *Two College Friends.*

LUDWIG, JACK B. *Confusions.*
The trials of a young man and a Harvard Ph.D. in the academic world.

LUMBARD, CHARLES G. *Senior Spring.*
Insight into fraternity life, young love with its complications, cheating in an examination. Steve Burnett, an architectural student at the University of California at Berkeley falls in love with Cassandra Kane, child of divorced parents, herself pregnant at the age of sixteen.

MCCARTHY, MARY T. *The Group.*
The later lives of eight Vassar girls of the class of 1933.

MCNALLY, WILLIAM J. *The Barb.*
A story of college students.

MALET-JORIS, FRANCOISE. *The Red Room.*
An introduction to the eighteen-year-old daughter of a wealthy Belgian industrialist.

MANN, GEORGE. *Dollar Diploma.*
The experiences of a college newspaper editor.

MANNIN, ETHEL. *Pity the Innocent.*
The tragic story of the son of an English doctor and an Irish nurse.
The exciting move from the country to London, a first job, and an apartment of her own.


MARKS, Percy. *The Unwilling God.*
The story of a college student who has a football scholarship.

MARQUAND, John P. *H. M. Pulham, Esquire.*
Boston: Little, 1941, 431 pp.
Twenty-five years after college days Henry Pulham “volunteers” to write the class biography. His own experiences are revealed through reminiscences as he thinks of the bare biographical facts.

MARQUAND, John P. *The Late George Apley.*
In each generation since 1662, there has been an Apley at Harvard, and George does his part in maintaining the family tradition.

George and Gus are friends at Emmanuel Academy and at Harvard, but only Gus graduates.

MARQUAND, John P. *Sincerely, Willis Wayde.*
Willis attends Boston University and later Harvard Graduate School of Business Administration. He marries a professor’s daughter and becomes a successful, if unfulfilled, businessman.

MATUTE, Ana Maria. *School of the Sun.* (Elaine Kerrigan, trans.)
Matia endeavors to find herself as she lives on an island during the Spanish Civil War.

MAURIAC, Francois. *Flesh and Blood.*
The interrelationships of three young people.

A college novel centering on students and their adjustments, loves, failures, and successes. The story ends with an attempted suicide.
MILBURN, GEORGE. "A Student in Economics," in No More Trum-
pets, pp. 65-95.
Story of a boy's struggle to go to college when he has no financial assist-
ance—an impossibility especially with the lack of sympathy and under-
standing shown by his university contacts.

MILLAY, KATHLEEN Y. Against the Wall.
Student life at a famous women's college.

MILLER, NOLAN. Why I Am So Beat.
A weekend with a college freshman in a large city university.

MILLER, WARREN (Amanda Vail, pseud.). The Bright Young Things.
Emily and Amy find Northcliffe, a college for young women, rather dull
and uninteresting, which perhaps explains their lively experiences during
vacation periods.

MINNIGERODE, MEADE. The Big Year.
A portrayal of student life at Yale.

MISHIMA, YUKIO. The Sound of Waves.
The story of a young fisherman who falls in love with the daughter of the
wealthiest man in the town.

MONTROSS, LOIS. The Perfect Pair.
The college careers of what everyone considers the "ideal" college couple.

MONTROSS, LYNN, and LOIS MONTROSS. Fraternity Row.
About fraternity life in a small midwestern university.

MONTROSS, LYNN, and LOIS MONTROSS. Town and Gown.
A story of life in a co-educational college.

MORRIS, WRIGHT. The Huge Season.
College, Paris, and love combine to make a story of an exciting year.

NATHAN, ROBERT G. Peter Kindred.
A story of attendance at a boys' school and then college.
NICHOLS, JOHN T.  *The Sterile Cuckoo.*
The love affair of Pookie, a funny, believable heroine, and a stiff young man.

Peter Freutzal is a foreign student. His adviser, Professor Thomas, periodically extricates Peter from his escapades and tries to keep him from losing his scholarship. It is Wilma, a bossy girl, however, who manages to get Peter on a regular schedule and on the road to success with all A's for the quarter.

OWENS, WILLIAM A.  *Look to the River.*
A tale of a white boy and the Negro boy whom he is able to help.

PAINE, RALPH D.  *College Years.*
Short stories about college life.

PERUTZ, KATHRIN.  *The Garden.*
A portrayal of students at an Eastern girls' college.

PORTER, HAROLD E.  (Holworthy Hall, pseud.)  *Pepper.*
Short stories about Harvard undergraduate life.

PORTOBELLO, PETRONELLA.  *Mother of the Deb.*
The mother of a London debutante describes the complicated procedure of launching her daughter.

POST, WALDRON K.  *Harvard Stories.*

POWELL, ANTHONY.  *A Question of Upbringing.*
The story of three boys matriculating at Oxford.

PROKOSCH, FREDERIC.  *The Seven Sisters.*
An allegorical novel of the seven Nightingale sisters of Maryland.

ROBINSON, JAMES H.  *Road Without Turning.*
An autobiography.
Ross, Walter. The Immortal.
The story of a screen actor who was killed at the age of twenty-four.

Rosten, Leo. (Leonard Q. Ross, pseud.) The Education of Hyman Kaplan.
A wonderful collection of stories about a student in the American Night Preparatory School for Adults, H*Y*M*A*N K*A*L*L*A*N, who enlivens the classes of Mr. Pockheal (Mr. Parkhill) as he writes at the end of a test, “p.s. I don't care if I don't pass; I love the class.”
See also The Return of Hyman Kaplan.

A novel about Peter Cassio and his adventures and wanderings in India. Other characters include professors and members of the New Left and Right.

Rubin, Michael. A Trip Into Town.
New York University is the scene of this romance.

The love affair of a Sorbonne student, twenty, who marries a man twice her age.

Santayana, George. The Last Puritan.
Oliver Alden attends Williams College, although his father had hoped he would stay abroad.

Saxton, Alexander. Grand Crossing.
A young college man transfers from Harvard to the University of Chicago.

Scott, Glenn. Sound of Voices Dying.
The story of a first year in a southern college.

Seager, Allan. Amos Berry.
About a son in an upper middle-class Michigan family.

Seid, Ruth (Jo Sinclair, pseud.). The Changelings.
A story of racial prejudice.
SEVIER, ANNA. *Early Summer.*
Four days alone in Cannes was the request of Grey Anderson.

SHERMAN, SUSAN. *Give Me Myself.*
About a young woman's preparation for college.

SHUSTER, GEORGE N. *Brother Flo.*
A porter in a Catholic college is in constant conflict with the college boys.

SMITH, BETTY. *Joy in the Morning.*
A novel of young love and a college marriage.

SMITH, HARVEY H. *The Gang's All Here.*
A collection of character studies of students-turned-alumni. Tubby Rankin, Class Secretary, has been given the responsibility for writing the Twenty-Five Year Record of his classmates at Nostalgia College. His product is not the usual type of eulogy, for he tells the truth.

SMITHIES, RICHARD H. R. *An Academic Question.*
This novel, using as a background Columbia University's Classics Department, develops a story of the dope racket on college and university campuses.

SPECTORSKY, A. C., ed. *The College Years.*
An excellent collection of excerpts from writings about colleges, college students, and professors. Includes many humorous poems, illustrations, etc., plus commentaries by the editor for each section and each selection.

STAFFORD, JEAN. *The Catherine Wheel.*
A portrayal of the complications of a marriageable young woman's life.

STEGNER, WALLACE. *Fire and Ice.*
Des Moines, Iowa: Duell, 1941, 214 pp.
Forced by poverty, this college student works his way through school.

STEIN, AARON M. *Spinals.*
A story about the workings of the typical undergraduate mind.
STEUER, ARTHUR. The Terrible Swift Sword.
An unattractive picture of life in a military training academy in Georgia.

STEWART, GEORGE. Doctor's Orals.
This novel describes that crucial day in the life of a doctoral candidate.

STILWELL, HART. Campus Town.
Lefty, the poorest boy enrolled at State College, felt that education would provide the "golden key" that would change everything.

STOLZ, MARY S. Pray Love, Remember.
The story of Dody who takes a job as governess just to get away from an unpleasant home.

"His fervent young spirit would not be silent until with one magnificent gesture, he had swept the tobacco jar to the floor and shattered two electric lamps and left me wondering at the vast mysteries that underlie the rough surface of the sophomore's soul." An uncle observes Philip, his nephew, who is at this awkward stage of being mostly hands and feet, of experimenting with profanity, and idolizing his uncle.

STYRON, WILLIAM. Lie Down in Darkness.
Indianapolis, Ind.: Bobbs, 1951, 400 pp.
A portrayal of the degeneration of a southern family.

SULLIVAN, SCOTT. The Shortest, Gladdest Years.
A novel of undergraduate life in an eastern university.

SWADOS, HARVEY. "Joe, the Vanishing American," in Martha Foley and David Burnett, eds., Best American Short Stories 1958, pp. 281-298.
Walter goes to work in an auto assembly plant. The work is hard and exacting, but Walter sticks it out because he wants to go to college and his parents haven't the money to send him.

TABER, GLADYS B. Spring Harvest.
(See page 105.)
TANNER, LOUISE. Miss Bannister's Girls.
Miss Bannister's preparatory school in Manhattan had a graduating class of sixteen in 1940, and they meet for a twentieth reunion.

TERRY, MARSHALL. Old Liberty.
The freshman year of a Texas student at a small Pennsylvania college.

THURBER, JAMES. The Male Animal.
(See page 105.)

Thurber's experiences (real or imaginary) with the curriculum at Ohio State University. He could not pass botany because he never could see a plant cell through his microscope. Needless to say, this enraged the instructor who tried endlessly to guide this hapless, hopeless student.

TRAIN, ARTHUR C. The World and Thomas Kelly.
The experiences of a boy at Harvard.

TRIPP, GEORGE H. Student Life at Harvard.
Boston: Lockwood, 1876, 518 pp.

UHLER, JOHN E. Cane Juice.
A student's adventures at Louisiana State University.

VAN DRUTEN, JOHN. The Vicarious Years.
The youthful hero of this novel is looking for meaning in life as he begins a writing career in England.

WAUGH, AUERON. Path of Dalliance: Subsidies, Yes, Bombs, No!
A description of the campus radical with broad satire in the English manner.

The author's life as a boy and as an Oxford undergraduate.
WEBB, CHARLES R. *The Graduate.*
After completing four years at a small college, Benjamin is disillusioned with the academic life.

WEEKS, JOSEPH. *All Our Yesterdays.*
The experiences of a young man who wants to become a radio announcer.

WELLER, GEORGE. *Not to Eat, Not for Love.*
One of the best of the early college novels about Harvard.

WERTENBAKER, CHARLES. *Boojum.*
The story of a poet, a self-acknowledged genius, and his years in college.

WHITE, BETTY. *I Lived This Story.*
The life of a coed.

WHITE, ROBIN. *All in Favor Say No.*
Offbeat campus activities in a college community lying in the shadow of the Golden Gate.

WILEY, JOHN. *The Education of Peter: A Novel of the Younger Generation.*
Seventeen-year-old Peter Carey, descendant of a proud New England family, is to enter Yale. His elder brother Hugh gives him a bit of advice—"The main thing at college is to know the right people." Peter, however, is not interested in Hugh's "people"; his success lies in literary pursuits.

WILLIAMS, JESSE L. *The Girl and the Game and Other College Stories.*
College stories set at Princeton.

WILLINGHAM, CALDER. *End as a Man.*
A picture of school life in a southern military academy.
WINTNER, SOPHUS.  *Beyond the Garden Gate.*
A tragedy on a college campus.

WOLF, ROBERT L.  *Springboard.*
A sensitive boy grows up.

WOLFE, THOMAS.  *Look Homeward, Angel.*
Eugene Gant's experiences when he enters the university at Pulpit Hill as "the greenest of all green freshmen, past and present..." Here we have a complete case study of Eugene, including his home environment, early education, experiences at the university, and a follow-up of his later life.

WOLFE, THOMAS.  *The Web and the Rock.*
Thomas Wolfe's college days and his trip abroad.

WYLIE, KISKADDON.  *Altogether Now!*
A protest against the factors that hinder college education.
Understanding the Teacher

It is the supreme art of the teacher to awaken joy in creative expression and knowledge.

ALBERT EINSTEIN

A teacher affects eternity; he can never tell where his influence stops.

HENRY ADAMS

Teachers, like students, come in varied sizes, shapes, and colors. They teach in widely differing school situations. In order to become more fully acquainted with teachers, we must do more than observe in their classrooms; we must follow them home, see where they live, what they do, who their friends are, what they say in private conversations, and so on. This type of intimate observation would, of course, be impossible in real life. In the book, however, we are welcome to come and stay as long as we like.

Literature provides a marvelous medium for learning something of these persons who instruct the many students of the world. Laymen and school people alike will want to explore writings about teachers to gain insight into the teaching profession.

Sometimes the picture painted by the author is harsh and ugly as in Dicken's Nicholas Nickleby. At other times it is heartwarming, sincere, and sympathetic as in Elizabeth Corbett's In Miss Armstrong's Room. At still other times it proves hilariously funny. Who does not laugh or even guffaw when he reads Leo Rosten's tales of enthusiastic H*Y*M*A*N K*A*P*L*A*N, who enlivens Mr. Parkhill's class? Sly digs or satire may irk us if we are unduly sensitive; on the other hand, we can have a good laugh with the author after reading Harold Benjamin's Saber-Tooth Curriculum or Kingsley Amis' Lucky Jim. A good laugh is a splendid catharsis—something most of us could use regularly.
Understanding the Teacher

Grades One Through Twelve

ABE, KOBÔ. *Woman in the Dunes.*
A science teacher, an amateur insect collector, is imprisoned by a village society in Japan.

AGEE, JAMES. *Letters of James Agee to Father Flye.*
An interesting collection of letters written by James Agee to a former teacher at St. Andrews.

ALLEE, MARJORIE H. *A House of Her Own.*
Seventeen-year-old Catherine Lankester sets out to teach a one-room school in Indiana of the early eighteen hundreds. Carrying an impressive gold watch, she successfully manages the students among whom is one man three years her senior.

AMIS, KINGSLEY. *Take a Girl Like You.*
Twenty-year-old Jenny Bunn, teacher in southern England, meets Patrick Standish, an unorthodox instructor in a small college. Patrick changes her way of living.

ANDERSON, MARGARET. *The Children of the South.*
An account of a high school teacher's experiences in Clinton, Tennessee, as the school is integrated.

Insight into the life of Kate Swift, a small town teacher—her frustrations and desires. Her advice to her students is "Don't be a mere peddler of words. Know what people are thinking about, not what they say."

ARNOW, HARRIET. *Mountain Path.*
ASHTON-WARNER, SYLVIA. *Spinster.*
Anna Vorontosov, an unorthodox teacher of infants, pictures her teaching experiences in New Zealand with Maori children. She is loved by these children whom she understands so well.

ASHTON-WARNER, SYLVIA. *Teacher.*
The account of a teacher's year with Maori children in New Zealand. Described in detail is organic teaching which draws from the child his words, thoughts, and ideas.

ATHAS, DAPHNE. *The Fourth World.*
The experiences of a teacher in a school for the blind.

AUCHINCLOSS, LOUIS. *The Rector of Justin.*
(See page 111.)

BAILEY, TEMPLE. *Mistress Anne.*
A young school teacher's experiences.

BARLOW, JAMES. *Term of Trial.*
An industrial area in England is the site of the secondary school in which 42-year-old Graham Wier teaches English.

BARNES, P. A. *Little Difference.*
A comic story of a boarding school romance.

BEINING, TASHA. *Our Miss Williams.*
Here is the story of the life of a governess of a Count's household. This witty characterization is told by the Count's daughter.

BEITH, JOHN H. (Ian Hay, pseud.). *The Lighter Side of School Life.*
Dedicated to "The members of the most responsible, the least advertised, the worst paid, and the most richly rewarded profession in the world."
A collection of engaging sketches of teachers in English public schools.

BOSWELL, CHARLES, and LEWIS THOMPSON. *Curriculum of Murder.*
"Stories of students and teachers who abandoned their studies to commit MURDER." An unusual collection of stories about real students and teachers.
UNDERSTANDING THE TEACHER

BOWMAN, JEANNE. *Recess for the Teacher.*
Cynthia Keenan is a first-grade teacher on vacation with her grandmother, who has just retired from teaching.

BOYCE, BURKE. *Miss Mallett.*
Emily Mallett is a dedicated high school teacher, who teaches with verve and enjoyment but without nonsense. For Miss Mallett each student is important.

BRAINE, JOHN. *The Jealous God.*
Vincent Dungarvan, schoolmaster in a Catholic school, falls in love with a Protestant divorcee.

Negro native of British Guiana, Mr. B. has difficulty obtaining a job in his homeland, England. He becomes a teacher in East London, where he does a terrific job of understanding the students and their backgrounds.

BROWN, ROLLO W. *The Hillikin.*
The story of hard years at Harvard and at last a teaching appointment in a midwestern steel town.

BRYANT, ARTHUR H. *The Valley of St. Ives.*
Clark Fuller teaches the lower forms at St. Ives School for Boys. He meets horsewoman Christine Warrington, whom he loves, but she is completely absorbed with Pequo, her horse, which leads to tragedy for all.

BUCHAN, LAURA, and JERRY ALLEN. *Hearth in the Snow.*
A story of teaching in Alaska.

BUTOR, MICHEL. *Degrees.* (Richard Howard, trans.)
M. Vermier, teacher in a Parisian secondary school, describes the educational process as he sees it and as his nephew, Pierre, sees it.

Caldwell, Erskine. *Episode in Palmetto.*
A young attractive schoolteacher, Verona Stevens, is sought by several adult men of the community as well as by one of her high school students.
CARFRAE, ELIZABETH. *Good Morning, Miss Morrison.*
Young Priscilla was determined to be a teacher and dreamed of being Headmistress of St. Hilary's School for Girls. She chooses the teaching career in a day when teaching and marriage cannot co-exist.

CAUDILL, REBECCA. *Susan Cornish.*
After two years of college eighteen-year-old Susan tackles a teaching job in a one-room school located in a poor southern community. She demonstrates the rare talents of a "dedicated" teacher, showing understanding of the pupils and the needs of the community.

CHASE, GENEVIEVE. *Four Young Teachers.*

CHASE, MARY ELLEN. *A Goodly Fellowship.*
This autobiographical account will interest both the teacher and those who plan to teach. It covers all levels from grade school through college teaching and lecturing. A wide variety of schools and locales is represented.

CHASE, MARY ELLEN. *Mary Peters.*
For fifteen years Mary lives on her father's merchant ship. Her family then leaves the sea, and she enters a Maine Academy in Petersport. Mary teaches in a small country school in rural Maine; later she is asked to teach at the Academy. An excellent picture of life in Maine.

CLARK, SEPTIMA P. *Echo in My Soul.*
A Negro teacher in the South fights for integration.

CONRAD, EARL. *Public School Scandal.*

CONSTANT, ALBERTA W. *Miss Charity Comes to Stay.*
Charming Miss Charity comes to teach school in the Cherokee Strip where the Richardsons and others are struggling to farm.

CORBETT, ELIZABETH F. *In Miss Armstrong's Room.*
Emily Armstrong teaches grades three and four in a Milwaukee experimental school, The Model School, where student teachers practice. Students continue to refer to Miss Armstrong's room days long after they have left the school.
COX, WALLY, and WILLIAM REDFIELD. *Mr. Peepers.*
The story of a somewhat erratic high school teacher.

CROFT, MICHAEL. *Spare the Rod.*

DAHL, BORGHILD M. *Homecoming.*
About a teacher of a group of emigrants.

DAHL, BORGHILD M. *I Wanted to See.*
The story of a teacher.

DALGIESH, ALICE. *Silver Pencil.*
The experiences of a young kindergarten teacher.

DAVIES, VALENTINE. *It Happens Every Spring.*

DELIMA, AGNES. *The Little Red Schoolhouse.*
The introduction is by John Dewey.

DEUEL, LEO, ed. *The Teacher's Treasure Chest.*
Excellent collection of materials about teaching and teachers. Both fiction and nonfiction.

DICKENS, CHARLES. *Nicholas Nickleby.* (The Nonesuch Dickens, Vol. II.)
More than one Yorkshire schoolmaster threatened libel and claimed to have been the model for Mr. Squeers, the brutal, ignorant, one-eyed teacher Dickens describes in his attempt to reveal the neglect of education in England. It is as Mr. Squeers' assistant that Nicholas enters the teaching world; it is he who assists in the destruction of this abominable school.

The story of old Cheeseman, a Latin Master in an English school for boys. The story is narrated by a new boy who comes to admire Cheeseman and his wife and child. Cheeseman is ridiculed by all until he unexpectedly inherits a large sum of money.
DOLIM, MARY N. *Miss "Mac."*
Teaching in a large California high school is an enlightening experience for first-year teacher Jennifer Macmillan.

Biography of the "village schoolmaster who taught Lincoln grammar and surveying and a little law." A well-written biography of a man dedicated to the perpetuation of liberty.

DUNN, ESTHER C. *Pursuit of Understanding.*
Experiences of going to school in New England from elementary school through college. Following graduation came a visit to the Dresser Teachers' Agency, which resulted in a teaching position in a Boston public high school. College teaching came later.

ECHARD, MARGARET. *The Dark Fantastic.*
Judith, an intelligent, progressive young school teacher wants the position and money that Richard represents. Her pursuit of these desires ends in tragedy.

EGGLESTON, EDWARD. *The Hoosier Schoolmaster.*
"It takes a right smart man to be school-master in Flat Crick in the winter. They'd pitch you out of doors, sonny, neck and heels afore Christmas." Ralph Hartsook takes the job and conquers the students without beatings.

ELDRIDGE, PAUL. *And Thou Shalt Teach Them.*

ELLIS, H. F. *The Vexations of A. J. Wentworth, B. A.*
The notes and diary of a teacher, offered for the perusal of the public in an effort to show justification for throwing a book at a boy in his class.

ENGSTRAND, STUART. *Miss Munday.*
Helen Munday typifies the teacher of another era. Frightened of her principal, Mr. Larky, and his gossipy wife, this high school teacher lives a dull life enmeshed by the demands of her profession which allow her no freedom of thought or action.
ERDMAN, LOULA G.  *Fair Is the Morning.*  

ERDMAN, LOULA G.  *My Sky Is Blue.*  
About teaching in an elementary school.

ERDMAN, LOULA G.  *Separate Star.*  
Gail Warden introduces us to the problems of a first-year teacher in a small town.

FAST, HOWARD M.  *Silas Timberman.*  

FERBER, EDNA.  *So Big.*  
The story of a young teacher in a Dutch settlement.

FISHER, DOROTHY CANFIELD.  *The Deepening Stream.*  

FLEMING, BERRY.  *The Lightwood Tree.*  
Set in Georgia in 1943, this novel portrays a high school history teacher who champions a cause.

Miss Barracombie teaches a seventh grade class that everyone agrees is "terrible." Her somewhat traditional methods prove impressively effective in coping with the situation.

FONTAINE, DON.  *Sugar on the Slate.*  

FOWLES, JOHN.  *The Magus.*  
A young English schoolmaster, Nick Urfe, is slowly seduced into a circle of sinister people on a lonely Greek island.

FUSS, CLAUDE M., and EMORY S. BASFORD.  *Unseen Harvests: A Treasury of Teaching.*  
A variety of writing about education, including both fiction and nonfiction.
FUSS, CLAUDE M. *Independent Schoolmaster.*

FULLER, ROY. *That Distant Afternoon.*
A description of a second-rate English public school.

FURMAN, LUCY. *The Glass Window.*
The story of the "quare women."

GIFFIN, WILLIAM M. *School Days in the Fifties.*
A true story with some untrue names of persons and places.

GILES, JANICE H. *Miss Willie.*
It is Miss Willie Payne's missionary spirit that brings her to the Big Springs School in a poor Kentucky community. Miss Willie struggles to understand the ways of the Ridge and she succeeds against odds. Her wedding is celebrated by the entire Ridge.

GOLD, DOUGLAS. *A Schoolmaster With the Blackfeet Indians.*
Set in Montana and Canada, this series of vignettes tells of an Indian educator's experiences.

GORDON, CHARLES W. (Ralph Connor, pseud.). *Glengarry Schooldays.*
Archibald Munro, schoolmaster, is "just and impartial in his decisions and absolute in his control." The crippled teacher's enthusiasm infects his students and they turn willingly to any activity he undertakes. His successors are much different and they have little success.

HAMMERSTEIN, OSCAR II. *The King and I.* Based on the novel *Anna and the King of Siam* by MARGARET LANDON.
Anna teaches the children and adults, too, in the palace of the King of Siam.

HANNAN, JOSEPH F. *Never Tease a Dinosaur.*
The confessions of a male elementary school teacher who relates with humor his experiences in a female world where he rules as a "Sultan Supreme."
HARRIS, BETTY K. *Karen's Nursery School Project.*
The job at the nursery school was just for the summer until Karen found that she loved working with young children and decided to become a teacher.

HARRIS, MARK. *Wake Up, Stupid.*
One month in the life of a father of seven who is a novelist and a teacher in a San Francisco school.

Karen Wright and Martha Dobie are crucified by a student who is believed when she tells false tales of the women's lesbianism. The truth is acknowledged only after the death of Martha, the extinction of the Wright-Dobie School for Girls, the loss of a libel suit, and the ruin of Karen's intended marriage.

HERNDON, JAMES. "The Way It Spozed to Be."
Fictionalized writing of teaching in junior high school in San Francisco; the use of linguistics in teaching English to culturally deprived (Negro) children is described.

HETH, EDWARD H. *If You Lived Here.*
Lizzie Temple, school teacher, is synonymous with the town of Temple, for almost all of the townspeople have passed through her hands. This is a fine characterization of a seventy-year-old woman who has just completed fifty years of teaching. The town turns out to celebrate Lizzie Temple Day. Lizzie's comment is "It only surprises me that in fifty years I could have taught so many people so little."

The impressive story of a miraculous teaching job.

HILTON, JAMES. *Good-bye, Mr. Chips.*
Boston: Little, 1934, 125 pp.
Here is the classic tale of the English schoolmaster, Mr. Chips. Old Chips reminisces by the fire of old age, dreaming of the thousands of children he has had—all of them boys.
HILTON, JAMES. *The Passionate Year.*
Kenneth Speed, Cambridge graduate, is a beginning teacher at Millstead School, an English public school. Bursting with ideas and enthusiasm he finds the new work satisfying. He marries the Headmaster's daughter, Helen, but it is not a happy marriage.

HORGAN, PAUL. *The Fault of Angels.*

HUMPHREYS, ALICE L. *Angels in Pinafores.*
Clever vignettes of school teaching at the primary level. Couched in archaic religious language, there is a sly touch of humor and sarcasm as the spinster teacher observes and comments on the children and their activities. See also *Heaven in My Hand.*

HUNTER, EVAN. *The Blackboard Jungle.*
Described here are the teacher's problems as he teaches in a large city high school; teaching groups of rough kids, he despairs of ever breaking through their resistance to his efforts.

HUTCHINSON, ALFRED. *Road to Ghana.*
The story of a South African teacher.

IRVING, WASHINGTON. *The Legend of Sleepy Hollow.*
The classic picture of the schoolmaster.

JENKINS, SARA. *Year in Paradise.*
Janet Brownlee "felt foreign and ill at ease here as she did everywhere else." Used to the anonymity of New York, she comes to Paradise, Florida, to teach grades 6, 7, and 8 and to live with the two other women teachers.

JONES, A. MILES (Ann Bullingham, pseud.). *Penelope.*
Penelope, five, relates the story of an English school teacher who loses her job but is later reinstated.

JONES, A. MILES (Ann Bullingham, pseud.). *Penelope and Curlew.*
The story of a small town school teacher.

JONES, THELMA. *Skinny Angel.*
JONES, TIMOTHY. *Mr. Twining.*
Mr. Twining is a puny middle-aged English schoolmaster who knows little about women except that which he has read in the Latin classics. He is initiated into the realm of the worldly when he vacations in Nice; a series of humorous misadventures follow.

KAUFMAN, BEL. *Up the Down Staircase.*
Teaching in a high school as seen through the eyes of the teacher who spends a good portion of her time with minutiae.

KILPATRICK, SARAH. *The Phoenix Hour.*
Mrs. Conway, teacher in an English Day School (secondary), is the object of young Henderson's adoration.

KLASS, ROSANNE. *Land of the High Flags.*
The experiences of a teacher in Afghanistan.

KLASS, SHELIA S. *Come Back on Monday.*
One week in the life of a teacher and a student in a Harlem school.

KRNIDAS, KATHLEEN. *One Year in Autumn.*
The story of an English teacher in a Seattle high school and the students she has taught who still are involved in her life.

LANDON, MARGARET. *Anna and the King of Siam.*
(See entry under Hammerstein, page 80.)

LAURENCE, MARGARET. *A Jest of God.*
The story of Rachael Cameron, a 34-year-old teacher in a small town. Her experience as a woman and as a teacher in a small Canadian town make this an interesting novel.

LESTER, NANCY. *Stranger in Angel Town.*
The autobiographical account of teaching in a small Colorado town.

LUTES, DELLA T. *Country Schoolma'am.*
Boston: Little, 1941, 328 pp.
The autobiography of sixteen-year-old Delly Thompson who undertakes to teach in a small country school. Her enthusiastic interest conquers even the toughest of the school boys. Rich picture of country life.
MACCRAE, GORDON. *Dwight Craig.*

MCLAVERTY, MICHAEL. *The Brightening Day.*
This novel deals with a teacher in a small town in Ireland and the quiet days and adventures of his life.

MCLAVERTY, MICHAEL. *School for Hope.*
Nora Angela Byrne, a young school teacher, teaches in a boys' school in western Ireland. Many people help her through her initial discouragement—Peter Lynch, the Headmaster; Father Lacy, the parish priest; Mary and Elizabeth Devlin with whom she boards.

MCLELLAND, ISABEL C. *Hi! Teacher.*
Alison Gray, twenty, the new teacher at Cow Creek is young, slender, and inexperienced. For the first time she lives alone, finding a companion in Sad Eyes, a friendly collie. Her chief problem is the jealous former teacher who still lives there.

MANN, R. J., and PERRY CLARK. *Our Miss Brooks.*
A comedy featuring an English teacher.

MASON, MIRIAM E. *Yours With Love, Kate.*
The story of Kate Douglas Wiggin, author and illustrator of children's books, an early kindergarten teacher.

MAUROIS, ANDRÉ. *The Thought-Reading Machine.* (James Whitall, trans.)

MILLER, HELEN M. *Miss Gail.*
The story of a young girl's teaching experiences during the gold rush days.

MISS READ, pseud. *(See Saint, Dora J.)*

MITCHELL, RONALD. *Design for November.*
MOORE, BRIAN. *The Feast of Lupercal.*
Irish Diarmuid Devine, thirty-seven, teaches junior and senior English at Catholic Saint Michans near Belfast. He is suddenly aware of being old without having lived. Then he meets Una Clarke, a young Protestant girl; scandal whispers through the halls of the school, but the astute old president, Father Keogh, brings the situation under control.

MORGAN, MARY. *Teacher Lady.*

MORRESSY, JOHN. *The Blackboard Cavalier.*
The story of a young English instructor, Ernie Quinn, who teaches over-achievers at a suburban high school. The conflict is between his values and those of the educational establishment, personified by his department chairman.

MUEHL, LOIS B. *Worst Room in the School.*
Tales of a room with a reputation.

MURDOCH, IRIS. *The Sandcastle.*

O'CONNELL, CHARLES C. "Island Teacher."
Miss McCrary is self-conscious about the obvious birthmark on her face, for she fears the attention of those whom she imagines are staring at her. The son of the man she comes to love finally finds a way to let her know he truly likes her.

O'DONOVAN, JOAN. *The Middle Tree.*
Jenny Brown, a teacher in a London elementary school, searches for security.

OGILVIE, ELIZABETH. *The Dawning of the Day.*
A story of a teacher in a small fishing village on the coast of Maine.

OSTENSO, MARTHA. *Wild Geese.*
Tyrannical Caleb Gare ruled harshly over his fearful family as well as his Icelander neighbors who were in his way. Even Lind Archer, the young school teacher at Oeland, hesitated to cross Caleb's will.
PATTON, FRANCES G.  *The Finer Things of Life.*  
(See page 102.)

PATTON, FRANCES G.  *Good Morning, Miss Dove.*  
The terrible Miss Dove is an institution at the Cedar Grove School in Liberty Hill. She cares not for love nor hate, only conformity and obedience; the town depends on her to influence its children. It is a shock, therefore, when Miss Dove is suddenly paralyzed, unable to continue her duties as teacher of the first six grades.

PAUL, CHARLOTTE.  *Gold Mountain.*  
A historical novel of teaching on the northwest frontier.

PERKINS, VIRGINIA C.  *The End of the Week.*  
Everyone looks forward to spring except teachers, for spring brings to teachers a new round of problems—truancy, contagious diseases, water pistols, dirty windows, muddy playgrounds, smelly toilets, shortage of supplies, the annual report, etc. Thirteen excellent character studies of teachers who teach at P.S. 22—realistic, warm, human.

An interesting collection of first-hand accounts of teachers as remembered by former students. All variety of teaching is represented—the home, the elementary school, the high school, the college, etc. Selections written by well-known authors.

PORTER, ELLA W.  *A Song for Julie.*  
Julie Benson accepts a position in New Mexico, where she teaches music at all levels. She has a fine understanding of young children and techniques for working with them.

POST, MELVILLE.  *The Mountain School Teacher.*  

RASEY, MARIE.  *It Takes Time.*  
(See page 103.)

REECE, BYRON H.  *The Hawk and the Sun.*  
Teacher of English and history at Tilden High School, "Professor" Farley is the only white man who will come to the aid of Negro, Dandelion, who is accused of rape.
A young teacher's experiences.

ROSS, Ivan T. *Teacher's Blood.*
The city high school is the background for this intrigue which involves teacher and students. Ross is also the author of *Old Students Never Die* and *Murder Out of School.*

SAINT, Dora J. (Miss Read, pseud.). *Fresh From the Country.*
Anna Lacey, a young English girl, finds teaching in the London suburbs strangely challenging.

SAINT, Dora J. (Miss Read, pseud.). *Miss Clare Remembers.*
Miss Clare, whose whole life has been in a small English village, reviews her life.

SAINT, Dora J. (Miss Read, pseud.). *Over the Gate.*
Another of this author's stories of teaching in England.

SAINT, Dora J. (Miss Read, pseud.). *Village School.*
A year with a schoolful of young children in Fairacres, England, Miss Read relates the backgrounds of the individual children of the village and describes the two-room school where she and Miss Clare teach children up to twelve years. Here we have a complete up-to-date picture of an English village school, the pupils, and the two teachers and their methods.

SALINGER, Jerome D. *The Catcher in the Rye.*
Boston: Little, 1945, 192 pp.
Mr. Spenser and Mr. Antolini, Holden Caulfield's instructors at Pencey Academy, are portrayed through Holden's eyes.

SARGENT, Shirley. *Pat Hawley; Pre-School Teacher.*
New York: Dodd, 1958, 244 pp.
In order to earn money for another year in college where she majored in art, Pat agreed to help her sister-in-law, Betsy, in establishing a nursery school. She gains much valuable experience.

Marr-Hawken, a small poverty-stricken school, houses girls from twelve to seventeen all of whom "share an air of tragedy"—that is the refuge Helen Custer, a teacher, seeks to recover from life without Norman. She, too, acquires a tragic air.
SCHULZ, BRUNO. *The Street of Crocodiles.* (Celina Wieniewska, trans.)
An art teacher in a secondary school in Drohohycz, Bruno Schulz's real aim was to write the great Polish novel.

SCOTT, VIRGIL. *The Hickory Stick.*
Douglas Harris, Class of '35, is looking for a high school teaching job, but such jobs are not easily found. When he finally does get a position, he finds there is more to teaching than handling the classroom. He must patronize a board member's furniture store, go to a doctor who is ineffective but a board member, and rent his home from a member of the board.

SHIFFRIN, A. B. *Told Out of School.*
This is the story of Harriet Priest as revealed to a former student. It is only in adulthood as he returns to teach in the same elementary school that Jim Miller learns the full significance of events in this teacher's life, events which he half knew as a student.

SILBER, KATE. *Pestalozzi, the Man and His Work.*
New treatment of the life of Pestalozzi, the Swiss schoolmaster to whom our system of education owes so much.

SMITH, FRANC. *Harry Vernon at Prep.*
A satire by a Boston high-school teacher.

SPARK, MURIEL. *The Prime of Miss Jean Brodie.*
Miss Brodie remains in the "years of her prime" for a number of years. A somewhat unorthodox teacher at the Marcia Blaine School for Girls, she has a devoted following in the five girls who comprise the Brodie set.

STEVENSON, DOROTHY E. *Crooked Adam.*
A language teacher at Rockingham School during World War II, Adam Southey is unable to fight because of his limp. He manages to aid the war effort in another way.

STONG, PHILLIP. *If School Keeps.*
Lively description of Phil Stong's school experiences from first grade in 1904 through college life at Drake University. The second part of the book tells of his life as a teacher of physical and manual training in Minnesota, then graduate study at Columbia, followed by high school teaching in Kansas and then concentration on writing.
THARP, LOUISE H. *The Peabody Sisters of Salem.*
The story of the Peabody sisters, two of whom were wives of Nathaniel Hawthorne and Horace Mann. The third, Elizabeth, is known as the founder of the kindergarten in America.

THIRKELL, ANGELA. *The Headmistress.*

A picture of Miss Groby, teacher of English, who can not appreciate the beauty of a literary work because she is too intent on metaphors, similes, metonymics, personifications, etc.—told in Thurber’s own inimitable style.

UPDIKE, JOHN. *The Centaur.*
A novel on two levels—the story of a high-school science teacher in a Pennsylvania community and at the same time the tale of Chiron, the centaur. An interesting portrayal of a teacher who is neither a complete failure nor yet a complete success.

URMSTON, MARY. *The Forty Faces.*
A young teacher's experiences.

VIGDOROVA, F. *Diary of a Russian Schoolteacher.* (Rose Prokofieva, trans.)
Here is the familiar story of the beginning teacher as we observe Marina Nikoloyeva in her first year of teaching. Her pupils consist of forty boys of eleven and twelve years of age with whom she encounters problems common to any classroom.

WALKER, MILDRED. *Winter Wheat.*
The story of Ellen Webb, who teaches in a one-room school in Prairie Butte, Montana.

WAUGH, EVELYN. *Scott-King's Modern Europe.*
A master of the classics returns to England after a visit to modern Europe, concluding: "I think it would be very wicked indeed to do anything to fit a boy for the modern world."
An interesting factual account of a fine teacher's work in a one-room school in New Jersey.

Five individuals, four of whom are teachers, come to the community of Tigerstooth. The fifth member of the group is married to one of the teachers. *The Telling* is the story of what happened to them and to the town.

Whitney, Frank P. *School and I.*
The autobiography of an Ohio schoolmaster.

Wilder, Laura I. *These Happy Golden Years.*

Miss Moffat uses inherited money to establish a school for teaching young Welsh miners the rudiments of reading. She discovers Morgan Evans, whose alert mind eventually earns him a scholarship to Oxford University. Interesting observations of teaching methods in an unusual school setting.

Wilson, Charles H. *A Teacher Is a Person.*
(See page 113.)

Yates, Elizabeth. *Nearby.*
An excellent picture of teaching in a small New England village school. Mary had formerly taught in a city, but she finds that problems are similar anywhere.

The biography of a famous Harvard professor of writing who claims as students T. S. Eliot, Walter Lippman, Robert Benchley, Van Wyck Brooks, Robert Sherwood, Bernard de Voto, John dos Passos, and many other well-known writers. This compelling English educator made the use of words an exciting adventure.


Ella Bishop is considered a liaison between faculty and students when she begins teaching at Midwestern College, for she is only sixteen when she first teaches English grammar to thirty-one students. Her mother's fears of spinsterhood for Ella are justified, for Ella's life is one of repeated sacrifice for various members of her family.


In Cranton circles the question is usually "Whom do you know?" At this mythical university Richard Waith observes participants at a faculty party, particularly Arthur Keith Buchanan, who is credited with having transformed Cranton into a "cultural oasis." Here we have a critical analysis of a modern university and its faculty members.


Jim Dixon is a young instructor in an English college where he is in and out of hot water. This hilarious novel satirizes the entire education system—the head of Jim's department, Professor Welch, and his wife; Jim's own ineptitude in affairs of the heart; and so on through many uproarious situations.


Allan Hazard, associate professor, is portrayed with insight.
ARMSTRONG, CHARLOTTE. *The Witch's House.*
A young university professor who has been left for dead after an attack by a colleague is rescued, but imprisoned by a witch-like eccentric.

BAKER, CARLOS H. *The Land of Rumblelow.*
A young English teacher from an eastern university does research.

BAKER, DOROTHY. *Trio.*
A portrayal of professorial vices.

BARTH, JOHN. *End of the Road.*
Jacob Horner's experiences as an English instructor at Wicomico State Teachers College.

BARTH, JOHN. *Giles Goat-Boy.*
Giles, a boy fathered by a computer out of a virgin and brought up as a goat, seeks for his destiny as founder of the "New Syllabus" which will make men free; a spoof of modern technology and the academic world.

BECK, WARREN. *Final Score.*
Can a college assimilate the student from the wrong side of the tracks?

BENJAMIN, HAROLD. *Saber-Tooth Curriculum.*
Dr. Peddiwell, Professor of Education at Petaluma College, meets a former student in Tiajuana, where the doctor proceeds to instruct his student in the history of paleolithic education. He tells of New-Fist, a doer and a thinker, who develops a curriculum which is a parody of our modern education.

BIRSTEIN, ANN. *The Sweet Birds of Gorham.*
A young girl, Daisy Lerner, accepts a position at Gorham College, a small school for girls in New England. The plot is about Daisy's falling in love with the resident poet and her adjustment, or lack of it, to the small-town world of this New England college.

BISHOP, MORRIS. *The Widening Stain.*
A mystery story set at Cornell.
Brace, Gerald W. *The Spire.*
Associate Professor Henry Gaunt, a newly appointed professor of English literature, comes to Wyndham, a small New England college. He rapidly becomes involved in the college life—social, academic, and personal.

"Generations don't last very long nowadays," says Professor Stuart Treece, who teaches in a university housed in a former lunatic asylum. He tries to be nice to people, even though all they are is people, and as such tremendously difficult to be nice to. Another clever, witty satire by an English author; like *Lucky Jim.*

Bradbury, Malcolm. *Stepping Westward.*
This novel, set at Benedict Arnold University, is about James Walker, a British novelist, and his conflict over the taking of a loyalty oath. By the author of *Eating People is Wrong.*

Breckling, Grace J. *Walk in Beauty.*
Two southern half-sisters in a girls' college cause tragedy; narrated by a young instructor.

Bronte, Charlotte. *The Professor.*

Burns, John H. *Lucifer With a Book.*
The story of Guy Hudson, an enthusiastic and dedicated instructor at Miss Sophia’s Academy.

Carroll, Gladys H. *Neighbor to the Sky.*
Luke, a brilliant student, struggles to get his doctorate in educational psychology. After college he teaches in a Wisconsin college but becomes disillusioned.

Cary, Lucian. *One Lovely Moron.*
About the troubles of a university professor’s daughter.
Cather, Willa. *The Professor's House.*
Professor St. Peter's pride is his walled-in French garden on which he has worked for twenty years. But he is to leave this setting now for a lovely new home with a beautiful study, a study he will not have to share with the sewing woman.

Childers, James S. *God Save the Duke.*
The story of a young Oxford man, an instructor at an American co-educational university.

Davis, Dorothy S. *The Pale Betrayer.*
A mystery story involving an English instructor at a New York university who turns a science professor over to espionage agents.

Deal, Babs H. *The Grail.*
A story of a "middle-aged" football coach in a southern university.

De Voto, Bernard. *We Accept With Pleasure.*
The story of intellectual Bostonians.

What do students remember about their teachers? There are some students a teacher would be proud to have say: "He was my teacher." A teacher can have no other immortality.

"Half a dozen good teachers in a college are enough to make it distinctive." They are men who articulate and communicate ideas which later are seeds of your intellectual life.

The unusual story of a Negro professor of Anthropology at Samson University who becomes an expert on the Dangs, an Indian tribe in the Andes of Ecuador.
Elliott, George P. *In the World.*
In this novel about Berkeley professor, Alfred Royce, we observe the discontent of American society.

Elliott, George P. *Parktilden Village.*
The romance of a sociologist, a newcomer to Berkeley, with a student, daughter of a well-known professor.

Engel, Monroe. *The Visions of Nicholas Solon.*
Premarital affairs with a faculty wife return to haunt Solon’s happy marriage.

Erskine, John. *Bachelor of Arts.*

Portrays the professor’s bitterness about financial status.

A missile crisis in 1962 starts a professor of English on a week’s tour of the United States. Steagle comes from the fact that the Philadelphia Eagles and the Pittsburgh Steelers were merged and called the Steagles during World War II.

Fiedler, Leslie. *Back to China.*
Guilt-ridden Professor Baro Finklestone chafes at the sterility of college life in Montana.

The tale of a frustrated college professor.

Fisher, Vardis. *We Are Betrayed.*
Probing of a professor’s futile quest for self-understanding and adjustment.

Gessner, Robert. *Youth Is the Time.*
A novel of college life in lower Manhattan.
GIES, JOSEPH.  *A Matter of Morals.*
A midwestern state university is faced with the problems of academic freedom.

GOEPP, ADA.  *Small Pond.*
Two young women join the English department of a Massachusetts women's college.

GOODRICH, JOHN T.  *Cotton Cavalier.*
Life in a small religious college in the South.

GRAHAM, SHIRLEY.  *Booker T. Washington.*
(See p. 117.)

GUERARD, ALBERT.  *The Hunted.*
A girl from a state home marries a professor at a New England college.

HAASE, JOHN.  *Erasmus With Freckles.*
(See p. 15.)

HANSFORD-JOHNSON, PAMELA.  *Cork Street, Next to the Hatter's.*
Young professor Tom Hariot writes a play which is so atrocious that a producer decides it must be great art.

HANSFORD-JOHNSON, PAMELA.  *Night and Silence! Who Is Here?*
Matthew Pryar, a visiting fellow from England, is at first unimpressed by Cobb College and least of all by the man under whom he is to work, Dr. Dominick Maudlin Parke. His views mellow with familiarity, and it is with regret that he leaves the campus to marry wealthy Jane Merle.

HARRIMAN, JOHN.  *Winter Term.*

HEDDEN, WORTH T.  *The Other Room.*
Nina Latham, a young Virginia girl, is eager to get away from home, so she is glad to take a teaching position in a small New Orleans college. Great is her consternation when she finds that Willard College is a Negro school.
HERRICK, ROBERT.  *Chimes.*
The life of a young professor.

HICKS, GRANVILLE.  *There Was a Man in Our Town.*
The story of Colchester and the people who inhabit this small town. The narrator is Bert Shattuck, member of one of the old families, who relates the story of Dr. Ellery Hodder's attempts to manipulate Colchester's politics during an election. Professor Hodder finds that he has much to learn about the vagaries of people.

HOWE, HELEN.  *We Happy Few.*
About the interrelationships of a small group of Harvard professors and their wives.

HUDSON, HELEN.  *Tell the Time to None.*
A tale of college life and the influence of three deaths on the faculty of the college. Another theme concerns estrangement in faculty marriages.

HULL, HELEN R.  *The Asking Price.*
The story of a college professor who has lost his aspirations.

HUME, W. STOCK.  *Rudderless.*
A novel about the University of Michigan.

HUXLEY, ALDOUS L.  *The Genius and the Goddess.*

IMBS, BRAVIG.  *The Professor's Wife.*
Professor Myron Ramson's wife, Delia, is a fussy, somewhat vain woman. The story of the professor's household is based on the discerning observation of Eric, the butler, who narrates the novel.

INGHAM, TRAVIS.  *Young Gentlemen, Rise.*
A follow-up of a graduate from Yale.

ISHERWOOD, CHRISTOPHER.  *A Single Man.*
George Corydon, an Englishman, teaches at San Thomas State College, Los Angeles. A homosexual, George's ironic attitudes remind one of Malamud's characters.
JARRELL, RANDALL. *Pictures From an Institution.*
A satire of college teaching as exemplified by the faculty of Benton, a progressive college for women. Members of the faculty are presented in a humorous manner, witty yet sympathetic.

JOHNSON, ALVIN S. *The Professor and the Petticoat.*

JOHNSON, ANNABEL. *As a Speckled Bird.*
The story of a gifted young artist at an academy of fine arts.

JOHNSON, HENRY. *The Other Side of Main Street.*
The autobiography of a retired professor from the University of Minnesota.

JOHNSON, STANLEY. *Professor.*

KELLER, HELEN A. *Teacher: Anne Sullivan Macy: A Tribute by the Foster-Child of Her Mind.*
An excellent picture of the dedicated Anne Sullivan Macy; an evaluation of her incredible inventiveness. Also revealing of Helen Keller's life.

KELLY, ROBERT. *A Lament for Barney Stone.*
The experiences of a forty-four-year-old professor of English at a western university.

KEMPTON, KENNETH P. *So Dream All Night.*
A professor and his wife at Harvard struggle to make the money stretch.

KENNAWAY, JAMES. *The Mind Benders.*
The death of Professor Sharpey, a scientist who is studying the effects of isolation, leads to a bizarre development in the life of Dr. Longman, his co-worker, who continues to work with studies of reduction of sensation.

KOCHE, CLAUDE F. *Light in Silence.*
A story of crises in the lives of the teaching staff of a Catholic college of the Order of St. Bardolph near Niagara Falls.
Koch, Vivienne. *Change of Love.*
Diversified intellectuals are brought together at a literary institute.

A novel of a professor in a southwest university.

Everyone is waiting for eccentric old Dr. Hillebrand, Curator of the Museum, to retire. As an archaeologist, there is none superior; as a teacher, he excels, but the Director of the Department of Anthropology dislikes the influence exerted by the old man.

Lafore, Laurence. *Learner’s Permit.*
A humorous satire of college life as an uneducated and unorthodox young man assumes the position of instructor in English at Parthenon College.

Larner, Jeremy. *Drive, He Said.*
A satire of academic life by a young writer.

Lehman, Benjamin H. *Wild Marriage.*
A picture of academic life.

Leslie, Warren. *Love or Whatever It Is.*
The daughter of a college professor becomes emotionally involved with one of her father’s colleagues.

Lewis, Wilmartin S. *Tutor’s Lane.*
The story of an instructor in a small-town college.

Linn, James W. *Winds Over the Campus.*

Lipkind, William, and George Schreiber. *Professor Bull’s Umbrella.*
LIPSKY, ELEAZAR. *The Scientists.*
A scientist's development of biocin makes possible a great research center and promises to lead to the Nobel Prize.

LOEB, HAROLD. *The Professors Like Vodka.*
The tale of two teachers on the loose in Paris.

LURIE, ALISON. *Love and Friendship.*
About faculty intrigue at a New England college.

MACAULEY, ROBIE. *The Disguises of Love.*
The story of the relationship of a psychology professor and his wife and son.

MCCARTHY, MARY T. *The Groves of Academe.*
(See p. 117.)

A portrayal of racial inequality at the University of North Carolina.

MACKINTOSH, ELIZABETH (Gordon Daviot, Josephine Tey, pseuds.). *Miss Pym Disposes.*
Miss Pym writes a book about psychology and thereafter is considered an expert in the field. When she lectures at Leys Physical Training College, she stays a little too long, for a murder is committed and she must help solve it.

MALAMUD, BERNARD. *A New Life.*
This tale of an urban-oriented Jewish instructor in English as he teaches at Cascadia College might bear the subtitle, "What Is Wrong with Higher Education?"

MANCHESTER, WILLIAM. *The Long Gainer.*
Campus and state politics interact throughout this book. College administrators, teachers, and students form the mosaic of this long novel of the academic life at State.

MARSTON, EVERETT C. *Take the High Ground.*
One year in the life of an English instructor at a co-ed college in New England.
MEHTA, VED. *Fly and the Fly-Bottle.*
A report from the ivory tower of Oxbridge teachers.

MIERS, EARL. *The Ivy Years.*

MILLER, NOLAN. *The Merry Innocents.*
About a college professor in a midwestern town and his relationships with his family.

MOORHEAD, ELIZABETH V. *The Forbidden Tree.*
Indianapolis, Ind.: Bobbs, 1933, 336 pp.
A story of a young instructor in a midwestern college.

MORRIS, IRA. *The Paper Wall.*
An American professor of English takes a sabbatical in Japan.

MORRISON, THEODORE. *The Whole Creation.*
About three figures in the life of a New England college—an educator, a writer, and an industrial engineer.

MOSLEY, NICHOLAS. *Accident.*
This story involves two men, one an Oxford don and the other a novelist, and their interaction with two other individuals, both students of Stephan (the don). More basically, the book deals with the needs of man.

NABOKOV, VLADIMIR. *Pale Fire.*
A deposed Balkan king attends a New England college.

NABOKOV, VLADIMIR. *Pnin.*
The life of an emigré Russian professor at an upstate New York college.

NATHAN, ROBERT. *Mr. Whittle and the Morning Star.*
Cynical Professor Whittle teaches at Caraway College, where he expounds on the imminent end of the earth.

NEFF, WANDA. *Lone Voyagers.*
About the futility of faculty poverty.
NEMEROV, HOWARD. *The Homecoming Game.*
Just before homecoming, Ray Blent, football star, is flunked by Professor Charles Osman in English history and Professor Leon Solomon in philosophy. The two professors are subjected to all varieties of pressure—fellow professors, influential student leaders, trustees. Recently made into a movie.

NEWBY, P. H. *One of the Founders.*
Ian Hedges, Education Officer in England, helps found a university and gains a new wife, a teacher named Prudence.

O'CONNOR, WILLIAM V. *Campus on the River.*
A series of twelve excellent short stories set on a fictitious campus. The author, a professor himself, attempts to demonstrate that professors are human. Perceptive character sketches of men who inhabit the universe of the American university.

O'HARA, JOHN. *Elizabeth Appleton.*
The life of a dean's wife in a little college town.

PARKER, JAMES R. *Academic Procession.*
A collection of episodes about faculty life in the small college town.

PATTON, FRANCES G. *The Finer Things of Life.*
This collection of stories, based on the humorous activities of Professor Potter and his family, contains several excellent selections which treat elementary school teaching, for example, "Grade 5B and the Well-Fed Rat," which demonstrates research in the elementary school classroom.

PEARSON, EDMUND. *Murder at Smutty Nose.*
The celebrated collegiate crime of Professor Webster, who killed his creditor, Professor Parkman.

PEMBER, TIMOTHY. *Swanson.*
A character study of a young Englishman, professor at a California college.

PERRY, BLISS. *And Gladly Teach.*
Bliss Perry reminisces as he looks back over the road which he has traveled. In his seventy-fifth year he congratulates himself on having Enough courage to retire when his time came. His life had been full as professor, editor, author, critic, essayist.
PERRY, LEWIS. "My Older Brother."
A portrait of Bliss Perry written by his brother, Lewis, a man of eighty. Bliss Perry, born one hundred years ago, was a university professor and seventh editor of *Atlantic.*

POPKIN, ZELDA. *Small Victory.*
A college professor of history on assignment with UNRRA describes life in Frankfurt, Germany, in 1945, including the children and the schools.

RASEY, MARIE. *It Takes Time.*
The experiences of a teacher and professor during the past fifty years.

RAY, ANNA C. *Ackroyd of the Faculty.*
Boston: Little, 1907, 311 pp.
The story of a dry, scholarly professor.

REDINGER, RUBY. *The Golden Net.*
The story of an instructor in a midwestern college English department during the war years.

ROSS, NANCY W. *Take the Lightning.*
A young psychiatrist teaches in a western college.

ROSTEN, LEO. *The Education of Hyman Kaplan.*
(See p. 65.)

ROTH, PHILIP. *Letting Go.*
Here is a novel of young Gabe Wallach, an instructor at the University of Chicago, and his friends Libby and Paul Herze.

SANDERS, JOAN. *The Nature of Witches.*
A young American professor has a year's scholarship at Upsala University in Sweden.

Just finished with his Ph.D., Jim Drummond joins the faculty at Wilson University as an instructor in English. He tries to squeeze teaching, counseling, writing, his homelife—all into twenty-four hours a day, which proves an impossibility.
SARTON, MAY. *Faithful Are the Wounds.*
Edward Canon, Professor at Harvard after World War II, fights for liberalism. A fighter for civil liberties, intellectual freedom, he refuses to compromise his convictions. Helpless before the enormity of his problem and the failure of his efforts, he throws himself beneath a train.

SARTON, MAY. *The Small Room.*
The story of the problems of a young woman instructor on her first teaching assignment at a small college.

SCHMITT, GLADYS. *Small Fire.*
Arthur Sanes, pianist, comes to the College of Fine Arts. His contemptuous attitude proves an enigma to the other members of the music faculty who resent his patronizing sneers.

SEWELL, ELIZABETH. *Now Bless Thyself.*
The poet in residence at Auber University, an Englishwoman, observes American mores.

SHAW, IRWIN. *Lucy Crown.*
The history of a woman in pursuit of love.

SNELLING, LAURENCE. *Return of Lance Tennis.*
The comic novel of a former teaching assistant and his life and times.

SNOW, CHARLES P. *Strangers and Brothers.*
First book in a long sequence of novels, this is the story of a teacher of law, George Passant, who greatly influences a following of students. The group gets in financial trouble and George is tried for fraud.

Dr. Bohrmann of the Philosophy Department prepares to retire. “Change is the only stimulus,” says he, as he explores new areas of interest and moves into a “house of tomorrow” located overlooking the college town.

STEWART, RAMONA. *Professor Descending.*
A fifty-year-old professor deserts his job and wife to run away to New York City. He intends to do away with himself, but instead he finds a way of life with an interesting group of friends who are all down on their luck.
STILWELL, HART. Campus Town.

STRUNSKY, SIMEON. Professor Latimer's Progress.

SUEREMANN, HERMANN. The Mad Professor. (Isabel Leighton and Otto Schinnerer, trans.)

TABER, GLADYS B. Spring Harvest.
The life of students and faculty on the campus of a small Wisconsin coeducational college in 1914.

TAYLOR, ROBERT L. Professor Fodorski.
Stanislaus Fodorski, 46 year-old bachelor, former professor of engineering and architectural theory, immigrates to the United States, where he is hired to teach "Girders and Trusses." Through mathematical genius he becomes involved in coaching football.

THURBER, JAMES. The Male Animal.
A humorous play about those who consider football more important than college classes.

VAN DOREN, CARL. Ninth Wave.

VAN DOREN, DOROTHY. The Professor and I.
Humorous tales of the famous Van Doren family's private life.

VAN DOREN, MARK. Liberal Education.
What schooling fits a man to live richly?

WAGNER, GEOFFREY A. The Asphalt Campus; Montremata of the Academe.
Dr. Orrin Bunch, teacher of English at Lincoln College, is summarily dismissed. Developments are described against a background of student patter and faculty interaction.
The story of a Jewish university professor and his family in Germany.

Walter, Robert H. K. *Stacy Tower.*
A novel which presents a realistic picture of the conflicts and tensions of the modern "big campus" culture.

Walworth, Dorothy. *Feast of Reason.*
Susan Laird is hired by chic Lily Pardee to become Dean of Future Junior College, an expensive school for girls of which Lily is president. When Susan arrives, she finds the college a jumbled mess of so-called progressive practices.

Ward, Mary Jane. *The Professor's Umbrella.*
Professor Gregory Kitner, for many years an English instructor at Tamarack University, is suddenly fired supposedly for a morals charge brought by a coed. In reality, however, his discharge is due to the President's anti-Jewish feelings. Through the wholly nasty situation, Kit is able to maintain his equilibrium and to act rationally.

Ward, Mary Jane. *The Tree Has Roots.*
A novel of those who serve behind the facade of the university.

Insight into the life of a professor faced with the death of his wife as he realizes his complete dependence on this woman who had defined his life. He discovers himself.

Professor Dalrymple, professor of English in an unpretentious Illinois college, is suddenly aware of the web of dullness in which he is caught and from which he has little chance of escaping.

Wetherell, June. *But That Was Yesterday.*
An old flame comes to town.
WILDER, ISABEL.  *Let Winter Go.*
About four intelligent people in a New England university town.

WILLIAMS, JOHN.  *Stoner; a Novel.*
The story of an English teacher, William Stoner, a dedicated scholar and teacher who is disappointed in his wife and only child and who failed to grasp his one true love, a pretty graduate student.

WILSON, HARRY.  *Professor, How Could You?*

WISTER, OWEN.  *Philosophy 4.*

WOLFE, THOMAS.  *Of Time and the River.*
Professor Hatcher, the urbane Harvard playwriting instructor of Eugene Gant, is influential in the boy’s development. Eugene himself becomes an instructor of English.

WRISTON, HENRY M.  *Academic Procession.*
An autobiographical account of experiences as president of Lawrence College and Brown University.
Understanding the Administrator

*A leader is best
When people barely know that he exists,
Not so good when people obey and acclaim him,
Worst when they despise him.
"Fail to honor people,
They fail to honor you."
But of a good leader, who talks little,
When his work is done, his aim fulfilled,
They will all say, "We did this ourselves."

LAOTZU, The Way of Life

ADMINISTRATION—the man, the role, the position—is probably the least understood aspect of the educative process. There is relatively little fiction in the area, particularly fiction concerning the administrator in the public school.

The administrator himself can profit greatly from reading what is in many instances a case study. If he can remove himself from the "dust of the arena," from his preoccupation with the minutiae of his daily routine, he can gain new insights into the problems common to school administration. Vicariously he can observe Ralph Mallison's progress in *Ten O'Clock Scholar* or be bolstered by President Vaughn's views on administration in *A Friend in Power*.

Here lies the opportunity, too, for the teacher and the layman to obtain a clearer picture of the role of the administrator—the decisions which are made, the personal life of the administrator, the influences and pressures with which he must contend.
Understanding the Administrator

Below the College Level

AUCHINCLOSS, LOUIS. The Rector of Justin.
Brian Aspinwall, young instructor at Justin Martyr, an Episcopalian school, writes of Dr. Frank Prescott, the founder and Rector of Justin, whom Brian admires and loves in spite of the varied perspectives of the man he receives through the years.

BLOSSOM, VIRGIL T. It Has Happened Here.
A detailed description of the events which put Little Rock, Arkansas, on the map.

BRECKLING, GRACE J. The Brief Year.
Derek Wyngate, the new high-school teacher-principal, brings new ideas to Middle Grove and to the mind of his student, Sharon McGregor.

A humorous study in decision making, a problem which faces all administrators.

CARLETON, JETTA. The Moonflower Vine.
(See p. 33.)

DARLING, EDWARD. How We Fought for Our Schools.
An attempt to present objectively some of the issues in school conflicts in a readable, interesting manner which is designed to appeal to the layman. Charles Daniels, member of the school board, narrates this tale of Mrs. Conlin’s attack on the Oak Glen school administration for its expenditures on textbooks.
DAVENPORT, GWEN L.  *Candy for Breakfast.*
Dr. Frederick Macefield becomes principal of the Sunnyside School. His super-progressive program promulgates most interesting situations. Dr. Macefield, who considers himself too advanced for his times, resigns unhappily saying, "All I wanted was to make all the kiddies in America happy."

A description of a town meeting in Vermont where the issue appears to be a choice between a good bridge and a school building. It is Patrick Thompson who is remembered for strengthening the resolve of the group as he sums up his feeling thus: "I say, Let the bridges fall down!"

FISHER, DOROTHY CANFIELD.  *Seasoned Timber.*
T. C. Hulme, Principal of the Academy in small Clifford, Vermont, is clearly depicted—his care for aged Aunt Lavinia, his love for Susan Barney, and his belief in the principles of democracy, particularly as applied to education.

GILBAUGH, JOHN W.  *The Bull With Golden Horns.*
San Jose, California: Modern Education Publishers, 1958, 246 pp.
Superintendent Jethro Bay has many obstacles to overcome in Windy Prairie as he strives to develop a good school program.

GILBERT, MICHAEL F.  *Fear to Tread.*
Wilfrid Wetherall, Headmaster of a large secondary school for boys located in southwest London, is known to his boys as Wellington. As Headmaster he faces with his faithful ally, secretary Peggy Donovan, the usual administrative perplexities.

GRANT, DANIEL T.  *When the Melon Is Ripe.*
The autobiography of a Georgia Negro high school principal and minister.

HERSEY, JOHN.  *The Child Buyer.*
A state senate standing committee on education, welfare, and public morality is investigating the case of Wissey Jones, who allegedly negotiated for the purchase of a boy child, aged ten, for "unspecified educational and patriotic purposes." Excellent caricatures of school administrators—superintendent, principal, board members, guidance director—and their reactions to Mr. Jones' purchase of brains. A satirical fantasy.
Holmes, Marjorie R. *Ten O'Clock Scholar.*
The story of Ralph Mallison, public-school superintendent and his wife, Jan, who is less interested in education than she is in people. Ralph begins as superintendent of a single school, then moves to a small city system, later the Hightower Experience Schools, and last a large city system.

A small biography of the career of Henry Barnard, who was first Secretary of the Board of Commissioners of Common Schools in Connecticut and later was the first Commissioner of Education of the United States.

Lewis, Charles L. *Philander Priestly Claxton, Crusader for Public Education.*
The biography of a U. S. Commissioner of Education, who also held superintendencies in various large school systems; for example, Tulsa, Oklahoma.

McManis, John T. *Ella Flagg Young and a Half-Century of the Chicago Public Schools.*
An interesting portrayal of one of the few women school superintendents as she administered one of the largest school systems in the country.

Mann, Mary P. *Life of Horace Mann.*
The life of one of our greatest educators. This biography was written by his wife, one of the Peabody sisters.

Sam Higgins, the headmaster, is a decent man, but too honest. School becomes torture to Sam when a new teacher, Carmody, makes him miserably jealous.

Owens, William A. *Walking on Borrowed Land.*
A Negro principal views the possibilities of succeeding in a white man's town.
RICHARDSON, CHALMER. *A School in the Country: The Adventures of a Small Town Superintendent.*
The story of Ben Thompson, a beginning administrator. Ben accidentally lands the job as superintendent of a unified elementary and high school in Auburn. Each chapter presents a short case study of a typical problem confronting the superintendent during his eleven years with this district.

SIEGEL, BENJAMIN. *The Principal.*
The story of a high school principal in a growing suburban community as he deals with the problems of the administrator.

STRIBLING, T. S. *These Bars of Flesh.*
Legislator, Andrew Barnett, is instrumental in passing a bill requiring county school superintendents to have college degrees. Later, himself elected as school superintendent, he finds that he is matriculating at Megapolis University.

STUART, JESSE. *The Thread That Runs So True.*
Teacher, principal, superintendent, Jesse Stuart's autobiography tells of his battle for better schools.

THARP, LOUISE H. *Until Victory: Horace Mann and Mary Peabody.*
A well-known biography of the man who was instrumental in developing the American system of elementary education.

TRACY, LESTER L., JR. *Life and Educational Contributions of Joseph D. Elliff.*
Columbia, Missouri: Gamma Chapter of Phi Delta Kappa, U. of Mo. 1953, 144 pp.
The biography of a public school administrator in Joplin, Missouri. He served as principal, assistant superintendent, and inspector of schools.

VANSITTART, PETER. *The Game and the Ground.*
Two brothers establish a school to help children who are victims of the war.

WILSON, CHARLES H. *A Teacher Is a Person.*
"Everyone knows something about teaching," states Charlie Wilson as he relates with humor his wisdom derived from experience as teacher and administrator.
Understanding the Administrator

In Higher Education

ASHBURN, FRANK D.  *Peabody of Groton.*
The portrait of an administrator.

BAKER, CARLOS H.  *A Friend in Power.*
Each chapter represents a month in the school year as the process of choosing a new president for the university proceeds. The story is narrated by Professor Ed Tyler, chairman of the department of modern languages, who works with the trustees in presenting nominees for the presidency. He is stunned to find that it is he whom the committee has selected.

BARR, STRINGFELLOW.  *Purely Academic.*
President Pomton, a remarkable man whose resignation is eagerly awaited by some, is delighted to greet Mr. Denby, head of the Winthrop Foundation, which proposes to spend money on research at the university. Professor Schneider, head of the history department, is amused by Denby's skillful baiting of the groveling faculty members. He and Denby become good friends. A satire of the university community.

BISHOP, MORRIS.  *A History of Cornell.*
The youngest and eldest members of the New York State Senate, Andrew Dickson White and Ezra Cornell, combine their experience, ambitions, perspicacity, and fortunes to design, build, and endow the first multipurpose university in the pattern prescribed by the Morrill Act of 1862.

BOURNE, RANDOLPH.  *The History of a Literary Radical.*
Of particular interest is "One of Our Conquerors" which describes Dr. Alexander Mackintosh Butcher, president of Pluribus University. Supposedly a satire of Nicholas Murray Butler, president of Columbia. "Dr. Butcher had that peculiar genius which would have made him as successful in Wall Street or in a governor's chair as in the classroom."
BUTLER, NICHOLAS MURRAY. *Across the Busy Years.*
A thorough history of the life of Nicholas Murray Butler, who served for many years as president of Columbia.

CARY, LUCIAN. *Second Meeting.*
The romance of a divorcee and a midwestern college president.

COVELLO, LEONARD, and GUIDO D'AGOSTINO. *The Heart Is the Teacher.*
The story of an immigrant boy who becomes a great educator. Covello spent forty-five years with the New York City public schools. For twenty-two years he was principal of Franklin High School in East Harlem.

CRAIG, HARDIN. *Woodrow Wilson at Princeton.*
The story of a reformer and humanist.

DALE, MAXINE. *This Tangled Web.*
Faith Marquand, secretary to Dr. Franks, college president, and engaged to a professor, finds herself ruled by the wife of the former president who thwarts attempts to change the college.

FLEXNER, ABRAHAM. *I Remember.*
The remembrances of Abraham Flexner, who was at Johns Hopkins for many years. Stimulating comments on the problems of American education.

GRAHAM, SHIRLEY. *Booker T. Washington: Educator of Hand, Head, and Heart.*
The story of a Negro slave who rose to lead members of his race toward education.

HOYT, JANET. *Wings of Wax.*
The story of a former president of the University of Michigan.

HYDER, CLARK K. *Snow of Kansas.*
A biography of Francis Huntington Snow and the history of his career. Snow was one of the original faculty members of the University of Kansas and chancellor of the university from 1890 to 1901 during which time he made a college into a university.
JAMES, HENRY. Charles W. Eliot.
The biography of Charles W. Eliot, who was president of Harvard, 1869 to 1909.

KARP, DAVID. All Honorable Men.
Dr. Milo Burney, head of a foundation for the advancement of man's study of man speaks on "The Neglected Voice of Conservatism." He is asked to head an Institute for American Studies which would seek to point out individualism as the distinguishing characteristic of conservatism. He decides to work with the five-member board, but choosing faculty members leads to many complications such as a loyalty probe. The Institute is never born.

LOWELL, ABBOTT LAWRENCE. What a University President has Learned.
A discussion of the many various aspects of higher education. Problems of the university administrator include administration of the university, the college student, academic freedom, to mention only a few.

MCCARTHY, MARY T. Groves of Academe.
A satirization of a college faculty. When Henry Mulcahy, teacher of literature in a small Pennsylvania college, a "soft-bellied, lisping man with a tense, mushroom white face," receives a letter of dismissal, he considers himself victimized. He decides, therefore, to fight President Maynard Hoar.

MACRAE, DONALD. Dwight Craig.
About the intricacies of the role of president of a western university.

MANN, GEORG. The Blind Ballots.
A description of society in a midwestern university town and the handling of a school board election; a lawyer enters politics.

MOON, BUCKLIN. Without Magnolias.
Ezekiel is head of a Negro segregated college which depends on white funds for its existence. There are many times when he must swallow his anger in dealing with the white board of trustees. Over fifty, chained to a secure position and a wife he does not love, he lacks the courage to resign.
MORRISON, THEODORE. *The Stones of the House.*
Andrew Aiken, acting president of Rowley University, is pleased and gratified, after a year of handling the administrative problems of the university, to be chosen for the position of president. A fine character study written with wit and wisdom.

MORRISON, THEODORE. *To Make a World.*
Sam Morris, administrative assistant to the president of Rowley University, meets the heads of the Stoughton Foundation and later is asked to be a member of the consulting board of the Foundation. Norris acts as a liaison between the university and the education foundation. (See the preceding entry.)

PINE, HESTER. *Beer for the Kitten.*
President Trainor masterfully keeps peace among the faculty ired by the Fitches, who have their eyes on the presidency; the Alumni represented by Gus Bleiritch who gives the college a herd of deer and five peacocks; the trustees who present the usual problems. A humorous presentation of life on the campus.

POLLARD, JAMES E. *William Oxley Thompson.*
Biography of Dr. William Oxley Thompson, former president of Miami University in Ohio, and later president of Ohio State University from 1899 to 1933.

“As soon as me and Andy saw that building the same idea struck both of us. We would fix it up with lights and pen wipers and professors, and put an iron dog and statues of Hercules and Father John on the lawn, and start one of the finest free educational institutions in the world right there.” A wonderful tale of two somewhat unorthodox administrators.

SEARS, JESSE B., and ADIN D. HENDERSON. *Cubberly of Stanford and His Contribution to American Education.*
The life and contributions of Ellwood Patterson Cubberly, professor at Stanford. Chapter 8 specifically treats his work in school administration.

SHEPARD, ODELL. *Pedlar's Progress: The Life of Bronson Alcott.*
The life of Amos Bronson Alcott, an early school administrator.
SNOW, CHARLES P. *The Affair.*
In some ways the sequel to *The Masters.* Both novels are set at Cambridge with many of the same characters. Donald Howard, a young Fellow, has been dismissed, accused of falsifying research. After thorough investigation the Court of Seniors reverses the original decision. A fine administrative case study.

SNOW, CHARLES P. *The Masters.*
An excellent case study of group decision-making. Thirteen Fellows of one of the Cambridge colleges act and interact to effect the election of a new master. The two candidates are Paul Jago, a humanist of stature in the college, and Crawford, a famous scientist. In a close election the scientist with world repute wins.

WHITRIDGE, ARNOLD. *Dr. Arnold of Rugby.*
The record of Thomas Arnold’s life and influence as headmaster at Rugby, a picture of a nineteenth-century teacher and administrator, a man with a powerful personality.

WRISTON, HENRY M. *Academic Procession.*
An autobiographical account of becoming a college president. Theories of administration are discussed presenting many interesting ideas in handling personnel. Wriston was president of Lawrence College and Brown University.
### Authors, editors, and translators

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