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THE GROWTH AND DEVELOPMENT OF CHILDREN'S BOOKS
ABOUT MEXICO AND MEXICAN AMERICANS

by
Dorothy Clauser Moyer

A Dissertation
Presented to the Graduate Committee
of Lehigh University
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**THE GROWTH AND DEVELOPMENT OF CHILDREN'S BOOKS
ABOUT MEXICO AND MEXICAN AMERICANS**

by
Dorothy Clauser Meyer

An Abstract

AN ABSTRACT

This study was concerned with children's books about Mexico and Mexican people. One purpose was to determine the growth and development of children's books about Mexico and Mexican Americans in terms of content, illustrations, and format. A second purpose was to determine whether there has been a change in the image of Mexico that is portrayed in the books.

Books on children's literature, special books selection aids, journals, special bibliographies, and catalogues for library collections were used in obtaining the titles of books on Mexico and Mexican Americans. A total of 661 children's books were eventually obtained and examined to determine the nature and accuracy of the information presented on the land, the history, the people and their ways of living, the role of religion, the value orientations of the people, the family unit and the life cycle, the economy, the government, the educational system, and the art and creative expression of the people. Notes were also made on the kinds of illustrations in each book and their use, the general format and appearance of the book, the style of writing used and the presentation of the setting in each of the fictional books. After each book was reviewed a single, overall assessment was made, with each book being judged as recommended, acceptable, marginal, or not recommended.

In order that a picture of overall growth and development could be studied and changes in the image portrayed could be noted, the books

were grouped according to the following periods: (1) The Beginnings: Up to 1925; (2) A Growing Interest: 1926-1940; (3) The World War II Era: 1941-1949; (4) New Trends and Emphases: 1950-1960; and (5) An Era of Significant Change: 1961-1971. Within each period the books were divided into the categories of fiction and non-fiction for the purpose of reporting the findings.

The principal findings of the study are:

1. There has been a noticeable increase through the years in the number of books published on Mexico and its people.

2. The breadth of themes and subject matter covered in fiction has expanded greatly. Early stories were about lifeless or stereotyped characters performing unreal feats. Fiction in the forties provided a greater variety of themes but little that was unique in plot and characterization. In the 1950's and 1960's the breadth in themes and topics treated in fiction was much greater than that in books published in earlier years.

3. The content in fiction has gradually improved in accuracy over the years with an increasing number of authors writing from first-hand experience in the fifties and sixties compared to previous years, but there are still some inaccurate and unrealistic portrayals.

4. There is increased breadth in the subject matter of non-fiction in the last two decades. The early books emphasized Mexico's history and geography; books in the 1940's were characterized by shorter texts more suited to the interest levels of young readers; the breadth in topics expanded tremendously in the 1950's and particularly in the

1960's. However, the wider range of topics coupled with the emphasis on making books more appealing has caused oversimplification resulting in some distortion of facts and confusion of issues.

5. There is greater accuracy and more relevance for children in the content of non-fiction as the number of aspects covered on Mexican life has increased.

6. Illustrations have appeared in greater numbers in both fiction and non-fiction and are of higher quality in the more recent books.

7. An increasing number of books have been illustrated by artists having first-hand experience with Mexican life and customs.

8. There has been improvement over the years in the format of both fiction and non-fiction on Mexico, with exceptional improvement being made in picture books and easy-reading books.

9. The image of Mexico portrayed in children's fiction has improved but some stereotypes still exist. The barefoot-boy-with-burro image continues to be used frequently and Mexicans are too often portrayed as second-rate people.

10. In non-fiction, the image of Mexico has been portrayed in a somewhat stereotyped manner with some texts being condescending in tone. The history and geography of Mexico have been emphasized while other aspects of Mexican life were treated lightly or ignored. In the most recent books, however, the treatment of Mexico and Mexicans is more thorough and accurate than in earlier years.

11. None of the early books about Mexicans in the United States

depicted them as members of a recognized minority group. Even in books since 1961 there have been only a few stories about Mexican Americans as a minority group and only a few informational books which give descriptions of the minority group. The image of Mexican Americans portrayed in children's fiction seems authentic and realistic, although such books are few in number. Generally the treatment of Mexican Americans in non-fiction is accurate and meaningful.

CHAPTER I

THE PROBLEM

INTRODUCTION

The concept of a global community is becoming more and more a reality today. Contemporary children soon will assume grave responsibilities for thinking and planning with people of all nations. As early as 1946, it was observed that only through building ideas and ideals of tolerance and understanding during the formative years can today's children be ready for tomorrow's tasks and responsibilities.¹

There has been a substantial effort by educators, parents, and other concerned adults to promote better international understanding in children and young people through books.² While some of this task is accomplished through the use of textbooks, children's trade books, when carefully selected, can also be invaluable aids to children's awareness, acceptance and appreciation of the similarities and differences evident in various cultures and countries of the world community. Trezevant has noted that among those involved in the education process it has been commonly accepted that the reading of good books can develop the

¹ Floss Ann Turner, "Unity Through Children's Books," The Elementary English Review, 23: 189, May, 1946.

² May Hill Arbuthnot, Children and Books (Fair Lawn, New Jersey: Scott Foresman and Company, 1964), p. 476.

imagination, which is one of the most important ingredients necessary for real understanding to take place. If there is no real understanding there can be little feeling for others as humans and as fellow men.³

Efforts should be made in the elementary school to provide, along with the study of mathematics, science, and social studies, an opportunity for children to read many books if genuine understanding toward all peoples is to be fostered. In recent years, however, the production of children's books in quantity has often been emphasized at the expense of quality. Books related to the theme of international understanding are no exception to this fact. Along these lines McElderry has noted that

Despite the large and eager market for children's books, many of the buyers are inexperienced and unversed in the subject of children's literature, and it is possible, therefore, to sell all kinds of ephemeral, gimmicky, decked-out products.⁴

At the same time that there has been growth in production of books, resulting in the publication of numerous mediocre ones, there have also been major changes in content, style, and format which have brought about an increase in the number of outstanding books for children. Arbuthnot has stated that

³ Blanche Trezevant, "The Function of Literature in the Elementary School," The Elementary English Review, 22: 100, March, 1945.

⁴ Margaret K. McElderry, "Children's Books--Must the Boom Be a Bang?" The Reading Teacher, 20: 785, January, 1967.

In the last few years, writers, artists, and editors have joined forces to make children's books so varied in content and so beautiful to look at that adults as well as children enjoy them.⁵

As reported in The World Book Encyclopedia, "Children's books are changing along with the changing world."⁶ Smith has stated that

Books have kept pace with the children's world and with the immediacy of the need to know and to understand which confronts every human being today.⁷

It is the responsibility of the teacher and the librarian to select carefully and to make available those children's books that will provide the background material to shape attitudes, create understandings, and lead children from their own world to the larger world around them.

STATEMENT OF THE PROBLEM

The present study was concerned with children's books about Mexico and Mexican people. Due to the strategic location of Mexico in relation to the United States and to the significant number of people in the United States who are of Mexican background, the country of Mexico has been and continues to be pertinent to the American elementary school child.

⁵ Arbuthnot, op. cit., p. 2.

⁶"Literature for Children," The World Book Encyclopedia (56th edition), XII, p. 326.

⁷Dora V. Smith, Fifty Years of Children's Books, 1910-1960: Trends, Backgrounds, Influences (Champaign, Illinois: National Council of Teachers of English, 1963), p. 91.

It is important to develop in children initial concepts of Mexico and Mexican people that will give them an accurate picture of that land and its culture. It has been noted by Burris that

. . . as all the countries of the world grow closer and closer, understanding hindered by preconceived, unrealistic impressions becomes doubly important.⁸

There seems to be a difference of opinion as to the treatment of Mexico and Mexican Americans in children's books. Gast⁹ believes that while some stereotypes are evident, Mexico and Mexican Americans are better treated in children's literature than they are in American textbooks, where they are often passed over lightly or forgotten altogether. Blatt¹⁰ found that the Mexican and Mexican American cultures have almost always been realistically pictured in children's books but that the authors of such books "seem more aware of problems south of the border than they are of similar ones in our country." On the other hand, Westerberg thinks that

Teachers and librarians need to examine more closely the material related to other countries that they give their students. Of over 100 books and other materials on Mexico that were examined at the Information Center on Children's Culture, UNICEF, only one did not show a

⁸ Miriam Burris, "Japan in Children's Fiction," Elementary English, 43: 29, January, 1966.

⁹ David Karl Gast, "Characteristics and Concepts of Minority Americans in Contemporary Children's Fictional Literature," (unpublished doctoral dissertation, Arizona State University, Tempe, 1965), p. 12.

¹⁰ Gloria T. Blatt, "The Mexican-American in Children's Literature," Elementary English, 45: 450, April, 1968.

barefoot boy with burro.¹¹

One purpose of the present study was to determine the growth and development of children's books about Mexico and Mexican Americans in terms of content, illustrations, and format. A second purpose was to determine whether there has been a change in the image of Mexico that is portrayed in the books.

BACKGROUND OF THE STUDY

In order to understand children's books about a country and to evaluate them adequately it is important to know something about the lives and customs of the people of that country. This section is concerned with the history, traditions, and environment of Mexico and her people. Many who are Mexicans, by ethnic background or place of birth, live within the confines of the United States. Information on Mexican Americans, as these people are called, is also included.

Mexico

Mexico is a land of many faces--of conquests and revolutions; of tremendously diverse topography and climate; of numerous races and cultures in conflict; and of regional and class variations in food, clothing, shelter, language, education, and creative expression. Emerging today is still another Mexico, one burgeoning with energy, industry,

¹¹ Virginia Westerberg, "Highlights of the Fifth Intermountain Conference on Children's Literature," Elementary English, 46: 927, November, 1969.

reforms, and problems. Indeed, Mexico is a country in need of continued study and understanding as it takes its rightful place among the nations of the world.

The land. Altitude is the greatest single variable determining livability, climate, and agricultural life,¹² and great mountain ranges are the dominant characteristic of Mexican geography. Usually winters are mild everywhere but in the north where there is snow. Spring and summer seasons often are quite rainy, especially on the coasts and in the south. The central plateau region, or highlands, boast the best climate as it is almost like spring the year around. Two major mountain ranges, the Sierra Madre Occidental and the Sierra Madre Oriental on the west and east respectively, eventually adjoin each other and mingle in parts of Central Mexico. Both mountain ranges leave few usable passageways for communication purposes. Two other mountain ranges, the Sierra Madre del Sur and the Sierra Madre de Chiapas, are also lacking in convenient passes. These four mountain ranges rise abruptly from the sea coast, thus leaving few coastal lowland areas.¹³

Generally, the northern part of Mexico is arid desert; in contrast, southern Mexico is thick jungles of tropical plants and trees. The Pacific Coastal Region and the Gulf of Mexico Region are composed of

¹² Charles C. Cumberland, Mexico: The Struggle for Modernity (New York: Oxford University Press, 1968), p. 6.

¹³ Ibid.

fertile lowlands with coffee and banana plantations prevalent while the high plateaus in the middle of the country house much of the country's population.¹⁴

Mexico has a wealth of exploitable mineral resources: gold and silver, lead, zinc, copper, iron ore, and coal, and has enough of the latter two resources to support a substantial iron and steel industry. Probably the most important mineral resource the country has today is petroleum. At the present time the federal government is very much involved in developing and promoting its oil and other related industries to the fullest possible use.¹⁵

Agriculture in Mexico is, at best, a very difficult and frustrating occupation. The topography of the country leaves little room for the small farmer with his lack of arable land, lack of education, and lack of modern methods and equipment. Much of the land that is available for farming does not receive normal rainfall, but either gets torrential downpours or suffers from chronic drought. Rates of evaporation and run-off prevent any semblance of a nationwide agricultural program. It has been estimated that "50 per cent of the land in Mexico suffers a continuous scarcity of water, 36 per cent lacks water during the winter . . . and only 13 per cent (as compared to 47 per cent in the

¹⁴
Ibid.

¹⁵
Ibid., p. 8.

United States) has sufficient rainfall in all seasons."¹⁶ The most "well-watered" land in Mexico, unfortunately, is in the mountains where agriculture is impossible. Today, almost half of all Mexicans live on the land and in the countryside, but "agricultural output accounts for only 12 per cent of Mexico's gross national product. . . ."¹⁷

History. From Pre-Columbian times to the present Mexico's history has been turbulent. Early Indian civilizations, including the Maya, Toltecs, Tarascans, Zapotecs, Mixtecs, Aztecs, and others, vied for mastery of the land. Then came the Spanish Conquest of the Aztecs by the conquistador, Hernan Cortes. Mexico became a part of the Spanish Empire in 1519 and remained under Spanish rule until the establishment of independence in 1821. Throughout the colonial period, the Mexican Indians suffered complete subjugation. Humanitarian regulations known as the Laws of the Indies were not effectively enforced; consequently, the Indians suffered tremendously through neglect, oppression, and disease. Resistance to continuing repression, corruption, rigidity, and inefficiency of Spanish rule developed in Mexico and other Latin American countries.¹⁸

¹⁶ Cumberland, op. cit., p. 11.

¹⁷ "Fast-Moving Mexico Hits a Roadblock," loc. cit.

¹⁸ Lecture by Dr. Robert Williamson in Course S.R. 467, "Latin American Social Structure," Lehigh University, Bethlehem, Pennsylvania, November 18, 1968.

With the establishment of independence there was little change in the social structure of Mexico. The masses remained poor, illiterate, and powerless; there was merely a shift in rulers from Spanish to those of the Church, the army, and a small landed oligarchy. In addition, Mexico lacked any previous experience in self-rule; consequently, with the new rulers came new tensions and a new struggle for power between creole (Spaniard born in the New World) and mestizo (mixed Spanish and Indian or Negroid blood) to replace that between peninsular (Spaniard born in Spain) and creole.¹⁹ From the beginning of independence, confusion reigned and clashes of ideas and ideals predominated. Rule of the masses was usually in the hands of very powerful individuals (caudillos) both regionally and nationally. This was especially true from the 1820's until the Revolution in 1910 as well as at times since the Revolution.²⁰

Mexican life and culture have changed dramatically in the twentieth century, beginning in 1910 with the Mexican Revolution. This continuing revolution, marked as "one of the most significant social movements in modern times,"²¹ has emphasized basic institutional change through a "transformation of a semi-feudal agrarian economy, the distribution of land to the peasants through the ejido program [of communal

¹⁹ Hubert Herring, A History of Latin America from the Beginnings to the Present (New York: Alfred A. Knopf, 1967), pp. 300 and 302.

²⁰ Ibid., p. 302.

²¹ Cumberland, op. cit., p. 242.

land ownership], the strengthening of labor's position, the emancipation of the Indian, and the spread of public education."²² The 1940's marked the beginning of a movement to de-emphasize land distribution reforms and social change in favor of greater production of goods. This movement is in full operation today, but national policies have also been put into motion once again to improve social welfare, education, agriculture, and labor. While some improvement has been made in all of these areas, agricultural experts today observe that the land reform program has fallen short of its goals of improving the lot of ordinary people on the land and boosting food production. Less than 45 per cent of the 175 million acres of land distributed to peasants is actually arable and, at this point, Mexico is still unable to produce enough food to feed its people.²³

The people and their ways of living. Found in the mountains of Mexico are intermontane basins; within seven of these basins live approximately half of the Mexican population,²⁴ which reached 52 million in 1972.²⁵ Mexico, like most of Latin America, has shown

²² Oscar Lewis, Five Families: Mexican Case Studies in the Culture of Poverty (New York: Basic Books, Incorporated, 1959), pp. 6-7.

²³ "Fast-Moving Mexico Hits a Roadblock," loc. cit.

²⁴ Ibid., p. 6.

²⁵ "Fast-Moving Mexico Hits a Roadblock," U.S. News and World Report, 73: 34, October 2, 1972.

tremendous increases in overall population, as can be seen in Table I. In 1960, the average age was 19 years. This statistical fact places enormous burdens on the educational system.²⁶ It is estimated that Mexico's population will increase to 100 million in the year 2000. The rate of growth is one of the highest in the world, approximately 3.4 per cent a year, while the death rate is only one-third to one-half the birth rate.²⁷ Problems associated with future population growth will, of necessity, cause changes in national policies and traditional practices.

While the population of Mexico is increasing constantly, urban development is growing even faster. However, until Mexico, like other Latin American countries, can strengthen its urbanization with more highly organized industrial and economic growth, better transportation and communication systems, improved public services and utilities, more and better educational programs, and more efficient use of its natural and human resources, there can be no earnest moves toward suburbanization, that is, a blending of urban and rural. Urban Mexico, especially the greater Mexico City area of more than 6 million, suffers many problems, probably the most serious of which is what to do with the thousands of rural peasants who have swarmed into the urban

²⁶ Lecture by Dr. Robert Williamson in Course S.R. 467, "Latin American Social Structure," Lehigh University, Bethlehem, Pennsylvania, September 30, 1968.

²⁷ "Fast-Moving Mexico Hits a Roadblock," *op. cit.*, p. 36.

TABLE I
POPULATION STATISTICS: MEXICO*

Year	Total pop. '000's	Indigenes in '000's	European Creole & Peninsulars in '000's	Castas or Mestizos '000's	Percent literacy ⁴	Percent rural
1520 ¹	25,000	25,000				
1570	4,313	4,200	63	50		
1646	1,435	1,250	125	160		
1742	3,425	2,260	565	600		
1772	4,646	2,490	784	1,372		
1793	5,450	2,700	1,050	1,700		
1803	6,225	2,900	1,095	2,230	5	
1810	6,122	3,376	1,107	1,639		
1820	6,204	3,426	1,057	1,721		
1831	6,382	3,520	1,060	1,802	5	
1840	7,016	4,000	1,000	2,016	5	
1850	8,000	4,500	1,500	2,000	6	
1861	8,212	3,203	1,560	3,449	7	
1875	9,495	3,513	1,899	4,083	9	
1880	10,448	3,970	1,985	4,493	10	
1895	12,632	4,800	2,526	5,306	14	81
1900	13,607	5,021	2,700	5,886	18	80
1910	15,160	5,609	2,729	7,822	20	77.7
1921 ²	14,334	4,110	10,224		34	74.7
1930	16,553	2,648	13,965		39	66
1940	19,654	2,945	16,607		48	65
1950	25,791	2,889	23,502		56	57
1960	34,923	3,632	31,291		62	49
1965 ³	42,689				78	45

1. Data given for years prior to 1900 should be used as gross indicators, not finite figures.
2. After 1910 the census figures make no distinction between creole and mestizo.
3. 1965 data are estimates.
4. Literacy rates are for those 10 years of age and older.

*Charles C. Cumberland, Mexico: The Struggle for Modernity (New York: Oxford University Press, 1968), p. 367.

centers hoping to find work, be with family and relatives, and enjoy a better way of life than that offered through village life and subsistence farming.²⁸ In many of the villages and rural areas from which peasants came, roads and streets remain unpaved, housing and public services continue to be primitive, and living conditions in general are much the same as those of centuries ago.²⁹ There has been no boom in the countryside as there has been in the urban areas; in fact, signs of a prospering rural economy are scant.

Most Mexicans today are of mixed blood, but some are of white European, Indian, or Negroid ancestry. Mexico is considered to be a mixed blood or mestizo nation.³⁰ While a typical Mexican is often stereotyped as "the little man seated under a tree, hat over eyes, face on knees, taking a siesta,"³¹ it is unlikely that such a Mexican exists. Rather, a Mexican may be many things, both culturally and temperamentally: (1) He may be literate or one of the 30 per cent who are illiterate; (2) He may be a devout Catholic or a bitter anticlerical; (3) He may boast of his Spanish lineage or be proud of his Indian blood; (4) He may be extremely wealthy or suffer from a hopeless, aching pov-

²⁸Williamson, loc. cit.

²⁹"Fast-Moving Mexico Hits a Roadblock," op. cit., p. 35.

³⁰Frank Tannenbaum, Mexico: The Struggle for Peace and Bread (New York: Alfred A. Knopf, 1956), p. 15.

³¹William W. Johnson, Mexico (New York: Time Incorporated, 1966), p. 10.

erty; (5) He may be dedicated to work or wholly indifferent to it; (6) He may be a friend to foreigners or may harbor some bitterness toward them; and (7) He may joke about his government's ineptitude, corruption, or irregularity but may become angered if those topics are discussed in the presence of foreigners.³²

Today the mestizo is considered the most important single element in the Mexican population. He is the link between the Indian and the European in Mexico and "is generally the only Mexican who has a sense of nation,"³³ that is, a fierce national pride in everything that is Mexican. Consequently, to the mestizo goes the task of making a nation out of the mixed cultural elements of his country.

The languages spoken in Mexico are numerous, with the greater percentage of Mexicans speaking a form of Spanish. However, almost every Indian group has its own indigenous tongue which is unlike Spanish and unlike any other Indian language.³⁴ This lack of a universal language has caused many national problems and could continue to prevent the total nationalization of Mexico.

Climate and geography greatly influence the kinds of food, clothing, and housing used by Mexicans. While regional variations in food are great, the basic food element, especially in rural areas, continues to be corn, and the staples of the Mexican diet are tortillas (cornmeal

³² Ibid., pp. 12-13.

³³ Tannenbaum, loc. cit.

³⁴ Johnson, op. cit., p. 12.

pancakes), frijoles (beans), and chili. Urban Mexicans usually eat foods that are familiar to Americans. Their clothing, as well as their housing, unlike those of rural Mexicans, are quite modern, often patterned after European styles. There are exceptions, however, The extreme poverty in the vecindades and jacales, the tenement and make-shift housing areas of larger Mexican towns and cities, prevents many of the urban masses from enjoying some of the benefits of modernization.³⁵ Those Mexicans living in small villages or rural areas dress simply, often in regional dress, and exist in what would seem to be poverty and squalor. Their homes are usually no more than hovels and their diet consists of tortillas, beans, gruel, and inadequate amounts of water.³⁶

The role of religion. The Mexican population remains overwhelmingly Catholic today, although it is not likely that millions of Mexicans who are Roman Catholic are thoroughly Christianized. Rural Mexicans, especially Indians, usually practice what would be a combination of Christian and indigenous beliefs.³⁷ Many Mexicans are extremely ritualistic, superstitious, and fatalistic; consequently

³⁵ Lewis, op. cit., p. 10.

³⁶ Johnson, op. cit., p. 146.

³⁷ Ibid., p. 136.

religion and superstition are difficult to separate.

The Church, which was the largest landowner and money-lender of the nineteenth century, lost much of its power during the Reformation, but later recovered that power in Mexico during the dictatorship of Porfirio Díaz. The Mexican Revolution brought violent conflicts between the clergy and the State; however, since the time of President Avila Camacho in the 1940's, the Church regained some of "its influence upon education and in the government itself."³⁸ It is apparent today that the power of the Church is increasing both in religious thought and political action, evidence of such power can be found in the number and strength of Catholic organizations in Mexico, the prodigious amount of Catholic literature and printed materials being published, and the increase in public acts and appearances by members of the clergy.³⁹ According to González Casanova, it appears that traditional Catholicism in Mexico is being replaced by another type, that is, a Catholicism in which the population declares itself Catholic but does not regularly practice all the ecclesiastic rites.⁴⁰ Nevertheless, Catholicism continues to be a powerful force in the lives of most Mexicans.

³⁸ Pablo González Casanova, Democracy in Mexico, trans. Danielle Salti (New York: Oxford University Press, 1970), pp. 38-39.

³⁹ *Ibid.*, pp. 39-41.

⁴⁰ *Ibid.*, p. 44.

Value orientations. Mexicans have different ways of looking at life from most North Americans. Family ties count heavily for them. In fact, the family is the most important social institution of all.⁴¹ Unlike most wives in the United States, the Mexican wife continues to be subordinate to her husband and accepts his male superiority, or machismo. Culturally, macho "involves sexual prowess, action orientation (including verbal action), and various other components. But, a 'real macho' is one who is sure of himself, cognizant of his own inner worth, and willing to bet everything on much self-confidence."⁴² While most women in Mexico are protected and cloistered, men enjoy much freedom. In fact, a separate extramarital establishment for the husband's pleasure is common at all levels of Mexican society. However, such a practice "does not impair the sanctity of the home."⁴³ The superior status of the male and of the machismo concept are now somewhat threatened with the spread of urbanization, the higher female employment rate, and greater freedom enjoyed by Mexican women. Yet, machismo and the traditional status of women are so rooted in the value structure and the socialization practices of the Mexican family that they continue

⁴¹ Johnson, op. cit., p. 13.

⁴² Dwight B. Heath and Richard N. Adams (eds.), Contemporary Cultures and Societies of Latin America (New York: Random House, 1965), p. 509.

⁴³ Johnson, op. cit., pp. 13-14.

to exist.⁴⁴

Mexicans have accepted a class system without much question. Though there is little evidence of racial prejudice among the people, a type of class or social prejudice is practiced. Most Mexicans find it difficult to move up to the next class in the social hierarchy, since social position is more influenced by one's family position and amount of land owned rather than by wealth alone.⁴⁵

At the same time, among Mexicans as among most Latin Americans, there is a deep feeling for the dignity and worth of the individual. This dignidad de la persona has been defined as "the inner integrity or worth which every person is supposed to have originally and which he is supposed to guard jealously."⁴⁶ For the most part, Latin Americans lack genuine group feelings and group concepts toward groups outside the family. They possess a sense of honor and courtesy toward ritual and tradition and often are fatalistic in their approach to everyday life. They are artful and skillful in the use of their language to their best advantage; they have a knack for saying what is flattering or what the hearer wishes to hear so that their verbal behavior becomes somewhat freewheeling.⁴⁷

⁴⁴ Robert C. Williamson, Latin American Societies in Transition. Unpublished manuscript, Lehigh University, 1973. Chapter 10, p. 38.

⁴⁵ Heath and Adams, op. cit., pp. 343-44.

⁴⁶ John Gillin, "Ethos Components in Modern Latin American Culture," American Anthropologist, 57: 493, 1955.

⁴⁷ Heath and Adams, op. cit., pp. 508-09.

The family unit. Daily events and social gatherings are oriented toward kin and kinship roles. Mexicans, as do most Latin Americans, see the main function of the family as the reproduction and socialization of off-spring; consequently, there are many free union marriages and illegitimate children. Not surprisingly, the number of broken homes and fatherless families is also great. In one Mexican sample, 32 per cent of the lower class homes were without a male household head.⁴⁸ On the other hand, because of close family and kinship ties and because of the meaningful practice of compadrazgo (godparenthood) that is practiced in most Latin American nations, orphanages and old-folks' homes are almost unheard of. In Mexico, both the extended family of grandparents, aunts, uncles, and cousins and the practice of compadrazgo "have a significance well beyond the nuclear family culture of the United States."⁴⁹

The economy. With industrial growth and development in Mexico on the increase, more Mexicans are involved in the commercial, industrial, and service areas of the economic sphere,⁵⁰ as can be seen in Table II. At first glance the numbers of Mexicans employed in a variety

⁴⁸ Santiago Ramírez and Ramón Parres, "Some Dynamic Patterns in the Organization of the Mexican family," International Journal of Social Psychiatry, III (Summer, 1957), p. 19.

⁴⁹ Williamson, op. cit., p. 25.

⁵⁰ Cumberland, op. cit., p. 320.

TABLE II
LABOR FORCE DISTRIBUTION, PER CENT: MEXICO*

Year	Agric.	Extract. indus.	Industrial transport	Com- mercial	Other
1895	64.3	.5	11.2	5.0	19.0
1900	64.3	.7	11.0	6.1	17.9
1910	64.4	.6	10.9	5.8	18.3
1921	71.4	.6	10.9	5.6	11.5
1930	70.2	.9	13.4	5.3	10.2
1940	65.4	1.8	10.9	9.4	12.5
1950	58.3	1.2	11.8	8.2	20.5
1960	54.2	1.3	13.7	9.5	21.3
1965	51.2	1.3	15.2	10.3	22.0

*Charles C. Cumberland, Mexico: The Struggle for Modernity (New York: Oxford University Press, 1968), p. 367.

of occupations seems impressive; however, the quoted percentages can be very deceiving because many Mexicans are still self-employed or are employed in domestic services, offering little or nothing to the total economic growth of the country. Not only in Mexico but in much of Latin America emphasis always has been on occupations associated with status, including the military, humanistic, and professional fields especially. Nonetheless, Mexico needed to boost its economy and, with the willingness on the part of more Mexicans to work with their hands and establish areas of manufacturing and industry which produce tangible goods for domestic and foreign use, the country has

experienced a tremendous industrial boom, particularly in the sixties.⁵¹ Per capita gross national product increased by four per cent per annum in the 1960's and in 1970 was almost double its level of 20 years ago.⁵² However, the gains and tangible achievements are going to only 25 per cent of the population so that Mexico's income distribution today is one of the most unequal in the world. The other 15 per cent of the population are perhaps a little worse off than they were 20 years ago.⁵³

The government. Political organizations are now beginning to make themselves known in Mexico. An urban middle class, which has emerged, has played a dominant role since the 1940's. Though Mexican national politics now is basically a one-party system, it is difficult to dispute what this party, the Institutional Revolutionary Party (PRI), has accomplished.⁵⁴ It has brought about a peaceful transfer of executive power every six years and is considered an institution which seems to represent the interests and goals of the majority of Mexican people.⁵⁵ Nevertheless, Mexico's de facto one-party system, with President Luis Echeverría Alvarez leading the way, must reconcile

⁵¹"Spread of U.S. Plants to Mexico Brings a Boom--and Complaints," U.S. News and World Report, 72: 57, March 27, 1972.

⁵²Melville J. Ulmer, "Who's Making It in Mexico?" New Republic, 165: 21, September 25, 1971.

⁵³Ibid., pp. 21-22.

⁵⁴John J. Johnson, Political Change in Latin America: The Emergence of the Middle Sectors (Stanford, California: Stanford University Press, 1967), p. 135.

⁵⁵Cumberland, op. cit., p. 274.

opposing interests, namely those of the impoverished majority of the poor, the influential intellectuals, and the Church.

Criticism of the government has become frequent and widespread so the President is pushing social and economic reforms, such as strict enforcement of income tax laws, higher levies on business, provision of irrigation and subsidies for fertilizers and machinery for the peasants, higher wages and more effective controls on prices, and the active encouragement of family planning. Genuine progress in Mexico will depend on the government's ability to override the criticisms and rumblings it has received in recent years.⁵⁶

Education. Mexico faces what seem to be insurmountable problems. Her people must work desperately hard to improve the literacy rate of the masses. This can only be accomplished by spending millions of dollars on educational programs, facilities, and qualified teachers. In the 1960's educational improvements took place at a phenomenal rate,⁵⁷ but plans on paper are well ahead of the schools themselves in terms of facilities, equipment, and numbers and qualities of teachers. Much work remains to be done if literacy and meaningful education are to be brought to the majority of people.

⁵⁶ Ulmer, *op. cit.*, p. 23.

⁵⁷ Cumberland, *op. cit.*, p. 292.

Art and creative expression. Mexico is a young nation with a constitution and new feelings of nationalism and creative expression never before experienced. Its art, architecture, drama, and literature are more than reflections of foreign cultures. They are truly Mexican and their influences are felt around the world.⁵⁸ Distinctive regional art, music, dance, processions, and celebrations are commonplace. While the folk arts of painting, sculpture, ceramics, weaving, needlecraft, basket making and metalworking can be found in most regions, art forms such as opera, ballet, drama, sculpture, painting, and classical music are more commonly enjoyed by members of the upper and middle classes. Also considered of major importance as means of creative expression in Mexico are the national spectacle of bullfighting, and soccer and jai alai, two highly competitive and popular sports.

Perhaps the greatest problem of all will be the problem of providing enough food and water for the growing population. Despite the tremendous economic growth experienced in the last 35 years, millions of Mexicans remain on the margin of the country's development.⁵⁹ According to observers, Mexico is now "paying the price for a headlong rush to industrialize that gave too little heed to the mounting needs of its large, fast-multiplying rural population."⁶⁰ It will take miracles to

⁵⁸ William W. Johnson, op. cit., pp. 123-128.

⁵⁹ "Fast-Moving Mexico Hits a Roadblock," op. cit., p. 34.

⁶⁰ Ibid.

alleviate the problems this country still faces in its battle for life and growth, but few countries today are working with more vigor and spending their money more wisely than is Mexico. Today's leaders in Mexico seem to be aware that their greatest resource is the Mexican people. With the proper training and stimuli to spur them on the people are accomplishing great tasks and a strong feeling of nationalism appears to have emerged.⁶¹ However,

Whether the nation can ever become "prosperous" in the sense of Swedish or German prosperity, or ever achieve a standard of living roughly equivalent to that of the United States, still remains in serious doubt in view of the limited natural resources with which she has to work.⁶²

Mexican Americans

The Mexican American, while not the most deprived or oppressed minority in the United States, is the most historically neglected and ignored group in our nation.⁶³ In the past, most studies have concluded that the Mexican American lacked ambition, was innately violent, was extremely religious and superstitious, and maintained an extended family system. It seems that, at last, some changes in attitudes and viewpoint are being made and more objective studies and evaluations are

⁶¹ Cumberland, op. cit., p. 323.

⁶² Ibid.

⁶³ Manuel P. Servín, The Mexican-Americans: An Awakening Minority (Beverly Hills, California: Glencoe Press, 1970), p. vii.

developing.⁶⁴

Defining the term Mexican American is not an easy task. As in the name American, the name Mexican American connotes a tremendous amount of heterogeneity. For the purpose of this study, however, the term Mexican American is used to designate those people in the United States whose ancestors originally settled in the Spanish territory which was later acquired by the United States, as well as to those people whose ancestors settled in what is now the Mexican nation and then migrated to the United States. They may refer to themselves as Spanish, Mexican, Spanish American, Chicano, La Raza, Hispano, or other similar names.

It is estimated that there are approximately seven million Mexican Americans living in the United States today.⁶⁵ Though this number seems small in comparison to America's 200 million people, the Mexican American population is significant for two major reasons: (1) most Mexican Americans live in a five-state area of the Southwest and are of great national importance, representing 12 per cent of approximately 29 million people; and (2) Mexican Americans form the most significant minority in the Southwest, yet much less is known about them than about the Puerto Rican minority in the East, which

⁶⁴ Ibid.

⁶⁵ "La Raza--The Race for Equality," Senior Scholastic, 99:4, January: 20, 1972.

receives more attention and includes far fewer persons.⁶⁶

There were Spanish people living within the confines of land that was to become part of the United States of America years before that nation was established. In fact, Spaniards have always been an ethnic element in the United States, though somewhat negligible in numbers.⁶⁷ Back in the late 1500's Spaniards had settled in parts of what now forms the Southwestern states.

After Spanish rule was dissolved in the New World, these early Spanish settlers and their descendants became isolated and lived in seclusion until the mid-nineteenth century. During this period their culture had undergone little significant change. Then in the Nineteenth Century several events brought their isolation to an end. The United States annexed Texas from Mexico in 1845. A year later there followed the brief but very costly Mexican-American War (1846-1848).⁶⁸ According to Steiner, Mexico did not want war nor did they provoke it; it was provoked by the United States so that the Mexicans might begin it and was done so that the United States could acquire new territory.⁶⁹ The

⁶⁶ Joan W. Moore, Mexican Americans (Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1970), p. 52.

⁶⁷ Carey McWilliams, North from Mexico: The Spanish-Speaking People of the United States (New York: Greenwood Press, 1968), p. 20.

⁶⁸ Ibid.

⁶⁹ Stan Steiner, La Raza: The Mexican Americans (New York: Harper & Row, 1970), p. 362.

Treaty of Guadalupe Hidalgo in 1848 formally ended the war, a disastrous defeat for Mexico and "one of the less glorious episodes in the history of the United States."⁷⁰ The United States acquired the territory that is now California, New Mexico, Arizona, Nevada, Utah, and part of Colorado--in all, about half of what was Mexico's national territory. In defeat, Mexico received 15 million dollars and cancellation of all outstanding debts owed to the United States.⁷¹

Included in the Treaty of Guadalupe Hidalgo was the agreement that all previous Spanish land grants to the Spanish settlers in the newly acquired United States territory were to be honored by the United States and the people living on the grants were to express loyalty to the United States. Unfortunately, unscrupulous land swindlers ousted the rightful owners through legalistic maneuverings. Today, Mexican Americans who are descendants of those land grant owners have organized to recover their stolen lands.⁷²

There were several major migrations and numerous smaller migrations of Mexicans from Mexico to the United States as the twentieth century began.⁷³ Because records of human traffic were so approximate

⁷⁰Herring, op. cit., p. 324.

⁷¹Ibid., p. 323.

⁷²Steiner, op. cit., p. 29.

⁷³A detailed list of the number of Mexican immigrants to the United States in comparison to all other immigrants, during the years 1910 to 1967, is found in Table III.

TABLE III

NUMBER OF MEXICAN IMMIGRANTS TO THE UNITED STATES
AND ALL OTHER IMMIGRANTS, 1910-1967*

Fiscal Years	Mexican**	All Other	Fiscal Years	Mexican*	All other
1910	17,760	1,023,810	1939	2,265	80,733
1911	18,784	859,803	1940	1,914	68,842
1912	22,001	816,171	1941	2,068	49,708
1913	10,954	1,186,938	1942	2,182	26,599
1914	13,089	1,205,391	1943	3,985	19,740
1915	10,993	315,707	1944	6,399	22,152
1916	17,198	281,628	1945	6,455	31,664
1917	16,438	278,965	1946	6,805	101,916
1918	17,602	93,016	1947	7,775	139,517
1919	28,844	112,228	1948	8,730	161,840
1920	51,042	378,959	1949	7,977	180,340
1921	29,603	775,625	1950	6,841	242,346
1922	18,246	291,310	1951	6,872	199,345
1923	62,709	460,210	1952	9,600	255,920
1924	87,648	619,248	1953	18,454	151,980
1925	32,378	261,935	1954	37,456	170,721
1926	42,638	261,850	1955	50,772	187,018
1927	66,766	268,409	1956	65,047	256,578
1928	57,765	249,490	1957	49,154	277,713
1929	38,980	240,698	1958	26,712	226,553
1930	11,915	229,785	1959	23,061	237,625
1931	2,627	94,512	1960	32,684	232,714
1932	1,674	33,902	1961	41,632	229,712
1933	1,514	21,554	1962	55,291	232,472
1934	1,470	28,000	1963	55,253	251,007
1935	1,232	33,724	1964	32,967	259,281
1936	1,308	35,021	1965	37,969	296,697
1937	1,918	48,326	1966	45,163	323,040
1938	2,014	65,881	1967	42,371	361,972

* Joan W. Moore, Mexican Americans (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1970), p. 41.

** By country of birth.

as to be almost valueless, it has been statistically impossible to analyze Mexican immigration earlier than 1910.⁷⁴ However, after 1910 the number of Mexicans coming to the United States greatly increased because of the revolution in Mexico as well as a new need for manpower in the United States, a country which had become involved in World War I.

Important immigrations of Mexicans to the United States occurred at the following times:

1. Between 1910 and 1920, when the recorded Mexican immigration to the United States totaled over 224,000 immigrants.⁷⁵

2. From 1920 to 1930 approximately 430,000 Mexicans came, including many poor people who worked with their hands and others who were skilled workers and professional men. "Mexican workers became the backbone of the labor force in some industries and on farms as well."⁷⁶

3. Following an extreme reduction in Mexican immigration, caused by the American economic depression (1929-1941), there was then a new resurgence of Mexicans into the United States with the outbreak of World War II. The number of Mexican Americans and transient farm workers, including bráceros, who were brought in legally, and wetbacks, who came in illegally, increased from approximately 27,000 in the

⁷⁴ Moore, *op. cit.*, p. 39.

⁷⁵ Julian Nava, Mexican Americans: Past, Present, and Future (New York: American Book Company, 1969), p. 88.

⁷⁶ *Ibid.*

1930's to more than 54,000 from 1940 to 1950.⁷⁷

4. From 1950 to 1960 there was another major migration of Mexicans to the United States, with many being braceros or wetbacks. Approximately 290,000 immigrants came into the United States. Bitterness and conflicts developed during this time over the treatment of Mexicans by labor unions and employers.⁷⁸

5. During the 1960's legal Mexican immigration into the United States increased. In 1964, about 32,000 Mexicans arrived. In 1965, Congress acted to limit the number of immigrants it would accept annually from the rest of the Western Hemisphere to 120,000; the act became effective in 1968. Today, an average of 40,000 Mexicans immigrate to the United States each year.⁷⁹

From the very beginnings of the development of a Mexican American minority, it was evident that the Mexican did not benefit by acquiring land but seemed to become just another source of cheap farm labor somewhat more numerous than other groups such as the Chinese and Japanese.⁸⁰ The Southwest, where most Mexican Americans live, was slower in its economic, urban, and political development than was the remainder of America; consequently, Mexican Americans have had

⁷⁷ Ibid., pp. 88-89.

⁷⁸ Ibid., pp. 88 and 90.

⁷⁹ Ibid., p. 91.

⁸⁰ Moore, op. cit., p. 32.

less opportunity to advance themselves economically and socially. It is no longer true, however, that they are basically a rural people. They have been moving into cities at a rapid rate since modernization of agriculture has made the demand for labor quite small. Nowhere is this more true than in California and Texas.⁸¹ Today, approximately four times as many Mexican Americans live in cities and urban areas as live in rural regions.⁸²

The major problem plaguing the Mexican American community is poverty. One-third of all Mexican Americans still earn less than \$3,000 a year.⁸³ Discrimination in employment, education, housing and social practices has prohibited any significant economic growth or advancement by the majority of Mexican Americans. The poverty experienced by the Mexican American is very oppressive, especially when measured in terms of housing, health, and community services. "In some respects American citizens of Mexican descent are poorer than any other sizable minority in modern America, though this fact has been largely unnoticed."⁸⁴ In the Southwest, 29 per cent of all poor children are Mexican American, 22 per cent are Negro, and less than half of that are Anglo. Thirty-five per cent of all federally-defined-poverty-level

⁸¹ Ibid., p. 55.

⁸² Ibid., p. 56.

⁸³ Nava, op. cit., p. 96.

⁸⁴ Moore, op. cit., p. 71.

families in the Southwest were Mexican American in 1960. Although a larger percentage were classified as nonwhite, Mexican American families fall nearly at the bottom of the ladder when income is considered in terms of the number of individuals in a family depending on that income.⁸⁵ "In California, the most prosperous of the southwestern states, the median income per person in a [Mexican American] family was only \$1,380, whereas nonwhites earned \$1,437 and Anglos, \$4,108 per person."⁸⁶ It is a fact that Mexican Americans are as severely hampered economically as any other minority group in America.⁸⁷

The education of the Mexican American over the years has proved to be a dismal failure. Until now, the system has failed to replace middle-class Anglo practices and traditions with sound, unbiased, and realistic solutions to this serious problem. According to McWilliams,⁸⁸ the present most controversial issue in the schools that Mexican American students attend is the language problem. The Mexican American child is punished for his stubbornness and persistence in using the Spanish language when, in fact, the problem lies in a lack of realism in the handling of the so-called problem. The language issue is actually part of a larger set of socio-economic problems. There is no

⁸⁵ Ibid.

⁸⁶ Ibid.

⁸⁷ Ibid.

⁸⁸ McWilliams, op. cit., p. 298.

doubt that "the development of special teaching techniques and especially trained personnel"⁸⁹ could help ease the problem. But the language problem is a community problem; it "is related to bad housing, lack of nutrition, migratoriness, social disorganization, segregation, dominant group hostility, and a dozen other factors."⁹⁰ Instead of accusing the Mexican of being stubborn in adhering to a culture which actually prevails where he lives, Americans must recognize the real character of that culture and deal with it realistically, democratically, and in a humane manner.

Some progress against the economic and social poverty of this minority group is being made, however. With the flow of Mexican Americans from rural to urban areas has come more public assistance and more aid from political parties, labor unions, and civic groups. Improvements in educational practices are slowly being made. Each new generation of Mexican Americans is attaining more formal education than did its parents. More Mexican Americans are attending colleges and universities and are being encouraged and assisted in various ways so that they might see the value of an education.⁹¹ Labor union activity among this minority group is increasing. Business, industry, and politics are seeking minority group members and leaders and it appears that

⁸⁹ Ibid., p. 299.

⁹⁰ Ibid.

⁹¹ Nava, op. cit., p. 104.

many more Mexican Americans are becoming involved in the economic and democratic processes.⁹²

Most recently, through the Chicano movement,⁹³ Mexican Americans have attempted to cut across social, regional, and generational lines by using traditional forms of social protest as well as more radical means to accomplish their aims.⁹⁴ Several major spokesmen for the movement include (1) Cesar Chavez, the 43-year-old California farm worker and organizer of the farm workers' union;⁹⁵ (2) Reis Lopez Tijerina, age 44, of New Mexico, who is trying to recover land which originally belonged to Chicanos before the Treaty of Guadalupe Hidalgo in 1848;⁹⁶ and (3) Rudolfo (Corky) Gonzales, the 42-year-old Chicano from Colorado who is the founder of a Chicano organization called the Crusade for Justice.⁹⁷ In addition some Chicanos have formed a militant organization known as the Brown Berets, a group similar to the Black Panthers and one which is dedicated to protecting Chicano inter-

⁹² Ibid., p. 97.

⁹³ The Chicano movement is a type of political activity that involves Mexican Americans who are questioning and challenging not only the assumptions of other generations of Mexican American political leaders but also some of the basic assumptions of American politics.

⁹⁴ Moore, op. cit., p. 149.

⁹⁵ Steiner, op. cit., pp. 310-23.

⁹⁶ Ibid., pp. 76-96.

⁹⁷ Ibid., pp. 378-92.

ests by any means necessary.⁹⁸

Most Mexican Americans agree that they must act collectively, not individually, as they work toward a cultural nationalism within their group. Indeed, it is in this sense of purpose that the Mexican Americans can be called an awakened minority,⁹⁹ whether they refer to themselves as La Raza, as Chicanos, or as Spanish Americans. What is important is that each involved Mexican American feels "a deep sense of urgency to reconstruct his history, his culture, his sense of identity."¹⁰⁰ No one can say that the Chicano movement or the actions of La Raza are entirely good or bad or right or wrong; however, their efforts have awakened many in the minority to work for the betterment of the whole group and they need to be recognized as a new force of political expression for Mexican Americans.

Today many Mexican Americans are confronted with a common conflict, the conflict between two cultures--Spanish and Anglo. Some react to the conflict by moving to urban centers, some react by resorting to crime, drugs, or alcoholism, and others may react by accepting the very conservative and secure life in all-Mexican-American community, or barrio. Still others, and the numbers are increasing, are becoming more acculturated and are working hard to include the best

⁹⁸ Ibid., pp. 230-44.

⁹⁹ Servín, op. cit., p. 201.

¹⁰⁰ Moore, op. cit., p. 156.

of both the Mexican and the American cultures in forming their own lives as proud, contributing American citizens.¹⁰¹

Summary

Mexico has experienced a very turbulent history and has been in constant search of an inner nationalism and peace. Though its problems are many--enough food and water for its increasing millions, education of the masses, economic and political uncertainty, harsh climatic and topographical conditions, and others--its accomplishments have been extraordinary, particularly in education and industry. The Mexico of today possesses a rich heritage and strong nationalistic feelings which it seems more anxious than ever to share with the rest of the world. The outlook for the future seems bright because the people themselves are more aware than ever before of the problems and possibilities that lie ahead and are becoming more involved in working toward national goals. They realize that, for improvements to continue, millions of dollars for massive programs and the development of creative, educated minds are necessities. Nonetheless, limited natural resources may dictate just how far Mexico can progress in solving its problems, some of which seem almost insurmountable.

Historically and geographically, Mexicans both in Mexico and in the United States are all a part of the same experience, that is, a

¹⁰¹
Nava, op. cit., p. 110.

part of the same Spanish and Indian ancestry. Since Mexicans were very much a part of the southwestern United States long before the first people arrived from the East, it should be understood that ancestors of many of today's Mexican American minority were among the original settlers of what is now the Southwest; they were not intruders from the outside world as is so commonly believed.

In spite of the fact that Mexican Americans are one of the largest disadvantaged minority groups in the United States, only recently have they received attention from and in the news media concerning the real plight of their poverty. Through community action programs and local organizations some changes are taking place. Other changes are occurring as a result of the more active social and political protest movement of members of La Raza and of Chicanos. Actions today among the Mexican Americans leave little doubt that there is an increasing radicalization and the emergence of a true cultural nationalism accompanied by new problems and many unanswered questions. It does seem, however, that Mexican Americans are an awakened group and their future is an optimistic one.

PROCEDURES OF THE STUDY

In studying the growth and development of children's books about Mexico and Mexican Americans four steps were taken: (1) identifying titles of books, (2) locating and obtaining books, (3) reviewing the books, and (4) reporting the findings.

Identifying Titles of Books

The principal sources used to obtain names of books on Mexico and Mexican Americans which had been published in the United States for English-speaking children were of five types:

1. Books on Children's Literature. These included some anthologies of children's literature. A list of the books used appears in Appendix A.

2. Special Book Selection Aids. These publications consisted of lists of books that were recommended for purchase and use in the library, classroom and/or home. A list of these aids also appears in Appendix A.

3. Journals. Seven journals were used in search of additional titles. Some of these are devoted to the selection and review of books while the others include a book review section in all or some of the issues each year. Every available or pertinent issue of each journal was scrutinized carefully for new titles. A list of the journals used is found in Appendix A.

4. Special Bibliographies. As books, journals, and other publications were searched, a number of special bibliographical listings of books came to the attention of the writer. Most of these listings were made available without charge or for a small fee. Those bibliographies which proved to be important sources for securing new titles of books are listed in Appendix A.

5. Catalogues for Library Collections. Card catalogues in

libraries were used either through personal visitation or through written correspondence. Trips were made to a number of libraries in order to search their card catalogues. Approximately half of the titles of books were identified in this way.

In addition, letters were sent to 29 public libraries in large cities throughout the country, requesting lists of children's books on Mexico and Mexican Americans listed in their catalogues. The libraries that were contacted are listed in Appendix A. Of the 29 libraries contacted, 19 replied; 15 sent lists of their holdings of children's books having to do with Mexico. The other four stated that lack of sufficient staff prohibited the compiling of such a list. Many more titles were identified through these lists.

From the five sources mentioned above a total of 804 titles were secured. As titles were obtained, basic bibliographical data, grade- or age-level range of the book, type of book, and sources listing the book were recorded on a separate card for each book. Any special annotations, summaries, or criticisms found of the book were also recorded so that as much specific information and as many differences of opinion as possible were readily available for reference and review.

As the search for titles progressed, it was found that some titles were unrelated to the Mexican theme. Consequently of the 804 titles originally identified, 123 had to be discarded. This left a total of 681 children's books concerned with Mexico and/or Mexican

Americans.

Locating and Obtaining Books

Of the 681 books identified 375 were obtained for reviewing through personal visits to the 16 libraries listed in Appendix A.

Requests for other books were made through interlibrary loan service from the libraries that had sent lists of their children's books on Mexico; many books were obtained in this way. However, there were 116 books that it was not possible to obtain from these libraries. Therefore, a list of the books was sent to 60 other libraries asking that they indicate whether they had any of them.¹⁰² Based on their reply, more books were requested through interlibrary loan. The National Union Catalogue, which lists and locates most books having a Library of Congress catalogue number, was also used to locate a few books that could not be found in other ways and the interlibrary loan system was again used to obtain some more books. Eventually, a total of 286 books were obtained through the use of interlibrary loan.

While many books were reported as being available in more than one library and, in some cases, were located in the catalogues of three or more libraries, it was not possible to obtain them either because they were missing from the shelves or had been discarded without the card catalogue being updated.

Of the 681 titles identified as being appropriate for the study,

¹⁰²

The 60 libraries contacted are listed in Appendix A.

20 were not located in any library, and thus had to be dropped from consideration. This left a total of 661 books that were actually examined and evaluated.

Reviewing the Books

Each of the books was examined to determine the nature and accuracy of the information presented on the following aspects: the land, the history, the people and their ways of living, the role of religion, the value orientations of the people, the family unit and the life cycle, the economy, the government, the educational system, and the art and creative expression of the people. Notes were also made on the kinds of illustrations in each book and their use, the general format and appearance of the book, the style of writing used, and the presentation of the setting in each of the fictional books. Most books were read completely; a few were read in part only. The amount of time spent on each book varied, depending upon the reading level, subject matter, purpose, and kind of information already obtained on the book.

After each book was reviewed, a single, overall assessment was made of the book. The following system, adapted from the one used by The University of Chicago in the Bulletin of the Center for Children's Books, was used in this study.

Recommended. An outstanding book for general and enrichment reading or for use by specially interested readers or in special collections.

- Acceptable. An additional book for collections lacking material in the area or for readers needing more information on a topic.
- Marginal. A book so slight in content or with so many weaknesses in style or format that careful consideration should be given before purchase or even use.
- Not Recommended. A book that has poor treatment in content, style, and/or format.

An annotation was prepared for each of the books reviewed. The evaluation of the book was included in the annotation. The annotations of the 661 books appear in Appendix B.

Reporting the Findings

After the books were evaluated, they were grouped according to historical periods so that a picture of overall growth and development could be studied and any changes in the image portrayed could be noted. The periods used by Dora Smith¹⁰³ in her study of the background forces, trends, and influences in the growth of children's books over 50 years from 1910 to 1960 were used as a basis for the organization in the present study because those periods coincide closely to the findings on the periods of growth and development observed in books about Mexico and Mexican Americans. Additions were made in order to cover the earliest books reviewed and also those from a more recent period than that covered by Smith, that is from 1961 to 1971. Thus the periods used in the present study were as follows:

¹⁰³ Infra, pp. 50-55.

The Beginnings: Up to 1925. The earliest of the children's books on Mexico was Montezuma and the Conquest of Mexico by Elizabeth Seelye. It was published in 1880, in a period when there was a change in emphasis on children's literature "from the pious, didactic tales of the first part of the nineteenth century to the factual, fantastic and realistic tales appearing in the second half."¹⁰⁴ Children were beginning to have freer access to a large body of well-written, well-produced reading material. By the turn of the century, stories of home and family life, historical tales, and world-wide adventures designed solely to entertain were being published in large numbers. Stories of other lands were few; most of those produced were books of information or books in a series.¹⁰⁵ A summary of Smith's observations concerning the growth of children's books for the years 1910 to 1925 appears on pages 58 to 59 of this study.

A Growing Interest: 1926-1940. Smith speaks of this period as the "Golden Age of Children's Books." The reader is referred to pages 59 and 60 for a summary of her description of children's books of this period.

The World War II Era: 1941-1949. Smith's description of the historical development of children's books for this period is

¹⁰⁴ Children's Literature," Encyclopaedia Britannica (197th edition), V, p. 524.

¹⁰⁵ Smith, op. cit., p. 6.

summarized on pages 60 to 61 in the present study.

New Trends and Emphases: 1950-1960. A summary of the characteristics of this period, which Smith called "Children's Books in a Bursting World," is found on pages 61 and 62 .

An Era of Significant Change: 1961-1971. While there has been a steady growth in the number of books published for children over the years, the period from 1961 to 1971 brought about a tremendous surge in the number of books produced for juvenile readers. In fact, more were published than in any other time in history. While in 1930, there were about 700 books published, in the early 1960's there were almost 3000 published annually.¹⁰⁶ Huck and Kuhn state that "while the number of juveniles published had doubled every twenty years from 1920 to 1960, it nearly doubled in the five-year period between 1960 and 1965."¹⁰⁷ Indeed, the publication, distribution, and selection of children's books, which had become a big business in the sixties, is continuing to grow even bigger.

One of the most significant changes that occurred in books published in the sixties was the change in attitude toward children.¹⁰⁸ Children were no longer talked down to or preached to but were treated

¹⁰⁶ Charlotte S. Huck and Doris Young Kuhn, Children's Literature in the Elementary School (New York: Holt, Rinehart and Winston Incorporated, 1968), p. 5.

¹⁰⁷ Ibid.

¹⁰⁸ Ibid.

with respect and dignity by the authors. Notable improvements were made in the quality and dissemination of books through the efforts of a large group of dedicated professionals. Great numbers of trade and library books on all subjects and in all categories of literature found their way into the classroom to be used alongside or, in some instances, in place of the regular textbook.¹⁰⁹

Little has been completely new in the books of this period, but some types of books were better written than ever before and have enjoyed such tremendous popularity that they seem to mark a trend.¹¹⁰ Authentic, well-written biographies have become one of the most distinguished types of juvenile literature. Numerically speaking, informational books have surpassed all other types of books put together, while the picture book has developed into an interesting phenomenon, running the whole gamut of styles and techniques and becoming an exciting art form with endless possibilities. The rise in popularity of easy-to-read books and foreign-language books for children seems to constitute a trend, although these books were initially considered by many as belonging to the primer category rather than to literature.¹¹¹

Today, children's books are of better quality and more variety than ever before. At the same time, however, mass production tech-

¹⁰⁹ Ibid., p. 6.

¹¹⁰ Arbuthnot, *op. cit.*, p. 47.

¹¹¹ Ibid., p. 48.

niques have also increased the number of cheap, mediocre books.¹¹²

The infinite variety of books available on almost any topic imaginable gives modern children the opportunity to "experience the near and the far, the exciting and amusing, the real and fantastic" as never before.¹¹³

After the 661 books of the study were grouped into the historical periods described above, they were further divided into fiction and non-fiction. The findings on fiction are reported in Chapter III and those on non-fiction in Chapter IV.

¹¹²Huck and Kuhn, *op. cit.*

¹¹³*Ibid.*, p. 6.

CHAPTER II

REVIEW OF RELATED LITERATURE

The present study was concerned with the extent of children's books on Mexico and Mexican Americans and the image of Mexico portrayed in them. Literature reviewed on (1) the growth and development of children's books, (2) the image of foreign countries presented in children's books, and (3) the image of minority groups portrayed in children's books is reported in this chapter.

THE GROWTH AND DEVELOPMENT OF CHILDREN'S BOOKS

There are numerous historical accounts which describe the development of children's books in English. Some of the accounts form chapters in textbooks on children's literature. One of these is that of Arbuthnot,¹ who emphasizes the importance of looking "at the past with modern eyes and viewing the present with the accumulated wisdom of the past." Described in detail are the early puritannical influences, didactic literature through the years, and many of the earlier books that became turning points in various categories of children's literature. Mentioned, too, is the fact that these early books have helped to strengthen and improve the literature of today; a kinship between the old and the new is ever-present, no matter how remote it

¹May Hill Arbuthnot, Children and Books (Fair Lawn, New Jersey: Scott, Foresman, and Company, 1964), Chapter 3.

may seem at times.

Adams,² from an extensive examination of children's books, concluded that the child's place in a society is reflected in the books that are produced for children. For centuries, according to Adams, there was a disheartening lack of concern for the needs and interests of children even by the most enlightened people; however, in the twentieth century people have become aware that the child's world is different from that of the adult and that children's needs and desires differ from those of adults.

Huck and Kuhn,³ in their chapter on children's books of the past, stress what Arbuthnot also stressed—that is, the importance of tracing the development of various types of literature so that one can be fully aware of and appreciate the richness of children's literature. The authors note several times, as did Adams, that the literature developed in any historical period both depends upon and reflects the attitude of society toward children during that period.

James Steel Smith⁴ has studied historically various aspects of children's literature in order to provide a perspective about where the literature has been and where it is today. In the nineteenth century,

²Bess Porter Adams, About Books and Children (New York: Henry Holt and Company, 1953), Chapter 1.

³Charlotte S. Huck and Doris Young Kuhn, Children's Literature in the Elementary School (New York: Holt, Rinehart and Winston, Incorporated, 1968), Chapter 2.

⁴James Steel Smith, A Critical Approach to Children's Literature (New York: McGraw-Hill Book Company, 1967), Chapter 3.

according to Smith, the conception of the child as a passive being gradually changed to the view that the child was a personality with a will and needs of his own. This change brought about new ideas concerning children's reading; no longer was the pleasure motive of reading secondary to the instructional motive. Children's literature began to develop many avenues of entertainment; consequently, the tremendous range in the field today makes it extremely difficult to generalize about modern children's literature.

In his chapter Georgiou⁵ notes that books designed specifically for children are a relatively new phenomenon dating only from the eighteenth century, but the origins of many stories and ballads go back many centuries. The themes developed know no time periods or special countries but are universal because people everywhere are essentially the same.

In these five accounts a number of children's books were cited as examples of good or poor literature and as marking turning points in the field. Only a few books on the Mexican theme were mentioned by Arbuthnot, Huck and Kuhn, Smith, and Georgiou, while no books about Mexico or Mexican Americans were cited by Adams.

At least two anthologies of children's literature give information on the development of children's books. Johnson, et al⁶ present

⁵Constantine Georgiou, Children and Their Literature (Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1969), Chapter 2.

⁶Edna Johnson, et al, Anthology of Children's Literature (Boston: Houghton Mifflin Company, 1959).

a brief account of the origin and latest trends at the beginning of each type of literature included. The authors believe that much of the literature for children is derived from the literature of the adult world. Although there are major differences between literature for children and literature for adults, any good literature, past or present, will possess depth of feeling and a good quality of writing.

Hollowell⁷ traced the origins of the different types of children's literature and found that over the years there have been changes in the types. She concluded that the changes have come because of constantly changing attitudes toward children and their place in society and that the extraordinary growth and development of literature for children in the twentieth century can be attributed to the urge to give children a better understanding of the world and to bring them into a closer relationship with children of other lands. While many children's books were cited by Johnson, et al and Hollowell as being landmarks in the field, only a few books on the Mexican theme were mentioned as being influential in any way.

Several works were found that are completely devoted to the history and criticism of children's literature. One of these is the outstanding survey of books for children by Meigs, et al.⁸ This book,

⁷Lillian Hollowell, A Book of Children's Literature (New York: Holt, Rinehart and Winston, Incorporated, 1966).

⁸Cornelia Meigs, et al, A Critical History of Children's Literature (New York: The Macmillan Company, 1969).

which is organized by chronological periods, emphasizes factors that have influenced children's literature; it also discusses recent trends in the field. Many books for children are cited in each period with at least 25 books on the Mexican theme being referred to by the authors.

An earlier book was that of Elva S. Smith⁹ who summarized the types of books and factors influencing children's literature from 1659 to 1900. She discussed the importance of the knowledge of books of the past as a basis for evaluating those of the present. None of the books she mentioned, however, were about Mexico.

In tracing the development of children's literature in many countries and regions of the world, Pellowski¹⁰ describes both the past influences and present trends in the world of children's literature. Of particular interest are the trends in the United States in the twentieth century. Early in this century there was a broadening of interests with a new emphasis on the folklore of other lands and a greater variety of themes in realistic stories about foreign countries. During the second World War themes of patriotism prevailed in children's books but there was basically a lull in the publishing of new books, including books on foreign lands. After the war, however, there was another reaching out toward other lands which has continued to the present time. Pellowski reports that the movement for civil rights

⁹Elva S. Smith, The History of Children's Literature (Chicago: American Library Association, 1937).

¹⁰Anne Pellowski, The World of Children's Literature (New York: R.R. Bowker Company, 1968).

in the fifties and sixties gave momentum to the writing of many new books centered around the minority groups, particularly the Negro. Books on other minority groups, with the exception of the American Indian, have been available for a long time. Pellowski believes that the American Indian, like the Negro, has suffered from the stereotyped image.

Two books give historical details related to particular collections of children's books in English while two others trace the development of children's books in America for shorter historical periods than those covered in the works by Meigs and Elva Smith. St. John¹¹ catalogued 3000 children's books in the Osborne collection in Toronto, all of which were published between 1566 and 1910. She noted the development of the books from those having Puritannical influences, to didactic and moral tales, and on through books providing lighter, entertaining stories or simply written, sentimental ones. There were only two books about Mexico included in the collection; both of these were first published prior to 1900.

In a book containing first-hand correspondence with many authors and illustrators, Rosenbach¹² presents a comprehensive picture of American juvenile books published between 1632 and 1836. During these two centuries there was emphasis on didacticism, moral and re-

¹¹ Judith St. John, The Osborne Collection of Early Children's Books, 1566-1910 (Toronto, Canada: Toronto Public Library, 1958).

¹² A.S.W. Rosenbach, Early American Children's Books (New York: Kraus Reprint Corporation, 1966).

ligious teachings, fun and frivolity in the books, and early signs of treating children as children and not as adults. There were no books in this collection on the Mexican theme.

Sloane¹³ examined folk material, books of good advice, and religious books available for children in the seventeenth century in both England and America. He found that the modern idea of a children's book had not been formulated at that time. Nor had any books related to the Mexican theme been produced.

Dora V. Smith,¹⁴ in tracing the development of children's books in America for the years 1910 to 1960, examined the background forces and influences affecting the growth of children's books as well as major trends in the field. The first section of the book describes "The Children's Book World of 1910," a time when moral and didactic tales were on the wane. There was a "tremendous spread of cheap, tawdry fiction, akin to the dime novel,"¹⁵ which had appeared in the last quarter of the nineteenth century and was being mass produced in the first part of the twentieth century. A growing number of quality books also appeared. World-wide adventure stories and historical tales with swashbuckling heroes, America's triumphant battles on land and sea, and the westward trek provided a variety of new settings for young

¹³ William Sloane, Children's Books in England and America in the Seventeenth Century (New York: King's Crown Press, Columbia University, 1955).

¹⁴ Dora V. Smith, Fifty Years of Children's Books, 1910-1960: Trends, Backgrounds, Influences (Champaign, Illinois: The National Council of Teachers of English, 1963).

¹⁵ Ibid., p. 5.

readers. At this time historians began to present history as more than a series of battles or events and to focus attention on the manner of living and thinking of a people, on their social and economic development, and on their contributions to mankind. Nature books ranged from the ultrasentimental and magical to those that were strictly informative. Imaginative literature, in the form of folk and fairy tales, myths and hero tales, and nursery tales, was very popular and available in large numbers of books in 1910. Stories of other lands came largely in series, many of which appeared following the rush of immigration in the 1890's. Some of these books centered on somewhat lifelike characters and paved the way in the decades to come for stories of children of real personality.¹⁶

Smith considers the years 1910 to 1925 as a "Period of Transition." As books increased in numbers, they also improved in format and appeared in a wider variety of themes emphasizing the children's own world, thus making them more appealing to children. Stories about real children, both American and foreign, with attempts to portray real life as it is, were an important development of this period, although later efforts of the thirties and forties proved to be more successful. Historical fiction flourished at this time, with more stories leaning toward the interests and concerns of juvenile readers without destroying the vividness of the historical background. A more realistic approach to biography introduced an important area not developed up to

¹⁶
Ibid., pp. 1-16.

this time--that of using subjects who were not presidents of the United States or military heroes. Stories about children of other lands flourished in this period, especially after World War I. However, many of the early authors lacked first-hand knowledge of the countries and people in their stories; consequently, many books contained little realism, spontaneity, and animation. Because of the large volume of books being published in comparison to previous years, there was a growing concern for improving selection and evaluation procedures so that books of fine quality could be recognized. One important innovation for recognizing outstanding American literature for children was the Newbery Medal, established in 1922.¹⁷

The years 1926 to 1940 were "The Golden Age of Children's Books," according to Smith, since during this period there was a revival of interest in children's books. New printing processes were developed and an influx of artists and authors from foreign countries came into the United States. Production of the first picture books in America occurred in this period and the establishment of the Caldecott Medal in 1938 helped to center attention upon the qualities which differentiate a distinguished picture book from other notable books for children. Regional fiction concerning real boys and girls was produced in large numbers. There was also a new surge of imaginative and fanciful stories, historical fiction, science books, and other informational books. A number of notable biographies, distinguished by careful

¹⁷ Ibid., pp. 16-32.

scholarship and felicity of style, enriched the children's book world during this period. Many Americans who were concerned about international understanding after the first World War became writers of books purporting to acquaint children with boys and girls around the world. However, the majority of these books were cheap and ephemeral—produced en masse for the sake of sales. Books on the international theme that did survive were successful because the authors had intimate knowledge of the countries they described and wrote of characters who were individuals and not merely types. It was also noted that the picture book effectively introduced young children of the world to each other. Organizations already established, as well as newly-organized groups, worked to stimulate a fuller use of children's books in the home and the school.¹⁸

Smith indicates that in the years during and after World War II (1940-1949) the influence of the war was very much in evidence in children's books. Reading for enjoyment and enlightenment was the major theme of the period. Large numbers of books in remarkable varieties and forms were published in the categories of realistic and historical fiction, imaginative and fairy tales, biography, science, and picture books. History and geography books continued to reinterpret the past and relate it to the present. Many of these books were appealing to younger children because of attractive, almost picture-book format. Books sold astonishingly well probably because people had the money at

¹⁸ Ibid., pp. 32-48.

this time; the shortage of material for toys may have increased the desirability of books. Many books about the enemies of the United States and the friendly neighbors in Latin America were published. Most of the stories of children around the world were distinguished by their format and their content; it was evident that vast improvements were being made in books about other lands. Also of extreme importance during this period was the emphasis placed on the understanding of the people who make up America; the result was an increase in the number and quality of books picturing children who represented diversified backgrounds within the nation.¹⁹

In the last period considered by Smith, "Children's Books in a Bursting World--1950-1960," children's fiction continued to emphasize realism and regionalism in stories about real boys and girls, imaginative tales, and historical fiction. History and other informational books were stressing the understanding of cultural and anthropological trends and de-emphasizing material on wars and battles. In the field of biography, the fifties added significantly to the progress made in the forties in that stories of heroes were told at all levels of maturity in material written in varying degrees of reading difficulty; however, there was a need for good biographies of women and more simple biographies for young children. The desire to know and understand was spurred on by fantastic achievements in science; consequently, science books of fine quality for older boys and girls were produced in large

¹⁹ Ibid., pp. 48-62.

quantity. However, science books for young children did not achieve, at this time, the stature of those of the 1940's, probably because in the late 1950's the emphasis was upon topics too mature for little children to understand. Books in a series, such as the "Landmark" and "Signature" books, were produced in greater numbers. Picture books continued to flourish, many having high standards of originality and variety in both theme and technique; humor and hilarity were included frequently. A new emphasis was placed in this period on attractive and lively "easy" books, controlled in vocabulary, yet full of interest and well-illustrated; unfortunately, these books were sometimes silly and insulting to the intelligence of children. Books with foreign settings were produced in greater numbers than ever before; they were created, for the most part, by authors who had actually experienced living in the countries about which they wrote. Many of these books related realistically to the lives of real boys and girls in foreign countries; both picture books and books for older children on this theme were distinguished in format and helped the young reader recognize the values in cultures other than his own.²⁰

Smith concluded from her study that children's books are now of better quality and more variety than ever before, although, unfortunately, mass production techniques have also resulted in an increase in the number of cheap, mediocre books. She believes, however, that children's literature has come of age and that children's books are keeping

²⁰
Ibid., pp. 62-90.

pace with the children's world.²¹ Of the several hundred children's books mentioned by Smith as being influential in the field, only ten were concerned with Mexico and/or Mexican Americans.

A slightly different work is that of Shaw²² who, in a survey of selected children's books since 1850, found that children's books can be categorized according to the following recognizable themes: (1) The Search for Values; (2) Problems of Growing Up; (3) Travel and Understanding People in Foreign Lands; (4) Lives of Heroes--The Desire to Achieve--Overcoming Great Odds; (5) Fun and Fairy Tales; and (6) The Urge to Know. She also found that themes employed in writing for children are related to social, economic, and cultural influences in America. Books about travel abroad, neighbors around the world, children of other lands, and life in foreign lands fluctuate in the amount of popularity they enjoy. In 1880, books about foreign lands were quite popular, but between 1880 and the beginning of World War I few books were being written on these themes and popularity of the books waned. During the World War I years books about foreign countries had a significant rise in popularity and continued to be popular from 1918 until the early depression years. Although Europe was the most popular place for travel stories, some books were written about the more exotic lands of Asia, South America, and Africa. During the depression years interest in

²¹ Ibid., p. 91.

²² Jean Duncan Shaw, "Children's Fiction and American History," Elementary English, 45: 89-94, 104, January, 1968.

foreign lands continued, with stories centered around a main character and problems in the foreign country. Interest was high also during and beyond World War II, with special emphasis on books of travel. Many experts and people originally from foreign countries or still living in them began writing books about these lands for American children. This trend has continued, making books with themes on foreign countries quite popular at the present time.

THE IMAGE OF FOREIGN COUNTRIES PRESENTED IN CHILDREN'S BOOKS

Over the years there have been a great many children's books published about foreign countries but only a few studies have been made of the treatment of the foreign countries in the books. Sattley²³ and a group of graduate students undertook the reevaluation of earlier children's books on foreign countries, as well as the critical evaluation of new books in the field, using criteria secured from examination of the literature and through consultation with experts on children's books in numerous countries of the world. They found that critical and informed evaluation of new books was lacking to a serious degree in the 1940's, when the study was made. Annotated bibliographies of books about India, Canada, Russia, and Africa were prepared and published.²⁴

²³ Helen R. Sattley, "Children's Books About Foreign Countries: Evaluations and Reevaluations," Elementary English, 26: 13-18, 26, January, 1949.

²⁴ Helen R. Sattley, "Children's Books About Foreign Countries," Elementary English, "India," 26: 75-85, February, 1949; "Canada," 26: 132-41, March, 1949; "Russia," 26: 202-11, April, 1949; "Africa," 26: 268-78, May, 1949.

Although books about Latin America had been included in the study, no bibliography of books on that region was published.

Burris²⁵ examined all children's fiction with settings in Japan published since 1953. Of the 54 books examined, 13 were judged to be exceptional; only six were perceived as objectionable. Misconceptions were commonplace in the areas of everyday clothing worn, the indiscriminated mixing of the very different cultures of Japan and China, the tendency to picture everything small in Japan (the people, the houses, the towns), and the failure to show humor in the portrayals of everyday life and people. Great improvement was noted in such aspects as increased use of native story material, greater prominence of authors and illustrators of Japanese birth, a stronger tendency toward artistic excellence in design and illustration, and a more natural balance between the teaching of customs and the portrayal of the human element in the books.

O'Connell²⁶ studied recurring images of Canadians in realistic fiction for children. The 37 books, selected on the basis of frequency and recommendation, were written in English in the twentieth-century about twentieth century Canadians. Analysis of selected excerpts

²⁵ Miriam Burris, "Japan in Children's Fiction," Elementary English, 43: 29-38, January, 1966.

²⁶ Mary Sheila O'Connell, "Image of Canadians in Children's Realistic Fiction," (unpublished doctoral dissertation, Columbia University, New York City, 1966, Dissertation Abstracts, 28: 689).

from the books showed images that focused around the universal themes of freedom, beauty, virtuosity, hospitality, equality, and continuity. These images of Canadians recurred in the selected books.

There have also been some studies of images of foreign countries presented in textbooks for children and youth. Deodhar²⁷ appraised the treatment of India in 72 American history and geography textbooks published in the three periods 1920 to 1934, 1939 to 1945, and 1948 to 1952. Criteria of comprehensiveness, balance, objectivity, and accuracy based on authoritative works about India were used in the appraisal. Deodhar found that the textbook content on India from 1920 to 1934 was meager, unbalanced, and colored by a pro-West bias; content between 1941 and 1947 differed very little from earlier textbook material, but from 1948 to 1954 the content improved greatly in the treatment of India. Deodhar also found that the course of the treatment of India in American textbooks paralleled that of Indo-American relations in general.

Takaki²⁸ examined 87 senior high school American history textbooks printed between 1895 and 1950 in order to determine whether the textbook treatment of Japan and her peoples had moved toward a world

²⁷ Shyama Deodhar, "The Treatment of India in American Social Studies Textbooks, 1921-1952," (unpublished doctoral dissertation, University of Michigan, Ann Arbor, 1954, Dissertation Abstracts, 14: 625-26).

²⁸ Tori Takaki, "The Treatment of Japan and Peoples of Japanese Descent in Senior High School American History Textbooks," (unpublished doctoral dissertation, University of Michigan, Ann Arbor, 1954, Dissertation Abstracts, 14: 626).

point of view. He concluded that there was marked progress in the treatment, with more and more emphasis on a world point of view in the newer materials. Attempts to present facts about the Japanese had been objective and accurate, even during the warlike phases of the history of Japan, although certain omissions and over-emphases were apparent.

Lewis²⁹ concluded, after analyzing 132 high school literature textbooks published since 1930, that following World War II foreign peoples were better represented in general literature and world literature books, but not in American and English literature books. General, world, and English literature books delineated more modern conditions in foreign lands than did American high school literature books. Lewis also found that while the contributions of foreign authors comprised almost 5 per cent of general literature books and almost 23 per cent of world literature books, foreign-authored selections in both English and American literature books have been negligible.

Grenda³⁰ studied the image portrayed of Canadian society in the content of reading textbooks for grades one and two. The books were analyzed according to the main social themes of family interaction, children's familiarization and interaction with animals, children's

²⁹ Charles Stephen Lewis, "Treatment of Foreign Peoples and Cultures in American High-School Literature Books," (unpublished doctoral dissertation, University of Michigan, Ann Arbor, 1956, Dissertation Abstracts, 16: 1355-56).

³⁰ Edward R. Grenda, "The Image of Canadian Society in Grades 1 and 2 Reading Textbooks Used in British Columbia Elementary Schools," The Elementary School Journal, 69: 143-50, December, 1968.

interaction in play, urban-rural emphasis, and holidays. He concluded that the reading textbooks were not effective devices for socialization; instead they reinforced prejudices, developed additional prejudices, and created misleading impressions of the social world of the child.

Only one study was located in which Mexico was included. It was that of Kranyik,³¹ who compared the image of Mexico portrayed in elementary social studies textbooks with those images possessed by Connecticut and Mexican teachers in elementary schools. A group of 16 cultural aspects about Mexico were identified for analysis of the content of textbooks. These aspects were also incorporated in a survey instrument which was completed by the two groups of teachers. Kranyik found that more differences occurred between the image held by Connecticut teachers and the textbook image of Mexico than between the image held by Mexican teachers and the textbook image; there were fewer differences found between the two teacher images than between either of the teacher images as compared with the textbook image. There were significant differences between the images held by both Connecticut and Mexican teachers in comparison to the image portrayed in the textbooks, which seemed to place disproportionate emphasis upon certain universal aspects of culture while giving little attention to others.

³¹Robert Donald Kranyik, "A Comparison of Mexico Portrayed in Elementary Social Studies Textbooks and Possessed by Connecticut and Mexican Teachers," (unpublished doctoral dissertation, The University of Connecticut, Bridgeport, 1965).

Mention should also be made of the work of Hogan and Yeschko,³² even though it was of a different type. In order to make the young reader aware of the wealth of material available in the 1930's on the Latin American countries, they prepared an annotated bibliography of acceptable fictional and non-fictional children's books that used Mexico, Central America, and South America as their settings. Out of approximately 200 books examined, only those were selected which "artistically presented to the child a valid picture of national customs and developed in the reader favorable attitudes of international respect."³³ A book was rejected if its contents were not of a constructive nature or did not give an unbiased portrayal of people and their customs. Hogan and Yeschko found that not only were scientific aspects of these countries and various phases of home life and customs stressed but also a wide range of other topics, including archaeology, folklore, history and historical fiction, and the arts were stressed. Practically every interest of a child was accounted for in the annotated bibliography. In the final list of 137 books on Latin America, Mexico was well-represented by a total of 62 titles; however, many of these are now outdated.

THE IMAGE OF MINORITY GROUPS IN CHILDREN'S BOOKS

Another group of studies was concerned with the image of minor-

³²Marita Hogan and Margaret Yeschko, "Latin American Countries in Children's Literature," Elementary English, 15: 225-32, October, 1938.

³³Ibid., p. 225.

ity groups portrayed in books for children. Children's books about Negroes available in 1941 were analyzed by a committee under the leadership of Rollins³⁴ and an annotated list of recommended books was compiled. The list has been revised twice since that time. The latest edition³⁵ shows that much progress has been made in all areas covered by the original list, with many books today depicting Negroes as human beings with strengths as well as weaknesses and as individuals playing all roles in society. Rollins believes that, through continued analysis and criticism of children's books, the stereotyped portrayal of the Negro is being replaced by a sensitive, accurate portrayal.

Bingham³⁶ analyzed the treatment of Afro-Americans in the illustrations of 41 recommended children's books published from 1930 to 1968. The books were divided into four historical periods which paralleled major social and economic conditions and the illustrations analyzed according to the major categories of physical characteristics, environmental conditions, occupational roles, and social interaction. She found that Afro-American characters were depicted with a variety of physical features; however, there were more Caucasians in all occupa-

³⁴ Charlemae Rollins, "New Trends in Books About Negroes for Children and Young People," The Elementary English Review, 23: 287-89, November, 1946.

³⁵ Charlemae Rollins, We Build Together (Champaign, Illinois: National Council of Teachers of English, 1967).

³⁶ Jane Bingham, "The Pictorial Treatment of Afro-Americans in Books for Young Children 1930-1968," Elementary English, 48: 880-85, November, 1971.

tional roles than Negroes and only limited instances of interaction between Negro main characters and Negro and Caucasian teenagers of either sex.

Several studies have examined the portrayal of the black character in children's fiction. Glancy³⁷ reviewed all children's fiction listed in Kirkus³⁸ for evidence of stereotypes, characteristics common to over half of the books of a given period, as well as recent trends. Some stereotypes were noted in the characters: (1) blacks were generally portrayed as poor and not striving; (2) black-skinned people usually lived in rural areas; and (3) the main character was depicted as white in over half of the books evaluated. While the books listed in this annotated bibliography are basically superior to those described in earlier lists, Glancy believes that a need still exists for more and better interracial books for children.

Broderick³⁹ analyzed the image of the Black in juvenile fiction published from 1827 to 1967 which carried expressed or implied approval. She found that both negative images and stereotyped characters prevailed in the 104 books analyzed. On the whole, blacks (1) were not

³⁷ Barbara Jean Glancy, Children's Interracial Fiction (Washington, D.C.: American Federation of Teachers, August, 1969).

³⁸ Kirkus Reviews, a periodical that reviews books, is published by Kirkus Service, Incorporated, 60 West 13th Street, New York City.

³⁹ Dorothy M. Broderick, "The Image of the Black in Popular and Recommended American Juvenile Fiction, 1927 to 1967," (unpublished doctoral dissertation, Columbia University, New York City, 1971).

physically attractive; (2) were musical; (3) combined religious fervor with superstitious beliefs; (4) selected life goals that would benefit the black race and (5) depended upon the white man for whatever good things they could hope to acquire in life. She also noted that the titles of the books indicated that race prejudice was present in both popular and recommended juvenile books for the period studied. Broderick concluded that black readers would find little to enhance their race pride while white readers would have their sense of superiority reaffirmed.

Fisher⁴⁰ described the images of the everyday lives of black American children found in 40 children's books of contemporary realistic fiction. Passages in the books were analyzed according to six main categories representative of the lives of fictional black American children: (1) Home and Family Life; (2) School Experiences; (3) Recreation; (4) Community Services and Participation; (5) Religion and (6) Emotional Lives. The fictional children lived in all sections of the United States in homes that ranged from slums and migrant workers' camps to middle-class suburbs; education was valued as a means of getting ahead and as an aid to personal development; recreational activities varied with the age of the characters and the type of community in

⁴⁰ Winifred Maxine Fisher, "Images of Black American Children in Contemporary Realistic Fiction for Children," (unpublished doctoral dissertation, Columbia University, New York City, 1971, Dissertation Abstracts International, 32:2302).

which the story was set; interaction between the main character and the community varied; references to religion and involvement in church activities varied; and major aspects of the emotional lives of the black children included their career plans, personal development, and reactions to situations, with loneliness and rejection found frequently.

Jones⁴¹ examined the first 17 volumes of the Nancy Drew mystery series in order to identify Negro characters and to determine the images portrayed. In these 17 books, published in the 1930's and 1940's, Negro characters were rarely presented favorably, with most characters negatively stereotyped according to personal appearance, language used, occupations, ability to take responsibility, relationship with the law, and place held in society. Jones concluded that a Negro stereotype was perpetuated in the books. In addition, there was no relief in the form of intelligence, courage, nobility, and generosity provided in Negro characters to counteract the Negro villain; there had been relief provided for those whites who were guilty of robbery, kidnapping, arson, and assault.

As part of a special project, a committee under the direction of Allen⁴² examined 42 textbooks published since 1961 which are used in grades one through eight in the Greensboro, North Carolina, Public

⁴¹James P. Jones, "Negro Stereotypes in Children's Literature: The Case of Nancy Drew," The Journal of Negro Education, 40: 121-25, Spring, 1971.

⁴²Van S. Allen, "An Analysis of Textbooks Relative to the Treatment of Black Americans," The Journal of Negro Education, 40: 140-45, Spring, 1971.

School System to determine how the black man was being treated in the subject matter approved by the state. The Committee found (1) pictures of black men with no reference to them in the narrative; (2) pictures of persons whose physical features could not be distinguished from Caucasians except for the color of the skin; (3) only black men pictured as performing unskilled labor in most of the pictorial references; (4) almost no reference in the narrative to black people in the context of the white collar work-a-day world and (5) black Americans conspicuously absent from the various levels of government controlling their lives. Only 16 of the 42 texts examined provided an adequate treatment of the black man as participating in all walks of life. The Committee concluded that treatment of black Americans in the 42 texts, though improved over that in earlier texts, is still inadequate.

Böger⁴³ examined the content of selected children's books written on Japan and on the Negro to determine whether books selected and analyzed on Japan would rank higher than books on the Negro in terms of two general categories--ethical and synoptic thought units. Ethical thought units were defined as "instances of the main child character deciding consciously and acting responsibly in an ever-widening context." Synoptic thought units were defined as "instances of the main child character comprehending himself integrally and envisioning his future lifetime purposes." In analyzing the thought units which yielded

⁴³Gerd Böger, "A Content Analysis of Selected Children's Books on the Negro and on Japan," (unpublished doctoral dissertation, Michigan State University, East Lansing, 1966, Dissertation Abstracts, 28: 46).

certain patterns and resulting profiles, Böger found that books on Japan did not rank higher than books on the Negro in terms of ethical and synoptic thought units, but that most of the books on both the Negro and Japan showed a low potential for the development of diverse modes of thought in children.

A study by Lee⁴⁴ was undertaken to determine, through an analysis of textbooks, curriculum guides, teacher preparation textbooks, and studies about the Chinese, (1) whether there was a continuation of earlier findings, that is, stereotypes, inadequate information and distortions, and (2) to provide, by the process of historical analysis, the information that is available through research about the Chinese in Oregon. Lee found that distortions, falsehoods, and stereotypes concerning the life of the Chinese in Oregon were prevalent in many sources analyzed and that both state and federal institutions played a major role in the type of treatment the Chinese received over the years. Lee reported that state and federal agencies have harassed and confined the Chinese population into low paying and menial types of work. When widespread unemployment and depression occurred in the 1860's and 1870's the Chinese were blamed for it. As a result of this and the Exclusion Act of 1882, the Chinese population in Oregon declined from that of approximately 10,000 in 1900 to barely 2,000 by 1930. The employment characteristics of the Chinese in Oregon today still reflect

⁴⁴ Marjorie Lee, "Cultural Pluralism and American Textbooks: A Study of the Chinese Immigrants in Oregon," (unpublished doctoral dissertation, University of Oregon, Eugene, 1972, Dissertation Abstracts International, 33:7922).

these inequities.

Abel⁴⁵ analyzed the treatment of the American Indian minority group in children's books published since 1960 for reading levels one through three. She found that in informational books and fictionalized biography male characters were emphasized far more than female characters, thus perpetuating the male-superiority tradition. In these two types of books American Indians generally were portrayed as having brown skin and black hair, wearing traditional costumes, and living in segregated conditions on reservations. American Indians were usually represented in informational books and fictionalized biography as taking pride in their ethnic culture and clinging to traditional patterns of life. Any similar generalizations about fiction and picture books and their portrayals of American Indians were omitted because so few books in these categories are available for young children.

Henry⁴⁶ reports a project in which "thirty-two Indian scholars, native historians, and Indian students" evaluated more than 300 textbooks containing information on the history and culture of the Indian people in America. All of the textbooks were being used in public schools of America from the primary grades through high school at the time of the study. Each book was examined according to a set of nine

⁴⁵ Midge B. Abel, "American Indian Life As Portrayed in Children's Literature," Elementary English, 50: 202-08, February, 1973.

⁴⁶ Jeannette Henry for The American Indian Historical Society, Textbooks and the American Indian (San Francisco, California: The Indian Historian Press, Incorporated, 1970).

general criteria. It was found that most of the books were, in one way or another, derogatory to the Native Americans, and most contained misinformation, distortions, or omissions of important historical facts concerning the American Indian.

Gast⁴⁷ studied the characteristics and concepts of present-day American Indians, Chinese, Japanese, Negroes, and Spanish Americans shown in contemporary children's fiction in order to identify the nature of stereotypes imputed to minority Americans in literature. He also sought to determine how the treatment of minority Americans in contemporary children's fiction compared with that in related studies of adult magazine fiction and school instructional materials. In the 42 children's books published between 1945 and 1962 which were examined, 114 minority American characters were identified. Gast found that these minority Americans were generally portrayed as adhering to their traditional religious beliefs; American Indians, Chinese, and Mexican Americans retained ethnic garb. Minority Americans were generally shown as adopting dominant middle-class American values. Occupational stereotypes existed for all of the minorities except the Negro.

The findings of Blatt,⁴⁸ however, were different from those of Gast. She evaluated 32 books published between 1938 and 1966 dealing

⁴⁷ David Karl Gast, "Characteristics and Concepts of Minority Americans in Contemporary Children's Fictional Literature," (unpublished doctoral dissertation, Arizona State University, Tempe, 1965, Dissertation Abstracts, 27:390).

⁴⁸ Gloria T. Blatt, "The Mexican-American in Children's Literature," Elementary English, 45: 446-51, April, 1968.

with Mexican and Mexican American life according to a set of criteria developed from facts gathered about the Mexicans as a cultural group and specified criteria from another study. She found that in almost all of the books Mexican and Mexican-American cultures were realistically pictured. Most books presented an accurate cultural setting although some of the books intended for the younger readers lacked social depth. Most of the authors handled their characters with integrity and sensitivity and, contrary to the findings of Gast, never were the characters stereotyped or lacking in individuality and human dignity.

SUMMARY

A number of historical accounts were found of the development of children's books in English. Some of these formed chapters in textbooks on children's literature; others were material at the beginning of each different category in anthologies of children's literature. Still other accounts were separate publications devoted to the historical development of children's books or to a particular collection of children's books or time period in their development. A slightly different work was that of Shaw⁴⁹ who studied recurrent themes in children's books published in America since 1850. In most of the accounts a few outstanding books were listed which pertained to the lives and customs of people in foreign countries. Mexico was one of the foreign countries mentioned in some accounts but none of the works

⁴⁹ Shaw, op. cit.

traced in detail the historical growth of children's books on Mexico and Mexican Americans.

A few studies have been made of children's books on foreign countries. Sattley⁵⁰ compiled annotated lists of books that adequately treated the countries of India, Canada, Russia, and Africa. Burris⁵¹ examined the content of all children's fiction about Japan published since 1953, while O'Connell⁵² studied the recurring images of Canadians in 37 books of fiction. The treatment of foreign peoples and cultures in high school textbooks^{53, 54, 55} as well as in reading textbooks for first and second grades⁵⁶ has also been studied. Only one study was found that was limited to Mexico. Kranyik,⁵⁷ in comparing the image of Mexico portrayed in social studies textbooks for the elementary school with those possessed by Connecticut and Mexican teachers, found that there were significant differences in the images held by both Connecticut and Mexican teachers in comparison to the image portrayed in the textbooks. Mention should also be made of the work of Hogan and Yeschko⁵⁸ who compiled an annotated bibliography of 137 acceptable children's books on Latin American countries available in 1938.

50 Sattley, op. cit.

52 O'Connell, op. cit.

54 Takaki, op. cit.

56 Grenda, op. cit.

58 Hogan and Yeschko, op. cit.

51 Burris, op. cit.

53 Deodhar, op. cit.

55 Lewis, op. cit.

57 Kranyik, op. cit.

Another group of studies examined the treatment of minority groups in children's books. Several researchers found that negative images and stereotypes of the black character continue to exist in children's books although improvement in the portrayals is evident in many of the recent books.^{59, 60, 61, 62, 63, 64} In one study the treatment of black Americans in 42 American textbooks, though improved over that in earlier portrayals, was still inadequate.⁶⁵ Distortions and stereotypes are still present in books that treat of other minority groups.^{66, 67, 68, 69, 70} Blatt,⁷¹ however, concluded that the treatment of the Mexican American in children's literature is fair and not prejudicial.

In this search of the literature no study was found which attempted to determine the present extent of children's books on Mexico and Mexican Americans. Nor was any study located which was concerned with the image of Mexico portrayed in currently available children's books. It was with these questions that the present investigation was concerned.

⁵⁹ Rollins, op. cit.

⁶¹ Glancy, op. cit.

⁶³ Fisher, op. cit.

⁶⁵ Allen, op. cit.

⁶⁷ Lee, op. cit.

⁶⁹ Henry, op. cit.

⁷¹ Blatt, op. cit.

⁶⁰ Bingham, op. cit.

⁶² Broderick, op. cit.

⁶⁴ Jones, op. cit.

⁶⁶ Böger, op. cit.

⁶⁸ Abel, op. cit.

⁷⁰ Gast, op. cit.

CHAPTER III

CHILDREN'S FICTION ABOUT MEXICO AND MEXICAN AMERICANS

Of the 661 children's books on Mexico and Mexican Americans evaluated in this study, 446 were fiction. The findings on these books, which were grouped according to the five historical periods used in this study,¹ are presented in this chapter. Within each period the books were categorized as realistic fiction, historical fiction, or folklore. A summary of the number and kind of books is shown in Table IV.

TABLE IV

FICTION ON MEXICO AND MEXICAN AMERICANS
ACCORDING TO HISTORICAL PERIOD AND CATEGORY

Historical Period	Realistic Fiction	Historical Fiction	Folklore	Total
The Beginnings: Up to 1925	6	5	0	11
A Growing Interest: 1926-1940	43	12	8	63
The World War II Era: 1941-1949	42	2	14	58
New Trends and Emphases: 1950-1960	84	30	14	128
An Era of Significant Change: 1961-1971	135	31	20	186
Total	310	80	56	446

¹Supra, pp. 46-50.

THE BEGINNINGS: UP TO 1925

Books about travel abroad, neighbors around the world, children of other lands and life in foreign countries were quite popular around 1880 according to Shaw.² The earliest book found on Mexico was one published in 1886; this book was classified as realistic fiction. Between that date and 1925, ten more books were published, five of which could be classified as realistic fiction and five as historical fiction. All of these books were concerned with Mexicans who lived in Mexico. As Dora Smith has noted, many of the early books about other lands were books in a series.³ Five of the books located in the present study were of this type, three being part of a series by Altsheler.

Realistic Fiction

The earliest book located in this category was Juan and Juanita (Barnum, 1886).⁴ The incredible feats of the two young Mexican children unfolding over a period of four years, however, limits the credibility of the plot as well as of the main characters, who were ages six and eight at the beginning of the story.

Manuel in Mexico (1909), a book from the "Little People Everywhere" series by Etta McDonald, The Mexican Twins (1913), which is

²Supra, p. 63.

³Supra, p. 58.

⁴Information on the author, place and date of publication of all the books mentioned in this chapter appears in the annotated bibliography found in Appendix B.

part of the "Twins" series written by Lucy Perkins, Little Light (Gaines, 1913) and The Village Shield (Gaines, 1917) all portray the lives of young Mexicans in day-to-day settings during the time of the hacienda system and the Mexican Revolution, although many of their experiences could not be classified as typical of children even in those days. It should be noted, however, that these four books are more suited to children in size, format, style, and content than many of the books on other themes which were published in the same period; hence, they were probably read by many youngsters.

The remaining book in this category, Chained Lightning (Taber, 1915), is more of a travelogue than a fictional narrative. It gives a good deal of information about Mexican scenery, institutions, and customs of that period, but a thin plot and a poor style of writing detract from its potential use.

Historical Fiction

While there was some historical fiction for children prior to 1910, according to Dora Smith this type of literature flourished in the period 1910 to 1925.⁵ Five books on Mexico are of this type. Two of them, By Right of Conquest, or With Cortes in Mexico (Henty, 1890) and With Cortes the Conqueror (Watson, 1917), are both extremely thorough accounts of the conquest of Mexico by Cortes.⁶ Although several ficti-

⁵ Supra, pp. 57-58.

⁶ Although this name sometimes appears in English as Cortez, the form used here (Cortes) will be used throughout the text of this paper with one exception. In referring to titles of books the spelling used by the author of the book will be followed.

tious characters were introduced to provide story lines, historical records are followed closely. Illustrations are abundant and used effectively; both books are of overall good quality and format, despite their antique appearance. In content, size, and treatment, however, it would appear that these two books would have been more suitable entertainment for adults than for juvenile readers for whom they were written.

The other three books in this category were written by Joseph Altsheler; they were concerned with the Texan struggle for independence against Mexico. The Texan Star (1912) is the story of a young man who escaped from two Mexican prisons and eventually managed to join forces in ensuing fights against Indians and Mexicans. The Texan Scouts (1913) involves the same characters as the first story in events leading up to and continuing through the battle of the Alamo. Crockett and Bowie are portrayed as brave figures and heroes while Santa Ana of Mexico is portrayed as the most desperate of villains. The third story in this series, Texan Triumph (1913), takes the fictional hero, Ned Fulton, who appeared in the two previous stories, to the battle of San Jacinto. The book describes the eventual defeat and capture of Santa Ana and ultimate victory for Texas and the United States. All three books are still in print and are available in many libraries. No doubt the three stories provided many young readers, especially boys, with exciting reading over the years. A realistic setting, that may have been historical, and vivid descriptions of some of the most famous battles in American history helped to make the books valuable for their informa-

tional content. However, the treatment of the Mexicans and their portrayal as the villains in that historical period make the stories less than completely accurate and objective.

Following World War I there was an increase in the number of children's books about foreign countries, according to Smith,⁷ but no books of fiction about Mexico were located which were published between 1917 and 1925.

Few of the books of fiction about Mexico published before 1925 would be of interest to children today because of various weaknesses. The style of writing seemed stilted and formal rather than warm and natural sounding. At times attention to minute details interrupted or detracted from the story line. There was little use of realistic dialogue suited to the characters. In several books, weak plots were used as a means of presenting information about Mexico's history, geography, and people. There were few in-depth studies of the main characters so that the reader could identify with them on a universal basis; consequently, most characters were unconvincing and the stories were not fully credible.

Nor would most of the books be attractive to young readers of today because the majority are outdated in format. The books are old in appearance with poor binding. Most books are quite lengthy, the average number of pages in each book being 250 to 275. The print is small and the paper is often of poor quality. The illustrations in most books are

⁷ Supra, p. 59.

few and generally unappealing; however, some books do contain a number of photographs and reprints.

Mexico was generally portrayed as a remote, rural country with unusual sights to see and places to explore. Most of the Mexican people were depicted as weak or lazy, depressed or oppressed, or as victims or thieves. The stories were told in a patronizing manner that might give the reader a feeling of superiority over Mexico, its people, and its customs.

A GROWING INTEREST: 1926-1940

Smith states that this period brought about increased production of children's books which in turn caused the market to be flooded with cheap and ephemeral publications. Many of these books were about foreign countries.⁸ A total of 63 books of fiction were found that were published in this period. This represents a significant increase over the number of books on Mexico published prior to 1925.

Realistic Fiction

Over half of the books in this period were categorized as realistic fiction. Many of the 43 books in this category have weak plots and inferior character portrayals. Six books, however, stand out as exceptional in theme, characterization, and style and are also timeless in plot. They could be recommended for use today because they would

⁸
Supra, p. 60.

provide their readers with adventure, excitement, and characters with whom to identify.

Three of the six books have the jungle and forest areas, rich in wildlife and mystery, as their settings. The Children of the Cave (Thompson, 1929) has an authentic setting for the story of two American children and their adventures in the caves and jungles of Yucatan. It gives an accurate and fascinating picture of Indian life and folklore. The Forest Pool (Armer, 1938) takes two young Mexican boys into the dark forest in search of an iguana, the ancient tree lizard. The book is well-written and authentic in setting; however, the most outstanding feature is the beautiful illustrations in soft colors and vivid detail. The book is important because of the ideas brought out concerning the protection of the environment, so timely a topic in today's society. Quetzal Quest (Von Hagen, 1939), which takes place in the jungles of Mexico and Honduras, is an Indian story of the search for and eventual capture by two foreigners of the sacred quetzal bird of Mayan and Aztec lore. The emphasis is on the nature of the environment and the rarity of capturing such birds, rather than on the human characters, whose portrayal is secondary to the scenes of the jungle and its inhabitants. Though the white man eventually capture two of the birds, the author seems to leave the reader with an uncomfortable feeling about the "rightness" of such an act.

The other three recommended books are set in rural areas. Pancho (Hogner, 1938), which is light and humorous with folktale quality about it, contains a timeless and often-portrayed theme in fiction

and folklore. Through the wife's efforts the fat, lazy farmer and his hard-working wife become richer and richer despite the many foolish mistakes and actions on the part of the husband. The theme of the book seems to fit the women's liberation movement of today. The book abounds in humor and should delight younger elementary-school children. The other two stories are of a more serious nature. Toño Antonio (Sawyer, 1934), which is suitable for older boys and girls, gives an extremely realistic portrayal of a poor Mexican family's struggles to survive in the face of numerous tribulations. The story is mixed with serious, emotional situations as well as humorous ones. Though it would make good reading at Christmas time in particular, it is recommended for use at any time. The Adventures of Chico (Woodard and Woodard, 1938), which involves the reader with Chico, a Mexican boy, is a simple nature and animal study. It brings out Chico's love for animals, his relationships with them and his responses to them. Its theme is one which should be enjoyed by children of all ages.

It should be mentioned that this period (1926-1940) is the one that saw the advent of the picture book and the easy-reading book published in the United States. According to Smith,⁹ these two kinds of books could effectively introduce young children of the world to one another. The Forest Pool, Pancho, and The Adventures of Chico were among the best of such picture books published at that time.

Historical Fiction

⁹Supra, p. 60.

Six books, classified as historical fiction, were set in ancient Mexico before the Spanish Conquest, two others were about Mexican children close to the time of the Mexican Revolution of 1910, while the remaining four had their settings in the American West at the time the area was under Spanish rule.

The six books, whose plots take place in ancient Mexico, give realistic and historically authentic accounts of different civilizations. The Dark Star of Itza (Malkus, 1930), and Princess of Yucatan (Lide, 1939) take the reader to the area of Chichen Itza and the Mayan people. Both stories are well written and provide fascinating details of just how these people lived and of the hardships they endured in trying to survive against the aggression of other nearby tribes. Our Little Aztec Cousin of Long Ago (Trevino, 1934), The Blue-Eyed God (Rotch, 1938), and Aztec Drums (Lide, 1938) are about the ancient Toltec and Aztec Civilizations of Central Mexico. The first two books are highly acceptable in story line, accuracy of information, and credibility of characters. The last book, however, has a confusing text and unconvincing characters. The sixth book on ancient Mexico, Indian Hunting Grounds (Emerson, 1938), contains eight short stories about Indians of North America, two of which are about Mexican Indians. Unfortunately, these stories are somewhat superficial and the young Indian heroes perform unrealistically.

The two books written about Mexico of the 1910 era seem too contrived and provide the reader with little realism in the portrayal of the Mexican people involved. The Forbidden City (Stone, 1932) gives

an American viewpoint of life in the city of Guadalajara at the time of the Revolution. The main characters are Americans. The Mexicans in the story are portrayed in a stereotyped way. Solita (Moon, 1938) has an hacienda in Mexico and part of the American Southwest as the setting for a story of a neglected Mexican orphan and her travels with an aunt and uncle. A weak plot along with an outdated style of writing make this book questionable reading material for youngsters.

Of the four stories taking place in the West during Spanish rule, two occur in California and two in New Mexico. Rosalita (Triggs, 1932), which is the story of a young wealthy Spanish girl and her family during a time when California was overrun by bandits, is quite sugary and unrealistic. The Butterfly Shawl (Dawson, 1940) gives a more authentic picture of life in California. Customs and the mode of life of the Spanish landowners, the great influence of the missions, and the celebration of various feast days are effectively presented. Weak characterization and a shallow plot, however, mar the overall quality of the book. Adella Mary in Old New Mexico (Means, 1939), is a good story of an American family who has moved from St. Louis to New Mexico, but there is little pertinent information or treatment on the Mexican people involved in the story.

Cornelia Cannon has written a series of four stories on Indian life in the Southwest, the last of which is concerned with the Onate expedition into New Mexico from Mexico. The book, The Fight for the Pueblo (1934), is unique because it gives the Indian viewpoint of the invasion of their homeland. Although realistic and accurate, this

version of Onate's expedition is difficult reading for children in their pre-teen years; it is heavily detailed and outdated in style and format.

Folklore

Of the eight books located of tales and legends, which belong to this period (1926-1940), six are collections of folktales from Mexico. Perhaps the most outstanding are the collections of Idella Purnell. In her books, The Wishing Owl (1931), The Merry Frogs (1936), and The Talking Bird (1938), the reader can find a wide variety of tales and legends that give insight into the customs and beliefs of the Mayas, the Aztecs, and other people of the countryside. A good feature of each of these books is that they are well-organized and give introductory material to prepare the reader. Outdated format and difficult style make them good read-aloud sources. The other three collections that are interestingly told and give meaningful information on Mexican customs are The Spindle Imp (Malkus, 1931), The Bright Feather and Other Maya Tales (Rhoads, 1932), and Puro Mexicano (Dobie, 1935). These tales are very acceptable in content but are also unappealing in length and format.

Another collection of folktales, some of which are Toltec, some Aztec, and some Spanish, can be found in The Sun, the Moon, and a Rabbit (Martinez Del Rio, 1935). This is an outstanding collection presented in an appealing format though now somewhat outdated. Illustrations by Jean Charlot are excellent. In addition, a beautiful poetic style is used to present legendary figures in Toltec, Mayan

Aztec, and Spanish lore.

The other book, Tranquilina's Paradise (Smith, 1930), consists of one Mexican legend. It is the parable of a toy angel who leads the other toys of old Don Pancho to Paradise along with Chivo the deer and Ramiro the parrot. There is an "other worldliness" about this tale, but the mysticism surrounding it makes the tale difficult to understand and accept even as fanciful.

The most outstanding feature of the books reviewed from the period 1926 to 1940 is that at least 15 of the 63 books can be classified as picture books while a number of the others are more attractively illustrated and more suited to young children than books published previously. Many books have fewer pages, larger print, and more appealing themes. However, there was also a large number of books reviewed that are of cheap quality and lack true artistic format.

Most of the books from this period are no longer in print and might be difficult for many readers to locate. Probably an important point of concern to the teacher or librarian, when considering the use of books that are available, will be of whether or not the book is still appealing to young readers in style and format.

In general, Mexico continued to be portrayed as a rural and backward country having many poor people struggling for food, clothing, and shelter. Individual Mexicans in Mexico or in the United States were still stereotyped; on the whole, characters were not developed with strong individual traits or with convincing realism.

THE WORLD WAR II ERA: 1941-1949

As might be expected, with the new emphasis on reading for enjoyment and on enlightenment about America's friends and enemies as well as on books of travel which Smith has noted,¹⁰ there was an increase in the number of books on the international theme, and, in particular, about Mexico, our nearest neighbor. A total of 58 books pertaining to the Mexican theme were located for this nine year period which was a sizable increase over the 63 books located for the fifteen years of the preceding period (1926-1940).

Realistic Fiction

As in the preceding period a large majority were realistic fiction. Twenty-five of the 42 books classified had their settings in Mexico and 17 were set in southwestern United States or California. There was far more variety among these books than in the earlier books on Mexico. This is in line with what Dora Smith had noted about children's books in general.¹¹ At the same time it should be noted that a larger percentage of the books were written by people with knowledge and experience of living in Mexico. This is related to Shaw's finding that many experts and people originally from foreign countries or still living in them began writing books about these lands for American

¹⁰Supra, pp. 60-61.

¹¹Supra, p. 60.

children.¹²

Of the books with settings in Mexico, 13 were picture books. The most outstanding ones in style, strength of characterization, and overall quality are Tonio and the Stranger (Coatsworth, 1941), Pedro's Choice (Blanton, 1948), and My Pet Peepelo (Credle, 1948). Other picture books worthy of mention are Laura Bannon's Manuela's Birthday in Old Mexico (1943) and Watchdog (1948). The latter two give the reader valuable information on rural Mexican customs and are beautifully illustrated; however, today the portrayals seem somewhat unrealistic and stereotyped. The Three Miracles (Blanton, 1946) is unique in theme but the feats of the two main characters are incredible. The journey of these two boys to Mexico City to find the Virgin of Guadalupe was undertaken without the knowledge of their parents, yet they received no reprimands or punishment for their actions, which is not at all realistic. The seven remaining picture books are appealing in appearance and attractively illustrated, but the stories are somewhat patronizing and the characters seem stereotyped.

Several of the longer and more involved stories set in Mexico would provide today's young readers with excitement and adventure. Three Without Fear (DuSoe, 1947) is the exciting story of three youngsters (two Mexican and one American) and their perilous journey north along the coast of Baja California to civilization. The Least One

¹² Supra, p. 64.

(Sawyer, 1941) is a touching account of a boy's love for his donkey and his deep religious faith that the little burro will come back to him. The Village that Learned to Read (Tarshis, 1941) is a humorous but meaningful story of a young boy's resistance to learning to read that is so strong that he turns the whole town against him. Later on, he is rudely awakened, in an effectively natural and uncontrived way, to the fact that reading is extremely important to life. Narizona's Holiday (Burbank and Newcomb, 1946) is a delightful story of a young boy, a coati he has rescued from cruel treatment in a circus, and their fascinating capers and adventures.

Four books were mainly about Americans in Mexico. Three in the Jungle (Shields, 1944) seems to stand out above the others. It is a well-written adventure story about three youngsters' experiences in the jungles of southern Mexico and is laced with action and vivid descriptions of jungle life. Silver Saddles (Newcomb, 1943) and The Riddle of the Hidden Pesos (Epstein, 1948) provide the reader with some mystery and adventure but are rather unrealistic in plot and unappealing in format. In Nick and Nan in Yucatan (Crane, 1945) the adventures of the American children seem superficial. The story is secondary to the information presented on the art, architecture, and customs of the Maya; even this material is presented with condescending overtones.

There are 17 books of realistic fiction from this period which were about Mexicans in the United States. This is a significant increase over the few that were found from previous years. Three picture books by Leo Politi stand out in style, format, and authenticity

of content: Pedro, the Angel of Olvera Street (1946), a story about the famous Mexican Christmas celebration on Olvera Street in Los Angeles in which Pedro is the little boy who plays the part of an angel; Juanita (1948), a version of the blessing of the animals at Easter time in Los Angeles; and Song of the Swallows (1949), the poetic story of the coming of springtime and of the swallows to the Mission at San Juan Capistrano in Southern California. The three books are beautifully illustrated and continue to be popular today with younger elementary children, despite the fact that the characters tend to be stereotypes rather than real people.

There is one other recommended picture book concerned with Mexicans or Spaniards in the United States. Pepito At Capistrano (1943) by Joan and Josephine Costantino is a slight story of a boy's first visit to the San Juan Capistrano Mission. The information on the building of the missions by the priests and the Indians and the legend of the coming of the white man make it valuable as an informational source for young children.

Two other books of the 17 about Mexicans in the United States are likewise exceptional in content and style but, unlike those of Politi and the Costantinos, are more suited to older elementary children and teenagers. Sea Boots (DuSoe, 1949), is the story of Pedro, the same hero of Three Without Fear, previously mentioned.¹³ In Sea Boots Pedro is living in the San Diego area with his sister and grandmother,

¹³ Supra, p. 94.

all of whom are in the process of becoming United States citizens. There is plenty of excitement and credibility in Pedro's adventures as he attempts to prove himself a good fisherman. The author's style seems more effective here than in Three Without Fear. The Very Good Neighbors (Eberle, 1945) is an extremely touching story of the Carillo family's struggle to have a home near San Antonio to replace the one they left in Mexico. The reader can gain much from this human saga where honesty, friendliness, and hard work pay off. Though the book is a little dated and no longer in print, the story gives an authentic picture of the importance of human dignity and the high value placed on so little by a Mexican American family.

Of the 17 books about Mexicans in the United States two written by Florence Means should be mentioned. Teresita of the Valley (1943) and The House Under the Hill (1949) have a similar theme, that of two sixteen-year-old Mexican girls torn between shame and pride towards their own people. Both stories present authentic pictures of the hardships and prejudices endured, as well as of the family and kinship roles practiced in many Mexican American families.

Historical Fiction

Contrary to Smith's findings that many books of historical fiction were published in large varieties and forms in this period,¹⁴ only two books pertaining to Mexico could be located. Neither book is in print;

¹⁴ Supra, p. 60.

therefore, copies may be difficult to obtain. Stopping Hawk and Stranded Whale (Bronson, 1942) is an interesting story set in northwestern Mexico and on the island of Tiburon in the Gulf of California, the home and hunting grounds of the Seri Indian tribe that managed to keep its freedom from Spanish rule. It is accurate and packed with a wealth of information about the Indian lore and wildlife of the region. The style is part fiction and part non-fiction but the author mixes both effectively. The Silver Quest (Meigs, 1949), a beautiful story of a young Mexican girl and a wild horse, is set in Mexico in the 1820's. There is good detail about the lives and customs of the people living on a small ranch in what is today part of the United States. The story is based on a legend about Hernan Cortes and a silver horse, a great stallion. It is probable that many young readers today would be fascinated by the magical and poetic quality of the story.

Folklore

Smith noted that there was a significant increase in the number of folk and fairy tales published during this period.¹⁵ The number of books of folklore on the Mexican theme also increased. Three of the 14 books located are very useful collections, especially for reading aloud purposes. They are Picture Tales from Mexico (Storm, 1941), The Boy Who Could Do Anything and Other Mexican Tales (Brenner, 1942), and The Cactus Fence (Bryan and Madden, 1943). Bryan and Madden also produced a

¹⁵
Supra, p. 60.

single folktale called Pito's House: A Mexican Folktale (1943). All four books use fairly realistic, rural settings expressed through vivid, descriptive style and attractive illustrations.

A book by Mark Keats, Sancho and His Stubborn Mule (1944), is a popular tale but this version is badly outdated in format and unappealing in appearance, largely due to a very dark blue background in all pictures and the use of brown print. Two books by Patricia Ross, The Hungry Moon (1946) and The Magic Forest (1948), which were probably popular years ago, are still in print today, but both books are hampered by several weaknesses. The first book is an excellent collection of tales and is attractive; however, several of the illustrations are deceiving and will provide confusion for the young reader--the five little red pigs are pictured as white and the little grey bug is pictured as orange-red. The Magic Forest is a type of fairy tale but the text is sluggish, the plot is shallow, and the style lacks enthusiasm. The illustrations, however, are colorful and of magic-land quality.

Two sources presenting additional folktale material on Mexico are The Bombero (Levy, 1943) and The Old Aztec Story Teller (Rickard, 1944). Both are collections of Latin American folk tales and include colorful versions of several well-known Mexican tales.

Tales from the southwestern region of the United States are contained in Don Coyote (Peck, 1942) and The Strange Little Man in the Chili Red Pants (Wallrich, 1949). The first is a good collection of tales, many of which are Spanish and Mexican in origin; however, most of the stories can be found in other more recent and appealing books.

The second book is a mediocre publication of fanciful tales, one of which is about a little elf-man in chili red pants who is magical. Both the tales and the presentation are very much outdated.

Three other books, which contain tales from various countries around the world, include some tales from Mexico. Legends of the United Nations (Frost, 1943) includes two from Mexico--"Topozton" and "The Cow that Cried;" but the large size of this book and the sophisticated style will limit the number and age of readers it attracts. Legends in Action (McCaslin, 1945) and Stories from the Americas (Henius, 1944) present the Mexican stories "Christmas Fiesta" and "The Oranges" respectively. Neither book is appealing to young readers in general and will be used more by the teacher or librarian.

Fiction from the 1941 to 1949 period shows several improvements over fiction from previous years. The authors seemed more knowledgeable about Mexico with more of them writing from first-hand experiences than ever before. Consequently, settings and backgrounds for their stories were quite authentic and believable. Illustrations in many books gave more realistic detail, were more pleasing to the eye, and followed the text more closely.

Basically, the emphasis remained on rural Mexico with the poor Indian still receiving the most attention. There seemed to be more detail on the people, their living conditions, their surroundings, and family life. Both daily events and festive occasions were described meaningfully and vividly.

Unfortunately, the characterization and the plots still lacked

depth and genuine feeling in many stories. Characters were mostly males; many were pictured in the same stereotyped way--Mexicans in need and Americans readily available to give. With only a few exceptions, the same patronizing image was portrayed as was so common in most fiction prior to this period.

NEW TRENDS AND EMPHASES: 1950-1960

During this period, as noted by Smith,¹⁶ realism and regionalism in fiction received much attention and children's books with foreign settings, developed by authors and illustrators with first-hand knowledge of their topic, were published in greatly increased numbers. According to Shaw,¹⁷ fiction with themes on foreign countries continues to be quite popular at the present time. During the 1950 to 1960 period, there was an increase in the number of children's books with a Mexican theme, the majority of which were realistic fiction.

Realistic Fiction

Among the 84 books located, eleven about children and young people in Mexico and nine about Mexican Americans stand out as exceptional in plot, characterization, writing style, and authenticity of setting.

The eleven stories set in Mexico have a rural setting. Hat for a Hero (Bannon, 1954) is an interesting picture story of a Tarascan In-

¹⁶Supra, pp. 61-62.

¹⁷Supra, p. 64.

dian boy's efforts to prove that he is growing up and worthy of the man-style hat he desires. Although this theme has been used frequently, it acquires new interest in this particular setting—a Tarascan Indian island in Lake Patzcuaro, Mexico. An outstanding feature of the book is the author's pastel illustrations which are both beautiful and informative. Other picture books with simple but well-written stories include: The Poppy Seeds (Bulla, 1955), with bold and colorful illustrations; Nine Days to Christmas (Ets and Labastida, 1959), with soft-lined illustrations adding warmth to the story (the 1960 Caldecott Award winner); Ramón Makes a Trade (Ritchie, 1959), with realistic, detailed drawings of objects of concern to Ramón; Pepito's Story (Fern, 1960), with realistic illustrations in vivid colors; and Big Horse, Little Horse (Goldberg, 1960), with soft sketches in black and rust on white.

The other five outstanding books with settings in rural Mexico have longer, more complex plots. A Carpet of Flowers (Trevino, 1955) is a miracle story set in a Mexican village where the villagers weave a carpet of flowers each year for the great nave of the basilica in Guadalupe. The story is a dramatic and sensitive one from which the reader can learn much about the devout faith of the Mexican people. The New Tuba (Tripp, 1955) is a light and humorous story about Mexican family life centering around the father's new tuba purchased from contributions given by the villagers. The author's style is very descriptive; word images are used most effectively. The Corn Grows Ripe (Rhoads, 1956), which gives authentic glimpses of the ways and beliefs of the Mayan

Indians of Yucatan, tells of young Tigre's momentous year of learning to be a man among his people. The Jean Charlot drawings are a perfect complement to the text. The Tomb of the Mayan King (Henderson, 1958) is a very exciting portrait of a young, volatile fifteen-year-old, José Mena, and of his torment because he wanted to be successful, yet at the same time he wished for his Mayan ancestors to be proud of him. Boys and girls should readily identify with José's problem of identity and enjoy the wit and humor of the story. The Two Uncles of Pablo (Behn, 1959) is a colorful Mexican story of a small boy's observations about his two uncles, one foolish and dishonest, the other rich but withdrawn from the world. With simplicity and realism, the author describes Pablo's wisdom, understanding, and sympathy in helping both uncles become better men.

The nine outstanding books from this historical period concerning Mexicans in the United States can be grouped into three types--picture books, stories of general interest to upper elementary-school-level readers, and stories of interest to teen-age readers or very mature eleven- and twelve-year-old readers. Rosa-Too-Little (Felt, 1950), a picture book, is the story of a young Spanish-American girl in New York City who was too little to do anything with the other children in the neighborhood until she learned to write her own name. It is a delightful and charming story with a very real main character. New Friends for Pepe (Halladay, 1959), the other picture book, is a simple and unassuming story of a young Mexican American boy who is more involved in his day-to-day problems as a member of a migratory family

than in great social issues. Pepe's greatest concern is leaving his friends in Texas and having no friends in Colorado. His fears are unfounded—a comforting thought to the young readers who identify with him.

Three other stories are more complex yet very much suited to elementary-level readers. A Santo for Pasqualita (Clark, 1959) is a sensitive and poetic story of how an orphan in New Mexico achieves her dream of having a patron saint of her very own. Citizen Pablo (Robinson, 1959) is a poignant story of life among migrant workers in which Pablo and his family search for a better home but find conditions in Texas and California frustrating. Mario, A Mexican Boy's Adventure (Garthwaite, 1960), a sympathetically told story of a boy who becomes an unwilling wetback in California, caught in the complications of illegal entry, is set against a vivid picture of Baja California and of the migrant cotton pickers in the Imperial Valley. Mario emerges as a real person but the totally happy ending with the American lady coming to his rescue seems overdone.

Four other stories about Mexicans in the United States which are more suited to mature young readers and teenagers are ...And Now Miguel (Krumgold, 1953, Newbery Award Winner), A Long Time Coming (Whitney, 1954), The Black Bull (Goodwyn, 1958), and Across the Tracks (Young and Young, 1958). Fine writing styles, through which the authors weave well-constructed plots, give these books their outstanding quality.

Historical Fiction

According to Smith,¹⁸ historical fiction continued to be very popular with young readers in the 1950's. A significant number of such books were found which pertained to Mexico. The 30 books represented various period of time and events in the history of Mexico and the United States. The Rattlesnake God (Holden, 1959) is about the Mayan revolt of 1440 in Yucatan against the Mexican invaders from the north who had been given the great Mayan city of Chichen Itza as a war prize. The story is interesting and the background for it is historically authentic. Most young readers should find it fascinating reading.

Five books had the early days of the Spanish Conquest as their setting. Golden Conquest (Lobdell, 1953) is a story based on the adventures and romance of a Castilian boy and an Indian girl during the time of the Spanish siege of Tenochtitlan, beginning with the voyage from Santiago, Cuba. The young boy, Juan, is a credible character as he questions Spanish motives and befriends a young Aztec prince; a view different from the usual Spanish version of the conquest is presented to young teenagers. The Friar and the Knight (Strousse, 1957), We Were There with Cortes and Montezuma (Appel, 1959), and The Young Conquistador (Nevins, 1960) are all interesting versions of the Conquest of Mexico by Cortes. They are historically accurate and well-written; however, of the three, the book by Appel is more appealing and suitable for young readers at the upper elementary school level. The unique story of the fifth book, Pioneer Horse (Franklin, 1960), tells of the

¹⁸Supra, p. 61.

introduction of horses by the Spaniards to the western plains in 1519. The information presented is interesting but the story lacks coherence and the characterizations are poorly developed.

A second horse story, Sunflight (Meigs, 1951), is an action-packed adventure of early eighteenth-century Mexico. Felipe, Indian owner of a palomino stallion, risked a great deal because any Indian found riding or owning any horse was guilty of a crime punishable by death. The author's natural style and excellent use of realistic descriptions provide the reader with an enjoyable story.

The American Southwest, during the time of Spanish rule, was the background for 12 books during the 1950 to 1960 period. Seven of these are worthy of note. The Silver Fleece (Means and Means, 1950) is a tale of the Spanish resettlement of New Mexico in 1695, a time of struggle between the Indians and the Spanish for possession of the land. The book tells of the Rivera family's fight to survive the dangers which threaten their settlement and the fine herd of sheep they are raising in order to rebuild the family fortune. This attractively illustrated story should help the young reader visualize the rich and varied cultural background of the United States. The Big Ride (Erskine, 1958), which tells of the long and difficult journey in 1775 of Captain Anza and a group of colonists from the heart of Mexico to the coastal area of California, should be a fine choice for those who like adventure stories. A book suited for special collections on holidays is The Saintmaker's Christmas Eve (Horgan, 1955). The story, which is set in New Mexico in 1809, is about Roberto and Carlos Castillo, brothers and artists

of the craft of carving saints from wood. The plot is told with tenderness and sensitivity for the brothers and presents an authentic setting. The large print should make the book appealing to younger readers. Taking place in California during the time of Spanish rule are Colt of Destiny (Malkus, 1950), Treasures of the Medranos (Atkins, 1957), and Tosco, the Stubborn One (MacLeod, 1959). The best written of these stories of California ranch life, missions, and the role of the Indian appears to be the first of these books but the second one is the most readable for elementary children. Another book, The Black Stone Knife (Marriott, 1957), is of somewhat limited value for its information on Mexico, although it is written by a well-known authority on American Indians. The story takes four young Kiowas on a two-year journey starting in 1825 in search of the constant summer and a black stone knife. It is based on a true story told by the tribe and gives the reader an excellent picture of the wildlife and terrain of the region.

The Battle of the Alamo and the Mexican War were also popular settings for historical fiction. Lone Star Fight (Eberle, 1954) gives a detailed background of the scene and the events that led up to the Battle of the Alamo. The narrative seems objective and realistic, but the book is long and the writing style is quite difficult for young readers. Their Shining Hour (Maher, 1960) is a touching account of Susanna Dickenson's experiences before, during, and after the siege of the Alamo in 1836. Especially interesting to young girls, the story depicts her courage and strength of character in the face of great danger.

It is enjoyable reading but definitely presents the American viewpoint of the events. Two chapters of the Mexican War of 1846 to 1848 are elaborated upon in Boy Heroes of Chapultepec (Chambers, 1953) and Sons of Montezuma (Summers, 1958). The book by Chambers, based on fact, is the story of six courageous boys from Chapultepec Military Academy who chose death over capture by Americans at the fortress of Chapultepec near Mexico City. It is outstanding in suspense and is written in an easy-to-read style. Illustrations add a great deal to the action of the story. Sons of Montezuma tells of General Winfield Scott's march from Vera Cruz to Mexico City. The book is notable because its subject matter has received little attention in other children's books. Its format and style make the book more suitable for mature juvenile readers than for younger ones.

Two books were written about the American Southwest after the Mexican War ended. Borrowed Boots (Puttcamp, 1956) is an excellent story that brings out the tensions and relations between Mexicans and Texans after the war. The reader becomes involved in serious social conflicts related to prejudice, human dignity, and cultural differences. The message of the story is timely for today's youngsters. Trail from Taos (MacKaye, 1955) is a rather far-fetched and sluggish story of a boy's adventures with Indians and their abduction of his younger brother.

Three stories take place around the time of the American Civil War. The Rebel Trumpet (Shirreffs, 1960), Mission in Mexico (Williams, 1959), and Ride for Texas (McGiffin, 1960) are good, adventure-filled books with teenaged boys as the heroes. The latter two present many

authentic details on events occurring during the rule of Emperor Maximilian.

The Mexican Revolution of 1910 was the concern of two of the most outstanding books of this period. Jeremy Craven (Collin-Smith, 1958) takes a shy, sensitive orphan boy from England to Mexico where he experiences a turbulent way of life with his mysterious Uncle Titus. An outstanding feature of the book is the moving portrayal by the author of both the boy and his uncle. Famed historical figures also make realistic appearances in the narrative. Viva Mexico! (Bruckner, 1960) authentically portrays the misery of the peons, the feudal and oppressive structure of the hacienda-overseer system, and the eventual use of revolutionary forces against the dictatorship of Díaz. Perhaps the only weakness of this book is in characterization; the young heroes seem to take on stereotyped images. However, the story is interesting and the information on the period of the Mexican Revolution is excellent.

Folklore

As noted by Smith,¹⁹ imaginative tales--both the retelling of old tales and the writing of new ones--flourished in the fifties; however, there was no significant increase in the number of books of folklore published on the Mexican theme. Only six books of folktales and legends were located which dealt specifically with Mexico. Three are collections of tales and three are individual versions of well known Mexican legends. Stories from Mexico (Dolch and Dolch, 1960) is part

¹⁹Supra, p. 61.

of the "Folklore of the World" series. Most of the characters are animals, with the patient burro and the clever coyote leading the way. There are tales about life in the villages, about the rich and the poor on haciendas, and about the gods of nature worshipped by the ancient Indians. Written almost entirely with words from the Dolch word list, this book and others in the series should appeal to most elementary children because they are easy-to-read and also interesting. The Burro Benedicto and Other Folktales and Legends of Mexico (Jordan, 1960) is a very attractive and beautifully illustrated collection of tales stressing the Mexican people's consuming desire for freedom; the tales present an interesting blend of Mexican religious beliefs, from Aztec worship to Catholicism. However, some tales are poor choices for children; at times the telling of the tale seems flat and uninteresting. The book is not outstanding for children but it is a good source for teachers and storytellers. Fairy Tales of Mexico (Wilson, 1960) contains four brief tales told in a rather sophisticated manner with difficult vocabulary, which limits its use by children. The three individual legends in book form are A Hero By Mistake (Brenner, 1953), Roses for Mexico (Eliot, 1955), and The Year of the Christmas Dragon (Sawyer, 1960). The first book is good reading material for children; its young hero should delight them and the attractive illustrations enliven the text. The other two legends are longer and more difficult to read; they will probably be more appreciated by children when read aloud by an adult.

A number of collections of folktales from around the world include at least one tale on Mexico and/or Mexican Americans. Tales from

the following collections will be most appreciated by children when they are read aloud or told as stories: Tales of the Western World (Suddeth and Moremus, 1953); Legends and Tales of the Rockies (Ellis, 1954); Ride with the Sun (Courlander, 1955); Riddles of Many Lands (Withers and Benet, 1956); Noodlehead Stories from Around the World (Jagendorf, 1957); The Buried Treasure and Other Picture Tales (Ross, 1958); Big Music (Bleecker, 1958); and The King of the Mountains (Jagendorf and Boggs, 1960).

There was a significant increase in the number of books of realistic and historical fiction that were published during the 1950's as compared to the earlier periods. The overall quality of books related to the Mexican theme improved greatly. More stories were more carefully written and more suited to the elementary child's interest and reading level. Well-qualified authors with first-hand knowledge and experience on their subject matter were the rule rather than the exception. There was outstanding improvement in the quality and number of picture books and other easy-to-read books published in the decade.

One aspect that received poor treatment from some authors and too little attention from many others was that of informing the reader early about the setting for the story--where it took place and when it occurred. This became an irritating drawback in reading quite a few books which otherwise would have been very acceptable.

The portrayal of Mexicans and Mexico improved somewhat over portrayals in earlier books. Themes were more varied; plots were more substantial and timely; information on the people and customs was more up-

dated and very effectively presented. Still too common, however, was the stereotyping of characters and settings. The American continued to be portrayed as the wealthy one or the hero who aids the poor Mexican or Mexican American. The settings, more often than not, depicted rural and poverty areas, while little was told about city-life and people other than the poor. There is no doubt that much of Mexico remains poor and underdeveloped, but the young reader needs to be made more aware of the other ways of life, other people, and other settings that also help to make up the whole of Mexico.

AN ERA OF SIGNIFICANT CHANGE: 1961-1971

Huck and Kuhn²⁰ have stated that not only were books mass produced in this period (1961-1971) at a pace never before experienced, but the books covered an infinite variety of topics, giving the young reader opportunities to gain knowledge on almost any topic that might be of interest. This period opened the world to the child with fiction that runs the gamut of human experiences. These observations are true for books on Mexico and Mexican Americans. A total of 186 such books were published in this period.

Realistic Fiction

Over two thirds of the books published between 1961 and 1971 were realistic fiction. Most of the 135 stories were concerned with Mexicans in Mexico, Americans in Mexico, or Mexican Americans in the

²⁰ Supra, pp. 49-50.

United States; however, a few of the books were centered around animal characters but with settings in Mexico.

Of the 47 books about Mexicans in Mexico, 24 seem to be of sufficient significance to be discussed or at least mentioned here. Only three stories have young Mexican girls as the main characters. Two Pesos for Catalina (Kirn, 1961) and Rosa (Politi, 1963), picture books designed for younger children, are beautifully illustrated and present authentic pictures of rural Mexico. Rosa is more descriptive and vivid in content, but both stories should appeal to children for their simplicity of plot and meaningful character portrayals. The Noble Doll (Coatsworth, 1962), is a longer and more involved story of a young girl, an antique doll and an impoverished Mexican noblewoman. The author writes with sensitivity and warmth about the dignity and pride of an individual, while the illustrator interprets very well the charm of Mexico and the gaiety of its customs.

Eighteen of the 24 recommended stories about Mexicans in Mexico are centered around young boys as main characters or heroes. Most of these stories are set in rural Mexico or in small villages. Picture books and/or easy-reading books that are highly recommended for their good story line and attractive format are ...and Juan (Shannon, 1961), Tuchin's Mayan Treasure (Foltz, 1963), Lito and the Clown (Politi, 1964), Angelo the Naughty One (Garrett, 1966), The Toy Trumpet (Grifalconi, 1968), School for Julio (Rowland, 1968), and Little Pest Pico (Credle, 1969). Another picture book, Amigo (Schweitzer, 1963), is one of the most outstanding books published during this period. Written as a nar-

rative poem, this book tells of the budding friendship between a Mexican boy who wanted a dog and a prairie dog who wanted a boy. The story has a fresh approach and the illustrations are beautifully done in soft desert colors. Of ten other longer, but highly acceptable books about young boys, seven have village settings and the other three take place in urban areas. Gift of the Mountains (Wier, 1963), A Charm for Paco's Mother (Stinetorf, 1965), The Treasure of Tolmec (Stinetorf, 1967), Pepe, the Bad One (Dazey and Johnston, 1966), and It Happened in Chichipica (Kalnay, 1971) are well-written and highly recommended for the detailed picture of Mexican life and customs that they present. The harshness and beauty of Baja California are effectively portrayed in Tides of Danger (Hazelton, 1967) and The Black Pearl (O'Dell, 1967). These are fascinating stories of two young boys' quests for pearls in order to help their families. Close family ties, economic problems, and strong religious beliefs are brought out in the texts. Treasure of Acapulco (Witton, 1963), which is a story for teenagers about a young man who must prove his ability to earn a living from the sea before he will be permitted to stay in Acapulco by himself, has a lively style which describes the boy's feelings with understanding and shows why changes in the city have made it a tourists' playland. My Name Is Pablo (Sommerfelt, 1965) is an extremely realistic, almost sordid, portrayal of the plight of poor children in and around Mexico City. Juan, an unlicensed shoeshine boy, befriends a Norwegian youngster, and eventually finds himself in a reformatory. His life becomes a series of unbelievable and haunting adventures that are told by the author with sympathy and perception. The theme is one that should be more commonly

used in children's fiction about Mexico. The story of Juan (Stolz, 1970) probably has one of the most unique themes of all of the realistic fiction reviewed. It tells of Juan, an eight-year-old orphan, who is singled out from the other orphans in the town orphanage to receive a special gift. The plot is not strong but the writing style is distinctive and the setting is interesting. Character portrayals are excellent.

Three of the books on Mexicans in Mexico feature adults in the leading roles but the content should be meaningful for juvenile readers. The fictionalized narratives emphasize some major sociological and philosophical teachings as well as weaving interesting plots. Inherit the Earth (Gorden, 1963), a collection of short but eloquent stories describing the Mexican ranch life of the Juan Lopez family, is an enjoyable story told with affection, humor, dignity, and compassion. The Pearl (Steinbeck, 1965) is an especially moving and terribly sad story of what happens to a young couple and their child after finding a great pearl. The message is philosophical and the lesson to be learned is a universal one. Writing style and depth of theme make this book more suitable to teenagers and adults. The Island of the Angels (Wibberly, 1965) should be appreciated by nature lovers. It is a simple but touching allegory of how an old Mexican fisherman, living alone on an island off Baja California, risks his life and the security of his isolation to save a sick orphan boy. Mature elementary level readers, teenagers, and adults should enjoy this attractively illustrated story.

Nineteen books of realistic fiction were about Americans or other foreigners who were traveling, visiting, or living in Mexico. Six of these stories are recommended. The Place (Coatsworth, 1965), which is an excellent story for older elementary readers, concerns an American girl and her father as they explore a Mayan region filled with artifacts from ancient Mexican people of the Yucatan. Although the plot, especially the ending, seems somewhat unrealistic, the author has interwoven effectively information concerning Mexican history and views of the roles of North Americans in the area. The Day the Fish Went Wild (Hazelton, 1969) is set in Baja California and tells of the fishing adventures of an American boy and his Mexican friend. Despite the fact that the boys perform with unbelievable courage, the story is fascinating and exciting, the theme is unique, and first-hand information on this topic is rare in children's books. Four longer stories that may appeal to more mature children and older juvenile readers are Where the Shark Waits (Harkins, 1963), Pilot Down, Presumed Dead (Phleger, 1963), Smuggler's Road (Everts, 1968), and The Vagabundos (Bonham, 1969). The four stories, all of which take place in Baja California, are fraught with adventure and action. Although the main characters are teenaged boys or young men the stories should appeal to both boys and girls. Colorful, poignant descriptions of some of the wildest and most uninhabited regions of Baja are significant in all four stories and play a major part in the plots.

A total of 60 books are realistic fiction written about Mexicans in the United States who were referred to as Spanish Americans, Mexican Americans or Chicanos in the different stories. This number represents

a tremendous increase in the number of stories concerned with the Mexican American minority group from previous historical periods. The new emphasis probably can be attributed to the overall push in American society to alleviate discrimination, recognize cultural minorities, and acquaint the public with information about and experiences of these people in order to bring about greater understanding. Of the 60 books, 26 are set in California and 34 are about Mexican Americans in other areas of the United States. Only 13 of each group are recommended.

The recommended books with stories taking place in California are especially appealing in theme, plot, and format. Three books by Dorothy Rhoads, Someone for Maria (1964), The Friday Surprise (1968) and A Home for Memo (1968), one by Ruth Jaynes, What Is a Birthday Child? (1967) and one by Ruth Adams, Fidelia (1970) are picture books with simple but meaningful plots and realistic characters with whom children the world over can identify. Benito (Bulla, 1961), Blue Willow (Gates, 1966), Hold the Rein Free (Van der Veer, 1966), and Maria Luisa (Madison, 1871) respectively portray, in an authentic manner, a twelve-year-old orphan who wants to be an artist, some children of migratory workers, the son of a California ranch hand, and two school children in San Francisco who bitterly experience prejudice. The themes are contemporary, details are vividly described, and the stories should make engrossing reading for many upper-elementary-school children. Four books intended for teenagers stand out in this group of books. Good-bye, Amigos (Young and Young, 1963) concerns a young girl's loyalties to her father and to the migrant workers who labor on his ranch. Mystery of

the Fat Cat (1960), Viva Chicano (1970), and Cool Cat (1971) were all written by Frank Bonham who has done tremendous research on the Mexican American minority in and around Los Angeles. His descriptions of the barrios, street gangs, drug problems, and family life of teenaged boys are uncomfortably realistic. These four stories might help the reader understand why major cities need to continue to work on improving the lives and surroundings of young people.

The recommended fiction stories about Mexican Americans in other areas of the United States generally takes place in the Southwest or in New York City. The following picture books are highly recommended for reading by primary level children; they are also suitable for reading aloud purposes. Tía María's Garden (Clark, 1963) has a gentle and poetic text to describe the desert scene observed by a little boy and his aunt; illustrations in color evoke a quiet mood. Gilberto and the Wind (Ets, 1963) involves the reader with a young Mexican American boy who thinks aloud about all the things his playmate, the wind, does with him, for him and against him. One Luminaria for Antonio (Hood, 1966), which is particularly suitable around the Christmas holiday, portrays realistically how one New Mexican boy prepares a luminaria, a Mexican Christmas lantern made of a candle set in sand inside a paper sack, so that he might receive the Christ Child's blessing. Right Thumb, Left Thumb (Molarsky, 1969) tells about the big day when small Victor goes to the store all by himself and uses string tied to his thumb to determine the right way to go. Mexicali Soup (Hitte and Hayes, 1970), which

resembles the story of "Stone Soup" only in reverse, tells simply how a Mexican American mother, pressured by her family who want to eat like Americans, omits different ingredients to please different members of the family, and finally serves a bland soup. Just for Manuel (Hampton, 1971) relates how a young boy, who lives in an apartment with no special place of his own for his toys, sets out to find one and does so in the most ingenious way. Twenty One Children Plus Ten (Ormsby, 1971) brings young children face-to-face with a major social issue--the accepting of, working with, and understanding children who are from another part of town or who may be different in some ways. The above mentioned stories are beautifully illustrated and of substantial format.

The other eight recommended books represent a variety of themes. Little League Double Play (1962), for upper-elementary-school readers, and Fast Break (1967), for teenagers, are two good sports stories by Curtis Bishop, a highly respected and popular author of sports stories. Mexican American characters are portrayed with realism and the plots are convincing as well as exciting. Paco's Miracle (Clark, 1962), which is a meaningful story for use especially during the Christmas season, relates how Paco strives to learn the ways of the Spanish family with whom he lives in the mountains of northern New Mexico. It is a beautifully written story of a boy's love for animals and people. The Day of the Bear (Spofford, 1964) should appeal to those readers who enjoy animal and wildlife tales. It is exceptionally well-written with consistency, authentic descriptions of the countryside, and realistic dialects of the regional natives. The Outsiders (Hinton, 1967) is an

inside story about greasers--the rough, tough, long-haired boys from the other side of town. The author is an insider who has experienced life in the culturally detached bottom of society in an Oklahoma town. Migrant Girl (Laklan, 1970) is the realistic, but very depressing story of a sixteen-year-old girl's life as a migrant worker--of the terrible working conditions, the lack of educational opportunities, and the victimization of migrant workers by unscrupulous crew bosses. The plot is not strong; however, conditions are described authentically and the dialogue is convincing.

Nine recommended stories set in Mexico actually have some type of animal in the leading role. Orlando, The Brave Vulture (Ungerer, 1966), is an attractive picture book with a most unusual theme--that of a Mexican vulture who is kind, good, and generous. This cleverly told tale of Orlando's rescue of an American gold miner and of how he unites the miner with his family gets so ridiculous that it comes through as funny and enjoyable. Young children should like the full-paged, colored drawings that complement the delightful antics of this most unusual vulture. Pornada (Shura, 1968) is the story of a pig who thought he was an artist. Bravo, Burro! (Fante and Borchert, 1970) is the story of a burro who proves himself to be brave and worthy. Raimundo the Unwilling Warrior (Prieto, 1971) is the unusual story of a cock bird who wants no part of cockfighting, a popular sport in Mexico. Tigre (Kjelgaard, 1961) is the exciting and well-written account of a young boy's struggles against superstition and against the killer jaguar that has

taken his father's life. El Blanco (Montgomery, 1961) is a version of an old Mexican legend about a white stallion that once was worshipped by the Aztec Indians of Mexico. Three books by Burdette Johnson, Ocelot (1966), Yucatan Monkey (1967), and Little Dickens, Jaguar Cub (1970), are outstanding for their in-depth study of Mexico's wildlife and for interesting details in story form about the people who live where these particular animal adventures take place.

Historical Fiction

Historical fiction of the period (1961-1971) was represented by 31 books. Four were set in ancient Mexico before the Spanish Conquest. Arrow in the Sun (1961) and The Angry Earth (1964), both by Carl Kidwell, are outstanding for their detailed information about an unrecorded era of man from which knowledge was gained through modern archaeological discoveries. Both stories provide vivid descriptions of ancient Mexico which should appeal to many young history and archaeology devotees. The Jade Jaguar Mystery (Fuller, 1962), also accurately set in ancient Mexico, should be of interest to upper elementary-school readers. The story is attractively illustrated, appealing in format, and includes a bibliography and glossary of terms used. While the plot seems fantastic, there is plenty of interest generated and the characters are portrayed convincingly. The Gate of Worlds (Silverberg, 1967) is difficult to categorize since it is really a science fiction tale that takes place in ancient Mexico when the mighty Aztecs were still in power. Teenaged lovers of science fiction should enjoy this tale. There are many

historical details interwoven in the plot to make an interesting story.

Six books of historical fiction give accounts of the Spanish Conquest. Probably the most appealing for elementary children would be The Miracle of the Talking Jungle (Bartlett, 1965) because the characters are credibly depicted and the writing style is easy-to-read yet lively. The book is uniquely illustrated in black, brown, orange, and gray and is appealing in length and format. The five other versions of the Conquest are told through the experiences of teenaged boys; therefore, the writing style is rather sophisticated and the historical content is greatly detailed. He Served Two Masters (Haller, 1962), a starkly realistic narrative based on original sources, is written as though told by Orteguilla, a page and interpreter first to Cortes and then to Montezuma. The Youngest Conquistador (Mantel, 1963) tells how a fifteen-year-old helps to capture the Aztec Empire. Temple of the Sun (Lampman, 1964) is an extremely well-organized version of the Conquest from the Aztec point of view. Aiding the reader are a bibliography of sources and a glossary of terms. The Blood of the Brave (Baker, 1966) is an interesting and fast moving story of the thirteen-year-old son of a blacksmith who signs with Cortes for the voyage that takes him from Cuba to Aztec Mexico. The Cross and the Sword of Cortes (Coleman, 1968) is told in the first person by a young aspirant to the priesthood who was a member of the expedition to Mexico.

Historical settings during the 300 years of Spanish rule over Mexico are used in six stories that have interesting plots. Nacar, the

White Deer (Trevino, 1963) the story of a seventeenth-century mute Mexican boy's love for a rare white deer entrusted to his care, is beautifully written, sharing with the reader the boy's magical understanding of animals and of the miracle that takes place. Another miracle story, A Miracle for Mexico (Niggli, 1964), is a most attractive version, intended for the specially interested elementary-school reader, of the familiar legend of the Virgin of Guadalupe. The historical background is good but the book is much too long and drawn out in detail for most young readers. Walk the World's Rim (Baker, 1965) presents a good picture of colonial Mexico and primitive Indian life during the expedition of Cabeza de Vaca and his Negro slave, Esteban. The King's Fifth (O'Dell, 1966), a story about the exploration of the Southwest, is a vivid but sophisticated account of a small group's adventures as they are caught up in gold fever during the 1540's. Prisoner of the Indies (Household, 1967) and Remember Vera Cruz (Knight, 1966), both action-packed adventure stories of two young English boys, take place in the 1560's and present accurate historical detail; however, character portrayals in Prisoner of the Indies seem more authentic and credible than in Remember Vera Cruz.

Fifteen books in this period were written about events and people in the 1800's. The Tilted Sombrero (Lampman, 1966) gives the young reader an excellent background for the beginnings of the Mexican War of Independence in 1810. Especially well-portrayed is the stratified society that managed to unite to fight the oppressive rule of Spain. Two Sieges of the Alamo (Alter, 1965) is one of the best narratives of

that famous battle ever published for juvenile readers. The characters really come alive, the action is intense, and the dialects of the men are convincing enough to project the reader on to the scene of the battle. Six of the thirteen other books of historical fiction set in Mexico or the Southwest in the nineteenth century are recommended for their appealing themes, well-written content, and authentic information surrounding historical events and practices of that time. Grandma's Gun (Martin, 1968) is the story of a boy's role in the Mexican War of 1846. The Dunderhead War (Baker, 1967), a fine story about the Mexican War, gives a perceptive treatment of the main characters. Midshipman Plow-right (Pole, 1969) tells of the exciting adventures of an Annapolis midshipman during the Mexican War. Summer Is for Growing (Clark, 1968) is a vivid and tender portrayal of life on a hacienda in New Mexico following the Mexican War. Wild Boy (Fall, 1965), takes place in 1870 in the wild horse desert of west Texas where a Mexican American boy prepares to break the wild mustang who earlier had killed his father. The Kidnapped Circus (Wormser, 1968) is a humorous and delightful story of a twelve-year-old's adventures with a most unique little circus during the 1880's. Most of these six books should interest young readers aged eleven and older.

Folklore

In this period a number of books of folklore were published. Of the 20 books reviewed eight are of outstanding quality. Four of these are books which present single tales or legends. One Good Deed Deserves

Another (Evans, 1964) is an old Mexican folktale that emphasizes a familiar theme in folklore—good being repaid with evil. The Creation of the Sun and the Moon (Traven, 1968) is a two-part legend of a young hero, Chicovaneg, and his son. Symbolism abounds in the narrative which may be better understood if read aloud by an adult and discussed by children. Both the author and the illustrator (Alberto Bentrán) are well versed in Mexican Indian lore. The Fence (Balet, 1969) is one of the most attractive picture books of this period. Featured are brilliant colored pictures that capture the Mexican scene and the theme of the underdog triumphing through cleverness. When the Monkeys Wore Sombreros (Prieto, 1969) is a simple version of an old familiar Mexican legend about soiled, yellow sombreros which, when bleached white, are a huge success at the market place. The book is attractively illustrated and the text is clear and lively. Although some unfamiliar Spanish words are included, they are effectively interwoven and do not interfere with the flow of the narrative.

The other four recommended books of folklore are collections of tales. In Mexico They Say (Ross, 1961) contains a group of 14 stories that combine elements of fantasy and superstition with everyday realism. The saints, animals, elves, princes, and princesses of the tales should provide entertaining reading for upper elementary-school readers. Excellent illustrations complement the text. Star Mountain and Other Legends of Mexico (Campbell, 1968) consists of 20 brief legends of Mexico that touch upon various periods in Mexican history. The author vividly blends fact with legend. Inclusion of a bibliography and a

pronunciation guide helps to make the book an excellent source for folklore material. Toni de Gerez's 2-Rabbit, 7-Wind is a most unique collection of ancient selections that contribute greatly to a better understanding of the Nahuatl culture of Mexico. An excellent preface introduces the text to the reader, who may choose to read the entire book as a solitary poem or take each selection separately. The text is lyrical and poignant, emphasizing universal philosophies and emotions. Attractive and colorful format should add to its appeal, although its unique theme may limit the number and age of appreciative readers. Latin American Tales (Barlow, 1966), a good collection translated from Spanish, represents 14 different countries. The cleverness of the characters and the fine physical quality of this book should make it a popular source of folklore for both silent reading and reading aloud purposes.

Compared with fiction about Mexico from previous historical periods, fiction on the Mexican theme from 1961 to 1971 vastly improved. There was a greater number of books of acceptable or outstanding quality than ever before.

The image portrayed of Mexico and Mexicans generally was authentic and realistic. Many aspects of daily life were included as integral parts of the narratives. While enjoying good stories the reader could learn numerous facts about the land and the history, economy, arts and crafts, and religious beliefs of the people.

A wider variety of topics was represented in these books than

in those of any previous era. Well-written stories concerning Baja California and other regions of Mexico have provided a more thorough look than ever before at Mexico's physical contrasts as well as at the real mixture of people who live there. The country's wildlife was a fascinating topic for some excellent, well-researched books. City life and customs became more commonplace in revealing stories about gangs, drugs, barrios, urban family life, and social and cultural dilemmas experienced by the people.

There were more books suited to the young reader. Most were accompanied by colorful and meaningful illustrations that greatly enhanced the texts. More authors wrote from personal experience, having either lived in or visited Mexico or the American Southwest.

Several aspects about the books reviewed, however, should be considered as weaknesses. Few stories were written in which young girls were the main characters. Of the books recommended, 60 had plots that centered around young boys while only 13 stories were mainly about young girls. As in so many books published previously, the settings in too many stories of this historical period were never quite clarified to the full satisfaction of the reader. At times, it was necessary to guess what was the setting of a story. Finally, the tendency toward stereotyping the Mexican or Mexican American as poor, illiterate, and subject to the whims of Americans and other groups continued to exist in many books of fiction.

SUMMARY

Most of the earlier fiction reviewed would hold little appeal for the majority of modern young readers since many of the books are outdated in format, writing style, and, to some extent, content. Before 1925 fiction about other lands was mainly in series form and characterized by wooden characters and lifeless or totally fantastic plots. Books of fiction about Mexico were no exception. As more books on Mexico and Mexican Americans were produced, overall improvement in the quality of writing and the format was evident. Still, until 1940, there were relatively few books being published on Mexico that were suitable for the younger and less experienced reader in the elementary school.

The 1940's brought about a significant improvement in the quality and types of children's books about Mexico. Some authors were writing from first-hand experience; authors and illustrators portrayed settings more accurately than had been evident in earlier books, and picture books became more commonplace.

The 1950 to 1960 period brought about tremendous increases in the number and kind of books of fiction on Mexico and Mexican Americans. Innovations and emphases evident in the content, format, and writing style of the books of the forties were improved upon in the books of the fifties. Especially noticeable was the outstanding improvement in the quality and number of picture books and easy-reading books.

The 1961 to 1971 period was a time of significant change in emphasis in children's books about Mexico and Mexican Americans. The

books of this period seemed to substantiate the observation made earlier that children's books were keeping pace with the type of world in which children were living. Not only did fiction on Mexico increase in numbers of books and improve in quality, but it also represented a greater number of themes and topics than ever before. In many books, the treatment was thorough and authentic. Changing attitudes toward youngsters and a new respect for them as individuals, coupled with skill and artistry in writing and illustrating, helped to make the books of the sixties and early seventies more attractive and appealing than most earlier ones.

Over the years, it has been observed that there was some improvement in the image of Mexico, Mexicans, and Mexican Americans. Many earlier publications through the 1941 to 1949 period portrayed the typical Mexican as poor, barefoot, owning or wanting a burro, and living in a rural or small town area. Frequently, stories were told in a patronizing manner with rich, kind Americans constantly helping or rescuing needy Mexicans. In the last two periods, that is 1950 to 1960 and 1961 to 1971, especially those of the later one, that image changed significantly in some books. This is not unexpected since Burris, Deodhar, and Takaki found improvement in the 1950's in the treatment of peoples in foreign lands.²¹ By the 1960's Rollins found improvement in the treatment of Negroes, another minority group in the United

²¹Supra, pp. 65-67.

States.²² However, the barefoot-boy-with-burro image is still the stereotype in too many publications on the Mexican theme. Other aspects of the lives of Mexicans and Mexican Americans have been too infrequently emphasized. Narratives have continued to be condescending in tone and the impression was and still is presented in many books that Mexicans have been second-rate people. Recent studies of other minority groups, particularly those of Glancy, Broderick, Jones, Lee, Abel, Henry, and Gast, also showed that some stereotyping was still present in children's books.²³

²² *Supra*, p. 70.

²³ *Supra*, pp. 71-77.

CHAPTER IV

CHILDREN'S NON-FICTION ABOUT MEXICO AND MEXICAN AMERICANS

There were 215 books evaluated in the second part of the present study. These books were likewise grouped according to the five historical periods used in the study.¹ The findings are presented in this chapter. Within each period the books of non-fiction were categorized as history and biography or as other informational books. Table V presents a summary of the number and kind of books evaluated.

TABLE V

NON-FICTION ON MEXICO AND MEXICAN AMERICANS
ACCORDING TO HISTORICAL PERIOD AND CATEGORY

Historical Period	History and Biography	Other Informa- tional Books	Total
The Beginnings: Up to 1925	5	5	10
A Growing Interest: 1926-1940	3	15	18
The World War II Era: 1941-1949	11	20	31
New Trends and Emphases: 1950-1960	17	17	34
An Era of Significant Change: 1961-1971	47	75	122
Total	83	132	215

¹ Supra, pp. 46-50.

THE BEGINNINGS: UP TO 1925

The earliest of the ten books of non-fiction found on the Mexican theme, which was classified as history, was published in 1880. Between that date and 1925, four more historical accounts and five general informational books were published. According to Shaw,² books about foreign lands were quite popular around 1880, but their popularity waned between 1880 and the beginning of World War I. At the same time, however, as Dora Smith³ has noted, by 1910 a number of quality books had made their appearance. Some of these were books about foreign lands.

History and Biography Books

The oldest book uncovered on the Mexican theme was Montezuma and the Conquest of Mexico (Seelye, 1880),⁴ which is a well-researched and detailed history of the facts leading to Montezuma's downfall and the conquest of Mexico by Cortes. One unique quality of this book is that it emphasizes the Aztec Indian point of view rather than the Spanish viewpoint of the events that occurred, as do so many other versions of this important historical period. Vivid descriptions and flowing, readable style probably made this book a popular source with

²Supra, p. 63.

³Supra, pp. 57-58.

⁴Information on the author, place and date of publication of all the books mentioned in this chapter appears in the second part of the annotated bibliography found in Appendix B.

good young readers and adults in earlier years.

Mexico: From Cortes to Carranza (Zimm, 1918) is an early chronology profusely illustrated with photos and prints but lacking an index and completed bibliography, making it a questionable source of information, yet one early book-reviewing medium credited this book as being "written in a way to give an upper grade child a good idea of the oddities of our troublesome neighbor."⁵ Such a statement raises serious questions about the objectivity of some authors and reviewers and the possibility of discrimination and prejudice being present in their thinking towards Mexico and its people.

A third historical book, Texas and the Mexican War: A Chronicle of the Winning of the Southwest (Stephenson, 1921), is an efficiently referenced account of Texas-Mexican pre-war and war periods. It is, however, a chronicle written from the American viewpoint and seemingly omits some of the facts and details which might indicate that Mexico was not entirely to blame for the war.

A very realistic approach to biography during the years 1910 to 1925 was noted by Smith,⁶ with some authors using subjects who were not presidents of the United States or military leaders of countries. The biographical material on the Mexican theme, however, was limited. Only two such books were found. Each contained groups of short narratives in

⁵"Children's Book Review Section," Booklist, 15: 270, April, 1919.

⁶Supra, pp. 58-59.

biographical form covering famous events and men in New World history, with Cortes being portrayed as an important leader. Blue True Story Book (Lang, 1909) gives an account of "The Conquest of Montezuma's Empire" and Famous Discoverers and Explorers of America (Johnston, 1917) includes one version of "Cortes, the Conqueror of Mexico." Both books are well organized and the narratives are brief. The authors' styles are more personal and informal than those of other books of the period which probably made these two books quite popular with young and adult readers.

These early history books, with the exception of the Blue True Story Book, are cumbersome volumes averaging about 300 pages in length. It is doubtful if any of the books would hold special appeal for today's juvenile readers, even if, like Stephenson's book, they were still in print. Most of these books would be of greater interest to historians or librarians for use in special collections.

Other Informational Books

Several early informational books on Mexico were located. One of the most interesting and attractive of these is Travels in Mexico and Life Among the Mexicans (Ober, 1883). While the emphasis is geographic and historical, a major portion of the book is also devoted to resources and handicrafts of the countryside, with detailed information on Indian life and customs. The book is well-organized and profusely illustrated with 190 photographs and sketches. The large number of pages (732), the great amount of detail, and the small print probably

limited the number and age of readers the book attracted over the years.

"The World and Its People" series includes one book called Our American Neighbors (Coe, 1891); it is more a textbook or geography reader, though not specified as such. Four neighboring regions are presented--Canada, Mexico, Central America, and South America. The material on Mexico emphasizes its food, clothing, history, land, customs, and agricultural economy. It is an interesting study of Old Mexico but is now completely outdated.

Three other books, The Boy Travelers in Mexico (Knox, 1902), Roy and Ray in Mexico (Plummer, 1907), and When I Was a Girl in Mexico (Godoy, 1919), are travelogues undertaken and experienced by actual people. The first two books are parts of series. All appear to be accurate and meaningful but would be of little value today since the information is so outdated due to the tremendous changes which have taken place in the country and in the lives of the people.

With only a few exceptions, early books of non-fiction about Mexico resembled encyclopedic publications more useful to adults with special interests in the topic than to children and young people for whom they were intended. Overwhelming size, attention to minute details too involved for young, inexperienced readers to comprehend, and a formal, adult style generally characterized the books.

The major emphasis throughout the books was on Old or rural Mexico with little evidence that modern, urban areas at that time were already in the process of changing Mexico economically, artistically,

spiritually, and socially. Included in most of the books were lengthy historical material, a discussion of the land with its contrasts and influences on the lives of the Mexican people, and an abundance of photographs and prints depicting typical Mexican scenes of the time. There was only token treatment given to the people and their ways of living. Most authors did not discuss the values, cultural differences, religious practices, and economic, sociological, and educational problems of the people to any significant degree.

A GROWING INTEREST: 1926-1940

As Smith⁷ noted, there was a real surge of science and information books along with a continued interest in history and biography during this period. Eighteen books on the Mexican theme were found. Only three of these were historical; the other 15 were considered to be travelogues, books of general information, or sources treating particular related topics.

History and Biography Books

One of the most popular sources ever printed on the Spanish Conquest is The Conquest of Mexico (Prescott, 1934). It is a mammoth volume (594 pages) which has been used and quoted over and over again and is considered a superb piece of writing by history experts. While

⁷Supra, pp. 59-60.

of little value to younger boys and girls, good readers in sixth or even fifth grade might find it a valuable source.

A biography of Coronado, The Adventure of Don Francisco Vasquez de Coronado (Hammond and Good, 1938), was the only biography located from this period. This book is a very realistic and accurate account of Coronado's grueling travels into the American Southwest from Mexico--one of the great sagas in human enterprise and courage. A rather sophisticated style and unappealing format, however, detract from the worthwhile content presented and the efficient organization of the book.

A third history book is only partly concerned with Mexico. Stories of the Latin American States (Sanchez, 1934) presents a compact history of each of the Latin American countries within the span of ten to fifteen pages per country. Although the book was probably a good introductory source, it is now outdated in format, style, and content.

Other Informational Books

Mexico (Castillo, 1939), which is part of the "Burton Holmes Travel" series, is a very attractive volume packed with information on legends, handicrafts, homes, history, sports, and fiestas of Mexico and illustrated with color prints and photos. The material was presented in an interesting style especially intended for older elementary-school children and teenagers. The content, though outdated, was well-organized and includes a glossary, an index, and a map for easy reference. A second travelogue, The Complete Book of Marvels (Halliburton, 1937),

covered the major wonders of the eastern world, or Orient, and of the western world, or Occident. This book, which has been considered a major work for many years, is still in print. Halliburton refers to Mexico as the most beautiful country he has ever seen and describes in detail two of its wonders--Popocatepetl, a volcano, and Chichen Itza, the ancient Mayan capital city. The book can be considered as a good additional source of information on Mexico.

In addition to the two travelogues just discussed four other books give general information on Mexican land, history, people, economy, religion, education, and arts, crafts, and creative expression. Young Mexico (Peck, 1934) and Children of Mexico: Their Land and Its Story (Richards and Landazuri, 1935), which are both very thorough in their treatment and are attractively illustrated, are more suited to upper elementary-grade children than to teenagers or adults. Unfortunately, outdated content along with extreme length and small-sized print will limit their appeal. A third book, one of the most attractive publications of this period, is Mexicana: A Book of Pictures (D'Harnoncourt, 1931). Although this book is intended mainly for adults it does offer the mature juvenile reader excellent information and an authentic picture of Old Mexico. The content is sometimes earthy, so, too, are the very realistic drawings, but the brief text is confusing at times and the style is rather sophisticated. The fourth book, Mexico, Central America, West Indies (Thompson, 1929), is part of the "Land and Peoples" series. This book, which was probably used as a

supplementary text offering some major facts about Mexico, is of little use today.

The remaining nine informational books emphasize special aspects of Mexican culture. Made in Mexico (Smith, 1930), Pottery of the American Indians (Stiles, 1939), and Mexican Popular Arts (Toor, 1939) all describe the handicrafts, toys, clothes, paintings, and sculpting of native Mexicans. While all three books are of value, the book by Toor is perhaps the most worthwhile, since it is useful to both children and adults, covering in detail all of the folk arts and discussing the social and economic side as well as the pure art point of view. The book is beautifully illustrated with drawings and photos, is well-organized and attractive in format, and is written in an easy-to-understand style. Other books offering special information to interested young readers are Digging in Yucatan (Morris, 1931), Legends and Dances of Old Mexico (Schwendener, 1933), Spice on the Wind (Eberle, 1940), Homemade Dolls in Foreign Dress (Jordan, 1939), The Costume Book (Leeming, 1938), and Christmas Everywhere (Sechrist, 1936). Only the latter three books are still in print and available in many libraries.

Many books from this period, like those prior to 1925, still seem to be geared to young adults and mature juvenile readers. The average length is 220 pages; the print is small and difficult to read in many of the books, and the style is formal and sophisticated. Only one of the 18 books could be considered as intended for children of the lower and middle elementary grades; that one is the book by Eberle.

Information about Mexico and its people continued to be focused on the rural economy, the folk arts, traditional customs and beliefs, and the country's history and geography. There was little factual knowledge included in these books pertaining to major problems, political and social issues, modern leaders, and progress made in industry and labor; thus, the possibility exists that misconceptions and misunderstandings about Mexico and its people may be obtained by children and young people from the books of this historical period.

THE WORLD WAR II ERA: 1941-1949

Non-fiction, emphasizing history and geography, was given new life during the 1940's, according to Smith,⁸ with biographies also being published in a greater variety than ever before. Smith⁹ states that there was a significant increase in the number of books published about the enemies of the United States and the friendly neighbors of Latin America. Thirty-one books were found on Mexico and Mexican Americans for this nine-year period, far more than the 18 located from the fifteen years of the preceding period.

History and Biography Books

Three of the 11 books in this category are about the Conquest of Mexico. Cortes and the Conquest of Mexico by the Spaniards in 1521

⁸ Supra, p. 60.

⁹ Supra, p. 61.

(1942) by Bernal Diaz del Castillo and edited and abridged by B.G. Herzog is a significant and authentically accurate treatment of the Conquest. Its text is the first-hand account of Diaz del Castillo, a soldier of fortune and conquistador with Cortes. An abridged version of the classic by Prescott on the Conquest,¹⁰ Prescott's The Conquest of Mexico: Designed for Modern Reading (1948) by Marshall McClintock, is a second valuable source for young readers. Both books are written in exciting styles that should appeal to interested young boys and girls. The third book, The Horses of the Conquest (Graham, 1949), one of the most unique books uncovered for this period, is a factual description of the importance of the horses the Spanish Conquistadores brought with them to the New World. The fascinating text is properly documented for the detailed episodes and exploits of the particular horses and riders which are presented.

One book in the history category that is concerned with all of Middle America is The Pageant of Middle American History (Peck, 1947), a rather large and cumbersome volume that presents now outdated material objectively and accurately. This book is also well-documented.

Five biographical works on heroes and leaders in Mexican history were reviewed. Fernando Cortez (Wilson, 1942) and Cortez, the Conqueror (Newcomb, 1947) give accurate, simplified narratives on the life of Cortez that are suitable for elementary children. Newcomb's book is

¹⁰ Supra, p. 136.

especially refreshing and appealing with attractive illustrations, large, clear print, and a vivid, authentic text. Two biographies of Benito Juarez were written during this period. Juarez, Hero of Mexico (Baker, 1942), an outstanding book for young teenagers, is not only efficiently documented and accurate but is also attractively illustrated and of superior quality in format and organization. The biography, Juarez of Mexico: A Leader of Democracy (Stratton, 1942), does not appear to be a totally objective account. In simplifying the text so that it could be used by upper elementary-school readers, the author has glossed over significant incidents and has sugar-coated the portrayal to such an extent that he fails to do justice to the complexities of the man and of the time in which he lived. Carlota, American Empress (Barnes, 1943), a biography about Maximilian's wife, was also reviewed. It is a sympathetic and readable account of the lives of Carlota and Maximilian, told against the authentic background of European court life, international politics, and Mexican history. The romance and tragedy of their lives should hold strong appeal for young teenagers.

There were two books, both concerning groups of Latin American leaders, which included biographical material on Hidalgo, Morelos, Iturbide, and Juarez: Liberators and Heroes of Mexico and Central America (Lansing, 1941) and Builders of Latin America (Stewart and Peterson, 1942). Both are large in size, written in very formal, stilted style, and outdated in format.

Other Informational Books

The 20 books in this group cover a number of general and specific topics. Seven describe the country, its land, its people, and its economy. The most acceptable of these books seem to be two by Marguerite Henry, Mexico in Story and Pictures (1941) and Pictured Geography of Mexico (1941). They are among the earliest informational picture books of quality; both texts are simple but accurate and the books are colorful and attractive.

Five books include sections on Mexico in their content about the lands and peoples of different regions in the Americas. Picture Map Geography of Mexico, Central America, and the West Indies (Quinn, 1943), Neighbors to the South (Goetz, 1941), and Half a Hemisphere: The Story of Latin America (Goetz, 1943) have been revised and updated and continue to be reliable sources of information. Mexico and the Inca Lands (Busoni, 1942) includes a chapter on Mexico that has been published under separate cover as part of the "Land and People" series. (The separate publication, entitled Mexico, was also published in 1942.) Stories of Neighbor Nations: Stories and Pictures of the Countries of the Western Hemisphere (Elms, 1947) gives a brief treatment of each of the twenty countries of Latin America. Besides being out of date, the books by Busoni and Elms are poorly documented and organized.

Seven books emphasize material on specific aspects or events in Mexican life. The most outstanding among these books are Forgotten Village (Steinbeck, 1941) and Volcano (Galt, 1946). The first book,

which is an excellent sociological study of a small Mexican village around 1940, was an outgrowth of a documentary film. While its greatest value is probably to sociologists, mature juvenile readers might appreciate learning about routines, customs, and changes the villagers experience. The book by Galt tells the timeless story of the birth and growth of Paricutin, an actual volcano which erupted in a Mexican farmer's field in 1943. This version relates in an exciting and fascinating narrative the human drama and the fantastic natural occurrences as Paricutin erupts. Other books, more suitable for use by the teacher or librarian because of their organization and content, are Rolito (Armando, 1941), Folk Dances of the United States and Mexico (Duggan, et al, 1948), Songs and Games of the Americas (Henius, 1943), Children's Games from Many Lands (Millen, 1943), and The Spanish-American Song and Game Book (Writers' Program, New Mexico, 1942).

There was one book concerned with Mexicans or Spaniards in the United States. The Story of California (McNeer, 1944), a beautifully illustrated book about California's early history and its geography, is one of the most attractive of the books reviewed from the 1941 to 1949 period. Nonetheless, several major weaknesses limit its use as a source of information: the organization is confusing; the pages are not numbered; and there is insufficient documentation to assure its reliability as a reference book.

In terms of organization and documentation the non-fiction of this period was generally improved in contrast to that published prior to this period. Shorter texts, especially in books other than history,

made the books more suitable for young juvenile readers. However, some history and biography books continued to be lengthy, averaging 245 pages. Many of the longer books were too sophisticated and difficult to be read by any but the most mature juvenile readers.

There seemed to be a new emphasis on more attractive and meaningful illustrations as well as a greater number of illustrations per book. At least eight books of non-fiction from this period were of a picture-book nature, a noted increase in numbers over previous years.

The information on Mexico consisted of a more in-depth look at the economy, cultural influences, and ways of living. Continued was an emphasis on the history and geography of the area. However, still lacking was material for young readers on the nature of and reason for the values of these people, their religious beliefs, the problems between the Church and the Government, educational progress, and urbanization and the resulting effects on the people, the economy, and society as a whole.

NEW TRENDS AND EMPHASES: 1950-1960

Smith¹¹ has noted that fantastic achievements in science during this period brought about a desire to know and understand; consequently, books especially suited to older children on scientific, historical, and geographical facts were produced in greater numbers and on a wider range of reading levels than previously. Biography was expanded to include more national and international leaders, according to Smith,¹²

¹¹ Supra, pp. 61-62.

¹² Supra, p. 61.

but still more biographies were needed of women and for younger children. A greater variety of themes was apparent in the non-fiction on Mexico but there was no increase proportionately in the number of books found, there being only 34 for the eleven-year period.

History and Biography Books

Only one of the nine history books reviewed presents a general history of Mexico. The Mexican Story (McNeer, 1953), which gives a brief chronology of historical events and facts that played important roles in Mexico's development, is an attractive and meaningful book for elementary-school readers which is still in print today. While the major emphasis is on history, other aspects of the country's development are also shown to be of utmost importance, including cultural influences, topography, religion and customs, industry and economy, and the arts.

Two books treat in great detail two major historical events in Mexico's history. Captain Cortes Conquers Mexico (Johnson, 1960) authentically recreates the stirring saga of victory and death as the Spaniards discover and destroy the amazing culture of the Aztecs. This version is more suited for teenagers and young adults. While the book has an index it does not have a bibliography of sources. Remember the Alamo! (Warren, 1958) seems to be a somewhat biased version of this famous battle in 1836. It definitely leans toward the American settler's viewpoint and not that of the Mexican or the American Indian. For example, on page five the author opinionates thusly: ". . . those tribes that did let themselves be converted were a worthless lot. At the presidio

barracks of San Antonio, . . . a number of Indians did settle, but even the missionaries agreed that they were stupid and filthy." Even so, the book, which is part of the "Landmark" series, is well-written and documented and is worthwhile because of its great detail and elaborate descriptions.

Five exceptionally fine books that should appeal to elementary children are concerned with historical events in Spanish California. California Mission Days (1951), California Rancho Days (1953) and California Gold Days (1954), all written by Helen Bauer, The Mission Bell (Politi, 1953), and The Mission Indians of California (Bleecker, 1956) are concise, well-written accounts beautifully illustrated with many drawings and photographs. Portrayals of Spanish and Mexican people involved in the events seem objective and authentic.

The last history book reviewed, The Texas Rangers (Henry, 1957), is a unique book about the exploits of that famed group over the years. While it makes fascinating reading, most of the incidents that included Mexicans place them in an unpleasant light as bandits and rustlers. The narrative has an abundance of glowing superlatives about the great deeds of the Rangers and at times the reader should question the legitimacy and objectivity of statements.

Eight biographies were reviewed, four pertaining to people of importance to Mexico and four about Latin American leaders. Cortes of Mexico (Syme, 1951) is unique in that it is in story form rather than a collection of chronological incidents in the life of Cortes. The emphasis is on little-known details and on some highly powerful and

emotional episodes. Although the text seems historically accurate and is fascinating to read, there is no bibliography, index, or pronunciation guide included to help the young reader searching for facts. Coronado and His Captains (Campbell, 1958), a very realistic and sensitive account of Francisco Coronado's journey from Mexico City into what is now the United States in search of gold and treasures, vividly portrays his struggles and failures in his quest for riches. The book is well-organized, very readable, and attractive in appearance. What Cabrillo Found (Lovelace, 1958) is a biography of Juan Cabrillo's ventures to help conquer Guatemala in the years following the Conquest of Mexico and then, in the 1540's, of his explorations of the west coast north of Mexico in hopes of finding the China Sea. A good adventure story for older juvenile readers, the book is accurate and includes an index and a bibliography. A fourth biography, Ashes of Empire (Vance, 1959), should also appeal to older juvenile readers. This book gives interesting details of the reign of Maximilian and Carlota, the royal couple from Belgium who ruled a restless Mexico from 1862 to 1867 on the orders of Napoleon III. Famous Latin American Liberators (Bailey, 1960), a collection of stories about those men in Latin America who are recognized as national heroes in their own countries, is well-written but could be better organized. For example, the table of contents lists the names of the people included in the text but not the country (or countries) which they represent. Spanish Adventure Trails (Ballard and Beals, 1960) and Discoverers of the New World (Berger, 1960) give brief biographies of the early discoverers and explorers of the Americas,

especially of Mexico and what is now the United States. The text is concise but interestingly written. Alexander von Humboldt (Zottman, 1960), a biography of the renowned scientist, explorer, and adventurer, who did so much research on nature and civilization in both South America and Mexico, is a fascinating, informal, and vivid portrayal of an outstanding human being. Children, young people, and adults should enjoy it.

Other Informational Books

Seventeen books identified as informational covered aspects other than history and biography. Three of these were difficult to classify because they deal with the history of the ancient peoples of Mexico as well as their beliefs, values, food, clothing, housing, schools, economy, and arts and crafts. How Did They Live? Mexico (Fawcett, 1955), The Sun Kingdom of the Aztec (Von Hagen, 1958), and Maya, Land of the Turkey and the Deer (Von Hagen, 1960), are impressive, authoritative accounts that present these ancient cultures in fascinating detail.

General descriptions of various aspects of Mexican life are presented in four books, three of which are parts of series. Probably the best and most accurate of these is Getting to Know Mexico by Barbara Gomez, which is part of the "Getting to Know" series; it was originally published in 1959 and has since been revised and reprinted. Although it is simple in structure and vocabulary it should be interesting reading for upper elementary-school children. Two glaring omissions in its contents are information on family and kinship roles and on the deep-seated problems still facing the country. The Land

and People of Mexico (Bright, 1958), part of the "Lands and Peoples" series, and Down Mexico Way (Cohn, 1958) are now outdated but do contain some worthwhile facts on the industries, historical sights, and folk art of the country. However, the narratives in both books lack appeal and warmth. In the book by Cohn there is also a tendency toward sugar-coating and patronizing. About Mexico's Children (Marx, 1959), a book in the "Look, Read, Learn" series, presents an adequate picture of different Mexican children living in different ways, at work, at school, at home, and at play.

Three books were found which emphasize one particular aspect or event from Mexico's culture. Our Lady of Guadalupe (Parish, 1955) is an attractively illustrated and poignant version of the well known Mexican legend about Juan Diego set in 1531. An archaeological study, intended mainly for teenagers and adults, is the book, Quest for the Lost City (Lamb and Lamb, 1951); however, there is much information, both in the text and in the photographs and their captions, that can be shared with children. Made in Mexico (Ross, 1952), a lengthy volume that surveys Mexico's contribution to the general world culture through its Indian, Spanish, and Mexican arts, is both attractive and thorough in its treatment and can serve as an invaluable source of reference for mature juvenile readers.

There were seven books located which included information about Mexico's food, customs, and/or children as compared with those in other parts of the world. The First Book of Festivals Around the World (Reck, 1957), Children Around the World (Troop, 1958), and Christmas

Stories 'Round the World (Johnson, 1960), which seem to be popular sources today, especially for teachers, are still in print and are available in many libraries. Other books of value mainly to teachers, but now out of print and somewhat outdated in appearance, are We Learn About Other Children (Solem, 1954), It's Time to Give a Play (Woolsey and Sechrist, 1955), Around the World in Eighty Dishes (Blanch, 1955), and Ten Pairs of Shoes (Ashworth, 1958).

Non-fiction for children of the 1950 to 1960 period showed a great deal of improvement in the quality of the format and in the accuracy as well as the suitability of the content. Illustrations in the form of drawings and photographs became a more integral and meaningful part of the text. In addition, a wider variety of topics was covered in the books from this period than was evident in books from previous years.

The number of books published was only four more than the number published in the 1941 to 1949 period yet the number of books of fiction published in this period was much larger than that of the previous period.

The portrayal of Mexico and its people continued to be disappointing. Few books presented information on the social, economic, political, and educational issues of the country and those that did treated them too lightly. Urbanization, industrialization, and modern art and thought of the new middle class which had emerged in the forties did not receive enough attention in books for children and

young people. Picturesque village life, folk art of the people, and primitive and simple customs and beliefs of the poor continued to be the major aspects emphasized in the non-fiction of this period. Consequently, youngsters were still getting stereotyped and limited information on this vast and complex land of contrasts from many of the books published in the fifties.

AN ERA OF SIGNIFICANT CHANGE: 1961-1971

According to Huck and Kuhn,¹³ a change in attitude toward children was reflected in the non-fiction as well as the fiction produced during this period. Huck and Kuhn¹⁴ also noted that a tremendous increase in the number of books published was accompanied by drastic changes in themes and quality. The number of books reviewed on the Mexican theme jumped from just 34 in the 1950's to 122 in the 1961 to 1971 period. This increase represented the most significant rate of growth in numbers of books in all categories published through 1971. Furthermore, non-fiction on this topic changed notably in the variety of themes used.

History and Biography Books

Twenty-eight of the 47 books in this group were primarily his-

¹³Supra, pp. 48-49.

¹⁴Supra, p. 49.

torical accounts. The time of the Spanish Conquest of Mexico is discussed in several books. The Navy that Crossed the Mountains (Norman, 1963) is an outstanding account of the prefabricated ships that were designed, disassembled, and later reassembled after crossing the mountains leading to Tenochtitlan, the Aztec capital. This true story of Martin Lopez, a carpenter, is told masterfully in fascinating detail. It is well-organized and includes a map, bibliography, and some excellent illustrations in black and white. Cortés and the Aztec Conquest (Blacker, 1965), an American Heritage publication, is one version of the Conquest that could supplant any textbook account for upper elementary-school and young teenaged readers. It is well-researched and absorbing reading, with the text being supplemented by more than one hundred paintings, drawings, maps, and prints. The overall picture reveals meaningfully the contrasting cultures and the character of the conqueror and the conquered. Two acceptable sources on the Conquest are Life and Death of the Aztec Nation (Keating, 1964), a very general thus limited version, and The Fall of the Aztecs (Diaz del Castillo, 1965), a detailed, first-hand account, but difficult reading matter for youngsters. Of marginal value to young readers is Prince of Mexico (DeCesco, 1968), an accurate but lengthy narrative with an unappealing format.

Spanish rule in Mexico and in the American Southwest was emphasized in five history books. Excellent supplementary source material on Coronado's expedition into the Southwest in 1540 can be found in Riding with Coronado (Meredith and Smith, 1964) and Francisco Coronado

and the Seven Cities of Gold (Syme, 1965). Accurate content characterizes both books, but the book by Syme is more appealing in format and style is better organized. Capturing the real-life drama and frustrations of Padre Junípero Serra's journey to establish the California missions is the book, Serra: California Conquistador (Waterhouse, 1968). This is an attractive book but one that might appeal only to the specially interested or curious reader. Colonel Anza's Impossible Journey (Lauritzen, 1966) is a very interesting account of Anza's journey across thousands of miles of desert and Apache country to help settle California. However, parts of the narrative are not as specific in dates and times as they should be. In addition, no map has been included. Conquistadores and Pueblos (Hall-Ouest, 1969), a good history of the American Southwest from 1540 to 1848, is rather lengthy, detailed, and sophisticated, thus limiting the readers who would be attracted to it.

Only two books of the period presented descriptions of the Texas struggle for independence and focused on the Battle of the Alamo. The Valiant Few (Tinkle, 1964) gives an excellent account of the events which precipitated that battle and, later on, the battle at San Jacinto. The author's approach seems unbiased and the format is both attractive and well-organized. Texas and the War with Mexico (Downey and Anole, 1961), one of the distinguished American Heritage publications, describes in fine writing style and in accurate detail the relations between Mexico and the United States from the time of waning Spanish power in the New World to the end of the Mexican War in 1848. As do other books

in this excellent series, this book contains many attractive illustrations, a bibliography, a reading list, an index, and a list of picture credits.

Of six books that elaborated upon events before, during, and following the Mexican-American War, one is recommended for general reading purposes of elementary-school readers, that is, The First Book of the War with Mexico (Castor, 1964). Though small in size, this book contains a great deal of information and presents an unbiased version of the war and mistakes made on both sides. The illustrations are exceptionally strong and full of action. One item conspicuous by its absence, however, is a bibliography of sources. Three books of fine quality but of limited use in the elementary school are The War with Mexico (Werstein, 1965), After the Alamo (Hirschfeld, 1966), and The Young Generals (Norman, 1968). All three are well written by authorities and contain many details concerning the social and political climate of the times. Ride with the Eagle (Davis, 1962) and The Story of the Mexican War (Reeder, 1967) present acceptable descriptions of many of the events during the Mexican War but seem to be presented in a pro-American atmosphere with constant justifications of the United States' role in the war. They are interesting reading material but should be read in conjunction with other sources on the Mexican War.

Mexico's fight for freedom in the 1860's culminated in the execution of Emperor Maximilian. One of the best narratives on this period in history is The Last Emperor (Young and Young, 1969). The presentation is accurate and realistic to the point of being grim in

parts. The extreme realism plus an ordinary format could limit its appeal with young teenagers.

There was but one history book reviewed on the Revolutionary period of 1910. Land and Liberty (Werstein, 1971) covers the years 1910 to 1919. Poor organization, however, would make it difficult for elementary-school youngsters to use it as a source of reference.

Three books shared a wealth of information about Mexico, especially its general history. Mexico: Land of Eagle and Serpent (Ross, 1965) and The Mexicans (Coy, 1970), two attractively illustrated and well-organized sources, present excellent histories of Mexico from ancient times to the present. Information other than straight historical fact adds to the flavor and effectiveness of the narratives. South by Southwest (Tebbel and Ruiz, 1969) explores the heritage of the Mexican American by describing the high points of Mexico's history. This book is more difficult than the two books mentioned above but offers the interested reader good, accurate detail in his quest for a greater understanding of Mexicans in the United States.

Five history books which deal with larger portions of Latin America include Mexico in their presentations. The Forgotten Empire (Norman, 1965) is a history of the Mayan people reconstructed through biographical sketches of explorers and archaeologists. It reads like a fascinating mystery as the author presents unsolved questions and the long and frustrating search for clues to the reasons for the disappearance of a whole Mayan empire. The Spanish Conquistadores in North America (Buehr, 1962) and Spanish Conquest in America (Francis, 1964)

are good source books on the Conquest since they include a variety of reference helps for young researchers. Two fine general sources for young teenagers are The Three Worlds of Latin America (Worcester, 1963), and New Found World (Shippen, 1964). The narratives are fascinating although the writing style is somewhat sophisticated in both volumes. Content is particularly well-arranged with maps, bibliographies, and detailed indexes.

Nineteen books were categorized as biographies. Part of the "World Explorer" series are the books Hernando Cortés (Graff, 1970) and Francisco Coronado (knoop, 1967), both of which are acceptable but not outstanding portrayals because the narratives are overly simplified at the expense of accuracy and interest. Neither book has an index or bibliography. Other books about early explorers of Mexico and the Southwest include two about Cabeza de Vaca--Odyssey of Courage (Rodman, 1965) and First Man to Cross America (Syme, 1967). Both books are excellent contributions to the study of early explorers because they portray the life of one conquistador who was not in search of hate, war, and slavery but wanted to bring love, peace, and freedom to the world. Both versions are extremely well-written in flowing styles, are well-organized, and have attractive formats. The biography of Don Diego de Vargas (Buchanan, 1963) is an acceptable source; however, portions of the content seem biased in favor of the Spanish while treating the Indians in a derogatory, stereotyped manner.

Ann Nolan Clark, in Father Kino: Priest to the Pimas (1963) presents the little-known story of an Italian priest who, in the seven-

teenth century, became father and hero to the Pima Indian nation of northern Mexico and southern Arizona. The author is well-known for her excellent books about life in the Southwest. This book is no exception, but its theme may have limited appeal.

The era of the Mexican War for Independence in the early 1800's was the setting for a biography called Hidalgo: Mexican Revolutionary (Lieberman, 1970), a lively narrative of the circumstances which led to Hidalgo's becoming the leader of a rebel army. Also examined in detail are social, cultural, and economic problems that helped cause the revolution. A readable style and a well-organized format make this book one of the best sources on Hidalgo for older children.

Zachary Taylor (Hoyt, 1966) is of limited use for material related to the Mexican theme, but included in its pages is a realistic description of the Mexican War and the part played by Taylor. It could be a valuable supplementary source.

Three biographies about the Mexican national hero, Benito Juárez, were reviewed. All three are of excellent quality; they are historically accurate and are written in smooth, readable styles. Benito Juárez (Sterne, 1967) and Juárez of Mexico (Blancke, 1971) are best suited for junior-high-school readers. Out from Under (Atwater and Ruiz, 1969) is an exceptionally fine biography useful at the upper elementary-school level. Though the text is slightly fictionalized and Juárez is portrayed as a rather saintly figure, the authors provide much solid information about Mexican history and insight into the personality of Juárez.

Another good biography written by Ronald Syme is Zapata, Mexican Rebel (1971). Simply written, this account traces Zapata's life from boyhood through the rules of Díaz, Madero, Huerta, and Carranza. It is the only book reviewed from any period that was centered around Zapata's life. Simple organization and an uncluttered style, along with attractive drawings, make this a worthy source for upper-elementary-school readers.

An autobiography written by Andrés Iduarte describing his own life, experiences, and observations in Mexico during and following the Mexican Revolution might prove difficult for many readers, but mature teenagers as well as adults should find it enlightening. In Nino, Child of the Mexican Revolution (1971) Iduarte speaks with sensitivity, candor, and realism about the arrival of the Revolution, its violence, its successes and failures.

Two biographies, Cesar Chavez (Franchere, 1970) and Mighty Hard Road (Terzian and Cramer, 1970), are welcome additions to the slim collection of books on Mexican Americans. Both are written in simple style but are quite informative as they cover the life of Chavez from boyhood through his most recent efforts in the cause of the Mexican farm laborer and migrant worker. The two books are attractively illustrated and should be of interest to those young readers who want to learn accurate details about some of the problems facing Mexican Americans.

Heroes of Mexico (Rosenblum, 1969), a good introductory volume that can acquaint the reader with many Mexican leaders, is one of four

books reviewed that included information on various groups of leaders. The other three books were about famous conquistadores of Latin America. Three Conquistadores: Cortes, Coronado, Pizarro (Garst, 1966), The Bold Conquistadores (Blacker, 1961), and Makers of Latin America (Worcester, 1966) are acceptable sources, with the book by Garst being an excellent reference source for elementary children.

Other Informational Books

There was a significant increase in the number as well as improvement in the quality of other informational books produced during this period compared to the books found in all previous periods. Of the 75 books on Mexico and Mexican Americans that were reviewed, 21 were considered to be general descriptive books about Mexico. Of outstanding quality and written by highly respected and qualified authors are the following eight books. Mexico (Johnson, 1966) gives a brief but concise picture of contemporary Mexico. The author sets a realistic tone in emphasizing that the Mexico presented is the one which American citizens and tourists must accept and understand in order to bridge the gap that exists between the United States and Latin American countries. The book is well-documented and includes suggestions for further reading, historical dates of importance, a list of famous cultural figures with their principal works, and a detailed index. The many photographs, maps and charts should aid the reader. Mexican Mural (Hobart, 1963), a lively but precise approach which describes Mexico's geography and history, ethnic and cultural background, arts and archi-

ture, and educational and political problems, is both objective and attractive in its treatment. Photographs in the center section add to the text but would have been more effective if placed with related text material. The Land and People of Mexico (Larralde, 1964), one book in the "Portraits of the Nations" series, describes in detail many aspects of Mexican life; especially meaningful is the one chapter devoted to current national problems facing Mexico. Mexico (Wood, 1964) is part of the "Enchantment of America" series, all books of which are attractive in format and beautifully illustrated. The text, which presents separate chapters on the land, the people, life today, and the enchantment of Mexico, includes a pronunciation guide, important dates in Mexican history, ideas for the teacher to use, and an excellent, detailed index. In Mexico: Land of Hidden Treasure (Credle, 1967) the author skillfully analyzes Mexico's dual Spanish and Indian heritage and introduces the young reader to the treasures of modern Mexico--the discovery and explanation of ancient Mayan artifacts, the crafts of the present-day artisans, and the natural beauty of the country. Not only is this book well-written and thoroughly documented but it is also attractively illustrated with old prints and excellent photographs. The First Book of Mexico (Epstein and Epstein, 1967) is a much improved, revised edition of a 1955 book by the same authors. Fictionalizing has been omitted in the newer edition which gives a picture of Mexico that is brief but describes Mexican life, problems, and traditions concisely. Mexico: Land of the Plumed Serpent (Grant and Watson, 1968) should be a fascinating book for young readers because the text is so varied and in-

formative yet attractive. Through legends, stories, and factual chapters the authors skillfully weave together facts concerning the cultures and crises of Mexico's Indian and Spanish past as a means of clarifying the country's present. Although organization of the text is weak, there are maps, an index, a table of contents, and excellent photographs and illustrations. A book that is unique for its personal approach and treatment by the author is Here is Mexico (Trevino, 1970). Any reader genuinely interested in Mexico should be fascinated by the affection emitted by the author and the personal anecdotes she shares on an intimate basis. Although sometimes biased, her comments and observations do give first-hand details about the way Mexicans live; much of the text covers Mexico's geography, history, recent progress, and contemporary problems. Included are a map, an index, a chronology, a list of Mexican presidents since 1880, and photographs for reference purposes.

Five general informational books covering special countries or regions of the world include sections on Mexico. Stars, Mosquitoes, and Crocodiles: The American Travels of Alexander Von Humboldt (Selsam, 1962) is the most notable of the five but may have limited appeal. It is an edited version of Von Humboldt's personal narrative of his explorations in South America, Cuba, Mexico, and the United States from 1799 to 1804. The author-editor does a skillful job accurately tying together passages with interpretive and biographical links. Three acceptable but very general introductions on Mexico can be found in Hi, Neighbor, Book 4: Guinea, India, Iran, Mexico, and Poland (United

States Committee for UNICEF, 1961), The Illustrated Book About South America, (Appel, 1963) and Latin America (Whitney, 1969). These should be used in conjunction with other more detailed books on Mexico. Mexico, Central America, and the West Indies (Clayton, 1971), part of the "Finding Out About Geography" series, is of questionable value because of a shallow text and a definite lack of organization and direction.

Never before were so many books published that offered detailed information on the Mexican Indian of the past and present. Fourteen books on this topic were reviewed, seven concerning the Mayas and seven describing the Aztecs. The First Book of the Ancient Maya (Beck, 1965), a competently written book with meticulous illustrations, is particularly good for its coverage of some lesser-known as well as the major classical cities, the revolt of the peasants, migration, and Toltec assimilation. The Ancient Maya (Burland, 1967) centers around the daily life, religious beliefs, and artistic and scientific achievements of the Mayan Indians. The author vividly describes those particular customs and concepts that have helped the Maya preserve their identity from ancient times to the present. Informative line drawings and photographs complement the well-organized text. Among the Maya Ruins (1967) by Ann and Myron Sutton is an archaeological study of the nineteenth century adventures and findings of John Lloyd Stephens and Frederick Catherwood on their travels in Honduras, Guatemala, and Mexico. It should have appeal for readers aged twelve and older who love archaeology and true-life adventure. A book not particularly well-written but recommended for its unique approach

and format is The Maya Knew (Pine and Levine, 1971). In this book, which is part of the series "Science Concepts Among Peoples of Long Ago," the reader has the opportunity to become involved personally by performing experiments and making things related to Mayan practices and inventions. More information on the Maya can be found in these acceptable sources: The Maya: Indians of Central America (Bleecker, 1961), Land of the Mayas: Yesterday and Today (Beals, 1966), and They Lived Like This: The Ancient Maya (Neurath, 1966).

Three of the seven books concerning the Aztec Indians are recommended. The Aztec: Indians of Mexico (Bleecker, 1963) is a remarkably complete description of village life, religious customs before the Conquest, the Conquest, and the Aztecs in modern Mexico. An index is appended but there is no bibliography. One Day in Aztec Mexico (Kirtland, 1963) may have limited appeal because the narrative is written in the second person, taking the reader on a tour of an Aztec household and describing for him, chiefly through conversation, a great deal about the culture and the language. The First Book of the Aztecs (Beck, 1966), a brief but interesting account of Aztec warfare, customs, social structure, and education, gives the reasons for the Aztecs' rise to power and for their eventual downfall at the hands of the Spanish. Illustrations are small but helpful and the account is well-documented despite its brevity. Three books that are acceptable sources, although they have weaknesses in content presentation or documentation, include The World of the Aztecs (Gresham, 1961), The Indians of Mexico (Farquhar, 1967), and They Lived Like this in Ancient Mexico (Neurath, 1971). Of marginal value for the young reader is the book, Aztecs of Mexico: The

Lost Civilization (Chambers, 1965).

One book of acceptable but not outstanding quality gives authentic details concerning how modern Mexican children live. Young People of Mexico and Central America (Joy, 1962) presents some worthwhile information although the situations seem contrived and character portrayals are stereotyped.

Thirteen books deal with various aspects of Mexican life.

Three of these are about physical features and language. Let's Visit Mexico City (Pope and Emmons, 1968), part of the "Your World" series, gives a surprising number of details in a simplified, attractive text that should appeal to younger children. The full-paged, color photographs complement the carefully written Spanish and English text.

Spanish Nuggets (Holman, 1968), a collection of familiar quotations and proverbs presented in Spanish and English, and Tell Me Please!

What's That? (Jaynes, 1968), a simple text in which an English-speaking child and a Spanish-speaking child share their vocabulary at a children's zoo, give acceptable treatments by which young children can become familiar with another language.

An excellent book that discusses many of the lesser-known animal species in Mexico is Animals South of the Border (1968) by Burdette Johnson. The factual information, which is presented in an interesting manner is well-documented. Both the author and the illustrator (James Johnson,) are expert naturalists.

Three books give the reader some excellent material on Mexico's art, especially that of ancient peoples. The Hidden Heart of Baja

(Gardner, 1962) is a personal account of the exploration of cave paintings from early Indian civilizations. Although intended chiefly for an adult audience, this book should prove exciting to some young readers. The Art of Ancient Mexico (Glubok, 1968), part of an outstanding art series produced by the author, is a simply written, handsome volume highlighted by photographs of many ancient art objects. Arts and Crafts of the Mexican People (Jones and Jones, 1971) contains excellent up-to-date information on the history, traditions, and modern practices concerning many of the folk arts. There is a helpful introductory chapter which gives the reader important facts on the arts, including the definition, history, customs, and influences.

Another kind of art, that of being a Mexican cowboy, is the theme of Charro, Mexican Horseman (Norman, 1969), a unique informational source encompassing the history of the horse, of the horse in Mexican history, and of the development of the cowboy culture first in Mexico, then in the American Southwest. In vivid detail the author describes the origins, techniques, and events of the Mexican charreada, a stylized equestrian competition. It is unfortunate that there are no illustrations.

Products of Mexico are accurately discussed in two attractive books for children. Vanilla (1964) and The Story of Chocolate (1967), both by David Butts and Addison Lee, are fine books that present concisely-written facts about these two products--their origins, their development as major products, and their many present uses. The books are attractively illustrated, instructive, and interesting.

Three of the thirteen books which deal with various aspects of Mexican life describe different Mexican customs and beliefs. Piñatas (Brock, 1966) should be a welcome and serviceable addition to anyone interested in holiday and handicraft material. However, use by children might be limited due to small print and detailed, difficult reading in sections. Miracle in Mexico: The Story of Juan Diego (Tinkle, 1965), a rather sophisticated but well-written presentation of events leading to the establishment of the shrine at Guadalupe, is thoroughly documented to assure the objectivity of its contents. A book that seems to meet the need for attractive and interesting sources of folk songs for children is A Fiesta of Folk Songs from Spain and Latin America (Yurchenco, 1967). Most of the songs in this collection originated in Spain and/or Mexico.

Seven books of general information include material on Mexico. Archaeology lovers should enjoy the following books: Secrets from Ancient Graves (Cohen, 1968), which devotes one chapter to Mexico's Quetzalcoatl; Prehistoric Cave Paintings (Marcus, 1968), an especially useful book for the perspective it gives on the nature and comparative antiquity of sample rock painting in parts of Europe, Africa, Australia, and Mexico; Underwater Archaeology: Treasures Beneath the Sea (Pinney, 1970), which gives a thorough account of types of underwater archaeological excavations, techniques used, and fascinating details about dives and discoveries in different bodies of water, including Mayan cenotes; and Pyramids of the New World (Baldwin, 1971) which points out that pyramids in the New World are greater in number than those in Egypt and

other places. These four books are written by authorities, contain excellent documentation, and are attractively illustrated. The Pool of Knowledge (Shippen, 1965), a good, but limited, supplemental source for mature juvenile readers and adults, emphasizes just how the United Nations share their skills in order to improve economies and international relations. It includes a pertinent discussion on the sharing of technical knowledge to aid Mexico. Park Rangers and Game Wardens the World Over (Torbert, 1968), is an acceptable volume with unique subject matter, a very brief text, and attractive format. Some Independence Days Around the World (Reck, 1968) is of marginal value as a source on Mexico. The facts about Mexico's Independence Day are presented in a contrived, unimpressive manner and the book's organization is weak.

Nine books were reviewed that pertain to areas in the American Southwest that at one time were under Spanish and Mexican rule. Arizona (Baker, 1969), New Mexico (Schaefer, 1967), and New Mexico, Land of Many Cultures (Reeve and Cleaveland, 1969) give thorough histories of these two states. The first two books are outstanding and attractive publications written by highly respected writers; the third offers much factual information but it is written in a more formal, impersonal style. The First Book of the Spanish-American West (Castor, 1963), a brief but accurate history of the lands and peoples of the American West, provides the young reader with simply-written but excellent background material on the influence of the Spanish, Indian, Mexican, and European people.

While an index is appended there is no bibliography. Two books were about the Rio Grande River area. The Rio Grande: Life for the Desert (Crosby, 1966) is a simple narrative about life along both sides of the river, past and present. Unfortunately, in several parts the objectivity of the author's statements should be questioned--Mexico is depicted as the villain in the war in 1846 and land-hungry settlers are pictured as brave and pure pioneers when, in fact, they were actually cheating the Mexican Government at the time. Great River, Wide Land: The Rio Grande Through History (Sperry, 1967), covers similar subject matter as Crosby's book but in much greater detail and in a more sophisticated style. The other three books about the Spanish American West are set on the open ranges of Texas. Trail Drive (Adams, 1965) is an excellent account of the life of a cowboy on the open ranges of Texas and Mexico in the 1880's. The Texas Rangers (Mason, 1967), while an unusual topic for children's literature, is a marginal source because the author seems so enthusiastic about the feats of the Rangers that he becomes biased and overzealous. Most references to Mexicans and Spaniards in this book portray them as villains and troublemakers. A Horse Called Dragon (Hall, 1971), the actual story of a Mexican mustang brought to Texas when he was twelve, gives an excellent account of Dragon's growth and leadership of the herd; he emerges with realism and a definite personality. Beautiful black and white illustrations with soft lines and a lively writing style make it a fine choice for young readers. However, this book, as well as the two preceding ones, contains only limited information on the Mexican theme.

Only five books were located that give facts about the lives of Mexican Americans. Soy Chicano (Fitch and Fitch, 1970) is an informative account in the words of a thirteen-year-old girl about her home, family, school, and daily experiences in a California grape-growing community. The book offers first-hand realism and a meaningful experience for readers. The Forgotten Minority (Holland, 1970) and Small Hands, Big Hands (Weiner, 1969) tell of the plight of the Chicano tenant farmers and migrant workers in America. The first book describes vividly their exploitation in the past, their present struggle for survival, and the long overdue reforms that must be effected. The book by Weiner presents profiles of seven migrant workers, ranging in age from 11 to 67, who tell in their own words what it is like to live in agricultural labor camps. Both books are complemented by excellent photographs. The book by Holland, however, seems poorly organized and may confuse young readers. The other two books about Mexican Americans offer the reader up-to-date information and present well-balanced pictures of the Mexican American, his history, and the present-day situation. Mexican Americans: Past, Present, and Future (Nava, 1969), although basically designed for adult reading, can be helpful to the young teenager as well. It is attractive, well-organized and includes a review and analysis section at the end of each chapter which provides a valuable study tool. Chicanos: Mexicans in the United States (Martin, 1971), intended mainly for elementary-school readers, gives a brief historical survey of Chicanos from the sixteenth century to the present. Although the facts seem accurate, the writing

style is rather dull and matter-of-fact. Some problems, such as the prejudice and financial deprivation suffered over the years, are not realistically presented and seem understated.

Just as there were significant changes in the fiction from 1961 to 1971 over that of previous years, so too were there many changes in non-fiction. Besides the great increase in number of books and the greater variety of subject matter in them, there has been more care taken in the writing and design of them, making them more appealing for use with younger readers. Changes in attitudes are apparent in books published by well-known authorities and experts in many fields who have been giving their attention to the children's book field and are becoming more directly involved in producing worthy books for juveniles. More books than previously emphasized different aspects of the country and the people in greater depth, with greater accuracy, and in a language that was more suitable for elementary-school readers. The number of recommended and acceptable books published during the 1961 to 1971 period was greater than the total from all other previous periods.

Still there are areas of weakness detected in the image of Mexico and Mexican Americans portrayed and in the overall type and structure of books of non-fiction. In some books, especially in biographies for children, there is a tendency to oversimplify the narrative to the extent that important facts about the individual are omitted, causing distortions and sugar-coating in the total image portrayed.

Condescending overtones continue to appear in informational books about the people and their customs. The portrayal of Mexico through the eyes of their children is found in only a few books none of which is outstanding in its treatment. Stereotypes are prevalent, story lines continue to be contrived, and rural pictures prevail.

Too often, informational books are not documented completely nor accurately. Since most non-fiction will be used for reference work in some form, there should be a table of contents, an index, a bibliography or reading list, numbered pages, and other aids that might make the source more useful and efficient.

SUMMARY

Most non-fiction for children about Mexico and Mexican Americans reviewed in this study has appeared to be at least adequate in content. However, writing that content effectively so that it would be both suitable for and appealing to the young reader has posed a problem in years passed. The early books were often so large and so detailed that they probably overwhelmed even the most mature juvenile readers.

The 1926 to 1940 historical period showed a significant increase in the number of factual books produced, but still there were few that would appeal to children in style, format, and overall presentation of content.

The World War II period brought about some improvements in quality, although there was little change in the number of books published on Mexico and Mexican Americans. Non-fiction other than history was

characterized by shorter, more clearly-written texts with more illustrations to enhance the text. Picture books on Mexico appeared in greater numbers than in previous periods.

In the 1950's, non-fiction about Mexico and Mexican Americans did not increase greatly in number but it was better written, with brief but accurate content, often documented, and with more diversification. Illustrations and photographs became more integral parts of the texts. Bibliographies, indexes, and glossaries were frequently included.

Books of the 1961 to 1971 period underwent tremendous changes and increased significantly in numbers from previous years. Today more authorities and experts are writing or editing books for children on very unique but important aspects of Mexican life and customs. Thus, an elementary-school child can find accurate information concerning most areas of Mexican life within his realm of experience and understanding. He should find that most of these books are written carefully, are well-documented, and have attractive illustrations and format.

Unfortunately, even in non-fiction for children, Mexico has been shown to be basically rural, backward, and lacking in human resources of its own. From the earliest books up through the 1950 to 1960 period, non-fiction emphasized the history and geography of Mexico. Other topics such as education, politics, religion, cultural differences, and the economy other than agriculture were mentioned but treated only lightly. A large number of books in the sixties, con-

cerned with a wide range of topics, were written in simplified form; however, some of the simplified versions resulted in oversimplification which caused distortion of facts and confusion of issues.

Throughout the five historical periods, many books have presented factual material with condescending overtones to the narrative. Some texts actually seemed apologetic towards the country of Mexico, its people and their traditions. Fewer such books have appeared recently, but the problem still exists to some extent. Awareness of the problem should aid in alleviating it.

In other books information is presented through contrived narratives about real people; in many of these books both the people and the background have been stereotyped. In general, however, books of non-fiction on the Mexican theme have improved tremendously in quality. Like fiction, the non-fiction seems to be keeping pace with the ever-changing world.

CHAPTER V

SUMMARY AND CONCLUDING REMARKS

SUMMARY

The concept of a global community is becoming more and more a reality today. Contemporary children in the United States soon will assume the role of adults in thinking and planning the future with people of all nations in the world. In the school and the home efforts are being made to promote better international understanding in children and young people through their books. While some of this task is accomplished through the use of textbooks, children's trade books, when carefully selected, can also be invaluable aids to developing children's awareness, acceptance and appreciation of the similarities and differences evident in various cultures and countries of the world community. This study was concerned with children's books about Mexico and Mexican people. The country of Mexico has been and continues to be pertinent to the American elementary school child because of the strategic location of Mexico in relation to the United States and the significant number of people in the United States who are of Mexican background.

Numerous studies were located in the search of the literature which describe the historical development of children's books in English, the treatment of foreign countries in children's books, or the image of minority groups portrayed in children's books. None of

the studies, however, included the examination of all available children's books on Mexico and Mexican Americans.

One purpose of the present study was to determine the growth and development of children's books about Mexico and Mexican Americans in terms of content, illustrations, and format. A second purpose was to determine whether there has been a change in the image of Mexico that is portrayed in the books.

Books on children's literature, special book selection aids, journals, special bibliographies, and catalogues for library collections were used in obtaining the titles of books on Mexico and Mexican Americans. A total of 804 titles were identified from these sources; some titles, however, eventually had to be discarded because they were found to be unrelated to the Mexican theme. This left a total of 681 titles of children's books concerned with Mexico and/or Mexican Americans. Of the 681 titles identified, 375 were obtained through personal visits to 16 libraries and 286 through the interlibrary loan service. An additional 20 titles had to be dropped from consideration because the books could not be located in at least one library. Thus a total of 661 children's books were actually obtained and evaluated.

Each of the books was examined to determine the nature and accuracy of the information presented on the following aspects: the land, the history, the people and their ways of living, the role of religion, the value orientations of the people, the family unit and the life cycle, the economy, the government, the educational system, and the art and creative expression of the people. Notes were also

made on the kinds of illustrations in each book and their use, the general format and appearance of the book, the style of writing used and the presentation of the setting in each of the fictional books. Most books were read completely; a few were read in part only. The amount of time spent on each book varied, depending upon the reading level, subject matter, purpose and kind of information already obtained on the book. After each book was reviewed a single, overall assessment was made, with each one being judged as recommended, acceptable, marginal, or not recommended.

The books were then grouped so that a picture of overall growth and development could be studied and any changes in the image portrayed could be noted. The historical periods used by Dora Smith in her study of 50 years of children's books from 1910 to 1960 were used as a basis for the organization in this study. Additions were made in order to cover the books published before 1910 and those published between 1961 and 1971. Thus in the present study the books were grouped according to the following periods: (1) The Beginnings: Up to 1925; (2) A Growing Interest: 1926-1940; (3) The World War II Era: 1941-1949; (4) New Trends and Emphases: 1950-1960; and (5) An Era of Significant Change: 1961-1971. Within each period the books were divided into the categories of fiction and non-fiction for the purpose of reporting the findings.

The principal findings of the study are:

1. There has been a noticeable increase through the years in the number of books published on Mexico and its people. Of the books

examined the earliest was published in 1880. Between that date and 1925 there were 21 books published. From 1926 to 1940 there were 81; in the years 1941 to 1948 a total of 89 appeared; in the fifties there were 162 books and from 1961 to 1971 a total of 308 books were published.

2. The breadth of themes and subject matter covered in fiction has expanded greatly. The early stories were about lifeless or stereotyped characters performing unreal feats. The plots were centered around Americans traveling in Mexico, poor, needy Mexicans in Mexico and/or Spanish-speaking children in the United States. Fiction in the forties, including picture books, provided a greater variety of themes but little that was unique in plot and characterization. In the 1950's and 1960's the breadth in themes and topics treated in fiction was much greater than that in books published in earlier years.

3. The content in fiction has gradually improved in accuracy over the years. While most of the earlier books were written by authors who had limited first-hand knowledge of Mexico and its people, more books in the period from 1941 to 1949 were written from first-hand experience. Settings and characters were more accurately portrayed and plots were more authentic than those in previous books. In the 1950's and 1960's increased numbers of authors wrote from first-hand experience; consequently, the content was more thorough and authentic than in the forties, although some of it in 1971 still is inaccurate and unrealistic.

4. There is increased breadth in the subject matter of non-fiction in the last two decades. The early books emphasized Mexico's

history and geography while ignoring most other aspects of Mexican life. The presentation of factual material was often lengthy and unappealing. By the 1940's, however, books in the category of non-fiction were characterized by shorter texts more suited to the interest levels of young readers. The breadth in topics expanded tremendously in the 1950's and particularly in the 1960's. With the wider range of topics, however, and the emphasis on making books more appealing, came the problem of oversimplification, which has resulted in some distortion of facts and confusion of issues.

5. There is greater accuracy in the content of non-fiction as the number of aspects covered on Mexican life has increased and as more authorities in many fields have become involved in the writing and editing of such books. The content has become more relevant to elementary-school children and the manner of presentation has also improved, especially since the 1950's.

6. Illustrations have appeared in greater numbers in both fiction and non-fiction and are of higher quality. Earlier books often included drawings that were drab and sometimes unrelated to the text. Meaningless decorations were often used, particularly to signify new sections or chapters in a book. During the forties, and later in the fifties and sixties, illustrations in both fiction and non-fiction became a more integral part of the subject matter discussed in the text. High quality photographs and prints were frequently included; there were more books illustrated in bright colors. These changes in illustrations are especially evident in picture books

which were published in increasing numbers in these two decades. The artistry and creativity of illustrators is also very much in evidence in the drawings and decorations included in recent books on the Mexican theme.

7. An increasing number of books of both fiction and non-fiction have been illustrated by artists having first-hand experience with Mexican life and customs.

8. There was improvement over the years in the format of the fiction on Mexico. Until the 1940's few books appeared that were attractive in format; since then the quality of the text, bindings, paper, size and kind of print, and organization have improved. Changes which began in the forties became more evident in the books of the 1950's with exceptional improvement being made in the format of picture books and easy-reading books.

9. Notable improvement in the format of non-fiction has also been apparent over the years. Unlike most earlier books, which were lengthy, inefficiently organized, incompletely or inaccurately documented, and unattractively or sparsely illustrated, many books of the 1950's and 1960's are well organized and illustrated.

10. The image of Mexico portrayed in children's fiction has improved but some stereotypes still exist. Many earlier stories portrayed the typical Mexican as poor, barefoot, owning or wanting a burro, and living in a rural or villare setting. The stories were often told in a patronizing manner with rich, kind Americans helping or rescuing needy, weak Mexicans. Despite significant improvements in some

books, the barefoot-boy-with-burro image continues to be used commonly and Mexicans are too often portrayed as second-rate people.

11. In non-fiction, the image of Mexico has been portrayed in a somewhat stereotyped manner with some texts being condescending in tone. In earlier books Mexico was portrayed frequently as being rural, backward, and lacking in human resources. Over the years, the history and geography of Mexico was emphasized while other aspects of Mexican life were treated lightly or ignored. During the 1960's, however, and into the 1970's, the treatment of Mexico and Mexicans has been more thorough and accurate than in previous years.

12. None of the early books about Mexicans in the United States depicted them as members of a recognized minority group. There were several stories about early Spanish settlers and several non-fictional accounts told of famous leaders and events related to the Mexican and Spanish role in the settling of the United States. Even in books since 1961 there have been only a few stories about Mexican Americans as a minority group and only a few informational books which include descriptions of the minority group.

13. The image of Mexican Americans portrayed in children's fiction, however, is authentic and realistic in most of the books examined. The stories, though few in number, have presented meaningful character portrayals as well as accurate information. Generally the treatment of Mexican Americans in non-fiction has also been accurate and meaningful.

CONCLUDING REMARKS

Hundreds of children's books about Mexico and Mexican Americans have been published. Thus, teachers, librarians, and parents have at their disposal a wealth of material from which to choose in their efforts to promote better international understanding of Mexico by both children and young people. Not only are there many books available on the Mexican theme but also a tremendous variety of themes and subject matter are covered in the books. The skill and artistry evident in the writing and designing of books published in the sixties and early seventies have helped to make much of today's fiction and non-fiction on Mexico and its people the most attractive and appealing ever published on the theme. These changes and improvements should help teachers, librarians, and parents provide acceptable reading material that can satisfy the interests, needs, and abilities of children of different levels.

However, satisfying children's interests, needs, and abilities can be done effectively only if books are selected carefully from the many titles that are available. Those who select the books should exercise caution in making their choices. While many of the books have presented realistic, accurate portrayals of Mexico and its people and are recommended for their high quality in content, illustrations, and/or format, numerous other books portray Mexico and Mexican Americans in a stereotyped, patronizing manner. It was with the desire to aid in the selection of books that annotations were prepared of the books reviewed in this study.

As shown in this study there have been changes in children's books about Mexico and Mexican Americans. There has been progressively more accuracy in both the text and the illustrations. Such a change may be due, at least in part, to the increased involvement of experts and specialists as authors, consultants, or illustrators in the production of children's books. It may also be due in part to many of the authors and illustrators having had first-hand experience of living in the country or area about which they wrote.¹ A growing breadth in topics is also evident. Again, this may be partially due to more involvement in the production of children's books by experts in many fields. It may also be due, to some extent, to the changing attitudes toward youngsters and a new respect for them as individuals.²

A substantial number of books judged to be of good quality are no longer in print and might therefore be difficult to locate. They should be considered for reprint. Others which were appealing in style and format might be considered for revision. Even so, there continues to be a need for new books on other aspects of the lives of Mexicans in Mexico, and, in particular, of Mexicans in the United States if a truly realistic image of Mexico and its people is to be presented to children.

¹Supra, p. 62.

²Supra, p. 48.

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APPENDIX A

SOURCES USED FOR IDENTIFYING, LOCATING AND OBTAINING
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Volumes 1 (1924) through 43 (1972) were examined.

The Reading Teacher. Newark, Delaware: International Reading Association. Published Monthly.

The sections "Books for Kids" were examined from volumes 1 (1948) through 25 (1972).

The Saturday Review. New York: Saturday Review, Incorporated. Published Weekly.

Periodic reviews of children's books in general issues were examined from volumes 1 (1924) through 48 (1972).

School Library Journal. New York: R.R. Bowker Company. Published Biweekly.

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LIBRARY CATALOGUES USED TO IDENTIFY

TITLES OF CHILDREN'S BOOKS

Through Personal Visitation

1. Allentown Public Library, Allentown, Pennsylvania
2. Bethlehem Public Library, Bethlehem, Pennsylvania
3. Centennial School Library, Lehigh University, Bethlehem, Pennsylvania
4. East Stroudsburg State College Library, East Stroudsburg, Pennsylvania
5. Easton Public Library, Easton, Pennsylvania
6. Lancaster Public Library, Lancaster, Pennsylvania
7. Lebanon Public Library, Lebanon, Pennsylvania
8. Lehigh University Library, Bethlehem, Pennsylvania
9. Middletown Township Public Library, Middletown, New Jersey
10. Moravian College Library, Bethlehem, Pennsylvania
11. New York City Public Library, New York, New York
12. Philadelphia Public Library, Philadelphia, Pennsylvania
13. Pottstown Public Library, Pottstown, Pennsylvania
14. Pottsville Public Library, Pottsville, Pennsylvania
15. Reading Public Library, Reading, Pennsylvania
16. Research and Learning Center Library, Kutztown State College, Kutztown, Pennsylvania.
17. Rohrbach College Library, Kutztown State College, Kutztown, Pennsylvania
18. United States Library of Congress, Washington, D.C.
19. West Chester State College Library, West Chester, Pennsylvania

Through Written Correspondence

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|------------------------------|---------------------------------|
| *1. Albuquerque, New Mexico | *16. Oklahoma City, Oklahoma |
| *2. Atlanta, Georgia | *17. Philadelphia, Pennsylvania |
| *3. Boston, Massachusetts | *18. Phoenix, Arizona. |
| 4. Chicago, Illinois | *19. Pittsburgh, Pennsylvania |
| *5. Denver, Colorado | *20. Richmond, Virginia |
| 6. Detroit, Michigan | 21. Salt Lake City, Utah |
| *7. El Paso, Texas | *22. San Antonio, Texas |
| *8. Harrisburg, Pennsylvania | 23. San Diego, California |
| *9. Houston, Texas | 24. San Francisco, California |
| *10. Los Angeles, California | 25. Santa Fe, New Mexico |
| *11. Miami, Florida | *26. Seattle, Washington |
| *12. Minneapolis, Minnesota | 27. Tallahassee, Florida |
| 13. New Orleans, Louisiana | *28. Tucson, Arizona |
| *14. New York City, New York | *29. U.S. Library of Congress, |
| *15. Oakland, California | Washington, D.C. |

*Indicates libraries that responded to request for bibliography.

OTHER LIBRARIES USED IN LOCATING AND OBTAINING BOOKS

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|-------------------------------|---------------------------------------------------------|
| *1. Albany, New York | 36. Sacramento, California |
| *2. Allentown, Pennsylvania | 37. St. Louis, Missouri |
| *3. Amarillo, Texas | *38. St. Paul, Minnesota |
| *4. Austin, Texas | *39. Salem, Oregon |
| *5. Baton Rouge, Louisiana | *40. Salt Lake City, Utah |
| *6. Bethlehem, Pennsylvania | *41. San Diego, California |
| *7. Bismarck, North Dakota | 42. San Francisco, California |
| *8. Boise, Idaho | *43. San Jose, California |
| *9. Carson City, Nevada | *44. Santa Fe, New Mexico |
| 10. Cheyenne, Wyoming | *45. State College, Glassboro,
New Jersey |
| 11. Chicago, Illinois | *46. State College, Jersey City,
New Jersey |
| *12. Dallas, Texas | *47. State College, Patterson,
New Jersey |
| *13. Des Moines, Iowa | 48. State College, Trenton, New
Jersey |
| *14. Detroit, Michigan | 49. State College, Clarion
Pennsylvania |
| *15. Easton, Pennsylvania | *50. State College, East Strouds-
burg, Pennsylvania |
| 16. Flagstaff, Arizona | *51. State College, Lock Haven,
Pennsylvania |
| *17. Fort Worth, Texas | 52. State College, Millersville,
Pennsylvania |
| *18. Helena, Montana | *53. State College, West Chester,
Pennsylvania |
| *19. Jefferson City, Missouri | *54. State University, Indiana,
Pennsylvania |
| 20. Kansas City, Kansas | 55. Tallahassee, Florida |
| *21. Kansas City, Missouri | 56. Tampa, Florida |
| *22. Lansing, Michigan | *57. Topeka, Kansas |
| 23. Laredo, Texas | *58. Toronto, Canada |
| *24. Lancaster, Pennsylvania | *59. Trenton, New Jersey |
| *25. Lebanon, Pennsylvania | *60. Tulsa, Oklahoma |
| *26. Lincoln, Nebraska | |
| *27. Little Rock, Arkansas | |
| *28. Long Beach, California | |
| *29. Minneapolis, Minnesota | |
| *30. New Orleans, Louisiana | |
| *31. Olympia, Washington | |
| *32. Phoenix, Arizona | |
| *33. Pierre, South Dakota | |
| *34. Pittsburgh, Pennsylvania | |
| *35. Pottstown, Pennsylvania | |

*Indicates public and college libraries that responded to request.

APPENDIX B

ANNOTATED BIBLIOGRAPHY OF CHILDREN'S BOOKS
ABOUT MEXICO AND MEXICAN AMERICANS

FICTION

Realistic Fiction

Adams, Ruth. Fidelia. Illustrated by Ati Forberg. New York: Lothrop Lee, and Shepard, 1970. 32 pages. Grades 1-4. Recommended.

Fidelia Ortega, a Mexican-American girl in Los Angeles, wants so much to learn to play the violin but everyone says she is too small. Her desire to have a violin of her own leads her to making a crude one of her own and, in the end, gives her a chance at the loan of an actual quarter-sized violin from the music teacher in her school. This story is warm, realistic, and charmingly told by an author who has experienced teaching elementary school music. The illustrations beautifully portray the simple yet touching story.

*Agnew, Edith J. Treasures for Tomás. Illustrated by Brinton Turkle. New York: Friendship, 1964. 126 pages. Grades 3-5. Marginal.

This is a religion-oriented story of Tomás Aragon and his family, and of how his father loses his job because of his faith. Tomás and his friends, in attempting to help out with some family and church projects, become involved in some interesting episodes concerning two metal boxes they find. A good picture of a closely-knit Mexican family is presented but the story is not fully convincing nor do the characters seem real. The theme itself will limit the appeal of the book.

*Ames, Robert Andrew. Jungle Roundup. Not illustrated. New York: Lothrop, Lee, and Shepard, 1959. 154 pages. Grades 5-7. Acceptable.

Young readers, especially boys, should enjoy this exciting adventure of a 15-year-old Yacqui Indian boy who leads a group of boys into the jungles of Mexico to round up wild cattle in order to save a starving village. There are authentic details of dangers and obstacles of the jungle and good information on village life and Yacqui customs. However, the characters perform unrealistically and the writing style seems stilted and artificial.

*Amescua, Carol Conner. The Story of Pablo, Mexican Boy. Illustrated by Arnold Zweerts. New York: Meredith, 1962. Unpagged (34 pages). Grades 1-3. Marginal.

*Throughout this annotated bibliography the asterisk symbol will be used to indicate that the book is not currently in print.

In Tepoztlan, a village south of Mexico City, Pablo works at odd jobs to earn enough money for a pair of black shoes, however, the money he has saved must be used to pay a doctor bill. But he still gets his shoes. This story contains some authentic information on the daily lives of members of a Mexican village family, but the plot is overworked and the characters represent stereotypes. The beautiful color photographs and sketches are an outstanding feature of the book.

*Andrews, Dorothy, Westlake. Flaco. Illustrated by William M. Hutchinson. New York: Friendship, 1958. 122 pages. Grades 3-5. Marginal.

The religious theme of this story will limit its use by children. When Flaco's father loses his job, Flaco suggests that the family leave Oaxaca and join a colony that had been established by the Evangelical Church. Problems arise when Flaco's father cannot fully accept this new faith, but adequate and satisfying resolutions do not seem to materialize in the content. Small print, average format, and deep underlying themes limit its content to the most mature juvenile readers.

*Angelo, Valenti. Paradise Valley. Illustrated by author. New York: Viking, 1940. 230 pages. Grades 5-8. Acceptable.

This is a realistic story of 12-year-old Pedro's life in southern Nevada. He and his family are Mexican Americans who live in a caboose at the watering stop of the railroad for which his father works. A highlight of the story is Pedro's companionship with his Uncle Pio whose sheep ranch lay in the nearby foothills and whose wisdom and philosophy permeate the story. The young reader today can gain insight into and respect for this group of Americans from Pedro's experiences and adventures. It is more suitable for discriminating and mature readers.

*Armer, Laura Adams. The Forest Pool. Illustrated by author. New York: Longmans, Green, 1938. 40 pages. Grades 2-5. Recommended.

Two Mexican Indian boys, Diego and Popo, go on a search into the forest for an iguana, an ancient tree lizard. This book is in picture-book format, illustrated with full-page pictures in beautiful color and with marginal sketches of aboriginal art. The theme is timeless; emphasized is the protection of animals and the protection of the environment. For example, on page 39: ". . . everything must be free to live in its own home in its own way." The story is interesting and convincing.

*Arnold, Oren. The Chili Pepper Children. Illustrated by Carol Critchfield. Nashville, Tennessee: Broadman, 1960. 114 pages. Grades 4-6. Not recommended.

This is the story of a Mexican boy, Hondo, and his family who are very poor and raise chili peppers to sell in the big-city market. The plot is trite and the characters are stereotypes.

*Atkinson, Laura. The Horny-Toad Kite. Illustrated by author. Austin, Texas: Steck, 1957. 30 pages. Grades K-2. Acceptable.

Dario, a young Spanish-American boy, and his Montoya School friends are getting ready for Kite Day. Dario's kite resembles a horny-toad which, when he flies it, gets caught on a telephone wire. Unrealistically, some birds peck at it and knock it down, so Dario can fly it again. This is a simple picture story for children in the earlier elementary level.

*Bachelin, Anita. Pepe. Illustrated by Franz Bachelin, San Carlos, California: Golden Gate Junior Books, 1962. 46 pages. Grades K-2. Not recommended.

This is a very shallow account of an American family's trip through Mexico. Very little of the country is described in any great detail and the story has condescending overtones as the good Americans take care of the poor Mexicans. The drawings in black, white, and blue appear cluttered and carelessly done. Interspersed throughout the text are explanations of Spanish words; these cause unnecessary interruptions and make the narrative choppy and awkward.

*Bailey, Bernadine. Here's Carlos of Mexico. Illustrated by Eddie Miller. Chicago: Beckley-Cardy, 1955. 128 pages. Grades 3-4. Not recommended.

Although there is a slight story line, this book is more an information book than a piece of fiction. The information presented is acceptable, but now dated; however, the overall quality of the writing style and the format make it a second-rate book of literature. The narrative is forced and unnatural because the author had information to share and constantly did so. The characters are too faultless and unconvincing. Included are a map and a pronunciation guide, and a glossary of special terms.

*Baker, Charlotte. Necessary Nellie. Illustrated by author. New York: Coward-McCann, 1945. 96 pages. Grades 4-6. Not recommended.

This is the first of two stories about a Mexican American family, a stray dog they "adopt," and the adventures they have. A poorly written narrative, predictable episodes, and stereotyped characterizations make this book unacceptable.

*_____. Nellie and the Mayor's Hat. Illustrated by author. New York: Coward-McCann, 1947. 96 pages. Grades 4-6. Not recommended.

A sequel to Necessary Nellie, this story is a little more interesting, but is also questionable because of the stereotyped portrayal of the Mexican American family and the poor style of writing.

*Baker, Nina B. The Luck of the Salabars. Not illustrated. Boston: Wilde, 1937. 319 pages. Grades 4-7. Not recommended.

A lengthy story with the familiar theme evolving around two American Girl Scouts who visit with the Salabars, a Mexican family. This is a typical American view of Mexico, picturing good, kind Americans and helpless Mexicans.

*Bannon, Laura. Hat for a Hero. Illustrated by author. Chicago: Albert Whitman, 1954. Unpagged (48 pages). Grades 3-4. Recommended.

This is a simple, but well written and interesting story about a young Mexican boy who is eager to prove his worth and earn a grown up hat. Set in the colorful Tarascan Indian region of Lake Patzcuaro, the story gives picturesque detail concerning island life. How Pablo proves he is growing up and how he earns his hat is told vividly in convincing fashion. The illustrations, many of which are in color, relate closely to the text and are most appealing.

* _____. Manuela's Birthday in Old Mexico. Illustrated by author. Chicago: Albert Whitman, 1943. Unpagged (46 pages). Grades K-3. Acceptable.

Manuela, a little Mexican girl, has plenty of dark-complexioned dolls, but she always wished for a blue-eyed one with golden hair. Her wish comes true on her fifth birthday. There is good information on rural Mexican customs and the brightly colored illustrations are attractive; however, the story is trivial and patronizing while the characters are stereotypes.

* _____. Watchdog. Illustrated by author. Chicago: Albert Whitman, 1948. Unpagged (43 pages). Grades 2-5. Acceptable.

A boy and his dog take part in the Mexican Independence Day fiesta in this beautifully illustrated book. The plot is simple but well-written and there is a wealth of information about how Mexicans celebrate their Day of Freedom on the sixteenth of September. Children will identify with Alberto who longed to own the puppy being kept in a bird cage near other birds in cages.

*Barnum, Frances Courtenay (Baylor). Juan and Juanita. Illustrated by Gustaf Tenggren. Boston: Houghton Mifflin, 1886, 1915, 1926. 300 pages. Grades 4-6. Not recommended.

This is the story of two young Mexican children (ages 6 and 8), and of their capture by Indians in the United States, of their escape four years later, and of their unbelievable journey of 300 miles back home to Mexico. Incredible feats of the children are rather unconvincing and both the outdated style and format might make it unappealing to young readers.

Becket, Hilary. My Brother, Angel. Illustrated by Louis Glanzman.
New York: Dodd, Mead, 1971. 119 pages. Grades 5-8.
Acceptable.

This is a thought-provoking story of 13-year-old Carlos Rios and his 5-year-old brother, Angel, with whom Carlos must baby-sit for a week while his mother goes to Texas. Set in an apartment house in New York City, the story tells of some tense and scary moments as Carlos attempts to take care of his brother responsibly. Carlos discovers some insights on being Mexican-American, but the story never fully "jells." Carlos is portrayed as being very mature and idealistic for his young age. The plot never seems to unfold naturally and fully so that the ending becomes a disappointment. The narrative is wordy and often tells or explains too much, thus becoming instructional at times.

Behn, Harry. The Two Uncles of Pablo. Illustrated by Mel Silverman.
New York: Harcourt, Brace, 1959. 96 pages. Grades 4-7.
Recommended.

When Pablo goes to the Mexican village from the nearby mountains in order to learn to read, he finds that he has two uncles: one a happy rascal whose schemes fade away like smoke, and the other, a wealthy poet withdrawn from the world. How Pablo deals with both makes this a warm, tender story. Black and white realistic drawings add greatly to the text. The style is interesting; however, difficult vocabulary and extensive descriptive passages slow down the text and limit the number who may read it.

Beim, Lorraine and Jerrold. The Burro that Had a Name. Illustrated by Howard Simon. Unpaged (61 pages). Grades K-3.
Not recommended.

Chucho, receiving a burro of his own, decides to name it and is laughed at because no one names a burro! But soon Nacas is lost in the market place and Chucho finds him only through calling his name. This is a slight story with stereotyped characters. Illustrations are attractive.

Bialk, Elisa. Tizz at the Fiesta. Illustrated by Hildegard Lehmann.
Chicago: Children's Press, 1970. 96 pages. Grades 3-5.
Marginal.

One of several "Tizz" books, this one takes Tizz and the Hill family to a Mexican ranch near Puebla where they are guests of Mexican friends. The narrative is not written in outstanding style but contain information on many aspects of Mexican life. However, the accuracy of some statements needs to be questioned, e.g. on page 40-- "Everyone in Mexico rests at siesta time whether he wants to or not." The book is filled with unrealistic episodes and both the American and the Mexican characters are too good and unconvincing as real people.

Black and white illustrations relate closely to the story line and are attractively done.

Bishop, Curtis. Fast Break. Not illustrated. Philadelphia: Lippincott, 1967. 196 pages. Grades 6-8. Recommended.

Rene Alvarez, an immigrant Mexican boy, inspires his riverside, Texas high school team into championship basketball. This is a good sports story for young teenagers who have an avid interest in basketball. The author is one of the best at writing sports stories with realism and in a fascinating style. The book is also of value for social learnings that are evident. Both Rene and his friend Sam Daley are portrayed authentically.

_____. Little League Double Play. Not illustrated. Philadelphia: Lippincott, 1962. 189 pages. Grades 3-6. Recommended.

This is another entertaining story that should appeal to sports enthusiasts. Twelve-year-old Ronnie Marlowe and his Mexican-American friend, Julian, develop a double-play combination that leads their team to outstanding results. Unfortunately, Ronnie could play ball only by disobeying his aunt with whom he lives. When the dreadful day of reckoning arrives, the reader will find himself "rooting for" Ronnie to win again. The story is fast-paced and offers a great deal of excitement and realism.

*Blanton, Catherine. Pedro's Choice. Illustrated by Harold Price. New York: McGraw-Hill, 1948. 64 pages. Grades 4-7. Recommended.

This is the story of a boy of San Juan, Mexico, who favors a career as a bullfighter over one as an artist--until he actually sees a bullfight and recognizes in the ring his pet bull which he had sold when the village was raising money for the sick priest. Although the theme is familiar, the story is well-written and simply told. Black and white illustrations possess fine detail and realism. The book's format is such that the story should appeal to reluctant readers.

*_____. The Three Miracles. Illustrated by Leo Politi. New York: Day, 1946. 47 pages. Grades 4-6. Marginal.

Juan, a lazy Mexican boy, Pablo, his stubborn donkey, and Paul, the crippled and selfish American boy, journey to Mexico City to find the miraculous Virgin of Guadalupe. Three miracles help them all even though they didn't see the Virgin. The plot is unbelievable, the characters are somewhat stereotyped, but the illustrations by Politi are amusing and appealing.

Bolognese, Don. A New Day. Illustrated by author. New York: Delacorte, 1970. Unpaged (28 pages). Grades K-2. Acceptable.

This is the Christmas legend of the birth of Christ told in a

modern setting in the American Southwest. José and María are migrant workers awaiting the birth of their first child, but can find no place to stay. They are finally allowed to stay in the garage of a gas station where the baby is born. Hip musicians, cowboys, and neighbors come and join in a celebration; however, José and María are forced to leave because they are disturbing the peace. The idea of the story is unique, but the total effect is unconvincing and unrealistic. The format is most attractive however, and the rich, creative illustrations are worthwhile in themselves.

Bonham, Frank. Cool Cat. Not illustrated. New York: Dutton, 1971. 151 pages. Grades 6-10. Recommended.

This story also takes place in the Dogtown area of Los Angeles and gives the teenagers, especially boys, another very exciting, harshly realistic, yet humorous story of the experiences of a group of boys and a Mexican police-cadet friend, accused of drug possession. The plot is lively, the setting authentic, and the writing style makes the story move, keeping the reader involved. Effective use of the language of the barrios and the ghettos adds to the authenticity of the text. The characters are those who appeared in the author's Mystery of the Fat Cat.

_____. Mystery of the Fat Cat. Illustrated by Alvin Smith. New York: Dutton, 1968. 160 pages. Grades 5-9. Recommended.

Buddy Williams, Rich Smith, and Cool Hawkins (Blacks), and Johnny "Little Pie" Pastelito (Mexican), set out to find money for the Oak Street Boys' Club in Dogtown which is in deep financial trouble and ready to fall apart physically. Buzzer Atkins, literally a "fat cat" and heir to a half million dollar fortune, is the only obstacle to the money going to the Boys' Club. This is one of the best of these five stories by Bonham. It is fascinating and entertaining reading with both humor and seriousness throughout. Realism abounds; both the characters and the setting are sharply contemporary.

_____. The Vagabundos. Not illustrated. New York: Dutton, 1969. 222 pages. Grades 6-9. Recommended.

When his father leaves home without explanation, Eric Hansen tracks him by boat for one thousand miles along the Baja coast. Trading a life of luxury in Southern California for one of a vagabundo teaches Eric a great deal about what really matters in life. By the time he and his father confront each other, they both know what they want. The story is rich, warm, and quite believable. The message about life and people comes through a meaningful way. An authentic picture of life among the Mexicans in Baja California is an integral part of this exciting adventure.

_____. Viva Chicano. Not illustrated. New York: Dutton, 1970. 179 pages. Grades 6 and up. Recommended.

As in Bonham's other books, this one also tells it as it is. It is the story of a 17-year-old Mexican American, Keeny Duran, and his very troubled life in the barrios of Los Angeles. In danger of being tried as an adult if he commits one more stealing or drug offense, he is pushed to the limit and goes into hiding. The realism of the story is shocking; the author knows that life in the ghetto is miserable and he certainly lets the reader know it. There is plenty of action in the well-structured plot. Perhaps what makes this book stand out over Bonham's others is artful characterization of Keeny who is completely convincing and portrayed in depth. One element in the story, however, seemed unnecessary, out of character for Keeny, and too fantastic for young readers to accept--that is, his "conversing" with a cardboard dummy of Zapata in which Keeny and other members of the Royal Aztecs gang hear the voice of Zapata, a Mexican hero.

*Brandeis, Madeline. The Little Mexican Donkey Boy. Illustrated by author. New York: Grosset and Dunlap, 1931. 324 pages. Grades 2-4. Not recommended.

This book is one of a series about children of all the lands that the author had visited. It is more informational than a story but the text written in the present tense, is very much outdated. It is illustrated with photographs that are old and faded now.

Breck, Vivian. Maggie. Not illustrated. Garden City, New York: Doubleday, 1954. 249 pages. Grades 7-12. Acceptable.

This is an unusual and well-written story about a spoiled California socialite who must give up the comforts of home and follow her new husband to the rough mountains of Mexico to live a pioneer life. The theme is most suitable for teenagers and young adults. The portrayal of Maggie as stubborn, courageous, intelligent, and strong is excellent. A vivid picture of her problems and the surroundings is drawn; however, Mexicans are not treated with the depth and substance they should have received in a novel as realistic as this is otherwise.

Brock, Emma L. The Plaid Cow. Illustrated by author. New York: Knopf, 1961. 82 pages. Grades 2-4. Not recommended.

Five sketches about groups of Finns, Mexicans, Swedes, and Indians are included in this very confusing book. Feeling for both time and place is totally lacking; none of the stories is clarified as to the nationality of the family or characters involved. The one "story" pertaining to Mexico amounts to a poorly-written account of a pinata party somewhere near the "Big River" (the Rio Grande, probably). There is no plot and the narrative is dull. The illustrations lack depth and feeling.

*Brown, Jeanette Perkins. Manuel, a Little Boy of Mexico. Illustrated by Jean Martinez. New York: Friendship, 1951. 61 pages. Grades K-3. Not recommended.

Manuel had looked forward to the day that he and his family were to spend in Chapultepec Park. When his little brother became ill, only Manuel and his father went to the park. As they observed, they had an agreement to remember all that they saw and share it with Pepito when they got home. The story line is weak, the characters lack appeal, and the format is of very poor quality.

*Bryant, Bernice. Fancy Free. Illustrated by Evelyn Copelman. New York: Bobbs-Merrill, 1949. 278 pages. Grades 6-8. Not recommended.

This is a typically stereotyped story of young Americans in Mexico and the experiences they have there. The plot is weak, situations seem superficial, and writing style is stilted and forced.

Buffler, Esther. Rodrigo and Rosalita. Illustrated by Elizabeth Rice. Austin, Texas: Steck, 1949. 64 pages. Grades 3-6. Marginal.
A Mexican-American family struggles when the father can no longer earn a living. The Castillos have a close family life, enabling them to sustain each other through adversities and disappointments. This is an interesting and emotional story, but the characters seem too sugary, illustrations portray "pretty people, and text is over-simplified.

Bulla, Clyde Robert. Benito. Illustrated by Valenti Angelo. New York: Crowell, 1961. 85 pages. Grades 2-5. Recommended.

Benito, a 12-year-old orphan comes to California from Mexico to live with an uncle. His life becomes centered around farm drudgery since he is not permitted to attend school nor to keep his precious crayons and paper, which he loves to use. One day, upon meeting a great artist, he is encouraged to continue with his drawing, wins recognition by others, and finally achieves self-confidence. The story is simply but beautifully written with attractive line drawings enhancing the text. Benito is a strong character with whom elementary aged youngsters will sympathize and identify, to some extent. Large print and good quality format will make the book appealing even to older elementary readers who read slowly.

_____. The Poppy Seeds. Illustrated by Jean Charlot. New York: Crowell, 1955. Unpaged (33 pages). Grades 1-3. Recommended.

In the valley of Mexico where Pablo lives little can be grown because of the lack of rain, and the people have to use water from the river because Old Antonio jealously guards the only spring around. Pablo longs for some beauty. When he is given some poppy seeds, he

plants a few around every house in the village. His efforts melt the heart of crotchety Old Antonio and bring water from the spring to the whole village. This is a very distinguished book in style, format, and illustrations. Young children will enjoy hearing it read aloud.

*Burbank, Addison and Covelle Newcomb. Narizona's Holididay. Illustrated by Addison Burbank. New York: Longmans, Green, 1946. 155 pages. Grades 4-6. Acceptable.

Written in a vivid and moving style, this story describes the antics and activities of Narizona, a Mexican coati very much "like monkeys, and squirrels and bears and kittens and puppies all rolled into one." The coati is rescued by a young Mexican boy from a circus where he was treated cruelly. It is a story that many youngsters will love because it demonstrates forcefully one boy's devotion to his pet. The text is informative and the illustrations in black and white are appealing.

Camille, Josephine. Carlos and the Brave Owl. Illustrated by Albert Camille. New York: Random, 1968. Unpaged (39 pages). Grades 1-4. Marginal.

This is the story of Carlos, a Mexican boy, who wants an animal of his own for the Blessing of the Animal ceremony to take place in his village. After finding and nursing an owl back to health, he decides to use him as his animal for the procession. But his father doesn't want Buko around until the owl saves his sheep by acting as a "watchdog." So Buko becomes the star of the procession which is held at night especially for him. Despite some uniqueness in the theme, this story is not especially well-written and is stereotyped in characterizations. There is some good information shared on Mexican customs, food, housing, and language, but the story line is typical. Illustrations are in bright colors with many covering full pages; their cartoon-type style however, makes them rather unsuitable for the theme of the story.

*Carden, Priscilla. Boy on the Sheep Trail. Illustrated by Kurt Werth. New York: Nelson, 1957. 95 pages. Grades 4-6. Marginal.

This story tells how a young Mexican American living in Arizona proves to his older brother that he is grown up enough to be a real sheep herder. Parts of the story are exciting but other sections move slowly. Ricky is not convincing enough to be identified with by young readers. Green and white illustrations appear cartoonish and not suitable for the story line.

*_____. The Vanilla Village. Illustrated by Jay Hyde Barnum. New York: Junior Literary Guild, 1952. 58 pages. Grades 3-6. Acceptable.

The Indian families in Chombo's Mexican village raise vanilla

and Chombo's greatest desire is to go with his older brothers down to the sea to market it. This is an exciting story of his getting his wish and of the unexpected adventures he has when he is captured by bandits. The tale is well told and credible, Chombo is portrayed convincingly, and real Mexican flavor is added through the many colored pictures.

Carr, Harriett. The Mystery of the Aztec Idol. Not illustrated. New York: MacMillan, 1959. 193 pages. Grades 4-6. Acceptable.

A good tale of mystery and intrigue, this story takes an American boy to Mexico City where he stays with an archaeologist-uncle and his family, and almost immediately finds himself in the middle of an adventure involving the mysterious appearance and disappearance of an ancient Aztec idol. The story provides a colorful background of Mexican customs and legends and reaches an exciting climax. The characters, especially Mike Wheeler, are not fully credible. Mike acts very mature and all-knowing for his young thirteen years or so.

Carruth, Estelle. Three Sides to the River. Not illustrated. San Antonio, Texas: Naylor, 1963. 167 pages. Grades 6-8. Not recommended.

Set in Chaparral, Mexico, only a few miles across the border from Texas, this is a rather shallow romance for younger teenaged girls. Jennie, an American girl goes to Mexico to teach English and gets involved with some typical situations with the most emphasis put on boys and dating. Mexican characters in the story lack depth and realism. The format is of poor quality and the writing style is lifeless.

*Cavanna, Betty. Carlos of Mexico. Illustrated by George Russell Harrison. New York: Watts, 1964. 69 pages. Grades 4-6. Marginal.

Carlos, a young boy of Puerto Vallarta, Mexico, dreams of owning his own burro someday and, as usual, manages to get one. Despite the fact that both the text and the excellent photographs portray modern life combined with age-old customs the situation involving Carlos is stereotyped. As part of the "Around the World Today" series it is of more value as an informational book than as a book of fiction.

*Chambers, Bradford. The Water-Carrier's Secrets. Illustrated by Leonard Weisgard. New York: Oxford, 1942. 157 pages. Grades 6-9. Marginal.

This complex story is more suited to teen-aged readers than to elementary level youngsters. Juan, a water-carrier, decides to better himself by going to Mexico City and getting prepared to marry Dolores, whom he would soon send for. Things do not work out the way he expected but Juan manages to find an inner peace. Deep religious overtones and

an inactive, sophisticated plot will limit the book's appeal.

*Church, Peggy Pond. The Burro of Angelitos. Illustrated by Gigi Shaule Johnson. New York: Suttonhouse, 1936. Unpagged (37 pages). Grades 4-6. Acceptable.

This is a very cleverly written story of a burro and a poor Mexican, both of whom are proud of their independence and their shiftlessness. They manage to get together quite by accident and prove to the whole town that both possess a very special quality. Numerous implications can be gained from this legend-type story. The style is sophisticated, but entertaining. Format is dated although the story is worthwhile, especially for reading aloud. It is attractively illustrated.

Clark, Ann Nolan. Paco's Miracle. Illustrated by Agnes Tait. New York: Farrar, Straus, and Cudahy, 1962. 159 pages. Grades 4-6. Recommended.

This is a warm, sentimental story of a young orphaned boy who comes to live with a kind young man and his new wife in the New Mexican village below the mountain that was once home to him and his grandfather. Through his deep love for animals (which will appeal to most young readers) Paco has a vision of a way to help the poor villagers celebrate Christmas with supplies of food and decorations so badly needed. He returns to his beloved wild mountain to get the things needed for the pasada and is greeted with warmth and love when he enters the village. Verging on the mystical, this story will be limited in appeal because of the theme. It is well-written by an author who is no stranger to young readers interested in the American Southwest. Beautiful pencil sketches with soft lines are exceptionally fine.

* _____ . A Santo for Pasqualita. Illustrated by Mary Villarejo. New York: Viking, 1959. 96 pages. Grades 3-5. Recommended.

This is the kind of fragile and tender story that is often more appreciated by youngsters if read aloud initially. In New Mexico, orphaned Pasqualita is adopted by a kind, elderly couple. The man is a Santero—a craftsman who carves wooden figures of saints. Though happy, Pasqualita cannot feel fulfilled without a carved saint of her own. In poetic style, the author tells how she achieves her dream in a rich Mexican background of family life and festival time.

_____ . Tia Maria's Garden. Illustrated by Ezra Jack Keats. New York: Viking, 1963. 47 pages. Grades 1-4. Recommended.

Here is an extremely unique story. The text is slow, gentle, and poetic and tells the thoughts of a boy and his aunt as they walk in her fenceless, limitless garden—the desert. There is no narrative, just observations conveyed in words that form beautiful picture images

such as the following: "In Tia Maria's garden there is desert sand./ Sun likes the sand,/I think, because/even in the morning/he touches it/to make it warm." (page 8). Although the characters are not necessarily Mexican, some words and sounds are Spanish and the setting is the American Southwest. Beautifully detailed two-page illustrations effectively set the mood of the text.

Coatsworth, Elizabeth. The Noble Doll. Illustrated by Leo Politi. New York: Viking, 1962. 45 pages. Grades 3-6. Recommended.

Luisa is taken to live with Doña Amalia, an impoverished noblewoman who had been served and loved by Luisa's mother years before. Doña Amalia has grown much poorer and now takes in mending, but Luisa's presence helps to cheer her. Then comes Christmas with Luisa's introduction to the doll Rosita and the good news that wipes out their worries. This is a warm and special story of the charm of Mexico, the kindness of the people, and the gaiety of the Christmas season. Younger children will enjoy hearing it read aloud while intermediate level readers will find it an appealing book for independent reading. Politi's illustrations interpret the warm, happy mood of the narrative perfectly.

_____. The Place. Illustrated by Marjorie Auerbach. New York: Holt, Rinehart, and Winston, 1965. 72 pages. Grades 3-6. Recommended.

Ellen, an archaeologist's daughter, befriends two Mexican children and is taken to the Place, a secret cave filled with ancient paintings and artifacts, upon her promise never to reveal it to anyone. This is a good, fast moving adventure story which both boys and girls will enjoy. The background material on the Indian people, their customs, and the land of Yucatan is excellent. Although Ellen is portrayed a little unrealistically, the story itself is very interesting, is filled with mystery and adventure, and has authentic Mexican flavor in setting and speech.

_____. Tonio and the Stranger: A Mexican Adventure. Illustrated by Wilfrid S. Bronson. New York: Grosset and Dunlap, 1941. 69 pages. Grades 4-6. Recommended.

This story tells of the adventures of a poor shepherd boy and his little sister when they help a man escape from robbers. Set in Mexico near the huge pyramid Tonio's father guards, the story is told with understanding and sympathy. Included in the brief text are many facts and details about the daily lives of the rural family. Although the format is outdated, the story is charming and the characters are convincing.

*Colt, Martin (pseudonym for Samuel Epstein). The Riddle of the Hidden Pesos. Illustrated by John C. Wonsetler. New York: Messner, 1948. 216 pages. Grades 6-9. Not recommended.

This is a story of four young American boys who drive to Mexico for a vacation and discover two million pesos stuffed in the back seat of their car. There is some mystery and intrigue but the picture of Mexico is outdated, the story is unconvincing, and characterizations seem stereotyped and condescending.

*Comfort, Mildred H. Peter and Nancy in Mexico. Illustrated. Chicago: Beckley-Cardy, 1938. 317 pages. Grades 5-8. Not recommended.

These two young Americans travel to Mexico, Central America, the West Indies, and Canada. They visit major cities, tourist attractions, small villages, and wilder more unsettled areas. The book is a huge volume illustrated with photos and not especially well-written. Mexicans are discussed in an almost apologetic fashion.

*Costantino, Joan and Josephine. Pepito at Capistrano. Illustrated by Lucia Patton. Chicago: Albert Whitman, 1943. 32 pages. Grades K-3. Recommended.

This is a very slight story about a boy's first visit to the San Juan Capistrano Mission where he gets to see the swallows. The book's greatest value lies in the information it presents on the building of the missions, on a legend about the coming of the white man, and of how the Indians helped in building and sustaining the missions. It is a good source for those young readers searching for information on the theme, or who are curious about the migration of the swallows each year. The large, colored illustrations make the book attractive.

Cox, William. Third and Goal. Not illustrated. New York: Dodd, Mead, 1971. 183 pages. Grades 6-9. Acceptable.

Several obstacles block Rafael Cortez in his efforts to join his high school football team in a suburban Los Angeles city. First, his family is Mexican-American and racial prejudice exists in the town. Second, his mother opposes his playing football. There is a good picture portrayed of the life of one minority family in America, but the racial issue and in-depth information on Mexican-Americans is secondary to the sports theme of this book. The text is interesting but not outstanding; at times, it drags and lacks real impact.

_____. Trouble at Second Base. Not illustrated. New York: Dodd, Mead, 1966. 181 pages. Grades 6-9. Acceptable.

This time the sport is baseball and incidents of prejudice on this Los Angeles suburban high school team are directed toward Jose Cansino, a Mexican team member, and to Aki Matsuo, a Japanese boy. There is both humor and seriousness prevalent in this fast-paced story that is wrapped around the theme of intergroup understanding and the universal problem of intolerance.

*Crane, Alan. Nick and Nan in Yucatan. Illustrated by author.
New York: Nelson, 1945. Unpagged (32 pages). Grades 2-5.
Not recommended.

The information presented in this book on ancient art, architecture, and customs of the Maya is acceptable, but the slim story is a typical one of American children visiting Mexico and reacting in a patronizing manner towards Mexicans, who are depicted as poor and in need.

*_____. Pepita Bonita. Illustrated by author. New York:
Nelson, 1942. 39 pages. Grades K-2. Marginal.

After a rousing and unique beginning, this story of a baby pelican's adventures in the outside world away from his family seems to settle into a rut of predictable events. The rural Mexican setting is portrayed authentically and most illustrations are attractive. However, one picture shows a big blue handkerchief while the text describes it as red. Not only will this confuse young readers, but it is pointless and inexcusable in a children's publication.

Crary, Margaret. Mexican Whirlwind. Not illustrated. New York:
Washburn, 1969. 149 pages. Grades 6-9. Acceptable.

Maria Estrada, a Mexican girl who was to spend the school year in an Iowa town with Taffy Webster and her family, takes the town by storm with her talents and her enthusiasm. All kinds of adjustments are necessary so that Maria and Taffy might help each other out and remain on good terms. This is a light novel that will appeal most to teenaged girls. The treatment of Maria lacks real depth and the plot is rather thin.

Crawford, Thelma W. Terror Wears a Feathered Cloak. Not illustrated.
Philadelphia: Westminster, 1969. 160 pages. Grades 7 and up.
Acceptable.

A group of five American archaeological students go to Mexico on an expedition with their professor and have many eerie experiences. The high point of the story seems to come when Carol Foster, being unable to sleep, wanders out into the Yucatan night and witnesses a strange, silent procession of priests dressed in feathered cloaks and sacrificing animals. The plot is exciting although rather fantastic, too, while the present is effectively blended with the past through a colorful, well-researched narrative. Character portrayals, however, including Luis Ordena, the Mexican mestizo, lack depth and are not fully convincing.

Credle, Ellis. Little Pest Pico. Illustrated by Richard F. Townsend.
Camden, New Jersey: Nelson, 1969. Unpagged (54 pages).

Grades 2-4. Recommended.

Besides providing the younger elementary readers with good entertainment and a young Mexican boy, Chico, with whom they can identify readily, this story of Chico and his parrot's efforts to play the national anthem when the President of Mexico comes to town presents some contrasts in Mexican life. Chico's actions are commendable, the story is light and amusing, and the illustrations not only enhance the story, but also give an authentic picture of Mexican culture in a village area.

* My Pet Peepelo. Illustrated by Charles Townsend. New York: Oxford, 1948. 62 pages. Grades 3-5. Recommended.

This is a delightful story of a little Mexican boy who finds he just can't bear to sell his pet turkey, because something you can love is better than any amount of money. The author portrays an authentic picture of village life and a sensitive understanding of a child's feelings toward his pet. Despite the fact that the main characters in this story are a barefoot boy and an animal, the text is deeply meaningful and the characters are credible and will be identified with by young readers.

* Pepe and the Parrot. Illustrated by author. New York: Nelson, 1937. Unpagged (47 pages). Grades 2-4. Acceptable.

This is a light and humorous story accompanied by gay pictures in color of a little Mexican dog who lived with his family in the warm mountain land of Mexico. He became miserable when the parrot imitated Mama-cita and called, "Here! Pepe! Come get your dinner!" Pepe could never tell if Mama called, or if it was the parrot. He ran away from the parrot's teasing, only to decide eventually that home was still best, and later managed to learn just when to expect food and was no longer fooled. Pictures show what people, homes, markets and towns looked like in Mexico years ago.

*Crist, Eda and Richard. Chico. Illustrated by authors. Philadelphia: Westminster, 1951. 80 pages. Grades 2-4. Not recommended.

This is a very confusing tale of a little Mexican boy's journey in search of the Aztec god, Tlaloc, who is supposed to be able to make rain. He takes with him two stone idols which he found while working in the fields for his father. The plot is fantastic and not convincing. There is no satisfactory explanation of how a young Christian Mexican boy could project himself so readily into a fantasy involving ancient deities and the portrayal of Mexicans is unrealistic and distorted.

Darbois, Dominique. Tacho, Boy of Mexico. Illustrated by author. Chicago: Follett, 1961. 47 pages. Grades 2-5. Acceptable.

Tacho lives in a village in southwestern Mexico. How he spends

his daily life is shown through large, clear photographs and a rather uninteresting text. He does his morning work with the help of his burro, Panchito; at that time it is Tacho's job to collect the juice of the maguey plants to drink and gather their leaves to build and heat his house. Later on, he has time to watch his grandmother shaping pottery and his cousin lassoing and riding a bull at the rodeo. The book is attractive, but is more useful for its factual material than for its story-line.

*Dazey, Frank and Agnes Johnston. Pepe, the Bad One. Illustrated by H. Tom Hall. Philadelphia: Westminster, 1966. 130 pages. Grades 4-6. Recommended.

This story of Pepe Gomez, a poor Mexican boy who lives in the village of Taloc, gives a rather typical and stereotyped picture of the poor Mexican being aided by the rich American. Pepe goes to work for Mr. Prentice as "the servant to the dog"--a fierce Doberman pinscher. However, this story takes on added interest because Pepe realizes that the Americans have problems and that they are not a very happy family. This unusual twist in theme, together with the excellent realistic picture drawn of Pepe's humble existence spelled out in the mud hut he lives in and the food he eats, can enlighten elementary readers who want to know about Mexico and some of its people. Detailed illustrations with a water color effect are also appealing.

*Decatur, Dorothy D. Two Young Americans in Mexico. Illustrated by author. New York: Heath, 1938. 273 pages. Grades 4-6. Not recommended.

This is a travelogue that was probably at one time more valuable for its information than for the slight story it presents. It is well-organized with a pronunciation guide, glossary, and photographic illustrations; however, the information is now outdated.

Dralle, Elizabeth. Angel in the Tower. Illustrated by author. New York: Farrar, Straus, and Cudahy, 1962. 101 pages. Grades 4-6. Marginal.

Angel and his parents are the bell-ringers in their Mexican village and live in the tower of the cathedral. Angel wants to communicate with the people in this village, but doesn't want to climb the tower each time a message or parcel is to be exchanged. So, he invents his own pulley system. The story is a slight one written in a rather slow-moving and lackluster style. The author had a good idea but never quite puts it across in the narrative that is unimaginative in description and expression. The black and white drawings are appealing and comprise one of the strongest aspects of the book.

Duncan, Lois. Ransom. Not illustrated. Garden City, New York: Doubleday, 1966. 189 pages. Grades 7-10. Not recommended.

This is quite an exciting human interest story of five high school students who are kidnapped by a threesome comprised of a man, his wife, and a third person, Juan, a Mexican who was to take care of the rough work. Actually the plot is fascinating, but the lone Mexican character is definitely a stereotype and the story does nothing to enhance the image of Mexico or Mexican Americans.

Dunne, Mary C. Reach Out, Ricardo. Not Illustrated. New York: Abelard-Schuman, 1971. 157 pages. Grades 5-8. Acceptable.

Ricardo Torres and his Mexican-American family live and work among the grape-growing ranches in Arago County, California. While the major theme of the story is about Ricardo's problems playing baseball in a world where people find it difficult to accept culturally different people very easily, the story also presents a very realistic picture of the tough life of farm laborers and the struggle to earn a living. The story is interesting, but the writing style is not outstanding; insertion of Spanish words and phrases and what they mean is not done skillfully and actually interrupts the story line. The format and quality are good but the price seems very high. (\$4.95)

*Durfee, Burr and John McMorris, Mateo and Lolita. Illustrated. Boston: Houghton Mifflin, 1939. 62 pages. Grades 2-4. Not recommended.

This is a simple narrative of the life of two little Indian children and of their trip to Xochimilco, the floating gardens of Mexico. Information on markets, handicrafts, and on general life in Mexico as well as photographic presentations is now outdated and unappealing to most young children.

*DuSoc, Robert C. Only the Strong. Illustrated by William Hayes. New York: Longmans, Green, 1955. 133 pages. Grades 5-8. Acceptable.

A swift-paced story that is rich in Mexican-Indian atmosphere, this is the story of an Indian family living in Baja, California working hard to make a meager living from an old gold mine. Eventually a blast of dynamite set off in anger by Tadeo restores the old water supply. Other than Tadeo and Grandfather Carlos, characters lack real identity. In addition, too many impossible feats are performed by this very small boy. However, the narrative is fascinating and will appeal especially to boys.

Sea Boots. Illustrated by Arthur Harper. New York: McKay, 1949. 186 pages. Grades 5-8. Recommended.

Pedro, a Mexican-American boy living in San Diego stows away on a tuna fishing boat so that he can fulfill his desire to become a deep sea fisherman like his father was. This is the exciting, at

times humorous, and realistic story of his adventures. The author's refreshing style and true reporting of life at sea are important reasons for the popular appeal of this book. Illustrations in black and white complement the text.

_____. Three Without Fear. Illustrated by Ralph Ray, Jr. New York: McKay, 1947. 185 pages. Grades 5-8. Acceptable.

Shipwrecked Dave Rogers is discovered and befriended by two Mexican Indian children traveling on foot up the coast of Baja, California. This is the fascinating story of their perilous journey to civilization and friends. Young readers aged eleven on up will enjoy the excitement and adventure of their "Robinson Crusoe" life. The plot at times, seems rather fantastic and the characters are not always convincing in their actions and conversations. Black and white illustrations help the text; however, a map of their journey seems out of place at the end of the text and would have been more meaningful if placed in the front of the book.

*Eberle, Irmengarde. The Very Good Neighbors. Illustrated by Flora Nash DeMuth. New York: Lippincott, 1945. 96 pages. Grades 4-6. Recommended.

This is a pleasant, human story of a family of Mexican migratory workers newly arrived in the outskirts of San Antonio where they hope to stay always. But it is not easy for them to understand the real estate laws in this new country. Their honesty, friendliness, and willingness to work hard bring the beginnings of a new life of settledness to the Carillos. The book should provide upper elementary children with a very readable story told with sympathy and understanding. The illustrations add greatly to the book's feeling for locality and character.

*Eliot, Frances. Pablo's Pipe. Illustrated by author. New York: Dutton, 1936. 48 pages. Grades 1-4. Marginal.

When the wind blew away most of the family's belongings, little Pablo got a job playing his pipe at the fair with a group of traveling musicians. This is a charming tale but illustrations are stereotyped and characterization is not convincing.

*Emblen, Don and Betty. The Palomino Boy. Illustrated by Lynd Ward. New York: Viking, 1948. 189 pages. Grades 4-6. Acceptable.

Juan, the Palomino boy, is a Mexican-American orphan who lives in Palomino Valley in California. This is a charming story of his relationship with those around him, of his secret desire to learn to laugh and be more a part of things, and of his efforts to find a new, third name for himself. Although more a collection of incidents realistically drawn from his life at school, with his dog and horse,

and with the old ladies whose home he shares, they are described with dignity and directness. Unfortunately, the only illustrations appear on the end papers and the jacket.

Embry, Margaret. Peg-Leg Willy. Illustrated by Ann Grifalconi. New York: Holiday House, 1966. Unpagged (41 pages). Grades 2-4. Acceptable.

Four children living with their grandmother in New Mexico adopt a wounded turkey and raise him as a family pet. All kinds of evasions and procrastinations ensue when grandmother decides that Peg-Leg Willy should be killed for Thanksgiving dinner. This simple story is realistically told. The realism of the plot and the happy ending will prove entertaining to primary level readers in particular. Attractive illustrations in black, orange, and white help to enhance the pleasant picture of a closely-knit Mexican American family.

*English, James W. Border Adventure. Not illustrated. New York: Abelard, 1952. 224 pages. Grades 7-9. Not recommended.

A cub reporter for a border-town newspaper in Texas helps to capture a gang of jewel thieves who are operating along the Mexican border. The plot is unreal and the characters are typical stereotypes--Mexican police are treated as objects of ridicule and scorn and young Jerry shows fantastic amounts of courage and maturity for a high school senior.

Ets, Marie Hall. Bad Boy, Good Boy. Illustrated by author. New York: Crowell, 1967. 49 pages. Grades K-3. Acceptable.

At face value, this story about a Mexican-American family living in California seems to give an exceptionally realistic portrayal of their lives and problems. When more closely analyzed, however, this book, which is intended for primary level readers, contains incidents that may be beyond the maturity level of a young child and situations that may shock him. Little Roberto (aged 5) is a trouble-maker. He is locked up in the bathroom as punishment, he pulls his baby sister's ears, he spits out his food, and he is unruly at school. His father puts the mother out because she can't cook and because she seems interested in another man. The realism seems a little overdone and the narrative too blunt and even grim at times. However, certain aspects about life in general can be gained--crowded conditions can prove trying, parents do quarrel, teachers can lose their tempers sometimes, and not all parents can discipline their children effectively. The illustrations are excellent.

Gilberto and the Wind. Illustrated by author. New York: Viking, 1963. 32 pages. Grades K-2. Recommended.

A little Mexican-American boy thinks out loud about the magic

wrought by the wind and all the things it does with him, for him, and against him. This simple story presents a fascinating and magical portrayal of a curious, deeply feeling child with whom many young children will identify. The reader will become involved with Gilbert's moods so effectively portrayed in both the narrative and the illustrations.

_____, and Aurora Labastida. Nine Days to Christmas. Illustrated by Marie Hall Ets. New York: Viking, 1959. 48 pages. Grades K-3. Recommended.

Ceci, a five-year-old Mexican girl is now old enough to have her own posada, the gay party held on the nine days preceding Christmas. This story, the 1960 Caldecott Medal winner, tells of Ceci's family, her excitement and planning of the posada, and her trip to market to pick her first pinata. The attractive and detailed illustrations present an authentic flavor of the country and add meaning to the text. However, having the illustrations cut into the text seems to clutter the pages a bit.

*Evans, Katherine. The Little Tree. Illustrated by author. Milwaukee, Wisconsin: Bruce, 1956. Unpaged (26 pages). Grades K-2. Marginal.

One of the most appealing aspects of this slight story of a small tree in Mexico that is cut down one day and a figure carved from its trunk is the colorful and charming illustrations. The carved figure is that of the Baby Jesus; it is placed where it can see all that the little tree was so intrigued by. The book will have only limited appeal due to its unique theme and weak format.

_____. Raphael's Cat. Illustrated by author. New York: Bobbs-Merrill, 1961. Unpaged (45 pages). Grades K-3. Not recommended.

This is a slight and rather stereotyped story of a small Mexican boy who plans to have his cat, Oreana, blessed by the priest on St. Anthony's Day only to have her disappear beforehand. An American tourist comes to his aid. Oreana is found and she has with her six kittens. All are blessed by the priest. The Mexican background is of some value but the story is very slight and the characters are stereotypes. The illustrations are bright, but lack depth and feeling.

Evarts, Hal G. Smugglers' Road. Not illustrated. New York: Scribner, 1968. 192 pages. Grades 7 and up. Recommended.

Sixteen-year-old Kern Dawson is given a choice of serving time in Juvenile Hall or working during the summer in a remote Mexican village at an out-patient clinic run by a California-based charity. He chooses the latter and is tested time and again ultimately proving himself to be both responsible and courageous. He even becomes involved

in a smuggler's ring. The story is fast-paced and gripping, as well as giving realistic detail on an exotic locale. The book will appeal to only the most mature elementary level readers since it is intended for teenagers. A brief vocabulary guide is appended but no pronunciations of foreign words are given.

*Eyre, Katherine Wigmore. Spurs for Antonia. Illustrated by Decie Merwin. New York: Oxford, 1943. 238 pages. Grades 3-5. Marginal.

This story gives a strong, detailed portrayal of a ten-year-old girl from Boston who tries to prove herself no city-bred weakling in her new life on her father's cattle ranch. Antonia is real and the story is touching. California ranch life is authentically portrayed but the story lacks in-depth treatment of the Mexican-Americans involved in the story.

*_____. Star in the Willows. Illustrated by Gertrude Howe. New York: Oxford, 1946. 174 pages. Grades 3-5. Marginal.

This story, also set on a California ranch, presents stronger portrayals of Mexican-American characters but the narrative is more a series of incidents in the lives of two friends, Nita and Louise. The story lacks organization and should have included more illustrations similar to the attractive, colored ones present every so often.

Fante, John and Rudolph Borchert. Bravo, Burro! Illustrated by Marilyn Hirsh. New York: Hawthorn, 1970. 127 pages. Grades 3-6. Recommended.

This is the story of a brave burro, El Valiente as Manuel named him, after he fought a cougar. From that time on Manuel wanted to take care of him always so he brought him to the hacienda against his father's wishes. Eventually his father, who was once a brave bull-fighter, sold the burro for money for drinking and cavorting. The moving narrative tells of Manuel's fight to keep the burro and of the strength of the patron who owned the hacienda and how he disciplined Manuel's father. The picture portrayed is real and the text is well-written. Clear print on white pages add to the overall appeal of the book.

*Farwell, Martha. The Good Luck Bell. Illustrated by Clara Lawton Smith. New York: Rinehart, 1949. 209 pages. Grades 4-6. Acceptable.

Two Mexican-American children find a ship's bell on a California beach that brings them good luck. With a painter father away trying to make a living, the children try to help their mother manage on a slender income. The bell is placed on their back porch and rung at regular intervals in hopes of the father hearing it. The Mexican-Americans are

treated with dignity and respect in this story; however, another great white American comes to the rescue and finally employs the father as an artist. Black and white illustrations lack enthusiasm and realism and are few in number.

Felt, Sue. Rosa-Too-Little. Illustrated by author. Garden City, New York: Doubleday, 1950. 26 pages. Grades K-3. Recommended.

Written from experience by a librarian in New York City, this is a delightful and charming story of a Spanish-American girl who is too little to do almost everything the older boys and girls do. One day her mother makes a plan with Rosa and, after working hard all summer long, Rosa finally succeeds in writing her own name on a new library card of her own. Young children will identify easily with Rosa and her problem. Outstanding illustrations and realistic details make this an exceptional picture book for both independent reading and reading aloud.

Fern, Eugene. Pepito's Story. Illustrated by author. New York: Farrar, Straus, and Giroux, 1960. Unpaged (34 pages). Grades K-3. Recommended.

Pepito is often sad and lonely; the other children in the town laugh at him because he loves to dance. When the mayor's daughter becomes ill, all of the town's children are asked to bring her gifts; but the only thing that cheered her up was Pepito's dancing. Many youngsters will appreciate Pepito's dilemma. The story subtly brings out the matter of differences in individuals and of how we should be proud of our talents and abilities, not ashamed of them. The theme is universal, the characters are real, and the illustrations in vivid colors complement the text very well.

*Ferrer, Melchor G. Tito's Hats. Illustrated by Jean Charlot. Garden City, New York: Doubleday, 1940. Unpaged (25 pages). Grades K-2. Marginal.

This is a very slight story of how a little Mexican-Indian boy lost his hat to a gust of wind and what happened when he went to the market to get a new one. Mayan background is evident in illustrations but the story is typical and characters seem stereotyped.

Fiedler, Jean. Call Me Juanita. Illustrated by Ursula Koering. New York: McKay, 1968. 152 pages. Grades 4-7. Acceptable.

This story relates how an American girl learns to like living in Mexico when she and her family move from New York to Cuernavaca. After making friends with several Mexican families Johanna, aged 14, begins to appreciate Mexico and its people. Although a minimal novel, there is appeal for young girls in this warm portrayal of Mexican life. Particularly worthwhile is the information on the way people live and of the instructive use of simple Spanish conversation which does not detract

from the readability of the narrative.

*Flack, Marjorie and Karl Larsson. Pedro. Illustrated by Karl Larsson. New York: Macmillan, 1940. 96 pages. Grades 3-5.
Not recommended.

This is the story of a Mexican boy's visit to Taxco for the fiesta of Saint Guadalupe and how he became house boy in an American home. The theme is familiar and stereotyped; the format is very much outdated.

Flora, James. The Fabulous Fireworks Family. Illustrated by author. New York: Harcourt, Brace, 1955. Unpaged (37 pages). Grades K-4.
Marginal.

This story is about a young Mexican boy whose greatest desire is to be a master fireworks maker like his father and his father's father. He and his family make the finest firework castle ever built for the fiesta of the patron saint of the village. The unique theme does not carry the weak story that contains subtle humor that young readers may miss and several episodes that are too contrived. The illustrations, though colorful, appear distorted and overdone.

Foltz, Mary Jane. Tuchin's Mayan Treasure. Illustrated by Mel Silverman. New York: Morrow, 1963. 64 pages. Grades 4-6.
Recommended.

Tuchin, who lives with his mother at their inn near Chichen Itza, becomes acquainted with Don Romero, a visiting archaeologist who is attempting to recover artifacts from a sacrificial well. Because he speaks both Spanish and Mayan, Tuchin becomes an interpreter; however, he is torn between fascination for the work and fears and superstitions about disturbing the Mayan god who lives in the water. The story is well-constructed in convincing details. The author takes Tuchin from superstition, to curiosity, to a growing sense of trust in Don Romero and his work, and finally, to a new courage in his own involvement. Although he seems to be quite mature and very appreciative of his ancestors for his age, Tuchin possesses qualities with which young readers will identify. The authenticity of the setting is outstanding and the illustrations are exceptional.

Foreman, Harvey. Awk! Illustrated by Robert Jefferson. Philadelphia: Westminster, 1970. Unpaged (36 pages). Grades 2-5. Marginal.

Bob Bowden, an American boy living in Mexico becomes coach of a little league baseball team that wins the championship. A green parrot becomes the unlikely hero. This story will probably appeal to young sports fans; its large, clear print and attractive illustrations help to make it attractive. Unfortunately, the plot is extremely unrealistic and the young hero plays an unconvincing, sugary role. The writing

style is also weak; incidents and situations are included that have little or nothing to do with the story line. For example, on page twenty-three--"Our bees are good bees," said Raul. Bob laughed. "He spansk them and makes them behave." Mexican characters are stereotypes and take secondary roles in the plot.

*Foresee, Aylesa. Too Much Dog. Illustrated by Harper Johnson. Philadelphia: Lippincott, 1957. 192 pages. Grades 4-6. Acceptable.

Fidel Ortega, a young Mexican boy living with his family in New Mexico, longs for a dog of his own. The interesting story line will appeal to children who like dogs and good family stories. Character portrayals lack depth, but day-to-day life in a migrant camp is depicted with much realism and in good detail.

*Fraser, James. Las Posadas, A Christmas Story. Illustrated by Nick De Grazia. Flagstaff, Arizona: Northland, 1963. Unpagged (27 pages). Grades K-3. Acceptable.

This account of the New Mexican observance of Christmas tells of the posada held each of the nine days before Christmas, that is, the procession of children with their candles, flowers, and streamers. There is much singing and praying every night in addition to the use of luminarias and the breaking of bulging pinatas. Although the setting is not given in the text, it is given on the book jacket flap; however, the young reader could have been informed of the setting in the early portion of the simply-written text. The striking and bright illustrations enhance this picture book story which can be read independently or, because of the difficulty of some words, could be more effective when read aloud by an adult.

Freeman, Dorothy. The Friday Surprise. Illustrated by Mary Murphy. Los Angeles: Elk Grove, 1968. 43 pages. Grades 1-3. Recommended.

Each Friday Mario has art in school, and over a period of time he brings home a surprise for each member of his family--for his sister, Nita, a dragon; for his brother, Ricardo, a bull-fighter's hat; for his brother, Alfredo, a yarn doll for his car; and for his mother, a clay imprint of his hand. But on the Friday he is to make something for his father, they have no art, so Mario comes home disappointed, but with a book he is allowed to keep. So, for his father, he reads aloud which is the best surprise of all because he didn't know that Mario could read. This simple, well-told story will appeal to young children, with Mario being a very believable character. The story gives an uncomplex picture of a Mexican-American family portrayed in a positive, natural way.

_____. A Home for Memo. Illustrated by Bernard Garbutt. Los Angeles: Elk Grove, 1968. 54 pages. Grades 2-5. Recommended.

Memo's parents have come from Mexico to work on a lemon ranch in California, but Memo has mixed feelings about his new home. He thinks the mountains are just "lumpy-topped hills," that the Anglos "spoke much too fast and moved their mouths very little," and that there is nothing to do but "stay in the trailer park and do nothing but look up at the under-sized mountains all day." There is a good portrayal of affectionate family relationships and of new friendships that develop. The book is an excellent documentary on the lemon growing industry.

*Gaines, Ruth. Lucita: A Child's Story of Old Mexico. Illustrated by Maginal W. Enright. New York: Rand McNally, 1913. 115 pages. Grades 4-6. Not recommended.

This story is set in the times of President Diaz in the late 1800's. It gives a picture of Mexican life and culture at the turn of the century but is now outdated in style, format, and content.

*_____, and Georgia W. Read. The Village Shield. Illustrated. New York: Dutton, 1917. 264 pages. Grades 4-6. Marginal.

The Tarascan Indians, descendants of the Aztecs, are rudely interfered with and their lives interrupted by the revolutionists around 1915. Great detail and information along with historic pictures taken from old books of travel make it more suitable for older children. The thin plot and formal style will be unappealing to most.

Garrett, Helen. Angelo the Naughty One. Illustrated by Leo Politi. New York: Viking, 1944. 40 pages. Grades 1-3. Recommended.

Angelo is afraid of water and hates to take baths until his sister's wedding day. He runs away from home to avoid getting clean for the occasion. Since he wants to be a soldier, he heads for the fort only to be taken in hand by the soldiers who make him fit for the wedding and too proud to be a ragamuffin again. A pleasant Mexican setting is detailed in both text and pictures. Young children will find Angelo delightful and the story humorous.

*Garst, Doris Shannon. The Burro Who Sat Down. Illustrated by Gisella Loeffler. New York: Barnes, 1961. 52 pages. Grades 3-5. Not recommended.

Two small Mexican children happen to become the owners of three animals their parents decide are useless--a burro who sits down whenever anything is put on his back, a billy goat who cannot give milk, and a rooster who cannot lay eggs. They have to go to the market to sell them and, miraculously, one Don Fernando trades them for a hen, a nanny

goat, and a burro who does not sit down. The story is rather unexciting and predictable while the characters are stereotypes. The children's good fortune also paints an unrealistic and idealistic picture.

_____. The Golden Bird. Illustrated by Panos Ghikas. Boston: Houghton Mifflin, 1956. 156 pages. Grades 4-7. Acceptable.

A familiar theme appears once again in this story of Tara, a young Tarascan Indian boy, who wants a burro of his own. How he earns it, trains it, and gets his wish to go to Mexico City is told in an interesting manner. Several characters, including Tara are portrayed a little sugary, but the narrative describes well how the Indian people are attempting to combine the best of their ancient culture with some new and modern ways of living. The illustrations seem to portray some stereotypes of Mexicans.

*Garthwaite, Marion. Mario, A Mexican Boy's Adventure. Illustrated by Ronni Solbert. Garden City, New York: Doubleday, 1960. 167 pages. Grades 4-7. Recommended.

This is an unusual story of a young boy's plight when he is smuggled across the Mexican border at Tijuana into California to work in the cotton fields as a wetback. With sensitivity and plenty of excitement, the author has woven a fascinating story of Mario's confusion, fears, and loneliness. Throughout it all, he is portrayed convincingly as an intelligent and proud individual. Simple black and white drawings are adequate and in good taste.

_____. Tomás and the Red Headed Angel. Illustrated by Lorence F. Bjorklund. New York: Messner, 1950. 190 pages. Grades 6-9. Marginal.

Tomás is an Indian ranch hand and Angelita is the foster daughter of the strict ranch owner. Set in old California during the time of Spanish dons, Indian serfs, and missions, this story gives an authentic picture of the times. However, the story seems contrived and a bit stilted. In addition, the author fails to clarify the setting in the beginning and keeps the reader dangling and confused.

Gates, Doris. Blue Willow. Illustrated by Paul Lantz. New York: Viking, 1966. 172 pages. Grades 4-6. Recommended.

Janey Larkin, daughter of a migrant worker, longs for the day when her family can enjoy real home life instead of roving as cotton pickers in the San Joaquin Valley of California. For a change, the Mexican-American family in this story, that of Janey's friend Lupe, is in better shape financially than are the Larkins, a white family. The story is a bit dated, (first published in 1940) but the struggles against the degrading effects of an almost hopeless poverty remains essentially the same for families today. This makes an unusually good story,

particularly for girls at the intermediate level; it is bound to elicit reactions from those who read it.

Gault, William Campbell. The Long Green. Not illustrated. New York: Dutton, 1965. 160 pages. Grades 7 and up. Acceptable.

From the time he was 13, Donald Shea dreams of making big money as a professional golfer. After years of high school and college golf, he realizes that golf is his game and he plays it mainly because he loves it. Being a Mexican-American means it is not going to be easy making it on the PGA tour, but Don learns to control his quick temper and gains in building his self-confidence. Although the story is almost plotless, it manages to present a convincing character portrayal and gives golf fans a tense, exciting series of events.

_____. Wheels of Fortune: Four Racing Stories. Not illustrated. New York: Dutton, 1963. 157 pages. Grades 7 and up. Acceptable.

This book represents a collection of four short stories about racing, one of which tells the story of Juan Montez, a Mexican-American mechanic who dreams of becoming a race driver. After several unfortunate misunderstandings, Juan finds himself competing with his former employer and idol race driver. He wins the race but begins to realize that his dream isn't as important as human relationships. The exciting plot and realistic setting are supplemented by thought-provoking episodes on prejudice and friendship.

*Gay, Zhenya and Jan. Pancho and His Burro. Illustrated by authors. New York: Morrow, 1930. Unpaged (32 pages). Grades K-3. Not recommended.

Pancho, a little Mexican boy, and his burro travel to town to sell their wares. Colorful pictures and some details on Mexican peasant life. Text is outdated, however, and hand-lettered, which makes it difficult for young children to read.

Gee, Maurine H. Timothy and the Snakes. Illustrated by Charles Geer. New York: Morrow, 1960. 96 pages. Grades 3-5. Acceptable.

This is a simply-written, but exciting adventure story that boys and girls in the middle and upper elementary levels will enjoy. Tim, his new Mexican friend, Beto, and his dog Chato, set out to find snakes. His father offers him a dollar for every one he sees dead or alive so Tim will realize their ever-present danger in their new home on the California desert. Character portrayals are convincing although Beto is a stereotype. Line drawings are very realistic and attractive.

Goldberg, Martha. Big Horse, Little Horse. Illustrated by Tom Hamil. New York: Macmillan, 1960. 41 pages. Grades K-3. Recommended.

Mateo, a young Mexican boy, was not very responsible and would often work with the clay his mother, an expert potter, used for making fine pieces for the tourists visiting the village. He was troubled also by the fact that Panchita, their horse was to be sold. One day when the tourists come, he gets the opportunity to prove himself responsible and to show his ability as a potter. His replica of Panchita pleases his mother very much. The plot emits a realistic feeling about rural Mexico, and Mateo and his family are convincingly real. Delightful black and rust on white drawings add much to the overall format.

*Good, Loren D. Panchito. Illustrated by Nicolas. New York: Coward-McCann, 1956. 160 pages. Grades 4-6. Marginal.

This story of Panchito, a pompous, self-centered Mexican parrot who escapes from his home in the city to return to the hacienda where he was happiest, begins well with humor, color, and action, but soon becomes forced and stilted. The main character is treated inconsistently, thus losing any credibility he gained in the first part of the book. Illustrations are appealing.

*Goodwyn, Frank. The Black Bull. Illustrated by William E. Loebel. Garden City, New York: Doubleday, 1958. 264 pages. Grades 6 and up. Recommended.

A Mexican cowboy chases after an escaped black bull in this very realistic story of southern Texas ranch life in the 1920's. There is tremendous detail presented to provide a fascinating and authentic setting. The plot is well written, giving the reader plenty of action and effective use of realistic dialogue. Soft-lined, black and white illustrations heighten the effect of the story. Mature upper elementary children and teenagers will find it most appealing reading.

Gordon, Alvin J. Inherit the Earth. Illustrated by Ted Grazia. Tucson, Arizona: University of Arizona, 1963. 79 pages. Grades 4-6. Recommended.

This is a most unique book that takes the reader to a small, fairly productive rancho in Mexico. The Juan Lopez family lives on the rancho where Juan is mayordomo. He is paid only a minimum salary, is allowed to have a few animals, and can keep some of what grows on the rancho. This book is actually a collection of short, eloquently told incidents that take place. The style is delightful and the situations are shared with affection, humor, dignity, and compassion. The illustrations are attractive and evoke a real feeling for the setting and the people.

Grace, Nancy. Earrings for Celia. Illustrated by Helen Siegl. New York: Pantheon, 1963. 46 pages. Grades 2-4. Not recommended.

Mario, a Mexican boy of southern Mexico, hopes to get his two-

year-old sister a pair of earrings on the trip to market with his mother. (Wearing earrings is a custom, and "without earrings", no one would know that she was a girl at all.) With his mother being hit by a car on the way, Mario gets help from the Americans who have injured her and Celia gets her earrings. Again, the characters represent stereotypes and Mario is even portrayed in a derogatory manner, giving thanks in his prayers for his mother being run over by a car! Sepia drawings enhance the text which is appropriate reading for varied levels.

Graham, Helen Holland. Little Don Pedro. Illustrated by Helen Borten. New York: Abelard-Schuman, 1959. 61 pages. Grades 2-4. Acceptable.

Pedro is a Mexican boy who is not as big and strong as others his age. After much taunting and teasing, he finally gets a chance to prove his courage and his generosity. After a weak beginning, the story moves right along and should get the young reader emotionally involved with Pedro and his problems. Unfortunately, the main character is a stereotype who seems to perform unrealistically. The book does provide a good picture of rural Mexican family life, however.

* _____. Taco, the Snoring Burro. Illustrated by Helen Borten. New York: Abelard-Schuman, 1957. Unpagged (58 pages). Grades 2-4. Marginal.

Taco, a typically lazy and sleepy donkey ruined Antonio's chances of getting badly needed money for the family when he fell and smashed a beautifully carved chest built by Antonio's father. However, several things happen in the city that help him out. This is a typical, stereotyped story of a rural Mexican boy whose family is in great need, whose father is disabled, who is in desperate need of money, and who is aided tremendously by a foreigner, an American film producer. Illustrations are attractive but sometimes interfere with the text that becomes difficult to see.

Greene, Carla. Manuel, Young Mexican-American. Illustrated by Haris Petie. New York: Lantern, 1969. 47 pages. Grades 4-6. Acceptable.

This is a story about a young Mexican-American boy and his blond American friend, Jimmy. Manuel wants to learn to play baseball, so Jimmy works with him until he can play quite well. But something holds Jimmy back from letting Manuel play on his team. After getting to know Manuel and his family and customs, Jimmy accepts him as a good friend with a different, but interesting background. The theme presented is a worthwhile one but the style of writing seems bland; consequently, the book reads more like a non-fiction presentation. The illustrations in black, orange, and white look attractive but the characters all have similar features.

Grifalconi, Ann. The Toy Trumpet. Illustrated by author. New York: Bobbs-Merrill, 1968. Unpagged (30 pages). Grades K-2. Recommended.

Tomás, a village Mexican boy, wants a trumpet more than anything else so that he can lead the parades on fiesta days. When everyone insists that he is too young, he finds his own way to earn a beautiful little pink plastic toy trumpet. Many young children will identify with Tomás and sympathize with his predicament. It is only through the illustrations that the locale of the story is indicated; they are both attractive and quite informative.

*Griffith, Fay. Hidalgo and the Gringo Train. Illustrated by Kelly Oechsli. New York: Dutton, 1958. 89 pages. Grades 4-6. Acceptable.

Amidst his tiresome routine of goat watching, wood gathering, and baby tending, Hidalgo, a ten-year-old Mexican boy, had the pleasure of watching the Gringo Train streak across the plain. One day a book was tossed out of the train and opened up a whole new world to Hidalgo. Later on his courage and instinct in an emergency are rewarded highly. The plot is exciting but it is too often impeded by descriptions of Mexican life or by Mexican phrases which need interpretation through an appended glossary.

Hader, Berta and Elmer. The Story of Pancho and the Bull With the Crooked Tail. Illustrated by author. New York: Macmillan, 1957. Unpagged (50 pages). Grades K-3. Acceptable.

Pancho, a little Mexican boy, unexpectedly catches a wild bull after many experienced cowboys fail. How he captures it and the prizes he wins makes an exciting story for primary level youngsters. Brightly colored pictures are delightful but the slightly exaggerated humor makes them somewhat stereotyped portrayals of Mexicans. The story itself presents a fairly authentic picture of rural Mexico, but Pancho represents the "barefoot-boy-with-burro" stereotype.

*Halladay, Anne M. New Friends for Pepe. Illustrated by Janet Smalley. St. Louis, Missouri: Bethany, 1959. Unpagged (31 pages). Grades K-3. Recommended.

This is the simple and gently-told story of a young Mexican-American boy's concern about leaving his friends in Texas when he finds out he and his family, migrant labor workers, must move on to Colorado. His teacher in Texas reassures him that his fears are unnecessary. When he reaches Colorado things aren't as bad as he had expected. Pepe is portrayed much like other children--involved in day-to-day living. Many young readers will become involved and identify with him. Attractive illustrations add to the realism of the text.

_____. Secrets at White Owl. Illustrated by Betsy Warren. Austin, Texas: Steck-Vaughn, 1967. 87 pages. Grades 2-4. Acceptable.

Seven-year-old Tomasito had lived with his aunt and uncle at White Owl, a trading post along the Rio Grande in New Mexico, ever since he could remember. At times, however, he would fear that someone might take him away from the home he loved. This warm, reassuring story has been written by an author who is knowledgeable and who emphasizes the theme of international friendship in most of her writings. Intermediate level readers should find it interesting although the story is not as mysterious and adventuresome as the title suggests. Illustrations in black, white, and blue are attractive.

Hampton, Doris. Just for Manuel. Illustrated by Carol Rogers. Austin, Texas: Steck-Vaughn, 1971. 32 pages. Grades K-3. Recommended.

Manuel wants a special place of his own, but in the crowded apartment where he lives with his mother, sister, and brothers, it is not easy to find a special place for his toys. His mother understands his predicament and encourages him to keep looking. Young children will relate to Manuel's need and delight in his solution. The illustrations are quite attractive and emit real feelings to the reader.

Harkins, Philip. Where the Shark Waits. Not illustrated. New York: Morrow, 1963. 191 pages. Grades 5-8. Recommended.

While vacationing with his father in Baja, California, Eric skin dives and enjoys spear fishing with Chico Valdez, a new friend. Both have several frightening encounters with sharks and do some dangerous diving for salvage. This is a very exciting story that will provide the young teenager with lively entertainment as well as realism in its setting. An artistic style of writing adds to the appeal of the book, with many beautifully descriptive passages included.

Harter, Helen. Carmelo. Illustrated by Aldren Watson. Chicago: Follett, 1962. 31 pages. Grades 2-4. Acceptable.

This is the story of a young Mexican boy and his family, living in southwestern United States, who face both drought and flood in succession until the United States government erects a dam to aid the farmers in saving their crops. There is some excellent information brought out concerning the lives of one group of Mexican-American farmers and the problems which confront them. The plot, however, is shallow and individual character treatment is almost non-existent. The illustrations are in color, but several of them appear distorted (those on pages 8 and 16, in particular).

*Hartwell, Nancy. Senorita Okay. Illustrated by Genia. New York: Holt, 1956. 221 pages. Grades 7 and up. Not recommended.

Patricia O'Kane, given the name Senorita Okay by her Mexican acquaintances, is a high school art student who receives a special award to study art in Mexico for a year. Considering early descriptions of her shyness and personality traits, her adjustments come much too easily to be convincing. A second-rate mystery episode actually cheapens the story. There is little in-depth material to portray the Mexicans in the story with quality, sensitivity, and realism.

*Hayes, Florence Sooy. The Burro Tamer. Illustrated by Manning DeV. Lee. New York: Random House, 1946. 299 pages. Grades 5-8. Marginal.

This is an interesting story especially appealing to boys. It tells of Ricardo's determination and efforts to tame and train his small wild burro in time to win a prize at the annual fiesta in Santa Fe. The picture of Santa Fe and the Mexican-American celebration is somewhat outdated. The book looks old and unappealing.

Hazelton, Elizabeth B. The Day the Fish Went Wild. Illustrated by Joe Servello. New York: Scribner, 1969. 95 pages. Grades 4-6. Recommended.

Tim Allen and his father who had been quite ill, go to a quiet Mexican fishing village in Baja, California, where Tim is to have all the adventure he wants and his father is to recuperate in the hot sun. Tim thinks he is a coward but when tested, his reactions prove otherwise. Even though the plots seem rather fantastic and Tim and his friend Pancho, perform feats that are difficult to believe, this story should be received by most intermediate level readers with enthusiasm. The story is exciting, the theme unique, and the information on the area, fascinating as well as authentic. Attractive black and white illustrations have plenty of action of their own.

_____. The Jade Eagle. Not illustrated. New York: Scribner, 1970. 192 pages. Grades 6-10. Acceptable.

When 16-year-old Vicki Morgan arrives home at a large ranch in southern California after a seven-year absence spent at a Swiss boarding school, she is plunged into a situation of danger and intrigue as she attempts to find out why her grandmother is behaving in such a mysterious way. This is an absorbing romantic mystery for teenage girls. The plot is well constructed, although a little unrealistic. But perhaps the story's strongest point can be the thorough character studies that it provides. An integral part of the narrative is the picturesque portrayal of the ranch setting and the rich history of the ranch country.

_____. Tides of Danger. Not illustrated. New York: Scribner, 1967. 266 pages. Grades 5-9. Recommended.

Set in Mexico and Baja, California, this story of suspense and

adventure centers upon the two-fold quest of 14-year-old Trinidad Delgado--to replace a fabulous pearl stolen by his brother and to free his parents from peonage. Vivid and uncomfortably realistic details of the peonage-hacienda system will be "eye-openers" to young readers. In addition, authentic details of pearl diving and underwater life in the Sea of Cortes add a fascinating dimension to a fine adventure story. Trini and his family come through as real people who have close ties and strong religious convictions.

Henry, Will. Sons of the Western Frontier. Not illustrated. Philadelphia: Chilton, 1966. 303 pages. Grades 7 and up. Acceptable.

This book presents a collection of stories that take place in the American southwest and in Mexico. The two included about Mexico are "The Tallest Indian in Tolucapec" (page 248+) and "Bandits of Tehuantepec" (page 285+). The stories are well-written and exciting, but are rather sophisticated in theme and plot for juvenile readers. A background on the history of the United States and Mexico is not a pre-requisite for this book, but historical details can help the teenaged reader better appreciate the stories.

Hill, Margaret. Really, Miss Hillsbro! Not illustrated. Boston: Little, Brown, 1960. 233 pages. Grades 7-10. Marginal.

Anne Hillsbro, a first-year teacher in Colorado, wrestles maturely with many teaching and professional problems, including a solemn Mexican boy in her fifth grade who never laughs. However, asocial actions and techniques don't jive with her high principles as a teacher. The overall portrayal is unconvincing and unrealistic while the plot is shallow and easily predetermined by the reader.

Hinton, S. E. The Outsiders. Not illustrated. New York: Viking, 1967. 188 pages. Grades 7 and up. Recommended.

This story about "greasers", or outsiders--the rough, tough, long haired boys from the other side of town--is written by an insider, a 17-year-old girl living in an Oklahoma town with friends who are fellow greasers. The narrative presents a vivid picture of physical violence and mutual hatred between the outsiders and a middle class gang. It also describes some of the innermost thoughts concerning the fumbling search by teenagers in urban slums for personal dignity and a place in the world. Mature teenagers should find this book appealing.

Hitte, Kathryn and William D. Hayes. Mexicali Soup. Illustrated by Anne Rockwell. New York: Parents' Magazine, 1970. Unpagged (36 pages). Grades K-4. Recommended.

A Mexican-American mama tries to please each member of her family

as they attempt to adhere to the new eating customs they experience in the American city in which they now live, so she serves them her soup with all of the requested deletions including garlic, onions, tomatoes, and peppers. Young readers will get the point of the bland soup that results and of the moral involved, though not spelled out. The book should provide appealing reading for middle elementary readers. It gives a good picture of a closely-knit and cheerful Chicano family in an urban setting--a unique but worthwhile topic rarely found in children's books.

Hoff, Carol. Johnny Texas on the San Antonio Road. Illustrated by Earl Sherwan. New York: Wilcox and Follett, 1953. 192 pages. Grades 4-6. Marginal.

Johnny must make a trip to Mexico for his injured father to sell a load of corn to a Mexican rancher. He makes the exciting trip and experiences some rather fantastic adventures along the way. Vivid descriptions of pioneer Texas add to the total picture presented. However, there is only marginal information given on the lives and customs of the Mexicans portrayed in the story.

*Hoffman, Gloria. Primitivo and His Dog. Illustrated by author. New York: Dutton, 1949. 47 pages. Grades 2-4. Not recommended.

Set in picturesque Taxco, Mexico, this is a slight and very much contrived story of a Mexican boy and his dog. Characters are stereotypes and photographs of their adventures seem more like posed-for-pictures. It is an extremely large book (12" x 10") and gives the appearance of a picture book; however, the print is small and decorative and is not suitable for most primary level readers.

*Hogner, Dorothy Childs. Children of Mexico. Illustrated by Nils Hogner. New York: Heath, 1942. 64 pages. Grades 2-4. Not recommended.

This is an attractively illustrated book concerned with giving the young reader a look at Mexico through a boy living in the Sierra Madre Mountains, a girl living in Mexico City, and a boy living in a plateau area. The print is very small, the information seems somewhat stereotyped, and the book is now outdated.

*_____. Pancho. Illustrated by Nils Hogner. New York: Nelson, 1938. 60 pages. Grades 4-6. Recommended.

This is a folktale-type story of Pancho, a fat lazy farmer, his hard working wife, Maria, and their four special, beautiful goats. It is a story often told of how Pancho manages to avoid work while his enterprising wife makes them wealthy. This type of story is timeless; its humor and make-believe will appeal to children of any age at any time. The format is outdated; illustrations are in heavy black lines and

and not too attractive. Perhaps a reprint is in order.

- * _____ . Dusty's Return. Illustrated by Nils Hogner. New York: Oxford, 1950. 190 pages. Grades 4-6. Acceptable.

This is a rather slow-paced story of Dusty, a small burro who is stolen from her master in Mexico, smuggled into the United States, and finally given a home with a prospector in the Southwest. Dusty comes through as a staunch, believable character and there is plenty of action and excitement in the fights between the wild burros and the big horn sheep. The black and white illustrations are excellent. It's too bad there aren't more of them.

- * _____ . The Education of a Burro. Illustrated by Nils Hogner. New York: Nelson, 1936. 57 pages. Grades 3-5. Acceptable.

This is a type of folktale-story about a couple, their two burros, and the baby burro, Carlos, who was to be trained to work. His parents tried to train him, but he had difficulty learning just when to run, kick and balk until Ignacio's wife, Antonita, took over. She used the old saying, "The way to a man's heart is through his stomach," held corn tied to a stick in front of his nose, and Carlos walked after it. The theme is appealing and entertaining; however, the characters seem somewhat stereotyped and the format is outdated.

- *Holton, Priscilla. Chuck Martinez. Illustrated by Eva Auld Watson. New York: Longmans, Green, 1940. 312 pages. Grades 6-10. Not recommended.

Teenager Chuck Martinez, Mexican-American, spends a year in Mexico with his father and falls into a bandit trap leading to the secret hideout of the Black Tiger. The plot seems far-fetched and Chuck is not fully convincing.

- Hood, Flora. One Luminaria for Antonio. Illustrated by Ann Kirn. New York: Putnam, 1966. 47 pages. Grades 1-3. Recommended.

Antonio, a young New Mexican boy who likes to practice his grandfather's village custom, places a luminaria (a candle stuck in sand and lit inside a paper bag) outdoors on Christmas Eve for the Christ Child's blessing. Later, he finds an injured squirrel nestled against the luminaria; this, he feels, is a blessing and a sign of joy to come. This book is part of the "See and Read Storybooks" series that is suitable for beginning readers. It is told with warmth, although the plot seems a bit contrived and the narrative is difficult reading at times (page 6 for example).

- *James, Winifred. The Adventures of Luisa in Mexico, as Told by Herself. Illustrated by Oliver Herford. New York: Dutton, 1930. 123 pages. Grades 4-5. Not recommended.

This is the slight story of a doll's experiences from the right-hand pocket of her mother's coat. It gives facts about Mexico that are now outdated and offers the young reader very little enjoyment or entertainment.

*Jaynes, Ruth M. Melinda's Christmas Stocking. Illustrated by Richard George. Glendale, California: Bowmar, 1968. Unpagged (30 pages). Grades K-3. Acceptable.

A small Mexican-American girl removes her gifts from her big red Christmas stocking as her parents look on. While the book does present good family relationships in both the story and the photographs, the picture portrayed seems to be rather idealistic. There is little depth to the character, Melinda, and the simple text seems to end abruptly. The photographs in full color, although showing a pretty family, give excellent views of this family's way of living and customs.

*_____. What Is a Birthday Child? Illustrated by Harvey Mandlin. Glendale, California: Bowmar, 1967. Unpagged (30 pages). Grades K-3. Recommended.

The simple, but well-written text plus the attractive color photographs effectively depict the activities of Juanita, a Mexican-American, on her fifth birthday. Young children will enjoy reading about those things that make Juanita's fifth birthday so special, with many identifying with her. The book's most outstanding quality is its overall striking appearance.

Johnson, Annabel and Edgar. The Rescued Heart. Not illustrated. New York: Harper, 1961. 199 pages. Grades 7 and up. Acceptable.

Christie, a high strung 16-year-old, spends an important year with her family in a desert trailer camp in California. Several other camp residents are also at a turning point in their lives--among them are Joel, a 19-year-old orphaned boy from New York, and Pedro, a Mexican migrant. The drama of the story becomes intense as the authors portray with vividness and reality the conflict between generations and the inner turmoil of young people. The characters are memorable, but the plot is not particularly strong. Young girls, especially, will find the story fascinating and fast-moving.

Johnson, Burdetta Faye. Little Dickens, Jaguar Cub. Illustrated by James Ralph Johnson. New York: McKay, 1970. 133 pages. Grades 5-8. Recommended.

This book is one of a series written by the author about animals south of the border. The story takes the young reader into Mexico's back country near Mexicaltitan on the West Coast. John Barrett, a wandering gringo who knows the Sierra Madres better than any Indian

living there, befriends Little Dickens, a jaguar cub. It is a fascinating fictionalized story which also provides excellent information about Mexico's plant and animal life in their natural surroundings. Like the other books in the series, this one is well organized and documented thoroughly. Black and white illustrations present much detail and the effective use of lights and darks.

Ocelot. Illustrated by James Ralph Johnson. New York: McKay, 1966. 151 pages. Grades 5-8. Recommended.

This story of Little Tigre and his mate and their numerous encounters with death takes place in the hot, wild land along the west coast of Mexico where ocelots walk the branches of trees as easily as the strange birds who also live there. Also involved in this fascinating nature story are two people who live in the area and who befriend the wild things living there. Contrary to man in general, who often acts as a great exterminator, these people live well from the native products and share with the reader an appreciation and love for the area and the creatures who live there. A very helpful map and black and white drawings are helpful additions to the well-written text.

Yucatan Monkey. Illustrated by James Ralph Johnson. New York: McKay, 1967. 146 pages. Grades 5-8. Recommended.

Chango, a little spider monkey, and Maria Noh, a young Mayan girl, become the best of friends in their home, the Yucatan jungle. This is a very special and moving story of their adventures together and apart. A tremendous amount of research is evidenced by the detailed descriptions of the wildlife and the customs of the few people who live there. The book's attractive format and beautifully written prose style add much to the tenderness of the story itself. A lengthy bibliography is included following the story.

*Johnson, Enid. Tommy and the Orange-Lemon Tree. Illustrated by Anne Merriman Peck. New York: Messner, 1953. 63 pages. Grades 3-5. Not recommended.

As part of "An Everyday Adventure" series, this book is intended to be used for its information as well as its fictional plot. However, it fails to do either very well. It is the shallow and contrived story of a young Mexican-American boy, Pedro, and his life on the large orange grove estate of the Barnes family in California. There is little useful information about either orange growing or marketing. The illustrations lack life and feeling and add little to the overall format.

*Johnson, Siddle Joe. Debby. Illustrated by Ninon MacKnight. New York: Longmans, Green, 1940. 213 pages. Grades 4-6. Acceptable.

This is a sensitive and authentic picture of the life of a young girl living in a trailer near Corpus Christi and her friendship with a little Mexican girl whose parents were tenants on a nearby farm. Although the story consists of a series of events rather than a plot, Debby is well-individualized and the plight of the Mexican-American is authentically portrayed, but not thoroughly enough.

*Juline, Ruth B. The Chewing Gum Tree. Illustrated by Harlyn Dickinson. New York: Lothrop, Lee, and Shepard, 1950. 122 pages. Grades 3-5. Acceptable.

Although intended as a story, this book is more valuable as a supplementary source of information for youngsters in need of facts about the gathering of chicle sap by chicleros. As a story, the children are too well-behaved and the plot is slight. However, the details concerning the 10-month journey into the jungles of southern Mexico by Carlos and Carmita and their parents are both fascinating and informative. The book is somewhat dated in format.

Kalnay, Francis. It Happened in Chichipica. Illustrated by Charles Robinson. New York: Harcourt, Brace, and World, 1971. 127 pages. Grades 4-6. Recommended.

Chucho is kept extremely busy in the small Mexican village of Chichipica. He goes to school, helps his mother, and works for the baker all because someday he wants to become a teacher and must be worthy of a scholarship for further schooling. His troubles begin, however, when he is accused of stealing. Although appearances by the poor peasant and the burro are all too frequent in fiction about Mexico, the author avoids triteness and stereotypes. The story is fresh and filled with humor, characters are robust and endearing, and the chapters are short but written in a poignant style. The illustrations and overall format are excellent.

*Kepple, Ella Huff. Balti. Illustrated by Jan Ross. St. Louis, Missouri: Bethany, 1959. 127 pages. Grades 2-4. Not recommended.

Young Candido is thrilled at receiving a black burro for his birthday and gradually they share many adventures together. The story is too exaggerated and the characters are unrealistic and sugary.

*_____. Mateo of Mexico. Illustrated by Elton Fax. New York: Friendship, 1958. 122 pages. Grades 2-4. Marginal.

As a piece of fiction, this book is questionable. As a source of information, it has some value. It presents facts about agriculture, the market place, home, school, holidays, and celebrations. However, the information is a bit dated and the narrative seems to be written in a patronizing way. Mateo is pictured as being unrealistically good. Large print and easy-to-read text will appeal to primary and middle

elementary readers.

*King, Robin (pseudonym for Robin V. L. Raleigh-King). Burrito. Illustrated by author. New York: Dutton, 1956. 63 pages. Grades 2-4. Not recommended.

Burrito, a hard working but happy burro, is sold to a wealthy neighbor by the Lopez family for a large sum of money. He immediately becomes lazy and very stubborn and is soon back home with the poor family. The story is trite and rather awkward in structure. There is a definite stereotyping of characters in both the text and in the caricature illustrations.

Kirn, Ann. Two Pesos for Catalina. Illustrated by author. New York: Rand-McNally, 1961. Unpagged (55 pages). Grades K-3. Recommended.

How Catalina happens to receive two pesos, her delight and indecision as to how to spend them in the market place at nearby Taxco, and the final decision that she makes should involve young readers in a most pleasant situation. The story is easy-to-read but will provide children with authentic details of Taxco and Mexican rural life. Very attractive illustrations in bright colors (especially pinks and browns) make this a most appealing picture book.

Kjelgaard, Jim. Coyote Song. Illustrated by Robert MacLean. New York: Dodd, Mead, 1969. 174 pages. Grades 5-9. Acceptable.

This is a genuine nature story with an exciting plot that blends both humans and wild animals. The struggle of two coyotes to survive in the desert of southwestern United States is paralleled by Papago Joe's efforts to earn his own way and to outwit the guard of a nearby prison camp who thinks the young Indian has made a lucrative gold strike. Although this story is fascinating and presents a vivid picture of life in the desert, it is somewhat limited in its portrayal of Mexican characters. Only one Mexican-American has a role; Miguel Torres is a weak convict whose planned escape from prison takes place in order to trap Papago Joe. Consequently, the author is presenting a stereotyped image of the Mexican-American.

Tigre. Illustrated by Everett R. Kinstler. New York: Dodd, Mead, 1961. 181 pages. Grades 5-9. Recommended.

Pepe, a young Mexican goatherd, finds himself involved in many battles--some against the superstitions of his Uncle Ruiz, some in defense of his American friend, Sam, and, most difficult of all, those battles against the killer tigre (jaguar) which had taken the life of his father and threatened to destroy the family's herd of goats. Set in the wilds of Mexico in and near the village of Muzo, this story is extremely well-written by an experienced and knowledgeable author. The

rather small print and the length of the text will probably limit the book's appeal; it should prove popular with teenagers and mature readers of ages eleven and twelve.

*Kohan, Frances and Truda Weil. Eagle in the Valley. Illustrated by Katherine Evans. Chicago: Children's Press, 1951. 160 pages. Grades 4-6. Marginal.

In this book the reader is presented with a good deal of information about Mexican history, legends, and customs as they are woven into a very slight story of Juan, a Mexican Indian boy, who comes to live with his aunt and uncle in Mexico City. Many facts are outdated now and the book's appeal in content and format is very limited.

Krumgold, Joseph. ... And Now Miguel. Illustrated by Jean Charlot. New York: Crowell, 1953. 245 pages. Grades 7 and up. Recommended.

This is a sensitive, realistic story of a boy growing up on a sheep ranch in New Mexico. Miguel's growing awareness of himself as an individual and his need to make others aware of his individuality are beautifully described with dignity and humor. The sophisticated writing style will appeal to more mature elementary level and teenaged readers. The drawings are in full harmony with the text.

*LaFarge, Oliver. The Mother Ditch. Illustrated by Karl Larsson. Boston: Houghton Mifflin, 1954. 50 pages. Grades 4-7. Acceptable.

Through the experiences of the Romero family, the author discusses the importance of irrigation ditches in New Mexico. Facts are presented in a realistic and interesting manner. The book is easily read by intermediate level readers and will be a useful addition in the study of the Southwest. It is a small book with very small print that may be difficult for younger readers to cope with. The illustrations, some of them in appealing colors, are an excellent addition to the text.

Laklan, Carl. Migrant Girl. Not illustrated. New York: McGraw-Hill, 1970. 144 pages. Grades 6 and up. Recommended.

Sixteen-year-old Dacey Cotter lives the life of a typical migrant worker: that of terrible working conditions, lack of educational opportunities, unscrupulous crew bosses, and almost total inability to obtain redress for wrongs committed. She meets Juan, a young Mexican-American who gives her hope for the future of migrant workers. The story, though lacking in real plot, does portray realistically the lives of migrant workers and emphasizes the friendship between young people of different cultural backgrounds. The narrative is somewhat marred by the use of a Spanish accent in English spoken by Miguel,

one of the migrant workers.

*Lanks, Herbert C. Nancy Goes to Mexico. Illustrated by Gladys C. Lanks. Philadelphia: McKay, 1938. 78 pages. Grades 4-5.
Not recommended.

This is a simple story of Mexico told in the language of a child and is about Nancy's Mexican friends and how they lived. Information is interesting but outdated; so too are the photographs and drawings.

*Laughlin, Florence. The Horse from Topolo. Illustrated by Barbara Werner. Philadelphia: Macrae Smith, 1966. 189 pages. Grades 5-7. Acceptable.

This is a good mystery story that takes the reader to southern Mexico on an archaeological expedition with American girl Alison Morgan, her brother Correy, an aunt, and a professor. The theft of Toltec artifacts from a dig and the false accusations placed on Manuel, a young Mexican, form the plot of a somewhat conventional adventure. However, information about archaeology and Mexican history plus the inclusion of a few unsteretyped Mexican characters should make the book appealing to young readers who have a keen interest in archaeology and on the Mexican theme.

*Lawrence, James D. Barnaby's Bells. Illustrated by Michael Lowenbein. New York: Macmillan, 1965. 186 pages. Grades 6-8.
Not recommended.

Felix, a young adopted Spanish-American, is accused of stealing a collection of valuable handbells in the small town of Flowerdale, U.S.A., but his buddy, Cliff, is not convinced that Felix is guilty. Both boys set out to find the real culprit. Although the book contains some good actions and worthwhile emphasis on ethical values, the style of writing is dull and wrody and the plot is not believable. Nowhere in the narrative is the setting clarified to the full satisfaction of the reader. The golden opportunity to present a real, in-depth study of a different, yet familiar, human being--that of Felix--is completely lost in the author's concern with a trite plot.

Lawrence, Mildred. Godd Morning, My Heart. Not illustrated. New York: Harcourt, Brace, and World, 1957. 191 pages. Grades 6-9.
Acceptable.

This is a typical romance kind of story that will appeal mostly to teenaged girls. Jan, a quiet girl, finds college disappointing until she is roused to action by evidence of discrimination against a Mexican girl. Jan's romance with Pete Loomis, the editor of the college newspaper and their involvement in a project to better the living conditions of migrant Mexican fruit pickers in the Texas valley are discussed with sensitivity and insight. Problems of migratory workers

are presented realistically.

*Lay, Marion. Wooden Saddles: The Adventures of a Mexican Boy in His Own Land. Illustrated by Addison Burbank. New York: Morrow, 1939. 175 pages. Grades 5-8. Acceptable.

A Mexican boy's escape from gypsies and his search for his lost fawn are the basic facts in this adventure story. Chucho had to traverse the Mexican desert, the cold mountains, the rich valleys, sea cliffs, and much more in his search. There is plenty of excitement and suspense; however, Chucho's knowledge about horses and ranch life, about the circus, and about a little farm seems too fantastic to be completely credible. Illustrations are closely related to text and contribute to it.

*Lee, Melicent Humason. Marcos, a Mountain Boy of Mexico. Illustrated by Berta and Elmer Hader. Chicago: A. Whitman, 1937. 80 pages. Grades 4-6. Marginal.

Marcos was a young Zapotec Indian boy in need of money to buy his father a pair of oxen. This is another typical story of how he earned the money when he went to the city and his adventures there. The story is well-written and information concerning various handicrafts seems authentic. Length of text and poor quality type increase reading difficulty so that it is more suitable to youngsters ten years old and older.

*_____. Pablo and Petra: A Boy and Girl of Mexico. Illustrated by Leslie W. Lee. New York: Crowell, 1934. 152 pages. Grades 4-6. Not recommended.

Pablo and Petra ride their burros to the open-air market in Tlacolula to see their mother's pottery and have a good time. Outdated information combined with stereotyped characterization and lifeless plot make this book of little value today.

*LeGrand (pseudonym for LeGrand Henderson). Augustus Rides the Border. Illustrated by author. New York: Grosset and Dunlap, 1947. 127 pages. Grades 3-5. Marginal.

This is the fifth in a series of Augustus books with the hero and his family going to the Texas-Mexico border where he meets a real mountain lion. An easy-to-read story in large print, the plot is very slight, information is dated, and characterizations other than that of Augustus seem stilted and stereotyped.

*_____. Tomb of the Mayan King. Illustrated by author. New York: Holt, Rinehart, and Winston, 1958. 192 pages. Grades 5-8. Recommended.

This story of José Mena's torment between wanting to be successful and wanting his Mayan ancestors to be proud of him is told in a delightful and humorous way. The action and the interesting background material will hold the reader's attention, but the extremely funny and sympathetic descriptions of José's family and his difficulties in communicating with his special friend, Juanita, will hold special appeal. Fifteen-year-old José is very convincing; so too, are other characters in the story. The plot though substantial, becomes a series of well-defined incidents, however. Undoubtedly, the theme is a universal one.

*Lenski, Lois. We Live in the Southwest. Illustrated by author. Philadelphia: Lippincott, 1962. 128 pages. Grades 3-6. Acceptable.

Of three stories contained within this book, "A Knife for Tomaso," "The Turquoise Necklace," and "Ghost-Town Boy," only the first one is about Mexican-Americans. Tomaso lives in a little mountain village in the Rio Truchas Mountains of northern New Mexico. He always seemed to do something wrong—he pulled up chile plants by mistake, didn't speak to neighbors when he saw them along the road, and often did chores poorly around the house. Finally, Tomaso's problem with bad headaches and blurred vision was discovered and corrected by a kind padre. This simple story portrays contemporary life in this area quite accurately since the author has lived among these people. Attractive format including realistic black and white drawings and large print should make this book appealing to intermediate level readers.

Lewis, Thomas P. Hill of Fire. Illustrated by Joan Sandin. New York: Harper and Row, 1971. 63 pages. Grades 1-3. Acceptable.

This is a fictionalized account of the eruption of the volcano, Paricutin, in the field of a Mexican farmer who had been getting tired of the same old routine everyday and said so. Then one day as he was plowing, the plow sank deeper and deeper into the earth, then came smoke, and finally the hole belched forth flame and lava. This dramatic event is simply told for younger children in a rather dry, matter-of-fact style. Unfortunately, the fictional framework actually diffuses the impact of this important event in Mexican history. The illustrations in simple lines are quite realistic and pleasing to look at.

Lexau, Joan M. Maria. Illustrated by Ernest Crichlow. New York: Dial, 1964. Unpaged (30 pages). Grades K-3. Acceptable.

Maria Rivera is sent a very old and fragile china doll by her grandmother. The doll is too valuable to be played with so Maria must be content to look at it and sing to it. She longs for a doll that she can cuddle and play with, so her father promises that, when they are rich, she will have a doll. Somedays later, Maria's birthday brings some wonderful surprises. This story gives a fairly realistic view of

life for a minority family of low economic status. While the plot is slight, it should appeal to young girls.

*Lomas, Steve (pseudonym for Joseph Brennan). A Man Grows Tall. Not illustrated. New York: Messner, 1958. 188 pages. Grades 5-8. Acceptable.

This is a fast-moving adventure of 16-year-old Kirby who accompanies his uncle on a big game hunt into a mountainous area of the Chihuahua state in Mexico. The game includes bighorn sheep, ocelots, and giant iguanas. Emphasized in the story is that only a few were to be shot for the museum in order to show markings, size, condition, and color. The story is written in vivid detail and will appeal to teen-aged boys.

*Long, Eula. Faraway Holiday. Illustrated by author. New York: Morrow, 1947. 63 pages. Grades 1-3. Marginal.

This is a simple story of the struggles of a little Mexican girl to make a proper flower wand for the church procession honoring the Virgin of Guadalupe. Her efforts almost fail but, with help, she creates a beautiful wand. It is a slight story suitable for young children because of its large type and simplicity. Illustrations in black and white are disappointing; in fact, they seem to be uncomfortable to look at and almost scary.

_____. Pirate's Doll: The Story of the China Poblana. Illustrated by author. New York: Knopf, 1956. Grades 3-6. Marginal.

This is a fictionalized account of the origin of the China Poblana, the national costume of Mexico. It tells of Meenah, daughter of the Mongol prince, of how she came to live in Mexico and win the affection of the Mexican people. Parts of the story are too contrived and the abrupt ending will leave many readers dissatisfied. For those readers unacquainted with the China Poblana, this story will be of little help in acquainting them with it. Illustrations are not always related to the narrative appearing on nearby pages.

*Lowrey, Janette Sebring. Anunciata and the Shepherds. Illustrated by Willard Clark. New York: Gentry, 1938. Unpaged (40 pages). Grades 2-5. Acceptable.

This book was finally located in the rare book collection at the Library of Congress. The theme is limited in scope—it is the story of the pastorela, a miracle play of the Christmas story. This version took place in the San Antonio area and centered around a little girl's help in making her neighbor's pastorela a huge success after he decided not to have it at all. The book and its print are very small; the overall physical quality is poor and unsubstantial. It is useful only to especially interested readers and for special collections.

MacLeod, Ruth. Buenos Días, Teacher. Not illustrated. New York: Messner, 1970. 191 pages. Grades 7 and up. Recommended.

Jennifer Meade begins her teaching career in the Del Rio School, a predominantly Mexican-American area in Hanford, California. When David arrives to work with the Head Start Program, Jennifer notes that, unlike her fiancé, he seems to understand her ambitions and goals for the poor children. This interesting romance for teenaged girls portrays Jennifer rather idealistically as she handles children and various problems within and without the classroom with unbelievable maturity and know-how. However, the book does give a most authentic picture of the Mexican-American situation as it exists in one California town, and vividly describes in fascinating detail the events and crises confronting Jennifer in her relations with Mexican-American people.

McClarren, James K. Mexican Assignment. Not illustrated. New York: Funk and Wagnalls, 1957. 247 pages. Grades 7-9. Not recommended.

Three American veterinarians sent to Mexico to help wipe out hoof-and-mouth disease, encounter fear and violence, but also form deep friendships with Mexican co-workers. The story is too melodramatic and too dependent on sensationalism to be entirely convincing. Despite several dedicated Mexican doctors being involved, all of the leaders of the project are American. At times, Mexicans speak heavily accented English and at other times they speak with no dialect or error.

*McDonald, Etta Blaisdell and Julia Dalrymple. Manuel In Mexico. Illustrated by authors. Boston: Little, Brown, 1909. 118 pages. Grades 4-6. Not recommended.

This is the story of a young Mexican boy who lives on a hacienda in the early 1900's and becomes a page in a rich family in Mexico City, and finds out he belongs there by right of birth. A rather unrealistic plot and weak characterization seem secondary to descriptions of both country and city life. Photographic illustrations give it a travelogue effect. The book is one of a series called "Little People Everywhere."

*McElravy, May F. Tortilla Girl. Illustrated by Laura Bannon. Chicago: A. Whitman, 1946. 28 pages. Grades 3-5. Not recommended.

This is the typical stereotyped story-line involving Mexicans-- a poor village family, a little girl wanting a long-haired dog of her own for the village Dog Parade, and the good American who comes to her aid. Inserted in the story are various explanatory phrases and sentences which are interruptive and unnatural rather than enlightening.

*McNally, Evalyn G. Patsy's Mexican Adventure. Not illustrated. New York: Dodd, Mead, 1953. 245 pages. Grades 7-10. Not recommended.

This is a typically stereotyped story of the young American career girl visiting Mexico on a business trip for her bosses. The plot is contrived to combine information about Mexico and about market surveying with a love story. Conversations are stilted, characterizations lack depth, and the narrative is too heavily burdened with information to be interesting as a story.

Madison, Winifred. Maria Luisa. Not illustrated. Philadelphia: Lippincott, 1971. 187 pages. Grades 4-6. Recommended.

While their mother is in the hospital in Arizona, 14-year-old Maria Luisa and her six-year-old brother, Juan, come to San Francisco to stay with their Aunt Rosa. Because she is so serious and shy, Maria Luisa has difficulty adjusting to a big school, to speaking English all the time, and to the behavior of her sophisticated cousin Elena. For the first time in her life, she becomes fully aware of the prejudice that exists against Chicanos. Young girls should enjoy the story. Its characterization and style of writing are competent. Although the plot construction is weak, the theme is quite contemporary and the portrayal of prejudice toward the Chicano community is very well done.

*Marshall, Helen Laughlin. A New Mexican Boy. Illustrated by Olive Rush. New York: Holiday House, 1940. 85 pages. Grades 4-6. Not recommended.

This story describes the way of life of the Spanish people in the mountains of the southwest and of the work and play of Pancho who loved his burro and his lamb and had pride in his people and their past. The book is outdated and text seems patronizing.

Martin, Judith and Remy Charlip. Jumping Beans. Illustrated by Remy Charlip. New York: Knopf, 1963. Unpagged (36 pages). Grades K-3. Acceptable.

Written originally as a play, this adapted story tells the delightful, almost magical tale of a Mexican-American woman who buys three cents worth of "red beans," takes them home to cook while she does other housework, catches the beans in the act of jumping around, and takes them back to the bean man. He still is not convinced that they are truly Mexican jumping beans, but they soon prove it as they jump off of him and head for Mexico! This picture book, though not outstandingly written, should appeal to young children because of the unique theme and the bold, bright drawings that tell the story so well.

Martin, Patricia Miles. Friend of Miguel. Illustrated by Genia. New York: Rand McNally, 1967. 45 pages. Grades 1-4. Acceptable.

This is a simple story with a familiar theme. It is about Miguel and his love for Santiago, the old vegetable vendor's horse. When the vendor leaves the Mexican village to retire in Mexico City, he

leaves Santiago in Miguel's keeping. The author presents a sympathetic picture of village life, of kindness to animals, and of the relationship between Miguel and his grandparents. The bright, appealing format, including bold drawings on Mexican peasant life, should attract younger boys and girls. The story itself is rather shallow and written in a rather over-simplified style—for example on page 11, Miguel says to himself, "The vegetable man is good to him [Santiago]. He combs his coat and allows him to graze by the river. Santiago likes his master."

*_____. No, No, Rosina. Illustrated by Earl Thollander. New York: Putnam, 1964. 48 pages. Grades 2-4. Acceptable.

How Rosina, a fisherman's small daughter, manages to stow away on board her father's fishing boat against her father's wishes, and how she brings good luck rather than bad, make up the plot of this light, simply written story of a Spanish-American family living in San Francisco. Although the characters are a little sugary, the text and the illustrations together give a convincing picture of the fleet of small fishing boats working out of San Francisco Bay.

_____. Trina's Boxcar. Illustrated by Robert L. Jefferson. New York: Abingdon, 1967. 112 pages. Grades 4-6. Acceptable.

Trina Gonzales, a little Mexican girl living in a boxcar with her railroading family in Wyoming, faces a dilemma in trying to speak English. Trina's suffering is real, the cruelty of her peers is deeply felt, and her frustrations experienced throughout are so like many that youngsters have been going through themselves. While the story itself is slightly sentimental, the character portrayals, especially that of Trina, are quite effective and credible. The importance of English seems clarified, yet Spanish is not downgraded; thus, the author provides a sensitive treatment of the problem. A Spanish glossary and pronunciation guide are appended.

*Means, Florence C. Alicia. Illustrated by William Barss. Boston: Houghton Mifflin, 1953. 266 pages. Grades 6-10. Marginal.

A Spanish-American girl living in Denver spends a year in Mexico City as a student and her experiences there teach her a great deal about herself and other people. The story is too superficial, however, both in plot and characterization. The dearth of background material on Mexico is another major weakness.

_____. But I Am Sara. Not illustrated. Boston: Houghton Mifflin, 1961. 231 pages. Grades 6-10. Acceptable.

At first Sara is unwilling to return to her father's home in Mexico, but when she finally does, the admiration and attention she receives in Mexico is a wonderful surprise. During her stay, she gains

confidence in herself, takes on responsibilities, and regains perspective concerning her sense of values. The story has color, humor, and atmosphere; however, Sara seems to lack convincing realism--she acts unbelievably mature and seems to live a fairy-tale existence. Nevertheless, teenaged and mature sixth grade girls should find it fascinating and enjoyable reading.

_____. Emmy and the Blue Door. Illustrated by Frank Nicholas. Illustrated by Frank Nicholas. Boston: Houghton Mifflin, 1959. 217 pages. Grades 7 and up. Acceptable.

Emmy Lane, the daughter of migrant workers in Colorado goes to work in a camp run by the Friends in a remote Mexican village where her fiancé, Phil, will also be working. There is romance and adventure in a Mexican setting which seems authentic and vividly pictured. However, the reader senses a condescending overtone and a somewhat unconvincing story line. Teenaged girls will find it appealing.

* _____. The House Under the Hill. Illustrated by Helen Blair. Boston: Houghton Mifflin, 1949. 184 pages. Grades 5-9. Recommended.

This story will appeal to girls eleven years of age and older. Sixteen-year-old Elena, a Mexican-American in El Mirador, New Mexico, changes her mind about moving away after observing the sickness and tribulations of her own people. Instead, she starts a clinic which will be occupied by a doctor and nurse once a week. There is a very realistic picture drawn concerning family and kinship relationships and prejudice. The theme is timeless and strong character portrayals make this book worthwhile reading.

_____. Knock at the Door, Emmy. Illustrated by Paul Lantz. Boston: Houghton Mifflin, 1956. 240 pages. Grades 7 and up. Recommended.

This story also involves Emmy Lane as she experiences the special problems concerning migrant workers in Colorado. It is a good "girl story" that dramatizes the courage and determination of one migrant worker's struggles to earn an education and embark on a career in social service. Throughout the story, her association with the Luceras, a Mexican-American family, is emphasized as a warm spot in her mostly drab life. The author portrays the migrant workers' circuit with realism and sensitivity and Emmy comes through as a warm and convincing individual.

* _____. Teresita of the Valley. Illustrated by Nicholas Panesis. Boston: Houghton Mifflin, 1943. 166 pages. Grades 6-10. Marginal.

A 16-year-old girl moves with her family from a small village near the New Mexico border to Denver where, in a large city high school, she becomes ashamed of her Spanish-speaking background. Teresita is not as convincing and real as is Elena in the book, House Under the Hill. The setting seems authentic but new dated, and the writing style is lively though not memorable.

Moffitt, Frederick J. The Best Burro. Illustrated by Don Bolognese. Morristown, New Jersey: Silver Burdett, 1967. 32 pages. Grades 1-4. Marginal.

Longing for his own burro, Benito makes a bargain with Senor Moreno to buy his stubborn Isabel for 15 pesos which he will pay to the Senor as he earns it. What happens to prove his choice of burros a good one makes a pleasant tale for younger readers. The illustrations and the overall format are very attractive; however, the easy-to-read text is based on an over-used theme and the characters are rather stereotyped.

Molarsky, Osmond. Right Thumb, Left Thumb. Illustrated by John E. Johnson. Reading, Massachusetts: Addison-Wesley, 1969. Un-paged (30 pages). Grades K-3. Recommended.

Young Victor Ramirez, a Mexican-American in a big city, has his first experience of going to the food store all by himself. Use of string tied to his thumb helps Victor determine right and left. When he arrives home safely he is very proud of his accomplishment. The theme will be familiar to young children who will identify with Victor since most have experienced or will experience a similar activity. Attractive illustrations and good quality format add to the book's appeal. Most probably the story could be used very effectively with minority group children to heighten their self-image.

*Montgomery, Rutherford. El Blanco: The Legend of the White Stallion. Illustrated by Gloria Stevens. New York: Golden Press, 1961. 124 pages. Grades 4-6. Recommended.

This story is based on an old Mexican legend that tells of a white stallion named El Blanco, who is born and lives near the broken stones of an ancient Aztec temple. When grown, the stallion is sent away because horse-hunters appear. He soon becomes strong and wise in his natural environment, a leader of his own wild herd, and victorious over his natural enemies. One day he returns to his homeland to meet Lopez, the horse-hunter, in a test of running and strength. Based on a Walt Disney television show, this book should appeal to children for several reasons: it is a horse story; it is filled with action and adventure; and it is basically easy-to-read.

*Moon, Grace Purdie. Nadita. Illustrated by Carl Moon. Garden City, New York: Doubleday, 1927. 274 pages. Grades 4-6.
Not recommended.

Nadita (Little Nothing) is a little Mexican girl who finds a home for herself and her puppy with kindly Pancho the potter. Authentic picture of bright-colored adobe houses, walled-in gardens, gay flowers, and singing birds is portrayed; but story is thin, not especially well-written, and is now outdated.

*_____. Tita of Mexico. Illustrated by Carl Moon. Philadelphia: Lippincott, 1934. 213 pages. Grades 6-9. Not recommended.

This is a story of the Southwest and Mexico, and of a young girl who is swept along into good fortune by swift happenings. Stereotyped characters and a style lacking in freshness and enthusiasm are evident weaknesses.

Morrow, Elizabeth. The Painted Pig: A Mexican Picture Book. Illustrated by René D'Harnoncourt. New York: Knopf, 1930. 33 pages. Grades K-3. Marginal.

This book is worthwhile and must be quite popular with children because it is still in print and readily available in many libraries. The plot centers around Pedro's efforts to get a yellow clay piggy bank just like his sister's. The book gives a good look at the toys sold by toy-makers. However, while the story has been reviewed as happy and light, its plot seems to move slowly, is not very logical, and gets downright irritating. Pancho the toy-maker seems more a nuisance than a delight. Neither child has ever had any centavos to put in a bank, yet they persist in trying to get a second piggy bank for Pedro. The book is illustrated in brilliant, typically Mexican colors.

*Mulcahy, Lucille. The Blue Marshmallow Mountains. Illustrated by Don Lambo. New York: Nelson, 1959. 128 pages. Grades 3-6.
Acceptable.

This is the story of two young Mexican-American children of New Mexico who live with their grandfather and travel with him into the Sangre de Cristo Range on his yearly trading trip. They become involved in a mystery about a stolen church painting, and are anxious to earn the reward so they can put a down payment on a house they would love to own. It is an interesting story of regional life and, although a bit out-dated, can give the elementary reader insight into, and a greater understanding of, the lives of some Mexican-Americans in the Southwest. Black and white pencil sketches heighten the interest of the story.

- * . Pita. Not illustrated. New York: Coward-McCann, 1954. 218 pages. Grades 6-9. Acceptable.

This is a warm and spontaneous story of several Mexican-American families in New Mexico. A budding romance between Pita and Carlos will appeal to young girls. The story has a great deal of emotional depth and the characters are portrayed with sensitivity and strong individualism. Village life, especially the long-standing feud between Pita's papa and Carlos' village, is portrayed authentically and convincingly. It's too bad there are no illustrations; they might have brightened an otherwise ordinary format.

- *Newcomb, Covelle. Silver Saddles. Illustrated by Addison Burbank. New York: Longmans, Green, 1943. 262 pages. Grades 5-8. Marginal.

A 15-year-old American boy wins the right to go some three hundred miles (of Mexican mountains and desert) to bring back a valuable horse to his father's ranch. How he wins the longed-for silver saddle is part of the story. It is a good adventure story with authentic background material, but the characters, especially Flint, are not fully convincing and perform too idealistically.

- *Nixon, Joan L. The Mystery of the Grinning Idol. Illustrated by Alvin Smith. New York: Criterion, 1965. 127 pages. Grades 5-7. Marginal.

This is another typical mystery involving a young American in Mexico. Eileen, who is more a meddlesome brat than a heroine at first, ends up solving the mystery about a grinning idol originally created by the ancient Aztecs. The plot is quite fantastic and characters are unconvincing. While there is some feeling of modern Mexico presented in the narrative, information on the lives and customs of the Mexican people lacks real depth.

- *Nye, Harriet K. Destination Danger. Not illustrated. Philadelphia: Westminster, 1961. 189 pages. Grades 6-10. Acceptable.

After failing at military school and at law school, Ricardo Torres works hard to become a commercial pilot. Eventually he accepts a dangerous job as an interpreter with United States helicopter rescue teams sent to the aid of people caught in the middle of a series of hurricanes off the Mexican coast near Tampico. Adventure and excitement abound as Ricardo and his American friends join in the exhausting work. The Mexican background seems realistic and accurate; however, the narrative moves slowly at times due to the tremendous detail included by the author.

O'Connor, Patrick. Mexican Road Race. Not illustrated. New York: Ives Washburn, 1957. 182 pages. Grades 6-10. Acceptable.

Driver Woody Hartford and his expert mechanic enter one of the most famous sports car races of all, the grueling 2,000 mile Mexican Road Race. The fast-paced adventure, the drama and tension of the races, and the mechanical detail will have sure-fire appeal to the young car enthusiast. All of this is told through the author's first hand experience of sports car racing and his understanding of the qualities required of the successful driver. There is some mention of Mexican people, places, and ways of living, but it is minimal and lacking in depth.

O'Dell, Scott. The Black Pearl. Illustrated by Milton Johnson. Boston: Houghton Mifflin, 1967. 140 pages. Grades 7 and up. Recommended.

Sixteen-year-old Ramon Salazar becomes a partner with his father, a pearl dealer in Baja California. Off the coast of Baja, Ramon confronts his two enemies--the Manta Diablo, a giant manta ray, and the unscrupulous Sevillano, pearl diver of ill repute. When he defies superstition and dives, he is rewarded by finding a huge black pearl which, for the wrong reasons, is eventually donated to the church. This beautifully written and gripping story (a Newberry Award runner-up) will hold practically any age reader enthralled; its characters are memorable and the setting emits a strong feeling of authenticity. Unique black and white sketches may appeal to some, but appeared scribbly and ineffective to this reviewer.

Ormsby, Virginia. Twenty-One Children Plus Ten. Illustrated by author. Philadelphia: Lippincott, 1971. Unpaged (32 pages). Grades K-3. Recommended.

This is an appealing story of 21 children in an American city elementary school firmly established and very happy in their second grade until ten new boys and girls arrive who are to be bused in daily from another school. The 21 children just can not (or will not) adjust to their new classmates or accept them. However, when little Rosita, who speaks only Spanish, runs away, everyone works together to find her. The story is well-written and the illustrations seem to be most complementary to the narrative. It also contains the inherent value of how children of various ethnic backgrounds can and do learn from each other.

_____. What's Wrong with Julio? Illustrated by author. Philadelphia: Lippincott, 1965. Unpaged (24 pages). Grades K-3. Acceptable.

Julio is one of five Spanish-speaking children in the class in a school somewhere in the United States. They are to be taught English

while the rest of the class learns Spanish. Of the five, only Julio seems unhappy and refuses to talk and participate in school activities. The other children gradually become aware of his loneliness and respond to him warmly. The approach of the story is positive, but events lack clarity and characters are not totally convincing. The reader is made to guess about Julio's unhappiness and uncooperativeness beyond the fact that his parents are not living there with him. This book can be used in relation to a look at intercultural understanding as well as an introduction to the Spanish language.

*Pease, Howard. Highroad to Adventure: What Happened to Tod Moran When He Traveled South Into Old Mexico? Illustrated. Garden City, New York: Doubleday, 1939. 297 pages. Grades 7-10. Acceptable.

This is an adventure and mystery story involving an American boy and the son of a Mexican landowner who have been ruined by the treachery and sharp practice of Mexican and American agents. The background for the story was the expropriation of foreign oil and mineral holdings in Mexico. It is well-written and even today will appeal to boys ages eleven on up. However, its size and format are not going to appeal to many young readers today.

*Perkins, Lucy Fitch. The Mexican Twins. Illustrated by author. Boston: Houghton Mifflin, 1915. 184 pages. Grades 3-5. Not recommended.

This is one of a series of "twin" books by the author and is the story of Tonio and Tita, twins who live on a great hacienda in Mexico at the time of the Revolution. More a description of social life and customs than a story of realistic fiction, the text gets wordy and confusing and the style seems too stilted and formal to appeal to most boys and girls.

*Phelps, Margaret. Pico and the Silver Mountain. Illustrated by Ann Eshner. Philadelphia: Macrae-Smith, 1942. 126 pages. Grades 5-7. Marginal.

This is another in the long line of "barefoot-boy-with-burro" stories published about Mexico. It tells of Pico's adventures as he travels on foot from Mexico City to the silver mountains of Taxco where silver and gold are mined. Ways of thinking are outdated and character portrayals are stereotyped. Information on that area of Mexico for that time period is interesting, however.

Phleger, Marjorie. Pilot Down, Presumed Dead. Not illustrated. New York: Harper and Row, 1963. 206 pages. Grades 6 and up. Recommended.

This quick-paced and suspenseful adventure takes the young reader

to an uninhabited section of Baja, California where Steve Farris, piloting a charter flight to La Paz, is forced to crash-land on a beach. Here is a story of raw-courage, determination, and ingenuity that Steve finds within himself when faced with the life-or-death struggle for survival. The author and her husband know Baja very well; vivid descriptions and details of the terrain bear out this background knowledge of the author. A map included in the beginning of the book helps the reader follow Steve's travels more closely.

Phillips, Eula M. Chucho, the Boy with the Good Name. Illustrated by Howard Simon. Chicago: Follett, 1957. 141 pages. Grades 4-6. Acceptable.

Orphaned Chucho and his small brother have lively adventures as they travel to the town where their relatives live and where Chucho hopes to become a weaver of hats like his uncle. The Mixtec Indians of southeastern Mexico and their ancient crafts are portrayed authentically in this gentle, likeable story. The theme of universal goodness is a bit overworked though, as Chucho is continuously good and kind; and everywhere he goes all the people he meets are also kind. The style of writing is well-suited to the simple story, which is more a series of similar incidents than a well-woven plot.

Politi, Leo. Juanita. Illustrated by author. New York: Scribner, 1948. Unpagéd (31 pages). Grades K-3. Recommended.

At Easter, the Blessing of the Animals takes place at the Mission Church in Los Angeles. Juanita, who lives on Olvera Street nearby, looks forward to her part in the parade. The story is warm, the setting authentic, and the illustrations beautiful and delicate. It is especially appealing during the Easter season.

* _____ . Lito and the Clown. Illustrated by author. New York: Scribner, 1964. Unpagéd (27 pages). Grades K-3. Recommended.

This is another in the long line of pleasant, brilliantly illustrated picture books by Politi. Lito, a little Mexican boy, is saddened when his kitten is chased by a dog and runs away. No one, not even Payaco, the clown who walks on stilts, can find a trace of her in the crowds gathered for carnival time in the village. Finally, Payaco saves the kitten by retrieving her from the top of the merry-go-round. The happy ending to this simple, yet suspenseful story will please younger readers; so, too, will the gay and busy drawings.

* _____ . Little Pancho. Illustrated by author. New York: Viking, 1938. Unpagéd (38 pages). Grades K-3. Acceptable.

This is a small, colorfully illustrated story of a little

Mexican boy who runs away into the jungle leaving his mother and his wise dog, Coco, in their hut. He experiences some distressing adventures before Coco comes to his rescue. The theme is universally appealing and attractively illustrated, but the print is too small and there is too much wasted space throughout.

_____. Pedro, the Angel of Olvera Street. Illustrated by author. New York: Scribner, 1946. Unpagged (28 pages). Grades K-3. Recommended.

This is a true Christmas story personally experienced by the author-illustrator when he lived on Olvera Street in Los Angeles. It is concerned with the famous Mexican Christmas celebration with its posada and pinatas. Pedro, who is quite a singer, leads the posada from door to door as the old story is acted out. A simple, but charming text is greatly enhanced by the illustrations in subdued colors.

_____. Rosa. Illustrated by author. New York: Scribner, 1963. Unpagged (32 pages). Grades K-3. Recommended.

Rosa, a small Mexican girl, wishes for a baby doll of her own but it is too expensive. Realizing she can't have it, she manages to have a good time at the Christmas fair in the nearby village. When she and her brother, Jose, return from the village, they find a new baby sister has arrived. The text is rather static and has an over-worked plot with a very pat and sentimental ending. However, the author's colorful pictures of life in the village of San Felipe more than compensate for the weaknesses of the book.

_____. Song of the Swallows. Illustrated by author. New York: Scribner, 1949. Unpagged (31 pages). Grades K-3. Recommended.

The swallows always appear at the old mission of San Juan Capistrano in California every St. Joseph's Day. Juan, who lives nearby, questions how the swallows recognize that one mission from all the others. This is a tender, poetic story of the coming of spring and of the swallows' return. In addition to the lovely pictures in soft colors, the text is also enhanced by the swallow song appearing in its pages.

*Price, Joan. A Very Special Burro. Illustrated by Donald M. Yena. San Antonio, Texas: Naylor, 1966. 144 pages. Grades 5-9. Acceptable.

Scottie, a burro whose love for a ranchman's son is equalled by his great courage and determination in face of trouble, meets with many perils as he makes the long trek from way down in Mexico back to Arizona and his friends. On each part of his perilous journey, Scottie meets a friend in time of critical need--two women, an old prospector, a band of gypsies and others. The narrative, which is well-written, is

packed with adventure and describes the region and the people in vivid detail. However, the Mexican villagers, portrayed as poor and thoughtless, and cruel toward Scottie, seem to be misrepresented in the story since Mexicans are generally known to love animals. Good black and white drawings add vivid details to the narrative.

Prieto, Mariana. Raimundo, the Unwilling Warrior. Illustrated by Beatrice Darwin. Irvington-on-Hudson, New York: Harvay House, 1971. 45 pages. Grades 2-4. Recommended.

Pepe, a young Mexican boy, wants Raimundo the cockbird as a pet. However, Don Fecundo hopes that this pedigreed bird will become a champion in cockfighting, an accepted sport in much of Central America. When Raimundo disgraces Don Fecundo by preferring song to carnage, the disgusted owner gives the cock to Pepe. This story and details on cockfighting as a fact of life are vividly described. Black and tan illustrations are rather heavy, but do convey effectively the action of the simple plot.

*Purnell, Idella. Pedro the Potter. Illustrated by Nils Hogner. New York: Nelson, 1938. 144 pages. Grades 4-6. Marginal.

This is the story of a Mexican boy who is lime-mixer for a great Mexican artist and who blossoms himself into a painter of murals. The plot seems unrealistic and Pedro is portrayed in a manner that seems unreal in terms of his maturity and sense of responsibility. Its greatest use would be in connection with arts and crafts of Mexico.

Rhoads, Dorothy. The Corn Grows Ripe. Illustrated by Jean Charlot. New York: Viking, 1956. 88 pages. Grades 4-6. Recommended.

Twelve-year-old Tigre is considered spoiled and lazy by his grandmother, but when his father is injured, Tigre grows up suddenly and assumes a man's role in the family activities, especially the raising of the corn on which life depends. This is an exceptionally fine portrayal of twentieth century Maya Indians of Yucatan living according to ancient customs and beliefs. The folk quality of the text is greatly enhanced by Charlot's distinctive illustrations and a liberal sprinkling of foreign words in the story. However, the Spanish, Mayan, and Mexican words used do slow up the pace of the narrative and may limit the book's appeal.

Someone for Maria. Illustrated by Winifred Bromhell. San Carlos, California: Golden Gate Junior Books, 1964. Unpagged (32 pages). Grades 2-5. Recommended.

Maria, a Mexican girl in a Catholic orphanage, desperately needs something of her very own to care for and love. For a time a black kitten fills the need, but the rules of the orphanage forbid pets. Then, a little Chinese girl named Mai Ling comes to join the other

orphans and María is permitted to help with her care. This is a warm, sensitive story with an appealing theme and attractive black and white illustrations. Younger readers should enjoy the story when read aloud as well as when read independently. The setting is not made clear although it would seem to take place in California.

Ritchie, Barbara. Ramón Makes a Trade. Illustrated by Earl Thollander. Berkeley, California: Parnassus, 1959. 48 pages. Grades 3-5. Recommended.

This is a bi-lingual picture story written first in English (black print at top of each page, and then in Spanish, rust-brown print at bottom). It tells of an enterprising Mexican boy who ingeniously succeeds in trading his orange pottery jar for the green parakeet he wants so badly. The story is human and tender and the illustrations are colorful. Both the text and pictures portray a Mexican market place with realism. The book has value for young language students and is an appealing story as well.

Robinson, Benelle H. Citizen Pablo. Illustrated by Jean M. Porter. New York: Day, 1959. 128 pages. Grades 4-6. Recommended.

Pablo Sanchez and his family come to the United States from Mexico as wetbacks in search of a home and a better way of life. But frustrations mount as they move from Texas to California as migrant workers. This is a poignantly told story that gives a graphic picture of realistic problems existing even today. How Pablo learns about becoming an American citizen is told convincingly. Black and white soft sketches add to the mood of the story.

Rowland, Florence W. School for Julio. Illustrated by Earl Thollander. New York: Putnam, 1968. 46 pages. Grades 2-4. Recommended.

Nine-year-old Julio becomes very upset because his Mexican village of San Luis has no school and, if he is to become the President of Mexico someday, he needs school to learn about everything. Julio and old Pedro of the village, write a letter to the "Big Father" (the President of Mexico) which ultimately results in a teacher for the village and finally a school. This is an attractive, easy-to-read book that can make young readers aware of the education problem in rural Mexico. Although the writing style is not outstanding and the plot is rather unrealistic, Julio seems genuinely sensitive and convincing.

* The Singing Leaf. Illustrated by Earl Thollander. New York: Putnam, 1965. 48 pages. Grades 1-4. Acceptable.

Pedro, a young Mexican boy, wants very much to play music with the trio of musicians at fiesta time, but he does not as yet own a guitar, nor can he play one. One day, as Pedro collects wood in the nearby forest, he hears beautiful music and discovers an old man playing

a laurel leaf. Eventually, Pedro learns to play a leaf, too, and also plays with the trio at the next fiesta. The simple narrative is not particularly well-written--the beginning of the story seems weak and the ending is most abrupt. However, the story should give the young reader a sense of the Mexicans' appreciation and love for music and dance.

*Rowntree, Lester. Ronnie and Don. Illustrated by Don Perceval. New York: Viking, 1953. 160 pages. Grades 5-7. Not recommended.

Two boys spend a few weeks at a mining camp in the Mojave Desert so that Don can recover from the effects of a winter illness. At the camp they explore the countryside, make friends with a young Mexican boy, and help him find his twin brother who has been missing. The story is too contrived and the characters lack depth. There is only surface treatment given to Pedro, the Mexican boy. The writing style is wordy and the story moves slowly.

*Russell, Mary. Si, Si, Rosita: A Story of Mexico. Illustrated by John Ushler. New York: American, 1936. 174 pages. Grades 4-6. Not recommended.

Poor plot and a stilted, uninteresting style make this book unacceptable. Printed mainly for information, the content is outdated and the format is not attractive. Rosita's daily life is reported in a matter-of-fact way. The textbook approach and the poor quality of the format will limit its appeal.

*Rydberg, Ernie. Bright Summer. Illustrated by Vera Neville. New York: Longmans, Green, 1953. 129 pages. Grades 4-7. Acceptable.

Probably the strongest point about this book is the information shared with the reader on orange, lemon, and walnut picking in the California groves where the story takes place. The story of 11-year-old Teresita and her warm, loving Mexican-American family is slight, but enjoyable. Young girls in the upper elementary grades will find Teresita real and an interesting character.

*Sawyer, Ruth. The Least One. Illustrated by Leo Politi. New York: Viking, 1941. 88 pages. Grades 4-6. Acceptable.

This story of a Mexican boy, Paco, and his great love for a tiny burro is very touching and is of distinguished literary quality. Paco's faith in San Francisco, who loved all animals, helps to bring about the miracle which restored to Paco a burro of flesh. The spiritual theme and unusual illustrations will limit the book's appeal.

*_____. Toño Antonio. Illustrated by F. Luis Mora. New York: Viking, 1934. 132 pages. Grades 4-6. Recommended.

Toño is a Mexican boy who finds himself the man of his family when his father is injured. It is up to him to make that venturesome trip to the sea with the goats so that he can sell milk to the sailors. This book is filled with realistic details and vividly describes a poor Mexican family's struggles against poverty and despair. It is especially suitable for reading around Christmas time since the story takes place one December with the family celebrating in the Mexican custom. Humor as well as seriousness permeates the plot and the author's style is warm and colorful.

Schaeffer, Jack. Old Ramón. Illustrated by Harold West. Boston: Houghton Mifflin, 1960. 102 pages. Grades 6-10. Acceptable.

This is a timeless and beautifully written story of the Old West during the time of Western expansion. Ramón, an old shepherd, has been put in charge of his patron's boy for a season so that he might learn from the wisest of old men about sheep, about the land, and about facing responsibility and even death. The narrative is sensitive and poignant though parts move slowly. The portrayal of Ramón is outstanding and will make a lasting impression on the young reader.

Schloat, G. Warren. Conchita and Juan: A Girl and Boy of Mexico. Illustrated. New York: Knopf, 1964. Unpagged (46 pages). Grades 3-6. Acceptable.

This photographic presentation of lower middle-class life in Mexico City portrays the daily life of two young children. Although the story line is contrived and rather static, the text can be quite useful because it presents worthwhile details concerning the warmth of a Mexican family and the shortage of schools and teachers. Excellent black and white photographs accompany the text.

Schweitzer, Byrd B. Amigo. Illustrated by Garth Williams. New York: Macmillan, 1963. 41 pages. Grades K-3. Recommended.

This is a fresh and humorous story told in verse form of Francisco, a boy of the Mexican desert, who sets out to find a dog, and of Amigo, a furry prairie dog who sets out to find himself a boy. How, with patience, love, and understanding, each tames the other for a pet is told with tenderness and warmth. The realistic portrayal of desert life is beautifully presented in both the narrative and in the illustrations which are done in soft desert colors. It is an outstanding choice for reading aloud or for independent reading by most young children in the primary grades.

*Seeman, Elizabeth. The Talking Dog and the Barking Man. Illustrated by James Flora. New York: Watts, 1960. 186 pages. Grades 4-6. Marginal.

A little Mexican dog runs away from his village because every-

body pulled out his hair to use as bristles for paint brushes. Candido meets the ventriloquist Zumber, and both go to seek their fortune in this very far-fetched tale. Some children may be amused by this nonsensical tale; others may find it disagreeable. Black and white drawings are not really very pleasant to look at.

Self, Margaret C. The Shaggy Little Burro of San Miguel. Illustrated by Betty Fraser. New York: Duell, Sloan, and Pearce, 1965. 47 pages. Grades 2-5. Marginal.

Peludo, a shaggy burro of a small Mexican town, never feels very worthwhile or important because he is shaggy and ugly. Upon meeting a shoeshine boy named Paco however, his outlook changes. The plot of this story seems too contrived and the characters are stereotypes who lack convincing realism. The author attempts to acquaint the reader with Mexican customs, churches, markets, food, and daily activities of the poor people, and in doing so forces the narrative to fit the information. The book's overall format and illustrations, however, are colorful and appealing.

Shannon, Terry. . . . And Juan. Illustrated by Charles Payzant. Chicago: A. Whitman, 1961. 42 pages. Grades 2-5. Recommended.

In the village of Metepec, Mexico, Juan has worked hard to gain the admiration of his father, a potter, and of his four brothers, but he is easily distracted by pleasing sights and sounds and sometimes fails to get the clay ready for them to work with. Then one happy day, Juan makes and sells his first clay figure, a gay flying horse. The large, easy-to-read print of this book as well as the colorful illustrations should appeal to many young readers. Contemporary Mexican village life is effectively portrayed despite the rather unrealistic story line, especially the ending.

_____. A Trip to Mexico; Un Viaje a Mexico. Illustrated by Charles Payzant. Chicago: Children's Press, 1965. 32 pages. Grades 3-6. Marginal.

Peter and Ann take a trip to Mexico with their parents where they see many of the sights of Mexico and simultaneously learn the Spanish for many words needed by travelers, both armchair and actual. This book is actually a travelogue written in a simple and very slight narrative with particular emphasis on the learning of conversational Spanish. Included are attractive illustrations and 225 simple Spanish words and phrases (with pronunciation).

Sharp, Adda M. and Epsie Young. Gordo and the Hidden Treasure. Illustrated by Elizabeth Rice. Austin, Texas: Steck-Vaughn, 1955. 264 pages. Grades 3-6. Acceptable.

Gordo, a raccoon, and his animal friends go on a search for

"hidden golden treasure" in Mexico. Many children will enjoy this delightful story, especially if it is read aloud. There is interesting information brought out about Mexico, its people, its customs, its history, and its arts and crafts. The "golden treasure" that Gordo finds will surprise youngsters. Although somewhat dated in format, the illustrations in color are extremely attractive and realistic.

*Shields, Karena. Three in the Jungle. Illustrated by Harold Peterson. New York: Harcourt, Brace, 1944. 216 pages. Grades 5-7. Recommended.

This is a thrilling and unusual story of a North American boy, a Mayan boy, and an English girl, and their adventures in the Chiapas mountains of Mexico. When the three are lost in the jungle, they find themselves among the descendants of the ancient Mayans, who follow the old ways and resent outsiders. Written with an archaeologist's feeling for vanished civilizations, the story is both exciting and authentic. The experiences of the youngsters, although fantastic, seem real and convincing.

Shura, Mary F. Pornada. Illustrated by Erwin Schlachner. New York: Atheneum, 1968. 70 pages. Grades 2-5. Recommended.

Francisco, from Juarez, helps a man recover his escaped pigs and receives one in return. Pornada turns out to be an artist like his master. In fact, the two understand each other so well that they make a long winter a triumph of accomplishment and convince even Francisco's practical father that dreams and beauty are worthwhile. Surrounding this delightful story are the themes of deep family loyalty and love of art and of beauty, both important aspects of Mexican life.

*Silverman, Mel. Good-for-Nothing Burro. Illustrated by author. New York: World, 1958. Unpaged (35 pages). Grades 1-4. Marginal.

Paco's burro is always getting into trouble or being stubborn so his father decides to sell him. But Terco, the burro, comes to the rescue when papa's car stops on the way to town where the big procession is to be led by the angel he made. All ends well when papa keeps the burro and sells the car. Attractive illustrations will appeal; however, no indentation on new paragraphs and stereotyped characterizations detract from the overall value.

*Simon, Charlie May. Popo's Miracle. Illustrated by Howard Simon. New York: Dutton, 1938. 223 pages. Grades 4-6. Marginal.

This is the story of a Mexican-Indian boy, Rafael, of his belief in miracles and his gift for drawing. A burro, Popo, changes Rafael's life when he wanders into the village carrying a pack of artist's materials. Included are good descriptions of everyday occurrences in the Mexican peasants' lives and the story is well-written; however, the theme

is typical "barefoot-boy-with-burro."

*Smith, Nora Archibald. Bee of the Cactus Country. Illustrated by Erick Berry. Boston: Houghton Mifflin, 1932. 132 pages. Grades 4-6. Not recommended.

This is a story of a young Mexican-American girl living in Arizona with her mother, uncle, dog, and parrot in an adobe hut. The portrayal seems sugar-coated and Bee is unconvincing. The text is written in poetic rather than prose fashion, but is awkward to read and unappealing to today's juvenile readers.

*Smith, Theresa K. Poncho and the Pink Horse. Illustrated by author. Austin, Texas: Steck, 1951. 23 pages. Grades K-3. Marginal.

The most outstanding feature of this book is the very attractive color illustrations with good use of lights and darks. The story itself is rather mundane--Poncho takes Chiquita, his burro, to the fiesta where Poncho achieves his burning ambition to ride the pink horse. Characters are stereotypes and the plot is too contrived.

Sommerfelt, Aimée. My Name Is Pablo. Illustrated by Hans N. Dahl. New York: Criterion, 1965. 143 pages. Grades 5-9. Recommended.

Pablo, a Mexican shoeshine boy and Frederik, the 12-year-old son of a Norwegian engineer who is working on a project in Mexico City become the best of friends. Pablo is forced into a reformatory because he has been working without a shoeshine license. Eventually, he is influenced by two bullies and forced to sell dope in the city slums. The Norwegian family helps Pablo out of his troubles with the police and the narcotics peddlers. This story of a close and real friendship, and of the plight of the poor in a crowded urban environment is convincingly told with candor and sensitivity. Children aged ten and above should find it fascinating reading.

*Stewart, Elizabeth. Taxco Tommy. Illustrated by Dave Lyons. New York: Pageant Press, 1954. 31 pages. Grades 3-5. Not recommended.

This is a very labored story of Tommy, a Mexican burro, who is jealous of Rosita, the parrot, because she can sing. He runs away and acquires a set of bells for around his neck. The style is uncomfortable and dull--for example, on page 23, "But just then a girl's voice said, 'Buenos tardes,' which is the way they say 'Good afternoon,' in Mexico." The story is pointless and unappealing.

*Stoker, Catharine Ulmer. Little Daughter of Mexico. Illustrated by Theobald Holsopple. Dallas, Texas: Dealey and Lowe, 1937. 314 pages. Grades 4-6. Acceptable.

This is a good story with plenty of emotional impact about a young

Mexican girl, Amalia, whose mother was a very hard worker and whose father was a drunkard. Although it was written years ago, much can be gained from reading this realistic account of hardships endured. Information of Mexican life and customs is included throughout. Illustrations and format are now quite outdated.

* _____ . Under Mexican Skies. Illustrated by Theobald Holsopple. Dallas, Texas: Banks Upshaw, 1947. 278 pages. Grades 5-7. Not recommended.

This book is set up similar to a supplementary social studies reader and presents many facts about Mexico as it relates the story of just one of the children who had lived for a while in the author's home. Brought out in the contents are the customs, hospitality, legends industry, and interesting sights of Mexico. However, the format is outdated and the style is dull and old-fashioned.

*Spofford, Nancy. The Day of the Bear. Not illustrated. Chicago: Follett, 1964. 158 pages. Grades 5-7. Recommended.

Andy, a young boy living in the Florida Everglades region, gets acquainted with a "no-good" foreigner--Manuel, a Mexican migrant worker. Not ever stooping to talk to a migrant before, Andy finds that he likes Manuel. On the day of his first bear hunt Andy is confronted with a chance to show his own integrity with respect to other people, a quality his father wanted so much for Andy to find himself. The story is extremely well-written and believable, particularly the descriptions of the countryside and the farmyard scenes; the dialogue is excellent and the attitudes of the people are completely real, especially the treatment given to Andy's relationship to Manuel and the making of his own decisions about friendship.

Stankevich, Boris. Two Green Bars. Not illustrated. New York: Harcourt, Brace, and World, 1967. 215 pages. Grades 5-9. Acceptable.

Howard Freeman, who has reluctantly accepted his election as patrol leader (in the scout camp in the High Sierras) is tested to the limit by a new boy named Charles Rodgers. After pulling tricks such as feigning drowning, playing annoying gags on others, and causing disturbances after "lights out," Rodgers causes Howard's patience to snap when openly showing dislike for, and prejudice toward Garcia, a young Mexican scout. Rodgers is harshly reprimanded, later runs away and becomes the object of a wild and dangerous search by Howard who suspects where he has gone. The story is engrossing with both humor and seriousness present in large doses. Young boys in the upper elementary grades and junior high school who are interested in scouting and its purposes should find this one very interesting.

Steinbeck, John. The Pearl. Illustrated by José C. Orozco. New York: Viking, 1965. 122 pages. Grades 6 and up. Recommended.

This is an especially moving story based on an old Mexican legend about the great pearl and what happens when a young couple finds the pearl. Kino a fisherman, his wife, Juana, and their baby, Coyotito, enjoy a closeness that seems indestructible, even during the terrible events that follow the discovery of the pearl. Eventually, the baby is taken away in death because of Kino's wants and so-called needs. The text is quite philosophical, contains a moral, but is so written that each person who gets involved in the story will take his own meaning from it and apply it to his own life as he sees fit. The story is simply told, but is done so with warmth and sincerity by a master craftsman. Older children might appreciate it most when it has been read aloud by the teacher and discussed.

Stinetorp, Louise A. A Charm for Paco's Mother. Illustrated by Joseph Escourido. New York: Day, 1965. 127 pages. Grades 4-6. Recommended.

Paco and his blind, widowed mother sell cacti to American tourists in the Mexican village. One tourist tells Paco that an operation might cure his mother's blindness. Paco assumes that an "operation" is a kind of charm, so he sets off on a long journey to a great old stone cross to pray for a potent charm. Paco's adventures on his pilgrimage make an interesting story and give an authentic picture of folk life and customs. One feels empathy with, not pity for, Paco and his mother in this well-written, though slightly sentimental story. The very happy miracle-type ending to the story is not fully convincing, but is satisfying and comforting to the young reader.

_____. Manuel and the Pearl. Illustrated by Joseph Escourido. New York: Day, 1966. 127 pages. Grades 3-6. Acceptable.

Manuel's father who dives for pearls because his land is too arid to farm, finds a fabulous pink pearl worth a fortune only to be accused later by the Pearl Fishing Company of stealing it. This good story tells how Manuel clears his father's name and helps to make it possible for the family to go back to their farm again. While the story gives much of value concerning how the seacoast people of Mexico live, and the real art of pearl fishing, it is not as well-written as A Charm for Paco's Mother. Some parts are slow-moving, others are choppy, while still others contain phrases of explanation that interrupt the flow of the story. For example, on page 24, Manuel exclaims, "Jesus! Sangre de Cristo!" and the author inserts in parentheses, "(He wasn't swearing. That was just the way he expressed amazement and delight.)" The black and white sketches are very appropriate to the text.

_____. The Treasure of Tolmec. Illustrated by Ann Grifalconi. New York: Day, 1967. 117 pages. Grades 5-7. Recommended.

This is an exciting adventure story set in Lake Patzcuaro in the state of Michoacan in Mexico. When a volcanic eruption destroys the church, the rumors of possible buried treasure bring two evil men whose arrival disrupts village peace and causes the disappearance of a valuable painting and of the padron. Jorge, a Tarascan boy of the village copes bravely with the thieves and recovers the missing masterpiece. Children who like stories about mystery, crime, and archaeology should find this book fascinating. The carefully detailed picture of Mexican village life is quite authentic and adds a great deal to the realism of the plot.

Stolz, Mary. The Dragons of the Queen. Illustrated by Edward Frascino. New York: Harper and Row, 1969. 49 pages. Grades 3-6.
Acceptable.

When an older couple who had raised their family, and who were rather unpleasant, decide to take a trip to Mexico they find their attitudes greatly changed when their car breaks down and they are forced to spend the night in the crumbling hacienda of a one-hundred-and-two-year-old "queen." The "queen" and her "dragons" mysteriously transform the Kenilworths from pragmatic grumps to sensitive spontaneous human beings. The story is certainly unique but not entirely convincing. The format and black and white illustrations make it an attractive book; however, the writing style seems a bit forced for the sake of good literal quality.

_____. Juan. Illustrated by Louis S. Glanzman. New York: Harper and Row, 1970. 131 pages. Grades 3-6. Recommended.

To 16-year-old Concepcion, who had always lived at the orphanage known as Casa Maria, little eight-year-old Juan is the dearest of all of the children. Though jealous and resentful when Juan is singled out to receive a gift from an American couple, she nevertheless is proud and wants him to have it. But Juan's decision to give up the present is especially meaningful and should provide young readers a great deal to think about in their own lives. The narrative is beautifully written although the plot is weak. The characterization is excellent and the setting is interesting and realistic.

Stone, Helen V. Pablo the Potter. Illustrated by Haris Petie. New York: Lantern, 1969. Unpagged (28 pages). Grades K-3.
Not recommended.

Pablo Martinez longs to own a new red toy car but does not know how to earn money for it. Finally, he decides to make some clay pieces which he sells to some Americans at the nearby Mexican market for ten pesos. However, he never gets to buy what he wants but instead, helps out a young friend whose family needs money for food. The theme of the story is unique--instead of the Mexican getting what he longs for he gives of himself. Unfortunately, the style of writing is ineffective in

getting the author's point across, the title is quite misleading, and improper coloring in illustrations can lead to confusion for primary grade-school children for whom the book is intended.

*Storm, Mark. Gruyo of the Flying H. Illustrated by author. Chicago: Children's Press, 1956. 95 pages. Grades 4-6. Not recommended.

Gavvy, a nine-year-old Mexican-American boy working on the Flying H ranch in New Mexico, is given the new colt, Gruyo, when it turns out to be off-color instead of the hoped-for palimino. Gruyo proves to be a champion in spite of its color. The story is mediocre with a predictable plot and weak characterizations. The text is deceptively difficult despite the large-size print.

Summers, James L. You Can't Make It By Bus. Not illustrated. Philadelphia: Westminster, 1969. 174 pages. Grades 7-10. Acceptable.

Paul Guevera, a Mexican-American high school senior in East Los Angeles, California "has it made"—he has good grades, is a track star, and has a very special girl friend—until the head of the Brown Berets group forces him to become a member of the Chicano group. Paul manages to conduct a successful and bloodless strike at Polk High School and later gets involved with a molotov cocktail raid. The story is both exciting and believable and Paul is portrayed as vivid and memorable. The one major drawback seems to be in the abrupt and rather unsatisfactory ending to the story. Also, the book's format seems lacking in quality and appeal.

*Taber, Ralph Graham. Chained Lightning: A Story of Adventure in Mexico. Illustrated. New York: Macmillan, 1915. 273 pages. Grades 7-10. Not recommended.

This is a poorly written story of two 18-year-old boys, both telegraph operators, who seek their fortunes in Mexico. Information about Mexican scenery, institutions, and customs has merit, but is now outdated. The plot is unrealistic and the characters are not very credible.

Tarshis, Elizabeth K. The Village that Learned to Read. Illustrated by Harold Hayden. Boston: Houghton Mifflin, 1941. 158 pages. Grades 4-6. Acceptable.

Important because of its focus on the Mexican national drive for literacy, this story tells what happens to young Pedro when he decides he is not going to learn to read. When he goes to Mexico City to become a bull fighter, however, he decides that reading is necessary. This is an interesting story with a delightful humorous plot and an authentic picture of Mexican village life and the government's literacy campaign. The illustrations in black and white are fair. The writing style at

times is poor and sentence structure is confusing.

Thomas, Margaret Loring. The Burro's Moneybag. Illustrated by Alice Carsey. New York: Abingdon-Cokesbury, 1931. 128 pages. Grades 4-6. Acceptable.

Although a somewhat typical story of a little Mexican boy's efforts to earn money and buy his own burro, this is a good story of everyday life among Mexican peasants as it was in the 1930's. It is a realistic portrayal because the boy is pictured as ambitious, is developed as an individual, and will be identified with by any youngster who has ever wished for a pony of his own. It was reprinted in 1947 with new pictures and revised format.

* _____ . Carlos Our Mexican Neighbor. Illustrated by Willis Rudolph Lohse. New York: Bobbs-Merrill, 1938. 189 pages. Grades 4-6. Marginal.

Life on a hacienda in Mexico is depicted in this slight story. The information provided concerning the hacienda system with peons ruled by a patron is worthwhile, but the book is not appealing in format and organization.

*Thompson, Edward H. The Children of the Cave. Illustrated by Abby Mae Thompson. Boston: Marshall Jones, 1929. 250 pages. Grades 4-6. Recommended.

Children who enjoy adventure and mystery will like this story of two American children as they explore the caves and jungles of Yucatan with their father. The author presents an authentic and interesting picture of native life and folklore based on his own personal experiences in the Yucatan and his explorations among the ruined cities there.

*Thompson, Eileen. The Spanish Deed Mystery. Illustrated by James Russell. New York: Abelard-Schuman, 1964. 159 pages. Grades 4-6. Marginal.

Paul and Linda Dixon move with their parents to an old adobe house north of Santa Fe, New Mexico. They have just inherited a small ranch but cannot find the deed. A young Mexican-American also claims to own the ranch as an inheritance from his father. The theme of this book is one that needs more attention--that of social injustices suffered by many Mexican-Americans whose ancestors had their lands literally stolen by other private American citizens and government officials. However, the narrative is not especially well-written; parts are stiff and unnatural and characterizations are shallow and sugar-coated. The very heavy black and white illustrations add little to the story-line; in fact, some even distort the human figures.

*Toepperwein, Emilie and Fritz. Donkey Day. Illustrated by authors.
Boerne, Texas: Highland, 1950. 32 pages. Grades K-3.
Not recommended.

This is another typically stereotyped story of a Mexican family and their trip to the market in the nearby village to sell their baskets. The format, style, and content are quite dated.

_____. José and the Mexican Jumping Bean. Illustrated by Emilie Toepperwein. Boerne, Texas: Highland, 1965. 40 pages.
Grades 4-6. Acceptable.

This is a fictional account of a Mexican family's experiences and the work they must do in order to raise Mexican Jumping Beans (Brincadores). Although there is no plot but rather a series of incidents, the book should be of interest for the fascinating information it presents concerning this very unusual product that only grows in and near Alamos where young José and his family live. Of particular interest to children will be the description on page 25 of how they explode when everything is just right: "There was a continuous cracking and popping of bean pods as they exploded and fell to earth . . ." The black and white illustrations, several diagrams, and a map all help to clarify the text.

*Trevino, Elizabeth B. de. A Carpet of Flowers. Illustrated by Allan H. Crane. New York: Crowell, 1955. 84 pages. Grades 4-6.
Recommended.

Cherma, a blind orphan boy in the Mexican village of Humantla, makes a real contribution to the village's annual flower carpet to be placed in the basilica of Our Lady of Guadalupe in Mexico City. He, himself raised the special dark pansies for the Virgin's eyes. This is a modern miracle story that is sensitively told but not overdone. The details of the annual practice is vividly described and authentic. Black and white soft pencil sketches greatly enhance the narrative.

*Tripp, Edward. The New Tuba. Illustrated by Veronica Reed. New York: Oxford, 1955. 104 pages. Grades 3-6. Recommended.

The entire village had contributed to the cost of the new tuba that Paco's father was to play in the village band; that is, all but Paco. This is a humorous tale of how Paco earns some money, the anticipation as the people await the arrival of the new instrument, and the near-disgrace that Paco's dog, Paquito, causes at the first concert. Mexican village life is depicted with warmth and realism. The book is well-written and attractively illustrated. The use of small instead of capital letters in writing the title, and the author's and illustrator's names may be unique but is apt to confuse young readers.

Tucker, David. Something Special. Illustrated by Elizabeth Dauber. New York: Grossett and Dunlap, 1970. 60 pages. Grades K-3. Acceptable.

Two small boys, Billy and Pablo, are playing happily together after school when Pablo's father comes for Pablo so they can go to pick up "something special." A few days later, Billy experiences some unusual surprises of his own as he searches for Pablo's apartment where a very special surprise awaits him. This "Easy Reader" book presents a good treatment of friendship between children of different cultural backgrounds. Although the simple text is not written in outstanding style, it does give young readers numerous social concepts which can be developed in discussions of the story with a teacher or librarian. There is a change of tense in the narrative that will probably not affect the young reader's understanding, but still is incorrect: Page 7, "Billy and Pablo are in the same class in school. . . ." Page 9, "Billy and Pablo ran out of the building. . . ."

*Tyman, Loretta M. Julio. Illustrated by Jean Charlot. New York: Abelard-Schuman, 1955. 176 pages. Grades 3-6. Marginal.

This is a rather contrived and highly implausible story about a small Mexican island village boy finally getting to see Mexico City by hiding on his father's boat. The characters are just not convincing enough and Julio's experiences in Mexico City by himself seem somewhat unlikely to occur. As in so many stories on this theme, the good, friendly American comes to the rescue of the Mexican in his own Mexico. The illustrations are excellent and information on the region is interesting.

Ungerer, Tom. Orlando, the Brave Vulture. Illustrated by author. New York: Harper and Row, 1966. Unpagged (32 pages). Grades K-3. Recommended.

This picture book presents the far-fetched but delightful deeds of Orlando, a Mexican vulture who is kind, good, and generous! After finding the body of an American miner on the Mexican desert, Orlando flies for help, seeks out his family in Vermont, rescues Finley (the miner's son) who is kidnapped by a bandit who wants the gold mine discovered by the miner, Mr. Nash, and so on. The story is so ridiculous and unique as well as good fun that it should delight young children. The brown, red, and black illustrations are cartoon-types that are not only appealing but are excellent complements to the narrative.

Unwin, Nora S. Poquito, the Little Mexican Duck. Illustrated by author. New York: McKay, 1959. Unpagged (31 pages). Grades K-3. Acceptable.

Poquito, a little duck is hatched and raised with a family of turkeys, soon flies away, and ends up being adopted by a Mexican

goatherd and his family. The Mexican countryside is depicted authentically in story and pictures, and Poquito comes through as an appealing, personable character. Unfortunately, the story is long and involved for very young children (to whom it will appeal) and the print is erratically spaced and crowded at times. It is more suited as a read-aloud story.

Van der Veer, Judy. Hold the Rein Free. Illustrated by Bernard Garbutt. San Carlos, California: Golden Gate Junior Books, 1966. 243 pages. Grades 4-7. Recommended.

This story which takes place on a modern southern California ranch, tells how Amy, a 12-year-old girl, and Kiko, a Mexican-American boy whose father is ranch foreman, actually manage to hide a horse so its unborn foal will not be destroyed by the owner. It is the firm belief of the owner that to preserve the purity of his blooded horse stocks, a young mare's foal that has been sired by a scrub stallion must be killed at birth. The plot, though intricate, is developed logically, telling of the children's care and protection of the horse, of the ingenious schemes for outwitting the adults, and of the final outcome of their daring project. This memorable and unusual horse story is beautifully and convincingly told by an author who has experienced ranch life and the raising of horses. The excellent black and white illustrations add to the outstanding quality of the story and its overall format.

Vavra, Robert. Pizorro. Illustrated. New York: Harcourt, Brace, and World, 1968. Unpagged (48 pages). Grades 1-4. Acceptable.

This is the story of a Mexican boy and of his winning a pet burro that helps with chores when he isn't running away. By far the most outstanding feature of the book is the collection of beautiful photographs in full color which provide the young reader with a glimpse into the life of the Mexican farm boy, Pizorro. He is shown with his family, working at his various tasks, going to the village market, and training the little burro given him by the ranch owner. Unfortunately, the story itself has a patronizing overtone while the characterization is weak and shallow--most characters are portrayed unrealistically as good and as faultless.

*Von Hagen, Victor and Quail Hawkins. Quetzal Quest. Illustrated by Antonio Sotomayor. New York: Harcourt, Brace, 1939. 198 pages. Grades 4-6. Recommended.

This is an interesting account of the capture of the sacred quetzal bird famous in Mayan and Aztec Indian lore. The two gringos who are the hunters are aided by the Indians, in particular by young Fidelio who helps to capture and care for the birds and who eventually accompanies the birds by ship back to "the white man's big city."

(unnamed in story). Large print on uncrowded pages plus a flowing, readable style make this book worthwhile reading, and will appeal to intermediate level readers.

Walden, Amelia E. The Spy With Five Faces. Not illustrated. Philadelphia: Westminster, 1966. 206 pages. Grades 7 and up. Marginal.

Toni and her brother, Juan, Mexican-Americans, become involved in intrigue and mystery in and around Mexico City. Upon Juan's disappearance, Toni, in her search for him, learns to trust a handsome professional guide whom she meets in Mexico City. She encounters a hideously scarred man who warns her of the spy with five faces. Mystery fans, especially teenaged girls, should find this story appealing. However, actual information on modern Mexico is slim and the portrayal of Mexican characters is shallow and ineffective.

Warren, Betsy. Papacito and His Family. Illustrated by author. Austin, Texas: Steck-Vaughn, 1969. 32 pages. Grades K-2. Marginal.

This slight, uninteresting narrative describes a typical day in the life of a peasant Mexican family as they greet the morning, cook their meals, do the shopping, tend the garden, wash their clothes, and prepare for bedtime. It is written in English but Spanish words are inserted periodically, supposedly where the meaning is made clear from the context and illustrations. However, word meanings are not always clear and the improper use of Spanish terms only helps to confuse and to teach young children the Spanish language incorrectly. For example, straw, caballo, is used, whereas caballo de paja is the correct form for the phrase straw hat. The illustrations are attractive but the text is tedious and confusing and it shttles between Spanish and English.

Warren, Mary P. Shadow on the Valley. Not illustrated. Philadelphia: Westminster, 1967. 189 pages. Grades 7-10. Acceptable.

Eighteen-year-old Dena Salisbury, housekeeper and "mother" for her father and 9-year-old twin brothers, finds new meaning in her life when Sally Burch (Negro) moves in as a boarder. Through Sally, Dena gets a job at a migrant camp center, works with migrants, and learns to know and love Manuel, a Mexican-American her own age. Although the story is weakened by a tendency to stereotype characters, and an overabundance of trite phrases, it can be worthwhile reading because of the author's effective presentation of genuine concerns for humanity and for racial equality.

Washburne, Heluiz. Tomás Goes Trading. Illustrated by Jean M. Porter. New York: Day, 1959. 128 pages. Grades 3-5. Acceptable.

Eleven-year-old Tomás finally goes on his first trading trip with his father. Many aspects of Mexican life are woven into the story giving it a touch of authenticity. The story is based on actual observations by the author. However, the writing style is weak--it is wordy at times and too explanatory; descriptions and exclamatory remarks by characters appear too frequently to be totally effective.

*Weil, Ann. The Silver Pawn. Illustrated by E. Leon. New York: Bobbs-Merrill, 1939. 228 pages. Grades 5-8. Marginal.

Chico, a 13-year-old Mexican boy, makes friends with an American who opens a silver shop in Taxco, a center for the silver crafts industry. The book is good for information on handicrafts, art, and customs but presents a stereotyped picture of the Mexican's inferior role to the American. The few illustrations are not very inspiring.

West, Jerry. The Happy Hollisters and the Mystery of the Mexican Idol. Illustrated by Helen S. Hamilton. Garden City, New York: Doubleday, 1967. 182 pages. Grades 5-7. Not recommended.

This is another in the long line of stories that take Americans to Mexico to explore ruins and to become involved in fantastic and unbelievable situations. The whole Hollister family goes along with Uncle Russ (a cartoonist) and his family to spend time at a previously unexplored ruin which in itself is quite unrealistic. The characters, both Mexican and American, are typical stereotypes, the plot is shallow, and the style of writing seems trite and forced.

*White, Hervey. Snake Gold. Illustrated by Elizabeth MacKinstry. New York: Macmillan, 1939. 220 pages. Grades 6-8. Not recommended.

This is a most unusual story of the search for an old mine guarded through the ages by a pledge of the ancient Aztec gods. As a tale of Indian treasure, the story will appeal to those who like mystery and adventure. However, the organization and unfolding of events is confusing while the style is too sophisticated and wordy to hold the interest of most young readers.

Whitney, Marion I. Juan of Paricutin. Illustrated. Austin, Texas: Steck, 1953. 168 pages. Grades 5-8. Acceptable.

An authentic version of the modern eruption of a Mexican volcano, this story is told through the experiences of Juan, a young Tarascan Indian boy who lived in the village of Paricutin until it was destroyed by volcanic ash. Because the writing is rather stilted, the book will be used more for its informational than for its story value. The text does give a vivid picture of the effects of the volcano on the land and on the lives of the people involved. The overall format, with a few color photos included is attractive, but the large-size print

familiar with the area. Her skillful use of imagery and description plus detailed illustrations by Lewis authentically portray the Mexican setting.

Williams, Jay and Raymond A. Danny Dunn on the Ocean Floor. Illustrated by Brinton Turkle. New York: Whittlesey House, 1960. 156 pages. Grades 4-6. Not recommended.

Danny and scientists Bullfinch and Grimes explore off the west coast of Mexico in a superior new bathyscaph. They find an important Aztec treasure in the ocean depths. The book is scientifically sound, but the plot is incredible, the characters are stereotyped, and the humor is labored.

*Williams, J. R. (pseudonym for Dorothy J. Williams). Oil Patch Partners. Not illustrated. New York: Meredith, 1968. 179 pages. Grades 5-8. Not recommended.

Dave Barton is convinced that he's a coward after running from an automobile accident in which his friend is trapped. His feelings toward himself have not changed when he begins a summer job on his uncle's oil rig in western Texas. He and Domingo, a young Mexican boy, clash when Dave realizes the boy is a better worker than he is. The story is predictable, therefore, pedestrian--Dave matures, a gusher comes in for the oil crew, and the inevitable happy ending prevails. While the background material about oil and drilling seems accurate, the narrative seems to be too formal and insensitive and the characterizations are thin.

Witton, Dorothy. Crossroads for Chela. Not illustrated. New York: Messner, 1956. 192 pages. Grades 6-9. Marginal.

Chela Campus is a Tarascan Indian girl living in a village in the Sierras of Mexico where she is soon faced with a conflict in loyalty between her own people and the Americans who come to help them regain their forest rights. The story presents an interesting picture of modern Indian life in Mexico, but unfortunately is off-set by what seems to be interference of Americans in Mexican affairs with the implication that the Americans must help if anything good is to come to these villages.

_____. Treasure of Acapulco. Not illustrated. New York: Messner, 1963. 191 pages. Grades 6-9. Recommended.

Tony must prove his ability to earn a living from the sea before his uncle will permit him to stay in his beloved Acapulco when Uncle Juan and the family move to Mexico City. So Tony fights so that he might stay, aware that his town is fast becoming a tourist's playground. He soon realizes that the treasure he has been seeking is not the buried kind, but the place itself; not money, but the riches of true

makes the book look deceptively easy-to-read.

*Whitney, Phyllis A. A Long Time Coming. Not illustrated. New York: McKay, 1954. 261 pages. Grades 7 and up. Recommended.

Christie Allard, an 18-year-old girl who goes to live with her aunt in a midwestern town, becomes involved in, and concerned with, the prejudice against migrant Mexican-American workers in her family's vegetable packing plant which is the town's leading industry. This is a thoroughly researched, fictional account that will appeal especially to teenaged girls as it laces social problems, violence, and religious conflicts with some romance.

_____. Mystery of the Black Diamonds. Illustrated by John Gretzer. Philadelphia: Westminster, 1954. 222 pages. Grades 6-9. Not recommended.

This is a fairly exciting adventure story of the west today and the thrill and frustration involved in the search for abednego, the black diamonds. However, the plot is too fantastic and characterizations are very shallow. There is little of positive value in the treatment of Juanita, the Mexican-American girl befriended by the wealthy American family.

Wibberley, Leonard P. The Island of the Angels. Illustrated by Leo Summers. New York: Morrow, 1965. 112 pages. Grades 6 and up. Recommended.

During a storm, a sick boy is washed ashore on the Island of the Angels, off the coast of Baja, California. Francisco, a fisherman who lives alone and seemingly content in a hut on the island finds the boy and, in seeking help, finds his life greatly changed. This touching allegory is well-written and sensitive to some of the problems of Mexican village life in Baja. The unique portrayal contains fine detailed descriptions of the beauty of an unspoiled land and the illustrations, though few, enhance the story.

Wier, Ester. Gift of the Mountains. Illustrated by Richard W. Lewis. New York: McKay, 1963. 126 pages. Grades 5-9. Recommended.

Young Indito and his family work as peons on Don Roberto's sprawling campesino in Mexico where, each week, Indito goes into the mountains to gather wood. This one time he takes his blind sister along to help her sense the greatness of the mountains, despite the fact that the people have always had a feeling that an evil spirit lives there. After discovering gold pieces in a crevice, Indito observes all kinds of bad things that are happening to his people and feels that he must find out if the superstitions are true. So he defies the mountain! This is a beautiful and colorful story describing the beliefs and doubts of a people slowly emerging from poverty and superstition by an author who is

friends; and the firm belief in the strength of one's own character. The author's authentic portrayal is described vividly through Tony, a most convincing character.

*Woodard, Stacy and Horace. The Adventures of Chico. Illustrated by authors. New York: Stackpole, 1938. Unpagged (61 pages). Grades K-4. Recommended.

This is a beautifully told story of a little Mexican boy's love for animals, his relationships with them, and his responses to them. The book is actually an outgrowth of a motion picture by the same name and written by the authors. The theme is timeless and youngsters will identify with Chico. The text is simply told with a mixture of Spanish names for the animals effectively and meaningfully interspersed. The book is no longer in print, but a reprint with little or no revision is recommended. Photographic illustrations give the book authenticity.

*Yeaton, Clyde E. Pablo of Mexico. Illustrated by Martha E. Miller. New York: Lyons and Carnahan, 1941. 48 pages. Grades K-3. Not recommended.

Despite the fact that some information on rural life in Mexico is worthwhile, the overall presentation here is stereotyped and tells the story of a poor, barefoot Mexican boy who eventually gets his own burro, thanks to two American boys who befriend him.

*Yomen, Ben. Roberto, the Mexican Boy. Illustrated by author. Chicago: A. Whitman, 1947. Unpagged (31 pages). Grades K-2. Not recommended.

This is another story with a weak plot and stereotyped Mexican characters. Roberto, proclaiming, "I am a big boy now," goes to the plaza market in the nearby city to sell his father's pottery. He also finds a dog who is injured, takes it to a doctor, and then takes it home. The text is stilted and lifeless; the vocabulary used is insulting to young readers.

Young, Bob and Jan. Across the Tracks. Not illustrated. New York: Messner, 1958. 192 pages. Grades 6-10. Recommended.

Betty Ochoa, popular senior in a California high school, is suddenly swept into new problems when hostility against the Mexicans--her people--suddenly comes into the open. This is a fast-paced and candid story in which the authors dramatize realistically an issue still current today. Betty is a real person who finds a new understanding of her individual role in society and a new pride in her Mexican heritage. Teenaged girls will enjoy the story and will get quite involved with the issues.

_____. Good-bye, Amigos. Not illustrated. New York: Messner, 1963.
191 pages. Grades 6-10. Recommended.

In the Las Palmas Valley of California, Cathy Miller, daughter of a wealthy rancher, becomes friends with the Garcias, a migrant family who works on the ranch. Little does she realize until she and her high school class get more deeply involved through working for a recreation center for Mexican migratory workers, that the life of a migrant worker is bleak. Then, a labor strike of these workers on her father's ranch challenges Cathy's loyalties. This is a well-written and realistic portrayal of the problems still existing and significant changes taking place in the lives of migrant workers.

Historical Fiction

Alter, Robert Edmund. Two Sieges of the Alamo. Illustrated by Albert Orbaan. New York: Putnam, 1965. 192 pages. Grades 6-10.
Recommended.

This is a superbly written historical novel intended mainly for teenagers but suitable for any human being to read who might have the interest. Young Francis Tackett (Tack) finds himself on a lifetime journey from stern-wheeler on the Mississippi to defender at the Alamo. The descriptions of the flame and finality of the last siege are so well done by the author that the reader feels that he is the sole survivor. Details of the men and the nature surrounding them provide the reader with an authenticity and a vividness for the locale. There seem to be several detractions—one in the black and white illustrations which are too much like cartoon drawings and a second in the cover design which is only average and probably will not appeal to many young readers.

Altsheler, Joseph A. Texan Scouts: A Story of the Alamo and Goliad.
Not illustrated. New York: Appleton-Century-Crofts, 1913.
1941. 355 pages. Grades 7 and up. Acceptable.

The second in the series of Texan stories, this book takes the fictional hero, Ned Fulton, through border warfare, the fall of the Alamo, and the massacre at Goliad, all of which were Texas-Mexican War incidents. A realistic historical setting and vivid and graphic descriptions make the story effective. The portrayal of Crockett and Bowie as heroes, and Santa Ana as a villain, however, makes this account less than accurate.

_____. Texan Star: The Story of a Great Fight for Liberty. Not
illustrated. New York: Appleton-Century-Crofts, 1912, 1940.
372 pages. Grades 7 and up. Acceptable.

This is the first in a series of three stories concerning the Texan struggle for independence against Mexico. The main character of

all three books, Ned Fulton, manages to perform some incredible feats including escaping from two Mexican prisons and taking part in numerous fights with Indians and Mexicans. Numerous exciting incidents are included, but over-all story line is weak and unrealistic.

_____. Texan Triumph: A Romance of the San Jacinto Campaign. Not illustrated. New York: Appleton-Century-Crofts, 1913, 1941. 356 pages. Grades 7 and up. Acceptable.

In this final story of the Texas-Mexican War period, the author takes the reader through the Battle of San Jacinto which secured Texas independence. Perhaps the best of the three, it has plenty of excitement and suspense as well as authentic treatment of historic detail, especially the descriptions of the battle itself. The capture of Santa Ana by Ned Fulton and his young friends instead of by more experienced and seasoned soldiers seems unrealistic and unconvincing.

Appel, Benjamin. We Were There With Cortes and Montezuma. Illustrated by Reynold C. Pollak. New York: Grosset and Dunlap, 1959. 179 pages. Grades 4-7. Recommended.

Ricardo, a young Cuban from Santiago, gives a first-hand account of his and his brother Francisco's experiences when they accompany Cortes on his Conquest of Mexico. This is a lively, flowing narrative that makes this era in history come alive as the reader meets Cortes, Montezuma, Ortegulla, and others who were actually there in 1519. The illustrations in black and white are quite realistic and enhance the action and adventure of the text.

Arnold, Oren. Rancho M'lee. Not illustrated. New York: Abelard-Schuman, 1967. 192 pages. Grades 6-10. Acceptable.

In 1882, Michele Mayfield, seventeen, and her 14-year-old brother, Galion get a head start in building a home in Arizona for themselves and their parents, since their father has been injured in an attack by desperadoes and must remain in a nearby town to recuperate. This is an exciting well-written story which reveals accurate details of the land, folk customs, wearing apparel, foods, dialects, and economic factors. There are strong character portrayals evident not only in the Mayfield family, but also in the band of Mexican ranch hands who help out the family. However, some of the situations and solutions that take place seem rather unbelievable and are less than fully convincing.

Atkins, Elizabeth Howard. Treasures of the Medranos. Illustrated by Peggie Bach. Berkeley, California: Parnassus, 1957. 112 pages. Grades 4-6. Marginal.

Near Santa Barbara, California, during the mission days of settlement (end of the eighteenth century) Felisa Medrano lived on a rancho owned by her father. How the family's priceless heirlooms are

stolen and later recovered is told in a rather mediocre story with some excitement and romance. Descriptions of the area and the customs are interesting, but the story seems sugar-coated and the characters lack credibility. Illustrations in black and white with soft pastel backgrounds are quite attractive.

Baker, Betty. The Blood of the Brave. Not illustrated. New York: Harper and Row, 1966. 165 pages. Grades 6 and up. Recommended.

Like most of the members of the Cuban colony who have come from Spain, young Juan, the son of a blacksmith, has heard of the wealth of Mexico. So he joins the expedition that conquers the Aztecs and is eventually used by Montezuma as an interpreter. The lust for gold and glory, or for adventure and a new home, leads the soldiers to endure an expedition and a siege horrible with suffering and despair and culminating in carnage. This story, like Walk the World's Rim, which is also significant in details of the Spanish Conquest of Mexico, is a vivid and moving account and provides the reader with accurate history accompanied by a meaningful lesson. A bibliography is appended.

* _____ . The Dunderhead War. Not illustrated. New York: Harper and Row, 1967. 216 pages. Grades 6-9. Recommended.

On their way from Independence, Missouri, to Santa Fe in 1846 with a wagon load of trade goods, 17-year-old Quincy Heffendorf and his uncle, newly arrived from Germany, join a wagon train being protected by the Grand Army of the West, which Uncle Fritz prefers to call "an army of dunderheads." This is another interesting story though somewhat lacking in its portrayal of heroism found in the author's Walk the World's Rim and The Blood of the Brave. Through colorful speech, authentic details, considerable humor and lively perception, the author presents a moving story of the disasters and agonies of a long journey through Southwest Indian country during the Mexican War.

_____ . Walk the World's Rim. Not illustrated. New York: Harper and Row, 1965. 168 pages. Grades 5-8. Recommended.

Chakoh, a young Indian boy living in the desperately poor east Texas hill country, travels to Mexico with Cabeza de Vaca, a Spanish explorer, Esteban, his Negro slave, and two other Spaniards who were the four lone survivors of an ill-fated Spanish expedition. Chakoh and Esteban become close friends with the boy learning much about honor, courage, and wisdom from the slave who eventually gives his life to save the others. Based on historical figures and/or incidents that actually took place at the time of the Spanish Conquest, this engrossing story provides good background material on Colonial Mexico and the primitive Indian life of the Southwest.

Bartlett, Ruth. The Miracle of the Talking Jungle. Illustrated by Blair Lent. Princeton, New Jersey: Van Nostrand, 1965. 96 pages. Grades 5-7. Recommended.

During the conquest of Mexico, a parrot owned by Bright Plume, a young Aztec boy, is captured by Spanish soldiers and proceeds to learn their language which he later teaches to his parrot friends when he escapes to the jungle. As a result, a large force of Spaniards is decoyed by the Spanish-speaking parrots into an Aztec ambush. Although the plot is a little far-fetched, this simple story is rich with well-integrated background material on the Aztec civilization. It is fast-moving and more interestingly written than Lampman's Temple of the Sun which is on the same theme. Unique drawings, attractive format, and a glossary of terms should add to the appeal of the book.

*Bothwell, Jean, and Phyllis Sowers. Ranch of a Thousand Horns. Illustrated by Margaret Ayer. New York: Abelard-Schuman, 1955. 152 pages. Grades 6-8. Acceptable.

This story is set in Alta, California in 1835 at the time that the mission lands are taken over by the Mexican government and divided among the Indians who live on them. The substantial plot tells of Felipe and Clara's life on their parents' ranch, of the suspense of a search for the lost deed to the ranch, and of their concern for changes in the offing with the arrival of a cousin who is to serve as their tutor. The style is not outstanding, but offers an enjoyable story and an interesting picture of the land for upper elementary and young teenaged readers.

Bronson, Wilfrid S. Stooping Hawk and Stranded Whale: Sons of Liberty. Illustrated by author. New York: Harcourt, Brace, 1942. 225 pages. Grades 5-9. Recommended.

In the year 1541, two Seri Indian boys of Tiburon in northwestern Mexico are sent on a scouting mission to spy on the invading Spaniards and are taken captive. It is a fascinating and exciting story of the tribe's efforts to remain free of Spanish rule. Perhaps the greatest contribution this book makes is in the wealth of little-known information presented on the Indian lore and wildlife of the region. Fine detail in the illustrations add to the overall story-line.

Bruckner, Karl. Viva Mexico! Translated from German by Stella Humphries. Illustrated by Adalbert Pilch. London: Burke, 1960. 190 pages. Grades 7 and up. Recommended.

This is an authentic, well-researched story of the stirring events which took place at the time of the great Mexican Revolution of 1910, culminating in the rise of revolutionary forces under Diaz's dictatorship. The story centers around Juanito, a poor Indian boy, and Miguel, the son of an upper-class Spanish family who have been tricked out of their wealth and possessions. Miguel's capture by the regime,

Juanito's aid, and the story of their flight are described in vivid detail. While the characterization tends to stereotypes, the author portrays authentically the misery of the peons in the feudal and oppressive structure of the hacienda system.

*Cannon, Cornelia (James). The Fight for the Pueblo. Illustrated by Marian Cannon. Boston: Houghton Mifflin, 1934. 203 pages. Grades 6-8. Not recommended.

This is the story of the last Spanish expedition into New Mexico and of the plucky efforts of a Spanish boy to save his Indian friends from the invaders. The book contains good information on Indian life, but is obviously outdated in format and style. The text is wordy and moves slowly. Other, more modern versions of Onate's expedition have been published.

*Chambers, Maria Christina. Boy Heroes of Chapultepec: A Story of the Mexican War. Illustrated by Joseph Krush. Philadelphia: Winston, 1953. 182 pages. Grades 5-8. Recommended.

Six young Mexican cadets fight to the death during the Mexican-American War in defense of the Chapultepec fortress in Mexico. The two main heroes are Pedro, an Indian servant and Domingo, son of the master where Pedro lives. This is a vividly-written historical adventure that portrays so well the courage, beliefs, and staunch patriotism of six cadets of the Chapultepec Military Academy. The story is based on fact and the six young heroes are honored today by both Mexicans and Americans alike. An excellent introduction is presented by the author that spells out historical facts about the war and clarifies the author's viewpoint. The illustrations are a fitting complement to the text.

Clark, Ann Nolan. Summer Is for Growing. Illustrated by Agnes Tait. New York: Farrar, Straus, and Cudahy, 1968. 180 pages. Grades 5-7. Recommended.

In 1851, young Lala is caught up in the changes taking place in New Mexico, which is no longer a territory of Mexico, but is now part of the United States. From her Aunt Rita, whose husband represents the new state in Washington, Lala learns of the ideas of freedom, of equality, and of the responsibility of living under the American flag. No longer should she consider herself as a future patrona on the hacienda where she lives with her mother, but as an American citizen. This is a very touching and human story of the mixing of two cultures--life on a hacienda and that experienced on the outside by pioneer Americans heading west. The black and white drawings in rich, soft lines enhance the well-written text.

Coleman, Eleanor S. The Cross and the Sword of Cortes. Not illustrated. New York: Simon and Schuster, 1968. 191 pages. Grades 6-8. Recommended.

This story of the Conquest of Mexico by Cortes is told in the first person by a young, devoted padre who accompanies Cortes on the expedition. Although, the narrative is rather sophisticated for children to read, the vivid descriptions of the splendor and cruelty of the Aztec civilization, of the thrill and adventure of the conquest, and of the tragedy of two men who unwittingly are becoming enemies, make this book a fine source of especially interested teenagers. The attractive book jacket helps to make it appealing in format.

*Collin-Smith, Joyce. Jeremy Craven. Not illustrated. Boston: Houghton Mifflin, 1958. 279 pages. Grades 6-10. Recommended.

A young orphan, Jeremy Craven, and his unscrupulous, rascalion Uncle Titus Carver, come to live in Mexico on a large hacienda during the Revolution of 1910. Later on Jeremy must decide between living with his uncle or with Padre Gonzales in Taxco, a priest who has befriended him. Painstaking detail is used to describe life on the hacienda; however, despite all of the lengthy situations discussed in the book, the ending still seems abrupt and incomplete. It may not satisfy some young readers.

*Dawson, Grace S. The Butterfly Shawl: A Story of Spanish California. Illustrated by Loren Barton. New York: Doubleday, Doran, 1940. 291 pages. Grades 5-7. Marginal.

This is a story of Spanish California and of young Luisa Garcia and the butterfly shawl she is to receive from China as a gift from a friend of her father's. How the shawl is stolen by bandits but later on recovered is woven in with an interesting picture of the customs and mode of life of the Spanish landowners of the period. Character portrayals are weak with various people being pictured too idealistically and sugary. Illustrations in heavy black on white seem flat and lack realism.

*Eberle, Irmengarde. Lone Star Fight. Illustrated by Lee Townsend. New York: Dodd, Mead, 1954. 292 pages. Grades 5-8. Recommended.

The Alamo siege is a part of this historical adventure story set in San Antonio in 1835-1836, but much of the narrative gives a detailed background of the people and events that occurred before the battle. The author provides a fine study of day-to-day living in the region. But the plot and central characters lack liveliness and authenticity; therefore, it will appeal mostly to mature and very interested teenagers. Detailed black and white drawings are effective.

*Emerson, Caroline D. Indian Hunting Grounds. Illustrated by Remington Schuyler. Philadelphia: Lippincott, 1938. 191 pages. Grades 5-8. Marginal.

Two of the eight stories in this book about North American

Indian children are about Indians of Mexico: "Kulkulcan," pages 133-164 is a story of the Mayan Indians of the Yucatan; and "The Snake and the Eagle," pages 167-191, is a story of the Aztec Indians of ancient Mexico. Factual information is accurate and interesting, but the main characters seem too ideal and perform unrealistically.

*Erskine, Dorothy Ward. Big Ride. Illustrated by Hubert Buel. New York: Crowell, 1958. 207 pages. Grades 5-8. Recommended.

This is an extremely well-written and accurate account of Captain Juan Bautista de Anza's colonizing expedition from Mexico to the Pacific Coast in 1775 as seen through the experiences of 12-year-old Pedro Peralta, a young member of the group. This long and difficult trek undertaken by a real mixture of 240 Spaniards is described in vivid detail. Inclusion of a map tracing the journey is very helpful; the reader will refer to it often.

*Evernden, Margery. The Golden Trail. Illustrated by Lynd Ward. New York: Random House, 1952. 179 pages. Grades 4-7. Acceptable.

Ramon Morales and his impoverished godparents join Captain Juan Bautista de Anza on the expedition in 1775 from Mexico to the Pacific Coast to found the city of San Francisco. Although not as well-written as Erskine's The Big Ride, this narrative will make good reading for those who like historical adventure. Format is rather dated and the black and white drawings lack inspiration.

Fall, Thomas (pseudonym for Donald Snow). Wild Boy. Illustrated by Henry C. Pitz. New York: Dial, 1965. 105 pages. Grades 5-8. Recommended.

Robert de Alvarez Jones, half Mexican and half white, is left on his own when his father is killed trying to capture Diablo Blanco, a wild mustang, on the Wild Horse Desert of West Texas in the 1870's. Then, Roberto and his grandfather are drawn into attempts to capture the white mustang, with Roberto getting trained by the Comanches. He soon becomes an expert horseman, captures Diablo Blanco, and eventually becomes involved in the wars between the white men and the Comanches. There is much evidence that the author has done a great deal of research on background material; in addition, the action-packed plot is well-organized and moves along smoothly. However, Roberto appears to be too remarkable and unconvincingly faultless while the illustrations, though beautiful, are too few in number.

*Franklin, George C. Pioneer Horse. Illustrated by William Moyers. Boston: Houghton Mifflin, 1960. 115 pages. Grades 4-6. Acceptable.

Although not an especially well-written story, this book gives some interesting and valuable information on the introduction of horses

to the western plains in the sixteenth century. According to tradition, El Arriero el Grande, a famous Arabian stallion, and some mares escape from a Spanish camp in the Southwest and head northward to Zuni Indian territory where they are captured, trained by a refugee Spanish boy and priest, and used by the Indians in many ways. Unfortunately, the story lacks coherence as it shifts emphasis from horse to boy to Indians, and character portrayals are weak. Both the format and illustrations are attractive.

Fuller, Lois Hamilton. The Jade Jaguar Mystery. Illustrated by Mel Silverman. New York: Abingdon, 1962. 128 pages. Grades 5-8. Recommended.

Tok, a 13-year-old Mayan Indian boy living before the time of Columbus, finds that his secret cave is the place where mysterious things are happening. How Tok solves the mystery of the cave and of a small jade jaguar totem, and how he gives a warning that saves the people of Chicken Itza from surprise attack makes for an exciting story. Details of Mayan culture are authentic and are incorporated smoothly into the narrative. The portrayal of Tok is realistic and his role in solving the mystery is quite credible. Also included in the fully researched book of handsome stone lithograph illustrations is a bibliography of nineteen sources on page 128.

Grote, William. J. P. and the Apaches. Illustrated by Charles Waterhouse. New York: Meredith, 1967. 181 pages. Grades 4-7. Not recommended.

Juanito (J. P.), a 12-year-old boy who lives in the rollicking Old West of the 1860's, fights to become as brave as his father, Donegal Dan, the desert scout. The story gives some fascinating details of life in the Tucson area, but seems to be weak in its portrayal of actual people and their authentic customs. There is very little worthwhile information presented on the Mexican Americans who play a major role in the plot of the story. The few black and white drawings that are included are quite attractive.

Haller, Adolf. He Served Two Masters: The Story of the Conquest of Mexico. Illustrated by Felix Hoffmann. New York: Pantheon, 1962. 245 pages. Grades 6-10. Recommended.

This is a fictional account of the conquest of Mexico, told by Orteguilla who had been a page to Cortes and then to Montezuma. Although the book has a strong story line, it is not lively reading because of the lengthy historical descriptions and explanations that are included. However, the author's outstanding treatment of Orteguilla's conflict, i.e. of his uneasiness about the cruelties of Cortes, his doubts and scruples, and his sympathy for Montezuma, makes the book very worthwhile. An explanation of sources used is included, but an index is not. The ink sketches are excellent.

- *Henty, George Alfred. By Right of Conquest, or With Cortes in Mexico, (1485-1547). Illustrated. New York: A. L. Burt, 1890. 461 pages. Grades 7 and up. Marginal.

Tremendous historical detail permeates this fictionalized account of Cortes's conquest of Mexico. It will be of use mainly to special researchers, history buffs, and for special rare book collections.

- *Holden, John. The Rattlesnake God: A Story of the Ancient Maya. Illustrated by Albert Orbaan. New York: Day, 1959. 190 pages. Grades 4-7. Recommended.

The critical year of 1440 A. D. is the time of this story which concerns a Mayan boy, Chac, who is the heir of the exiled rulers of Chichen Itza, a city then in the hands of Mexican barbarians from the north. This is a fascinating account of the Mayan revolt to regain the city, and of Chac's courage in saving Teo, a wealthy orphan girl, from the evil high priest of the Rattlesnake God. Rather fantastic fiction, and also a very authentic historical and cultural background combine to make this an appealing source of exciting reading.

- *Horgan, Paul. The Saintmaker's Christmas Eve. Illustrated by author. New York: Farrar, Straus, and Cudahy, 1955. 112 pages. Grades 5-9. Recommended.

The theme of this book tends to limit its use to special collections and special, interested readers. It is the story of the brothers Roberto and Carlos Castillo who together make an art of the craft of saintmaking taught them by an itinerant Franciscan father. Their masterpiece, a statue of St. Christopher holding the Christ Child, is to be placed in the village of San Cristobal in the church. Getting it there becomes an adventure in itself. The art work in the drawings enhances the well-written sophisticated text.

- Household, Geoffrey. Prisoner of the Indies. Illustrated by Warren Chappell. Boston: Little, Brown, 1967. 208 pages. Grades 6-8. Recommended.

Miles Phillips, a 13-year-old English boy, becomes a cabin boy on an English ship in 1567 that is raided by the Spanish. Taken captive, Miles is eventually sold to a Spanish nobleman in Mexico where he remains for fifteen years surviving the Inquisition, learning about the Aztec, Indian, and Spanish cultures, and finally escaping his captives. These adventures are based on facts that were recorded by Richard Hakluyt in 1589 in the publication, Principle Navigations, Voyages, Traffiques, and Discoveries of the English Nation. The story is fascinating and should provide especially interested readers with excellent background material concerning the Spanish influence in the New World.

*Howard, Robert West. Flag of the Dreadful Bear: The Story of the Republic of California. Illustrated by Albert Orbaan. New York: Putnam, 1965. 128 pages. Grades 4-6. Acceptable.

This is a fictional treatment of thirteen episodes in the fascinating, crucial ten-year-period from 1837 to 1846 during which California had become a republic and passed from Mexican to United States rule. Included is an account of the Bear Flag Revolt, important not only in California history, but in American history on the whole. The book, part of the "Sagas of California" series, should provide useful information on the area and the time period even though the writing style is not outstanding.

Keith, Harold. Komantcia. Not illustrated. New York: Crowell, 1963. 299 pages. Grades 7 and up. Acceptable.

Pedro Pavón, aged fifteen, had been a proud Spaniard, a fluent linguist, and a talented guitarist before the Comanches attacked his uncle's Mexican rancho, killed Pedro's mother and took Pedro and his younger brother as captives. At first, he is repelled by his captors' savagery and cruelty, after which he is determined to survive and eventually escape. Vivid descriptions of Indian life and the desert environment provide authenticity; however, graphic details of violence and brutality may disturb more sensitive readers. The narrative is lively, though at times clumsy, but the extreme length of the story will limit the readers it attracts.

*Kelly, Bernadine C. Colonists and Caravans: Return to Santa Fe and The Name Day of Dona Clara. Illustrated by Leo Politi. New York: University, 1950. 62 pages. Grades 4-6. Not recommended.

This is an account of the siege and control of Santa Fe, New Mexico by the Indians around 1600. Unfortunately, there is little of positive value about the book--the story is poorly organized, settings are unclear, characters are poorly developed, and the narrative is choppy and lacks continuity. Drawings and format are also outdated.

*_____. Trail Riders. Illustrated by Leo Politi. New York: University, 1950. 63 pages. Grades 4-6. Acceptable.

This is a fictionalized account of Don Juan de Onate's expedition to New Mexico--the first one following Coronado's. Juan Ortega, and Manuel, his friend, both 12-years-old, ride herd with other boys and men on a huge cattle drive. Their adventures with friendly and unfriendly Indians and in actually getting settled will be interesting, especially to young boys. The format is outdated but the book is worthy of consideration for use, because it is one of the few children's books ever written on this topic.

*Kidwell, Carl. The Angry Earth. Illustrated by author. New York: Viking, 1964. 224 pages. Grades 7 and up. Recommended.

Fifteen-year-old Blackwing is captured and sold in a slave market when his ancient village in the Valley of Mexico is ravaged by an enemy tribe. Although he is treated kindly by his owner and becomes almost a member of the family, Blackwing longs to escape to freedom. When an earthquake creates havoc and gives him the opportunity to escape, he realizes that he cannot leave because he has come to identify with his family in this tribe. The very realistic customs and artifacts mentioned in this story, and the upheaval of nature described within are based on modern archaeological discoveries researched thoroughly by the author. The characters are convincing and the plot is fascinating; however, the dialogue seems rather modern for a story set in ancient Mexico.

*_____. Arrow in the Sun. Illustrated by author. New York: Viking, 1961. 254 pages. Grades 7 and up. Recommended.

Netzah, the prince of his people in pre-Aztec Mexico, outlines in detail a careful plan to live rather than die, for his people. With the help of his royal uncle, Aztah, Netzah plans also to avenge his father's death. This is a vivid, realistic account of how Netzah strives to fulfill his resolve to his people and to himself and how he learns self-discipline. Brought out in fascinating detail are facts on the daily lives, customs, and religious practices of ancient peoples of Mexico so that the reader is projected to that time and place. Attractive illustrations and overall format plus a lively style of writing should make this book appealing to many young readers.

Knight, Frank. Remember Vera Cruz! Illustrated by H. J. Gorin. New York: Dial, 1966. 184 pages. Grades 7-10. Recommended.

This is a fictionalized account of action at sea and of the 1568 Battle of Vera Cruz which indirectly led Francis Drake to become a pirate. The story centers on a young English page, Roger Byfield, who is captured by the Spaniards and eventually rescued by Drake's forces when they come to revenge the Spanish attack on John Hawkins' trading vessels at Vera Cruz. This story contains plenty of action and drama, but the characterization is more wooden than it is convincing. The sophisticated style of writing used by the author makes this book more suitable for more mature and especially interested juvenile readers.

Lampman, Evelyn S. The Bandit of Mok Hill. Illustrated by Marvin Friedman. Garden City, New York: Doubleday, 1969. 254 pages. Grades 5-7. Acceptable.

Forced to live by his wits, 12-year-old Angel Palma, an orphan of mid-nineteenth-century San Francisco dreams of the day he can join the outlaw, Joaquin Murieta, who had once befriended him. By consenting to study singing with a music professor, Angel gets to travel to northern

California where he hopes to find the outlaw. Angel's reactions to people and events should hold strong appeal for children while his conflicting loyalties add interest and realism to an unusual, but shallow and uneven story line.

- * _____ . Temple of the Sun: A Boy Fights for Montezuma. Illustrated by Lili Rathi. Garden City, New York: Doubleday, 1964. 229 pages. Grades 5-8. Acceptable.

In Tenochtitlan (now Mexico City) in 1521, 12-year-old Chimal struggles to help save his Aztec city, his emperor Montezuma, and the Temple of the Sun from Cortes and the Spanish invaders. Chimal becomes a spy, endures hunger and plague, and even suffers the loss of his parents in his determination to be a stalwart warrior instead of a temple priest. While this story provides young readers with well documented historical fiction, it does not seem to have the appealing style or the attractiveness in illustrations and format of Bartlett's The Miracle of the Talking Jungle. The bibliography and glossary of terms included do aid in the understanding of names, places, and customs prevalent at the time of the Conquest.

- _____ . The Tilted Sombrero. Illustrated by Ray Cruz. Garden City, New York: Doubleday, 1966. 264 pages. Grades 6-9. Recommended.

Upon the death of his father, a plantation owner and Mexican creole gentleman, spoiled 13-year-old Nando is thrown into a completely new life when he learns from his older brother that they are not creole (a Mexican with only Spanish forbears) but are actually mestizo because they had an Indian grandmother. Nando is thrown into a life of poverty and adventure; he soon becomes involved in the popular cause and is caught up in events which herald the beginnings of the Mexican War of Independence in 1810. While the characterization is not outstanding in quality, this story does give a meaningful picture of a stratified society that united to fight oppression. In addition, the writing style flows smoothly and the series of episodes are well-organized.

- *Lide, Alice Alison. Aztec Drums. Illustrated by Carlos Sanchez M. New York: Longmans, Green, 1938. 142 pages. Grades 4-7. Not recommended.

This is a story of life in Mexico before the time of the Spanish Conquest. The text is confusing and poorly developed while characterization is not fully credible. Both the format and illustrations are depressing and outdated.

- * _____ . Princess of Yucatan. Illustrated by Carlos Sanchez M. New York: Longmans, Green, 1939. 187 pages. Grades 5-8. Acceptable.

This is a fast-moving story of one young Mayan girl and her adventures as a slave, of her escape, and of her perilous journey back to her own people, the Itza. Set in the Yucatan of ancient Mexico, the text is filled with details about the region's history, art, traditions, and architecture. The book is well organized and includes a section called "Historical Note" where the author explains many of the symbols and beliefs of the Mayans as well as methods for uncovering their secrets.

Linton, Adelin. The Jade Amulet. Illustrated by Frederick Catherwood. New York: Funk and Wagnalls, 1965. 146 pages. Grades 6-10. Acceptable.

This is a fictionalized account of the archaeological expedition of John Lloyd Stephens and Frederick Catherwood to Yucatan in 1840 as seen by Peter Barlow, a half Mayan and half American boy who is searching for his Indian mother. The story is rich in historical background and provides some exciting and inspiring reading. However, young Peter seems to lead a charmed, unrealistic existence; his courage and determination in the face of danger, even when the odds are overwhelmingly against him, is not entirely convincing. The Catherwood engravings made originally for Incidents of Travel in Yucatan (1842) by Stephens add meaning to the story and the locale.

*Lobdell, Helen. Golden Conquest. Illustrated by Seymour Fleishman. Boston: Houghton Mifflin, 1953. 277 pages. Grades 6-10. Recommended.

Fifteen-year-old Juan fired with the dream of bringing the Christian religion to savage people, starts out as a serving boy to Cortes and rises to a position of responsibility during the campaign. His friendship with a young Aztec prince and an Indian girl soon leads him to questioning Spanish motives. The narrative is absorbing and suspenseful. Opposing views of the Conquest are skillfully introduced and the characters, especially Juan, are highly credible.

*McGiffin, Lee. Ride for Texas. Not illustrated. New York: Dutton, 1960. 160 pages. Grades 5-8. Recommended.

Following the Civil War, 15-year-old Dobe Taylor and his roistering Texas friend, Clint Walker, eagerly join their beloved Confederate leader, General Jo Shelby, who marches his men to Mexico to join Emperor Maximilian's army rather than yield to the Union forces. As a soldier of fortune, Dobe comes to know incredible hardships and realizes almost too late that he has become a man without a country. There are some authentic historical episodes about Mexico's own fight for freedom. Although Dobe's experiences are fantastic, the story is both exciting and credible. Unfortunately, the book is not illustrated.

*_____. Riders of Enchanted Valley. Not illustrated. New York: Dutton, 1966. 158 pages. Grades 5-7. Acceptable.

In the 1850's, 15-year-old Luke Morgan, who leaves his home in Kentucky to join his brother Shelby in California, goes to work on his brother-in-law's ranch. On the Gonzales ranch Luke is accepted by all but Juan Gonzales, another 15-year-old, who has nothing good to say or think, about the landgrabber gringos. This is a fast-paced adventure story that brings out the conflict caused by diverse backgrounds and the fascination of the West. Parts of the narrative, however, seem forced because additional details or explanations are made to clarify awkward historical facts.

*MacKaye, Loring. Trail from Taos. Not illustrated. New York: Nelson, 1955. 191 pages. Grades 6-9. Marginal.

This is a rather lengthy, slow-moving story of Jim Mento who lived with his family in New Mexico in 1846, when that state became a territory of the United States. Young Jim tries to imagine what it would be like to be Mexican after that country lost the war. When his six-year-old brother is abducted by an Apache chief, Jim has many experiences trying to find him--most of the episodes are just too fantastic to believe. The narrative is not especially well-written and the character portrayals are shallow.

*MacLeod, Robert P. Tosco, the Stubborn One. Illustrated by Dorothy B. Morse. New York: Crowell, 1959. 180 pages. Grades 4-6. Recommended.

This is a very good choice for anyone who loves animal stories having great emotional impact. Lupita, a 12-year-old Spanish-American girl living on a cattle ranch in California in early Spanish days, rescues a mule colt from danger and mistreatment, gives it warmth and love, and persuades her father to allow her to train him. Told against an authentic and colorful background, this dramatic story will particularly appeal to upper elementary level girls.

*Maher, Ramona. Their Shining Hour. Not illustrated. New York: Day, 1960. 192 pages. Grades 7 and up. Acceptable.

Part of "The Daughters of Valor" series, this historical novel is based on events in the life of Susanna Dickinson before and at the siege of the Alamo. There are some excellent, thought-provoking episodes described that emulate her cool presence of mind and extreme courage in the face of dangers. In an author's note at the end of the book, the gathering of facts and the authenticity of the narrative are discussed; placing this in the beginning of the book might have been more helpful. This account definitely gives the Texas viewpoint while the Mexican side of the story is slighted.

*Malkus, Alida. Colt of Destiny: A Story of the California Mission. Illustrated by Manning de V. Lee. Philadelphia: Winston, 1950. 244 pages. Grades 6-9. Acceptable.

Young Jaime Otero has captured two wild horses in California. Their adventures during the time of Spanish and Indian hostilities and the establishment of the Franciscan missions will make interesting reading for young teenagers. There is action and accurate historical background in this, one of "The Land of the Free" series story of the well known wild horses of California that were the forerunners of the excellent horses raised and trained today by Otero's descendants. Unfortunately, the book is not very attractive in format and the paper is of poor quality.

* _____ . The Dark Star of Itza: The Story of a Pagan Princess. Illustrated by Lowell Houser. New York: Harcourt, Brace, 1930. 217 pages. Grades 5-8. Acceptable.

This is an easy-to-read, fascinating story of a young Mayan princess, Nicté, set in the Yucatan at the time in history when the Toltecs took over the Mayan civilization. Information about the period is authentic; however, more recent stories might be more appealing in format (Holden's The Rattlesnake God, 1959 or Kidwell's Arrow in the Sun, 1961).

Mantel, S. G. The Youngest Conquistador. Illustrated by William Ferguson. New York: McKay, 1963. 182 pages. Grades 6-9. Recommended.

This story, written from the point of view of a young boy of noble Spanish birth, tells of 15-year-old Pablo Oliva's part in the capture of the powerful Aztec Empire by a mere handful of Spanish soldiers and caballeros. It related how this adventure began, how it ended, how Pablo helped take prisoner the mighty Montezuma, and how he fought side by side with Cortes. This book, along with Bartlett's The Miracle of the Talking Jungle, and Coleman's The Cross and the Sword of Cortes, will provide the young reader with three different aspects of an exciting and turbulent time in Mexican history. In this particular story, however, Cortes is romanticized greatly and the Spanish slaughter is portrayed as a glorious victory. The overall format is attractive and a bibliography is appended.

Marriott, Alice L. The Black Stone Knife. Illustrated by Harvey Weiss. New York: Crowell, 1957. 183 pages. Grades 4-7. Recommended.

Five Kiowa Indian youths from Oklahoma set out in 1825 for southern Mexico to "find the summer" (the place where it's always warm), and to bring back a black stone knife like the one Young Soldier received years before from his grandfather. The story is based on a true story related by the tribe and is written by an authority on American Indians. There is some worthwhile information on the lands and peoples of Mexico at the time, but it is secondary to the study of the Kiowas. Young boys in the upper elementary and junior high level should find it appealing. Black and white line drawings are not outstanding.

Martin, Patricia Miles. Grandma's Gun. Illustrated by Robert Corey. San Carlos, California: Golden Gate, 1968. Unpaged. (42 pages). Grades 2-5. Recommended.

A young Mexican boy living in the Puebla of Los Angeles during the Mexican War helps to hide a cannon from the invading Americans. Later on, Juan helps to use it against the Americans, but finally realizes that the Americans are in Los Angeles to stay and that he will have to get used to seeing the American flag instead of the Mexican flag. This is a boy's eye view of history that is based on an actual incident of the war. The simple, well-written text is accompanied by attractive bold-line drawings in orange, black, and gray. However, the small, crowded print on each page looks out-of-place and wastes space that could have been used to make the text more attractive in format for younger children.

*Means, Florence Crannell. Adelia Mary in Old Mexico. Illustrated by Herbert Morton Stoops. Boston: Houghton Mifflin, 1939. 226 pages. Grades 6-8. Not recommended.

Other than the fact that this story takes place in Taos, New Mexico in a Mexican casa run by Mexican servants, there is little tangible information on the Mexican theme. It is a story of a St. Louis family who moves west for the mother's health. The role of Mexican characters is slight and stereotyped.

*_____, and Carl Means. The Silver Fleece: A Story of the Spanish in New Mexico. Illustrated by Edwin L. Schmidt. Philadelphia: Winston, 1950. 213 pages. Grades 7 and up. Recommended.

Another story in "The Land of the Free" series, this historical novel for teenagers takes place in New Mexico in the late seventeenth century. The Rivera family, after years of exile in Mexico, returns to Santa Cruz after where they struggle to survive the dangers which threaten their settlement. They try to rebuild the family fortunes by continuing the breed of fine sheep which had been saved and increased during their absence, by a faithful Indian servant. This warm, human story will help the young reader to understand and appreciate the rich and varied cultural background of different sections of the United States.

*Meigs, Elizabeth B. The Silver Quest. Illustrated by Frederick T. Chapman. New York: Bobbs-Merrill, 1949. 173 pages. Grades 5-8. Recommended.

This is a moving, almost mystical story of a Mexican girl, a carved, winged silver horse, and a wild silver stallion. It is set in 1821 in the part of Spanish America which is Texas today. A realistic plot, well-written style, and plenty of action and adventure make it appealing to readers aged twelve and over. The young heroine, Chela, is portrayed beautifully and with tenderness. The author's vivid

descriptions of the people, customs and economy of the period are both meaningful and realistic.

*_____. Sunflight. Illustrated by George Avison. New York: Dutton, 1951. 118 pages. Grades 5-7. Recommended.

Sunflight is a beautiful golden palomino stallion who comes to be owned by an Indian in Spanish Mexico in the early years of the eighteenth century. This is an engrossing story for readers with a special interest in horses and in this period of time in history. Vivid descriptions of beautiful horses, of discrimination against, and slavery of the Indians, and of those men of Spanish descent who were proud of their New World heritage provide an authentic setting. Although the format is not particularly attractive, the style is well-written, the plot has action, and inclusion of a prologue provides the reader with additional worthwhile information.

*Moon, Grace Purdie. Solita. Illustrated by Carl Moon. Garden City, New York: Doubleday, 1938. 241 pages. Grades 4-6. Not recommended.

Set in Mexico and the American Southwest, this story of life in the early 1900's probably has appealed to young girls over the years. Solita ("Little Alone One") is a neglected orphan on the Hacienda of the Little Trees in Mexico. A journey with an uncle and aunt takes her to the North Country, involves them in many adventures, and eventually turns them back toward the hacienda. A weak plot, an outdated style, and thin character portrayals make this book questionable as a source of fiction.

*Nevins, Albert J. The Young Conquistador. Illustrated. New York: Dodd, Mead, 1960. 270 pages. Grades 7 and up. Recommended.

Sixteen-year-old Diego de Molina is sent to Cuba from Spain to protect his family from his escapades; is unwillingly caught up in various intrigues until he unexpectedly finds himself a member of the Cortes expedition to Mexico. Diego's thoughts and observations are recorded in diary form and the account will interest teenagers. The size of the book and the amount of historical detail, plus a sophisticated writing style will limit the number of readers it attracts. The author is a world traveler with a wide and varied background of experiences as well as respect as a writer.

Niggli, Josefina. A Miracle for Mexico. Illustrated by Alejandro R. Hidalgo. Greenwich, Connecticut: New York Graphic Society, 1964. 179 pages. Grades 6 and up. Recommended.

This is a junior historical novel set in Mexico in 1531 and centered on the story of the Virgin of Guadalupe. Martín Aguilar, a fictional character, plays a part in the revelations that lead to the

miraculous appearance of the Virgin. There is little in this book that will appeal to the general reader. The story is so thoroughly researched that it is burdensome and will prove to be too much for most young readers unless they are especially motivated. Included are a prologue and a concluding note; in addition, however, there might have been a map and a list of characters given as well. The beautiful paintings in soft colors are excellent.

O'Dell, Scott. The King's Fifth. Illustrated by Samuel Bryant. Boston: Houghton Mifflin, 1966. 264 pages. Grades 6 and up. Recommended.

This is the story of seven men who leave the summer camp of Coronado's army and strike out into the unknown lands of the Spanish Southwest in search of gold. For most of the men, their leaving the camp is drawn by their greed for treasure. Esteban de Sandoval a cartographer, wants only to draw maps of the countries still unseen and scarcely dreamed of in the courts of Spain. Eventually however, he is sacrificed up in the gold fever that infects the expedition until all is sacrificed to the lust for gold--blood, honor, sanity, even life itself. The story is another beautifully written one by an author who really immerses himself in the history of the areas about which he writes. Vividly described are the Indians, villages, and the terrain. It is an attractively illustrated book with a high quality format.

Pole, James T. Midshipman Plowright. Illustrated. New York: Dodd, Mead, 1969. 272 pages. Grades 7 and up. Recommended.

After graduating from the Naval Academy during its early years, Midshipman Jason Plowright and his three close friends are promptly assigned to sea duty during the Mexican War. Jason is caught in a storm, shipwrecked, and eventually captured and taken to Mexico City where he meets the beautiful Elena. This exciting adventure of the high seas and war-torn land, the winner of the Edith Busby Award, is based closely on Naval Academy records; and is fascinating reading, particularly for teenaged boys.

*Puttcamp, Rita. Borrowed Boots. Illustrated by Clifford N. Geary. New York: Viking, 1956. 186 pages. Grades 6-9. Recommended.

This is a good, realistic story of relations between Mexicans and Texans after the Mexican-American War. Although little historical fact is recorded, the reader experiences serious social conflicts that occur in the area. The writing style is not outstanding, but the theme and message are timeless and most pertinent for today's young readers. Two boys, Sam Randal and Juan Cortina, are the central figures in this story which is more a series of events. Both characters are convincing and seem to play authentic roles.

- *Rotch, Francis. The Blue-Eyed God. Illustrated by John F. Clymer. Caldwell, Idaho: Caxton, 1938. 311 pages. Grades 6-10. Recommended.

This is a well-written, though somewhat sophisticated, story of Coatl and his young friend Ktli. Coatl is the same Quetzalcoatl of Toltec legend, the plumed serpent god of the Toltecs who taught his people the art of civilization. In this version, the author makes Coatl a Norseman. The book is well organized and includes a glossary, pronunciation guide, explanatory preface, and detailed table of contents. It will appeal most to mature young readers aged twelve on up who have a special interest in history and legend.

- *Sanders, Ruby W. Winding Canyon. Illustrated by Charles H. Joslin. Caldwell, Idaho: Caxton, 1958. 166 pages. Grades 6-8. Not recommended.

This is a rather shallow story of California ranch life in the rolling hills and canyons of the state in the 1850's. Two families, one Spanish and the other American, both settlers, have their differences but band together to defend against the Pah-Utes, an unfriendly and raiding tribe of Indians. The plot is typical and the character development lacks depth. Conflicts and similarities in cultures are never skillfully spelled out.

- *Shirreffs, Gordon D. The Rebel Trumpet. Not illustrated. Philadelphia: Westminster, 1960. 171 pages. Grades 6-10. Marginal.

A courier for the Union forces, Steve Ames and his friend, Herman Calvillo from Santa Fe, are involved in the New Mexico campaign of 1862. Both 15-years-old, they are caught up not only in military combat, but also in a conflict where men are engaged in selling out their loyalty for the sake of personal gain. The plot is colorful, and the setting is authentic. The characters are not completely credible however, as they perform unrealistic feats which seem beyond them. Lack of illustrations makes the book less appealing to upper elementary readers.

- Silverberg, Robert. The Gate of Worlds. Not illustrated. New York: Holt, Rinehart, and Winston, 1967. 244 pages. Grades 7-10. Recommended.

This story is a unique blend of science fiction and archaeological and anthropological fact. In 1963, eighteen-year-old Dan Beauchamp of New Istanbul (London) sets off to make his fortune in Mexico where the mighty Aztecs are still in power. This book describes Dan's many fantastic and funny adventures in his search for power and money by the fastest possible means. The reader should find plenty of intrigue as well as amusement; however, the book's greatest fascination seems to lie in the possibilities for exploring what might-have-been in

the land of Mexico.

*Stone, Idella (Purnell). The Forbidden City. Illustrated by Harve Stein. New York: Macmillan, 1932. 216 pages. Grades 6-8. Marginal.

This is an outdated portrayal of life in Guadalajara, Mexico, a few decades ago. It can still provide some enjoyable reading for those who like tales of the tough Old West and Mexico. Portrayal of Mexicans seems stereotyped, with the story being written about Americans mainly, and from an American viewpoint. Realistic illustrations are an asset to the story.

*Strousse, Flora. The Friar and the Knight: Bartolomé de Olmedo and Cortes. Illustrated by William Wilson. New York: Kenedy, 1957. 190 pages. Grades 6-10. Acceptable.

This is an account of the strong relationship between Cortes and a priest whom he meets while mayor of Santiago de Cuba. It tells in a very readable style of their adventures and problems on their trip to Mexico which led to the Conquest. The drab format and average black and white drawings will limit its appeal, especially with elementary children.

*Summers, James L. Sons of Montezuma. Not illustrated. Philadelphia: Westminster, 1958. 192 pages. Grades 7-10. Acceptable.

The march of General Winfield Scott's army from Vera Cruz to Mexico City during the Mexican War is relived in this account by the author. Private Jack Parsons, under discipline for breaking rules, finds himself with a scouting party and becomes involved in numerous conflicts and experiences unexpected hardships. In this well-researched story, the author does his best to be objective, but still seems to side with the American cause. Sophisticated style and detailed historical facts make this book suitable only for the most mature young teenaged readers.

*Trevino, Elizabeth Borton de. Our Little Aztec Cousin of Long Ago. Illustrated by Harold Cue. Boston: Page, 1934. 83 pages. Grades 4-6. Recommended.

Set in Central Mexico in 1450, this story tells of the experiences and adventures of a little Aztec boy whose unintentional disobedience causes him to be sold into slavery. There is a great deal of information shared with the reader on Aztec schools, homes, merchants, and colorful markets and the products found in them. It is a worthwhile story and an even better source of information in supplementary social studies reading. Perhaps a revised edition which would include more illustrations could be undertaken since the book's content is so worthwhile.

_____. Nacar, the White Deer. Illustrated by Enrico Arno. New York: Ferrar, Straus, and Girous, 1963. 149 pages. Grades 5-7. Recommended.

In seventeenth-century Mexico, young Lalo, a mute shepherd boy, is entrusted with the care of a sickly white deer that is to be a present from Mexico to the King of Spain. When Nacar is strong enough, he is shipped to Spain and Lalo accompanies him. There, the boy, after hearing that the king plans to hunt the white deer, is shocked into speech. Because the king considers this a miracle, both Lalo and Nacar are given safety and a home forever. The story, which is based on historical records of the seventeenth century, is tenderly and beautifully written; but the greatest appeal is in the delicate emotions and moods emitted. Thus, the more perceptive reader, and the reader who responds to compassion for animals should find this story very worthwhile.

*Triggs, Lovell Beall. Rosalita. Illustrated by Weda Yap. New York: Century, 1932. 179 pages. Grades 5-7. Not recommended.

This is a rather sugar-coated, unrealistic portrayal of a young Spanish girl's adventures in Southern California where she lives with her family on a ranch. The story takes place in the 1830's when California was ruled by a Mexican governor and was overrun by bandits. The book is outdated in format.

*Watson, Virginia Cruse. With Cortes the Conqueror. Illustrated by Frank E. Schoonover. Philadelphia: Penn, 1917. 332 pages. Grades 7 and up. Marginal.

Intended for young people, this version of Cortes' conquest of Mexico and the taking of Tenochtitlan, the great city of the Aztecs, seems historically accurate and closely documented. Beautifully colored prints add to its good quality. The book's large size and outdated format will limit its use with elementary school readers.

Williams, J. R. (pseudonym for Dorothy J. Williams). Mission in Mexico. Not illustrated. Englewood Cliffs, New Jersey: Prentice-Hall, 1959. 186 pages. Grades 6-10. Acceptable.

Set in Mexico in 1867, this story gives a vivid picture of Mexican life, and destruction that can emerge from any civil war. Sixteen-year-old Chris Terrill sets out for Mexico when he learns that his soldier father has gone there to help Mexican Emperor Maximilian and soon discovers that his own country is not the only one with troubles. This book is good reading for those who like historical fiction and fast-moving adventure. However, Chris seems to be portrayed as overly good and kind and is not completely convincing as the story unfolds.

Wormser, Richard. The Kidnapped Circus. Illustrated by Don Bolognese. New York: Morrow, 1968. 192 pages. Grades 6-9. Recommended.

Twelve-year-old Ed Phelps, fascinated by the clever owner of a small circus, joins the troupe in a small New Mexico town in 1881 and has many adventures. The circus has to cope with counterfeiters and they are "kidnapped" (forcibly detained) at a remote hacienda for the entertainment of the mad owner. When they do finally escape, they suffer real hardships as they journey through country long considered impassable. The story is delightful and moves at a fast pace, while the theme is a unique and appealing one. The black and white illustrations are outstanding; both line drawings and drawings using grayish watercolor effects are included.

Folklore

*Alexander, Frances (collector, translator, and arranger). Mother Goose on the Rio Grande; Rimas Sin Ton Ni Son. Illustrated by Charlotte Baker. Skokie, Illinois: National Textbook Company, 1971. 101 pages. Grades 3-6. Acceptable.

This is an attractive collection of rhymes, riddles, and game rhymes from Mexican folklore with text in English and Spanish on facing pages. The book should be of value for the information and insight it provides on the Mexican people from the Texas-Rio Grande region, for the furtherance of international good will, and for the incidental teaching of both Spanish and English to children, particularly those who are bilingual or who are learning Spanish.

Arnott, Kathleen. Animal Folk Tales Around the World. Illustrated by Bernadette Watts. New York: Walck, 1970. 253 pages. Grades 3-6. Acceptable.

Only one tale about Mexico is included in this collection of 39 animal tales taken from the folk literature of more than 35 countries and subsequently retold by the author. "The Buffalo, the Coyote, and the Peace Pipe" is a familiar Mexican tale; this version is especially well told and is accompanied by very attractive illustrations. Excellent quality format and highly organized content make this one of the most attractive books of animal folk tales ever published. Story sources and a map showing the geographic location of each story are included. However, since humans are usually portrayed as victims or beneficiaries and animals as the heroes, some readers may find the approach repetitive and even distasteful. It is a good read-aloud source.

Balet, Jan. The Fence: A Mexican Tale. Illustrated by author. New York: Delacorte, 1969. Unpagged (22 pages). Grades K-3. Recommended.

Here is an outstanding book for young children worth having for the beautiful illustrations alone. A poor family who lives next door to a rich family in Mexico is taken to court by the rich family for standing at the fence and stealing the rich aromas of the food being prepared for the aristocrats. But the father of the poor family slyly jingles some coins in a hat for the rich family to listen to; that counts as correct payment, according to the judge. The amusing tale, set in Mexico, should delight young children while the illustrations, distinctive in style and contrast, are in brilliant colors and authentically detail the Mexican scenes.

Barlow, Genevieve. Latin American Tales: From the Pampas to the Pyramids of Mexico. Illustrated by William M. Hutchinson. Chicago: Rand McNally, 1966. 144 pages. Grades 4-8. Recommended.

These 19 stories translated from Spanish by the compiler, range in background from the vast plains of Argentina to the mountains of Mexico. All stories have originated with a number of Indian tribes in the region and most are told with freshness and appeal. Although only several tales are about Mexico, these can at least give the young reader a taste of Mexican Indian lore and might aid in the understanding of the people of Mexico. The few illustrations that are included enhance the narrative and the map inside the front cover is referred to often.

Bleecker, Mary. Big Music, or Twenty Merry Tales to Tell. Illustrated by Louis Glanzman. New York: Viking, 1958. 256 pages. Grades 3-7. Acceptable.

Magic, merriment, wisdom, and inspired nonsense surround these tales and legends, all chosen because they make you laugh. Mexico is represented by the tale "The Princess and José," pages 91 to 98. It is cleverly told and lively. But small print and the large size of the book will limit the book's use with children. The tales will appeal more if read aloud by the teacher or librarian.

Brenner, Anita. The Boy Who Could Do Anything and Other Mexican Tales. Illustrated by Jean Charlot. New York: Scott, 1942. 128 pages. Grades 3-6. Recommended.

This is one of the best books of Mexican folktales ever to be published for presentation to American children. Included are legends of things that happened long ago, Indian and animal myths; stories of magic; and several tales about Tepozton, a boy who has unsuspected magical powers. Two outstanding features of the book are (1) the author's use of authentic language to give the full flavor of Mexican humor and imagination, and (2) Jean Charlot's drawings that are distinctive, delightful, and the perfect accompaniment to the tales.

- * _____ . Dumb Juan and the Bandits. Illustrated by Jean Charlot. New York: Young Scott, 1966. Unpagged (43 pages). Grades 4-6. Not recommended.

This is one of the more gruesome stories from The Boy Who Could Do Anything by the same author. The book looks attractive and the theme seems humorous, but the tale may be quite depressing to many young readers as it sets about degrading a human being--Juan. It tells of a stupid youngest brother ("Dumb Juan") who accidentally scares off some bandits and becomes a rich man. The style of writing is interesting and free-flowing; the illustrations by Charlot are typically attractive. However, the author's A Hero By Mistake is a more suitable story for children and is not as offensive as this book seems to be.

- _____ . A Hero By Mistake. Illustrated by Jean Charlot. New York: Scott, 1953. 44 pages. Grades 1-4. Recommended.

A Mexican Indian who is afraid of everything--his shadow, an echo, firecrackers, even his burro--unwittingly becomes a hero when he accidentally scares five marauding bandits and captures another with a price on his head. He becomes 'Don' Dionisio and rich, still afraid, but appearing brave so as not to disappoint his friends. This fanciful tale is simple and humorous; cleverly told, and imaginatively illustrated. It is excellent for independent reading by young children or for reading aloud and storytelling.

- _____ . The Timid Ghost, or What Would You Do With A Sackful of Gold? Illustrated by Jean Charlot. New York: Scott, 1966. Unpagged (43 pages). Grades 3-6. Acceptable.

Many years ago, Teodoro, a Mexican gold prospector was buried beneath an avalanche of gold nuggets before he could fulfill his dreams and ambitions. But years later, he returns as a ghost with a question: "What would you do with a sackful of gold?" The person who answers the question correctly will bring wealth to himself and peace to Teodoro's spirit. This tale, with its unusual hero and suspense should appeal to many young readers. However, the fact that Teodoro, who died over 300 years ago, was wearing miner's clothing and using equipment that was not used earlier than 1800 is incorrect. Although the mistake may not be detected by young readers, it, nevertheless, should not be there. As usual, the Charlot drawings help to make this a handsome picture book.

- *Brenner, Leah. The Boyhood of Diego Rivera. Illustrated by Diego Rivera. New York: Barnes, 1964. 95 pages. Grades 5-7. Acceptable.

These are tales which the author gathered from the famous Mexican artist, Diego Rivera. The tales--"The Witch Doctor," "Buried Treasure," "Frog Face," "Thirteen Mounted Men," and "The Great General"--

are related by Rivera from his boyhood remembrances. Although the narrative is written in a fairly sophisticated style and could be difficult to read for some youngsters, the information presented on the lives and customs of some Mexican people can be helpful in understanding the country. Sketches in black, white and gray are quite unique.

*Bryan, Catherine, and Mabra Madden. The Cactus Fence. Illustrated by authors. New York: Macmillan, 1943. 80 pages. Grades 4-6. Recommended.

These seven animal tales can be enjoyed by many young readers because the text is easy-to-read and the tales have simple plots. The animals live with a man whose house has a cactus fence around it. Attractive, cartoon-type sketches and an appealing format will make this a popular choice with young readers eight years old and up.

*_____. Pito's House: A Mexican Folktale. Illustrated by authors. New York: Macmillan, 1943. Unpagged (38 pages). Grades 1-4. Recommended.

This is a tale that will be familiar to many young readers. It is the story of a man who can no longer endure his wife's constant complaining that the house is too small. So, Pito goes to the padre for help. The padre suggests a very simple and a very surprising way of settling the matter. The tale is told with humor and spice, and the bright drawings add to the hilarity of the predicament.

Campbell, Camilla. Star Mountain and Other Legends of Mexico. Illustrated by Frederic Marvin. New York: McGraw-Hill, 1968. 93 pages. Grades 4-7. Recommended.

This is a group of 20 briefly-told legends, of Aztec, Maya, and Toltec origin, of place names, holidays, saints, and nature. Among the stories are several flower and animal tales, also "Our Lady of Guadalupe," "Alvarado's Leap," and the sad song of ill-fated Carlota, Mexican Empress in the 1860's. All stories are based on myth or folklore, on miraculous happenings, or on actual history. The illustrations in black, white, and blue add to the value of the collection, and an appended bibliography as well as a glossary with a pronunciation guide give support to the authenticity of the text.

Courlander, Harold (ed.). Ride with the Sun: An Anthology of Folk Tales and Stories from the United Nations. Illustrated by Roger Duvoisin. New York: McGraw-Hill, 1955. 296 pages. Grades 5-8. Acceptable.

This collection of 60 folk tales contains twenty stories on Latin American countries, one of which is on Mexico—"Senor Coyote and the Dogs," pages 253 to 256. The tale is a familiar one and can be found in other sources as well. (Children usually enjoy the antics of

the coyote and his other animal friends and foes.) Teachers and librarians will find this a worthwhile book to have for reading aloud purposes.

Dobie, James Frank. Puro Mexicano. Not illustrated. Austin, Texas: Texas Folklore Society, 1935. 261 pages. Grades 6 and up. Not recommended.

This is a good collection of Mexican folk tales gathered by the author in his travels through Mexico and the Spanish Southwest. It is a rather lengthy source of greatest use to interested teachers and librarians for enrichment purposes and the information it brings out on the lives and customs of the Mexican people.

Dolch, Edward W., and Marguerite P. Stories from Mexico. Illustrated by Ernest De Soto. Champaign, Illinois: Garrard, 1960. 168 pages. Grades 2-4. Recommended.

This is a collection of good, easy-to-read stories that depict various aspects of life in Mexico--life in the villages, life on the haciendas, the poor and the rich Mexicans, and the ancient gods of nature. This type of folklore will help children to understand the Mexicans better and to know more about their customs and culture, both past and present. All books in this "Folklore of the World" series are written almost entirely in the Dolch word list. This particular book should interest elementary children yet not overwhelm them. The illustrations are beautifully done; many are full-page drawings.

Edmonds, I. G. Trickster Tales. Illustrated by Sean Morrison. Philadelphia: Lippincott, 1966. 147 pages. Grades 5-7. Acceptable.

The character of the trickster appears in these tales in the form of a judge, court advisor, servant, or animals. This collection of 18 stories represents some of the folklore of India, Japan, Greece, Cambodia, Alaska, and Mexico. Many of the tales will be familiar to children who should find reading them here in various national settings rather enjoyable for a change. "Senor Coyote and the Mouse" is the only tale included on Mexico, with the coyote the star attraction once again. He is perhaps the most well-known animal character found in Mexican folklore. Except for the omission of sources of tales in the table of contents, the book is well-organized.

*Eliot, Ethel Cook. Roses for Mexico. Not illustrated. New York: Macmillan, 1955. 119 pages. Grades 7 and up. Acceptable.

The legend of the miracle surrounding the Virgin of Guadalupe is depicted in this book. Juan Diego, a poor Indian, encounters the Virgin on his way to Mexico City. This is the story of how he is ostracized when he reports his experience and of how both the Bishop and the people are convinced that he is telling the truth. The text is readable

though somewhat wordy; the book is not particularly appealing in format. The theme will be of interest mainly to those with a special interest in the topic.

*Ellis, Amanda M. Legends and Tales of the Rockies. Illustrated. Colorado Springs, Colorado: Dentan, 1954. 59 pages. Grades 7 and up. Marginal.

These are Spanish and Indian legends of the regions around Colorado, New Mexico, and Arizona. Many of them are little-known to the general reader and few are actually suitable for, or will appeal to juvenile readers. Some tales could be selected to read aloud, but the book is most useful in special folklore collections.

Evans, Kathryn. One Good Deed Deserves Another. Illustrated by author. Chicago: A. Whitman, 1964. Unpagged (28 pages). Grades K-3. Recommended.

Based on an old animal fable from Mexico and the Southwest, this version by Katherine Evans is given a new cast of characters. A Mexican family on their way home from market rescues a man trapped in a tree over a cliff. Once he is safe, the man tries to rob them; however, he is outwitted by a young boy who is asked his opinion if it is right to "return evil for good." The message of the fable is timeless and children will delight in seeing goodness properly rewarded and evilness properly punished. The illustrations are beautifully done, the overall format is appealing, and the text is very well-written.

Frost, Frances. Legends of the United Nations. Illustrated by Karl M. Shultheiss. New York: McGraw-Hill, 1943. 323 pages. Grades 5-8. Acceptable.

Seventeen different countries are represented in this collection of folktales; two stories about Mexico are "Tepozton" and "The Cow that Cried." Some tales are beautiful; others are rather strange. The size of the volume and the sophisticated style of writing will limit its use with juvenile readers. The book will be used most effectively by teachers and librarians for reading aloud and storytelling.

deGerez, Toni. 2-Rabbit, 7-Wind: Poems from Ancient Mexico, Retold from Nahuatl Texts. Illustrated. New York: Viking, 1971. 56 pages. Grades 5 and up. Recommended.

These selections from ancient Nahuatl Indian texts have been artfully compiled so that the entire book can be read as one poem, or as separate selections according to the reader's interest and taste. However, it is read, this poetry gives tremendous insight into how the Nahuatl people of Mexico lived, thought, and expressed themselves. Not only are the selections poignant, tender, and often dramatic, but also, the total effect of the book and its content is quite dramatic to

sensitive, appreciative readers of all ages. As a piece of bookmaking, this book is superb; as poetry, the text has that universality of emotion that speaks to all people.

Hardendorff, Jeanne B. Tricky Peik and Other Picture Tales. Illustrated by Tomie de Paola. Philadelphia: Lippincott, 1967. 122 pages. Grades 4-6. Acceptable.

This is a good collection of 20 tales that are especially suitable for telling or for reading aloud. Most of the tales, which originated in Holland, France, Scandinavia, India, China, Italy, Mexico and Spain, are humorous, lighthearted, and short. Only one about Mexico is included--"The Coyote and the Two Dogs." This tale has the familiar character, Senor Coyote, in the leading role, and this version has been borrowed from Picture Tales from Mexico by Storm, a more complete source of folktales about Mexico.

Harper, Wilhelmina (comp.). Ghosts and Goblins: Stories for Halloween. Illustrated by William Wiesner. New York: Dutton, 1964. 250 pages. Grades 5-8. Acceptable.

Only one tale from Mexico is included in this collection of magic and fantasy, witches and fairies, and spooks and spirits representing countries all over the world. "The Goblin of the Pitcher" is taken from Mayan lore; however, this same version can be found in The Spindle Imp and Other Mayan Tales by Malkus, which is a more acceptable source of Mexican folklore. Difficult vocabulary and tricky expressions make this book, Ghosts and Goblins, a good source for reading aloud by the teacher or librarian.

*Henius, Frank. Stories from the Americas. Illustrated by Leo Politi. New York: Scribner, 1944. 115 pages. Grades 4-7. Acceptable.

This attractively illustrated collection presents good background material on the customs and color of various Latin American countries. One tale, "The Oranges," is about a Mexican boy, his step-mother, and the three oranges he had eaten without permission. It ends in a rather violent and gruesome manner and may be offensive to sensitive youngsters. The volume is attractively illustrated in black and white.

Jagendorf, Moritz A., and R. S. Boggs. The King of the Mountains: A Treasury of Latin American Folk Stories. Illustrated by Carybé. New York: Vanguard, 1960. 313 pages. Grades 4-7. Recommended.

This is an excellent, comprehensive collection of more than 50 stories told in Mexico, Central America, the islands of the Caribbean, and all of South America. Included are six tales about Mexico--"The Love of a Mexican Prince and Princess," "Coyote Rings the Wrong Bell,"

"The Sacred Drum of Tepozteco," "The Holes of Lagos," "The Miracle of Our Lady of Guadalupe," and "Pancho Villa and the Devil." Several outstanding features of the book include a section of notes on each folktale giving its derivation and meaning and a detailed glossary of Spanish, Portuguese, and Indian words used. The book is a valuable aid, especially for librarians, teachers, and storytellers.

_____. Noodlehead Stories From Around the World. Illustrated by Shane Miller. New York: Vanguard, 1957. 302 pages. Grades 3-6. Not recommended.

There is but one short story in this book that is about Mexico. "The Sombreros of the Men of Lagos" on pages 268 to 270 concerns 12 foolish men who discussed "problems" that were rather ridiculous. For those readers who appreciate exaggerated silliness and foolishness, this book has plenty of it. It seems irritating and ridiculous, however, and just not very enjoyable.

*Jordan, Philip D. The Burro Benedicto and Other Folktales and Legends of Mexico. Illustrated by Richard M. Powers. New York: Coward-McCann, 1960. 92 pages. Grades 4-7. Acceptable.

This is quite a varied collection of 18 tales, some new and some familiar, but all rooted in the customs and traditions of Mexico. Most of the tales are well-told; especially fine are "The Burro Benedicto" and "Lazy Lout of a Plant." But several tales are of questionable value for children and are written in a flat writing style. The unusual illustrations are rather modern and may not be very appealing to children. The source is most valuable to teachers and librarians.

*Keats, Mark. Sancho and His Stubborn Mule. Illustrated by Fritz Eichenberg. New York: Scott, 1944. Unpagged (41 pages). Grades K-3. Marginal.

This is another familiar folktale set in Mexico. It is the story of Sancho and his wonderful idea for getting his stubborn mule to carry a load of gourds to market when name-calling, threats, whacks, and pushing fails. Illustrations with dark blue background are displeasing to the eye and the quality of the book is flimsy.

*Levy, Harry. The Bombero: Tales from Latin America. Illustrated by Howard Simon. New York: Knopf, 1943. 86 pages. Grades 3-5. Acceptable.

Four tales from Latin America are included in this book, one each from Ecuador, Mexico (pages 21 to 52), Peru, and Argentina. "The Little Silver Fish" gives an authentic picture of one method of fishing in Mexico. It is more a story than a folktale and takes place in the town of Janitzio. The text is fast-moving and descriptive.

*McCaslin, Nellie. Legends in Action: Ten Plays in Ten Lands. Illustrated by Daty Healy. New York: Row, Peterson, 1945. 136 pages. Grades 3-6. Acceptable.

Included in this collection of ten plays is "Christmas Fiesta-- A Mexican Festival," a simple play giving the proceedings of Mexicans on Christmas Eve. A list of properties, a stage diagram, types of costumes needed, and other details make this book more useful to teachers than to juvenile readers. The content and format lack appeal and inspiration.

McNeill, James. The Double Knights. Illustrated by Theo Dimson. New York: Walck, 1964. 128 pages. Grades 4-6. Acceptable.

These 17 tales from many different countries dramatize the usual morals of fairy and folk tales--that good can overcome evil; that material things don't make the person; and that happiness comes from being oneself. The one tale from Mexico, "Santiago and the Fighting Bulls," is a kind of hero tale that is told with excitement, magic, and humor. Although it will be unfamiliar to many children, the theme of kindness being rewarded is an appealing one. The illustrations in the book while exaggerated and in bold, heavy lines, are suitable for the stories presented.

*Malkus, A. The Spindle Imp and Other Tales of Maya Myth and Folk Lore. Illustrated by Erick Berry. New York: Harcourt, Brace, 1931. 176 pages. Grades 5-8. Marginal.

This is a type of continuing story of a young girl named Ishbel and her encounters with different kinds of Imps, Clay-People, and Goblins. The tales are very fanciful and seem similar in theme; thus, the book may become tiring after awhile. The format is very much outdated; so the best use for the book would be for reading aloud purposes.

*Martinez Del Rio, Amelia. The Sun, the Moon, and a Rabbit. Illustrated by Jean Charlot. New York: Sheed and Ward, 1935. 191 pages. Grades 5-7. Recommended.

This is an outstanding collection of Toltec, Aztec, and Spanish folktales especially suitable to upper elementary level children. Many of the tales are a real study in humanity and spirituality and will evoke comments and discussion from the children as they relate the tales and philosophies involved to their own lives today. Illustrations are authentic and add meaning to the text. Since this is a rather lengthy collection of 42 tales which is not out-of-print, perhaps two smaller volumes could be published in its place.

Newman, Shirlee. Folk Tales of Latin America. Illustrated by Dorothy Rosenwasser and J. Correas Flores. New York: Bobbs-Merrill, 1962. 123 pages. Grades 4-6. Marginal.

This book of folk tales, part of the "Folk Tales Around the World" series, includes stories from most Latin American countries from Argentina to Mexico. Unfortunately, the source of each tale is omitted from the table of contents section, forcing the reader to turn to each tale to find out its origin. The one tale from Mexico, "Pepe and the Figs," tells of a lazy Mexican boy who learns the hard way that he must work and become "good-for-something." The theme of laziness in Mexican people is a prevalent one and represents a stereotype which needs to be changed so that children are not wrongly impressed.

*Peck, Leigh. Don Coyote. Illustrated by Virginia Lee Burton. Boston: Houghton Mifflin, 1942. 78 pages. Grades 4-6. Recommended.

The hero of these tales is Don Coyote, "wisest of all animals." Although a champion of the underdog, he likes nothing better than to take advantage of the stupidity of other animals--just for the fun of it. Many of these stories of the Southwest will appeal to the imaginations of children, but this publication is outdated and will be used mainly by teachers and readers with special interest in the content.

*Prieto, Mariana. Ah Ucu and Itzo: A Story of the Mayan People of Yucatan. Illustrated by Lee Smith. New York: Day, 1964. 48 pages. Grades 2-5. Marginal.

This tale of Mayan origin, written in separate English and Spanish texts, with some Mayan words inserted, tells of little people who live underground and control the growing of corn. Ah Ucu, the young boy, takes some of the corn that his parents set out to propitiate the little people for his pet mouse, Itzo. When a corn blight threatens the crop, Ah Ucu replaces the corn he had stolen; immediately, the corn crop prospers. The story is told in a matter-of-fact style, the illustrations are not outstanding, and the inconsistency in the placement of the two texts (sometimes on the same page and other times on opposite pages) limit the overall appeal and effectiveness of this book.

_____. When the Monkeys Wore Sombreros. Illustrated by Robert Quackenbush. Irvington-on-Hudson, New York: Harvey House, 1969. 36 pages. Grades 2-5. Recommended.

This is one version of the most popular of all Mexican legends. Two young brothers starting off to market to sell newly woven sombreros made of yellow straw, fall victim to some playful monkeys who grab the hats and stain them with orange juice. But, a man sees their problem and gives them some bleach. Their uniquely white sombreros are a huge success at the market. The text, which effectively explains foreign words when necessary, moves at a smooth pace and is complemented by bright, attractive illustrations. The two boys are not "types" but are portrayed as individuals having real and believable personalities.

_____. The Wise Rooster. Illustrated by Lee Smith. New York: Day, 1962. Unpagged (40 pages). Grades 1-4. Marginal.

This is a Christmas legend told with a Latin-American touch about that night, long ago, when the animals talked as they witnessed the birth of Christ. However, this version of the tale seems fragmented and disorganized. The text, told in Spanish and English, is written in a matter-of-fact style that is shallow and uninspiring. Perhaps the greatest value of the book lies in its use as a bi-lingual reader. In addition, the illustrations in blue, black, and white are rather attractive and should appeal to young children.

*Purnell, Idella. The Merry Frogs. Illustrated by Nadine Wenden. New York: Suttonhouse, 1936. 109 pages. Grades K-4. Acceptable.

This is a collection of Mexican myths and folktales that are mindful of Aesop's fables and have a similar charm and simplicity. Animals are the chief characters in these stories told with charm and simplicity. A short sketch of Mexico and its people is given in the introduction, and attractive illustrations help to portray the theme. The book is outdated in format, however, and is no longer in print.

*_____. The Talking Bird, An Aztec Story Book: Tales Told to Little Paco by His Grandfather. Illustrated by Frances Purnell Dehlsen. New York: Macmillan, 1938. 95 pages. Grades 4-6. Recommended.

This is a collection of fairy tales and legends of the Aztecs which Paco's grandfather told him. Each story is prefaced by an incident of modern life in Mexico, (thus making the legends more meaningful) including descriptions of market days, a fiesta, a Christmas celebration, a picnic, and Independence Day. The style is warm and the information presented is fascinating. Illustrations of heavy black on white are not especially inviting.

*_____. The Wishing Owl; A Mayan Story Book. Illustrated by Frances Purnell Dehlsen. New York: Macmillan, 1931. 95 pages. Grades 4-6. Recommended.

This book is similar in format to The Talking Bird except that these are Mayan tales told by a grandmother to young Tilim of the Yucatan. Again, before each story, the author has given a picture of contemporary life in Yucatan so that the stories become more meaningful to young readers. The author's style is easy-to-read and the tales are fascinating. Black and white line drawings are attractive and supplement the text most effectively.

*Rhoads, Dorothy. The Bright Feather and Other Maya Tales. Illustrated by Lowell Houser. New York: Doubleday, Doran, 1932. 196 pages. Grades 4-7. Acceptable.

This book consists of a group of Mayan folk tales from Yucatan and Guatemala; many of these stories are quite eerie. Most of them were taken directly from native informants with the words rearranged only for more concise narrative presentation. There is a great deal of the old Mayan flavor in these tales of the Mayan half-world between the Mayans themselves and their long-forgotten gods. This is a good collection, especially suitable for reading aloud and for young readers fascinated by the realm of the supernatural and the spirit. Outdated format will not help to "sell" this book.

*Rickard, John A. The Old Aztec Story Teller: Latin American Folk Tales Told in Texas. Illustrated by William Brady. New York: Barnes, 1944. 62 pages. Grades 3-6. Acceptable.

Most of these eight folktales are suitable for children; however, several seem to condone dishonesty and laziness and are therefore, unacceptable. An authentic picture of the flora and fauna of the land is evident and some historical information is shared in the tales. The book is attractive in format and well-organized considering that it was published so many years ago. Because of the unique style and sophisticated sentence structure, the tales may be more appreciated if read aloud.

Ross, Eulalie S. (ed.). The Buried Treasure and Other Picture Tales. Illustrated by Josef Collini. Philadelphia: Lippincott, 1958. 187 pages. Grades 3-5. Acceptable.

Russia, Spain, Scandinavia, India, Mexico, Italy, France, Holland, China, and Japan are represented in this collection of 22 stories. The two about Mexico are, "Senor Coyote Settles a Quarrel," and, "The War Between the Lion and the Cricket." The stories are excellent for reading aloud or for storytelling, and can also be used by especially interested young readers. Pencil drawings are fresh and engaging.

Ross, Patricia F. The Hungry Moon: Mexican Nursery Tales. Illustrated by Carlos Merida. New York: Knopf, 1946. 73 pages. Grades K-4. Marginal.

These are original stories based on well-known Mexican nursery rhymes. Each tale is presented in both Spanish and English. Young children will enjoy these well-written tales in their attractive format. However, true colors are not used in several of the illustrations and such errors can cause confusion and misinformation for the child.

_____. In Mexico They Say. Illustrated by Henry C. Pitz. New York: Knopf, 1961. 211 pages. Grades 4-8. Recommended.

Fourteen Mexican folk stories about saints, animals, elves, and royalty are included in this collection; each of which combines elements

of humor, fantasy, and superstition with the everyday life of the colorful Mexican peasants. Although these stories are longer than those in Brenner's The Boy Who Could Do Anything, these tales seem to be easier to read and might be more popular for independent reading purposes. However, both books are worthwhile as neither one supplants the other. Vividly detailed illustrations, some in color, are quite attractive and harmonize well with the background material of the narrative.

* _____ . The Magic Forest. Illustrated by Carlos Mérida. New York: Knopf, 1948. 128 pages. Grades 2-4. Marginal.

This is a kind of fairy tale about Mexican twins in Mexico City who meet a little old man who takes them home with him to his magic forest. Many magical things happen to them. The illustrations are unique and do give the viewer that feeling of a magic fairy land. The plot is predictable, the characters seem to lack punch, and the story is missing enthusiasm.

Sawyer, Ruth. The Year of the Christmas Dragon. Illustrated by Hugh Troy. New York: Viking, 1960. 88 pages. Grades 4-6. Acceptable.

Chin Li, a boy from China, flew to Mexico long ago in the ear of a dragon and explored while the dragon slept. He grew to become the ancestor of present day Pepe. After many centuries, Pepe rouses the dragon and together they bring about a small miracle during the Mexican Christmas festival. This story is unusual in theme and background, but is told with literary skill and exceptional charm. The fantasy of the plot may not appeal to children and the theme will limit its use also. The drawings greatly enhance the story.

*Smith, Susan. Tranquilina's Paradise. Illustrated by Thomas Handforth. New York: Minton, Balch, 1930. 34 pages. Grades 4-6. Not recommended.

This is a parable of the return to Eden by a little toy angel who leads the other toys of old Don Pancho of Mexico to Paradise. The story is very mystical and very difficult to understand. The symbolism and other-worldliness seem to be beyond the realm of comprehension for children. If there is a purpose for this book, it is difficult to find.

*Storm, Dan. Picture Tales from Mexico. Illustrated by Mark Storm. Philadelphia: Lippincott, 1941. 122 pages. Grades 4-6. Recommended.

This is an excellent collection of Mexican folktales with the chief characters being Senor Coyote and the Rabbit. Many of these animal tales are similar to the Uncle Remus stories. Children will enjoy the humor and animal wisdom as well as the attractive illustrations showing the animals in typical Mexican garb. This volume is recommended

especially for reading aloud purposes or for storytelling. The writing style is not outstanding.

Suddeth, Ruth E., and Constance G. Moremus. Tales of the Western World: Folk Tales of the Americas. Illustrated by Warren Hunter. Austin, Texas: Steck, 1953. 281 pages. Grades 6 and up. Acceptable.

This collection of tales includes five about Mexico--"The Viceroy and the Indian," "Pajaro-Cu, the Lost Bird," "Juan Oso," "The Four Hunters," and "The Two Hunchbacks." The choice of tales is good, but the average format and choppy writing style make it more suitable for teachers and librarians rather than for children. A pronunciation guide is appended.

Traven, B. The Creation of the Sun and the Moon. Illustrated by Alberto Beltrán. New York: Hill and Wang, 1968. 65 pages. Grades 4-7. Recommended.

This is a beautifully told, two-part Mexican legend of (1) a young Mexican Indian hero, Chicovaneq, who saves mankind by rekindling the Sun after it has been extinguished by the spirits of evil, and (2) of Chicovaneq's son, who with the aid of the rabbit Tul, creates a moon to provide man with light by night. This version, retold by a writer well versed in Mexican Indian culture, is an outstanding book that belongs in all folklore collections. It is well-written, is beautifully illustrated in black and terracotta by a well-known Mexican artist, and has an attractive format.

*Wallrich, William J. The Strange Little Man in the Chili-Red Pants. Illustrated by Mary H. Wallrich. Fort Garland, Colorado: 1949. 72 pages. Grades 4-6. Not recommended.

This is a collection of rather poorly written stories with a magical touch. One of them is about a little elf-type man in chili red pants who happens to grant wishes. Characters are stereotyped, plots are incredible, and the overall quality of the book is poor.

*Wilson, Barbara K. Fairy Tales of Mexico. Illustrated by G. W. Miller. New York: Cassell, 1960. Unpaged (42 pages). Grades 3-6. Acceptable.

These four tales--"How the Basilisk Got His Crest," "The Legend of the Mountain," "The Thief in the Cornfield," and "The Coyote and the Turtle"--will appeal to children. But the text is difficult in parts and some vocabulary will be beyond their capabilities, so the book can best be used for storytelling and reading aloud purposes. It is beautifully illustrated in soft, yet cheerful colors and in great detail.

Withers, Carl, and Sula Benet. Riddles of Many Lands. Illustrated by Lili Cassell. New York: Abelard-Schuman, 1956. 160 pages. Grades 4-8. Not recommended.

These riddles are overly silly, ridiculous, and senseless. It is doubtful that they would appeal to today's young readers. There are three pages of riddles from Mexico; however, except for a few words and names that would remind one of Mexico, there is little tangible background on Mexico and its people and customs. The text is simple and nondescript; it is certainly no work of art.

NON-FICTION

History and Biography Books

Atwater, James D. and Ramón E. Ruiz. Out From Under: Benito Juárez and the Struggle for Mexican Independence. Illustrated by Paul Hogarth. Garden City, New York: Doubleday, 1969. 118 pages. Grades 5-7. Recommended.

This biography of Juárez is very well written, providing the young reader with genuine insight into this Mexican leader's personality as well as giving much solid information about Mexican history. While most juvenile books about Juárez are intended for junior or senior high school readers this one is most suitable for upper elementary school children and should be a welcome addition to any classroom or school library.

Bailey, Bernadine. Famous Latin-American Liberators. Illustrated by Gerald McCann. New York: Dodd, Mead, 1960. 158 pages. Grades 6-9. Recommended.

This is a collection of stories about the lives and struggles of those men who are recognized as national heroes and who helped the Latin American republics achieve their freedom. A realistic picture is drawn of the problems and struggles that such men as Miranda of Venezuela, Bolivar of Venezuela, and Martin of Argentina encountered. Mexican leaders included are Hidalgo, Morelas, and Juarez. One major drawback is the poor organization of the table of contents which gives only the leaders' names and no clue as to the countries they represent.

Baker, Nina Brown. Juárez, Hero of Mexico. Illustrated by Marion Greenwood. New York: Vanguard, 1942. 311 pages. Grades 6-10. Recommended.

This is a very thorough and well-documented biography of Benito Juárez, the full-blooded Zapotec Indian who became the first civilian President of Mexico and a national hero. The interesting narrative tells of his iron self-discipline, of his kindness to the poor and down-trodden, of his conflict with tyranny, and of his career as a liberal Mexican statesman during a time when Abraham Lincoln was President of the United States. Another value of the book is its illuminating overall treatment of Mexico's struggle to attain self-government. It includes a bibliography, pronunciation guide, and an index.

Ballard, Lowell C. and Frank L. Beals. Spanish Adventure Trails.
Illustrated by authors. San Antonio, Texas: Naylor, 1960.
187 pages. Grades 5 and up. Recommended.

Eight of the great early explorers of the New World--Columbus, Cortez, Cabeza de Vaca, Coronado, Cabrillo, Gaspar de Portola, Serra, and Juan Bautista de Anza--are the subjects factually detailed in this historical account. The degree of sophistication of the style and content make it most suitable for teenaged readers. The book is very well-organized; it includes an index, a bibliography, and several valuable introductory passages which should prove valuable for young researchers.

*Barnes, Nancy. Carlota, American Empress. Illustrated by John Barber.
New York: Messner, 1943. 214 pages. Grades 7 and up.
Recommended.

This is a sensitive account of the tragic story of Empress Carlota of Belgium and her husband, Maximilian of Austria and Emperor of Mexico in the 1860's. It is especially suited for teenaged readers, particularly for girls who like to read about romance, tragedy, joy, and sorrow. Set against a background of European court life, international politics, and Mexican history, the narrative gives an authentic picture of the times and the people involved. A bibliography and index are included.

*Bauer, Helen. California Gold Days. Illustrated. Garden City,
New York: Doubleday, 1954. 128 pages. Grades 3-6.
Recommended.

This is a very attractive and meaningful account of the events that took place during Gold Rush days. It is included here because of the key role played by Francisco Lopez, a Mexican sheepherder working on a ranch and the first man to discover gold in any amount. An index and a list of terms used are appended. Photographs and reproductions with captions help to enhance the overall excellent format.

_____. California Mission Days. Illustrated by Albert J. Dunkel.
Garden City, New York: Doubleday, 1951. 126 pages. Grades 3-6.
Recommended.

Beginning with a background of the life of Father Junipero Serra, this accurate and well-written account of the founding of the famous California missions tells the history of each mission in its chronological order. The informative text and fascinating pictures make it invaluable for special collections and for youngsters needing information on the topic. There is no index but both a map and a guide to Spanish names are included.

_____. Bauer, Helen, California Rancho Days. Illustrated by Albert J. Dunkel. Garden City, New York: Doubleday, 1953. 128 pages. Grades 3-6. Recommended.

Early ranch life in Spanish California is spelled out in great detail in these stories of famous ranches. Shared is some unique information about how rancheros measured their land and built their houses, what happened at their fiestas, what happened when the trading ships came, and how the ranches were made self-sufficient. The pronunciation guide and glossary of terms used are useful additions; a map to accompany the first chapter would have been a worthwhile aid but was not included.

Berger, Josef and Lawrence C. Wroth. Discoverers of the New World. Illustrated. New York: American Heritage, 1960. 153 pages. Grades 5-9. Acceptable.

This is the story of the discovery and gradual exploration of the Americas, part of the "American Heritage Junior Library" series of lively, richly illustrated history books created for young readers. Only pages 70 to 77 relate specifically to Mexico, but the good factual background provided on the Americas gives the reader a very good supplementary source. Accurate drawings and reproductions enhance the text and make it most appealing in format.

*Blacker, Irwin R. The Bold Conquistadores. Illustrated. New York: Bobbs-Merrill, 1961. 191 pages. Grades 7 and up. Acceptable.

Here are realistic accounts of the lives of some of the bravest men to venture anywhere in the world, namely Balboa, Magellan, Cortez, Cabeza de Vaca, Pizarro, Coronado, and De Soto. Particular attention was given to those sections concerning Cortez and Cabeza de Vaca, both of whom are portrayed with convincing realism as their exploits in Mexican territories are presented. The author often uses the words of the conquistadores themselves in the narrative. However, the book is poorly organized--there is no table of contents, chapter headings, or index; therefore, efficient use of its information is limited.

_____. Cortes and the Aztec Conquest. Illustrated. New York: American Heritage, 1965. 153 pages. Grades 6-9. Recommended.

This vivid retelling of the conquest of the Aztecs and their emperor, Montezuma, is part of the "Heritage Caravel" series, an excellent series of informational books. The text, well-researched and absorbing, is supplemented by more than 100 handsome paintings, drawings, maps and prints. Its efficient organization makes it an excellent source of reference.

Blancke, Wendell W. Juárez of Mexico. Illustrated. New York: Praeger, 1971. 152 pages. Grades 7 and up. Recommended.

This is an accurate account of the life of Juárez written in a matter-of-fact, yet smooth style of writing. One of the outstanding features of the book is its excellent organization; included are a map, a prologue to the text, a detailed table of contents, a list of illustrations, an epilogue with contributions and analyses by the noted Mexican writers, Andres Iduarte and Justo Sierra, a list of principal dates in the life of Juárez, an index, and a short bibliography. The book is part of the Praeger "Pathfinder" series of biographies.

Bleeker, Sonia. The Mission Indians of California. Illustrated by Althea Karr. New York: Morrow, 1956. 142 pages. Grades 5-8. Recommended.

Little Singer, an Indian living in eighteenth century southern California, suddenly finds his life changed severely when a Spanish expedition arrives at San Diego Bay in 1769. Indian life soon centers around the new Spanish missions where the work is hard and the discipline strict. This personal story combined with the authentic descriptions of the old way of life provide the reader with a lively, attractive account. The book is well-organized and the author is both highly qualified to write about, and respected for, her knowledge concerning Indians in the United States.

*Buchanan, Rosemary. Don Diego de Vargas: The Peaceful Conquistador. Illustrated by Rus Anderson. New York: Kenedy, 1963. 189 pages. Grades 5-8. Acceptable.

This account of the journey of de Vargas into New Mexico by-way-of the Camino Real is filled with little-known details about the man and the times and should prove to be fascinating reading for young history buffs. As part of the "American Background" series, a group of books which tell about Catholic heroes and heroines in American history, the number and kind of readers attracted to the series may be limited. In addition, the narrative seems to present a good picture of the Spanish while the Indian is portrayed in a somewhat derogatory way.

Buehr, Walter. The Spanish Conquistadores in North America. Illustrated by author. New York: Putnam, 1962. 96 pages. Grades 4-6. Recommended.

This accurate and realistic history of the Spanish conquistadores' explorations, discoveries, problems, and even blunders in the New World is comprehensive yet condensed in such a way that it should not overwhelm the young reader. The author describes in detail the ships and weapons of the conquistadores, their wilderness surroundings, and the problems

leading to failures in North America. Attractive illustrations plus the inclusion of an author's note, several maps, a glossary, and an index should make this a valuable informational source.

Campbell, Camilla. Coronado and His Captains. Illustrated by Harve Stein. Chicago: Follett, 1958. 176 pages. Grades 5-8. Recommended.

A tremendous amount of research is evidenced in this book about Coronado and his search for the Kingdom of Cibola with its golden cities. Coronado and his men are skillfully portrayed with perspective and realism. The style is smooth and the text interesting; there is a unique blend of factual incidents and the author's imagination to form an integrated, meaningful narrative. The black and white illustrations add even greater vitality to the text.

Caster, Henry. The First Book of the War with Mexico. Illustrated by Albert Micalé. New York: Watts, 1964. 87 pages. Grades 5-7. Recommended.

Examined in this well-written text are various facets of the Mexican War, including the background leading up to it, the personalities involved, the causes of the war, the oddities surrounding it, and the aftermath of the confrontation. The author has omitted a bibliography but has provided the reader with a brief index, a list of important dates, and an excellent map of the territory and places involved. Very good black and white illustrations complement the text and portray with realism scenes from the times.

Clark, Ann Nolan. Father Kino: Priest to the Pimas. Illustrated by H. Lawrence Hoffman. New York: Farrar, Straus, and Cudahy. 1963. 176 pages. Grades 3-7. Recommended.

This is another excellent work by a well-known and respected writer who has lived and worked among the Indians of the Southwest for years. Eusebio Francisco Kino, an Italian priest, was not overjoyed at being sent to Mexico instead of China; nevertheless, he devoted his entire being to mapping, exploring, and Christianizing the Pimeria Alta, the vast Pima Indian nation in northern Mexico and southern Arizona. The narrative should provide specially interested readers with accurate historical fact as well as a detailed, fascinating study of this little-known, yet important personality in the settling of the American Southwest.

Coy, Harold. The Mexicans. Illustrated by Francisco Mora. Boston: Little, Brown, 1970. 326 pages. Grades 7 and up. Recommended.

The fascinating and complex heritage of Mexico is retold in this book in which the author, who has spent a lifetime studying the

Mexican nation and its peoples, traces the history of Mexico from the era of primitive man 10,000 years ago to its present position as a modern state. The text is well-written and well-organized, including an introduction to life in Mexico today, a map, a good bibliography, an excellent index, and a pronunciation guide to Indian and Spanish names.

Davis, Julia. Ride with the Eagle: The Expedition of the First Missouri in the War with Mexico, 1846. Maps by Jean Paul Tremblay. New York: Harcourt, Brace, and World, 1962. 191 pages. Grades 6-10. Acceptable.

During the war with Mexico, President Polk called for volunteers for the army and Missouri answered his call with a diverse group of young men representing every county in the state. The group became known as the First Missouri and was under the leadership of Colonel William Doniphan. The interesting narrative, which is based largely on the actual diaries kept by six of the men, tells of the tremendous hardships and sufferings of the Doniphan Expedition to New Mexico to take Santa Fé. While the text does not always seem completely objective, it does illuminate a little-known but important segment of American history.

De Cesco, Fredericka. Prince of Mexico. Not illustrated. London: Burke, 1968. 224 pages. Grades 7-10. Marginal.

While this is a fascinating account of the life and times of Montezuma, the detailed treatment and the small print will limit its use with young readers. Lack of illustrations or photographs in a book of this nature is also a drawback to its appeal.

*Diaz del Castillo, Bernal. Cortez and the Conquest of Mexico by the Spaniards in 1521. Abridged by B.G. Herzog. Illustrated. New York: Scott, 1942. 165 pages. Grades 5-8. Recommended.

This abridgment of the original narrative by Diaz del Castillo brings to life for young readers the factual, first-hand account of the Spanish conquest of Mexico in 1521 as told by a follower of Cortez. Black and white sixteenth-century Indian drawings of the Conquest are an appropriate accompaniment to the text.

_____. The Fall of the Aztecs. Edited by Shirley Glubok. Illustrated by Leslie Fillett. New York: St. Martin's Press, 1965. 114 pages. Grades 5-8. Acceptable.

This book has been condensed from Diaz del Castillo's The Discovery and Conquest of Mexico 1517-1521 in which he, as one of the conquistadores accompanying Cortez, describes the fall of the Aztec Empire. The text

is illustrated with drawings taken from Indian pictograph records; however, several illustrations seem inaccurately or incompletely interpreted by the captions given. Nonetheless, the text and illustrations together make a fascinating book and present primary source material in an attractive format.

Downey, Fairfax, and Paul M. Angle. Texas and the War with Mexico. Illustrated. New York: American Heritage, 1961. 153 pages. Grades 6-9. Recommended.

The relations between Mexico and the United States from the time of the waning of Spanish power in the New World to the end of the Mexican War in 1848 are described in this very fine volume, one of a series of excellent publications. Political issues are identified, leaders involved in the conflict are effectively characterized, and battles are well-described. The book is outstanding for its presentation of events and people in true historical perspective. Profusely and handsomely illustrated, this volume also is well organized for easy reference.

Franchere, Ruth. Cesar Chavez. Illustrated by Earl Thollander. New York: Crowell, 1970. 42 pages. Grades 2-4. Recommended.

This easy-to-read life story of Cesar Chavez, the man who has led Mexican American grape pickers to challenge the grape growers of California, provides the young child with much-needed information about a significant minority-group leader in the United States. The book is very well-organized and the treatment is quite thorough despite the matter-of-fact simplicity of the text in which the author devotes much space to the typical and sorry story of the life of the migratory Chavez family. The illustrations, some of which are in color, add to the attractiveness of the overall format.

*Francis, Pamela. Spanish Conquest in America. Illustrated by Fernando Corante. Exeter, England: Wheaton, 1964. 135 pages. Grades 5-8. Acceptable.

This book, a "Wheaton Junior Reference Book," tells the story of the great days of Spain, when Spanish soldier-adventurers sailed west, overcame incredible dangers and difficulties, and finally conquered the vast New World discovered by Columbus in 1492. While the narrative presents good factual details there are times when events and people seem too glamorized and are not completely credible. One of the book's finest features is a summary or epilogue to the text in which the problems and crises of the new empire are projected and analyzed.

Garst, Doris Shannon. Three Conquistadors: Cortés, Coronado, Pizarro. Illustrated by Lee Ames. New York: Messner, 1966. 227 pages. Grades 6-10. Recommended.

The three men who actually led the Spanish Conquest of the Americas are described in vivid detail in this book that should be considered an excellent source. The author has provided an outstanding source of reference not only in the text itself but also in other helpful appended information (a prologue, an epilogue, a chronology, and an index). The illustrations are attractive and enhance the text.

Graff, Stewart. A World Explorer: Hernando Cortés. Illustrated by Raymond Burns. Champaign, Illinois: Garrard, 1970. 96 pages. Grades 3-6. Acceptable.

As part of the "World Explorer" series, this book presents information on the Spanish conquistador, Cortes, who is pictured quite realistically here as both hero and villain. Like all books in the series, this one has been tested by the Dale-Chall readability formula and an educational consultant was used in its writing; therefore, it should be especially valuable for young readers who have reading problems, are immature, or are not interested in other more complex sources. However, the omission of an index and a bibliography make it questionable as a source of reference.

Graham, Robert B. Cunninghame. The Horses of the Conquest. Illustrated by J. Craig Sheppard. Norman, Oklahoma: University of Oklahoma, 1949. 145 pages. Grades 5-8. Recommended.

This is a book that should interest youngsters who like horses and adventure. It gives a factual account of the importance of the horses the Spanish Conquistadores brought with them to the New World. The amount of detail and the thorough documentation in the book are evidences of the work and research undertaken by the author. It will be most meaningful to young readers who have had some background information on the Spanish Conquest.

Hall-Quest, Olga. Conquistadores and Pueblos: The Story of the American Southwest, 1540-1840. Illustrated by Marian Ebert. New York: Dutton, 1969. 256 pages. Grades 7 and up. Acceptable.

The colonization and exploration of the Southwest by the Indian, Spanish, Mexican, and Anglo-American groups are described in great detail in this work which contains much information that can be used by children in search of facts or who are interested in the subject matter. The style of writing is rather sophisticated and the format, which includes heavy line drawings, is not particularly attractive.

*Hammond, George P. and Edgar F. Good. The Adventure of Don Francisco Vasquez de Coronado. Illustrated. Albuquerque, New Mexico: University of New Mexico, 1938. 140 pages. Grades 4-6. Marginal.

This is an accurate, well-documented account of Coronado's grueling expedition into the Southwest in search of gold. However, the style is sophisticated and difficult to read and the format and illustrations are outdated.

Henry, Will. The Texas Rangers. Illustrated by Charles Banks Wilson. New York: Random House, 1957. 181 pages. Grades 6-9. Marginal.

This is an exciting but rather biased book tracing many of the episodes that have made the Texas Rangers famous. Sincerity of intention is not questioned, but the book is filled with positive superlatives about the group's feats and adventures. The few incidents in the story concerning Mexicans place them in an unpleasant light. While the overall format of the book is attractive, the writing style is lacking in warmth and vitality.

Hirschfield, Burt. After the Alamo: The Story of the Mexican War. Illustrated by Barry Martin. New York: Messner, 1966. 191 pages. Grades 7 and up. Recommended.

Written in a style that is smooth and fast-moving, this version of what happened after the Alamo makes fascinating and exciting reading for young teenagers. The author skillfully brings to life the men, the ideas, and the deeds of that era and of the Mexican War in particular. Several excellent maps will be referred to often by the reader and realistic drawings in detail add to the meaning of the text.

Hoyt, Edwin P. Zachary Taylor. Illustrated. Chicago: Reilly and Lee, 1966. 162 pages. Grades 5-7. Recommended.

Although information about Mexico is limited in this biography of the twelfth President of the United States, there is good coverage of the Mexican War and the part played by Taylor, the military leader. The book is well-written, and attention to historical detail helps to give the young reader an authentic picture of America's role in the Mexican-American War of 1846 to 1848.

Iduarte, Andrés. Nino, Child of the Mexican Revolution. Not illustrated. New York: Praeger, 1971. 156 pages. Grades 8 and up. Recommended.

Translated from Spanish by James F. Shearer, the first-hand account of the life of one member of a prominent Mexican family, all of whom lived during the time of the Revolution of 1910, paints a clear, realistic picture of Mexican life. Iduarte, an eminent writer who is respected for

his candid observations of his native country, has written a meaningful and informative text, one that is well-organized and documented thoroughly.

Johnson, William Weber. Captain Cortes Conquers Mexico. Illustrated by José Cisneros. New York: Random House, 1960. 186 pages. Grades 5-8. Recommended.

The exploits of Cortes from the time he left Cuba in 1519 until he conquered the empire of Montezuma are dramatized in this fairly well-written book by a noted author. The narrative falters somewhat when the author attempts dialogue. A "World Landmark Book," it provides an accurate record of Spanish exploration, conquest, and exploitation; however, a bibliography would have improved its effectiveness for use in research. One of the outstanding features of the volume is its attractive illustrations.

*Johnston, Charles H. Famous Discoverers and Explorers of America. Illustrated. Freeport, New York: Books for Libraries Press, 1917. 430 pages. Grades 8 and up. Marginal.

This book has limited use as a source on Mexico with a biography of Cortes appearing on pages 109 to 186. This version of Cortes' life is excellent, however, and reads more like a story than an informational account. The small size of print and extreme length of the book limit its use.

Keating, Bern. Life and Death of the Aztec Nation. Illustrated by Paul Kennedy. New York: Putnam, 1964. 159 pages. Grades 5-8. Acceptable.

This version of the rise and fall of the Aztecs in Mexico emphasizes the daily lives and customs of the people rather than the conquest itself. The narrative attempts to describe the reasons why Cortes and his band of Spanish adventurers were able to destroy the great and powerful Aztec empire. However, because the text is condensed for easier reading, there are the inherent problems of exaggerated statements, inaccuracies, and oversimplifications which limit the book's usefulness for research. Nonetheless, the realism and vivid details presented on the overall splendor of an ancient world make the book extremely worthwhile.

Knoop, Faith Yingling. A World Explorer: Francisco Coronado. Illustrated by Dom Lupo. Champaign, Illinois: Garrard, 1967. 96 pages. Grades 3-6. Acceptable.

Another biography included in the "World Explorer" series, this one traces the life of Francisco Coronado from his life as a boy in Spain

at the time Cortes was exploring Mexico, through his knight's training, to his great success as an assistant to the Mexican Viceroy, and, finally, to his leadership as a General on the great expedition to explore the North in search of gold. Although the book is attractive in format, much of the color and excitement of Coronado's life seems lost in this simplified narrative; facts and events are reported but the real human drama and adventure of Coronado's tremendously exhausting journey are missing.

*Lang, Andrew (ed.). The Blue True Story Book. Illustrated. New York: Longmans, Green, 1909. 142 pages. Grades 6-9. Acceptable.

This is a collection of true stories from history by a noted story teller. His version of "The Conquest of Montezuma's Empire" on pages 76 to 136 is historically accurate and written in a simple yet fascinating style. An authentic picture is drawn concerning the Aztecs and their civilization along with events in the conquest, such as the wealth of Montezuma's empire, the gifts sent to Cortes, and the descriptions of the capital and its impression on the Spaniards. Small print and outdated format will limit its use, however.

*Lansing, Marion. Liberators and Heroes of Mexico and Central America. Illustrated. Boston: Page, 1941. 299 pages. Grades 6-9. Acceptable.

Many of the men involved in the liberation and development of the countries of Middle America are sketched in detail in this thoroughly documented source. The author has interwoven historical events of the times with the studies of the heroes and emphasizes that these men are just as important in their countries as are heroes in America. The Mexican leaders included are Hidalgo, Morelos, Iturbide, and Juárez. This is a good informational book with a matter-of-fact, formal narrative.

Lauritzen, Jonreed. Colonel Anza's Impossible Journey. Illustrated by Steele Savage. New York: Putnam, 1966. 127 pages. Grades 5-7. Acceptable.

The heroic exploratory trek of Colonel Juan Bautista de Anza from Mexico to the site of present day San Francisco is described realistically in this book. The historic figures are developed with warmth and sympathy; the background against which the journey was organized and finally made is spelled out in fascinating detail. It is unfortunate that at no point in the text does the author include a map of this fantastic journey of 1775 across thousands of miles of desert and Apache country.

Lieberman, Mark. Hidalgo: Mexican Revolutionary. Not illustrated. New York: Praeger, 1970. 161 pages. Grades 7 and up. Recommended.

In this biography which is part of the "Young Reader Pathfinder Biography" series, Father Hidalgo is brought to life through vivid descriptions of those events and episodes which influenced him and led to his becoming the leader of the Mexican Revolution of 1810. He is accurately portrayed as a man of contradiction and enigma—as a priest whose life was wrapped up in religion yet as a leader of a rebel army who gave orders to slaughter, pillage, and rape. This version should not only provide worthwhile information on Hidalgo's life but also should be a memorable reading experience. An index and a brief bibliography are appended.

Lovelace, Maud H. What Cabrillo Found: The Story of Juan Rodriguez Cabrillo. Illustrated by Paul Galdone. New York: Crowell, 1948. 180 pages. Grades 4-6. Recommended.

This account of Juan Rodriguez Cabrillo's adventures with the army of Cortes in Mexico, of his part in the fight for Guatemala, and of his findings on the expedition northward is told in readable but interesting and exciting style. The text is most informative and is aided in its appeal by a good format and handsome illustrations. Sources are cited and an index is included.

Mc Clintock, Marshall. Prescott's The Conquest of Mexico: Designed for Modern Reading. Illustrated. New York: Messner, 1948. 360 pages. Grades 7 and up. Recommended.

Here is an abridged and more understandable account of William Prescott's classic, The Conquest of Mexico. The exciting narrative moves swiftly as it covers the adventures of Cortes and the Conquest of Montezuma's empire. Its size and reading difficulty will greatly limit its use at the elementary level but teenaged history buffs and adults should appreciate its contents.

McNeer, May Y. The Mexican Story. Illustrated by Lynd Ward. New York: Farrar, Straus, and Young, 1953. 96 pages. Grades 5-8. Recommended.

A distinguished book recording many facets of Mexico's culture both past and present, this is well written and colorfully illustrated with lithographs. The main part of the book is devoted to history, although a discussion on modern times and modern people comprises several chapters at the end. It is an extremely rich and informative account despite its brevity. However, neither an index nor a bibliography is included.

Meredith, Robert and E. Brooks Smith. Riding with Coronado. Illustrated by Leonard E. Fisher. Boston: Little, Brown, 1964. 107 pages. Grades 6-9. Recommended.

Pedro de Castenado's eye-witness account of Coronado's 1540 exploration of the American Southwest has been translated from Spanish to English by George Parker Winship. This book is an adaptation of the translation and is intended for juvenile readers. Although the text is somewhat sophisticated, the first-hand information on the land, the men who made the trip, the Indians, and the horses which changed the history of the plains makes it an excellent supplement to history text books and even for reading-aloud purposes by the teacher. Rather unattractive illustrations do not enhance the text; however, a glossary, an index, and maps should prove helpful.

*Newcomb, Covelle. Cortéz, the Conqueror. Illustrated by Feodor Rojankovsky. New York: Random House, 1947. 108 pages. Grades 6-9. Recommended.

This version of the Conquest of Mexico emphasizes the decision of Cortéz to remain in Mexico until his "mission" was accomplished. (His "mission" was curiosity, a greed for gold, and to convert the Indians to Christianity.) The author compares this military extravaganza of Cortes to Hannibal's crossing of the Alps with his war elephants. Large print, attractive format, and vivid, flowing style as well as excellently detailed black and white drawings make it appealing to young readers.

*Norman, James (pseudonym for James Norman Schmidt). The Forgotten Empire. Illustrated by Albert Orbaam. New York: Putnam, 1965. 159 pages. Grades 5-8. Recommended.

This is the story of how dozens of inspired and tireless adventurers and scholars, who have searched for various clues to the mystery of the vanished Mayan empire, have reconstructed a history of the Mayan people. Using biographical sketches of explorers and archaeologists the author has skillfully presented a fascinating, stranger-than-fiction account. Overall attractive format and meaningful reproductions should add to the appeal of the book.

* The Navy that Crossed the Mountains. Illustrated by Dirk Gringhuis. New York: Putnam, 1963. 152 pages. Grades 5-8. Recommended.

Of all the juvenile books on the Spanish Conquest, this is one of the best for its accuracy of facts and outstanding style of writing. Martin Lopez, a sixteenth-century carpenter on Cortes'

expedition to Mexico, is an almost forgotten man whose sword and saw played large parts in the Conquest. It was his prefabricated navy that, after being hauled over mountain passes in Mexico ten thousand feet high, was reassembled, and was a decisive factor in the Spanish victory over the Aztec nation. Young boys in particular should find this account most interesting, for the author concentrates on the details of engineering and building the 13 ships and on battle descriptions. The black and white illustrations, though few in number, are excellent.

. The Young Generals. Not illustrated. New York: Putnam, 1968. 223 pages. Grades 6 and up. Recommended.

In the war against Mexico in 1846 dozens of young officers, who later became the military leaders of the North and South in the Civil War, learned the art of command under General Winfield Scott when he marched to Mexico City from Veracruz in one of the most crucial campaigns of the Mexican-American War. Among the "young generals" who took part in that march were George Meade, Ulysses Grant, Pierre Beauregard, Robert E. Lee, and George Pickett. This is another well-written and well-documented historical account by a highly respected author. The book is part of the "American Battles and Campaigns" series and, although the enthusiasm leans toward the American cause, there is little evidence of any prejudice in the portrayal of the Mexican people and their leaders.

Peck, Anne Merriman. The Pageant of Middle American History. Illustrated by the author. New York: Longmans, Green, 1947. 496 pages. Grades 6 and up. Acceptable.

The young reader doing research might want to consult this informational account of the history of Mexico and the Central American nations. It presents good detail in a concise narrative and contains an index and lengthy bibliography.

Politi, Leo. Mission Bell. Illustrated by author. New York: Scribner, 1953. Unpagged (32 pages). Grades K-4. Recommended.

Here is an exceptionally fine narrative of Father Junipero Serra's journeys and his Mission-building throughout California. As a factual record it is acceptable; as an inspiring human story that communicates something special of the inner spirit and dedication of one man, it is outstanding. One drawback to the factual text is the author's omission of the names of the Missions. Illustrations that are alive and in full color greatly add to the appeal of this introductory book on one of the great figures in California's colorful history.

Prescott, William H. The Conquest of Mexico. Illustrated by Keith Henderson. New York: Junior Literary Guild, 1934. 594 pages. Grades 7 and up. Recommended.

This is a mammoth book in size and in quality. There are tremendous detail and vivid pictures presented of the events surrounding the Conquest of Mexico. Although it is an excellent source for adults and scholars, this publication can be of limited use only in the elementary school.

Reeder, Colonel Red. The Story of the Mexican War. Illustrated by Frederick Chapman. New York: Meredith, 1967. 184 pages. Grades 6-9. Acceptable.

This book represents a sound historical look at the war with Mexico in which the author describes the maneuvers and battles with unusual vividness and presents well-rounded portraits of many of the American officers. In part, the book seems to represent a justification of the United States' role in the war which, according to the author, has often been discredited. The account, however, is not as well-written or as comprehensive as Downey's Texas and the War with Mexico. Occasionally, the writing is choppy and usually the Mexicans in particular Santa Ana, are portrayed in a biased, derogatory way. Detailed maps, an index, and an excellent bibliography are appended.

Rodman, Maia W. Odyssey of Courage: The Story of Alvan Nuñez Cabeza de Vaca. Illustrated by Alvin Smith. New York: Atheneum, 1965. 182 pages. Grades 6-10. Recommended.

Cabeza de Vaca's journey from Florida to Mexico is re-created here in a well-documented, exciting account. This Spanish conquistador is portrayed as unique, for he came to the New World in search of love, peace, and freedom. In his difficult overland journey in the early sixteenth century, he became one of the first to treat the Indians as men instead of savages. The author, by transforming some facts into imagined conversations, has given liveliness and immediacy to the narrative. Attractive decorations and overall format should appeal to many readers.

Rosenblum, Morris. Heroes of Mexico. Illustrated. New York: Fleet, 1969. 144 pages. Grades 7-9. Recommended.

The heroes of Mexico and the land from which they have emerged are discussed in this interesting, well-organized book. Heroes of historical, social, and political importance such as Carlos Chavez, Diego Rivera, Jose Orozco, Lazaro Cardenas, Emiliano Zopata, Pancho Villa, and Benito Juarez are described simply but accurately. Also included early in the book is a separate chapter concerning the description of and problems attributed to the land and climate; it is an excellent help

to the young reader who is interested in understanding and accepting Mexico and its people. Black and white photographs and prints should also prove helpful.

*Ross, Betty. Mexico: Land of Eagle and Serpent. Illustrated. New York: Roy, 1965. 104 pages. Grades 4-6. Recommended.

Although this is a short, simplified history of Mexico, it is skillfully and accurately presented in an interesting narrative by an author who has been a resident of Mexico for years. Described are several phases of history—the Aztecs' rise to power, the Spanish Conquest, Mexican independence, and Mexico's tremendous achievements as a nation as well as the monumental problems still facing its people in the present and future. Illustrations in the form of reproductions, prints and sketches are closely related to the text and add to the book's effectiveness. Like Coy's The Mexicans, although intended for younger readers, this volume is an excellent general history source. It is part of the "Informative Reference" series.

*Sanchez, Nellie Van De Grift. Stories of the Latin American States. Illustrated. New York: Crowell, 1934. 406 pages. Grades 7-10. Not recommended.

This book presents a brief and compact history of Latin America, covering the region country by country. It is now very much outdated in content and format.

*Seelye, Elizabeth (Eggleston) and Edward Eggleston. Montezuma and the Conquest of Mexico. Illustrated. New York: Dodd, Mead, 1880. 385 pages. Grades 7-10. Acceptable.

A fascinating book for young history buffs and mature juvenile readers, this is found only in a few collections and is considered a rare book. Its contents covers the background of the conquest and seems unique because it gives the Aztec viewpoint. Information seems accurate, style is quite natural, and vocabulary is meaningful.

Shippen, Katherine B. New Found World. Illustrated by C.B. Falls. New York: Viking, 1964. 264 pages. Grades 8 and up. Recommended.

For those juvenile or adult readers who desire more than just a superficial knowledge of Latin America, this book should provide them with the accurate details they seek, yet should not overwhelm them. The narrative takes the reader from the first stirrings of animal life through the adventures of ancient tribes, the exploitations of often cruel Spaniards, colonization, and, eventually, a new era of tolerance

and progress which continues today. An outstanding feature is the three-in-one historical chronology of Latin America, the United States, and Canada; through it comparisons can be made and dates and events are made more meaningful. Also included are numerous black and white drawings, an index, and a bibliography.

Stephenson, Nathaniel W. Texas and the Mexican War: A Chronicle of the Winning of the Southwest. Not illustrated. New Haven, Connecticut: Yale University, 1921. 273 pages. Grades 7 and up. Acceptable.

This is a well-documented version of the events that took place between Mexico and Texas before and during the war for Texas independence. It seems to be historically accurate and unbiased in its presentation of facts leading to the war in which Mexicans are often portrayed as the villains and Texans and Americans as the brave heroes. Worthy of note is that it is still in print and readily available in libraries.

Sterne, Emma G. Benito Juárez. Illustrated by Ray Cruz. New York: Knopf, 1967. 194 pages. Grades 4-7. Recommended.

Describing the childhood of Juárez, his family life as an adult, and his involvement in politics from 1827 to his death in 1872, the author has produced an enlightening and inspiring portrait of Mexico's first Indian President. While the narrative contains drama and color, it remains serious throughout. Juárez is portrayed accurately as quietly devoted to his cause even during the turbulent years of fighting for freedom. Maps, an index, and a bibliography make it an effective source of reference. It is unfortunate that there are few illustrations.

*Stewart, Watt and Harold F. Peterson. Builders of Latin America. Illustrated. New York: Harper, 1942. 343 pages. Grades 8 and up. Not recommended.

This is a collection of biographies of famous Latin American leaders that includes Morelos and Juárez from Mexico. The information seems accurate but the presentation is outdated, the photos are yellowed with age, and the narrative is dull and stilted.

*Stratton, Randall E. Juárez of Mexico: A Leader of Democracy. Illustrated by Woodi Ishmael. New York: American, 1942. 148 pages. Grades 5-8. Marginal.

This book gives a thorough account of Juárez's life but seems more idealistic than realistic. The author almost deifies Juárez—he never loses his temper, and endures sufferings and injustices

beyond the breaking point of lesser men. It is interesting but questionable as a biography especially since no bibliography or index has been included.

Syme, Ronald. Cortes of Mexico. Illustrated by William Stobbs. New York: Morrow, 1951. 191 pages. Grades 6-9. Acceptable.

This biography of Cortes presents him in a more favorable light than is generally given. He is portrayed as an adventurous character determined to advance against all odds, as one who was a victim of his men's greed rather than greedy and cruel himself. This sympathetic portrait seems unrealistic and weakens an otherwise fine volume on this phase of Mexican history. The narrative is in novel form; there is no bibliography or index although the text seems accurate. The illustrations in black and white are a high point of the book.

_____. First Man to Cross America: The Story of Cabeza de Vaca. Illustrated by William Stobbs. New York: Morrow, 1967. 191 pages. Grades 5-9. Recommended.

In an engrossing narrative that is enhanced by many excerpts from Cabeza de Vaca's personal journals, the author has recounted authentically the incredible experiences of the humane Spanish explorer who, in 1527, went with the ill-fated Panfilo de Narvaez expedition to Florida to search for the fabulous city of Cibola and spent eight years wandering across the continent among the Indians of the Gulf Coast and northern Mexico. The style of writing is outstanding and illustrations are attractive and meaningful.

_____. Francisco Coronado and the Seven Cities of Gold. Illustrated by William Stobbs. New York: Morrow, 1965. 188 pages. Grades 4-6. Recommended.

Coronado's epic trek through what is now northwestern Mexico and six southwestern and Plains states in search of the fabled wealth of the Seven Cities of Cibola is presented here in a lively style and attractive format. The account is interesting and personal, with the great delusions and ambitions of the explorers being exposed along with their courage and foresight. A map and bibliography should aid those doing research; however, the lack of an index weakens the book as a reference source.

_____. Zapata, Mexican Rebel. Illustrated by William Stobbs. New York: Morrow, 1971. 96 pages. Grades 4-6. Recommended.

This is another worthy book written by a respected author who is acquainted with Mexican history. Zapata's life is traced from

boyhood through the reigns of Diaz, Madero, Huerta, and Carranza. Realism abounds in the simple but accurate narrative about Zapata's personality, the lives and customs of his Indian friends and neighbors who believed in him and in the cause, and in the bloody warfare so prevalent during that period of Mexican history. The book is well-organized and attractive in format. Particularly appealing are the black and white drawings with a gray watercolor effect.

Tebbel, John W. and Ramón E. Ruiz. South by Southwest: The Mexican-American and His Heritage. Illustrated by Earl Thollander. Garden City, New York: Doubleday, 1969. 122 pages. Grades 6 and up. Acceptable.

Emphasizing the need for a greater understanding of the heritage of the Mexican American, the authors describe and analyze the Aztec civilization, the political revolutions, the American annexation of Texas, and the Gadsden Purchase. Attractive black and white illustrations, a map, and an index help to complement the text. Both authors are extremely well-qualified and are highly respected historians.

Terzian, James P. and Kathryn Cramer. Mighty Hard Road: The Story of Cesar Chavez. Illustrated. Garden City, New York: Doubleday, 1970. 136 pages. Grades 6-9. Recommended.

This is a biography of the vineyard worker, Cesar Chavez, who organized the California grape pickers, led a nationwide grape boycott, later organized a peaceful march on the California state capitol, and eventually brought about the successful unionization of the workers. The book represents a well-balanced and realistic treatment of an outstanding Mexican-American leader. Written in a style suitable for younger or reluctant readers, the narrative is enhanced by two separate sections of timely photographs of important events in the life of Chavez.

Tinkle, Lon. The Valiant Few: Crisis at the Alamo. Illustrated by Harry Rosenbaum and others. New York: Macmillan, 1964. 90 pages. Grades 5-9. Recommended.

Not only does this book focus on the defense of the Alamo but it also takes the reader through events occurring before, and after the battle, commencing in 1803 with the Louisiana Purchase and going beyond the Alamo to the Battle of San Jacinto which established the northern province of Mexico as an independent republic. Various maps, diagrams, and black and white reproductions enhance this detailed but stirring account of heroism, frustration, defeat and victory.

*Vance, Marguerite. Ashes of Empire: Carlota and Maximilian of Mexico. Illustrated by J. Luis Pellicer. New York: Dutton, 1959. 159 pages. Grades 6-10. Recommended.

This is an especially absorbing portrait of the tragic story surrounding the brief reign in Mexico of Maximilian and Carlota. Factual information is well-researched and woven very effectively into the narrative. The author is well-qualified in that she has written numerous children's books and has worked with children. Particularly helpful is the prologue in which the author gives a thorough background and setting for the story.

Warren, Robert P. Remember the Alamo! Illustrated by William Moyers. New York: Random House, 1958. 182 pages. Grades 5-9. Acceptable.

On the whole, this book is well-documented and brings out little-known facts from behind the scenes during this main event in Texas history. The narrative is exciting; unfortunately, the account seems biased in favor of the American settler, while the American Indian's and Mexican's side of the story has been ignored for the most part. An index is appended.

*Waterhouse, E.B. Serra: California Conquistador. Illustrated by Helen Salazar. Los Angeles: Parker, 1968. 290 pages. Grades 7 and up. Recommended.

This is the dramatic narrative history of Padre Junipero Serra's establishment of the California missions. Details are brought to life concerning the tremendous hardships endured by the small group of men involved in the undertaking. Many facts were uncovered by the author from diaries, letters, and memoirs that had been recorded at the time. Descriptions are vivid, the narrative moves well, and the format and art work are most attractive.

Werstein, Irving. Land and Liberty: The Mexican Revolution (1910-1919). Illustrated. New York: Cowles, 1971. 214 pages. Grades 7 and up. Acceptable.

Tracing the events of the Mexican Revolution with emphasis on the activities of leading figures of the time--Diaz, Madero, Huerta, Carranza, Villa, and Zapata--the author has used tremendous detail in the narrative. Appended are an index, a bibliography, and an author's note that would be much more helpful if it had been placed in the front of the book so that it could serve as an introduction to the text.

_____. The War With Mexico. Illustrated. New York: Norton, 1965. 175 pages. Grades 6-9. Recommended.

In a graphic account of the War with Mexico, the author depicts the social and political climate of the times and describes Texas' fight

for independence, the bitterly contested annexation of Texas, and the action and strategy of the battlefields. One of the greatest achievements of this work is how the author has shown the true complexities of war--that there is much more involved than conflicts on the battlefield. The book should be a meaningful experience for young readers still wondering about the Vietnam War and the controversies it has evoked. A detailed map and a suggested reading list are included. Contemporary photographs and engravings are attractive but not particularly meaningful in a book of this nature.

*Wilson, Lawrence. Fernando Cortez. Illustrated by Clifton Line. New York: Nelson, 1942. 111 pages. Grades 4-6. Acceptable.

This is still another version of the Conquest of Mexico and the life of Hernando Cortez. It is attractively illustrated but has no index or bibliography included.

Worcester, Donald E. Makers of Latin America. Illustrated. New York: Dutton, 1966. 222 pages. Grades 7 and up. Acceptable.

This volume contains the biographies of twenty men and one woman who have greatly influenced the course of Mexican, Central American, and South American history from the Conquest to the twentieth century. Brief but accurate biographies of the Mexican leaders, Mendoza, Sigüenza, Morelos, and Manuel Abad are included. Good photographs and an attractive format help to complement the well-documented, but difficult text.

. The Three Worlds of Latin America: Mexico, Central America, and South America. Not illustrated. New York: Dutton, 1963. 189 pages. Grades 5-9. Recommended.

Written by a recognized authority on Latin America, this book describes the ancient civilizations of the New World, the Spanish and Portuguese conquerors whose cultures became so influential, and subsequently the political and economic history of each Latin American country. Both the documentation and organization are good; however, the detailed, sophisticated narrative limits its appeal with juvenile readers.

Young, Bob and Jan. The Last Emperor: The Story of Mexico's Fight for Freedom. Illustrated. New York: Messner, 1969. 192 pages. Grades 7-10. Recommended.

Always a fascinating theme for those who enjoy reading historical drama is the tragic story of Emperor Maximilian and Empress Carlota of Mexico and of the struggle in which the Mexican people showed the world

in a grim and violent fashion that they would never again accept alien rule. The authors' treatment is both realistic and well-written. Details on the times and an in-depth look into the personalities of both Maximilian and Carlota make it a valuable source.

*Zimm, Louise Hasbrouck. Mexico: From Cortes to Carranza. Illustrated. New York: Appleton, 1918. 330 pages. Grades 6-9. Not recommended.

This historical account contains some interesting information on both kings and peons and relates some important legends and episodes in Mexican history. It is neither indexed nor documented and can serve little purpose as a source of merit.

Zottmann, Thomas M. (pseudonym for M.Z. Thomas). Alexander Von Humboldt: Scientist, Explorer, Adventurer. Illustrated by Ulrik Schramm. New York: Pantheon, 1960. 192 pages. Grades 5-8. Recommended.

This is an extremely unique book about a most unusual man who explored and observed intensively the nature and civilization of South America and Mexico among other places. It is one of the few versions of this man's life that can be used by children because of its suitable style of writing and fascinating content. Mature young readers should appreciate reading about his accurate scientific notations and his congenial personality. Pen and ink sketches are interesting, but not outstanding in action and feeling for the people and places being described.

Other Informational Books.

Adams, Andy. Trail Drive. Illustrated by Glen Rounds. New York: Holiday House, 1965. 250 pages. Grades 7 and up. Recommended.

Set on the wide open ranges in Texas and Mexico in the 1880's, this excellent account gives the young reader a detailed picture of the life of a cowboy. The descriptions are lively and the information seems accurate, giving evidence of a tremendous amount of research having been done by the author. Although the book is non-fictional, the narrative flows smoothly and should provide fascinating reading for young readers.

*Appel, Benjamin. Illustrated Book About South America. Illustrated by Fran Mawicke. New York: Grosset and Dunlap, 1963. 156 pages. Grades 6-9. Acceptable.

Because the information presented in this book concerning Mexico is very general, it is suggested that the book be used as an introductory source or as an additional source of information. Various aspects of Mexican life are touched upon but some facts are already outdated. Perhaps the most outstanding feature of the book is the group of colorful and realistic illustrations, including those on Mexico which show traditional Mexican garb, well-known sights, outstanding architecture, and beautiful natural settings.

*Armando, Jeanne. Rolito. Music by Ruth Cleary and pictures by Russell Patterson. New York: Pan-American Music Company, 1941. 63 pages. Grades 5-7. Acceptable.

This is a collection of songs and games from Old Mexico. The songs have piano accompaniment and the games are among the most popular of the country. Many may be familiar to youngsters already. The information is most acceptable for interested teachers. Because of its outdated format it will hold little appeal to children.

*Ashworth, Mae Hurley. Ten Pairs of Shoes. Illustrated by Brinton Turkle. New York: Friendship, 1958. 126 pages. Grades 3-5. Acceptable.

These factual stories of children from different countries in North America, including one about a rural Mexican family, are interesting but of limited use with children because of the religious emphasis in most stories and an outdated and uninviting format. The book will be most useful in special collections of material for religious education.

Baker, Betty. Arizona. Illustrated. New York: Coward-McCann, 1969. 124 pages. Grades 4-7. Recommended.

As part of the "States of the Nation" series, this interesting portrait of Arizona is included here because of the emphasis placed on the blending of different cultures (Indian, Mexican, and Anglo) which gives this state a uniqueness as well as conflicts that have had to be considered. Although the text is less concrete in factual detail than other sources, this book looks at the customs and work of Mexicans in Arizona in an objective, yet entertaining manner. Attractive black-and-white photos plus other reference and study aids make it a valuable source.

Baldwin, Gordon C. Pyramids of the New World. Illustrated. New York: Putnam, 1971. 224 pages. Grades 7 and up. Recommended.

This interesting book, intended mainly for adult readers, or mature juvenile readers, describes the pyramids found in the New World. The author emphasizes that, "In contrast to the two or three hundred pyramids in Egypt and Nubia, the number of pyramids in Mexico and Central America alone runs far up into the thousands." (page 22). This fact should fascinate those readers with an avid interest in Middle America. Excellent photographs and documentation enhance the interesting text.

*Beals, Carleton. Land of the Mayas, Yesterday and Today. Illustrated by Marianne Greenwood. New York: Abelard-Schuman, 1966. 158 pages. Grades 5-9. Acceptable.

Written by a well-known authority, this book presents some information about Mayan history, architecture, and living patterns of the past; however, most of the text is devoted to the present. If used in combination with Bleecker's The Maya: Indians of Central America, which emphasizes the Mayan culture in its golden age hundreds of years ago, the reader can learn many details about the Maya, yesterday and today. At times, in Land of the Mayas, sentence structure is awkward and careless; some photographs, though attractive, are carelessly placed or are accompanied by poorly stated captions.

Beck, Barbara L. The First Book of the Ancient Maya. Illustrated by Page Cary. New York: Watts, 1965. 87 pages. Grades 4-7. Recommended.

A social history of the Mayan people is competently described within these pages, with material on the lives of the common people, on the priests, on Mayan knowledge of mathematics and astronomy, on art and recreation, and on Mayan history up to the time of the Spanish Conquest. Its additional coverage of some of the lesser-known cities and beautiful buildings is a major contribution since few works for children have ever included such details. The text is concise but interesting, the drawings are excellent, and the book is well-organized.

_____. The First Book of the Aztecs. Illustrated by Page Cary. New York: Watts, 1966. 72 pages. Grades 5-7. Recommended.

This is a basic history of the Aztecs from their legendary beginnings and their arrival in what is now Mexico City up to the coming of Cortes in 1521. The Spanish Conquest and the reasons for its success are mentioned but emphasis is on Aztec culture. Though brief, the account is both fascinating and extensive. The illustrations are informative despite their small size.

*Blanch, Lesley. Around the World in Eighty Dishes. Illustrated by author. New York: Harper and Row, 1955. 172 pages. Grades 5-9. Recommended.

This book, which is best suited for inclusion in special collections, is an attractive cookbook with an international touch. Each recipe is introduced by a brief description of the country and some explanation about the particular dish. The directions are clearly written, ingredients are readily available ones, the style is lively, and the dishes seem authentic. From Mexico come two dishes--Four Pyramids Salad on page 143 and Chili Con Carne on page 144. Black and white pen and ink drawings add to the "flavor" of the text.

Bleeker, Sonia. The Aztec: Indians of Mexico. Illustrated by Kisa Sasaki. New York: Morrow, 1963. 160 pages. Grades 5-8. Recommended.

Greatly respected for her long list of books about Indian tribes, the author has again succeeded in giving juvenile readers a fine study--this one of the Aztec Indians. After reviewing the historical background of the Aztec Empire, the Conquest by Spanish explorers, and the Aztec civilization, the author describes the lives, customs, and problems of the Aztecs living in Mexico today. An index is appended and the illustrations are helpful, though few in number. Lack of a bibliography detracts from the book's use as a reference source.

_____. The Maya: Indians of Central America. Illustrated by Kisa Sasaki. New York: Morrow, 1961. 160 pages. Grades 5-8. Acceptable.

An interesting and serviceable account, this book describes the home life, crafts, beliefs, religion, architecture, festivals, sports, astronomy, and mathematics of the complex ancient Mayan civilization. The illustrations and overall format are adequate but not outstanding. An index is appended but there is no bibliography.

*Bright, Roderick. The Land and People of Mexico. Illustrated. New York: Macmillan, 1958. 90 pages. Grades 5-8. Not recommended.

This is a matter-of-fact account of Mexico, not to be confused with Larralde's Land and People of Mexico, a similar book in content. The information shared is somewhat outdated and, therefore, inaccurate. The style lacks inspiration and life. A brief index and an appendix giving a variety of information about Mexico are included.

Brock, Virginia. Piñatas. Illustrated by Anne Marie Jauss. New York: Abingdon, 1966. 112 pages. Grades 4-8. Recommended.

Although not a book to appeal to the majority of young readers, the contents of this book should prove both informative and useful to those interested in learning about piñatas and constructing them. The author presents a brief history of the piñata, three short stories in which the customs associated with the piñata are described, and directions and diagrams for making different kinds of piñatas. Appended is a glossary which includes a pronunciation guide.

Burland, Cottie Arthur. The Ancient Maya. Illustrated by Elizabeth Hammond. New York: Day, 1967. 112 pages. Grades 6-9. Recommended.

The Mayan civilization of Mexico, Guatemala, Honduras, and British Honduras is described in vivid detail in this informative book. The author, who is well-versed in the ancient lore of Mexico, has provided the young reader with excellent material on all facets of life in the Mayan civilization, especially in the areas of religious beliefs, artistic and scientific achievements, and present-day Mayan life. The well-written text is accompanied by excellent drawings and photos and is thoroughly documented.

*Busoni, Raffaello. Mexico and the Inca Lands. Illustrated by author. New York: Holiday House, 1942. 270 pages. Grades 6-9. Marginal.

Descriptions of the Mexico of 1942 are interesting and informative; however, the content is too outdated except to be used as a supplementary source by teachers or interested young readers.

* _____, Mexico. Illustrated by the author. New York: Holiday House, 1942. 27 pages. Grades 4-6. Not recommended.

This very small, thin book is actually a reprint of the one section on Mexico found in Busoni's Mexico and the Inca Lands. Not only is the content outdated, but the overall quality of the book is poor and unappealing.

Butts, David P. and Addison E. Lee. The Story of Chocolate. Illustrated by Mac Totchell. Austin, Texas: Steck-Vaughn, 1967. 48 pages. Grades 3-6. Recommended.

The story of the cacao bean is concisely presented in this account, beginning with its discovery by Columbus in the New World,

the tracing of its uses as an exotic drink, to a rich chocolate candy popular today. The growing and harvesting of the cacao tree and the processing of cacao beans are explained briefly but clearly. Included are a list and explanation of the many products derived as well as an important discussion concerning the reasons for the change in the main source of the cacao bean from one country to another. This is a fascinating, interesting account; however, there is no bibliography or index included.

Butts, David P. and Addison E. Lee. Vanilla. Illustrated by Joe Nerlinger. Austin, Texas: Steck-Vaughn, 1964. 47 pages. Grades 3-6. Recommended.

This is an interesting and well-researched book about vanilla--its origins, its development, and its many present-day uses. Explained are the reasons for the fact that this product had grown wild only in Mexico and Central America before it was produced with scientists' help. The theme should appeal to many elementary-school readers. The story is told simply while the drawings are accurate and most instructive.

Caldwell, John C. Let's Visit Mexico. Illustrated. New York: Day, 1965. 96 pages. Grades 4-7. Acceptable.

This book, part of the "Let's Visit" series, presents an adequate but general survey of the history, geography, industries, customs, and people of Mexico. Two areas covered which are neglected in other similar accounts are discussions on the national problems of Mexico and the present Mexican-United States relations. The book's format is attractive and includes numerous excellent photographs, a map, and a brief index. However, the narrative seems choppy and lacking in vivid descriptions.

*Castillo, Carlos. Mexico. Edited and illustrated by Burton Holmes. Chicago: Wheeler, 1939. 440 pages. Grades 5-8. Acceptable.

This is one of a series of travel books entitled "The Burton Holmes Travel Stories." It is packed with information on legends, handicrafts, homes, history, sports, feasts, and festivals. Although somewhat dated, it can be of value because of the excellent material it contains, the many good photographs, and the appealing format. Large clear print and an interesting style of writing add to its effectiveness.

Castor, Henry. The First Book of the Spanish American West. Illustrated by Albert Micale. New York: Watts, 1963. 85 pages. Grades 5-7. Recommended.

This brief but well-written history of the American West takes the reader from the habitation of the Indian groups, to the coming of the Spaniards with the establishment of the missions, through the period of the Mexican-Texan War, Manifest Destiny, and the establishment of the states of the Southwest. The presentation seems objective and the illustrations accompanying the text are excellent.

Chambers, Bradford. Aztecs of Mexico: The Lost Civilization. Illustrated by George Geygan. New York: Grosset and Dunlap, 1965. 61 pages. Grades 3-5. Marginal.

Tremendous detail on the Aztec culture of early Mexico is presented in this realistic account which is part of the "Who, When, Where" series. However, there is too much stress on Aztec cruelty and the harshness of life under their penal code to recommend the book for young readers. The shallow content and poor documentation limit its value as a supplementary source book.

Clayton, Robert. Mexico, Central America, and the West Indies. Illustrated by Zena Flax. New York: Day, 1971. 48 pages. Grades 3-6. Marginal.

The most important aspect of this introduction to the lands of Middle America seems to be its emphasis and information on those regions as lands of severe contrasts--particularly in types of culture, in land, in vegetation, in climate, in economy, etc. This book, part of the "Finding Out About Geography" series, is of little practical use because of major weaknesses in organization, documentation, and writing style.

*Coe, Fanny E. The World and the People Series, Book IV: Our American Neighbors. Illustrated by author. New York: Silver, Burdell, 1891. 324 pages. Grades 5-8. Not recommended.

This is more a textbook than children's literature but is not designated as such. It emphasizes the history, geography, customs, and the people of several Western countries, including Mexico, but is now very much outdated.

Cohen, Daniel. Secrets from Ancient Graves. Illustrated by Eliza Mc Fadden. New York: Dodd, Mead, 1968. 158 pages. Grades 5 and up. Recommended.

This very unique book should hold special appeal for young readers who are interested in archaeology and ancient history. One chapter deals with Mexico's Quetzalcoatl who was first thought to be

legendary, but whom archaeologists discovered as a real, historical person. Black and white drawings are finely detailed.

*Cohn, Dorothy D. Down Mexico Way. Illustrated by Marilyn Schwartz. San Antonio, Texas: Naylor, 1958. Unpagged (39 pages). Grades 2-4. Not recommended.

This book presents more tangible information about some aspects of Mexico than many longer, more detailed books. However, it is outdated and shows mainly the old Mexico. The style of writing seems sugar-coated and over-simplified. One example of this is the following: "We know now that our neighbors to the south are really good and fine people, and always we will be kind to them, as we know we should." (Page 39).

Credle, Ellis. Mexico: Land of Hidden Treasure. Illustrated. Camden, New Jersey: Nelson, 1967. 224 pages. Grades 6 and up. Recommended.

Each chapter of this outstanding book describes a different aspect of treasure hunting in Mexico. Historical, archaeological, natural treasures, and the rich folklore and life of this fascinating country are explained in fascinating detail. Many clear, attractive photographs should add interest and enjoyment to this lively account.

Crosby, Alexander L. The Rio Grande: Life for the Desert. Illustrated. Champaign, Illinois: Garrard, 1966. 97 pages. Grades 4-7. Recommended.

The history, geography, and customs of the people who live on both sides of this river are presented in a simply-written narrative. Most information seems accurate; however, facts concerning the Mexican War and the position and actions of early American settlers in Texas seem to have received pro-American treatment. Also, several incidents or topics could have been discussed in greater detail, e.g. the ancient city of Acoma, a town established by Indians long before the Spaniards came to Mexico. The introductory chapter is most helpful, while prints, photos and drawings effectively complement the text.

*D'Harnoncourt, Rene. Mexicana: A Book of Pictures. Illustrated by author. New York: Knopf, 1931. 67 pages. Grades 7 and up. Acceptable.

A very unique and attractive book, this gives a very realistic picture of life in the Mexican hills and small towns. The style is brief but sophisticated. The one major weakness seems to be a lack of organization in the text.

*Dörner, Gerd. Mexico. Translated from German by Gladys Wheelhouse. Illustrated by author. Garden City, New York: Doubleday, 1961. 61 pages. Grades 4-7. Acceptable.

The most outstanding feature of this general picture of Mexico seems to be the 30 beautiful color plates that depict landmarks, customs, and changes in Mexico. Along with an introductory and explanatory text is a section which names and describes the top attractions of Mexico. Although the text is well-written, the print used is small and difficult to read.

*Duggan, Anne Schley, Jeanette Schlottman, and Abbie Rutledge. Folk Dances of the United States and Mexico. Illustrated. New York: Barnes, 1948. 159 pages. Grades 4-8. Recommended.

This is a thorough and well-organized collection of twenty-one dances, with piano accompaniments and drawings of dance patterns, from Mexico and the United States. The authors present geographical, historical, and sociological backgrounds of the United States and Mexico, a survey of their ceremonial, ritualistic, social folk dances, and their traditional folk costumes and festivals.

*Eberle, Irmengarde. Spice on the Wind. Illustrated by Richard Jones. New York: Holiday House, 1940. 56 pages. Grades 4-6. Acceptable.

This is a brief but well-written text about various spices, where they grow, and the people who grow them. One chapter, pages 26 to 30, discusses "Vanilla from Mexico" in some detail. Emphasized is the history and importance of vanilla beans and how they are grown and readied for market. The facts seem accurate, the text interesting, and the illustrations attractive and meaningful. However, the reader should keep in mind that some information may be outdated and the book should be read with discretion.

*Elms, Francis R. Stories of Neighbor Nations: Stories and Pictures of the Countries of the Western Hemisphere. Illustrated by author. Chicago: A. Whitman, 1947. 79 pages. Grades 4-6. Not recommended.

This book, at one time, was probably a noted source of introductory information on our neighbors in the Western Hemisphere. However, it is now outdated and is weak in organization, lacking both a table of contents and a bibliography.

Epstein, Sam and Beryl. The First Book of Mexico. Illustrated. New York: Watts, 1967. 88 pages. Grades 4-7. Recommended.

This book should serve as a good introduction to modern Mexico and its people. Unlike the 1955 edition, it is not written as a personal, fictionalized account but is strictly factual in its approach. The overall presentation is lively and attractive. Photographs have taken the place of earlier drawings; the glossary has been omitted but unfamiliar words are explained in the text. The overall picture of the political and social life of Mexico as well as its physical features is brief but accurate.

Farquhar, Margaret C. The Indians of Mexico. Illustrated by Mel Klapholz. New York: Holt, Rinehart, and Winston, 1967. Unpagged (45 pages). Grades 1-4. Acceptable.

After identifying the first Mexican Indians as explorers who migrated southward during the ice age, this simply written book describes the Olmecs, the Tottecs, and, in some detail, the Aztecs, whose civilization ended with the coming of Cortes. The narrative is straightforward and should provide younger readers with a good book "to begin on." Its brevity, however, limits its scope. The illustrations are both attractive and informative.

*Fawcett, Raymond (ed.). How Did They Live? Mexico. Illustrated. Cambridge, Massachusetts: Bentley, 1955. 48 pages. Grades 4-6. Recommended.

Although not particularly appealing in appearance, this book contains excellent, authentic material about the Aztec nation before the Conquest. An index is appended; however, there is no list of sources used. Attractive reproductions help to enhance the text.

Fitch, Robert Beck and Lynne. Soy Chicano. Illustrated. Mankato, Minnesota: Creative Educational Society, 1970. 64 pages. Grades 4-8. Recommended.

A thirteen-year-old Mexican-American girl describes her daily life and experiences in Earlimart, a California grape-growing community. The insight and information shared concerning the life of young Lupie and her family are excellent and should provide young readers with accurate material for better understanding of the social and economic problems facing this, as well as other, minority families. The text, which is written in the words of Lupie, flows smoothly except for a few awkward parts. Photos are candid and informative, and the overall format is attractive.

Galt, Tom. Volcano. Illustrated by Ralph Ray. New York: Scribner, 1946. 102 pages. Grades 4-7. Recommended.

This is an exciting and accurate narrative of the birth and growth of a real volcano in a farmer's field in Mexico. The entire life of the tiny sleepy village of Paricutin is changed by the event in 1943. The portrayal is so vivid in both text and illustrations that the reader feels involved. This is one of the best versions of the familiar story of Paricutin for children and it will appeal to upper elementary and junior high readers.

Garcia, Joe Dell and Mabel Otis Robison. Come Along to Mexico. Illustrated. Minneapolis: Denison, 1965. 117 pages. Grades 5-7. Marginal.

This is a good account of the history, geography, and ways of living of the Mexican people but the book is marred by several weaknesses. There is no introduction to prepare the reader for the direction taken by the book; the material presented seems disorganized and lacking in continuity; and, while a map and a table of contents are included, there is no index or bibliography.

Gardner, Erle Stanley. The Hidden Heart of Baja. Illustrated. New York: Morrow, 1962. 256 pages. Grades 6 and up. Recommended.

Described vividly in this book by a highly-respected author are the many special caves in Baja, California, that house cave paintings of earlier Indian civilization. Juvenile readers with high interest in archaeology and those fascinated by the mysteries of Baja should enjoy this account.

Gartler, Marion and George L. Hall. Understanding Mexico. Illustrated. River Forest, Illinois. Laidlaw, 1964. 64 pages. Grades 3-7. Acceptable.

This survey of Mexican geography, history, customs, and education, which is part of the "Understanding Your World" series, is clearly, but somewhat superficially, presented. High points of the text seem to be the sections describing the importance and influence of the numerous contrasts of the country and the many problems faced by Mexico both in the past and today. Although the format resembles a textbook, attractive photographs, good organization, and an easy-to-read writing style add to its appeal as a reference source.

*Geis, Darlene (ed.). Let's Travel in Mexico. Illustrated. Chicago. Children's Press, 1965. 85 pages. Grades 3-6. Marginal.

The narrative in this book focuses on the traditional and exotic rather than on the modern elements in Mexican life. Because the information presented is general and some areas of concern have been glossed over or neglected, this volume would best serve the reader as a supplementary source.

Glubok, Shirley. The Art of Ancient Mexico. Illustrated by Gerard Nook and Alfred H. Tamarin. New York: Harper and Row, 1968. 41 pages. Grades 3-6. Recommended.

Composed of a well-chosen selection of artifacts which introduce children to the art and culture of Aztec, Toltec, Olmec, and other civilizations of Mexico, this handsome book by a noted author and editor gives a good general picture of major achievements of these people. In addition, it offers the reader direct visual experience through excellent photographs of ornaments, temples, jewelry, statues, and funerary urns. While the format is similar to other titles in the author's art series, this particular volume is not as well organized as others are, dates and locations of the art are not given precisely, and the text seems bland.

*Godoy, Mercedes. When I Was a Girl in Mexico. Illustrated. Boston: Lothrop, Lee, and Shepard, 1919. 139 pages. Grades 6-9. Not recommended.

A young Mexican woman tells of her special memories and interests while growing up in Mexico as the daughter of a diplomat. The text is a travelogue of Old Mexico with its special land features, celebrations, customs, beautiful cities, and arts and crafts. Illustrated with photos and, although once popular reading material, this book is now of little use to most because of its outdated text and format.

Goetz, Delia. Half a Hemisphere: The Story of Latin America. Illustrated by Charlotte Anna Chase. New York: Harcourt, Brace, 1943. 278 pages. Grades 6-9. Recommended.

Recommended as a good supplementary source of information for use in units and studies on Latin America, this book presents an interesting account of the early days of exploration and conquest, of the colonial period culminating in the long struggle of the colonies for independence, of the republics as they grew out of revolution, and of these nations as they are today. It has been revised and updated and is still in print today.

Neighbors to the South. Illustrated. New York: Harcourt, Brace, 1941. 179 pages. Grades 6-9. Acceptable.

This is another good source of information by the author. Although not as well-organized as Half a Hemisphere and not as well-written, it is of value especially to upper elementary and junior high readers needing reliable information on the current problems of each nation and the steps being taken to solve them. But no one country is dealt with in sufficient detail to use without other material. Lack of a good, detailed map and inaccuracies evident in the index may limit its use with children.

Gomez, Barbara. Getting to Know Mexico. Illustrated by Donald Lambo. New York: Coward-Mc Cann, 1959. 64 pages. Grades 3-6. Acceptable.

This volume in the "Getting to Know" series provides the reader with a wealth of information on Mexico concerning both urban and rural areas and the various cultural groups living there. Inclusion of an historical outline and index is very helpful and adds to the value of the book as a reference source. Two weaknesses seem to be a lack of detailed information on the daily lives of families and a lack of material on the deep, important problems facing Mexico and any plans for alleviating these problems. The text is easy-to-read and has a personal touch with the author continually talking to the individual reader, referring to him as "you."

Grant, Clara Louise and Jane Werner Watson. Mexico: Land of the Plumed Serpent. Illustrated. Champaign, Illinois: Garrard, 1968. 112 pages. Grades 3-6. Recommended.

The fascinating country and people of Mexico from the time of the Mayas to the present are presented here in legends, stories, and factual material. The variety of material and the attractiveness of the drawings and photographs should draw young readers to this book. Although the text is not as well-organized as it might have been, it should complement other basic books about Mexico, such as Ross' Mexico and the Epsteins' First Book of Mexico.

*Greenbie, Sydney. Next-Door Neighbor: Mexico. Illustrated by Syd Browne. New York: Row, Peterson, 1942. 84 pages. Grades 5-7. Acceptable.

In this book, which is one of eight included in the "Good Neighbor" series, the author effectively compares the old with the new of Mexico. While the overall format is of poor quality and the organization weak, the illustrations in soft colors are very attractively done.

*Cresham, Elizabeth. The World of the Aztecs. Illustrated. New York: Walker, 1961. 98 pages. Grades 6-8. Acceptable.

Providing a detailed description of the Aztec civilization flourishing when Columbus arrived in the New World, this text is greatly enhanced by excellent maps, photographs, drawings and diagrams. Included are chapters on the Aztec people, war and Gods, time and magic, arts and crafts, Quetzalcoatl, some discoveries and inventions, games and recreation, and the downfall of the Aztecs

and what caused it. The format is most appealing; however, the narrative seems rather sophisticated in style and vocabulary for younger or immature juvenile readers.

Hall, Barbara J. Mexico in Pictures. Illustrated. New York: Sterling, 1961. 64 pages. Grades 3-7. Acceptable.

This very attractive book provides a wealth of valuable information in both a well-written text and in a series of over 100 photographs about all aspects of Mexico's physical environment, history, and contemporary social, political, and economic features. One feature that is sorely missed in this book is a detailed index.

Hall, Lynn. A Horse Called Dragon. Illustrated by Joseph Cellini. Chicago: Follett, 1971. 96 pages. Grades 5-7. Recommended.

Dragon, a real Mexican mustang, is one of the horses brought to Texas that is used to establish the Pony of the America's breed. This is his story--the story of his birth, his years of growth, his leadership of the herd. Other than one incident in which Mexicans are portrayed as villains in a stereotyped fashion, the story is excellent. From the documentation, it is apparent that the author undertook much research in order to present such an impressive, well-developed account.

Halliburton, Richard. Richard Halliburton's Complete Book of Marvels. Illustrated by Jules Gottlieb. New York: Bobbs-Merrill, 1937. 639 pages. Grades 7 and up. Acceptable.

This is a huge but rather fascinating volume that takes the reader to many unique and picturesque places found in the Orient and the Occident. Those wonders of Mexico that are included in Halliburton's book are Popocatepetl, the volcano and Chicken Itza, famed ancient Mayan capital city. The author wrote of places he had visited--he climbed Popo and he dived into the Sacred Well of Sacrifice (cenote) of the Mayas and survived.

Hancock, Ralph. Mexico. Illustrated. New York: Macmillan, 1964. 122 pages. Grades 6 and up. Marginal.

This survey of Mexican history and modern life gives valuable information about the traditions, festivals, government, geography, and life in Mexico today. The history of Mexico, which is a fascinating one, is handled well by the author. However, he does not go into sufficient detail concerning the changing face of modern Mexico; rather the reader is left with the stereotyped picture of a quaint, picturesque land still living under the familiar sombrero.

*Henuis, Frank. Songs and Games of the Americas. Illustrated by Oscar Fabrès. New York: Scribner, 1943. 56 pages. Grades 2-6. Acceptable.

This book is a gold mine of games and songs from Latin America especially for the elementary teacher and the specialist. Many selections are already familiar to children while others are unique and original, stemming from the time before the Spaniards conquered Mexico. Included is a list of sources used, a table of contents, a concise and valuable introduction and entertaining and meaningful illustrations.

*Henry, Marguerite. Mexico in Story and Pictures. Illustrated by Kurt Wiese. Chicago: A. Whitman, 1941. Unpagged (28 pages). Grades 4-6. Marginal.

This book seems to give a fairly realistic picture of old and rural Mexico and is an especially good source of information concerning resources and products, labor, the arts, and the customs of the people. Colorful illustrations are appealing but the writing style seems dull and uninteresting. In some descriptions, a stereotyped picture evolves: "Mexicans never seem to hurry as Americans do. They day-dream as they work at their weaving or their pottery, and while they play sad songs on their guitars." (page 28). The book is no longer in print and is out-of-date.

* Pictured Geography of Mexico. Illustrated by Kurt Wiese. Chicago: A. Whitman, 1941. Unpagged (28 pages). Grades 3-6. Marginal.

There is a surprising amount of worthwhile factual information found in this small book. The detail presented on Mexican arts and crafts and contrasting land features can be of value even today; however, much of the content as well as the appearance are outdated and unappealing.

Hobart, Lois. Mexican Mural: The Story of Mexico, Past and Present. Illustrated. New York: Harcourt, Brace, and World, 1963. 224 pages. Grades 7 and up. Recommended.

This book draws a realistic picture of Mexico and is quite broad in scope as well, covering the geography, history, culture, ethnic background, arts, and architecture in a straightforward but lively style of writing. Also included are excellent assessments of educational and political problems with which modern Mexico must deal. In addition, the author's treatment of relations between Mexico and the United States gives evidence of informed, intelligent observations and thorough research. A bibliography and an index are appended.

Holland, Ruth. The Forgotten Minority: America's Tenant Farmers and Migrant Workers. Illustrated. New York: Macmillan, 1970. 153 pages. Grades 5-9. Acceptable.

The plight of the tenant farmers and migrant workers in America is described quite vividly in this book, with the author emphasizing their exploitation in the past, their present struggle for survival, and the need for long-overdue reforms to give them hope for their future. Actual photographs of this minority group add a great deal of meaning to the text. An index is appended; however, there is no bibliography and the overall organization is weak. It is also unfortunate that more of the text was not devoted to description of the present situation and plans for the future rather than dwelling so much on the past.

Holman, Rosemary. Spanish Nuggets. Illustrated by Barbara Brigham. San Antonio, Texas: Naylor, 1968. Unpaged (40 pages). Grades 4-7. Acceptable.

While one of the main purposes of this book for elementary-school readers is the teaching of the Spanish language, it is included here because this series of short proverbs may help the child become familiar with some beliefs and customs of Mexicans. Each proverb is presented in Spanish and in English. Probably the most outstanding feature is the beautiful illustrations--charcoal sketches that portray each saying.

*Jaynes, Ruth. Tell Me Please! What's That? Illustrated by Harvey Mandlin. Glendale, California: Bowmar, 1968. Unpaged (24 pages). Grades K-3. Acceptable.

This is one of a series of picture books in Bowmar "Early Childhood" series. In the very simple text, Juan and David trade vocabulary words for different animals at the children's zoo. The approach to learning Spanish (or English) should prove effective with young children; however, the book is included here because it presents a good treatment of a common childhood experience shared by two children with different cultural backgrounds. The photographs in full, brilliant colors are excellent.

Johnson, Burdette Beebe. Animals South of the Border. Illustrated by James Ralph Johnson. New York: McKay, 1968. 146 pages. Grades 5-8. Recommended.

This book discusses many of the lesser-known animal species of Mexico, not those that are common and/or found in both Mexico and the United States. Described are their physical characteristics, natural food, diseases, habitat, behavior with man and their own

species, and usefulness to man. Throughout, the author reflects on the chances of survival of each as man encroaches into the wilderness. The text is very well-written and attractively illustrated.

*Johnson, Lois (ed.). Christmas Stories Round the World. Illustrated by Beth Krush. New York: Rand McNally, 1960. 175 pages. Grades 4-6. Acceptable.

Fourteen countries are represented in this collection of Christmas stories. Only one country from Latin America is represented, that is, Mexico, on pages 73 to 82. Two stories, "The Posadas and Piñata of Mexico" and "A Piñata for Pepita," explain Mexican Christmas customs. While the stories are not especially well-written, the information shared is worthwhile and the book is attractive in format.

Johnson, William. Mexico. Illustrated. New York: Time, 1961. 160 pages. Grades 5-9. Recommended.

This general introduction to the history, geography, politics, economy, and social aspects of contemporary Mexican civilization is part of the "Life World Library" series. Although not a great deal of depth is presented, the facts seem accurate and the photographs, maps, and charts complement the text very well. Excellent organization and documentation make this book an excellent reference source for social studies work.

Jones, Edward H. and Margaret S. Arts and Crafts of the Mexican People. Illustrated. Los Angeles: Ward Ritchie, 1971. 64 pages. Grades 5 and up. Recommended.

After introducing the reader to the history and tradition behind Mexican popular arts and defining the term, the author discusses in fascinating detail the arts of pottery, weaving, metal-crafts, woodworking, leather-crafts, glassware, lacquerwork, and minor crafts (toys, fireworks, paperwork, yarnwork, featherwork). This is an excellent source for artists, collectors, or anyone of any age with an interest in art.

Jordan, Nina R. Homemade Dolls in Foreign Dress. Illustrated by author. New York: Harcourt, Brace, and World, 1939. 246 pages. Grades 6-9. Acceptable.

Still in print today, this book tells how to make dolls and dress them in native costumes of fifteen foreign countries. Directions are also given for making typical little houses, domestic animals, and other objects characteristic of each nation. Concerning Mexico, the reader is guided in making a Mexican boy named Pedro, his burro Bingo, a market place, a casita or little house, a sombrero, and many

little items to be sold in the market place, such as fruits, flowers, and baskets. It is a well-written and well-organized book which may appeal to a limited number of children.

Joy, Charles R. Young People of Mexico and Central America: Their Stories in Their Own Words. Not illustrated. New York: Duell, Sloan, and Pearce, 1962. 152 pages. Grades 6-10. Acceptable.

This is the sixth volume of the author's "Young People" series in which young people from various countries introduce themselves, their families and friends, schools, customs, religions, and hopes. The young people of Mexico and the seven countries of Central America, as they talk about their lives, give the young reader much to think about so that differences between peoples can be understood and relations among them improved. However, changes continue and some information is already outdated.

Kirtland, G.B. One Day in Aztec Mexico. Illustrated by Jerome Snyder. New York: Harcourt, Brace and World, 1963. 40 pages. Grades 4-7. Recommended.

In describing one day in an Aztec household in the year 1510, the author gives a vivid picture of the people and their culture. Both the narrative and the illustrations are humorous as well as informative, imparting many authentic details of Aztec life, customs, and beliefs. The approach is unique, for the reader becomes a member of the Aztec family; thus, this account provides a welcome change from most other books on Aztecs which are usually solemn and remote.

*Knox, Thomas W. The Boy Travelers in Mexico. Illustrated. New York: Harper, 1892. 552 pages. Grades 8 and up. Marginal.

This is one of the "Boy Travelers" series, taking two young Americans through Mexico to see and experience all of the usual sights of that country. The book is characterized by attractive photos and engravings, well-organized format, and a very readable, flowing style. However, the material is outdated and of little practical use today.

Lamb, Dana and Ginger. Quest for the Lost City. Illustrated. New York: Harper and Row, 1951. 340 pages. Grades 8 and up. Recommended.

This most interesting and fascinating book takes the reader on the exciting archaeological journey experienced by the authors. Although intended mainly for adults, many young people interested in the topic and in search of valuable information will find this volume worthwhile. Written in the first person, the excellent narrative is

accompanied by meaningful photographs of the authors' real life adventures. The book is not very attractive and, in fact, looks outdated in format.

Larralde, Elsa. The Land and People of Mexico. Illustrated. Philadelphia: Lippincott, 1964. 160 pages. Grades 6 and up. Recommended.

The author, who is Mexican born, describes in readable style the land, history, people, customs, art, crafts, natural resources, cities, and national problems of Mexico. The contents follows a more logical pattern than most other similar books and the photographs are excellent. An especially good picture is presented of some of the problems facing Mexico today, including her attempts to regain and rebuild her oil interests.

Leeming, Joseph. The Costume Book. Illustrated by Hilda Richman. Philadelphia: Lippincott, 1938. 123 pages. Grades 6-9. Marginal.

This is one of just a few books devoted to the theme of national costumes. It is attractively illustrated and the directions seem clear though difficult for elementary readers to understand. Mexico is discussed on pages 48 to 50 and costumes are authentic and realistic of rural Mexico only.

*McNally, Evalyn G. and Andrew. This Is Mexico. Illustrated by authors and Valdemar Paulsen. New York: Dodd, Mead, 1947. 216 pages. Grades 4-7. Acceptable.

This is a view of Mexico as experienced by the authors. Although not particularly well-written, the book is valuable for the first-hand information it presents on the people, the land, living practices, labor, crafts, market places, schooling, and wild-life of the area. Although this information is now outdated, it is still useful; even more useful are the details presented on the ancient history of Mexico, with its artifacts, architecture, and art. Photographic illustrations are attractive and meaningful addition to the text.

*Mc Neer, May. The Story of California. Illustrated by C.H. DeWitt. New York: Harper, 1944. Unpaged (31 pages). Grades 3-6. Acceptable.

This is a historical and geographical account of early California up to the present day (1944). Beautiful lithographs in color make the book a delight to the reader's eye and add much to

the presentation of information. An outstanding book in its day, it should be revised and reprinted so that today's youngsters can enjoy the fascinating and up-dated history of California. The text needs some reorganization and the pages should be numbered.

*Marcus, Rebecca B. Prehistoric Cave Paintings. Illustrated. New York: Watts, 1968. 88 pages. Grades 5-7. Recommended.

This rather fascinating book on cave paintings in different areas of the world includes one short section about cave paintings uncovered in Mexico. Though brief, this source will supplement Baumann's Caves of the Great Hunters. Included, and quite helpful, are a glossary, an index, maps, and numerous black-and-white photographs and sketches.

Martin, Patricia M. Chicanos: Mexicans in the United States. Illustrated by Robert Frankenberg. New York: Parents Magazine, 1971. 64 pages. Grades 2-4. Acceptable.

Covering briefly the history of the Mexican people, the life of migrant workers, the leadership of Cesar Chavez, and a description of the way Chicanos live in American cities today, this book presents a fairly well-balanced picture of this minority group. However, the text seems to ignore or underplay some of the deep-seated problems facing Mexican Americans. In addition, the style of writing is flat and disappointing, especially in comparison to other books written by this author. An index is appended.

Mason, Herbert M. The Texas Rangers. Illustrated. New York: Meredith, 1967. 171 pages. Grades 4-6. Marginal.

Although the material in this book is fascinating, the writing is quite poor. There is some fictionizing and many errors. The text contains examples of sensational writing causing inaccuracies, including such phrases as the "blood-thirsty Comanches" and the "revenge-hungry Mexicans." Both the style of writing and the content will limit its use as a reference source.

Marx, M. Richard. About Mexico's Children. Illustrated. Chicago: Melmont, 1959. 47 pages. Grades 1-3. Acceptable.

As part of the "Look, Read, and Learn" series, this book gives an accurate but slightly dated picture of Mexico's children at work, at school, at home, and at play. The narrative is simple but the style is not outstanding. A very abrupt ending will probably leave the young reader unhappy and dissatisfied. This is unfortunate since the book was well-researched and gives countless details in its brief text.

*May, Stella B. Let's Read About Mexico. Illustrated by Kreigh Collins. Grand Rapids, Michigan: Fideler, 1949. 111 pages. Grades 4-7. Marginal.

In this readable but uninspiring book, the author presents many and varied bits of information about Mexico. There are worthwhile facts included on Mexico's arts, recreation, and customs; discussions on education, the people, and their work are badly outdated now.

*_____, My Neighbor Mexico. Illustrated by Kreigh Collins. Grand Rapids, Michigan: Fideler, 1941. 127 pages. Grades 4-7. Not recommended.

This version of Mexico seems condescending and patronizing. Worthwhile information is shared but the narrative is apologetic in tone. For example, "Going to school in a little white school-house in Mexico is fun." (Page 46). Another example, "People wear clothes that look strange to us." (Page 8). This book is better organized than Let's Read About Mexico by the same author, but the presentation of information is questionable.

Meynier, Gil. Mexico A to Z. Illustrated by Carlos Mérida. New York: Watts, 1966. Unpaged (30 pages). Grades K-3. Not recommended.

First published 20 years ago this book introduces numerous aspects of Mexican life through alphabet rhymes. But the rhymes are structured poorly and seem too contrived. There is also no consistent pattern for the rhymes--sometimes the alphabet word appears first and other times the alphabet word is hidden in the middle. Not all topics relate to things purely Mexican but include such things as thunder or an animal in the zoo. The illustrations are strong and distinctive but are just not matched by the slight, second-rate text. It seems, too, that the price of the book (\$3.95) is too high.

*Millen, Nina. Children's Games from Many Lands. Not illustrated. New York: Friendship, 1943. 214 pages. Grades 8 and up. Recommended.

This book is more suitable as an enrichment source for the elementary classroom teacher or the special teacher. Mexican games are found on pages 100 to 106 and represent a variety of types and backgrounds. Each game is explained in detail and states the number of children who can take part, their ages, and where best played. The main emphasis seems to be that children the world over appreciate and play similar games.

*Morris, Ann Axtell. Digging in Yucatan. Illustrated by Jean Charlot. New York: Junior Literary Guild, 1931. 279 pages. Grades 6-9. Recommended.

An archaeological expedition, under the leadership of the author's husband, heads for Yucatan to re-erect the ancient Maya temple of the warriors. The book is very well-written and informal and will supply young would-be archaeologists and history buffs with unusual adventure and fascinating reading. Photographs and drawings complement the text.

Nava, Julian. Mexican-Americans: Past, Present, and Future. Illustrated. New York: American, 1969. 120 pages. Grades 7 and up. Recommended.

Written by a Mexican American who has lived in a Los Angeles barrio, this book not only includes a brief history of Mexicans in the United States and in Mexico, but also accurately describes the Mexican Americans' social, political, and cultural contributions to their country. Those mature juvenile readers seeking to know more about this minority group should find this book revealing, well organized, and sufficiently documented for effective reference use.

Neurath, Marie. They Lived Like This In Ancient Mexico. Illustrated by John Ellis. New York: Watts, 1971. 32 pages. Grades 3-5. Acceptable.

This book, part of the "They Lived Like This" series by the author, describes in a brief but interesting text many of the aspects in this history and culture of the ancient Aztecs. While the text does succeed in covering the cultural, scientific, and technical achievements of these people, it still leaves several topics marginally discussed, whereby young readers may draw incorrect conclusions. The writing style is acceptable and the overall format, including attractive green, white, and blue drawings and clear print on white paper, is excellent.

They Lived Like This: The Ancient Maya. Illustrated by John Ellis. New York: Watts, 1966. 32 pages. Grades 3-5. Acceptable.

This is another attractive and seemingly accurate book in the series by the author, this time concerning the early Mayan civilization. Again, sections of the text, which is really comprised of a series of separate paragraphs, cover certain material in a superficial manner, including Mayan number-writing accomplishments, the crafts of the people, and their system of agriculture. There is clear coverage in the brief

text, however, on pyramids, astronomy and the Mayan calendar, and on some recreation. There is no index or bibliography appended.

Nevins, Albert J. Away to Mexico. Illustrated. New York: Dodd, Mead, 1966. 96 pages. Grades 6-9. Acceptable.

The author, from his own observation and study, tells this story and history of Mexico and the Mexican people. The book covers briefly, and adequately, other aspects besides history. There is evidence in the text, however, of information being somewhat slanted and prejudicial; thus, certain statements appear condescending and not entirely accurate. The 75 photographs, maps, and an index help to enliven the text.

Norman, James. (pseudonym for James Norman Schmidt). Charro, Mexican Horseman. Not illustrated. New York: Putnam, 1969. 128 pages. Grades 6-9. Recommended.

In tracing the history and development of the horse in the Western Hemisphere, the author also presents a summary of Mexican history in general in this well-written book. The true art of being a Mexican cowboy, or charro, is described in a clear, lively style. A glossary and index are appended.

*Ober, Frederick A. Travels in Mexico and Life Among the Mexicans. Illustrated. Boston: Estes and Lauriat, 1883. 732 pages. Grades 9 and up. Not recommended.

Because of its tremendous size, detail, and depth of research this book is not recommended for young readers. It will hold little appeal for them and is too difficult to read. However, it is a notable publication for special readers looking for a detailed volume of information of all kinds on Old Mexico.

Parish, Helen R. Our Lady of Guadalupe. Illustrated by Jean Charlot. New York: Viking, 1955. 48 pages. Grades 4-7. Recommended.

This legend of the humble Indian peasant, Juan Diego, takes place in the sixteenth century and relates the miracle of the appearance of the Virgin Mary which led to the building of the famed church near Mexico City. The story is told simply by an author who knows Mexico past and present. Bold, richly-colored illustrations may attract some young readers, although the theme limits the book's appeal. The text and the drawings appropriately portray the people and the times.

*Peck, Anne Merriman. Young Mexico. Illustrated by author. New York: Dodd, Mead, 1934. 275 pages. Grades 5-8. Acceptable.

This is a social history of Mexico that tells much about the old life and traditions of the country. A glimpse of Mexico City at Christmas, a visit to the Indian villages nearby, explorations in Yucatan jungles and ruins, and trips to Vera Cruz and Taxco are some of the features that are included. Although the content is outdated, the text is well-written and can be used as an additional source of information on the Mexico of the past.

Pine, Tillie S. and Joseph Levine. The Maya Knew. Illustrated by Ann Grifalconi. New York: McGraw-Hill, 1971. 38 pages. Grades 3-5. Recommended.

Organized in a similar fashion to other books in the series by the authors in which the contributions and accomplishments of various groups of people are emphasized, this book describes a particular achievement of the Maya, then explains the means used today for accomplishing a similar feat, and finally discusses how the reader can get personally involved by duplicating simple artifacts, musical instruments, calendars, etc. simply by following the directions given. Both the format and illustrations are attractive and helpful and the text is simply-written.

Pinney, Roy. Underwater Archaeology: Treasures Beneath the Sea. Illustrated. New York: Hawthorn, 1970. 214 pages. Grades 7 and up. Recommended.

Although there is but limited information concerning Mexico in this book, what is included is of importance to readers interested in the archaeology and history of Mexico. Intended mainly for adults, the book describes in fascinating detail some of the digs and discoveries in the ancient Mayan cenotes or wells. Excellent organization and documentation plus actual photographs of areas explored help to make this text very informative as well as fascinating.

*Plummer, Mary Wright. Roy and Ray in Mexico. Illustrated. New York: Holt, 1907. 403 pages. Grades 7 and up. Not recommended.

This is another early travelogue involving two young American boys and their journey to eight Mexican cities. Like so many earlier books intended for children and young people, it is voluminous, wordy, stilted in style, and overwhelming to most youngsters.

Pope, Billy N. and Ramona W. Emmons. Your World: Let's Visit Mexico City. Illustrated. Dallas, Texas: Taylor, 1968. 32 pages. Grades K-2. Recommended.

An American family takes an actual trip to visit Mexico City and view the sights of that fascinating city. Despite the simple and

brief text, there are many interesting details brought out, including some comparisons made between Mexican and American practices. However, those aspects receiving attention seem limited and some outstanding attractions of Mexico City, such as the National University, housing and patios, and music and dance practices, have been omitted altogether. Color photos are closely related to the English and Spanish texts.

Quinn, Vernon. Picture Map Geography of Mexico, Central America, and the West Indies. Illustrated by Da Osimo. Philadelphia: Lippincott, 1943. 114 pages. Grades 4-6. Acceptable.

This is one of a series of books called "Picture Map Geography." The one section on Mexico discusses its geographic shape, its history, its physical features, and some important resources of the land. The three major cultures that make up Mexico are also discussed, that is, the Indians, the Spaniards, and the Mexicans. Probably the most outstanding feature of the book is its attractive illustrations and good clear maps. Its contents is best used by children at the middle and upper elementary levels.

Reck, Alma Kehoe. The First Book of Festivals Around the World. Illustrated by Helen Borten. New York: Watts, 1957. 58 pages. Grades 2-5. Recommended.

Because of its valuable information on a subject infrequently covered effectively in children's books, this well-organized collection is recommended. Included are festivals from Peru, Turkey, Japan, England, Finland, and others. One on Mexico, "The Festival of Posadas" on pages 51 to 58, presents some good details on this Christmas celebration but the text is not especially well-written. The drawings, black and white with some red and green, are delightful and appealing. An index is included.

_____. Some Independence Days Around the World. Illustrated by Virginia R. Sargent. Los Angeles: Elk Grove, 1968. 48 pages. Grades 3-5. Marginal.

This book contains a collection of short descriptions of how different countries celebrate their independence. Mexico's Independence Day, September 16, is explained through the dialogue of a Mexican family. There seems to be little of value in this volume, however. The introduction paints a euphoric picture of the blessings of independence, each country's day is explained through the use of an unrealistic, homey family scene, and the dialogue is artificial. Also, the illustrations are rather unattractively done in three colors which inaccurately represent the colors of the national flags that are included.

Reeve, Frank D. and Alice A. Cleaveland. New Mexico: Land of Many Cultures. Illustrated by Harold F. Lee. Boulder, Colorado: Pruett, 1969. 231 pages. Grades 7 and up. Acceptable.

This book offers mature young readers and adults an extremely thorough look at the history and geography of New Mexico and is included here because of the valuable background material presented on the Mexican and Spanish influence in that state's culture and progress. The content is well-organized and completely documented so that interested young readers should find it a good supplementary source.

*Richards, Irmagarde and Elena Landazuri. Children of Mexico: Their Land and Its Story. Illustrated by Jo Laughlin. San Francisco: Harr Wagner, 1935. 323 pages. Grades 4-6. Marginal.

This is another source on Mexican history, geography, and people that was probably worthwhile at one time. It is now out-of-date, however, and seems to lack continuity in organization.

Ross, Patricia Fent. Made in Mexico: The Story of a Country's Arts and Crafts. Illustrated by Carlos Merida. New York: Knopf, 1952. 329 pages. Grades 6-9. Recommended.

Written by a folklorist and college teacher in Mexico, this volume gives a full and rich description of many of the arts and crafts of that country, including information on handicrafts, arts, literature, music, dance, and drama. The book is well-organized and can serve as excellent source material for both youngsters and adults; included are maps, 74 photographs, line drawings by a well-known illustrator, a lengthy bibliography, a glossary, a detailed index, and an historical chronology. In an interestingly-written narrative, the author surveys Mexico's contribution to the general culture of the world.

Schaefer, Jack. New Mexico. Illustrated. New York: Coward-McCann, 1967. 128 pages. Grades 6-10. Recommended.

The author has written an exciting and contemporary account of the geography, history, resources, and industry of New Mexico. In particular, he has told of the people who have lived in New Mexico--the Indians, the Spaniards, and the Anglos. Of interest for young readers wanting accurate and well-written material on the influence of the Spaniards and Mexicans in New Mexico, the book also contains an extensive reference section, a chronology of history, a pronunciation guide, a comprehensive index, maps, and excellent photographs.

*Schwendener, Norma and Averil Tibbels, Legends and Dances of Old Mexico. Illustrated. New York: Barnes, 1933. 111 pages. Grades 7 and up. Acceptable.

This is a good collection of ancient Mexican dances both Spanish and Indian in origin. Each legend and dance is accompanied by facts, primitive drawings, illustrated costumes, and diagrams of dance patterns. It is a thoroughly researched source especially useful to teachers and for use in special collections.

Sechrist, Ann Hough. Christmas Everywhere. Illustrated by Elsie Jane McCorkell. Philadelphia: Macrae Smith, 1936. 186 pages. Grades 5-7. Recommended.

This book gives, in story or narrative form, the ways different people in the world celebrate Christmas. Included is a section on Mexico, pages 44 to 53. The text seems accurate and colorful, but the illustrations in black and white are disappointing. The book should be included in special holiday collections.

Selsam, Millicent E. (ed.). Stars, Mosquitoes and Crocodiles: The American Travels of Alexander Von Humboldt. Illustrated by Russell F. Peterson. New York: Harper and Row, 1962. 170 pages. Grades 6-10. Recommended.

This is an edited and abridged version of von Humboldt's travels in South America, Cuba, Mexico, and the United States from the years 1799 to 1804. The original book had been 1500 pages in length and was a great travel book as well as a landmark in the scientific study of the earth. The abridgment is expert, with selections being meaty but not overwhelming and von Humboldt's observations being recorded accurately. The excellent introductory chapter summarizes concisely von Humboldt's accomplishments and delineates his numerous contributions to science and to mankind.

Shippen, Katherine. The Pool of Knowledge: How the United Nations Share their Skills. Illustrated. New York: Harper and Row, 1965. 99 pages. Grades 7 and up. Acceptable.

This is a valuable book for those teachers, librarians, and mature young readers who are seeking additional background information on the work of the United Nations, especially the work being done in Mexico. One section presents aspects of Mexico's economy and methods being used to make better use of that country's resources. Several photos complement the text.

*Smith, Susan. Made in Mexico. Illustrated by Julio Castellanos. New York: Knopf, 1930. 106 pages. Grades 5-9. Acceptable.

This book tells in a clear and lively style of the hand-crafts and decorations created by Mexicans. A catchy humor and a delightful selection of anecdotes and legends combine to make it an absorbing book for young readers. The author is an authority on decoration and gathered the material for the book personally; thus, its content is authentic and invaluable to many teachers and librarians even though the book appears old and dated.

Solem, Elizabeth F. We Learn About Other Children. Illustrated. New York: Encyclopaedia Britannica, 1954. 316 pages. Grades 5-7. Not recommended.

One story about Mexico called "Mateo and the Mexican Fair," on pages 1 to 32, is included in this collection of stories of children around the world. The information is worthwhile but outdated today. Also, the main character seems stereotyped and the text has condescending overtones.

Sperry, Armstrong. Great River, Wide Land: The Rio Grande Through History. Illustrated by author. New York: Macmillan, 1967. 216 pages. Grades 5-8. Acceptable.

Brought together in this narrative are all of the elements which make up the greatness of the Rio Grande--its impressive length, diverse physiographic features, and dramatic history. Through the free use of word images and epic-like deeds the author describes the river in all its moods and mysteries, its national and economic resources, and its role as international boundary between the United States and Mexico. It is unfortunate that the text seems rather trite, is filled with cliches and contains too much erroneous information to be wholly reliable as a source of reference. The illustrations also are a disappointment in that the technique seems undistinguished and some drawings are not as closely related to the nearby text as they might have been.

*Steinbeck, John. Forgotten Village. Illustrated by Rosa H. Kline and Alexander Hackensmid. New York: Viking, 1941. 143 pages. Grades 6-10. Recommended.

This book appears to be depressing and old but, as its contents are examined more closely, the reader finds an extremely valuable sociological study of a Mexican village in the 1940's. The book is based on a documentary film that was produced and delves into the lives of members of one Mexican family and reports its influences upon the village and the village's influences upon the family. This is a fascinating book that is more suited to the adult or mature juvenile reader and can be used as a source of study of village life.

*Stiles, Helen E. Pottery of the American Indians. Illustrated. New York: Dutton, 1939. 169 pages. Grades 6-9. Acceptable.

Five sections are included in this book: (1) Pottery Made by the American Indians; (2) Pottery Made in the Southwest; (3) Pottery Made by the Prehistoric Peruvians; (4) Pottery Made by the Mayans; and (5) Pottery--Past and Present in Mexico. A bibliography and an index are appended for easy reference. The photographic illustrations give greater meaning and observable detail to the text, one that may have only limited appeal to young readers.

Sunset Books and Sunset Magazine Editors. Mexico. Illustrated. Menlo Park, California: Lane, 1963. 95 pages. Grades 6 and up. Acceptable.

This book, part of the Sunset "Discovery" series, contains good, up-to-date information describing many physical, social, and economic aspects of Mexico. Although intended mainly for adults, it should provide interesting and helpful reading for mature juvenile readers as well. A collection of over 100 very attractive photographs and nine maps greatly enhanced the matter-of-fact narrative. Appended are a bibliography and an index.

Sutton, Ann and Myron. Among the Maya Ruins: The Adventures of John Lloyd Stevens and Frederick Catherwood. Illustrated. New York: Rand McNally, 1967. 222 pages. Grades 6 and up. Recommended.

This fascinating account, based on John Lloyd Stephens' journal of his travels in the 1840's in Honduras, Guatemala, and Mexico with artist-architect Frederick Catherwood, relates the excitement of this pair's adventures, difficulties, and supreme joys they experienced in their quest for antiquities. The authors, both naturalists and conservationists, traveled through the area to view, study, and photograph the ruins, cities, villages, and valleys that Stephens and Catherwood saw more than a century before. More than 75 photos, a bibliography, and an index are helpful and informative additions to the text.

Swiger, Elinor P. Mexico for Kids. Illustrated by Claude Martinot. New York: Bobbs Merrill, 1971. 64 pages. Grades 2-5. Marginal.

The author has chosen for this book some unique and eye-catching tourist attractions especially appealing to youngsters. Such sites as the ancient Pyramids of Teotihuacan, the silver city of Taxco, and Mexico City's parks, museums, and bullfights are described in simple, vivid language. However, its purchase by schools or parents would be impractical because the book is too expensive (\$4.95) and similar infor-

mation can be obtained through travel bureaus. Black and white illustrations seem crude and lack real technique.

*Thompson, Holland. Lands and Peoples--The World in Color: Mexico, Central America, West Indies. Illustrated. New York: Grolier, 1929. 94 pages. Grades 4-6. Not recommended.

This book includes very general information on the countries of Middle America. Just one of thirty books in the "Lands and Peoples" series intended for upper elementary level children, its text and illustrations are outdated and the print is too small making the book unattractive and of little value today.

*Tinkle, Lon. Miracle in Mexico: The Story of Juan Diego. Illustrated by Vivian Berger. New York: Hawthorn, 1965. 188 pages. Grades 6-8. Recommended.

In the seventeenth century, a simple Indian peasant, Juan Diego, sees the vision of the Virgin Mary. The events that follow lead to the establishment of the shrine at Guadalupe. This account, which is well-written and thoroughly documented, may have limited appeal for young readers.

Toor, Frances. Mexican Popular Arts. Illustrated by L. Alice Wilson. Mexico, D.F.: Frances Toor Studios, 1939. 107 pages. Grades 6 and up. Recommended.

This book serves as an excellent introduction to the popular and folk art of Mexico; it is an outgrowth of a number of special articles produced by the author in her magazine, Mexican Folkways, published in Mexico. Not only does she emphasize the types of art forms produced but also tells where the arts are produced, who the workers are, and how the artists work. She also stresses the importance of being able to select and purchase better quality crafts rather than settling for cheap imitations. The book should be of interest both to young readers and adults. The illustrations, photographs, and a map are of help to clarify the text.

Torbert, Floyd J. Park Rangers and Game Wardens the World Over. Illustrated by author. New York: Hastings House, 1968. 64 pages. Grades 4-6. Acceptable.

While this book should provide some enjoyable reading for youngsters and general descriptions of the duties of rangers and wardens may be helpful, the total treatment is shallow and disorganized. The lack of focus and the spottiness resulting from the attempt to cover too much in too few pages prevent the book from being a completely reliable source. The attractive, realistic rust-brown and white drawings greatly enhance the easy-to-read text.

Trevino, Elizabeth de. Here Is Mexico. Illustrated. New York: Farrar, Straus, and Giroux, 1970. 198 pages. Grades 6-9. Recommended.

While some reviewers may question the accuracy of the facts and the interpretation of situations presented in this book, the account seems of immeasurable value because it gives one the "feel" for Mexico. The narrative, written by a noted American author who has lived for years in Mexico with her Mexican husband, is personal and human and throws light on the country's distinguishing qualities. There is no table of contents, but other appended information should be of help for those using the book as a reference source. However, other sources on the history and development of Mexico should be read also. Excellent photographs are both appealing and informative.

Troop, Miriam. Children Around the World. Illustrated by author. New York: Grossett and Dunlap, 1958. 105 pages. Grades 5-9. Marginal.

The countries represented in this book were visited by the author, where she talked to the children and had them pose for her. The book is a brief and, therefore, limited cyclopedia of children in different countries. In one story, Guanajuato, an old silver-mining town in Mexico, is visited. The simple narrative tells of the daily routine of ten-year-old Pepe Rivera, an apprentice in a pottery factory. The text is not particularly well-written and the overall appearance of the book appears cheap in quality.

United States Committee for UNICEF. Hi Neighbor! Book 4: Guinea, India, Iran, Mexico, and Poland. Illustrated. New York: Hastings House, 1961. 64 pages. Grades 4-6. Acceptable.

Following the same general pattern as the first three books in this series, this book deals with the festivals, games, recipes, songs, clothing, and a folk tale for each of five countries, along with condensed historical and geographical information. The material on Mexico can serve as a worthwhile introduction to that country's culture and problems. While the black and white drawings and photographs are not particularly attractive, the overall format is both appealing and of substantial quality.

Von Hagen, Victor H. Maya, Land of the Turkey and the Deer. Illustrated by Alberto Beltrán. New York: World, 1960. 128 pages. Grades 6-9. Recommended.

This book gives an excellent account of the history, culture, and extraordinary achievements of the Maya civilization that existed

just before the Spanish Conquest. The author also writes authoritatively about the daily lives of the people through a description of the boyhood of Ah Tok, a thirteen-year-old boy, in this well-written volume in the "Major Cultures of the World" series. The detailed drawings, though not outstanding, do much to enlighten the reader. Organization is excellent with a chronological chart, a bibliography, and an index with a pronunciation guide appended.

_____. The Sun Kingdom of the Aztec. Illustrated by Alberto Beltrán. New York: World, 1958. 126 pages. Grades 6-9. Recommended.

This is another book in the "Major Cultures of the World" series that is similar in organization to the author's Maya, Land of the Turkey and the Deer. It broadly examines Aztec history and civilization and describes in detail various aspects of Aztec life. The writing style seems more formal and sedate than that in the Maya book; however, the narrative is interesting and smoothly-written. The black and white illustrations present meaningful details that enhance the text and an index, a chronological chart, and a bibliography are included.

Weeks, Morris. Hello, Mexico. Illustrated. New York: Norton, 1970. 216 pages. Grades 6-9. Acceptable.

While the major emphasis of this book is on contemporary life and recent social and economic progress, attention is also given to Mexico's geography, turbulent history, and other facets of life. The book is similar in scope and treatment to the author's Hello, Venezuela; however, the overall coverage is not as good as a few other books have been. For example, Mexico: Land of Hidden Treasure by Credle seems more well-balanced and better-written than this book. There are also instances of periodic patronizing in this text. An attractive format, including excellent photos, plus important appended sections should be helpful.

Weiner, Sandra. Small Hands, Big Hands: Seven Profiles of Chicano Migrant Workers and Their Families. Illustrated. New York: Pantheon, 1970. 55 pages. Grades 5-9. Recommended.

In their own words, seven migrant Chicanos give a revealing account of their present lives and hopes for the future. The text, taken from taped conversations between the photographer-author and various Chicano families, presents an honest, unsteretyped picture of these people at work and the conditions surrounding their work. Both a growing awareness of union organization and a strong sense of the family unit are evident in the interviews. The excellent, full-paged photographs greatly enhance the text.

*Whitney, David C. Latin America. Illustrated by author. New York: Golden Press, 1969. 62 pages. Grades 3-6. Acceptable.

Brief introductions to each of the Latin American countries are included in this worthwhile but limited source. One of the best features of the book is the general introduction to the entire area in which the author gives the names of the countries, major cities, important dates, land contrasts, comparisons between old and new and rich and poor, and some general facts about the area's history and economy. Although the writing style and format are not outstanding, the colorful illustrations and the well-organized text should help attract youngsters in need of additional source material on Mexico.

Witton, Dorothy. Our World: Mexico. Illustrated. New York: Messner, 1969. 128 pages. Grades 4-6. Acceptable.

Focusing on Mexico's colorful history, abundant natural resources and progress in arts, science, and industry, the author effectively shows how the strength of the ancient cultures has mingled with the intense love of the everchanging land, thus creating a unique country and people. The easy-to-read style which, at times, includes vivid descriptions, seems too choppy and abrupt; consequently, its capsule history has some important facts and information omitted. Photographs and efficient documentation complement the text.

Wood, Frances E. Mexico. Illustrated by Katherine Grace. Chicago: Children's Press, 1964. 93 pages. Grades 4-6. Recommended.

Characterized by a lively writing style and illustrations that capture the feeling of Mexico and its people, this book contains detailed information that is succinctly presented in an attractive format. The book is well-documented and includes a pronunciation guide, some dates in Mexican history, some ideas for the teacher to use, and an excellent index.

*Woolsey, Janette and Elizabeth H. Sechrist. It's Time to Give a Play. Illustrated by Guy Fry. Philadelphia: Macrae Smith, 1955. 307 pages. Grades 6 and up. Not recommended.

The one play about Mexico that is included in this collection is unfortunately one that gives a typically stereotyped picture of poor rural Mexicans who work for wealthy Americans. "A Mexican Holiday" on pages 113 to 124 is not very well-written and presents a condescending attitude toward the Mexicans involved. Information on some traditions and customs is worthwhile but other material seems outdated.

*Writer's Program, New Mexico. The Spanish-American Song and Game Book. Illustrated. New York: Barnes, 1942. 87 pages. Grades K-6. Acceptable.

Especially useful for the interested or special elementary teacher, the collection of folk songs in both Spanish and English represents a worthwhile but not very attractive source of information. These are songs of New Mexico but Spanish and Mexican origins are evident in many of them. Heavy-lined, cartoon type drawings make the book more attractive but add little in the way of information.

Yurchenco, Henrietta (ed.). A Fiesta of Folk Songs from Spain and Latin America. Illustrated by Jules Maidoff. New York: Putnam, 1967. 88 pages. Grades 2 and up. Recommended.

This is a good, varied collection of folk songs that tell mainly about animals and people. Since there are few sources of quality that give the reader so many good examples of Mexican folk music, this volume should prove useful to the teacher, as well as to those children who are interested in the topic. Each song has the country of origin, introduction, pronunciation guide, translation, and the simple melody of the song included, while brown, black, and white drawings add to the book's appeal.

VITA

Dorothy Clauser Moyer was born on March 26, 1937 in Pottsville, Schuylkill County, Pennsylvania, the daughter of the late William W. and Ruth (Fuller) Clauser. She attended the Pottsville Schools and graduated from Pottsville High School in 1955. In 1959 she was graduated from Kutztown State College, Kutztown, Pennsylvania, with a Bachelor of Science Degree in Elementary Education and, in 1963, earned a Master of Science Degree in Elementary Education from that institution. As part of the master's program she wrote a thesis entitled, "A List of Community Resources Available to the Rickenbach Laboratory School, Kutztown State College, Kutztown, Pennsylvania."

After teaching fourth grade for three years in the Wilson Jointure, West Lawn, she accepted the position of instructor in the third grade of the Rickenbach Laboratory School at Kutztown State College and also taught numerous undergraduate courses in elementary education. From 1966 through 1968 Mrs. Moyer was an assistant professor in the education department at West Chester State College. Following a year's leave to fulfill residency and course requirements at Lehigh University, she accepted a position at Kutztown as Associate Professor of Education where she is currently teaching in the Rickenbach Research and Learning Center.

Mrs. Moyer holds memberships in the Association of Pennsylvania State College and University Faculties (APSCUP), the Pennsylvania State Education Association (PSEA), the National Education Association (NEA), and the National Council of Teachers of English (NCTE).

She is married to Kenneth H. Moyer and has two stepsons,
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