1912

A preliminary study of the reading tastes of high school pupils

Roxanna E. Anderson
State University of Iowa

This work has been identified with a Creative Commons Public Domain Mark 1.0. Material in the public domain. No restrictions on use.

This thesis is available at Iowa Research Online: https://ir.uiowa.edu/etd/3568

Recommended Citation
https://ir.uiowa.edu/etd/3568. https://doi.org/10.17077/etd.czei229f

Follow this and additional works at: https://ir.uiowa.edu/etd
A
PRELIMINARY STUDY
OF THE
READING TASTES OF HIGH SCHOOL PUPILS

by
Roxanna E. Anderson

Submitted in Partial Fulfillment
of the Requirements for the
Degree of Master of Arts

in the
Department of Education
The State University of Iowa

Iowa City, Iowa
1912
The subject of this study was suggested by Professor Frederick E. Bolton under whose direction and supervision it has been pursued. Acknowledgement is made of obligations to him for helpful suggestions and sympathetic criticisms which have materially aided in bringing this report to its present form. Appreciation is also due the teachers and pupils of the high schools in Iowa City and Fort Dodge for furnishing the data forming the basis of this work, and the members of the Education Seminar for devoting one meeting to the discussion of the topic.
OUTLINE

I. Introduction.

II. Summary of some similar investigations.

III. Consideration of data received through questionnaire.
   1. Amount of reading done by high school pupils.
      a. General types.
      b. Particular books.
      c. Poetry.
      d. Magazines and papers.
   3. Help and direction in choice of reading.
   4. Characters chosen as ideals.
   5. Books desired or possessed by pupils.

IV. Course of study.
   1. College entrance requirements.
   2. Books disliked by pupils.
   3. Books suggested by pupils to be added to the course of study.
   4. List of books recommended for outside reading.

V. Summary.

VI. Bibliography.
I. INTRODUCTION

By far the most important object in teaching literature is to open to the pupils' interest its vast field; to get them really to like to read good books. Teachers have before them the task of turning pupils from reading that is trivial and harmful to an interest in books which are worthy and of permanent value. President Eliot wrote: "The schooling which does not result in implanting a permanent taste for good reading has failed in the main end of democratic education."

We need to know as much as possible about the original interests of pupils in reading; we must share these and introduce them to better things step by step. For this knowledge of the reading tastes of pupils we cannot rely on thoughts or estimates; we must have facts.

The question to quite an extent has been investigated for the intermediate and grammar grades; but concerning the same for secondary school pupils, very little has been worked out.

The purpose of the following preliminary study is to ascertain, in a measure, the general tastes and tendencies in the reading of high school pupils. There has been much suggested and written regarding what they ought to read, many lists of books proposed containing those that they ought to

---

1 Addresses and Proceedings of the National Education Association, 1903, p. 956.
like to read, but the purpose of this investigation is to find out what they do actually read, how much, what they like best, and so forth.

The material for this study was gathered from answers to a questionnaire sent to the Iowa City and Fort Dodge High Schools. The returns included papers from 588 high school pupils from the four grades, distributed as follows: freshman 218, sophomore 158, junior 107, senior 105.

As an aid to the understanding of the data analyzed the questionnaire is here inserted. The order of discussion will follow that of the questions.

Questionnaire.

I. (a) About how many books, not required, do you read each month? (b) Do you draw these books from the school library, the public library, or do you have them at home?

II. How many short stories or other magazine articles do you read each week?

III. Underline the kinds of reading that you like: travel, great men, great women, adventure, love stories, ghost stories, detective stories, war stories, how to make things, science.

IV. Which books for outside reading do you like best? In each case state why.

V. Which one of all the books you have ever read do you like the best? Why? Is it on the required list for outside reading?

VI. Do you like poetry? Favorite poem?

VII. What magazines and papers do you read? Underline the ones that are taken in your family.

VIII. Who helps you in the choice of books and stories that you read outside of school work?
IX. Do you talk over with any one the reading that you do? If so, with whom?

X. Name two or three characters that you have read about, in history, literature, or elsewhere, which you would wish to be like.

XI. What books, not text books, do you possess as your own?

XII. Name five books that you are glad to own or would like to own.

XIII. Name some books or selections that are required for English that you do not enjoy. Why?

XIV. Name three books that you would like to have included in the course of study for outside reading.
II. SUMMARY OF SOME SIMILAR INVESTIGATIONS

In making a study of this kind it is very necessary that we know the results of similar investigations. In this section is given a summary of some of the principal studies that have been made along this line.

Allan Abbott\(^1\) submitted a list of 178 books to members of several high schools with the following requests:

1. Put a zero (0) after the names of books you have read and do not like.
2. Put a plus (+) after the names of books you have read and like.
3. Put a double plus (++) after the names of books you have read and would like to read again.
4. Add to the list any favorite books or poems not included in it.

The answers returned were from boys and girls between fourteen and nineteen years old and concerned merely the popularity of the books.

Abbott says, "There is a striking youthfulness in general tone; high school boys frankly avow a liking for the 'Gun Boat Series', the 'Henty Books', Pyle's Robin Hood, and Mark Twain; and girls for Miss Alcott, the 'Elsie Books', and Lamb's Tales from Shakspere. This youthfulness is shown further by a frequent marginal comment - how familiar to every teacher of literature - 'This book is too old for me'."

Yet some books that we have always considered distinctly the property of the young find sweeping condemnation from both sexes; notably, the Pilgrim's Progress, the Wonder Book, and Gulliver. Boys and girls both like: Dickens, Hope, Longfellow, Scott, Sienkiewicz, Westcott. Girls, alone, like: Alcott, Barrie, Bronte, Bulwer, Lamb, Shakspere, Stowe, Tennyson.

The list of answers show the prevailing love of adventure on the part of the boys and of sentiment on the part of the girls.

Mr. Abbott discusses thoroughly the change of taste with increasing years as brought out in his investigation. On this point he says, "They are going through a progressive development which must not be forced; and they intensely dislike, with reason, any form of literature inconsistent with that development". He points out also the need of proper guidance through this period, and lays great responsibility on teachers in leading pupils from one interest to the next higher.

Arthur P. Irving1 made an investigation of the home reading of school children through the grades including the first year in the high school. About six hundred made out lists of books read and indicated the books liked best. He found that girls read more than boys, but a less variety.

The boys seem to have preferred adventure stories while the girls read fairy stories and many odds and ends. In the conclusion of the report the author says that there is too much aimless, wasted reading among young people. He suggests that something be done to direct the work.

Conradi¹ found from his study that 90 per cent reported that they had experienced reading crazes. Many neglected their school and home work to read - sitting up late at night or even rising early. Most of them read to have their feelings stirred, some few later to gain knowledge and others to widen their vocabulary. Some preferred special kinds of reading, and some reported that they read anything and everything.

Susan Frances Chase² in her investigation found surreptitious reading frequent among those of adolescent years; more frequent than teachers or parents generally suppose. She reports that from three hundred ninety-six replies to questions regarding secret reading sixty-five per cent of the men and forty-six per cent of the women reported a period of secret reading. The motives for it she classes under three heads: reading under forbidden conditions (stolen time, etc.); reading books which had been condemned; searching for knowledge which had been withheld.

¹Children's Interests in Words, Slang, Stories, etc. Ped. Sem., Vol. X., pp. 359-404.
She notes also in her report the outside influence which guided in the choice of books. The personal influences named in order were mother, teacher, father, sister or brother, schoolmates, older friends. Twenty-three per cent recognized no personal influence at all, and eighteen per cent said that no teacher ever tried to influence them about their reading.

Reading aloud in the home was mentioned as an important factor in forming tastes. Many reported that their taste for reading changed during the adolescent period and that this change became the determining taste for life.

Clara Vostrovsky\(^1\) obtained answers from 1269 children in Stockton, California, as to the books they took from the public library. She found that children use the library increasingly as they grow older, more boys doing so before the age of 16 and more girls after this age. Boys care most for science, history, historical biography, and travel; girls for literature and literary biography. Women writers appeal more to girls, men writers to boys. Girls prefer domestic stories, especially stories about children; while boys care most for books of adventure. In fiction more standard works were drawn by boys than by girls.

Royal W. Bullock\(^2\) reports the results of a study made

---

\(^1\)Study of Children's Reading Tastes, Ped. Sem., Vol. VI, pp. 523-535.
by the department of pedagogy in the University of Colorado. A syllabus was issued asking fifteen questions relating entirely to reading. The study showed that girls read more than boys, and that they reach their maximum a year earlier than do the boys. 95 per cent of the boys prefer adventure, 75 per cent of the girls prefer love stories. The results show that during the period of maximum reading, they read, as one boy expressed it and as his paper showed, "every thing they can lay hands on". Before the end of the high school course they settle down pretty definitely to one class of reading. 75 per cent of the pupils discuss their reading with some one. The testimony of the pupils as to what books had been helpful or harmful is usually very wisely given.

Franklin O. Smith made a study of pupils' voluntary reading and reported the same under three heads, viz., (1) as to the quantity of reading done, (2) as to the quality of reading done, and (3) conclusions and suggestions for further studies. He found that 30 per cent more boys than girls read excessively, and a proportionally large number read nothing voluntarily, while 23 per cent of the boys and 20 per cent of the girls read an average of 1 to 2 books a month. 11 per cent of the grades and 7 per cent of the high school read nothing that was not required.

Much of the reading done by high school pupils was light popular fiction entirely lacking literary style or

purpose. The magazines read were usually the cheap, popular kind. The heavier types were not often mentioned.

John C. Dana, then of the Denver Public Library, gathered data from teachers regarding children's reading. He concluded from this study that children's taste is formed in the period between the years 6 and 11. He believes that reading stimulates interests in many lines of activity. He thinks much public library work has been wrongly directed - "aimed at people who are already beyond salvation". He thinks special efforts should be made to serve the children by widening their departments.

L. H. Chalmers discusses the imaginative element in children's literature under two questions - what was most enjoyed as a child and at what age, and what literature is now most approved for children and why. Boys that love horrible stories do not approve them when older. The girls show less difference between their childhood likes and their mature approvals. One thinks the child should be given reading along the line of its tastes and talents, another approves giving a child what it is deficient in, to cultivate the weaker talents and make an all-round character. A number would give the children anything they liked, others nothing at all. One wants to introduce the child as soon as possible to real life, another would keep him from it as long as possible.

III. CONSIDERATION OF DATA

1. AMOUNT OF READING DONE BY HIGH SCHOOL PUPILS

In this section the amount of reading done by high school pupils will be taken up first. The answers to the following questions furnish the data for consideration.

About how many books, not required, do you read each month? Do you draw these books from the public library, the school library, or do you have them at home?

How many short stories or other magazine articles do you read each week?

The tables following give an analysis of the answers, combining the results of the two schools.
Table showing amount of reading done by pupils

**Books**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys'</td>
<td>Girls'</td>
<td>Boys'</td>
<td>Girls'</td>
</tr>
<tr>
<td>Total answers</td>
<td>92</td>
<td>122</td>
<td>71</td>
<td>79</td>
</tr>
<tr>
<td>Total per month</td>
<td>225</td>
<td>351</td>
<td>164</td>
<td>209</td>
</tr>
<tr>
<td>Average per month</td>
<td>2.7</td>
<td>2.9</td>
<td>2.3</td>
<td>2.7</td>
</tr>
<tr>
<td>Highest number per month</td>
<td>10</td>
<td>10</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Per cent of pupils reading no books</td>
<td>13</td>
<td>4</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>Per cent of pupils reading av. no. of books or more</td>
<td>42</td>
<td>45</td>
<td>38</td>
<td>39</td>
</tr>
</tbody>
</table>

**Short stories or magazine articles**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys'</td>
<td>Girls'</td>
<td>Boys'</td>
<td>Girls'</td>
</tr>
<tr>
<td>Total per week</td>
<td>600</td>
<td>677</td>
<td>331</td>
<td>341</td>
</tr>
<tr>
<td>Average per week</td>
<td>6.5</td>
<td>5.4</td>
<td>4.8</td>
<td>4.4</td>
</tr>
<tr>
<td>Highest number per week</td>
<td>25</td>
<td>20</td>
<td>20</td>
<td>25</td>
</tr>
<tr>
<td>Per cent of pupils reading none</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Per cent of pupils reading av. amount or more</td>
<td>40</td>
<td>41</td>
<td>38</td>
<td>48</td>
</tr>
</tbody>
</table>
We find that the boys of the freshman class read an average of 2.7 books per month; this average falls to 2.3 for sophomores; to 1.3 for juniors; and rises to 2.4 for seniors. 12 is the greatest number of books read per month for the four grades, while the average is 2.3. 14% of the boys read no books, while about 41% read as many as the average number or more.

In the case of short stories or magazine articles, the freshman boys read an average of 6.5 per week; this average decreases, as did that for books to 4.8 for sophomores; remains the same for juniors; and rises again to 7.1 for seniors. 25 is the greatest number read per week and this number is the same for freshman and senior boys. 22 is the average number read. 2.5% of the boys read no stories or magazine articles, but about 40% read as many as the average number or more.

In the record of reading done by the girls we note an average of the number of books per month slightly higher than that shown in the case of the boys. An average of 5% of the girls read no books as compared with 14% in the case of the boys. About 42% of the girls read as many as the average number of books per month, while the per cent for the boys is 41.

In the short story or magazine reading the boys read 2 more per week than the girls. 4% of the girls as compared with 2.5% of the boys read no short stories or magazine
articles. 38% of the girls read as many as the average number per week, while in the case of the boys the percent is 40.

Comparing the average amount of all reading done by boys with that done by girls we find practically very little difference. In the case of books the average is slightly higher for girls while just the reverse of this is true in the case of short stories or magazine articles. Taking into account, however, all factors we find that girls read more than boys. This fact is borne out by other studies though in most cases the difference is much more strongly marked.

Some of the answers given by pupils to these questions are very significant though they cannot be tabulated. Some say that they read little during school months but a very great deal during vacation. A few answer that they do not know just how many books per month or stories per week they do read. Others say that they read everything that they can get hold of. In the case of negative answers, a number say that their school work takes all of their time and they are unable to do outside reading. Some like stories and magazine articles better than books and report reading all of several different ones.

The second part of the question has reference to the sources of books read. These are the public library, the school library, the home, and borrowing. The following table shows in percentages the use of the principal sources of reading material made by high school pupils.
Table showing in percentages the use of Public, School, and Home Libraries

<table>
<thead>
<tr>
<th>Grades</th>
<th>Public Library</th>
<th>School Library</th>
<th>Home Library</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>Freshman</td>
<td>59</td>
<td>76</td>
<td>3</td>
</tr>
<tr>
<td>Sophomore</td>
<td>67</td>
<td>64</td>
<td>6</td>
</tr>
<tr>
<td>Junior</td>
<td>46</td>
<td>67</td>
<td>13</td>
</tr>
<tr>
<td>Senior</td>
<td>64</td>
<td>70</td>
<td>9</td>
</tr>
</tbody>
</table>

The table indicates very good use made of the public library by the boys. The sophomores lead in its use with 67%, the seniors follow with 64%, next come the freshmen with 59% and last the juniors with only 46%. While the juniors make least use of the public library they lead in the use of the school library, though the per cent here is not nearly as large as it should be. 62% of the senior boys report reading books found in home libraries.

In nearly every case the girls exceed the boys in the use of all libraries. 76% of the freshman girls use the public library as compared with 59% for freshman boys. The difference is even greater in the case of juniors. The senior girls lead in the use of the school library though the per cent of those using it is only 12. 72% of both junior and senior girls report getting books at home. This percent seems
exceptionally high.

8% of the boys and 5% of the girls report borrowing books from friends.

The showing for the use of the public library is not discouraging. 59% of the boys and 69% of the girls report it as one of the sources of their reading. The average percent of boys using the school library is only 8, and for girls it is but 6. Now when the "Laboratory method" is extended to nearly all branches of study, we can hardly understand so little use being made of the high school library. To some extent teachers should work with pupils in the library.

A library in a high school is the place where lessons taught in class are driven home; where all that is hinted at in lessons can be enlarged upon; where the desire for further knowledge can be satisfied. Educators all over the country are awake to the possibilities of this kind of work.
2. NATURE AND KIND OF READING

Next in consideration comes the nature and kind of reading done by high school pupils. Ten representative classes of stories are included in the question which follows.

Underline the kinds of stories that you like: travel, great men, great women, adventure, love stories, ghost stories, detective stories, war stories, how to make things, science.

The following table gives in percentages the preferences of pupils for the different classes of stories.
Table showing in percentage the preference of pupils for ten classes of stories

<table>
<thead>
<tr>
<th>Grades</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys'</td>
<td>Girls'</td>
<td>Boys'</td>
<td>Girls'</td>
</tr>
<tr>
<td>Stories of travel</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>36</td>
<td>46</td>
<td>31</td>
<td>45</td>
</tr>
<tr>
<td>Stories of great men</td>
<td>24</td>
<td>31</td>
<td>19</td>
<td>27</td>
</tr>
<tr>
<td>Stories of great women</td>
<td>4</td>
<td>46</td>
<td>3</td>
<td>38</td>
</tr>
<tr>
<td>Stories of adventure</td>
<td>90</td>
<td>75</td>
<td>89</td>
<td>75</td>
</tr>
<tr>
<td>Love stories</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>36</td>
<td>73</td>
<td>50</td>
<td>82</td>
</tr>
<tr>
<td>Ghost stories</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>28</td>
<td>47</td>
<td>27</td>
<td>32</td>
</tr>
<tr>
<td>Detective stories</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>74</td>
<td>53</td>
<td>77</td>
<td>45</td>
</tr>
<tr>
<td>War stories</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>70</td>
<td>41</td>
<td>59</td>
<td>32</td>
</tr>
<tr>
<td>How to make things</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>33</td>
<td>23</td>
<td>40</td>
<td>18</td>
</tr>
<tr>
<td>Stories about science</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>14</td>
<td>12</td>
<td>20</td>
<td>8</td>
</tr>
</tbody>
</table>
While the summary of answers given in the table is not a final test of the values of the different classes of stories, it is at least suggestive of their relative popularity. The taste of the boys differs somewhat from that of the girls, so we will consider them separately.

Stories of adventure are most popular with boys. The maximum is reached in the ninth grade though the liking remains well marked throughout the high school years. Detective and war stories also are popular in the freshman year but they both gradually lose their charm during succeeding years. The preference for biography is greatest among seniors and, true to their sex, the boys prefer the stories of great men to those of great women. Only 36% of the freshman boys express a liking for love stories though this per cent gradually increases toward the senior year.

Stories of adventure are rather popular with girls also, though we note a steady decrease in the liking. Girls have large preference for biographies of great women, though they care more for stories about great men than boys do for those about great women. It seems a pity that the biographies of so few of the world's great women are written. Such a work as the Life of Alice Freeman Palmer by her husband proves not only interesting but serves as a wholesome example of true and beautiful womanhood. The girls' largest preference is for love stories as the boys' is for stories of adventure.
Reference to the table impresses us with the fact that 85% of the boys prefer stories of adventure, and 82% of the girls express a preference for love stories. Since these preferences are so large and well marked throughout the high school course, we can infer that these are the kinds of stories that they are going to read. The duty then of parents, teachers, and librarians is to see that they get the best stories of adventure and love, pure and true to life instead of some poor substitutes or false and vicious misrepresentations.

Other statistical studies bear out these same differences in taste for the different kinds of reading. So spontaneous and universal are they that we consider them among the most important and interesting revelations of how diversely the natures of the two sexes develop. These differences should be always duly recognized and respected.

The next questions are in reference to particular books liked best by pupils. The two are so closely related that they will be discussed together.

Which books for outside reading do you like best? In each case state why.

Which one of all the books you have ever read do you like best? Why? Is it on the required list for outside reading?

The following list includes the books reported as first choice by both boys and girls. All books receiving more than one vote are included.
List of Books Liked Best.

In the following lists the first numbers indicate the boys, the second the girls. Hans Brinker, Dodge, 3 - 11; Treasure Island, Stevenson, 81 - 28; Little Shepherd of Kingdom Come, Fox, 8 - 11; Ivanhoe, Scott, 19 - 27; Shepherd of the Hills, Wright, 8 - 12; David Copperfield, Dickens, 9 - 37; Mill on the Floss, Eliot, 5 - 30; Lorna Doone, Blackmore, 15 - 15; Hoosier Schoolmaster, Eggleston, 6 - 10; Call of the Wild, London, 34 - 6; The Crisis, Churchill, 6 - 12; Huckleberry Finn, Clemens, 7 - 0; Tom Sawyer, Clemens, 5 - 0; Man Without a Country, Hale, 7 - 0; Bob Son of Battle, Ollivant, 5 - 0; Jungle Books, Kipling, 6 - 0; Being a Boy, Warner, 4 - 0; The Virginian, Wister, 4 - 0; Last of the Mohicans, Cooper, 8 - 0; The Spy, Cooper, 5 - 9; Ben Hur, Wallace, 5 - 0; The Sea Wolfe, London, 5 - 0; The Sky Pilot, Connor, 17 - 12; Motor Boys Series, Young, 9 - 0; Alger Books, 3 - 0; Mrs. Wiggs of the Cabbage Patch, Rice, 0 - 25; Rebecca of Sunny Brook Farm, Wiggins, 0 - 16; Miss Alcott's Books, 0 - 26; Ramona, Jackson, 0 - 20; Kentucky Cardinal, Allen, 0 - 6; Gentleman from Indiana, Tarkington, 0 - 5; Lovey Mary, Rice, 0 - 5; Girl of the Limberlost, Stratton-Porter, 0 - 7; Anne of Green Gables, Montgomery, 0 - 9; Elsie Books, 0 - 3; Uncle Tom's Cabin, Stowe, 0 - 5.

This list shows again the prevailing love of adventure on the part of the boys and of sentiment on the part of the girls. Treasure Island, Call of the Wild, Ivanhoe, Lorna
Doone, Last of the Mohicans, are very popular with the boys, while David Copperfield, Mrs. Wiggs of the Cabbage Patch, Mill on the Floss, Little Women, Anne of Green Gables, Rebecca of Sunny Brook Farm, and Ramona are more often preferred by girls.

The tastes of boys and girls are not irreconcilable for they seem to have a common meeting ground in books that are rich in both sentiment and incident.

There is a noticeable change of taste in both boys and girls with increasing age. Books liked best by freshman and sophomore boys but nearly if not entirely disappearing from the list before the senior year are Lorna Doone, Motor Boys, Alger Books, Hans Brinker and Treasure Island. Such books as Ivanhoe, Call of the Wild, Shepherd of the Hills, A Man Without a Country and David Copperfield appear more frequently in the junior and senior papers.

The books named by freshman and sophomore girls but dropped from the list are Hans Brinker, The Spy, Mrs. Wiggs of the Cabbage Patch, Elsie Books, Treasure Island and Uncle Tom's Cabin. The books appearing in the junior and senior years are Ramona, Anne of Green Gables, Ivanhoe, David Copperfield and Shepherd of the Hills. Girls remain faithful to Miss Alcott throughout the high school years.

Many of the answers giving reasons for choice are rather indefinite; as, "I like nearly everything that I read", or "I have no choice of books", or "I like a certain book best
because it is nice and interesting". The following are lists of reasons for particular choice given by boys and girls. The names of all books are omitted.

Freshman Boys: Because it is exciting, is full of adventure, tells of backwoods fighting and pioneer life, has a good plot, is a story with action, gives definite data on camp outfits, tells of the life of a great man, is scary and very exciting, tells about wars and Indians, is about outdoor life, tells about the pluck of boys, is thrilling and tells about pirates, gives something practical, because of the humor of it, it is a good football story.

Senior Boys: Because it deals with people like we meet in life, description is good, the interest is kept up throughout, has a good plot, describes nature, is full of experience, gives good advice, the characters are natural, gives a touch of romance, gives information, the characters are well pictured.

Freshman Girls: Because the author uses such perfect English and has ideas resembling mine, it is interesting and lively, I like the characters, is about girls, is amusing, appeals to me, is about children, tells about things that happen at home, has a secret in it, is easy to read and understand, it teaches a lesson, is sad and interesting, is interesting and turns out nice.

Senior Girls: Because the author makes us feel the situation, it is a true story and the characters are real, has a mystery running through it, the plot is good and is well
developed, has a good historical setting, characters are real and noble, is instructive and has good moral effect, is cheerful and helpful, is pathetic, has a good love plot, the love story is true.

These reasons also bring out the characteristic tastes of boys and girls. The boys like best books that are exciting, stories of adventure, books full of action and outdoor life. The girls read for beauty and sentiment, to have their feelings stirred, stories of children, books picturing home scenes, and so forth. They care for refinement and style in books that they read.

The answers too show some development in taste. The most common reason for choice among freshman and sophomore boys is "because the book is exciting" or "because it is full of adventure", while among the juniors and seniors we find reasons that show signs of more mature thought and judgment. The same difference is to be noted in the reasons for choice among the girls.

While the lists for outside reading provided in the course of study meet the demands of the majority, there are many still not provided for. About 57% of the pupils name as first choice books from the required list.

It is a fact regretfully admitted by most English teachers that many of their pupils do not read after graduation much literature of the kind that makes up the course of study. The tastes of boys and girls should be respected
in part in forming courses of study. We must begin at least with what is naturally interesting to pupils and lead them to higher grades of literature so gradually that they are always interested. This question will be more thoroughly discussed in another place.

Since poetry forms a necessary part of the reading of pupils of high school age we included the following question:

Do you like poetry? Favorite poem.

A summary of the answers to the first part of the question is presented in the table which follows.

Table showing liking for poetry

<table>
<thead>
<tr>
<th>Grades</th>
<th>Grades</th>
<th>Grades</th>
<th>Grades</th>
<th>Grades</th>
<th>Grades</th>
<th>Grades</th>
<th>Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Freshman</td>
<td>Sophomore</td>
<td>Junior</td>
<td>Senior</td>
<td>Total</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>G</td>
<td>B</td>
<td>G</td>
<td>B</td>
<td>G</td>
<td>B</td>
<td>G</td>
</tr>
<tr>
<td>Total answers</td>
<td>92</td>
<td>127</td>
<td>74</td>
<td>85</td>
<td>46</td>
<td>60</td>
<td>55</td>
</tr>
<tr>
<td>&quot;Yes&quot;</td>
<td>27</td>
<td>69</td>
<td>23</td>
<td>61</td>
<td>14</td>
<td>32</td>
<td>21</td>
</tr>
<tr>
<td>&quot;No&quot;</td>
<td>41</td>
<td>25</td>
<td>33</td>
<td>15</td>
<td>18</td>
<td>11</td>
<td>15</td>
</tr>
<tr>
<td>&quot;Somewhat&quot;</td>
<td>24</td>
<td>33</td>
<td>18</td>
<td>9</td>
<td>14</td>
<td>17</td>
<td>19</td>
</tr>
</tbody>
</table>
In all cases the girls lead in the liking for poetry. 60% of the girls as compared with 31% of the boys express a decided liking for it. In addition, the table gives a large number of both boys and girls who express "somewhat" of a liking for poetry.

In the study made by Susan Frances Chase1 those (including both boys and girls) who reported a natural love for poetry were not in the majority. This was quite different from the returns of the study made by Lancaster2 where poetry ranked almost equal with the novel in popularity. Studies along this line show varying results owing to differences in education and the literature taught in the schools. Certainly the present generation ought to show an increasing love for poetry. The present study shows a tendency along this line. In general, the interest in verse begins in early childhood with the rhyme and passes over gradually into sentiment and thought in adolescence. Real poetry receives little recognition before the adolescent period.

The choice of poems as favorites falls upon 78 different ones. The following table gives the distribution of choice for all poems receiving more than one vote by either boys or girls.

### Table indicating favorite poem

<table>
<thead>
<tr>
<th>Grades</th>
<th>Freshman 'Sophomore'</th>
<th>Junior</th>
<th>Senior</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>G</td>
<td>B</td>
<td>G</td>
</tr>
<tr>
<td>Evangeline</td>
<td>6</td>
<td>24</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>Lady of the Lake</td>
<td>6</td>
<td>13</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Enoch Arden</td>
<td>5</td>
<td>7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Courtship of Miles Standish</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Snow-bound</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>8</td>
</tr>
<tr>
<td>Vision of Sir Launfal</td>
<td>7</td>
<td>5</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Hiawatha</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The Raven</td>
<td></td>
<td>3</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Village Blacksmith</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Children's Hour</td>
<td>2</td>
<td></td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Thanatopsis</td>
<td></td>
<td></td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>The Bells</td>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Death of the Flowers</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>To a Water Fowl</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
There is not generally as marked a difference between the choice of boys and girls as one might expect, though their choice does show some degree of difference in taste.

For the freshman boys Evangeline, Lady of the Lake, and Enoch Arden lead in the list and receive an equal number of votes; with the sophomore boys Lady of the Lake is most popular; with the junior boys Snow-bound heads the list; while with the senior boys The Raven receives most votes. In the case of the girls Evangeline is decidedly the first choice of every class.

Such poems as Evangeline, Thanatopsis and Snow-bound have a place in the Seventh and Eighth Years of the Course of Study. Later they are taken up and reviewed. A rather general preference for certain like poems is formed probably in the early adolescent years, and this preference often holds through the high school period and sometimes throughout life.

Since so large a portion of the time devoted to reading by high school pupils is given to periodicals, we asked the question:

What magazines and papers do you read? Underline the ones that are taken in your family.

The answers to this question show a little more than 1% who read no magazines or papers. 22% report no magazines or papers taken in the family. The average number taken in the family is 3, while the average number read is 5.
With the boys Popular Mechanics and The Saturday Evening Post are equally popular throughout the four high school years. The Youth's Companion and American Boy are most popular with freshman and sophomore boys, while Everybody's, Mc Clure and Cosmopolitan prevail with juniors and seniors.

As with books so with magazines and papers, the girls distribute their reading over a greater range than boys do. The magazines most popular with girls are here named in their order of preference: Ladies' Home Journal, Youth's Companion, Saturday Evening Post, Woman's Home Companion, Everybody's, Cosmopolitan, and Mc Clure.

The better and heavier types of magazines - Review of Reviews, Century, Scientific American, Literary Digest, and so forth, are named less frequently by both boys and girls, and are taken in comparatively few homes.

The lists of periodicals taken in the family give evidence that some attention and direction is needed along this line. An inferior class of daily papers and light story magazines are too often the only ones mentioned as taken. A carefully selected list of standard newspapers and magazines is the exception.
3. HELP AND DIRECTION IN CHOICE OF READING

To the question, Who helps you in the choice of books and stories that you read? the answers "I read what I please", "Nobody helps me", "I choose my own books and stories", and so forth, are suggestive of needed attention along this line.

Boys rely less upon the recommendations of others in their reading than girls do. Only 26% of the boys as compared with 56% of the girls report receiving help in the choice of their reading. Boys seem to exercise greater independence and individuality in their choice while girls like to read what others read and advise them to read.

Naming the sources of recommendation in the order in which the results indicate, parents take first place, then follow in their order friends, librarians, teachers, brothers and sisters.

A large per cent of both boys and girls receive no help at all in the selection of their reading. While it is true that pupils should have great freedom in all reading done outside of school, it is necessary that some direction and suggestion be given. Next after parents the teacher should come naturally as the one to give such help. Teachers need to keep very near the pupils and their interests in order to do the most efficient work.

Another question closely connected with the previous one is, Do you talk over with any one the reading that you do? If so, with whom?
The answers to this question give results quite different from the one considering the help that pupils receive in choosing their reading. 64% of the boys and 90% of the girls talk over with some one the reading that they do. The answers to the question with whom? fall into four groups. Naming them in the order indicated by the results, they are friends, parents, other relatives, and teachers. The group friends has much the largest per cent, larger than all the others together, while that of teachers has only 6% of both boys and girls. These facts emphasize the importance of proper friendships among high school pupils, and the necessity for closer association and friendship between teachers and pupils.

In an article entitled "Some Observations on Children's Reading" by Royal W. Bullock we note the following:

"The librarian might be interested in the fact that 75% of the pupils discuss their reading with some one, but the psychologist values more highly answers to the question, 'With whom do you discuss your reading?' A fourth grade girl answers: 'The short stories I tell my little brothers and sisters, and the long ones I tell to my papa when he isn't feeling well.' Compare with that the reply of a fifteen-year-old boy, who says: 'No one. Mother says, "Keep it to yourself, it is not interesting to me."' Two pictures we have of home life and its influence on character."

1Addresses and Proceedings of the National Education Association, 1897, p. 1021.
The attitude of both parents and teachers toward adolescent boys and girls should be one of interest and confidence. Encouragement in the discussion of books and stories read will promote frankness and confidence on the part of high school pupils. We should not appear too shocked or irritated by what the young people are reading. In such case they conceal the truth about it and we cannot discover their untrained tastes. Opportunity to lead them to a higher and better grade of literature is lost. The pupils must be taken where they are and led gradually to the enjoyment of things really worth while.
4. CHARACTERS CHOSEN AS IDEALS

There are few if any influences which exert greater power over young people than the ideals they hold. Most studies point to the fact that they are very largely formed from reading. Because of this tendency the following question was included in the questionnaire.

Name two or three characters that you have read about, in history, literature or elsewhere, which you would wish to be like.

The answers to this question fall naturally into three groups: historic or public characters, characters from fiction, and religious characters.

The results show that boys lead in the choice of historic or public characters. 85% of the boys choose this group, while only 35% of the girls make such selection. Girls lead in the choice of characters from fiction, 64% making such choice as compared with 15% of the boys. The girls distribute their choice over a greater range of characters than the boys who seem to have a rather definite group of favorite ones.

Religious characters are named with the least frequency. 2% of the boys and .4% of the girls choose such characters. It is indeed disappointing to note that the many admirable characters of the Bible exert so little influence in the lives of adolescents.
Following a scholarly and earnest appeal before the National Education Association by President Butler for the re-establishment of the Bible in our public schools, the following paragraph was incorporated in the Declaration of Principles adopted by the association:

"It is apparent that familiarity with the English Bible as a masterpiece of literature is rapidly decreasing among the pupils of our schools. This is a result of a conception which regards the Bible as a theological book merely, and thereby leads to its exclusion from the schools of some states as a subject of reading and study. We hope for such a change of public sentiment in this regard as will permit and encourage the reading and study of the English Bible as a literary work of the highest and purest type, side by side with the poetry and prose which it has inspired and in large part formed. We do not urge this in the interest of sectarian instruction of any kind, but that this great book may ever be the teacher's aid in the interpretation of history and literature, law and life, an unrivaled agency in the development of true citizenship, as well as in the formation of pure literary style."

The fact that less than one per cent of either boys or girls in the present study mention Bible characters confirms the occasion for concern so generally felt with respect to

Addresses and Proceedings of the National Education Association, 1902, p. 27.
the lack of knowledge of and interest in the Bible as liter­
Jature. On every hand there is abundant evidence of the
great need for the reading and study of it.

Lists are here given of characters chosen by boys and
girls. Only the ten most popular ones are named with the
percentages for each character.

**Boys:** Washington, 28%; Lincoln, 21; Napoleon, 10;
Roosevelt, 9; Edison, 8; Grant, 5; Caesar, 5; Franklin, 4;
Taft, 3; Frank Gotch, 3.

**Girls:** Lincoln, 8%; Washington, 7; Florence Nightingale, 6; Ellen (Lady of the Lake), 5; Agnes (David Copperfield), 4; Joe (Little Women), 4; Portia (Merchant of Venice), 4; Clara Barton, 2; Evangeline, 2; Geroge Eliot, 2.

Washington appears to be the great hero with the boys
and receives the votes of 28% of them. The second choice
is Lincoln with 21%. Earl Barnes who made an extensive study
of children's ideals raised these questions "Is the person-
ality of George Washington overworked in elementary educa-
tion so that adults are tired of him? Is it well to use up
our greatest American for nursery purposes?"

Will Grant Chambers\(^2\) in an article on "The Evolution
of Ideals" gives a comparison of the preferences for Wash-
ington and Lincoln throughout the school years. We present
it here for reference and comparison.

---

1Studies in Education, Vol. II., p. 239.
2Ped. Sem., Vol. X., pp. 101 - 143.
"Age    6   7   8   9   10   11  12  13  14  15  16
Washington  5%  9%  15%  31%  38%  43%  39%  33%  28%  17%  16%
Lincoln     0    0    4    4    2    3    5    5    11   12  15"

From this comparison Washington seems familiar to children just entering school, while the name of Lincoln is unknown until they are 8 years old. The per cent for Washington declines after 11 years and at 16 is only 1% ahead of Lincoln. Lincoln begins with 4% at 8 years and steadily increases to 15% at 16 years. The present study, however, finds Washington in the lead with 28% in the case of high school boys and Lincoln second choice with 21%. If the lives and characters of these two great Americans are emphasized in elementary education, the fact that they lead in preference among high school pupils suggests a rather lasting appreciation of their virtues. With the girls the largest preference is for the same two men but we find the order reversed. Lincoln leads with 8% and Washington is second choice with 7%. While 64% of the girls choose characters from fiction, still they appear to be nearly equal with the boys in preference for and appreciation of the best qualities of citizenship.

Earl Barnes¹ found from his study of the ideals of London children that the English girls choose ideals represented by the opposite sex much less often than American girls.

In a study of the ideals of a group of German children made by Henry H. Goddard\textsuperscript{1} the opposite sex is chosen less often by girls than is the case in other studies. Barnes comments on the totally inadequate line of ideals for girls furnished in both the American and English schools. It is certainly true that we do not emphasize enough in story, reading, picture and song the noble qualities of great female characters. It does seem that instruction in our schools might be modified so as to supply a greater number of worthy feminine ideals for girls. The womanly and domestic qualities of the sex should have decided commendation and encouragement in all possible ways.

Only a remarkably small number of unworthy characters were chosen by either boys or girls. The proportion of local characters was very small indeed. Two girls mentioned Miss Alice French, and one named Mrs. S. K. Stevenson in their lists of characters. One boy mentioned his minister as his ideal character, and two girls chose their teachers as ones whom they wished to be like.

Since so large a per cent of ideals of high school pupils is gained from reading history, biography, and fiction it seems not only the privilege of parents, teachers, and librarians, but their duty to give careful and thoughtful direction to the choice of books to be read. Not only this,

\textsuperscript{1}Ped. Sem., Vol. XIII., pp. 208 - 220.
they must by all possible means lead the young to appropriate to themselves ideals from worthy characters in their reading; to enrich and deepen the emotions by suggestion; in other words, to so help them that they will read the best characters into themselves and be able to bear them out in their own lives.
Next in order of consideration are the following questions: What books, not text books, do you possess as your own? Name five books that you are glad to own or would like to own.

These are answered in keeping with the tastes of boys and girls already pointed out. It is gratifying to note the number of worthy books possessed by high school pupils. Among the ones most frequently mentioned by boys are Stevenson's works, Henty Books, Call of the Wild, Lorna Doone, Life of Lincoln, Life of Washington, Ivanhoe, Dickens Works, Printer of Udells, Shepherd of the Hills, Cooper's Works, Lives of Great Men, Shakespeare's Works, and Books on Natural Science. The ones more often possessed by girls are Miss Alcott's Books, Uncle Tom's Cabin, Rebecca of Sunny Brook Farm, Dicken's Works, Longfellow's Poems, Tennyson's Poems, The Crisis, Stevenson's Works, Shepherd of the Hills, Winning of Barbara Worth, Shakespeare's Works, St. Elmo, Little Shepherd of Kingdom Come, Romola and Ramona. Biography is conspicuous in the boys' list, while poems are often named by girls. Shakespeare's Works are very popular with both boys and girls. The Bible is mentioned only once by boys and twice by girls among the books they are glad to own or would like to own.
While school and public libraries are a great help in furnishing suitable reading material for high school boys and girls, many books should be owned by the children themselves. Certain books need to be read, re-read, and referred to many times. Books are among the chief forces most powerful in influencing the life and conduct of young people. Many of the best and most helpful books appeal strongly to the interests of the young, and if possessed by them a few are frequently re-read until mastered. The mastery of some book of worth exerts tremendous influence in the selection of other books and in the determination of reading tastes. Boys and girls appreciate ownership; they take justifiable pride in the possession of good books. If these are purchased for them in keeping with their tastes and interest they will generally care for them and use them intelligently. It is certain that they will become vital factors in their unfolding into real power.
IV. COURSE OF STUDY

1. COLLEGE ENTRANCE REQUIREMENTS

In taking up the course of study a brief consideration will first be given to the college entrance requirements.

The two aims of the teaching of English as presented in the report of the committee of Ten on Secondary Studies, are:

(1) "To enable the pupil to understand the expressed thoughts of others, and to give expression to thoughts of his own; and

(2) "To cultivate a taste for reading, to give the pupil some acquaintance with good literature, and to furnish him with means of extending that acquaintance."1

With these objects in mind the committee on College Entrance Requirements has planned a course of study presenting ways and means for accomplishing the purposes of the study of literature and English. A definite outline of work is arranged for each semester through the entire four-year course, and from this outline work may be selected for any high school. Two lists of books are presented, headed respectively Reading and Study. The list for study is intended as a logical and natural continuation of the pupils earlier reading, with stress upon form, style, meaning of words,

1Report of Committee of Ten, p. 86.
phrases and the understanding of allusions, references, and so forth. The reading list is designed to encourage the habit of intelligent reading and to develop a taste and appreciation for good literature.

Many principals and teachers say that the influence of the entrance requirements in English is bad. They declare that the aims and work of the high school is interfered with by the adherence to the required lists of books.

Indeed we believe that slavish adherence to required lists will work harm. But the lists have been revised and broadened until the new ones give a wide range of choice. In the hands of wise teachers, who have in mind the unity of literature and the tastes of pupils, these lists should bring about some good results. It is often necessary to make certain substitutions in harmony with pupils' interests and tastes, and additional lists for outside reading should be regularly furnished by teachers, including all good books that come within the range of the pupils potential appreciation.

The high school course as a whole is now passing through a period of rapid adjustment and it requires no prophet to foretell the passing of uniform entrance requirements in English and the coming of entire freedom to the high schools; but what will they do with such freedom?
2. BOOKS DISLIKED BY PUPILS

Besides indicating the likes of pupils for certain types of literature, this study shows a dislike upon the part of some for certain books on the required list. Dislikes as well as preferences are important in determining the tastes and interests common to pupils of particular grades. Teachers need to know these so that they may both direct and follow the interests and tastes of the pupils.

In order to secure definite information on this particular point we included the following question: Name some books or selections that you do not enjoy. Why?

In the answers to this question the following books are most frequently named by both boys and girls as ones that they dislike: Ivanhoe, Sketch Book, Bracebridge Hall, Adam Bede, Henry Esmond, Robinson Crusoe, Pilgrim's Progress, Vision of Sir Launfal, Chaucer's Prologue, and Burke's Conciliation. Boys express a rather general dislike also for Mill on the Floss and David Copperfield, while with girls the Jungle Books and Last of the Mohicans are in decided disfavor.

Many of the pupils do not give reasons for disliking certain books; and most of the answers given are very indefinite and similar. Common among them are the following: The story is too monotonous, it is dry and behind the times, it is hard to understand and has not enough adventure, there
is too much description in it, the book is not interesting and does not have a good ending. A large per cent of the girls stated that they liked everything they had read.

3. BOOKS SUGGESTED BY PUPILS
TO BE ADDED TO THE COURSE OF STUDY


These lists are important in that they indicate general tendencies of interests and tastes for each of the four classes. They include preferences of both boys and girls and
furnish something that we must recognize - a pupil's standard of reading material.

It is very desirable that habits of individual reading be fostered and to this end it seems well to stimulate and in some fashion control the outside reading of pupils. Some of the means for this control are discussions (oral and written), themes, reports (oral and written), discussions and talks outside of class periods, and note books. In this supervision of outside reading the object is not instruction, simply the development of good taste.

Pupils generally do not like to adhere strictly to a predetermined outline. While teachers should allow them wide range of choice in reading materials, they cannot give them absolute freedom. As suggested before, teachers should know the individual needs of pupils, and largely by personal influence they should guide them in the choice of all reading. The privilege of substituting books that pupils have found worthy and pleasing may well be accorded them. Personal recommendations from pupils do much to stimulate reading and raise the quality of books read by class members.

Using the results of this and other similar studies on the reading tastes of pupils as a basis, and having in mind certain ideals as to what pupils of high school years ought to read we present an outline of suggestive types of literature suitable for outside reading for the four years.
4. LIST OF BOOKS RECOMMENDED FOR OUTSIDE READING

First Year

Poems

Stevenson, Heather Ale; Christmas at Sea.
Bryant, Forest Hymn; Thanatopsis, Little People of the Snow; Sella.
Holmes, The Deacon's Masterpiece; Grandmother's Story of Bunker Hill
Tennyson, Dora
Whittier, Barclay of Ury; Among the Hills, Snow-bound
Scott, Rosabella; Alice Brand.

Short Stories

Hawthorne, Wonder Book; Tanglewood Tales
Irving, Alhambra; Tales of a Traveller
Harris, Uncle Remus
Hale, A Man Without a Country
Seton, Wild Animals I have known; Lives of the Hunted
Davis, Stories for Boys
Peabody, Old Greek Folk Stories
Stevenson, Island Nights Entertainments
Lamb, Tales from Shakespeare.

Biography

Keller, Story of My Life
Franklin, Autobiography
Brooks, Historic Boys; Historic Girls
Eastman, Indian Boyhood
Hale, Boys' Heroes
Kaufmann, Young Folks' Plutarch
Yonge, Book of Golden Deeds.

Fiction
Stevenson, Treasure Island; Kidnapped; David Balfour
Cooper, Spy; Deer-Slayer; Pilot, Prairie
Alcott, Little Women; Eight Cousins; Rose in Bloom; Little
Men; Joe's Boys
Monroe, Campmates; Canoemates
Dana, Two Years before the Mast
Wiggins, Rebecca of Sunny Brook Farm
Stockton, A Jolly Fellowship; Captain Chap
Wright, Shepherd of the Hills
Dickens, David Copperfield
London, Call of the Wild
Hughes, Tom Brown's School Days; Tom Brown at Rugby.

Second Year
Short Stories
Harte, Luck of Roaring Camp
Dickens, The Chimes; Christmas Carol
Maclaren, Beside the Bonnie Brier Bush
Hawthorne, Snow Image; Twice Told Tales
Brown, Rab and His Friends
Van Dyke, Story of the Other Wise Man
Field, Little Book of Profitable Tales.
Travel
Taylor, Views Afoot
Custer, Boots and Saddles
Grenfell, Voyage on a Pan of Ice
Stevenson, Across the Plains; Silverado Squatters; Travels with a Donkey
Davis, The West from a Car Window
Ralph, Our Great West
Peary, Northward over the Ice
Roosevelt, Hunting Trips of a Ranchman
Lummis, Tramp across the Continent.

Comedies
Shakespeare, Two Gentlemen of Verona; The Tempest; Taming of the Shrew
Goldsmith, She Stoops to Conquer
Sheridan, The Rivals; School for Scandal.

Novels
Kipling, Kim; Captains Courageous
Clemens, Huckleberry Finn; Tom Sawyer
Barrie, Sentimental Tommy; Little Minister
Allen, Kentucky Cardinal; Choir Invisible
Blackmore, Lorna Doone
Dickens, Old Curiosity Shop
Wright, Shepherd of the Hills
Stockton, Rudder Grange; Three Burglars
Stevenson, St. Ives; Weir of Hermiston.
Third Year
Poetry

Poems selected from the following:
Palgrave (ed.) Golden Treasury, 2d Series
Knowles (ed.) Golden Treasury of American Songs and Lyrics
Field, Little Book of Western Verse; Second Book of Verse
Riley, Poems Here at Home; Old Fashioned Roses
Whittier's Poetical Works.

Essays
Carlyle, Heroes and Hero Worship
Ruskin, Crown of Wild Olives; Sesame and Lilies
Thackeray, Roundabout Papers
Holmes, Autocrat of Breakfast Table; Professor at
Breakfast Table
Lowell, Fireside Travels
Warner, My Summer in a Garden
Burroughs, Winter Sunshine, Signs and Seasons
Emerson, Friendship; Circles.

Tragedies
Shakespeare, Romeo and Juliet; Hamlet; Othello; King Lear;
Antony and Cleopatra; Cymbeline; King Henry IV., parts
I. and II.; King Richard III.
Fiction

Thackeray, The Virginians
Kingsley, Hypatia; Westward Ho
Doyle, White Company; Refugees
Churchill, Richard Carvel; The Crisis
Wallace, Ben Hur
Kipling, Puck of Pook's Hill
Dickens, Dombey and Son; Oliver Twist
Henty, Wulf the Saxon; The Young Carthaginian
Mulock, John Halifax
Rice, Mrs. Wiggs of the Cabbage Patch; Lovey Mary
Tarkington, Gentleman from Indiana
Montgomery, Anne of Green Gables
London, The Sea Wolf
Jackson, Ramona.

Fourth Year

Poetry

Milton, Paradise Lost, books I and II
Tennyson, In Memoriam; Selected poems
Browning, Sonnets from the Portuguese
Scott, Marmion
Bunyan, Pilgrim's Progress in words of One Syllable
(Paraphrase).
Orations
Burke, Speech on American Taxation
Choate, Death of Webster
Webster, Adams and Jefferson
Sumner, True Grandeur of Nations
Clay, On the Increase of the Navy.

Biography
Irving, Life of Goldsmith
Hapgood, Abraham Lincoln
Washington, Up from Slavery
Dickens, My Father as I Recall Him
Hale, Lowell and His Friends
Palmer, Life of Alice Freeman Palmer
Cheney, Life, Letters, and Journals of L. M. Alcott
Stevenson, Letters, Vol. I. and II.

Fiction
Austen, Pride and Prejudice; Sense and Sensibility
Hawthorne, House of Seven Gables; Marble Faun
Wright, Shepherd of the Hills; Calling of Dan Mathews;
Winning of Barbara Worth
Eliot, Mill on the Floss; Middlemarch; Romola
Hugo, Les Miserables
Reade, Cloister and Hearth
Wister, The Virginian.
Criticism

Brooke, Ten Plays of Shakespeare
Dowden, Shakespeare, His Mind and Art
Jameson, Characteristics of Women (in Shakespeare)
Van Dyke, The Poetry of Tennyson
Stedman, Poets of America; Victorian Poets
Lowell, Among My Books; My Study Windows
High school pupils read much outside of school. While this reading is not always of so good quality as that furnished in school, it is much better than it would be were it not for school influences. Girls read more than boys and distribute their reading over greater range.

Boys like best books of adventure, stories that are full of action and outdoor life; girls read for sentiment, beauty, and refinement of style.

While the pupils read a very creditable line of books, they read an over-abundance of light periodical literature. There is not a sufficient number of standard newspapers and magazines taken in the homes.

There is a noticeable change in taste of both boys and girls with increasing age. Some books popular with freshmen entirely disappear from the lists before the senior year is reached.

Boys care less for the recommendations of others than girls do. They exercise greater independence and individuality in the choice of their reading than do girls.

A large per cent of the pupils talk over their reading with parents, friends, and teachers.

Boys choose as ideals historic or public characters, while girls very generally prefer characters from fiction. Religious characters are named with the least frequency.
A number of excellent books are owned by both boys and girls. Worthy books are very largely named as those which they desire to own.

Boys and girls are not "grown ups"; their tastes are and ought to be very unlike those of men and women.

The tastes and interests of high school pupils should be duly recognized and respected in forming a course of study.

Teachers must have a thorough acquaintance with the psychology of childhood and adolescence in order to give to the outside reading of high school boys and girls intelligent and sympathetic direction.
Barnes, Earl, Children's Ideals, Ped. Sem., Vol. VII., pp. 3 - 12.
Bullock, Royal W., Some Observations on Children's Reading, Addresses and Proceedings of the National Education Association, 1897, pp. 1015 - 1021.
Chambers, Will Grant., The Evolution of Ideals, Ped. Sem., Vol. X., pp. 101 - 143.
Chubb, Percival, The Teaching of English.
Hall, G. Stanley, Psychology of Childhood as Related to Reading and the Public Library, Ped. Sem., Vol. XV., pp. 105-116.


