

A BALANCED READING PROGRAM FOR JUNIOR HIGH SCHOOLS

by

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TABLE OF CONTENTS

	Page
INTRODUCTION	4
INFORMATION FROM THE QUESTIONNAIRE	19
A DETAILED REPORT OF THE READING DONE IN THE JUNIOR HIGH SCHOOLS OF HUTCHINSON, KANSAS	56
BALANCED READING IN TEXT BOOKS	65
EXPERIMENTS IN BALANCED READING	71
RESPONSIBILITY OF TEACHERS	77
CONCLUSIONS	84
ACKNOWLEDGMENT	88
BIBLIOGRAPHY	89

"Reading, from the beginning to the end of the course, to the end of life itself, needs to be as wide and varied as earthly life and to give an adequate revelation of all major types of human experience, in all portions of the world, and with such historical perspective as is needed for each of the various regions."

Bobbitt Curriculum

A BALANCED READING PROGRAM FOR JUNIOR HIGH SCHOOLS

INTRODUCTION

Purpose and Method of Study

This study presents the results of a definite attempt to ascertain what the attitude and customs of the junior high schools in Kansas are in regard to a balanced reading program, to set forth attempts that are being made to inculcate balanced reading, and to find if possible the difficulty that hinders us in our state from gaining our objective.

First: Is the idea of a balanced reading program being used in Kansas? To find the answer two things have been done. First, a questionnaire (Fig.1) was sent out to the various junior high schools in the state. The first part of this thesis takes up the replies and attempts to arrive at an answer to the question under consideration. Second, to find how the program works out in a system where choice is limited only by a liberal list and where guidance depends upon the voluntary effort of the teacher, the reading cards of the pupils in the two junior high schools of Hutchinson

are considered in the second part of this study.

The third part of the thesis concerns the balance of literature in the text-books of leading publishers, and is for the purpose of showing that all of these publishers have balanced the literature in their texts and provided lists so that by following their suggestions the guidance objective can be attained.

For the fourth part of the thesis the author has given the results of two experiments being carried out successfully, one in the Border Star School in Kansas City, Missouri, the other in the Chicago Laboratory School of the University of Chicago.

The fifth part is based upon an article by Dora V. Smith of Minnesota University and is given because the author feels that it emphasizes the greatest cause of failure of the balanced program in Kansas -- the lack of understanding and preparation of the teacher.

Throughout the study it has been the aim of the writer to give such helpful devices and suggestions as have come to her attention through observation, through the questionnaires, and through the literature on the subject. Thus she hopes that the study may prove of practical benefit to others interested in English teaching in junior high schools.

In the past decade or decade and a half the mind of the adolescent has been studied intensively by psychologists. As a result a new unit with an entirely different organization and set of objectives was found necessary for the school system. The dominant characteristic of the adolescent mind is an impulse to reach out in all directions, an inordinate curiosity in regard to everything with which it comes in contact. To give an opportunity for such exploration the junior high school with its corps of teachers trained in the guidance of youth was established. The principal objective of this unit is to furnish the child with as many try-out courses in the practical arts and with as many contacts in the other fields as is possible. It is at this time that the mature likes and dislikes begin to take form. In the elementary grades the child is busy gaining fundamental information needed by all youngsters. In the junior high the whole field of knowledge is thrown open to him so that he can find himself both vocationally and avocationally.

Prominent among the changes in the objectives of the various courses of study is the change in the objectives of reading. A few years ago the child 'learned to read' for the first eight years, attention being put upon reading

skills; later he began the pursuit of literature by a definite study of a few classics. Ivanhoe and Silas Marner, the Lady of the Lake, Burke's Speech on Conciliation, The Vision of Sir Launfal, a little Shakespeare and a volume of Dickens comprised his acquaintance with literature so far as school was concerned. Contemporary literature had no place upon the program; tales of adventure were confined to the travels of Aeneas in fourth-year Latin; and the wonders of science were found in the classes of science and then in dry-as-dust text-books only. Now it is not enough that the child shall know a dozen classics, be able to outline their themes and analyze their sentences. From a limited number of classics the pendulum of assignments has swung to the opposite extreme until frequently the child is turned loose into the field of literature with neither guidance nor restraint. This has not given the child the wide range of literary contacts that seems desirable. The child is too immature, too inexperienced to make the best selections. Too often his reading is confined to a single type of literature -- usually fiction.

Because the junior high school movement has grown so rapidly there has not been time to work out, nor experience to plan, just how this extensive reading shall be

handled. Some schools turn the youngster loose to read when and what he pleases; some provide lists of certain books which may be read; some provide class time in which to read; some even furnish browsing rooms. Most schools, however, have established supplemental reading of one kind or another definitely in the curriculum.

Thus it is apparent that the need of standardizing this reading is imperative, that some clear basic and practicable standards need to be set up. Various agencies have been at work upon the problem. In Chapter II of the Twenty-fourth Year Book of the National Society of Education the Committee on Reading reports the following objectives:

- I. To gain a rich and varied experience through reading.

II. To develop strong motives for, and permanent interests in reading

III. To gain desirable attitudes and economical and effective habits and skills

Miss Effie L. Powers⁽¹⁾ in her text-book, Library Service for Children, states these objectives:

I. To introduce reading as a pleasurable experience

1. Powers, Effie L., Library Service for Children, University of Chicago, mimeographed. 1930.

II. To lead children to associate books with their spontaneous interests.

III. To improve reading tastes

IV. To direct reading habits

V. To train children to use books

"It cannot be insisted too strongly," says W.L.Uhl⁽²⁾, "that a curriculum of extensive reading experiences requires a radically new emphasis on the part of the English teacher; namely, that literature exists to give pleasure, to rouse strong, pure emotions, to lead to knowledge and wisdom, and through such means to help prepare people to lead better, richer, and more useful lives."

Dr. Thomas Briggs of Columbia University says that the purpose of the junior high school is to teach the pupil to do better the thing he is going to do anyway.

In this day of short and shorter working days, the problem of leisure time employment becomes increasingly more important. With the increase of ability to read and the great growth in volume of periodicals and books and the prevalence of public libraries, training for reading as a leisure occupation attains great importance.

2. Uhl, W.L., Scientific Determination in Elementary Courses of Study in Reading, University of Wisconsin, Studies in Social Science No.4.

The traditional form of literary teaching is easily seen to be inadequate. The new objectives of reading to gain a rich and varied experience through reading, and to develop strong motives for and permanent interests in, do carry over into adult experience.

The child in the junior high school is at the parting of the ways. In earliest childhood he loves jingles and rhythm, words make little difference. All through the elementary school poetry with sufficient action is acceptable. In the junior high, especially among the boys, poetry becomes anathema. This may be due to suggestion or it may be due to lack of judgment in the past as to the type of poetry assigned as well as to a too analytical method of presentation.

Small children love to play parts, consequently much use is made of dramatization throughout the elementary grades. An arbitrary dead-line seems to exist at the end of the sixth grade for this activity in spite of the fact that this desire carries over into the first two grades of junior high before the average youngster reaches that self-conscious period of adolescence that makes dramatization impractical.

Love of biography should be a natural outgrowth of the hero-worship of young children. Perhaps the hero may

be an animal; perhaps he may be a man. What child fails to thrill to the stories of Washington and Lincoln? Children think of history in terms of heroes. Dora V. Smith writes in an article for the English Journal, "No characteristic of the literary epoch in which we live is more pronounced than its unique interest in biography. At no period of life, perhaps, is the admiration for heroic achievement, the sense of triumph in finding one's peculiar place in the challenging march of progress, greater than during the years from 11 to 16." (3)

"The influence that chiefly influences a boy's reading from eight or thereabouts through adolescence is his tendency toward hero worship. He asks for plenty of well-directed action which forwards a plot, a hero who is physically brave and morally courageous, cunning yet honest, loyal, truthful, frank. The heroine (when she is necessary) must be beautiful, faithful, plucky, and, at the same time, altogether rescuable.

"The little girl likes fairy-tales, animal stories. Later there is a period of emotional development that is more difficult to meet. It is the awkward age when the girl is very self-conscious and relates every incident in books

3. Smith, Dora V., Extensive Reading in Junior High School, English Journal XIX, p.449.

to herself, when she is sensitive to any criticism of her clothes, her hair, her walk, or her manners, and when she longs to be beautiful, accomplished and loved by members of her family, her teachers, and her girl friends."⁽⁴⁾

When the child enters into adolescence he has all these early likes for rhythm, for animal stories, for hero stories, for dramatization upon which to build. His new likes and dislikes are growing impulses. If the teacher realizes her opportunity she can by wise choice and advice, turn the youngster's love of rhythm to love of poetry, his desire to play a part into appreciation of the drama, his love of animal stories into fields of nature and science, his hero-worship into liking of biography and history. In other words she can guide him into the use of a balanced program of reading.

When the child has acquired enough skill to read with ease, he finds vast numbers of books to choose from. The adolescent boy is restive and sometimes rebellious of old rules and restrictions; the girl is full of sentiment. The jingles and stories of childhood lose their appeal; the boy wants blood-curdling action, the girl wants romance. This, then, is the opportunity for the teacher of English to serve as guide and adviser.

4. Powers, Effie L., Library Service for Children. Chicago. A.L.A. 1930.

In speaking of the responsibility of the teacher Wheat says: "The teacher's responsibility to direct the reading activities of the pupil into the proper channels increases with the increasing power to read with independence. Although the pupil finally reads independently of his teacher, what he reads the teacher and the school are responsible for selecting." (5)

Literature on the Subject

In the last few years psychologists and English teachers with a flair for psychology have been experimenting and inquiring to find what reading appeals to the junior high school pupil. Perhaps the most extensive research has been done by A. M. Jordan of the University of North Carolina who has conducted two studies of the problem. The first study was made by the use of questionnaires, answered by the pupils of Fayetteville and Stuttgart, Arkansas, of Lawrence, Kansas, and of Washington, D.C. He also at that time studied the library withdrawals from the juvenile departments of eight public libraries in New York City. In 1925 he made a second study, again by questionnaire, but

5. Wheat, H.G. The Psychology of the Elementary School. p.241. Silver, Burdett & Co. 1931.

this time in Greensboro, and Charlotte, North Carolina. The results of the two studies are compared in his book, Children's Reading Interests. At the time of his first study in 1917 he found that the only materials upon the subject were a few studies made between 1897 and 1900.

Literature since the publication in 1925 of the Twenty-fourth Year Book of the National Society for the Study of Education, in which are set forth the new objectives of reading in the junior high school and of extensive reading in particular, is very rare. It consists in the main of short contributions upon some phase of the subject by teachers of English in such magazines as English Journal, Elementary School Journal, and School Review. Most of these articles are upon intensive and extensive readings. Some of them suggest splendid means of encouraging wider reading. Few of them so far are upon how to balance the program that is necessary for full-rounded development. Splendid work has been done in preparing reading lists such as the list from Winnetka, Illinois, and the list made up by the National Council of English Teachers.

Just off the press is a pamphlet called What Pittsburgh Junior High School Pupils Read by Anne Campbell Rinehart (6) and published by the Henry C. Frick Educational

6. Rinehart, Anne C. What Pittsburgh Junior High School Pupils Read. Henry C. Frick Ed. Comm. 1931.

Commission of Pittsburgh. This is a study of the situation in Pittsburgh, based upon a questionnaire answered by ninth grade students numbering 5,510 from 18 schools in that city. They were asked to list the 10 best books that they had read in the last three years -- books that they had enjoyed and thought that other boys and girls would like. These pupils turned in 50,845 titles. Books which were recommended by but one reader or those recommended by a few readers in only a few of the 18 schools were dropped. These amounted to 6,442 titles. All other books were divided into two groups according to their popularity. Group I contained all books recommended by pupils from ten or more schools. Group II consisted of books endorsed in from four to ten schools. There were 138 books in Group I. Forty-six of these books with 19,168 endorsements were recommended from seventeen of the eighteen schools. Seven of these forty-six books are listed in the course of study but only five of them are used. Most of the remaining 39 books are found in the list of supplemental reading for the junior high schools. The questionnaire, however, was not based upon supplemental reading, but upon free reading.

The two most popular authors she found to be Stevenson with 2,834 and Louisa May Alcott with 2,107 endorsements.

The forty-six books divide as follows: one book of poetry, one drama, four biographies, and forty fiction books. Eleven of the books of fiction were girls' books, thirteen were adventure stories, eight were historical novels, two were animal stories, two concerned aviation, one was mystery. There were two romances and one volume of short stories.

Of the forty-three thousand titles that she considered, 4,481 were of historical novels, 1,856 were of detective and mystery stories, 1,096 readers enjoyed biography. She found that her readers for these types were about equally divided between girls and boys. She also found that all boys' books that attained any degree of popularity were endorsed by girls, but that for girls' books there were but few boy readers.

She found that their choices of literature were divided as follows between types:

Fiction	4,841
Short stories 2,987	7,828
Travel	1,490
History	1,370
Biography	1,096
Poetry	871
Fairy Tales	539

By using the I.Q.'s of the various pupils she found that mental ability made little difference in choice of books, the only difference being that third and fourth places change from history and then travel in the high to travel and then history in the low I.Q.'s.

Her conclusions from her study are:

1. Young people are interested primarily in fiction. A library is valuable to them in proportion as it offers them enough good fiction to meet their needs. If the libraries do not offer them books they can enjoy, they will get their fiction elsewhere. The library is the laboratory of the English department in so far as it permits experimental reading. Short stories, books of travel, and biography, too, interest young people, and the biography of people who do things seems especially popular.

2. The quality of their selections is amazingly gratifying. The books they like best are clean and wholesome. A few are trifling but if an interest in such books is not carried to excess it does no harm. Action seems to be the trait they demand most. Very few love stories interest them -- not more than six of the forty-six outstanding books develop romantic episodes. In the 50,845 titles there are not ten undesirable books, so far as their moral tone is

concerned. Give most of these boys and girls an attractive edition of the books this study shows they can enjoy and proper use of their leisure time would not be such a social problem.

3. Brilliant, average, and dull pupils all seem to find enjoyment in the same books. This might suggest that since the emotions seem to be common meeting ground of all kinds and conditions of pupils, training of the emotions as an end rather than as a by-product of the education might increase understanding among all men. Ruskin's Sesame may yet be proved fundamental pedagogy.

4. These young people have suggested excellent lists for those who want adventure, mystery, historical romance, animal stories, biography, and books for general reading. Other young people would read these stories eagerly if they knew they were selected for them by people of their own age. These lists, all of books on school reading lists, should be given to junior high readers as coming from their own friends

INFORMATION FROM THE QUESTIONNAIRE

The questionnaire (Fig.1) was intended to find (1) how many of the junior high schools are making supplemental reading a part of their school program, (2) how the books are chosen which the child may read, (3) what attempts are made to balance this reading, (4) what methods are used in reporting on the books, (5) how systematized the guidance is as judged by records, (6) the amount of library facilities in both schools and towns, and (7) whether the length and reading difficulty of books are recognized in any way.

Fig.1-- The Questionnaire

Hutchinson, Kansas
February 27, 1931

Dear English Teacher:--

I should be very grateful to you if you would fill in the answers to the following questions and mail them back to me in the enclosed stamped and addressed envelope. The information is to be used in a thesis study of the actual reading that is being done by Junior High School pupils in the state of Kansas.

Sincerely,

Lois Bennett Jarrott

Do you have required supplemental reading in English? _____

Do you have an approved book list for each grade? _____

If not, who decides what books are to be read? _____

How many reports must be given each semester? _____

May all reports be fiction? _____

Do you require any biography or other non-fiction? _____

Do you use supplemental reading from your book list in other classes than English? _____

What do you find the most popular book in each grade? 7th _____
_____ 8th _____ 9th _____

Do you keep a record of the reading of each student throughout Jr. High? _____

How are books reported upon? Written _____, Oral _____, Dramatized _____

Are the reports formal or informal? (That is according to a definite outline, or is the pupil allowed to use his initiative in form of report? _____

What use do you make of posters? _____

How many volumes in your school library? _____ Town library? _____

In evaluating the worth of a book do you make a distinction between books of various lengths? _____

Do you recognize the difficulty of reading in evaluating the weight of credits given a book?

If you have other schemes for supplemental reading will you describe them briefly on the back of this sheet? _____

If you have a printed book-list, may I have one? _____

Amount of Supplemental Reading

In order to ascertain as exactly as possible the reading customs in the junior high schools of Kansas, a questionnaire (Fig.1) was prepared and sent to all the principals of such schools. Fifty-three out of eighty-two blanks were returned.

Three schools report that they do not require any supplemental reading, three require it only in the ninth grade, and one in the seventh and eighth grades; the others require it in all three grades. The amount of requirement, however, varies greatly. Where numbers of books are reported, the average is three. Numbers vary from one to five for the semester. Where books are evaluated by points there seems to be no standard. Points range from five to thirty.

Of the fifty-three schools, seven use the book list of the National Committee of English Teachers, two use the lists in Bolenius' (7) text, Literature in Junior High, two use the Book-shelf for Boys and Girls of the Kellogg Library, Emporia. Five have no list at all; seventeen allow the teacher to decide upon the book; one relies upon the city

7. Bolenius, Emma M. Literature in Junior High.
Houghton Mifflin. 1931.

librarian. Some schools, because of the inadequacy of their libraries have not more than fifty books upon their lists. The longer lists of those submitted have the books grouped by types. Kansas City's new list which was issued but a year ago is not grouped nor graded, but each book has a short annotation, giving the student an idea of what each story is. The National Council of Reading lists are very comprehensive. While the books upon it were selected by the committee appointed for the purpose of building the list, various sources such as children's choices and librarians' advice were investigated; authors, publishers, and booksellers were consulted. The wide diversity of interests within the age limits was taken into consideration.

Miss Stella Center ⁽⁸⁾, chairman of the committee says, "Altho young people usually prefer fiction to any other type of reading, it was felt that they will read widely in non-fiction when the conditioning influences of teacher and librarian are brought to bear upon them. To that end a rich body of biography and narratives of personal experience was introduced into the list. . . . Boys can frequently be induced to read books about science, invention, discovery,

8. Center, Stella How the National Council of English Reading Lists Were Made. English Journal. May, 1931. p. 424.

and the like when they are indifferent to literary fiction."

In the Junior High School list are 795 volumes of fiction, 735 of non-fiction (travel, biography, adventure, essays), 70 plays, 100 poems; a total of 1,700 titles. In the state of Kansas these lists are used by the schools of Wichita, Cherryvale, Manhattan, and Olathe. Of these four cities, Wichita is the only one whose library facilities furnish the majority of the books.

Table I.-- Comparison of Lists in Use *

	:Nation-:	:	:	:	:	:	:	:	:	:
	:al Coun-:	:	: Hutch-:	:	: Kansas:	:	:	:	:	:Dodge
	:cil List:	Wichita:	inson :	Topeka :	City :	Ottawa :	Abilene:	Garnett :	:	City
Biography . . . :	-- :	161 :	142 :	95 :	100 :	58 :	47 :	10 :	:	42
Essays . . . :	-- :	19 :	--- :	-- :	1 :	-- :	-- :	2 :	:	--
Nature and Out- of-doors :	-- :	66 :	72 :	50 :	15 :	-- :	7 :	1 :	:	23
Science and invention :	-- :	13 :	-- :	30 :	26 :	16 :	13 :	-- :	:	--
Travel . . . :	-- :	142 :	29 :	20 :	27 :	12 :	10 :	-- :	:	3
Miscellaneous :	-- :	27 :	32 :	16 :	26 :	24 :	9 :	7 :	:	19
Total Prose, non-fiction :	805 :	428 :	275 :	210 :	195 :	110 :	82 :	20 :	:	87
Poetry . . . :	100 :	10 :	22 :	0 :	5 :	-- :	2 :	1 :	:	1
Drama . . . :	70 :	7 :	17 :	5 :	0 :	-- :	3 :	7 :	:	--
Fiction . . . :	795 :	429 :	506 :	546 :	450 :	225 :	210 :	102 :	:	62
Total number of volumes :	1,770 :	874 :	820 :	761 :	650 :	335 :	397 :	130 :	:	150

* These lists show wide diversity in proportion of fiction and non-fiction. Using the list of the National Council of English Teachers as a standard Wichita with her adaptation of the list is the only one comparing favorably. Other lists contain too great a proportion of fiction.

Fiction and Non-fiction

Bearing in mind our belief in the need of a balanced reading program for the full development of a child, we find that the answers to the question regarding fiction and non-fiction seemingly bring some satisfaction. Twenty-five of the schools report that all books read may be fiction, eleven leave the question up to the teacher, and twenty-three report that at least one volume of non-fiction is required each semester. Of course among the first twenty-five schools the selection is optional with the student so that he may read some non-fiction. How this method works out in actual practice will be seen in the detailed study of the Hutchinson schools.

Supplemental reading in other classes than English would be more likely to be done in the non-fiction sections of the library. Science, history, civics and vocational guidance give marvelous opportunities for establishing these broad reading interests. Of the fifty-three schools reporting, twenty-three use such reading in other classes than English. Four specifically state that outside reading is given credit in history classes. "In the field of social sciences, extensive reading acquaints pupils with many dominant social problems and tendencies that could not

otherwise be so clearly recognized. Many schools encourage extensive reading by providing working libraries in each classroom which may be used freely during reading or study periods."

Two projects given in the Twenty-fourth Year Book (9) are illustrative of the use that could be made of extensive reading in content subjects. For a geography class which was studying the western plains, attention was called to such books as the following:

Wister, The Virginian
 Hough, Story of the Cowboy
 Richards, A Tenderfoot Bride
 Grinnell, Jack, the Young Ranchman
 Grinnell, Jack, the Young Cowboy
 Hagedorn, A Boy's Life of Roosevelt
 Hooker, Story of an Indian Pony
 Wheeler, Rolt, Boy's Book of Cowboys
 Roosevelt, Stories of the Great West
 Sabin, Bar-B Boys
 Carpenter, Carpenter's North America

An even more imposing list was used in connection with a review of American history. In order to give the children a more intimate view of what they had been studying but from the standpoints of various states or localities, such books as are listed below were used as a room library for the youngsters to browse through. How much more alive such

9. Twenty-fourth Year Book of Society for the Study of Education, pp.123-125.

history would be:

Otis, Martha of California
 McNeil, Boys' Forty-Niners
 Brooks, Boy Emigrants
 Brooks, Boy Settlers
 Chamberlain, John Brown
 Catherwood, Heroes of the Middle West
 Parkman, The Oregon Trail
 Abbott, David Crockett and Early Texan History
 Abbott, Kit Carson, the Pioneer of the Far West
 Elliott, Sam Houston
 Lowell, Bigelow Papers
 Eggleston, The Circuit Rider
 Dana, Two Years Before the Mast
 Laut, Story of the Trapper
 Thwaites, Rocky Mountain Explorations
 White, Gold

The importance of encouraging the growth of a balanced literary diet at the junior high school age is apparent from the fact that it is the age when the child's tastes are set for later life. If he reads nothing but fiction, he will miss literature that will open to him vast fields of information and opportunities of pleasure and culture.

Of the twenty-eight schools reporting their most popular books (with but one exception) nothing is reported but fiction. This is a natural consequence of the fact that even in schools requiring non-fiction sixty-six and two-thirds per cent of the reading still may be fiction.

Just what the content of fiction and non-fiction is seems to be a debatable question. Mr. A. M. Jordan in his

study Children's Reading Interests⁽¹⁰⁾ has two kinds of fiction, adult and juvenile, and goes to great effort to show that most youngsters have lost all interest in 'juvenile' literature by the time they reach seventeen. He does not explain what constitutes juvenile literature. Perhaps, since part of his study was made in the public libraries of New York City, the books found in the juvenile department are juvenile. As a matter of fact, many books are found in both divisions of the library. Another fact is that some of the most popular juvenile books were never written for children at all but because of their universal appeal are always found among the most read children's books. Mr. Jordan also has a division of literature -- not fiction -- called humor. In this category are included Tom Sawyer and Huckleberry Finn -- yet surely these books are very fine examples of fiction.

Miss Powers⁽¹¹⁾ divides her books for the children's department of the library into fairy tales, poetry, fiction, literary classics, the Bible, biography, history and civics,

10. Jordan, A. M. Children's Reading Interests. University of North Carolina Press. 1926.

11. Powers, Effie L. Library Service for Children. Chicago. A.L.A. Mimeographed. 1930.

other books of information, and picture books.

Upon one questionnaire the teacher states that she requires "at least one book of non-fiction, either biography, or a volume of short stories."

In this study the author has made her divisions by types of literature rather than of subject matter. Non-fiction consists of poetry, drama, essays, biographical and historical works, books of travel, of nature, of science. Of course there are many books which might be classed both as fiction and as biography or travel. For instance, Innocents Abroad is listed on some lists as fiction and on others as travel. Hamlin Garland's books written about the Middle Border are listed as fiction and again as biography. Where the biographical element is authoritative this study classes them as biography. Historical novels are classed as fiction, since they are of necessity mainly fictional, although the incidents may be authentic and the characters consistent with what is known of them. Humor is included in the type of literature to which the individual offering belongs: if a humorous essay, with essays; if fiction, with fiction. Animal stories are classed as fiction; so are adventure stories except where the book is known to be an acknowledged biography such as Adrift on an Ice Pan by Dr. Grenfell.

There is no question but that fiction, containing so many elements as it does is of necessity the most extensive field of literature and that a child could receive a very broad background if he were to read fiction only, provided of course that he read widely throughout the different departments. For instance, through historical novels he could learn history of the greater nations, their customs, and great men. He would also gain an idea of geography. Adventure might take him through the jungles of Africa, to China, or across Thibet. The chief trouble with unguided fiction reading for the average person, child or adult, is a tendency to read one kind of literature only -- if adventure, nothing else; if mystery, just mystery.

The awakening intellect of America, according to the editor of *The English Journal* (12), is turning just now more to the field of non-fiction prose than to any other. Non-fiction literature and the better magazines are the growing points of American culture. They go far beyond mere information to the interpretation of the facts, expressing the ideas of our best thinkers. To neglect them is in a very real sense to isolate ourselves from our own day, which is

12. Editorial *English Journal*. Feb. 1930.

after all the best day the world has known. We must open the eyes of our pupils to the great interesting playgrounds that many of them would never find for themselves.

The reading that produces the greatest educational returns to young people is the reading of books chosen for their value in revealing the great fields of science, industry, history, biography, invention, travel, exploration, manners and customs in other lands. When children are brought into contact with enough and good enough books of these sorts, life-long habits of intelligent reading become fixed.

The Most Popular Book

The only definite conclusion that can be drawn from the inquiry concerning the most popular book read in each of the three grades, seems to be that the majority of the teachers in Kansas are not keeping accurate check upon what their youngsters are really reading.

While the responses are too meager to be conclusive, the development in taste evidenced is interesting. Tom Sawyer is the most frequently mentioned book in all three grades. The Call of the Wild and Penrod are also given in

all three. In the seventh grade after Tom Sawyer honors are divided between books about animals such as Smoky, Lad, Trail of the Sandhill Stag, and girls' books. Alcott, Seaman, and Mrs. Burnett's Secret Garden are read extensively by girls of this grade.

In the eighth grade the same likes are apparent on the girls' part with, perhaps, a tendency to greater sentiment. One finds listed Girl of the Limberlost, Ramona, The Virginian, the Pattie stories and Emmaline. Mystery begins to be read and especially among the boys there is a great amount of adventure.

In the ninth grade there is a far greater diversity of taste. One school reports that Circular Staircase is distinctly the most popular book on the list. Treasure Island is given first place by three schools. Sherlock Holmes is mentioned. The only book of non-fiction given in any grade is We by Charles Lindbergh in the ninth.

Books or authors given as most popular but not arranged in the order of their popularity.

7th Grade

Seaman
Twain
Altsheler
Tarkington
Alcott
Miss Minerva and William Green Hill
Smoky
Tom Sawyer
Lad: A Dog
Tom Bull's Mistake
Call of the Wild
White Fang
Heidi
Bears of Blue River
Trail of the Sandhill Stag
Jim Davis
Secret Garden

8th Grade

Call of the Wild
Don Strong, Patrol Leader
Boy's Ben Hur
Girl of the Limberlost
Secret Garden
Tom Sawyer
Huckleberry Finn
Uncle Tom's Cabin
Penrod and Sam
With the Indians in the Rockies
Emmaline
The Virginian
Just Pattie
Biography of a Grizzley
Honey Sweet
Stevenson
Zane Gray
Seton
Halliburton

9th Grade

Tom Sawyer
Treasure Island
Penrod
Call of the Wild
Riders of the Purple Sage
We
The Virginian
Huck Finn
Circular Staircase
Kentucky Cardinal
Jane Eyre
Falcons of France
Sherlock Holmes
T. Bailey
Altsheler
Curwood
Hugo
Dickens
Cooper

Record Cards

Thirty-four Kansas junior high schools keep records of the reading done throughout their three years. One school keeps them in the seventh and eighth grades only, while four begin theirs in the ninth grade. One school leaves it up to the teacher whether she keeps records or not.

When definite book lists are used for each grade with no overlapping of lists, records are unnecessary except for this bigger field of teacher guidance. If, however, there should be liberty of choice in each grade it seems that with no records the tendency would be for the poorer readers, who actually need the reading experience most, to duplicate the

books reported upon. Fourteen schools including those in such a large place as Wichita, do not use record cards. It is to be remembered that supplemental reading is required only in the ninth grade in Wichita. Kansas City and Topeka, on the other hand, require both supplemental reading and records.

These records consist merely of the name and author of the book with the semester in which it was read.

Neguane, Michigan, has an original record which takes the place of both record and book report. In the first place each English teacher chooses a list of books which she wants to call to the attention of her pupils. These books are taken to the room. The pupil may sample a book, finish it if he likes it, or turn it back in. In either case he fills out his card, one for each book. On this card are items of personal reaction such as: "unreadable, did not finish; too childish, boresome, fair, entertaining, inspiring." Also he checks the factors that contributed or failed to contribute to his enjoyment. Using the reading cards that are filed under the pupil's name and the result of the Thorndike-McCall Reading tests, the teacher is able to give the pupil personal guidance, calling to his attention books which he will like and which will be of

unconscious benefit to him. As a result of this system 682 students voluntarily turned in 10,000 records -- an average in the ninth grade of 29.9 books per student.

Book Reports

Forty of the fifty-three reporting schools use both written and oral book reports, two use oral ones only, and ten require all written ones. Of the two using oral reports, one calls for informal, the other for formal reports. Of the written reports all are formal but two. Eleven schools use informal reports only. Moe tests are used in two schools. Twenty-one use both formal and informal reports.

From notes upon the questionnaires several of the teachers seemed to feel that formal written reports were a safeguard against cribbing on the part of the pupil, and that oral reports are apt to tell other children in the class so much about the book that they do not care to read it, but knowing so much of the story from hearsay, report it as their own. Moe tests are the solution for such cases; they are written, they have the advantage of fitting the individual book -- which often is not the case with the formal report outline -- and, according to the compilers of the tests are absolutely unanswerable for the child who has

not read the book.

The disadvantage of written and formal reports is that a valuable opportunity for oral expression, for expression of the child's likes and dislikes, for encouragement of his initiative, is lost. These things should be the objectives of the book reports -- not the mere satisfying of the teacher that her requirement has been fulfilled.

The Twenty-fourth Year Book of the National Society for the Study of Education gives these suggestions:

The report should be checked by one or two questions only. One may, for example, read a brief passage and ask what happened next in the story, or may ask for the hero's solution of a given problem. Two types of reports are really useful: one which expresses the pupil's personal reaction; the other a report of three or four sentences in which the pupil states the kind of a book, and what he particularly likes about it, illustrating his point by a quotation or an example. (13)

The praise of their fellow pupils is the strongest incentive toward others in the class reading the same book. Teacher's mature choices are too often distrusted. This is often due to the fact that the majority of teachers are not

13. Report of National Committee on Reading. Twenty-fourth Year Book of Society for Study of Education. p.168.

actually familiar with juvenile literature.

Dora V. Smith in a class of 78 members made up of active teachers in the summer session of Minnesota University found that the only book of a list of very familiar juvenile books with which all the teachers were acquainted was Penrod, and that there was no animal story of which they could all name the kind of animal which was the protagonist.

Dramatization of book reports is reported by thirteen schools. This is a field which could be used much more extensively especially in the first two years of junior high school. Much is made of it in the grades; the children are very fond of taking part in "playing" the stories which they read. Especially where library facilities are limited the privilege of acting out a report might furnish an incentive for a larger group to read the same book and would also give opportunity for worth-while discussion and construction in picking out and developing the sections to be presented. Such dramatization to be of value to the child must be an expression of what the children feel and see in reading the story. Stage, stage setting, and costuming are of minor importance.

There are many advantages in the use of dramatization of reading. It improves the mechanics of reading --

enunciation and pronunciation. It stirs the child's imagination and gives him a much more vivid conception of what he has read. It helps him pass through that dreadful period of adolescence when he is so self-conscious, especially when such work is done in front of his class-mates with no other adults than the teacher.

Kitty Ives Coleman⁽¹⁴⁾ in an article in the English Journal writes:

"We have a day now and then for dramatized reports. I found that I had students who are especially interested in character portrayal. We've had Tom Sawyer, Hawkeye, John Silver, Patches straight from the ranges of Arizona, besides others just as interesting right before us in person. The girls have given us Lorna Doone, Rebecca of Sunnybrook Farm, Little Dorritt and Barbara Worth. One little girl did so want to be Eppie, but she had bobbed her golden hair so she read us a very clever character sketch instead. Each character gives some scene briefly, characterizing the one he represents, thus giving a glimpse into the pages of the book. The students arrange this work themselves, calling on me for what direction they feel they need."

14. Coleman, Kitty Ives The Problem of Managing Outside Reading in the High School. English Journal, Vol.15, p.528.

Besides the three methods of book reports already touched upon there are innumerable other projects which would add interest to fellow pupils and help make supplementary reading more attractive. Some devices have other advantages, too, besides satisfying the teacher that the book has been sufficiently read. For instance, a report in the form of a newspaper with personality sketches of characters, news articles of incidents in the story, an editorial showing the pupils reaction, advertisements suggested by the occupations of the characters, cartoons and anecdotes would be worked out in a very clever way. Feature articles would, perhaps, be too advanced for most junior high school pupils.

Or the report might take the form of a moving picture—with scenes represented by cut-outs from magazines, with appropriate titles set in between. Any movie fan would know just how this is done. Such a report with a small stage across which the scroll could be unwound would be very pleasing to the average adolescent. Reports in the form of diaries of the principal characters; miniature stages with dramatized scenes; maps and drawings for books of travel; posters and book-covers originating in the child's mind; projects worked out in adaptable materials such as soap, clay, wood, paper, passe-partout; all these

and hundreds more add variety and take away from the deadliness of book-report day when every youngster goes to class to write, each one of them according to one outline a report of the book he has read. Imagine trying to report on a book of "How to Make and How to Do" or Baldwin's arrangement of Arabian Nights with this very common outline:

Name of Book
Name of Author
Nationality of Author
Name the Characters
Why did you like the book?
What was the most interesting incident?
How did the story end?

or perhaps the last three questions will be taken care of in: Write a synopsis of the book!

One teacher in Hutchinson gives additional credit for a file of all the books read during the year. The title of the book is entered upon the card together with the author, a few lines containing a synopsis of the book, and the personal reaction of the pupil. In this way she hopes to encourage her pupils to approach their reading in a more systematic manner and have some device by which the book can be more quickly brought to mind. Another teacher, realizing the value and increasing prevalence of periodical reading, gives credit for write-ups of articles and stories read in current magazines.

Mr. Blanford Jennings of the English Department at Ironwood, Michigan, High School has tried having pupils write 'promotive' book notes like those on 'monthly releases' of new records of the best sorts of music in the various catalogues of the phonograph companies.

Flora W. Snyder (15), head of the English Department in the secondary school at Hammond, Indiana, when she found that she was not achieving the results she desired in outside reading with written and oral reports, began at the beginning of the year merely asking once a week for a list of what the youngsters had read. After eight weeks she began holding ten-minute conferences with her individual pupils. In these talks they exchanged views on books. The youngsters told her their likes and dislikes and gave her advice about choosing books from the library. She met them on friendly grounds and established their confidence in her as a friendly adviser. The lists of books which the pupils handed in were evaluated by teacher and pupil. During the year she found that her class had read 952 books of 636 separate titles. Such books as Ivanhoe and Tom Sawyer were evaluated highly, Gene Stratton Porter, Mrs. Wiggins and

15. Snyder, Flora The Passing of the Book Report. English Journal, XVII, p.24.

Major received less credit and one-fourth of the books read gave no credit at all.

The advantage, and it seems a very important one, of such a plan is that there is no surreptitious reading. If the youngster prefers Frank Merriwell he freely admits it. But the teacher has the chance of offering -- since she knows he wants stirring adventure -- literature of the same style but of more wholesome character. Perhaps an adventure story with an historical setting will lead him into the field of history, or a stirring biography such as Abbott's Daniel Boone into the fields of biography.

Book Clubs

W. S. Hinchman (16) tells of a very interesting experiment in encouraging outside reading at Groton School, Groton, Massachusetts, by formation of a book club. On book report day the class room becomes a forum under student leadership for the exchange of information and ideas about the books that have been read. No reading is assigned, no two boys read the same book unless they want to, or unless the club votes to all read a book for club discussion. The teacher's

16. Hinchman, W.S. Reading Clubs Instead of Literature Classes English Journal, VI:88.

place is in the background for guidance. He is merely a member of the club. The fact that he is sometimes unacquainted with a book adds to the scheme in the minds of the boys. He tells of one class who voted to read essays. He at first demurred, thinking that the type of reading would not appeal to them all, but found that it was one of the most successful reading years a club had spent. Inspired by the essays they decided to issue an imitation Spectator, which proved to be quite a successful venture.

Another advantage of the book club plan is that it makes possible all sorts of collateral work which is vital and stimulating. Any field which interests the pupils and about which books have been written is legitimate matter, because information of all sorts picked up when interest is aroused is necessary to intelligent reading. This club has studied geography in connection with Kipling and Parkman, with Jack London and Marco Polo and through the pages of the *Odyssey*.

Another boys' school at Lawrenceville, Massachusetts, uses free reading but without the club idea. Each boy is expected to read two hundred pages a week and then once a week report to his teacher. As this is a boarding school, many of these conferences occur in informal talks in front

of the fireplace in the teacher's study. At the end of the term each pupil prepares a theme based upon something which he has read. This theme together with the character of the books he has read, and his reaction to his reading as displayed in the conferences decide his grade for the semester.

The book club offers particular advantages for open discussion which is splendid training for the pupils. Values will come to the fore that have escaped the single reader's observation. Ability in oral expression will be developed.

The Use of Posters

Only eighteen schools make use of posters in connection with their book reports. Three use them for display in Book Week; two use them for advertising books to the classes.

There are many values in the use of posters: they are concrete and appeal to youngsters who do no care for reading; they are attractive and adaptable to all types of readers as well as to most types of literature. They are quick in presentation; they vary in size. They call forth the creative ability and imagination of the child in planning and finding materials for posters that will be

'different'. Some of the eighteen schools report that a poster accompanying a review gains extra credit. One teacher uses illustrated written reports to good advantage. In these illustrations both scenes and characters are represented.

Libraries

In considering what the children read one must observe the library facilities which are offered them. Six schools failed to report whether they had libraries or not; four report that they have less than a hundred volumes, two have less than five hundred, and ten have from five-hundred to a thousand. Eight have between one and two thousand volumes, six between two and three thousand, four from three to five thousand and Kansas City reports seven thousand. The city libraries vary with the size of the town. Thirty-seven hundred volumes were the least reported, and eighty-five thousand volumes the greatest. Eighteen of the fifty-three questionnaires contained no information on the subject of city libraries.

Carlyle says that the only good he got from the university of Edinburgh was the reading, not prescribed, that he did in the library. San Antonio, Texas, makes the library the heart of the school.



Plate I

A Few Examples of Children's Attempts to Represent Books Pictorially
(Taken from a seventh grade class in Hutchinson)

The library situation in a few places is rather discouraging. Leavenworth has depended upon branches of the city library for books in the school. A year ago these books were withdrawn having neither library nor appropriation for buying books. Dodge City so far has no library, but the teachers and superintendent are mapping out a program for buying books as rapidly and judiciously as possible. Topeka's libraries are supplied by the public library and there is no librarian furnished by the school.

"A good library is not a dead museum record of the past. It is rather a dynamic power house of impulse for the present and potency for the future. In no single way can the cultured wealth of the past be made to serve the needs of the child better than through books. . . . But in order to do this the books must be selected. . . . so that they satisfy the prime emotions of the child and appeal to his latent, progressive ideals. These prime emotions and ideals must follow their natural, proper sequence in the child's life. These prime impulses and latent aspirations should be guided and controlled by the experience and wisdom of age." (17)

17. Rinehart, Anne C. What Pittsburgh High School Seniors Read. p.46, Henry C. Frick Educational Commission, Pittsburgh. 1930.

Individual reading in the junior high school involves a very much greater attention to the school and public libraries than has been given in the past. The ideal is that a school library widely stocked with children's books, some below the seventh grade level and some above, should become the meeting place for every English class at least once a week, and preferably oftener. In the library periods the children should read as in a public library, of course under more careful supervision, the teacher keeping in touch with each individual's reading as it progresses. (18)

The Evaluation of Books

In regard to the evaluation of books there seems to be no common practice. Kansas City, who groups her students in homogeneous units, requires normal I.Q. people to read two supplementary books each six weeks, and these two books are taken from a set of six having the same general theme as the classic which is being studied. There is no point system used in evaluating the books. Topeka leaves the question up to the teacher, one of whom reports that she doubles the credit for some very long books. In the lists received a

18. The Junior High School Curriculum Department of Superintendence. p.140, Fifth Year Book.

point system is used in but three. However, nine of the fifty-three schools require points rather than number and so must have some system of evaluating books.

In Hutchinson points range from one to ten. Dickens' books are ten-point books. At Liberty one of his volumes fulfills the semester's requirement and many youngsters read Dickens in order to dispose of the book report question. At Sherman three or more books with a cumulative value of ten points are required, and so there is less Dickens read, and more three- and five-point books used. Which is the better method is a moot question; one faction insists that reading for quality should be encouraged, and the other that there is more culture to be attained by a familiarity with a greater range of reading even if the reading is inferior. Of course the majority of the pupils do not read Dickens even at Liberty, and those who do are often the most extensive readers in the group.

Summary

Fifty of the fifty-three schools are making an attempt to use supplemental reading as a part of their teaching of literature in accordance with the objectives set up by the Committee on Reading of the National Society for the Study

of Education. Six of these fifty, however, do not begin their extensive reading program until the ninth grade. Four of the fifty schools follow the suggestions of the Twenty-fourth Year Book of the National Society for the Study of Education in regard to the use of supplemental reading in classes of history.

Adequate and well-balanced lists are to be had for use in outside reading. Five schools have no lists at all, and seventeen leave choices up to the teacher. If the teacher is well informed concerning the goals of the program and has an adequate background of adolescent literature, leaving such choice to her is safe enough. If, however, she is not acquainted with the program nor well prepared -- and judging by the lack of knowledge that the majority of the questionnaires reveal as to what the children are reading and liking, a safer procedure would be the use of a prescribed or systematized course in which not too much latitude is allowed the individual teacher. Later in this thesis is taken up the subject of teachers' familiarity with juvenile and adolescent literature as discovered in a class in teaching methods in the University of Minnesota (q.v.55).

According to the questionnaires, twenty-three of the fifty-three schools require some non-fiction; twenty-five

of the schools permit all fiction. The twenty-three schools are apparently making an attempt to encourage reading in other fields by requirement; the twenty-five schools must depend upon the ability and the willingness of the teacher to guide the child into other fields. The requirement is probably the safer method, at least while the program is young and until the guidance idea is safely inculcated into the minds of teachers generally.

The material obtained upon the inquiry as to the most popular book gave a well chosen list of books, disappointing, however, from the standpoint of interest in balanced reading. It is apparent that teachers need to put forth much greater effort to make children acquainted with the vast fields of literature that lie outside fiction, and yet appeal to the interests of adolescents.

It is to be regretted that a more uniform system of records is not kept on file in the various schools, for without them a guidance program in balanced reading is impossible. As familiarity with the idea of the program grows, the records will undoubtedly be taken care of.

Book reports most commonly used were found to be formal written reports. Some teachers use informal oral ones; a few use formal oral reports. One teacher uses illustrated

reports, thirteen allow reports to be dramatized. Among suggestions for other reports were given:

- Newspaper
- Moving pictures
- Diaries of characters
- Book files
- Book releases
- Conferences
- Book clubs
- Posters
- Projects constructed to illustrate book
- Character sketches

Much more extensive use can be made of both dramatization and posters. Written and formal reports detract too much from the attractiveness of reading. If the goal of extensive reading is pleasure and a varied experience of life, nothing should be used that detracts from this pleasure and experience.

The library is the work shop of the literature classes. Several of the junior high schools have adequate school and town libraries. Others will not be able to carry on a satisfactory guidance program without better facilities. Attention should be given in building up libraries that the various fields of literature are amply represented to carry on a balanced program and also that the books chosen are books which appeal to the interests of adolescent boys and girls. Care should be taken that there are well written but easily read books in the various files for the slow reader

and the low I.Q. groups.

Practices differ in the schools as to the evaluation of books. The accomplishment of reading a long, difficult book surely deserves more credit than does the reading of a short, quick-moving narrative. Kansas City's method of requiring a greater number of books to be read by high IQ people merely provides for a greater amount of reading, not a better quality. A better idea might be for brighter pupils to be offered more difficult books. A uniform system of evaluation will need to be worked out as the idea of a balanced program gains ground.

Tabular Summary of Results Learned by Questionnaire

Number to whome questionnaires were sent	82
Number returning questionnaires	53
Number having supplemental reading in English	50
Number having supplemental reading in other subjects . .	20
Number having approved book list	40
Number having National Council of English Teachers list	7
Number having no lists at all	6

Records and Reports

Number keeping permanent records	34
Number using only formal reports	16
Number using only informal reports	12
Number using dramatized reports	13
Number using posters	18
Number with no rules regarding balance	30
Number permitting all fiction	25
Number requiring some non-fiction	23

Libraries

No libraries or unreported	24
City branch libraries in school	6

Number of libraries with less than 100 volumes	4
Number of libraries with from 100 to 500 volumes	2
Number of libraries with from 500 to 1,000 volumes	10
Number of libraries with more than 1,000 volumes	19

A DETAILED REPORT OF THE READING DONE IN THE JUNIOR
HIGH SCHOOLS OF HUTCHINSON, KANSAS

As a basis for this study the reading cards of all pupils in the seventh, eighth, and ninth grades in the school year 1929-30 were considered. Ninth grade cards covered a three-year period; all eighth grade cards, a two-year period; and all seventh grade cards, a single year. Thus the reading of three seventh, two eighth, and one ninth grade is considered. During the three years covered by the ninth grade report the reading list remained unchanged.

Table II.-- The Reading Cards Considered in
This Part of the Survey

Year	Grade	Boys	Girls	Total
1927-1928 . . . :	7	255	256	511
1928-1929 . . . :	7	251	211	462
1929-1930 . . . :	7	236	246	482
1928-1929 . . . :	8	221	254	475
1929-1930 . . . :	8	233	226	459
1929-1930 . . . :	9	227	269	496

In Hutchinson there are two junior high schools each with six English teachers. The general rule for supplemental reading is that each child shall read and report upon books approved by the school but read outside school hours. One school qualifies the rule so that books amounting to ten points must be read during the semester. If a ten-point book is read the requirement has been met. The other school's requirement is that three books a semester must be read regardless of evaluation. The first school requires that pupils read books upon the list only; the second school allows the teacher to use her discretion in accepting other books. Each teacher in both schools has

her own choice in methods of book reports and in regard to posters.

As has already been seen the reading list in Hutchinson is very liberal, containing 820 titles, 314 of which are non-fiction and 506 fiction. Both schools have splendid libraries furnishing all the books upon the list and in case of popular books several duplicate copies. The city library has about thirty thousand volumes with a department set aside for children with a children's librarian to care for them and another set aside for adolescents. The closest cooperation exists between the city library and the schools. The schools also have well trained librarians in charge of their libraries.

The books read and reported upon the greatest number of times in the seventh grade are as follows:

Seaman	Boarded-up House	185
Twain	Tom Sawyer	179
Twain	Huckleberry Finn	158
Burnett	Secret Garden	155
Tarkington	Penrod	144
Alcott	Little Women	133
Rice	Mrs. Wiggs of the Cabbage Patch	132
Bower	Chip of the Flying U	110
Ames	Curly of the Aztec Gold	109
Aldrich	Story of a Bad Boy	105
Ames	Curly of the Circle Bar	102
Tarkington	Penrod and Sam	101
Webster	When Patty Went to College	101
London	Call of the Wild	101
Baker	Shasta of the Wolves	93
Spyri	Heidi	86

Webster	Just Patty	81
Singmaster	When Sarah Went to School	77
Webster	Daddy Long Legs	77
Montgomery	Anne of Green Gables	77
Beard	The Black Wolf Pack	77
Alcott	Little Men	75

This list shows the variation one would expect in a grade made up almost evenly of boys and girls. The adventure stories predominate at the top of the list but girls' books are plentiful, too. If the schools were taken separately the lists would both be different. At Liberty sixth on the list would be Richard's Florence Nightingale, while at Sherman Boarded-Up House and Mrs. Wiggs of the Cabbage Patch came first with Penrod a close third.

Liberty

Tom Sawyer
Huckleberry Finn

Story of a Bad Boy
Secret Garden
Boarded-Up House
Florence Nightingale
Little Women
Abraham Lincoln
The Girl Next Door
Chip of the Flying U

Sherman

Boarded-Up House
Mrs. Wiggs of the Cabbage Patch
Penrod
Little Women
Secret Garden
Ship of the Flying U
Call of the Wild
Penrod and Sam
Curly of the Aztec Gold
Curly of the Circle Bar

In the eighth grade the most popular books in the combined schools are:

Jackson	Ramona	133
London	Call of the Wild	130
Fennimore	Wolf Patrol	124
Canfield	Understood Betsy	107
Barbour	Crimson Sweater	105
Porter	Pollyanna	100

Twain	Tom Sawyer	88
Twain	Huckleberry Finn	86
Verne	Twenty Thousand Leagues Under the Sea	86
Dickens	Oliver Twist	84
Malone	West Point Cadet	84
McCarter	Price of the Prairie	83
Green	Pickett's Gap	83
Eggleston	Hoosier School Boy	81
DeFoe	Robinson Crusoe	78
Dodge	Hans Brinker	77
Scoville	Blue Pearl	76
Cervantes	Don Quixote	69
Rice	Lovey Mary	69
Fox	Little Shepherd of Kingdom Come	68
Knipe	A Maid of 76	68
McCarter	Wall of Men	67
Altsheler	Star of Gettysburg	62
Altsheler	Rock of Chickamauga	62
Montgomery	Anne of Green Gables	62
Rice	Mrs. Wiggs of the Cabbage Patch	61
London	White Fang	59
Eastman	White Indian Boy	52
Twain	Prince and the Pauper	56
Verne	Around the World in Eighty Days	50

Altsheler, who ranks first in Mr. Jordan's first (19) study, ranks twenty-two and twenty-three in Hutchinson. His books are offered in both seventh and eighth grades. Jack London, however, appears near the top of both lists. Zane Gray, who ranks first in his 1925 study for both boys and girls in both his cities and in all three grades, is not (20) mentioned by Miss Rinehart in her free reading lists nor

19. Jordan, A.M. Children's Reading Interest. University of North Carolina Press. 1926.

20. Rinehart, Anne C. What Pittsburgh Junior High School Pupils Read. Henry C. Frick Educational Comm. 1931.

are his books on the lists of most of the schools in Kansas.

The most popular books in the ninth grade:

Rinehart	Circular Staircase
Porter	Girl of the Limberlost
Stevenson	Treasure Island
Porter	Freckles
Phillpots	Grey Room
Hough	Covered Wagon
Eggleston	Hoosier Schoolmaster
Stevenson	Kidnapped
Wister	The Virginian
London	Call of the Wild

This list places mystery stories in first and fifth places, adventure in third, seventh, and tenth places, girls' books second and fourth, romance sixth and ninth. In the seventh there seems no interest in mystery; in the eighth grade *Blue Pearl* by Scoville is read extensively but even so is seventeenth on the list. In the ninth grade both boys and girls are definitely attracted to mystery. The only book in the upper ten which appears upon all three lists is Call of the Wild by Jack London.

Six books on account of their popularity are found in all three years. All of them appeal to the adventurous soul of youth:

	<u>7th</u>	<u>8th</u>	<u>9th</u>	<u>Total</u>
Call of the Wild	101	130	56	287
White Fang	51	59	24	134
Huckleberry Finn	159	88	15	262
Tom Sawyer	178	88	21	287
Robinhood	44	8	5	57
Hoosier School Boy	55	81	52	188
				<u>1,215</u>

Popular Authors

Mark Twain 621

Tom Sawyer
Huckleberry Finn
Prince and the Pauper
Innocents Abroad
Life on the Mississippi
Joan of Arc

Jack London 444

Call of the Wild
White Fang
Cruise of the Snark
Before Adam
Tales of the Fish Patrol
South Sea Tales

Alcott 600

Little Women
Little Men
Old Fashioned Girl
Jo's Boys
Under the Lilacs
Eight Cousins
Rose in Bloom
Jack and Jill

Most Popular Girls' Books

	<u>Titles</u>	<u>Reports</u>	<u>Grades</u>
Alcott	8	600	7 and 8
Singmaster	2	127	7
Seaman	3	291	7
Webster	3	251	7
Montgomery	4	273	7 and 8
Burnett	2	185	7
Rice	2	237	7 and 8
Porter, Eleanor H.	2	146	8
Porter	2	173	9

Non-fiction appears in the three grades as follows:

In the seventh grade and reported on more than twenty-five times:

Abbott	Daniel Boone	81
Nicolay	Abraham Lincoln	73
Richards	Florence Nightingale	66
White	The Magic Forest	58
Lindbergh	We	52
Hawthorne	Grandfather's Chair	28
Drageumis	Under Greek Skies	26

In the eighth grade are found

Eastman	White Indian Boy	52
Lindbergh	We	49
Seton	Wild Animals I Have Known	30

In the ninth grade no book of non-fiction is read twenty-five times.

Thus it is to be seen that interest in non-fiction rapidly decreases during the years of junior high school life unless stimulated and encouraged by the teacher.

Hutchinson allows free reading within its very liberal reading lists, the question of fiction or non-fiction being left to the child. Judging by the foregoing report the child needs stimulation or he misses the rapidly growing field of non-fiction.

Of the 2,800 cards considered one card alone contained nothing but biography. That particular boy belonged to the eighth grade.

Table III.-- Fiction and Non-fiction

Grade	:Total number : of reports	:	: Fiction	:	: Non- : fiction	:	:Poetry or : drama
Seventh	: 6,202	:	: 5,468	:	: 734	:	: 1
Eighth	: 3,614	:	: 3,192	:	: 422	:	: 0
Ninth	: 2,336	:	: 2,246	::	: 72	:	: 1

Summary

In Hutchinson there are two junior high schools having an approximate enrollment of 1,350 pupils. Cumulative reading records are made for each student as he enters the seventh grade and are kept until he finishes high school. On these cards are recorded the name and author of each book

and the year and semester in which it is read. The two schools vary on the requirement as to the amount read, one basing its rule upon points, the other on number. Neither school requires non-fiction.

The cards studied furnish reports of the reading of one ninth, two eighth, and three seventh grade classes, a total of about 2,800 pupils. The reading list contains 820 titles, 37 per cent of which are non-fiction and 53 per cent fiction. Adequate libraries are in each school and in the school department of the city library.

From the study of these cards, it is found that without guidance, yet with splendid lists and library facilities, 99 per cent of the books reported upon are fiction. It is also found that the interests in books are changing rapidly during the junior high school years.

BALANCED READING IN TEXT BOOKS

Although this thesis is chiefly concerned with establishing a balanced program of reading through the use of supplemental books, it might be interesting to examine the balance in the texts offered in the spring of 1931 by the prominent publishers for use by the schools in Kansas.

The following are the publishers and their offerings:

<u>Publishers</u>	<u>Title</u>	<u>Author</u>
Bobbs-Merrill	Junior High Literature Series	Patterson
Harcourt, Brace and Company	Adventures in Literature	Ross and Schweikert
Houghton, Mifflin Company	Literature in the Junior High School	Bolenius
Laidlow Brothers	Guide Books to Literature	Englemen and McTurnan
Longmans, Green and Company	Junior Literature	Hervey
Macmillan Company	Junior Literature	Leonard, Moffett and Moe
Scribner's	Literature and Living	Lyman and Hill
Scott-Foresman and Company	Junior High School Literature	Elson, Keck, Greenlaw
Rand-McNally	Literature for the Junior High	Briggs, Curry, Payne
World Book Company	Reading and Literature	Haggerty and Smith

With the exception of Macmillan's book these are all grouped about some central ideas. These central thoughts are Adventure, Nature and the Out-of-Doors, Legend and History, Biography, Citizenship, and in part of them there are sections on Science and Industry.

Bobbs-Merrill's book contains mostly modern writers; Scott-Foresman has half its selections classic, the other half by recent or contemporary writers; Rand-McNally's authors take their material from all countries and all ages. One finds excerpts from Arabian Nights, Beowulf, The Pardoner's Tale, stories from Herodotus and Plutarch as well as legends of many countries. The third books of four of the sets compromise with traditional teaching by being built upon types of literature.

The content by type of literature (Table IV) varies, although all of the books except Harcourt and Brace have a greater proportion of fiction than of other types. This is in accordance with the interests of children as we know them. Fiction varies in the books from 30 to 54 per cent, poetry from 13 to 32 per cent, drama from none at all to 11 per cent, prose non-fiction from 10 to 36 per cent.

The examples of literature which appear in at least half the series are:

Poetry

The Courtship of Miles Standish	8
Vision of Sir Launfal	7
John Gilpin's Ride	6
Lady of the Lake	5
Rime of the Ancient Mariner	6

Julius Caesar is the only drama found in more than one work. It appears in six. Two examples of the essay are frequent: the Dissertation on Roast Pig appears five times and the Gettysburg Address eight times. In stories we find these:

Christmas Carol	8
Man Without a Country	8
Legend of Sleepy Hollow	8
Gift of the Magi	6
Ransom of Red Chief	6
Gold Bug	6
Great Stone Face	6
Rip Van Winkle	6

Each set of text-books offers a splendid list of books carrying further the themes used in the texts. Some of the lists contain but a few volumes, others of them are quite extensive.

Table IV.

Publisher	Title	Authors	Pages	Non-Fiction, Per cent			Total Per cent	
				Poetry	Drama	Prose	Non-fiction	Fiction
Bobbs-Merrill	Junior High Literature Series	Patterson	2,587	10	5	23	38	50
Harcourt, Brace and Co.	Adventures in Literature	Ross & Schweikert	1,963	32	11	16	59	30
Houghton, Mifflin Co.	Literature in Junior High	Bolenius	2,058	18	7	25	50	30
Laidlow Brothers	Guide Books to Literature	Engleman & McTurnan	2,104	17	--	29	46	35
Longmans, Green and Co.	Junior Literature	Hervey	1,832	30	10	17	57	35
Macmillan Co.	Junior Literature	Leonard, Moffett, & Moe	1,866	18	8	10	36	54
Rand-McNally Co.	Literature for Junior High	Briggs, Curry, & Payne	2,675	13	9	16	38	50
Scott-Foresman and Co.	Junior High School Literature	Elson, Keck, & Greenlaw	1,670	15	5	22	42	30
Scribner's	Literature and Living	Lyman & Hill	2,088	13	1	32	46	31
World Book Co.	Reading and Literature	Haggerty & Smith	1,763	17	3	36	56	30

Summary

Thus it is to be seen that the text-books present a balanced foundation for the class room work. This class room work serves as a nucleus about which extensive reading centers. Each of the texts also offers a list to use in connection with each division of the book. If the guidance program in these texts were carried out in accordance with the plan of the authors, satisfactory results would be attained. Two schools reported that they followed the lists in Bolenius which has just been approved by the state text-book commission for the next five years. The balance is good in these books and if the teachers will follow out the program as outlined an effective balance will be established. Among the authors of these texts are some of the leading authorities and authors on the subject of English teaching in America. Co-author of the World Book Company's text is Dora V. Smith, teacher of methods of English teaching at Minnesota University. Frequent reference is made to her work in this thesis. Another author of note is Emma Miller Bolenius who has written copiously for several years on the subject of grade and junior high school English. Prof. S. A. Leonard of the

Macmillan production is well known for his book, Essential Principles of Teaching Reading and Literature.

EXPERIMENTS IN BALANCED READING

Border Star School, Kansas City, Missouri

Mr. Miles Thomas of the Border Star School in Kansas City, Missouri, is doing a very creditable piece of work in establishing a balanced literary diet among children from the first grade up. The general aim of the course is to get children to read a book a week. The children's department of the library cooperates, furnishing for each grade a typewritten list of books suggested for pupils in that grade. One reading lesson each week is given over to class room reading from the library books that the children are reading at the time. Sometimes the language period is used and the stories are told. In the three upper grades -- in the Border Star School the fifth, sixth, and seventh -- the idea of a balanced diet is inculcated. Nature, folk-lore, history, biography, poetry, geography, hero stories, hand work, as well as fiction, are shown to make a mentally healthy child.

To keep before the pupil's attention just what he is reading, teachers in the upper grades have worked out various

plans of individual records. One that is especially interesting and effective is a cardboard chart on which each child, opposite his own name, registers each book as he completes it. This is done by pasting on strips of colored gummed tape, each color representing a certain class of book. This chart is called "Our Book Shelf" and the strips convey the idea of books set on a shelf. History, classics, biography, adventure, myths, nature, and fiction are represented by red, lavender, green, orange, rose, yellow, indigo, and blue tape. At a single glance at the chart the entire year's reading, both as regards quantity and quality can be seen. An interesting feature of this chart is the predominance of light blue tape (this represents fiction) at the beginning of the year, after a summer of comparatively undirected reading, and the consistent creeping in of history, biography, and classics in the form of red, green, and rose strips, until by the end of the year fiction occurs only occasionally, and in about the right proportion for a well balanced diet, on most of the shelves.

"By the time a child finishes the seventh grade," writes Mr. Thomas, "with a fair response to this plan, he will have read something like three hundred well chosen books. He will have a congenial background for other

sympathetic culture and he will have unconsciously acquired during the years of his formative period, the elements of a general cultural background that will stay with him throughout life."

Laboratory School, University of Chicago

Another experiment in fourth, fifth, and sixth grade reading is being conducted by the University of Chicago Laboratory School. In a library of three thousand picked reading books the children are allowed to read what they like. In charge of the room is a regular teacher whose job it is to see that the students are led to want to read what they need. This is of course a problem in individual guidance.

Miss Evangeline Colburn ⁽²¹⁾, in describing the work, says that there are six types of children who need the most care:

1. The child who has become a reader of cheap juvenile books.

2. The slow reader who reads material that is too difficult to develop his skill in reading or a rapid rate of reading.

21. Colburn, Evangeline Guidance in Voluntary Reading. Elem. School Jour., Vol.28, pp.666-672. May 28.

3. The child with a single interest who gets no broadening effects from his reading.
4. The all-fiction reader.
5. The girl who reads only girl stories.
6. Children whose choice is influenced by older children or adults.

For the first group the best method of directing reading, according to Miss Colburn, is to substitute more wholesome adventure stories. This is sometimes hard to do, since the objectionable literature usually has a thrill to every page which is seldom to be found in other books.

For the slow reader who tries to read too difficult material, easier reading on the same lines should be furnished so that by greater amount of reading he can learn to read more easily and rapidly. Lists should take these children into consideration by having a sufficient number of well written, interesting, but easily read books.

The child with a single interest should be led through that interest to allied ones, from books about dogs to books about other animals. The boy whose hobby is aeroplanes to the biography of fliers and to books of other mechanical contrivances.

For the all-fiction reader an explanation of the idea of balanced reading should be made, followed by individual conferences in which attractive books in other fields are suggested. The girl who reads only girls' stories can usually be led to read biographies of famous girls -- Louisa Alcott, Helen Keller, Florence Nightingale.

The child who reads books beyond his social age needs to have juvenile literature that appeals to his particular interests presented. The child who reads cheap historical fiction such as Altsheler and Henty can be turned to history to see if the facts are so or to biography to learn more of the characters of whom he has read.

Among devices used in this reading room are:

1. Conferences with individual pupils who need to make conscious effort to improve the quality of their reading.
2. Brief talks on balanced reading.
3. Reading records kept by children.
4. Teacher's calling attention to parts of a book, showing pictures from it, and reading short passages aloud to the group.
5. An attractive display made of the best books.
6. Innumerable suggestions to both groups and individuals.

7. Letting the child's own interests serve as the chief guide. This necessitates knowing both the child and the book put into his hands.

8. The use of the bulletin board for:

- a. Posters bearing lists of classified titles.
- b. Colored book jackets.
- c. Colored illustrations of books.
- d. Pictures of people and places.
- e. Registers of names of pupils reading certain

kinds of non-fiction.

There are a few other devices for winning children of single interests to other fields. A list appearing on the bulletin board once in a while headed, These children have read a book of biography, or travel, or history, this month. Another is to display models made by children from books on how to make or how to do.

The high school work of Negaunee, Michigan, the browsing rooms of Denver and Little Rock junior high schools, the book clubs of Groton and Lawrenceville are all ventures in this field of balancing their pupils' reading. Thus it is to be seen that the inculcation of balanced reading habits is not impossible.

RESPONSIBILITY OF TEACHER

The greatest cause for failure of realizing the objectives of the teaching of literature lies at the door of the teacher. Douglass⁽²²⁾ says, "Literature should open new and higher forms of pleasure; it should present to the pupil noble ideals, aid in the formation of his character, and make him more efficient and actively interested in his relations with and service to others in the community and nation.

"Practically, we have not accomplished this for two reasons: first, over-emphasis on a few masterpieces and over-analysis of them. These faults are due to three facts: that teachers are trained as literary critics; second, literature is not selected according to the interests of pupils; third, failure to be governed by the ends set up for purposes of guiding literature teaching, and unwillingness to accept enjoyment as an end."

"All suggestions on outside reading will prove empty and barren if there is dearth of interest and knowledge in the soul and brain of the teacher. Few phases of our work demand a finer craftsmanship or solicit a more earnest

22. Douglass, A.A. Secondary Education. Houghton-Mifflin Co. 1927. p.510.

devotion than that which generates the spontaneous choice of good reading. We must ourselves know well the books that we have read, and we must constantly increase our store. Not to keep within the current of the times is to lose our opportunity for the most virile guidance. None of us can know at first hand any considerable proportion of the good books of the past or of the present, but we can learn to accept the guidance of some of the established critics and get from our friends their reactions on current reading. If we are earnest and alert in all these matters we can be intelligent guides in the enchanted realms of books." (23)

The editor of the English Journal (24) says: "Teachers of literature worthy of their calling are experienced fellow travelers beckoning their children into an enchanted land. We must open the eyes of our pupils to great interesting playgrounds that many of them would never find for themselves." In the February Journal the same writer writes: "In the case of voluntary reading there can be no promise of success without complete adaptation to individual ability and individual taste. It is here that tradition still intrudes, and the student finds himself bound by an old scholasticism, which robs him of pleasure and profit."

23. Thomas, C.S. The Teaching of English. Houghton, Mifflin Co. 1917. p.253.

24. H.D.R., Editorial. English Journal. April, 1930.

The most important function of the teacher of literature in junior high school is to establish among boys and girls the habit of lifelong association with good books. The teacher of English instructs her pupils in the classics required by the course of study, promotes habits of correct usage, and furnishes opportunity for expression in speech and writing. Incidentally, she encourages 'outside reading.' Outside suggests something not quite so important nor respectable as the things assigned for study and analysis in the school room. Class room procedure is examined and checked. But what of the habit of lifelong association with good books. No one questions her concerning that yet it is one of the most enduring invaluable possessions with which a pupil may enter upon life outside the school room.

Three years ago Miss Streh at Columbia found junior high school teachers spending four weeks on Silas Marner and six on Ivanhoe and Man Without a Country. In theory we agree it is better to read six acceptable books eagerly and rapidly in front of the fire than one dissected passage by passage in the school room.

The chief factor with which we have failed to reckon in an extensive reading program in the junior high school is the teacher's literary background. If she is educated in a

four-year state teachers' college she has, according to Dr. Jewett's⁽²⁵⁾ investigations 46 out of 71 chances of studying juvenile literature; in 80 per cent or more a survey of English and American literature, Shakespeare, and literary types and periods. In 61 out of 71 she might also pursue a course in modern literature. If university trained, she studies American literature probably as far as 1890's, English literature to Tennyson or Meredith, and Shakespeare's comedies and tragedies. Frequently according to a recent analysis of the offerings in ten large state universities of the Middle West, she adds a semester in Milton and another in recent poetry and modern drama.

The unfortunate teacher takes what she herself has been taught, and tries to make adolescent boys and girls thrill to it. The responsibility of failure is not theirs; it lies rather in the limitation of her contacts with juvenile literature.

Miss Smith⁽²⁶⁾, of the English faculty of the Minnesota University, in order to find what junior high school teachers really know of the books for boys and girls, gave

25. Jewett, Ida English in State Teachers College. Teachers Contributions to Education. New York. 1928. p.286.

26. Smith, Dora V. Extensive Reading in Junior High School. English Journal, Vol.XIX. pp.449-462.

in her classes in methods in teaching of English in junior high school a pre-test in adolescent literature. She has given this test so far to seventy-eight teachers from seven states. There were ten questions in the test. One required the placing of characters in their respective stories, another the naming of the type of animal in fifteen nature books, a third, the location by country of stories of foreign boys and girls; the rest were matching or multiple choice tests in which the element of recall was minimized. The scores ranged from 21 to 210 out of a possible 230 points. The only title that every teacher knew was Penrod; 90 per cent knew John Alden and Priscilla, Brutus, Portia and Shylock, Icahabod Crane, and Jo, Larry and Amy. More than one-fourth failed to place Ulysses, John Silver, Roderick Dhu, and D'Artagan the Gascon.

Knowledge of animal stories was at a lower ebb. In this question the title was given and the teacher was asked to name the type of animal which played a major role in the narrative. Eighty-six per cent knew that Call of the Wild was about a dog, but the next highest book was Smoky which was familiar to 41 per cent, six books were known to one-third of the teachers but the others ran from 20 per cent down to 12.

Stories in which foreign lands had to be located were a little better. Four books were known to half the teachers or more, the other six varied between 13 and 35 per cent. Another question required the informal classification by type -- that is stories of boy life, girl life, historical, school, sports and so on. Even Little Women was unfamiliar to but 92 per cent, and Tom Sawyer to 88 per cent, The Virginian to 42 per cent down to Blithe McBride with 6 per cent. Biography showed that only 91 per cent could give the author of Story of My Life, 76 per cent of Letters to His Children, and 49 per cent of Boy Life on the Prairie. Poetry fared much worse. Another question called for the naming of a work suitable for junior high school pupils from each of thirty authors: These are the best of the responses:

	<u>Per cent</u>
Louisa Alcott	92
Sir Walter Scott	88
Hawthorne	86
Stevenson	86
Mark Twain	85
Kipling	85
Tarkington	83
Wiggins	73
O. Henry	64
Verne	53
Seton	49
Doyle	42
Howard Pyle	42
Burnett	37
Barbour	36

	<u>Per cent</u>
Dodge	31
Altsheler	13

Of course seventy-eight cases are not enough to draw general deductions from. However, these seventy-eight were enough interested in their work to be attending summer school. They were all teachers in service, and graduates of state normal schools. At least the results of the tests would make one suspect that teachers' preparation has not kept pace with the development of the junior high school movement, that their preparation is not adequate for the exploratory nature of the new objectives of their work. As a result of the tests, the University of Minnesota has put into her curriculum two courses, one in juvenile literature and the other for teachers of adolescent literature.

The greatest cause of the lack of balance in the reading program lies at the door of the teacher who does not want to take the responsibility of such guidance as is necessary or who, as Miss Smith shows in the article just reviewed, does not know adolescent literature. Too many teachers miss the purpose of the extensive reading program. They fail to realize that the child is to be taught to read for pleasure and cultural experience, not to become a critic

or an author. Many have not yet realized that too intensive study of books often causes the pupil to dislike reading. This fault is undoubtedly due to the newness of the objective as well as to its difference from traditional English teaching.

CONCLUSIONS

In spite of the fact that worthy objectives for reading have been suggested by such organizations as the Committee on Reading of the National Society for the Study of Education, and by the American Library Association, yet judging from the answers to the questionnaire upon which the first part of this study is based, one must conclude that these objectives have not generally been accepted in the state of Kansas.

One judges this from various facts:

1. Supplemental reading is not a general requirement.
2. Where outside reading is given credit in literature classes, the credit is given for from one to six books only, and so the greater part of the child's leisure reading has no relation to his school work nor guidance from his teachers.
3. There is little effort being made to establish a balanced program even where supplemental reading is required.

The majority of the work reported on is always fiction.

4. The present use of formal and written reports is detrimental to the greatest good from outside reading.

5. Adequate and balanced lists are to be had but are not generally used.

6. Without some form of records the teachers are unable to do individual counseling.

7. Libraries are frequently inadequate.

8. Children left to their own devices cannot attain "full and varied experience of life" through reading.

9. Teachers do not realize possibilities of guidance in reading; they are not sufficiently acquainted with the subject matter, and are still too much influenced by traditional methods of teaching.

From a study of the text-books offered Kansas we judge that text-books are well balanced, offering practical centers of interests and splendid lists of books for use in establishing a diet in reading. The text-book just adopted for use in the state contains splendid lists and adequate guidance directions.

From the fact that a balanced program is being successfully attained in a few instances we are led to conclude that it can be successfully carried out in our local schools

Therefore it is apparent that --

1. If we are to attain the objectives of the junior high school in general and of English teaching in particular we must change our attitude to the extensive reading program.

2. Alluring and interesting projects must replace the formal and written reports.

3. Balanced lists and adequate libraries are absolutely essential to the carrying on of the program.

4. Extensive reading is an individual guidance problem.

5. There needs to be an awakening of teachers as to the possibilities of the new program in literature teaching and of their responsibility in regard to it.

6. New courses in literature based upon the known interests and comprehensions of adolescents should be offered for the preparation of junior high school English teachers.

7. Teaching of literature means "stimulating, encouraging, directing and guiding" each pupil through the vast fields of both fiction and non-fiction until he is able to choose with discrimination that reading which will give him the most pleasure and will make him a broader, wiser and more valuable citizen.

"The zest to explore is one of the best things the junior high school can give to its young people. Exploring means reaching out to wider ranges; it means eyes open to newer interests, new sympathies; it means fuller development of personality and character. The hours which the school devotes to reading and to literature should give the impetus to the exploring spirit Through books they will discover that readings in science, biography, poetry, history, and various other fields give them real satisfaction and joy. They will set up new standards through their reading of fiction. And in developing a mastery of reading skills they will be able to carry over to the activities of daily life an increasing ability to read with intelligence and penetration."

From Haggerty's Reading and Literature.

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