An annotated bibliography of materials about the physically handicapped for non-handicapped elementary school children

Karen Dole
University of Northern Iowa

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An annotated bibliography of materials about the physically handicapped for non-handicapped elementary school children

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Abstract
The purpose of this study was to determine the quality of existing materials about the handicapped which can be used with elementary school children, and to compile an annotated bibliography of quality materials for use by teachers and media specialists.
AN ANNOTATED BIBLIOGRAPHY OF MATERIALS
ABOUT THE PHYSICALLY HANDICAPPED
FOR NON-HANDICAPPED ELEMENTARY SCHOOL CHILDREN

A Research Paper
Presented to the
Faculty of the Library Science Department
In partial Fulfillment
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Master of Arts

Karen Dole
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Read and approved by
Leah Hiland
Gerald G. Hodges

Accepted by Department
Elizabeth Martin

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The purpose of this study was to determine the quality of existing materials about the handicapped which can be used with elementary school children, and to compile an annotated bibliography of quality materials for use by teachers and media specialists.

Fiction, picture books, and biographies from all available sources were read and evaluated, using a specific set of criteria. Fry and Spache Readability formulas were used to determine readability level. The books dealt with those handicaps felt most likely to be encountered in a school situation.

Results of the study showed that while there is not an overabundance of materials available on the handicapped, the majority of those existing materials are of good quality, in terms of developing positive attitudes toward the handicapped.
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INTRODUCTION

In the past few years, there has been a growing awareness in this country of a previously neglected segment of society, the handicapped. Due to the increasing number of handicapped people in American society, that group can no longer be ignored. One area in which the new awareness is being felt is education. In 1973, there were an estimated 7 million children in the U.S. with some form of physical, mental, or emotional handicap.1 Of these, less than 40% were receiving an adequate education.2 In that same year, major legislation was passed in all but two states, demanding special education programs for all major categories of handicapped.3 According to Edwin W. Martin, Deputy Commissioner for Education of the Handicapped, the current movement toward mainstreaming the handicapped is an attempt to put them "...in sight, in mind, and in settings where they will receive the fullest measure of our educational resources."4 One of the barriers that must be overcome before mainstreaming can be successful, however, is the fact that many nonhandicapped children are not ready for this change. A lack of contact with the handicapped and an abundance of misinformation about their abilities and disabilities have caused a large number of children to develop negative attitudes

2Ibid., p. 486.
toward these children who talk funny, wear braces, or sit in wheelchairs. These attitudes may take the form of aversion and mistrust or sympathy and pity. Either way, they can be harmful to the self-concept of the handicapped child.  

**Literature Review—Attitudes**

As further basis for this existence of negative attitudes, the first part of the literature review, dealing with studies of attitudes toward the handicapped, will be included at this time. The review included descriptions of both specific studies and general articles related to the project at hand. Some of the major studies in this area were summarized by Edith Leavitt, in an article entitled, "Attitudes of Children Toward Their Handicapped Peers."  

One study mentioned by Leavitt was conducted by Alfred Lazer, and dealt with attitudes of gifted children toward handicapped persons. The purpose was to determine if gifted children could be influenced in terms of greater understanding and acceptance of handicapped persons through a program of special instruction. Two groups of gifted children were chosen randomly and given a pretest. One group attended a four-week workshop dealing with creative Americans, some of whom were handicapped. Special guests, including a teacher of EMR children, deaf parents with nonhandicapped children, epileptic girls, and a blind man, were invited to speak. The control

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5 Ibid., p. 152.


group received no instruction and had no discussions. Results of a post
test indicated that the attitudes of the group receiving instruction
had shifted in a favorable direction, while those of the control group
remained unchanged.

Billings, in another study, evaluated the attitudes of noncrippled
elementary school children toward those with disabilities. The subjects
were read an open-ended story about a handicapped child and one about a
nonhandicapped child. In each case, they were asked to provide an ending
to the story. Findings of a content analysis showed that the non­
handicapped children were less favorable in attitude toward the disabled
than toward the nonhandicapped children. Older children had less
favorable attitudes than younger ones.

Conclusions of Leavitt's summary of studies were:

1) Nonhandicapped children begin to be aware of physical
handicaps at an early age; negative attitudes are developed
by age five.
2) Younger children have more favorable attitudes toward the
handicapped than do older children.
3) Increased contact with the handicapped does not necessarily
reduce negative attitudes and sometimes even
intensifies them. Contact must be supplemented with
information to develop an awareness of the problems
and needs of the handicapped.

She concluded that the logical time to initiate efforts for positive
attitude development is about age four or five.

In 1960, a study was conducted by Stephen Richardson, to
determine cultural uniformity in reactions to physical disability.

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8Leavitt, op. cit., p. 172.
9Ibid., p. 173.
10Stephen A. Richardson, "Cultural Uniformity in Reaction to
Ten-year-olds from various cultural backgrounds attending a summer camp were asked to rank pictures of children in order of preference. The pictures were identical, except for one difference. One had a child with no handicap; one child had crutches and a brace; one was in a wheelchair; one was an amputee; one had a facial disfigurement; and one was obese. Results of the study supported the hypothesis that pictures would be ranked by all children as follows, in order of preference:

normal, crutches, wheelchair, amputee, facial disfigurement, obesity.

Handicapped, as well as normal children, ranked the pictures this way.

Reginald Higgs in a study entitled "Attitude Formation--Contact or Information?" examined the effect of increased information about and contact with the handicapped on attitude formation. Yuker's ATDPS (Attitudes Toward Disabled Persons Scale) was given to various groups of students, counselors, and parents, each with varying amounts of contact with handicapped persons. The results showed that groups with higher degrees of contact with the handicapped were also better informed about them and had a more positive attitude toward the handicapped. These results appear to contradict those of Leavitt, which stated that contact may intensify, rather than reduce negative attitudes. However, Leavitt's reasoning suggested the need for information, as well as contact with the handicapped. Higgs' study also stated that information, as well as

11Reginald W. Higgs, "Attitude Formation--Contact or Information?" Exceptional Children, April 1975, pp. 496-7.

12Lazer, op. cit., p. 600.

13Leavitt, op. cit.
contact, was important in developing positive attitudes. The type of contact might also have made a difference in the results of the two studies.

A last study, done by Carl J. Jensema and Loyda Shears, attempted to define some of the negative attitudes toward the handicapped—those held toward all types of handicaps and those limited to specific ones. In the introduction to their study, they stated that social acceptance of one individual by another tends to be based partly on past experience or information dealing with that individual or others who are similar. Positive experiences and information lead to greater chances of acceptance. They further stated that those lacking experience with the handicapped tended to base their reactions on stereotypes.

The study tested these hypotheses using the ATDPS mentioned above to determine the existence of negative attitudes. A questionnaire was given to general psychology students at the University of Washington. Students were asked to associate different word pairs, such as negative-positive and awkward-graceful, with specific handicaps. Based on the results, the handicapped were considered to be "less stable, weaker, less positive, less good, less motivated, and less happy..." than nonhandicapped people. Other traits, such as passivity and instability were applied to specific handicaps.

These articles and studies reaffirmed the statement that negative

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14 Higgs, op. cit.


16 Ibid., p. 13.
attitudes do exist and that they start at an early age. They suggested that attitudes toward the handicapped can be changed or influenced by exposure to the handicapped or information about them. What, then, can be done to eliminate some of these negative attitudes? One positive contribution that the elementary media specialist can make is to provide materials for the nonhandicapped child which portray the handicapped child and his problems in a positive manner, showing the strengths and abilities possessed and the contributions this child can make to society.\textsuperscript{17} By providing the experience of reading about the handicapped, these materials may contribute to a change in attitudes toward them. A selected, annotated bibliography of materials of this type could be of significant value to the elementary media specialist and classroom teacher.

The purpose of this study, then, was to determine the quality of existing materials about the handicapped which can be used with elementary school children. With the concern in literature today for realism and the avoidance of stereotyping, it was felt that there would be an abundance of materials available dealing with the handicapped in a positive manner. A second purpose was to compile an annotated bibliography of those quality materials for use by teachers and media specialists. Before continuing, however, it is necessary to establish a common understanding of terms used. For the purpose of this study, handicaps were limited to physical disabilities which are most likely to be encountered in a school situation: blindness (and visually impaired), deafness, muteness, orthopedic handicaps (Cerebral Palsy, polio, paralysis), physical handicaps resulting from birth deformities, and

\textsuperscript{17}Elizabeth Pieper, "Preparing Children for a Handicapped Classmate," \textit{Instructor}, August/September 1974, p. 129.
physical conditions such as diabetes and epilepsy. Only print materials were included, and they were limited to fiction, picture books, and biographies which can be read by students in grades K-6. Quality was determined by an established set of criteria which will be discussed later. Stereotypes of the handicapped included both general ones applied to all handicapped persons and specific ones applied to an individual handicap. According to Doris Eide, a young handicapped woman who is the chairperson of the Handicapped Awareness group at UNI, some of the general stereotypes applied to all handicapped are as follows. Handicapped are considered to be mentally ill, imperfect, ugly, fragile, self-pitying, contagious (having a disease, rather than a disability), childlike, disgusting, emotionally disturbed, unable to do anything for themselves, unintelligent, unfeeling. Blind people are perhaps the most respected, because they are ambulatory and appear to be least disabled. But they are still often considered to be fragile and in need of protection. The deaf are often considered to be unintelligent, uncaring, and mentally unstable. People tend to shout at them and patronize them. Ms. Eide said that those with Cerebral Palsy and birth defects are probably the least accepted or respected, because of the distortion of features. Cerebral Palsy often causes spasticity and an inability to talk normally. They are considered to be passive, lazy, and unable to do anything on their own.\textsuperscript{18}

In evaluating materials included in the bibliography, a careful watch was made for signs of these stereotypes and for a patronizing

\textsuperscript{18} Statements by Doris Eide, UNI student and head of Handicapped Awareness, in a personal interview, University of Northern Iowa, January 14, 1977.
attitude on the part of the author.

**Literature Review--Bibliographies, Content Analysis**

The second part of the literature review for this study deals with content analysis of materials about the handicapped. Sources in this area were scarce. Only one significant article was found, but it was a very good one. Madeline Oakley, in a content analysis of materials about the orthopedically handicapped, began by pointing out that the concern for racial minorities, the blind and deaf, and the mentally and emotionally handicapped in education and librarianship has not been extended to the orthopedically handicapped. She stated that there is little or no indication of studies dealing with the orthopedically handicapped in professional literature and bibliographies. However, she said that there is an abundance of books available for children on the subject and discussed some good and bad examples. The following factors were listed as important in determining quality: 1) accuracy of description of the handicap and its effect; 2) realism of the interrelationship between the central character and others; 3) honesty of advice given to the character about his/her handicap and about the prognosis for the future; 4) soundness of the author's philosophy; 5) avoidance of pitying and stereotyping; 6) author's ability to see into the mind of the handicapped child. All of these must be developed into a good story with regard to plot, characterization, and dialogue. These factors were used to develop the criteria for this study.

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20 Ibid.
Methodology

Materials selected for the bibliography were chosen from all available sources. Lists of titles were obtained from the following:

Children's Books in Print, Book Review Digest, The Elementary School Library Collection, Children's Catalog, Fiction Catalog, Jr. High Catalog, Adventuring with Books, "Juvenile Fiction about the Orthopedically Handicapped," by Madeline Oakley (mentioned earlier), Your Reading, Books about Children and Adults with Handicaps, and Bibliotherapy: an Annotated Bibliography Dealing with Physical and Self-Image Handicaps. Sources for books were: UNI Youth Collection, Cedar Falls Public Library, Taylor Elementary School in Cedar Rapids, UNI Curriculum Laboratory, and public libraries in Iowa through the I-LITE program.

As many as possible of the titles were read and then evaluated. Those too new or not available for reading were not included in the main bibliography. However, those which were positively reviewed in The Booklist were listed in an appendix to the bibliography. This reviewing tool was chosen, because its reviews are current, items are recommended by inclusion, and any objections are stated. To present an overview as complete as possible, all titles found in the sources listed above were included either in the bibliography itself, or in one of the appendixes. The following criteria were used for evaluation of

21 For complete bibliographical information on these titles, see Appendix A.

22 See Appendix A.
quality. Materials should:

1) be about a physically handicapped child or adult;
2) present a positive, realistic and accurate view of the handicapped person's problems; strengths as well as weakness should be shown;
3) avoid pity and stereotyping;
4) be appropriate in reading level for elementary students, grades K-6; (This includes a few books of seventh grade level, since these can be read by some sixth graders.)
5) be of literary merit in terms of style, plot, and characterization.

The following characteristics are important in determining literary merit. Books should have a clear, believable setting; well-developed characters who are believable, convincing and consistent; a logical, well-developed plot; and a style which is interesting and appropriate to the audience and the story itself. In biographies, accuracy of information presented is also important. Those materials which were read or scanned but did not meet all of the above criteria were included in Appendix C, following the annotated bibliography.

To determine a suitable readability scale for this project, it was necessary to do some background reading on the subject. Using general articles dealing with some of the major readability scales, as well as articles by the authors of the scales, the following conclusions were reached:

1) The Dale-Chall Formula appears to be the most accurate for grades 4 and up, but it is time-consuming;


24 George Spache, PhD. *Good Reading for Poor Readers* (Champaign: Garrard, 1974), p. 198.
2) The Fry Formula is easier, quicker, and accurate to within one grade level, but it does not work well with primary books;\textsuperscript{25}

3) McLaughlin, while quick, gives results reflecting a higher grade level, due to emphasis on complete comprehension;\textsuperscript{26}

4) The Spache Formula is accurate to within 3.3 months for primary books, is easy, but is only usable with primary grades.

Based on these findings, it was decided that two scales would be used for this study. The Spache Readability Formula was used for grades K-3; Fry Readability Formula was used for grades 4-7.

Data which would later be included in the bibliography entries were compiled on file cards. Entries included biographical information (author, title, publisher, date, number of pages) reading level, and an annotation of each item evaluated. Fiction annotations included a brief description of plot or theme, a description of the handicap involved, the specific problem to be overcome and its solution (if applicable), and the reaction of the main character and others to the handicap. The annotations are mainly descriptive, rather than evaluative, but in the case of a book felt to be of exceptional quality, a short evaluative statement was included. Annotations for biographies include a description of the handicap and problems to be overcome, reactions toward the handicap, style of the book (narrative or just factual information), and accomplishments of the person about whom the book was written. For picture books, information similar to that of the fiction books was given. Comment was also made concerning the type and quality of illustrations. Readability level follows the annotation. All annotations were limited to 100

\textsuperscript{25}Ibid.

\textsuperscript{26}G. Harry McLaughlin, "SMOG Grading--a New Readability Formula," \textit{Journal of Reading}, December 1969, pp. 207-211.

\textsuperscript{27}Spache, op. cit.
words. This was considered to be a workable length to include necessary information without being too long for the user. 28 Annotations for those materials listed in the appendix were short paraphrases of the Booklist review, including plot summary, type of handicap, and an evaluative statement about the book. Bibliography entries were grouped according to handicap, then subdivided by reading level. A separate category for multiple handicaps was also included.

Although an attempt was made to make this bibliography as complete as possible, there were some limitations which affected the final product. One important one was the subjective judgment which necessarily entered into the reading, evaluation, and annotation of materials. Using established criteria both in evaluation and annotation helped to keep this influence at a minimum. Another limitation was the availability and accessibility of materials. The procedure of including an appendix of those materials not read attempted to offset this problem to some extent. Availability of bibliographies and sources of titles of materials on the handicapped was also a limitation. Use of readability level did not take into consideration the interest and maturity level of the student, but this has been left up to the professional judgment of the user of the bibliography. Despite these limitations, the bibliography should be of value to teachers and media specialists in elementary schools.

Some Conclusions about Books on the Handicapped

In the course of reading and evaluating the materials included in

the bibliography, a number of interesting things were noted. First of all, no books were found at first grade readability level. This is unfortunate, since Leavitt's study showed that attitudes are formed at that age. The majority of the books were for grade 6. The most common handicaps treated were blindness and orthopedic handicaps, perhaps because they seem to be the most common. Of the books found, a surprising number were written after 1970; many written in the 1960's or earlier are still appropriate today. In the newer ones, however, the emphasis is more often on a story about a certain subject, such as a horse or a mystery, with the handicap appearing as a part of the story, rather than its sole reason for being written. Although a number of books did not meet the limitations of readability or availability, none were found which did not meet the established criteria. Where stereotypes appeared, they were used to illustrate the negative attitudes displayed by people in reaction to the handicapped person, and the authors proceeded to show why these stereotypes are not true representations of the handicapped. All books showed positive sides of handicaps, emphasizing the strengths, as well as the weakness, caused by the handicaps. Although the number of new books available is not what it could be, those which were found are felt to be valuable to the development of positive attitudes toward the handicapped.
AN ANNOTATED BIBLIOGRAPHY OF BOOKS ABOUT THE HANDICAPPED

BLIND (and visually impaired)

Grade 3


Written as a poem, this book tells the story of Katie, an average little girl, except for one thing. She has vision problems. Color illustrations show how fuzzy the world looks to her. A trip to the doctor results in her getting glasses, which she refuses to wear until she realizes that, like magic, she can see things clearly. Descriptions of her eye examination and explanations of the reasons for wearing glasses are good. (Spache 3.2)


In a cleverly-written and illustrated story, little Iris Fogel tells the story of her vision problems and how glasses helped. When she thought she saw a dragon, it was really her aunt; a horse was her babysitter, and a caterpillar was her class at school. She tells of her visit to the eye doctor and how she chose glasses. For children who wear glasses and those who don't, this story has good explanations of how important glasses are, and that it isn't bad to wear them. A good read-aloud book for younger children. (Spache 3.0)

Grade 4


Blinded by a firecracker which exploded in his face, Jimmy Carter must learn to overcome the many problems posed by his handicap. With the help of an understanding mother and good friends, Jimmy learns to do things by using his other senses—reading Braille, crossing the street. But his real independence comes with the help of Leader, his guide dog. Besides teaching him that he can do things for himself, Leader also shows him that a friendship is more important than holding a grudge. The step-by-step approach used by the school and Jimmy's tutor provides much information about the problems of being blind. (Fry 4/5)


Poetic phrases and impressionistic watercolor illustrations help the reader to see the world through the eyes of a little black boy who is blind. Interpreted through sounds that are "soft as a sweater," and "warm as a blanket," his world is free of the prejudices and ugliness his sister sees in the world. The book emphasizes the boy's ability to adapt to blindness by developing his other senses, rather than dwelling on the problems caused by the handicap. It shows that a handicapped child has many of the same likes and needs as other children. (Fry 4/5)
Grade 6


This is the story of the friendship between Perdita, whose strange powers earn her the name of "witch's daughter," and Janey, a young blind girl. Each considered to be "different," they both seem to have a second sight for helping those in trouble. When Janey's brother finds a ruby in a cave and a strange visitor arrives on the island, the three children set out to solve the mystery, making use of the "powers" of both girls. The suspense and mystery add to the theme of the usefulness of every human being and the importance of friendship. (Fry 6)


Blinded by an accident in his father's harness shop in the early 1800's, Louis Braille, a young French boy, grew up to invent a method of writing which would eventually be used by blind persons throughout the world. For young Louis, the worst part about being blind was the small number of books available in raised print. His dream was to provide blind boys with access to many books, and eventually, with the support of parents and friends, he succeeded. Written in an interesting narrative style, this biography gives historical information about the blind and the Braille system. (Fry 6/7)


Set in the Caribbean during World War II, this is the story of a young American named Phillip, an old West Indian named Timothy, and their struggle to survive after their boat is torpedoed. Blinded by a blow to his head, Phillip must depend on Timothy. With his help, Phillip gains courage and learns to adjust to his blindness, relying on his other senses, while coming to know and understand Timothy. The first person narrative gives insight into Phillip's reactions to his blindness and to Timothy. A very readable story of friendship, survival, and adventure. (Fry 6)

Grade 7


Quig Smith has learned to accept his blindness and live with the inconveniences it causes, but his overprotective parents keep him from doing many of the things other kids do. He is determined to win the swimming contest, get a summer job, and climb down Dead End Bluff. With the help of new neighbors and their dogs, some strange visitors, and a mysterious disappearance, he learns to conquer the "dead ends" in his life. Dog lovers will especially enjoy this adventure story. (Fry 7)
Grade 6


A sensitive, realistic look at the problems of being deaf, seen through the eyes of a young girl left without hearing by an illness. Afraid to face the problems of not being able to communicate, Margaret spends her time daydreaming. Her mother considers her a burden and avoids her whenever possible. Running away when her mother decides to send her to a school for the handicapped, Margaret finds an injured deer and meets Josie, who offers her friendship, a place to stay, and the courage she needs to face the future. A good story about being human. (Fry 6)


When David, a young deaf boy, moves to Blackley, the neighborhood children react to the stereotype of madness and strangeness they associate with deafness. They call him names, shout at him, and avoid him. Michael, however, learns to communicate with him using a mixture of sign language, writing, and pantomime, and they become good friends. Through a series of events in which David disproves the stereotype and shows his knowledge and experience, the mistrust of others turns to admiration. Constant switching of perspective gives insight into the reactions of each character toward David's handicap. (Fry 6)


Set in a Spanish village, this is an understanding story of a young deaf girl's search for love. Rejected by her father, she is hired to care for a baby, who dies suddenly. Blaming herself, she leaves and is given shelter by the priest. She discovers a missing statue of the Christ child, which she treats like a real child. The townspeople take it from her, but she recovers it and flees, causing them to follow her. When they finally realize why she's reacting as she does and how she's been mistreated, she becomes a symbol of hope, peace, and love for the town. (Fry 6)

Grade 8


When Glen moves to Mimosa Vale, he tries to prevent anyone from discovering that he is partially deaf. Not wanting pity, he doesn't tell his teachers, even though his handicap is causing him to fall in school. His new friends, however, soon realize that he has a problem. Without informing Glen, they turn a community celebration into a scheme to earn money to buy him a hearing aid. When he finds out, he is angry, but a promise to an old man helps him to come to terms with his handicap and teaches him the value of friendship. Provides an understanding look at the frustrations of being deaf. (Fry 8)
Grade 2


Written for young readers, this is the story of Helen Keller, her problems and accomplishments. Left blind and deaf by a fever, Helen lived her early years in a world of silence and darkness. Annie Sullivan, herself almost blind, used sign language, which at first meant nothing to Helen, and eventually was able to break through the barrier. With Annie's help, Helen went through college and spent the rest of her life working to inform people of the needs of the blind and giving support to the handicapped. The book is written in a readable narrative style. (Spache 2.6)


This biography tells the story of Annie Sullivan, herself saved from complete blindness by an operation, who became Helen Keller's famous Teacher. Through persistence and much effort, Annie was the one to break through to Helen's silent world and help her to communicate. Despite her own failing sight, she aided Helen in her school and college years and accompanied her on lecture tours for the blind. Until the end of her life, she remained a faithful friend to Helen. In a very readable narrative style, the author tells of the joys and sorrows of Annie and Helen. (Spache 2.1)

Grade 5


Written in a narrative style, this is the story of Helen Keller, a little girl left blind, deaf, and dumb by a fever, whose achievements have become an inspiration to the handicapped and nonhandicapped alike. With the help of Annie Sullivan, Helen learned not only to communicate with the outside world through sign language, but also to "read" Braille and write--accomplishments believed to be impossible for handicapped people in her day. Graduating from Radcliffe College with honors, she devoted her life to helping other handicapped people. An understanding look at the problems, heartaches, and triumphs of being handicapped. (Fry 5)

Grade 6


Beginning with the fever which left her blind and deaf, this is the story of Helen Keller's struggle to overcome her handicaps and of her many accomplishments which provided help and incentive for others with similar handicaps. Told in an interesting narrative style from Helen's perspective, the book is an indepth look at the everyday problems faced by the blind and deaf. Unlike most biographies of Helen Keller, this one concentrates on her accomplishments after Annie Sullivan broke through the seemingly unconquerable
communication barrier, rather than on her life before. (Fry 6/7)

Grade 7

Told in narrative form, this is the biography of Laura Bridgman. Left blind and deaf by an illness, Laura would have remained in her silent world if not for her friend Asa Tenney. Observing her intelligence, he taught her to use her sense of touch instead of her eyes. Hearing of her problem, Dr. Samuel Howe took her to live with his family. Using raised letters on cards, he taught her to read with her fingers and communicate using sign language. With the help of many famous friends, she paved the way for other handicapped children, including Helen Keller. An interesting story, the book gives much insight into the problems of being handicapped. (Fry 7)

Anecdotes from Helen Keller's life trace her struggles, failures, and triumphs from age 7 to 1958. In an interesting narrative style, the author shows the human side of Helen—her temper, stubbornness, and determination to overcome her handicap. With the help of Annie Sullivan, Helen was able to go to college and devoted her life to helping the blind and deaf. The book provides information on the history of treatment of the blind and deaf, with good descriptions of the development of writing systems and manual alphabets, as well as citing the achievements of a number of famous people who were blind or deaf. (Fry 7)

Grade 2

Mikel has asthma, which keeps him from doing the "rough-and-tumble" things his father wants him to do. The "little bird" inside him always starts peeping and soon he's having an attack. The doctor says he may outgrow it when he's older, but it's still there on his birthday. He spends much time trying to jump from the top step in front of his house, his symbol of growing up. Finally, through an attempt at ice-jumping which almost ends in disaster, he proves that he can do something. The frustrations of not living up to parental expectations are illustrated in this story. (Spache 2.7)

Grade 6

Exceptionally active since an early age, Sarah must learn
to adjust to the inconveniences imposed on her when she develops diabetes. A "brittle" diabetic, her system is constantly juggled between too much and too little sugar. This means she must inject insulin into her thighs several times daily, never knowing for sure when she may go into a coma. The frustrations of the whole situation are almost too much for her, until she finds a dog who also has diabetes. By helping him, she learns to cope with her own problems. Good explanations of diabetes and its causes. (Fry 6)

Katie Roberts, an epileptic, takes medication to control her condition. While on a trip to Washington, she visits the home of her great-great-great grandmother Kathryn, who was also epileptic. Having forgotten her medicine, she has a seizure which transports her back in time to the days of Kathryn, when attitudes toward epileptics were much different. Imprisoned in her room and facing a future in an institution, Katie relives Kathryn's rescue of a century before. Suspense, adventure, and the element of time travel make this an interesting story. Descriptions of epilepsy, its symptoms and treatment are very good. (Fry 6)

Grade 5

Jamie is like most other little boys except for one thing. He doesn't talk. But he can and does listen. When time comes for the Christmas program, Jamie is chosen to play a shepherd, and he takes his role seriously. Unfortunately, it snows the day of the program, and it is canceled. When a man and woman knock at the door seeking shelter, the Nativity scene is recreated with a modern twist in which Jamie acts as a shepherd and speaks for the first time. A good story with a happy ending. (Fry 5)

Grade 6

Written in the style of a fairy tale, this is the delightful story of friendship between a mute French boy and a lame man, outcasts of 18th century society because of their handicaps. The old man, a master of the art of mime, teaches the boy his trade and shows him that every person is important. Using this knowledge to help a sick girl, the boy is labeled a "devil" and driven from the town, actually free and happy for the first time in his life. Told from various perspectives, the book shows the reactions and feelings of each character. (Fry 6)

This sequel to Burnish Me Bright finds Auguste,
a mute French boy, in Ireland with a circus. Hired as a chore boy, his talents as a mime soon earn him a place in the show. Although he can't talk, he learns to communicate with the others using movement. When he is accused of stealing, however, he can't defend himself, and his career almost ends in disaster. One flaw in the real thief's scheme gives her away, and Auguste is saved. Black/white and grey illustrations enhance this delightful story of the courage and friendship of a young boy, set in the world of the circus. (Fry 6)

ORTHOPEDIC (Paralysis/Polio/Cerebral Palsy)

Grade 2


Using a variety of black/white and color illustrations, this book shows and tells the story of Howie, a little boy with Cerebral Palsy. Although there is much emphasis on the things Howie cannot do for himself, the author shows also that, with work and much patience, there are many things he can do, symbolized by his learning to push his own wheelchair. Loving parents and helpful teachers provide encouragement. A good story in its own right, this one is excellent for promoting greater understanding of children in wheelchairs. (Spache 2.3)

Grade 3


Presented in an interesting narrative style, this biography of Roosevelt traces his life from age 7, through the trials and tribulations of being president, to his death in 1945. Afflicted with polio at age 38, Roosevelt refused to let his handicap stop him. After years of rehabilitation, he was elected to two terms as governor of New York and later to the Presidency of the U.S. One of America's best-loved presidents, he was the only one ever elected to four terms. Colored pencil drawings enhance this very readable story. (Spache 3.0)

Grade 4


This sequel to Mine for Keeps (see Grade 6), is the story of Meg's problems as the youngest Copeland child. Not only does she have to share a room with her handicapped sister Sal, but she is failing in school and resents her grandmother staying in the room which could have been hers. The personalities of individual characters in the family are well-developed and real. Sal has learned to adjust to the problems of Cerebral Palsy and
is portrayed as a natural part of the family, with the same needs, moods, and interests. A good story illustrating the family life of a handicapped child. (Fry 4)

Zeke is a little boy who lives in Harlem. Because he's lame, the kids tease him, so he spends most of his time sitting at the window of his apartment. His father's failure to find a job causes family friction. When the Jazz Man moves into their building, his piano helps Zeke to forget his problems. But when his mother leaves, his dad turns to drinking, and the Jazz Man disappears, Zeke has no one to comfort him. Eventually, the Jazz Man comes back, his parents return, and things start to look better. Excellent block print illustrations enhance this story. (Fry 4)

Grade 5

When Franklin Roosevelt fell victim to polio in 1933, he began the most important struggle of his life. This is the story of that struggle and of Roosevelt's triumphant victory over his handicap. Pointing out the failures, as well as the successes, of his career, the book gives factual information about Roosevelt's years as president and also historical information about the U.S. Written in a very readable style, the book shows the courage and perseverance needed to overcome a handicap. (Fry 5)

Grade 6

Due to a childhood illness, Christopher must wear a brace on his leg. Pampered by his parents, he has become timid and passive. His determination to help Penny, a classmate who lives in a slum, and the confidence he receives from Mr. O'Brien, a one-legged old man who befriends him, help Christopher to develop a new independence. Christopher's ten-mile charity walk proves to his parents and himself that he can do things alone, and it also helps Penny's family get a new home. A humorous, human story with a touch of imagination, it describes the friendship of two "different" children. (Fry 6)

His right side affected by polio, Mike's awkwardness has earned him the nickname of "Screwball." Moving to a new town gives him new hope until the kids give him a cold reception. When he learns of the Detroit Soap Box Dervy, he is determined to enter and win. With the encouragement of his twin, who is competing against him but still wants to help, Mike builds a car and eventually manages to win the race, proving his own talents. Told in first person by Mike, the story gives insight into the frustrations of being handicapped. (Fry 6)

Although written in 1949 and set in the 13th Century in England, this book's message, the importance of every human being, is still relevant today. It is the story of a young boy whose legs are paralyzed and his fight to overcome his handicap. Describing Robin's handicap as a wall, a monk helps him search for his "door in the wall"—the abilities he has which will compensate for his handicap. He teaches Robin to whittle, read, and use crutches. Eventually, Robin is able to use his talents to help his country during a battle and becomes a hero. The black/white illustrations are an excellent addition to a well-written story. (Fry 6/7)


Using actual photographs, this biography tells the story of Franklin D. Roosevelt, from his birth in 1882 to his death in 1945. Concentrating on the many accomplishments of his political career, the book tells how he recovered from being a "hopeless" invalid after polio to become one of the great American presidents. Descriptions of polio and the therapy involved are good. The general historical information about the U.S. at the time gives a good historical background for this story of one man's struggle to overcome his handicap. (Fry 6)


This sensitive, well-written story gives insight into the rehabilitation problems facing the handicapped. Home after five years in a special school, Sally, a young girl with Cerebral Palsy, must learn to cope with problems such as dressing herself, which are part of everyday life. Understanding new friends, loving parents, and a dog of her own help her to learn that she can do things for herself. Descriptions of Cerebral Palsy and its effects are well-done, and reactions of Sal and others to her handicap are realistic. Dog lovers will especially enjoy this story. (Fry 6)


Told through the eyes of young people with a variety of handicaps, this story gives much insight into the fears, loneliness and despair, and challenges they face. United by a wheelchair basketball team and a coach who is working to build a new rehabilitation center, the main characters include Skip, a young Vietnam veteran and amputee; Carrie, an overprotected polio victim; Bennie, paralyzed from the waist down by a knife wound but determined to be independent; and Black Diamond, a shut-in paraplegic. An inspiring book which captures the humanness and determination of the handicapped. (Fry 6)
Set in a small town in England, this is the story of a young girl afflicted with polio. Despite the doctor's warning that her inactivity may hurt her chances of recovery, Gail's mother pampers her, unwilling to force her to endure the pain and possibility of falling. When her father brings home Sam, a racehorse with an injured leg, Gail begins a race against time. She wants to be ready to ride him when he's well enough to be ridden. The escape of a prisoner adds a note of suspense to the story, which horse lovers will especially enjoy. (Fry 6)

John Sumner is like most 12-year-old boys. He goes to an ordinary school, has an active imagination, and wants desperately to run free. The only difference is that John is spastic; those unpredictable spasms keep him from doing many things that other boys do. His mother's fears prevent his being free—"letting the balloon go." This particular day, however, is different. He has convinced his mother to let him stay alone. He spends the whole day setting up an endurance test which almost ends in disaster and which changes his whole life. The first person narrative gives insight into the problems of the spastic child. (Fry 7)

**PHYSICAL DEFORMITY**

Set in Boston just prior to the Revolution, this Newbery winner is the story of a young silversmith's apprentice whose hand is badly burned in an accident. No longer able to work at the shop, he must search for employment and is rejected many times. Never giving up, he eventually is hired as a dispatcher for the Boston Observer, where he becomes involved with many patriots. At the Battle of Lexington, he learns that his hand can be cured by surgery. This is an excellent historical novel with much information about the Revolution, as well as giving insight into the problems of being handicapped. (Fry 4/5)

Deenie is a young girl with the usual problems of teenagers. She wants to be popular, and her mother wants her to be a model. Everyone keeps telling her to stand up straight and that her posture is bad. A visit to the doctor reveals that she has adolescent idiopathic scoliosis and she must wear a brace from neck to hips for at least four years. Although not really
a disabling handicap, it does keep her from being a cheerleader and going to modeling school, as well as making her self-conscious. Eventually, with the help of understanding friends, she learns to make the best of her problem. (Fry 6)


Starting in a new school after a car accident which left her with a disfigured face and a speech difficulty, Kristy encounters prejudice and ridicule from her classmates. Afraid to tell anyone, she tries to solve the problem by avoiding the offenders. After a confrontation in which she is teased and sprayed with water, she runs away to the hospital where she was first treated, and her parents and teacher finally realize what is happening. An understanding doctor comes up with a plan to solve the problem. Translated from the Norwegian, the story shows the frustrations and humiliation caused by prejudice. (Fry 6)

Grade 7


Life in 12th Century England is not a happy one for Lovel. Born with a hunched shoulder and twisted leg, he is driven from the town after his grandmother's death. When he is given shelter in a monastery, it soon becomes apparent that he has inherited his grandmother's power of healing, which has earned him the name of Witch's Brat. Years of hard work follow, and with the help of his friends, he sees his dream of building a hospital come true. He meets Nick, whose injured leg has failed to heal properly. Eventually, he is able to use his powers to strengthen Nick's leg. A very human story of courage, it is also an interesting look at the life of people in the 12th Century. (Fry 7)

MISCELLANEOUS

Grade 7

Gelfand, Ravina. They Wouldn't Quit. Minneapolis: Lerner, 1962. 54p. illus.

This collective biography tells the stories of the struggles and achievements of twelve handicapped persons, some well-known and some less famous. Each overcame his or her handicap to become outstanding in some area. Included are: Alexander De Seversky, Paul Willgenstein, Glenn Cunningham, Florence Seibert, James Thurber, Leo Daley, Kate Smith, Al Capp, Wilma Rudolph, Alec Templeton, Wendell Johnson, Bill Sweezo, Mary Kessel, and Jim Keller. The biographical sketches are written in an interesting narrative style. (Fry 7)
REFERENCES


Higgs, Reginald W. "Attitude Formation--Contact or Information?" *Exceptional Children*, April 15, 1975, pp. 496-7.


Spache, George D., PhD. *Good Reading for Poor Readers*. Champaign: Garrard, 1974.


APPENDIX A--SOURCES

The following are sources which were used in obtaining titles for the annotated bibliography (in order as they appear in the text.)


UNI Department of Special Education. "Books About Children and Adults with Handicaps for Grades K-12." (list of books for use by UNI students, University of Northern Iowa, n.d.)


APPENDIX B--MATERIALS REVIEWED IN BOOKLIST

These books were not read but were reviewed favorably in Booklist.

BLIND (and visually impaired)

A mystery and ghost story set in New England, which
involves a lonely girl who befriends a blind girl and her
family. "Good atmosphere."
(Grades 5-8) Booklist, 12/1/49, p. 128.

A story about the friendship between a black girl and a
blind white girl. "Good characterization (but) little action."
(Grades 4-6) Booklist, 7/1/72, p. 943.

Neimark, Anne E. Touch of Light; the Story of Louis Braille. Harcourt,
1970. 186p. illus.
Biography of Louis Braille, who at age 15 developed the
writing system bearing his name. A "simply written, fictionalized
account, tracing his life from age 3, when an accident blinded
him."
(Grades 4-7) Booklist, 9/15/70, p. 109.

Blind from birth, Robin describes her relations with
her family and friends, her reactions to problems she faces,
and her sensitivity to sound. "The story is both inspiring and
informative in its depiction of the emotions of a blind
person."
(Grades 3-5) Booklist, 9/1/66, p. 58.

Blindness as described by Rosemary, a 9-year-old girl
who is "different from other people only in that she sees
not with her eyes but with her other senses." Rosemary's
reactions "offer inspiration to blind children and hope and
guidance to their parents, and will give sighted children a better
understanding of the blind."
(Grades 3-5) Booklist, 6/15/56, p. 441.

RHEUMATIC FEVER

Eleven-year-old Dick, who loves animals and the outdoors,
is a victim of rheumatic fever. An "authentic, honest,
and enriching" portrayal of life on a farm in Iowa.
(Grades 4-6) Booklist, 11/1/54, p. 116.
ORTHOPEDIC


Shadow, a teen-age boy recovering from polio, secretly trains a wild stallion, which he names Runner. He plans to train the horse for polo or racing, but no one believes he can do it. "The boy's conflict with his uncle, his taming, training, loss and recovery of the horse...are vividly told and will long be remembered." 
(Grades 5-7) *Booklist*, 7/1/56, p. 465.


Her legs paralyzed by an automobile accident, Ginny becomes bitter and self-pitying. She attends a public school for the handicapped, and with the help of other students and teachers, she accepts her handicap and uses her talents to help other students. "...a sympathetic but unpitying view of several types of handicaps."
(Grade 6) *Booklist*, 9/15/66, p. 120.


The story of two boys, one paralyzed from birth and the other recently paralyzed by an accident, who join a team of paraplegics training for contests in wheelchair sports. "The central characters and the boy's determination, hard work and growing confidence and hope are sufficiently well-portrayed to make the book an important one for libraries...serving handicapped readers."
(Grades 4-6) *Booklist*, 10/15/70, p. 196.

MISCELLANEOUS


Biographical sketches of twelve men and women who overcame physical handicaps to achieve fame and success. Includes Demosthenes, Milton, Beethoven, Robert Louis Stevenson, Helen Keller, Roosevelt, and others.
(Grades 7-9) *Booklist*, 11/1/49, p. 86.
APPENDIX C--MATERIALS NOT MEETING ALL CRITERIA

The following materials did not meet all the criteria or limitations indicated for this study. However, in the cases of readability and availability, they should still be considered by the user of the bibliography, as possibilities. Books of seventh grade readability which are commonly included in elementary schools and could be read by some sixth graders have been included in the main bibliography.

NOT ELEMENTARY READABILITY LEVEL

These books were scanned and did not appear to be written for an elementary audience, although the readability is within range of some sixth graders.

BLIND/DEAF

Grade 7

Brown, Marion Marsh. The Silent Storm. (Abingdon, 1963) Fry, 7

ORTHOPEDIC

Grade 7

Frick, C.H. Five Against the Odds. (Harcourt, 1965) Fry, 7

Grade 8

Peare, Catherine Owens. The FDR Story. (Crowell, 1962) Fry, 8/9

MISCELLANEOUS

Grade 7

Lukens, Kathleen. Thursday's Child Has Far to Go. (Prentice-Hall, 1969) (nonfiction-4 handicapped children) Fry, 7

HANDICAP NOT CONSIDERED

These handicaps did not fit the definition of physical handicap given for this bibliography.

Hildick, E.W. The Questers. (Hawthorn, 1970) Boy is an invalid due to illness.

Platt, Kin. The Boy Who Could Make Himself Disappear. (Chilton, 1968) Boy has speech defect due to emotional problems.
APPENDIX C—cont.

BOOKS NOT READ AND NOT IN BOOKLIST

BLIND (and Visually Impaired)

Abrahall, Claire. Young Louis Braille. (Roy, 1965)

Chipperfield, Joel. A Dog to Trust. (McKay, 1963)

Clewes, Dorothy. Guide Dog. (Coward, 1965)


Davidson, Margaret. Louis Braille. (Hastings, 1962)

McDonnell, Lois. Stevie's Other Eyes. (Friendly Press, 1962)

DEAF (and Hard of Hearing)

Cunningham, Julia. The Golden Gate. (1971)

BLIND/DEAF

Davidson, Margaret. Helen Keller. (Hastings, 1972)

ORTHOPEDIC

Christopher, Matthew. Sink It, Rusty. (Little, 1963)

Killelea, Marie. Wren. (Dell, 1968)

MISCELLANEOUS

Lyttle, R.B. Challenged by Handicap. (Reilly, 1971)