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THE CHILD'S FIRST PICTURE BOOK

Produced through the cooperation of

an experimental psychologist

a children's illustrator and educator

one hundred nursery school children



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THE CHILD'S FIRST PICTURE BOOK

by

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NORTHWESTERN UNIVERSITY

CHICAGO

1933



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Introduction

Here, I believe, is an epoch-making step in planning picture books for young children. In the past we have had picture books galore—some bad, some good, and many indifferent. There are books which meet adult standards of art and books which educators and others have decided that children *ought* to like. Here, instead, is one which has been tested and tried on children themselves. We adults may not be especially pleased with it, but toddlers are!

While we must have experts in illustrative art and education to pass judgment on children's choices, the acid test of value takes place when a picture book passes into the hands of little children. If it fails to grip interest on its highest level, all the theories, criticisms, and judgments are of no avail. Child interest is not the *sole* test, but it is the *final* test of the success of artists and educators in providing pictures which hold attention and stir imagination. While this book puts the child first, it has received the whole-hearted encouragement of leaders in psychological research, art, and education.

The tremendous influence of pictures in building up ideals and setting standards of behavior is exemplified in the recent investigation of the effects of the movies as reported in "Our Movie Made Children" by Henry James Forman. The psychology underlying this power of "pictured" or illustrated thought is in its infancy, and many more studies need be made; the authors of "The Child's First Picture Book" are pioneers in the scientific approach to the problem in early life. Experiments which preceded this effort to build a book upon children's preferences are recorded in a companion volume.

It has been my privilege and pleasure to encourage and cooperate with others in providing laboratory situations where both these experiments and their practical application could be carried out and demonstrated. Both authors are trained workers—one in the field of psychological research—the other in daily classroom experience with young children. It is hoped that this venture will be welcomed by parents and teachers so that further studies may be inspired in a field where scientific research is much needed.

Morningside Heights
New York City
July 28, 1933

Patty Smith Hill, Professor of
Education, Teachers College,
Columbia University

A Foreword to Adults

There have been "picture books" and "books with pictures" almost without end. The only excuse for another one is the fact that it is radically different. *The Child's First Picture Book* is that kind. It has been made by a group of nursery children for others of their own age; the authors have served merely as instruments in their hands. Whatever merit the book may have belongs to these young craftsmen. The only valid test of this merit rests with the larger audience of children to whom it is now addressed.

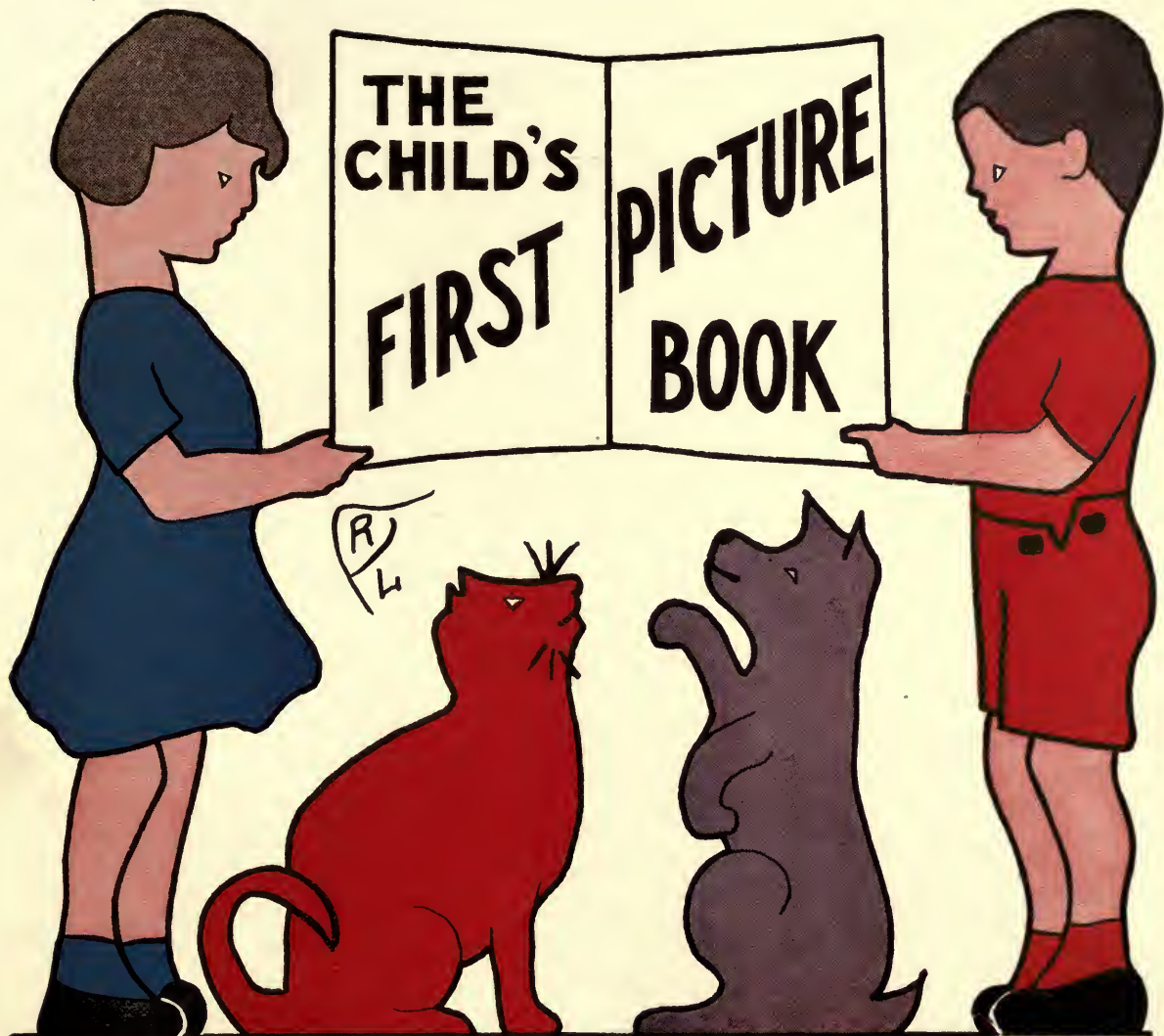
The ideas for the pictures as well as the 'stories' appearing opposite each one were contributed by children in the nursery schools at Winnetka and Evanston, Illinois, The National College of Education, and the Child Development Institute of Teachers College, Columbia University.

It is beyond the scope of this foreword to describe in detail how this book was made and how it should be used. Parents, teachers and librarians interested in the contributions which pictures can make to child development will find help in *The Child and His Picture Book*, a companion volume by the same authors. The most desirable approach is to show the pictures without comment. However, if the child is not stimulated to create 'stories' of his own, one of those printed should be read, with the remark that "Here is what one little boy said about this picture What do you think they are doing?"

A picture book can be a big event in a child's life, or it can mean nothing to him at all. Adults who wish their next purchase to contribute to the first end may well be guided by the enthusiastic endorsement of those nursery children who had a part in the making of this book.

Evanston, Illinois
August 1, 1933

G. LaVerne Freeman
Ruth Sunderlin Freeman



THIS BOOK BELONGS TO _____

**She is swinging
Leaves on top of her
Little flower
Little flower
Little flower
Big flower
Big flower**



**Engine, engine
On the track
Blue car, red car
All going to town**

**Here's a choo choo
Boy and path**



There's a little girl and a kite
Look at those birds
Look! Look! Look!

Tree, Birds, Kite
Going far up in the air
She holds the string



**Sun is shining
Little boy shoveling**

**When it's cold
I shovel the snow**



The little girl cries
The boy is sorry
Gives her a flower

That's her scooter
He wants it



Dogs they yelp

Bow-wow

Bow-wow

Dog wants bone

Boy says

Can't have it

A boy, a dog, a bone

The other dog is full



She has many big balloons

Yellow

Green

And blue

The little boy wants his balloon

I like the blue one



LEADING HOOP

Oh, here he comes!
Hands out like this

It's the slide
Zip, we go





**Bye, baby
Go to sleep
I shall take you
To the park**

**She has a dolly
Birds are flying high**



She's eating

Green table

Green chair

Green bowl

Eating breakfast

The little boy has milk

See the children

Eating carrots

Drinking milk



Kitty wants to go away

Little girl says

No, play with me

Meow, meow

Says the cat

See the mouse



**A boy, a block
Another one
Another one
Baby green block
Big green block
Two yellow ones
Making towers**

**There's my blocks
1-2-3-4-5
Big and little ones**



Blue horse
Jiggity, jiggity, jig
Away we go
John riding a horse

He rides to Banbury Cross
Lost his hat



She's washing
Hanging up dolly's clothes
A coat, a towel
Another towel
All on the line

Clothes in the tub
Scrub, scrub, scrub
Hang them on the line



Girl is riding

So is dolly

Little boy is blowing horn

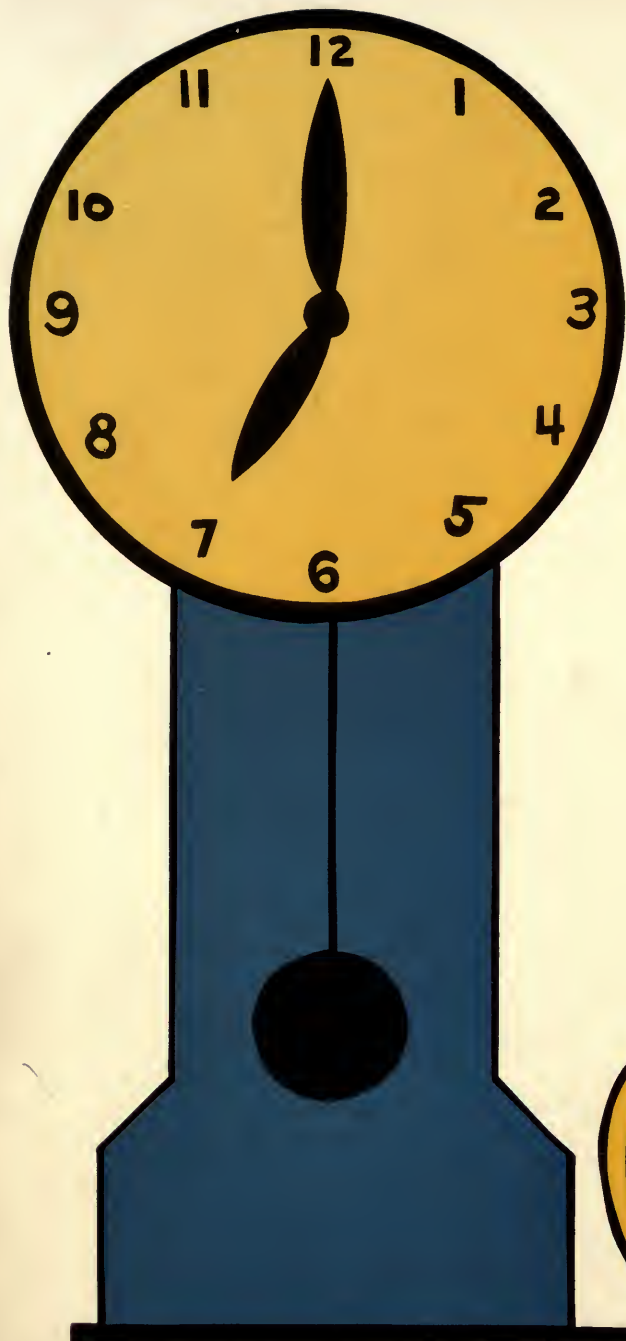
That's how to play automobile

Toot! toot! Here we come



**Bed time
Says the clock
See the cat
And the moon**

**Little boy
Big clock
Tick-tock
See the moon**



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