

# Scottish Readers Remember Children

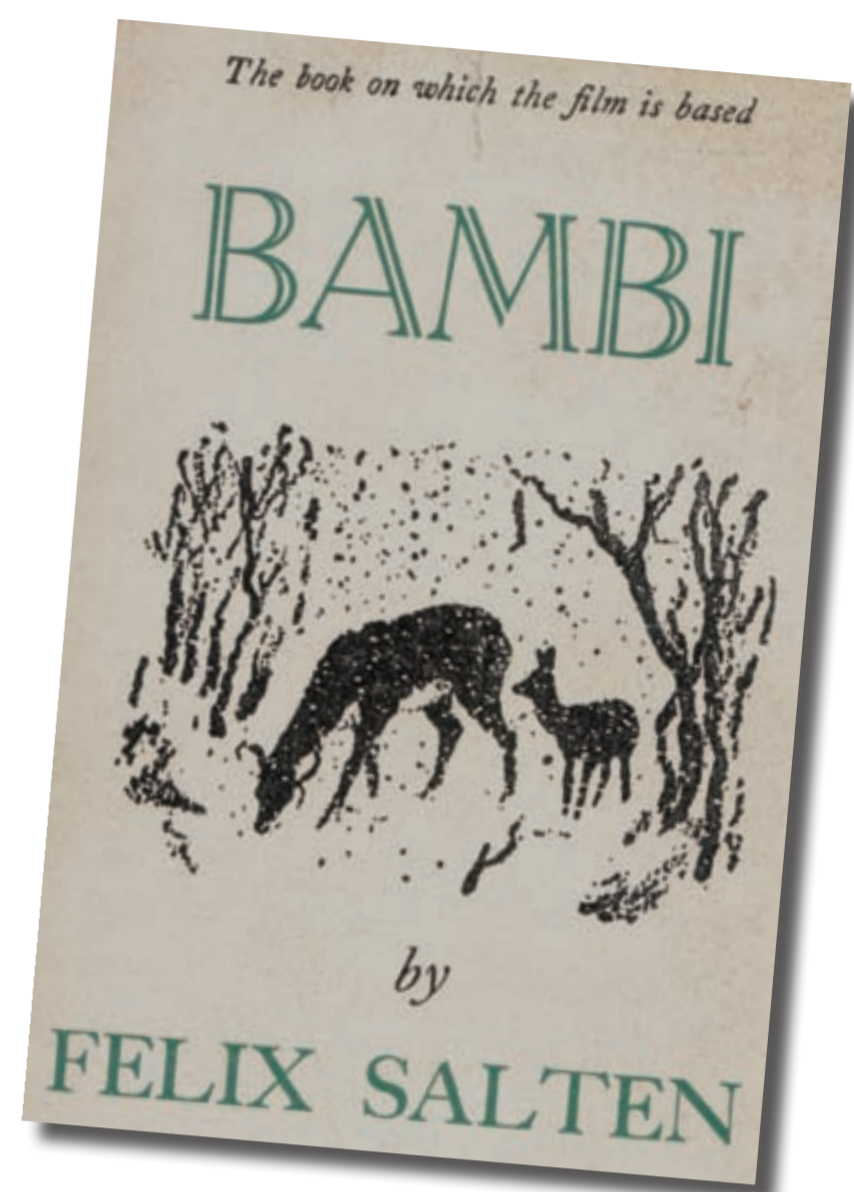


*There was The Grimms' Fairy Tales and there was The Little Red Riding Hood and a whole lot of others and we were allowed one of them every night. Gosh, we devoured them!*

Stella

**T**he books we read contribute to who we are, and at no point is this truer than in our childhood. What we read then, or have read to us, often remains fresh in our memories and, whether we are aware of it or not, plays a key role in the formation of personal and social identity. By and large, these books and the experience of reading them are shared by our contemporaries and help to create a sense of common identity and an awareness of ourselves as a group not only at a national level, but also among geographical, religious, ethnic and social sub-groups.

Although reading choices for children have expanded during the twentieth century, many popular stories come from bygone times and provide entry into a world of adventure that is appealing in any age. Traditional tales such as Hans Anderson's Fairy Tales and classics like *Black Beauty* were written in the nineteenth



century but have stood the test of time, and have continued to be read, as well as followed in TV and film adaptations. Many such classics also include illustrations that help make them even more memorable. These books, and the shared memories of reading them, provide a form of social cohesion within a culture as well as an external distinguishing characteristic, which is often unrecognised and unacknowledged.

