

HIGH SCHOOL LITERATURE ANTHOLOGIES

by

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## INTRODUCTION INCLUDING PURPOSE

There is much debate among teachers of English in high schools and colleges as to what type of literature from what literary periods should be studied in high school, and whether the emphasis should be upon form and technique or upon content related to the life of the students.

The present study was undertaken to find out what material has been included in the high school anthologies and to determine how well it has been adapted to the use of the pupils.

Since methods of teaching English are important, a study of teaching aids accompanying the literature selections has been made.

## METHODS AND MATERIALS

An attempt was made to secure representative literature anthologies which were published during the period from 1900 to 1935. To locate recent anthologies inquiries were sent to 45 publishing companies. To secure those of earlier publications, inquiries were sent to three dealers in second hand books. The United States Catalog and Book Review Digest were consulted. Investigations were made in the Kansas State College Library, the Manhattan High School Library,

the Manhattan City Library, and a number of private libraries.

From 28 literature anthologies representing years of copyright from 1907, the date of the first widely popular twentieth century anthology for students by Manly (1) down to 1935, each selection of literature in all of the anthologies was classified as to time of writing, type of literature, and content of subject matter. These classifications were tabulated and all tables were expressed in percentages. Table 1 deals with the classification of contents of the literature anthologies by literary periods. Table 2 shows distribution of poetry and prose both by number of selections and by number of pages. Table 3 expresses the classification by literary types. Table 4 gives classification by subject matter.

A study was made of investigations into high school pupils' reading interests. The authors named in Secondary Material of the list of citations were consulted were consulted in regard to what literature should be taught to help produce a well-rounded interpretation of life for the student.

#### REVIEW OF SOME LITERATURE ON THE SUBJECT

The value of interest in stimulating study is recognized. Therefore, some recent studies as to what books

children choose for recreational reading have been examined.

Jordan (4a) reports studies which were made by Roxanna E. Anderson, Frank O. Smith, C. E. Jones, and H. C. Henderson, ranging in years from 1877 to 1912. They substantially agreed that both boys and girls were reading more fiction than anything else and were liking it better. In nine cases out of ten, girls read more fiction than boys. Whenever this fiction was analyzed, there was a general concurrence of opinion that boys preferred fiction of adventure, and that girls, particularly in the high school period, were greatly interested in sentiment and emotion, and liked stories about people like themselves. Girls cared but little to read of travel, adventure, and science. While they were not interested in history or biography, they liked to read about fictional heroes and more particularly fictional heroines. Boys were interested in history.

Jordan (4a) himself conducted investigations of children's reading interests by studying the withdrawal of books from public libraries and by questioning the pupils directly concerning their likes and dislikes.

The library investigations were conducted in six New York City libraries and in libraries of two nearby cities. His conclusions indicate that boys were interested in four kinds of fiction:

(a) Books about war and scouting	32 per cent
(b) Books about schools and sports	16 per cent
(c) Books about the Boy Scouts	29 per cent
(d) Books about strenuous adventure	23 per cent

Non-fiction interest centered around what-and-how-to-do books. Authors who wrote of history and biology as exciting stories were preferred.

Interest of girls was concerned principally with the following types of fiction:

(a) Books about home	37 per cent
(b) Books about home and school	19 per cent
(c) Books about school	15 per cent
(d) Books about love	7 per cent
(e) Fairy stories	6 per cent
(f) Stories with historical background	6 per cent

Those authors popular with girls appealed largely to the instincts of kindness, attention to others, response to approval and scorn, maternal feeling, and rivalry.

In 1917-18 Jordan (4a) collected questionnaires about children's reading interests in the high schools of Lawrence, Kansas; Stuttgart and Fayetteville, Arkansas; and Washington, D. C. Study of pupils' replies to questions showed that boys and girls were conscious of different interests in both books and magazines. Boys were much more interested than girls in adventure. Girls were more attracted by both juve-

nile and adult fiction in books and by adult fiction in books and by adult fiction in magazines. Boys chose, far more than girls, magazines dealing with adventure and scientific subjects. Girls chose more often than boys magazines of woman's arts. Both boys and girls failed to choose, to any large extent, books of science, information, travel, biography, and history, and magazines of humor and nature. Interest in current events was similar. Interest in fiction increased greatly from the years 9 to 18.

The same questionnaire was used by Jordan (4a) in 1925 in the grade and high schools of Charlotte and Greensboro, North Carolina. As in his former study, boys showed interest in adventure fiction; but humor of the Mark Twain variety had a greater appeal. Some of Zane Grey's books were displacing some of the old favorite adventure stories, but there was very little change in the type of book liked. Books of adventure appealed more in the first investigation, but the author accounted for this difference possibly because of difference in location of schools investigated. Girls stuck to fiction in both investigations. In the later investigation, they indicated more interest in adventure and humor than formerly. Other interests were about the same. They seemed to have a more mature taste and had discarded some of the juvenile fiction. Zane Grey was interesting to them.

Thus we find that the recreational reading interest of boys and girls of high school age centered around fiction of adventure, home life, school and sports, scouting, love, and fairy stories. Lesser interests concerned history, biography, science, information, travel, and poetry.

Johnson (2a) reported a study of reading interests of 1,856 pupils in Cambridge School, Duluth, Minnesota. The grades investigated were from the fifth to the eleventh, inclusive.

Stories of adventure ranked high with boys in all grades. Animal stories were very popular. Interest in detective stories was evident in grades seven to eleven. Girls in all grades showed interest in books containing stories of home, school, and children. Both boys and girls read short stories and jokes, mostly in magazines. Jokes were more popular among girls and science articles among boys. Travel articles were read by less than one-third of the boys and girls. Ninety-eight per cent read the comic strip in newspapers. That boys and girls prefer fiction was indicated by the fact that only one non-fiction book, We, by Charles Lindbergh, appeared among the books most frequently read. There seemed to be no sex difference in reading newspapers and magazines. The data indicated that girls were somewhat more likely to read books than were boys.

Jones (3a) reports a study by Samuel Thurber of the vol-

untary reading of high school pupils. Thurber found 91 per cent of their reading to be light fiction, 5 per cent essays, 1 per cent poetry, and 2 per cent what he classed as literature. Colby (1a) indicates that, because life is influenced by numerous experiences, literature dealing with the following subject matter should be taught to interpret life to pupils: knowledge of self and the world, poetry and prose of beauty and imagination, philosophy of life, morals, patriotism, natural science, knowledge of authors--their lives, works, and characters. Myths, legends, stories of heroism, humor, and even the beginnings of romance supply the conscious needs of both boys and girls above 10 years of age. As the child advances in years, the literature necessarily should include not only life and nature, but it should take on the added range of institutions, customs, and social, religious, and political ideals. Then a use of wider knowledge of men, nations, and times should be instituted.

Leonard (5a) and Colby (1a) agreed that enrichment of experience through the teaching of literature is one of the greatest values of literature teaching. Leonard (5a) gives the following criteria for the evaluation of literature as fundamental:

"1. Vivid concreteness or realizableness in presentation of the stuff of experience.

"2. Its truth to human experience--to the motives and

results of thought and action--where (as in all but the literature of faery and fantasy or nonsense) it purports at all to represent life as it is.

"3. Similarly, its significance as an interpretation of life--that is, its restraint of presentation and the creative insight of its view."

Leonard (5a) also finds pupils increasing in judgment about truth to experience during the high school ages. Only in the latter part of the period, however, do they develop interest in character; and since they are wholly without objective criteria, they tend to misjudge motives and need wise guidance in reading.

Thus the older aims for the teaching of English were those of literary analysis and of gaining a knowledge of literary history. The newer aims are to provide an enrichment of experience, an emotional outlet, and information about backgrounds; to aid in the judgment of significance of ideas; and to teach the relation of political and social history. To accomplish these aims, much simpler literature and a larger amount of contemporary subject matter has been added.

## STUDY OF THE ANTHOLOGIES

### Aims of the Authors

Aims of the anthologists varied much over a period of 22 years. Early anthologies such as those compiled by Manly (1) and (2), Newcomer and Andrews (3) and Newcomer, Andrews and Hall (6) were intended for college texts but were used by some high schools. Anthologists' aims were to include collections of material to illustrate the history of English and American literature. Classics were to be read in entirety, and only supplementary selections were to be obtained from the anthologies. Not all selections were to be studied in one year. The anthologists aimed to go somewhat outside of the beaten path, though to keep still to standard literature and to make a liberal addition of selections, especially from the drama and prose. They desired to enliven the collection and to widen its human interest. Mixing of poetry and prose was to give a change and to stimulate emotional appeal. Students were to get a variety of views on the same theme.

From 1910 to 1915, with the exception of Newcomer, Andrews and Hall's Three Centuries of American Poetry and Prose (6), which is a companion book to the 1907 publication, Twelve Centuries of English Poetry and Prose (3), there was a definite tendency to simplify the material for high

school use.

Ashmun's Prose Literature for Secondary Schools (4), published in 1910, aimed to serve as an introduction to the reading and study of literature. Subject matter was selected to attract the interest of students. Short prose selections, simple enough to train pupils in power to grasp thought and interesting enough to hold attention, were included.

Simons (5) in her 1915 publication, American Literature through Illustrative Readings, purposely omitted all critical work as "outside of the sphere and interest of the high school pupil." She pioneered the use of modern literature. Large space was given to living writers and recent literary activities because "The high school pupils' interest is emphatically in the present day author, and his reading is chiefly from contemporary production."

De Mille (10) published American Poetry in 1923. His collection contained selections from authors of national importance from Freneau down to the time of publication. The illustrations were a feature of interest.

In Selections from American Literature by Payne (7), published in 1919, material was chosen to train literary taste and to develop literary judgment. Not much poetry was included, for Payne (7) considered poetry to be more adapted to the adult mind.

From 1919 to 1935 all anthologists of the group gave increased attention to the publication of modern literature.

In 1922 Davis published two volumes, Modern Readings Book 1 (11) and Modern Readings Book 2 (12). He utilized the best of modern literature for classroom use with a three-fold purpose: "First, to supply material for silent and oral reading in the vocabulary of writers who are making present-day literature; second, to encourage an interest in good current fiction, essays, orations and popular verse; third, to make available for study a collection of readings which, because of the story they tell, the masterly use of words employed, or their beauty of rhythm, will give pleasure to the reader and thereby stimulate the desire to read."

The study from 1922 to 1935 included three four-year series of senior high school anthologies, namely: Literature and Life, Books 1, 2, 3 and 4 (8) (9) (13) and (14); Good Readings for High School, I. Adventure (19) (20) (21) and (22); and a series edited by Bennett (25) (26) (27) and (28). It also included four junior high school anthologies, Literature and Living, Book 3, by Lyman and Hill (15), Literature in the Junior High School, Book 3, by Bolenius (16), Junior Literature by Leonard, Moffett and Moe (18) and Hidden Treasures in Literature, Book 3, by Cook, Norvell and McCall (24). The Winged Horse Anthology by Auslander and Hill (17), which was written for people of all ages, was included. A senior text, Adventures

in English Literature by Schweikert, Inglis, Cooper, Sturdevant and Benet (23) completed the list.

In Literature and Life, Book 3 (13), the author gives as governing idea of the series the aim of bringing contemporary literature into a vital relation with that of former ages by showing the recurrence of perennial human instincts and experiences. In Book 1 (8) and Book 2 (9) of the series, abstract and ethical ideas are kept subordinate to the necessity of gaining interest through objective and concrete story material. Book 2 (9) represents somewhat more complex ideas of literary art than Book 1 (8). Pupils are taught the difference between realism and romanticism. Each book of the series increases in complexity of literature so as to give opportunity for mental development. Each book contains also a wide variety of subject matter of indisputable quality from both contemporary and classical literature.

The authors of the Good Readings for High School series of anthologies (19) (20) (21) and (22) based their choice of material upon college preparatory demands as shown in 18 state courses of study and 21 city courses of study, and upon the knowledge of pupils' actual needs as gained through personal teaching experience. Book 4 (22) contains a brief history of English literature. Throughout the series unabridged selections are used, whenever possible. Selections

which are of direct interest to high school boys and girls are included, such as: "The Freshman Fullback" by Ralph D. Paine, "When Lindbergh Reached Paris" by Edwin L. James, "Kidnapped" by Robert Louis Stevenson, "Homer and Humbug" by Stephen Leacock, "Enoch Arden" by Lord Alfred Tennyson, "Kentucky Sports" by John James Audubon, and "In School Days" by John Greenleaf Whittier.

Bennett gives as aims for his series of high school anthologies (25) (26) (27) and (28) a merging of pleasure, information and culture. The content covers various college requirements and is chosen on the basis of literary value and intrinsic excellence. This series provides the reader with a complete survey of American and English literature.

Lyman and Hill (15) aim definitely to teach citizenship through Literature and Living, Book 3. It deals with people living and working together. One of its chief values is to enable the reader to understand and appreciate life. The authors' aim is to produce healthful reading habits, to introduce boys and girls to the fascinating world of books, and to make easy the teaching of literature as an interpretation of life.

Literature in the Junior High School, Book 3, by Bolenius (16) contains a careful selection of content aimed to meet the interests, aptitudes, capacities, and needs of the ninth grade pupils. The content has variety and range of

interest. The book contains four units of college preparatory material furnished in complete classics. The book aims to keep a balance between poetry and prose, between recreational and work type reading, and between modern and classical literature. It aims to include literature suitable for training reading skills and developing appreciation. The author provides for flexibility in material, for a variety of classroom uses, and for individual differences.

Leonard, Moffett and Moe (18) published Junior Literature in 1930 with one aim only--enjoyment. The book is well illustrated.

Cook, Norvell and McCall (24) published a book in 1935 called Hidden Treasures in Literature, Book 3. These authors recognize the competition that reading of literature has with the radio and motion picture. These authors turn from passive exposure to a method of active, directed, concretely purposeful study of literature. Students are told what to look for. A definite attempt to guide student reading interest forward in the direction of adult appreciation and to cultivate reading taste is made.

Auslander and Hill (17) have written an accompanying book to The Winged Horse Anthology called The Winged Horse (6a). It contains the story of the development of poetry with explanation simple enough for children to understand. It tells clearly and directly how poetry probably developed

in form and melody and how it was related to past life.

Adventures in English Literature published by Schweikert, Inglis, Cooper, Sturdevant and Benét (23) aim to present reading material of intrinsic interest, to enlarge the student horizon, to give a general conception of the development of our civilization, and to imbue with literary culture.

Thus we find that through a period of 22 years, the aims of most of the compilers of anthologies for high schools have changed from making a mere collection of literature to illustrate the works of authors of various literary periods to making collections of literature which appeal to the interests of boys and girls of varying ages, which will compete with the present-day motion picture and radio, which will aid in interpreting life of the past and present, and which will broaden emotional experience. They have dispensed with histories of English literature as separate texts and have included in the anthologies enough of literary history to furnish satisfactory background for the literature selections studied. An attempt has been made to attract pupils to literary history by graphic presentations and by carefully planned illustrations.

#### Teaching Helps and Grouping of Subject Matter

In English Poetry by Manly (1) in general the poems have no introductory remarks. Early poems have explanation

of difficult words. The introduction contains some necessary historical helps, but the reader is dependent upon histories of English literature for most of the helps. Methods of instruction are left for the instructor to determine. The subject matter is arranged historically.

Literary history in the introduction of English Prose by Manly (2) supplies such information in regard to the setting of each piece of life or literature as seemed necessary for the interpretation for subject, purpose and method. As in Manly's English Poetry (1) there is a historical arrangement of material.

In Newcomer and Andrews' Twelve Centuries of English Poetry and Prose (3) and in Newcomer, Andrews and Hall's Three Centuries of American Poetry and Prose (6) literary notes are given with the selections, but the book contains no method: helps. The latter book (6) contains a glossary. The material of both books is arranged historically.

Prose Literature for Secondary Schools by Ashmun (4) contains helpful notes and questions placed at the end of each chapter. Theme subjects are suggested. The responsibility for method is placed upon the teacher.

Simons (5) in American Literature through Illustrative Readings mentions no critical works. References are made to works which shed light on the environment of the author for

the sake of atmosphere and background. The book is intended for extensive rather than intensive work. Pupils must make free use of the library. Before each selection, a description of its author is given. Between selections, descriptions of some authors and names of their works which are not illustrated are given. The use of current literature is introduced in this book.

Selections from American Literature by Payne (7) contains 137 pages of introductory explanatory notes, suggestive questions and exercises to stimulate interest, but it aims not to make the helps too full to overshadow the literature. Literary history is combined with the selections, with emphasis placed upon the selections. Historical, economic and social background is outlined. Some method helps are given. This 1919 publication is the first of the group studied to arrange subject matter by literary types.

American Poetry by De Mille (10), 1923 publication which is slightly belated according to the literary trend, contains 84 pages of notes which are informative rather than critical and includes short biographical sketches of authors. It maintains the chronological order of arrangement.

Modern Readings, Book 1 (11) and Book 2 (12) by Davis each contain a few pages of comments, notes and suggestions mainly for the pupil. They also contain some biographical data and give some study aids on how to read.

Literature and Life Book 1 (8), Literature and Life Book 2 (9) and Literature and Life, Book 3 (13) of the series by Greenlaw and others include lists of other material for reference, so that intensive study need not be confined to material in these books. Book 1 (8) includes a chapter called "An Introduction to Reading"; Book 2 (9) includes one on "How To Read" and Book 3 (13) one dealing with "Creative Reading." Book 4 (14) contains questions and notes to help pupils in home study. Each book of the series is divided into several parts. Each part is arranged according to literary types and subject matter, and contains an introductory chapter on the general subject of the section. After each selection follow explanatory notes, questions and topics for discussion, suggestions for intensive study and plans for projects or dramatization. The series also contains biographies of authors. The recent editions of the Literature and Life series are arranged by the unit plan.

In the Good Readings for High School series by Cross, Smith and Stauffer (19) (20) (21) and (22) the critical motive recurs. Study helps are given and may be utilized according to the needs of the pupils. They contain study hints, theme subjects, subjects for illustrations and subjects for class discussion. Words are defined where necessary. The "head note" written for each selection and the "Dictionary of Names and Phrases" are distinct features of these books.

The Bennett series of anthologies for high schools, namely: Trail Breaking (25), On the High Road, (26), American Literature (27) and English Literature (28) contains study materials. Project and library adventures are placed at the end of each selection, unit and part. The unit organization is a step forward.

The next four books to be discussed are junior high school anthologies which have been published within the past 10 years.

Since Lyman and Hill in Literature and Living, Book 3 (15), bring out the social functions of literature, they provide for systematic training in reading habits. They offer exceptional opportunity for wide supplementary reading, stress the thinking aspect of the reading process and offer abundant opportunities for oral and written work, for class debates and for projects of various types.

Material in Literature in the Junior High School, Book 3, by Bolenius (16) is arranged for a variety of classroom uses. Provision is made to care for individual differences. Objectives are well chosen, intensively applied and given repeated application throughout the year. Study guides are given in this reader. The book provides a teachable plan for maturing and refining reading skills by means of definite objectives applied in a Schedule of Readings. Library guidance is also provided.

Junior Literature by Leonard, Moffett and Moe (18) is well illustrated and contains 35 pages of helps and questions for discussion.

Hidden Treasures in Literature, Book 3, by Cook, Norvell and McCall (24) has definite reading goals and contains questions of appreciation rather than of information. There are no two sets alike, as each set is based on a particular kind of reading. There are stimulating footnotes and introductions. The book is well illustrated. It gives suggestions for creative library activities and gives helps on poetry rhythm and making poetry. The material is classified by type.

The Winged Horse Anthology by Auslander and Hill (17) has a companion book called The Winged Horse (6a). It is "audacious and experimental." Each chapter is a story in itself but is a part of a great story. This story carries an element of magic which is an attractive adaptation of style. The anthology contains illustrations, and the contents are arranged historically.

Adventures in English Literature by Schweikert, Inglis, Cooper, Sturdevant and Benét (23) provides introductory remarks before each selection and follows it with suggestions for study. It contains about 200 pages of history of English literature and suggestions for illustrative material.

Table 1. Classification of Literature Anthologies by Literary Periods.

	Ancient	700 to 1099	1100 to 1500	16	17	18	19	20	Totals									
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent								
1	1	.15	1	.15	55	8.40	98	14.98	109	16.63	99	15.13	278	42.50	13	1.98	654	99.94
2			1	.85	14	11.96	15	12.82	28	23.93	30	25.64	26	22.22	3	2.56	117	99.99
3			19	.86	34	6.92	38	7.73	46	9.36	75	15.27	263	53.54	16	3.25	491	99.96
4													23	100.00			23	100.00
5			1	.60			2	1.20	7	4.21	40	24.09	71	42.77	45	27.10	166	99.97
6	3	.64							28	6.04	29	6.26	403	87.04			463	99.98
7									6	6.89			77	88.50	4	4.59	87	99.98
8					13	15.66	1	1.20	3	3.61	3	3.61	42	50.60	21	25.30	83	99.98
9					1	.78	2	1.57	8	6.29	8	6.29	80	62.98	28	22.04	127	99.95
10									3	2.20	2	1.47	105	77.20	26	19.11	136	99.98
11					2	2.02			3	3.03			31	31.31	63	63.63	99	99.99
12							1	.98	1	.98			22	21.56	78	76.47	102	99.99
13					2	2.46	5	6.17	1	1.23	20	24.69	25	30.86	28	34.56	81	99.97
14			2	.61	18	5.53	22	6.76	48	14.76	53	16.30	140	43.07	42	12.92	325	99.99
15	4	2.64			1	.66	1	.66	3	1.98	6	3.97	50	33.11	86	56.95	151	99.97
16									4	5.26	1	1.31	45	59.21	26	34.21	76	99.99
17					16	3.54	59	13.08	86	19.06	33	7.31	172	38.13	85	18.84	451	99.96
18					4	5.71	3	4.28	11	5.71			32	45.71	20	28.57	70	99.98
19	2	2.81					1	1.40	1	1.40	7	9.85	45	63.38	15	21.12	71	99.96
20					2	3.63			2	3.63			32	58.18	19	34.54	55	99.98
21					3	1.02	2	.68	6	2.04	14	4.76	169	57.48	100	34.01	294	99.99
22	3	1.18	5	1.97	19	7.50	14	5.53	20	7.90	29	11.46	115	45.45	48	18.96	253	99.99
23	8	2.87	13	4.69	21	7.55	17	6.11	35	12.58	40	14.38	94	33.81	50	17.98	278	99.97
24					1	1.66							23	38.33	36	60.00	60	99.99
25					3	4.41	1	1.47	3	4.41	4	5.88	34	50.00	23	33.82	68	99.99
26					2	4.25			2	4.25	5	.63	27	57.44	11	23.40	47	99.97
27									4	2.98	13	9.70	74	55.22	43	32.08	134	99.98
28			9	3.76	21	8.78	18	7.53	29	12.13	33	13.80	104	43.51	25	10.46	239	99.97

Thus we find the subject matter arranged historically in the early anthologies of the group studied. In 1919 the type arrangement appeared, which was a step forward. The latest books of the study are arranged by units, which again is a step forward.

Early anthologies gave only informational and historical helps. From 1922 down to 1935 there is a definite trend toward giving method helps through reading aims. There is also a definite tendency toward coping with individual differences through study hints, projects and library adventures.

In 1922 there was a tendency to swing away from the critical motive, but since 1930 there is a tendency to swing back. There is a direct attempt in most of the recent anthologies to recognize the radio and moving picture competition and to use methods to interpret life through the emotional appeal of literature.

#### Study of Time Distribution

The 28 anthologies studied contain 4,939 literature selections. The anthologies are represented on the tables by numbers which correspond to their respective numbers in the list of citations.

All selections were classified and tabulated according to the following literary periods: (a) ancient--from the beginning down to 700, (b) from 700 to 1100, (c) from 1100 to

1500, (d) sixteenth century, (e) seventeenth century, (f) eighteenth century, (g) nineteenth century and (h) twentieth century. Table 1 shows the distribution of selections by literary periods.

Editors publishing anthologies from 1907 to 1919 have distributed selections over the entire period of English and American literature with from 32 to 88 per cent of nineteenth century writings. One book of special type by Ashmun (4) contains 100 per cent of nineteenth century writings. The general early anthologies contain from 0 to 5 per cent of twentieth century material, with the exception of Simons' text (5) which contains 27 per cent of twentieth century material. This book pioneers in the use of contemporary material. In anthologies published from 1907 to 1919 there was an approximate average of 17 per cent of eighteenth century material, 9 per cent of seventeenth century material, 6 per cent of sixteenth century material, 4 per cent of material in the period 1100 to 1500, and an average of less than 1 per cent in both periods which run from 700 to 1100 and the ancient period.

From 1919 down to 1925 there was a concentration upon twentieth century literature. Percentages run from 19 to 64 per cent in the group of anthologies included in that period, with the exception of Literature and Life, Book 4, by Greenlaw and Miles (14), which is a text book for seniors.

It uses more material for college preparatory work and carries the distribution of selections back through the centuries to the ancient period. In the texts with a high percentage of twentieth century material, no selections appear in the ancient period or in the section from the year 700 to 1100.

In this period from 1919 to 1925 there is also a heavy concentration upon nineteenth century material and an approximate average of 7 per cent of eighteenth century subject matter. With the exception of the fourth book of the series by Greenlaw and Miles (14) no percentages in any book run higher than 7 per cent in any period earlier than the eighteenth century.

From 1925 to 1935 the average of twentieth century material dropped from 36 to 28 per cent. The emphasis of these books is still upon nineteenth century material. Percentages of twentieth century literature run highest in the junior high school texts. Junior Literature by Leonard, Moffett and Moe (18) shows 57 per cent, and Hidden Treasures in Literature, Book 3, by Cook, Norvell and McCall (24) shows 60 per cent. The lowest percentages are found in the texts used for seniors, which include college preparatory material. English Literature by Bennett (28) shows 10 per cent of twentieth century material, Good Readings for High School, English Writers, by Cross, Smith and

Stauffer (22) shows 19 per cent and Adventures in English Literature by Schweikert, Inglis, Cooper, Sturdevant and Benét (23) shows 20 per cent.

With the exception of the senior texts, The Winged Horse Anthology by Auslander and Hill (17), and one junior high school text, Hidden Treasures in Literature, Book 3, by Cook, Norvell and McCall (24) the percentages from the sixteenth and seventeenth centuries run low. These centuries produced some of the greatest but most difficult literature of the ages for children to interpret, such as that of Milton. All senior texts and the one junior high school text mentioned have as one of their aims the inclusion of college preparatory material.

All texts from 1925 down to 1935 which include material in the ancient period, as shown in Table 1, use stories from the Old Testament to represent that period and only texts for seniors distribute material over the entire field of literature.

Thus the tendency from 1925 down to 1935 is to use about one-fourth contemporary material with the remaining emphasis on the nineteenth century period. A comparatively small proportion of material from the beginning to the eighteenth century is used for junior high school and sophomore texts. The texts for seniors and some for juniors preserve the older balance with the aim of meeting college preparatory de-

Table 2. Proportions of Poetry and Prose by (a) Selections and (b) Pages.

	Poetry Selections		Prose Selections		Total number of Selections	Pages of Poetry		Pages of Prose		Total number of Pages
	Number	Per cent	Number	Per cent		Number	Per cent	Number	Per cent	
1	564	100.00			654	563	100.00			563
2			117	100.00	117			539	100.00	539
3	395	80.45	96	19.55	491	405	57.06	303	42.94	708
4			23	100.00	23			288	100.00	288
5	85	51.20	81	48.80	166	290	67.67	140	32.33	430
6	363	78.57	99	21.43	462	304	36.14	537	63.86	841
7	66	75.86	21	24.14	87	225	47.07	253	52.93	478
8	57	68.67	26	31.33	83	220	42.63	296	57.37	516
9	100	78.74	27	21.26	127	162	35.52	294	64.48	456
10	136	100.00			136	254	100.00			254
11	45	45.45	54	54.55	99	60	18.80	259	81.20	319
12	51	50.00	51	50.00	102	49	15.65	264	84.35	313
13	11	13.58	70	86.42	81	134	24.45	354	72.55	488
14	263	80.92	62	19.08	325	227	49.02	236	50.98	463
15	62	41.05	89	58.95	151	56	10.46	479	89.54	535
16	34	44.73	42	55.27	76	192	28.78	475	71.22	667
17	451	99.33		.67	451	647	100.00			647
18	43	61.42	27	38.58	70	146	25.08	436	74.92	582
19	24	33.80	47	66.20	71	174	37.56	289	62.44	463
20	34	61.81	21	38.19	55	183	35.67	330	64.33	513
21	229	77.89	65	22.11	294	181	36.49	315	63.51	496
22	200	79.05	53	20.95	253	288	49.74	291	50.26	579
23	200	71.94	78	28.06	278	403	55.97	317	44.03	720
24	35	55.33	25	41.67	60	115	18.88	494	81.12	609
25	39	57.35	29	42.65	68	89	17.94	407	82.06	496
26	18	38.29	29	61.71	47	180	34.22	346	65.78	526
27	77	57.46	57	42.54	134	86	17.55	404	82.45	490
28	172	71.96	67	28.04	239	251	49.21	259	50.79	510

mands. The two aims of reaching the children's reading interests and meeting college preparatory demands are well cared for by the use of series of anthologies to accommodate the various ages of pupils in high school.

#### Relative Length of Selections

Table 2 shows the proportions of poetry and prose in 28 anthologies by number of selections and by number of pages.

Of the early group of anthologies studied, Manly's books (1) and (2), Newcomer and Andrews' (3) and Newcomer, Andrews and Hall's books (6) contain poetry and prose selections in the ratio of four to one, Simons' (5) three to one and Payne's (7) practically balanced.

From 1923 down to 1935, the relative proportion of prose increases in number of selections. For junior high school and sophomore texts, the number of prose selections run relatively higher than for poetry. For junior and senior texts the reverse is true.

Of the early anthology group by page distribution, the percentages of prose vary from 43 to 64 per cent with the exception of Simons' special type book (5). It gives references to many prose selections which are not printed. From 1923 down to 1935 with the exception of Schweikert, Inglis, Cooper, Sturdevant and Benet's Adventures in English Literature (23), senior text which shows 44 per cent prose, the percentages of prose run from 50 to 90 per cent. Of this



group one-third show above 80 per cent prose. The tendency to use more prose selections harmonizes with the findings of Jordan (4a) and others in children's reading interests.

As would be anticipated, there is less than one page average length for poetry and more than four pages average length for prose. The tendency to use whole selections rather than cuttings has caused the selections to be much longer in both poetry and prose in modern books.

Most of the freshman and sophomore texts contain one complete novel or cuttings from a long novel, and a long narrative poem like "Enoch Arden." Practically all of the books contain a complete Shakespearean play. One-act plays are being added to many of the texts, especially those used for juniors and seniors.

#### Study of Relative Proportion of Various Literary Types

Table 3 shows the classification of literature anthologies by literary types. All selections were classified under poetry and prose. Poetic selections were grouped under narrative, lyric and drama. Prose selections were grouped under narrative, exposition, description, drama, argument and sketch.

Epic and metrical tale were classed under poetical narrative. Classifications under lyric were ballads, folk

songs, sonnets, eulogies, dirges, odes, hymns, poems of sentiment and philosophy, elegies and onomatopoeic poems. Poetic drama included one-act plays and some Shakespearean plays.

Under prose narrative, short stories, novels, tales and simple narrative were placed. Exposition included editorials, some essays, biographies, history and articles. Prose drama included morality plays, one-act plays and some Shakespearean plays. Criticisms, debates and some addresses were classed under argument.

Throughout the period studied, the emphasis in poetry has been placed upon lyric, which tendency indicates that the expression of human emotion is one of the great literary appeals. The lowest proportion of lyric is found in the junior high school anthologies and those used for sophomores. The emotional appeal for pupils of these years is secured largely through stories of action in both poetry and prose. Percentages of lyric range approximately from 17 to 87 per cent. On the High Road by Bennett (26) shows 17.02 per cent lyric and a total of 44.93 per cent poetic and prose narrative. Adventure, Book 1, of the Good Readings for High School series by Cross, Smith and Stauffer (19) shows 19.71 per cent lyric and a total of 38.02 per cent poetic and prose narrative. Recent anthologies have a tendency to include poetic drama of the one-act play type. Bennett (26) in-

cludes four plays.

Of the prose type there seems to be no discoverable tendency to favor either exposition or narration throughout the period studied. The proportions vary with the individual authors. By page distribution, the narrative would show a heavier percentage than by selection distribution since whole novels are sometimes included. On the High Road by Bennett (26) shows 8.51 per cent exposition and 31.91 per cent narrative by selection distribution. By page distribution exposition shows 5.2 per cent and narration 42 per cent. A similar variation can be shown in the same book in poetry. By selection distribution narrative showed 12.76 per cent, lyric 17 per cent and drama 8.51 per cent. By page distribution narrative showed 10 per cent, lyric 1.49 per cent and drama 38 per cent.

For value in the interpretation of life through literature the variation may not be so great as the figures would indicate. One lyric poem may give as great an interpretation of one phase of life as an entire drama or novel would of another.

The prose types--description, drama, argumentation and sketch--are used comparatively little, although there is a growing tendency to include more drama in the form of one-act plays.

Thus in the poetry of the entire period studied, lyric



shows the highest percentage with lowest percentage in junior high school anthologies and those used for sophomores, and more in the advanced fields. In recent publications there is a tendency to include more prose one-act plays as a parallel to short stories in the field of narration. In prose, there is but little difference shown in the number of selections of narration and exposition. By page distribution, the narration would claim a higher percentage. Description, argumentation, drama and sketch are used comparatively little.

#### Variety of Subject Matter and Relation to Recreational Reading

The subject matter of the anthologies was first grouped under 23 classifications: (1) Achievement, (2) adventure, (3) art, (4) brotherhood, (5) conflict, (6) cooperation, (7) death, (8) everyday living, (9) government and politics, (10) horror and superstition, (11) history, (12) humor, (13) information (a) general, (b) industrial, (c) scientific, (d) travel, (14) love, (15) mystery, (16) myths, legends and fancy, (17) nature, (18) patriotism, (19) personal, (20) philosophy of life, (21) religion, (22) sentiment and (23) social attitudes and problems.

Subject matter pertaining to music, the stage, literature, culture, architecture, beauty, things aesthetic and

literary characterization was classified under arts. Selections concerned with joy, faith, pathos, optimism, love of freedom, lamentation for departed love, self-pity, homesickness, duty, human affection, discouragement, songs of homeland, desire, kindness, love of beauty, contentment, most epitaphs and folk songs were classed under sentiment. Subjects of war, battle and contention were grouped under conflict. Militarism, Americanism and the flag were placed under patriotism. The brotherhood group contained subjects dealing with world fellowship, true neighborliness, helping the handicapped and the friendly spirit. The religious group included subject matter concerned with scriptures, sermons, heaven, religious customs, atheism, discouraging unbelief, lack of faith and religious missions. Social problems and attitudes dealt with: life of exiles, the slave problem, the race problem, equality of standing, wealth, character, morals and manners, conviviality, sports, athletics, revenge, ideals, education, marriage and single life.

For the purpose of tabulation seven groups were made of the first 23 groups mentioned. (1) The action group included achievement, adventure, history, conflict, horror and superstition and mystery groups. (2) Myths, legends and fancy were classified under art and imagination. (3) The citizenship group included patriotism, brotherhood and government. (4) Humor was classified separately. (5) The infor-

mation group included general, industrial, scientific and travel information. (6) The groups of philosophy, love, death, nature and religion were added to the sentiment group. (7) Under social attitudes and problems were grouped selections dealing with everyday living, personal criticisms and personal letters and cooperation.

The tendency in choice of material seems to be to include from one-tenth to one-fourth poetry and prose of action with the exception of three books of poetry, which have less than 10 per cent of action content. They are English Poetry by Manly (1), American Poetry by De Mille (10) and The Winged Horse Anthology by Auslander and Hill (17). Lyman and Hill's Literature and Living, Book 3 (15), whose principal aim is the teaching of citizenship, also fell below 10 per cent in content of action.

The fact that those selections are long makes the proportion of number of pages of action greater than the percentages would indicate.

Percentages in arts and imagination range from 0 to approximately 18 per cent. English Prose by Manly (2) and Junior Literature by Leonard, Moffett and Moe (18) contain over 17 per cent. Modern Readings, Book 2, by Davis (12) and Hidden Treasures in Literature, Book 3, by Cook, Norvell and McCall (24) rank next with a content of approximately 11 per cent of art and imagination. Since the list of the four

highest ranking books contains two junior high school books, one senior high school text and one book originally intended for college, no one age of pupils is favored in the study of arts.

Of the series by Greenlaw and others, Literature and Life, Book 1 (8), Literature and Life, Book 2 (9) and Literature and Life, Book 3 (13) lay about equal stress on citizenship. In the Good Readings for High School series by Cross, Smith and Stauffer, stress is laid on citizenship in the freshman and sophomore books (19) and (20). Bennett changes his order and emphasizes citizenship in the third year of his series (27). Lyman and Hill's book (15), which is especially designed to teach citizenship, with a 68 per cent citizenship content, is a junior high school text. In no case is the emphasis placed in the fourth year of high school.

Humor ranges from 0 to 8 per cent. Leonard, Moffett and Moe's Junior Literature (18) with the one aim of enjoyment, leads in the percentage of humor.

Literature and Life, Book 1, by Greenlaw, Elson and Keck (8), Hidden Treasures in Literature, Book 3, by Cook Norvell and McCall (24) and Prose Literature for Secondary Schools by Ashmun (4) stress selections of information. Twenty-one of the 28 anthologies contain less than 7 per

cent of informational subject matter. The anthology which ranks highest in informational content, 15 per cent, is a junior high school book, Hidden Treasures in Literature, Book 3, by Cook, Norvell and McCall (24).

Percentages of sentiment ranked highest of all contents in 26 of the 28 books studied. Prose Literature for Secondary Schools by Ashmun (4) shows 26 per cent action and 22 per cent sentiment. Literature and Living, Book 3, by Lyman and Hill (15) contains 68 per cent citizenship, 20 per cent social attitudes and problems and 8 per cent sentiment.

Increased emphasis upon contemporary material has caused an increase in literature on social problems. From 1907 to 1919 the anthologies contained from 5 to 23 per cent social attitudes and problems with an average of approximately 12 per cent. From 1922 down to the present the emphasis on social attitudes and problems is found in the junior high school and sophomore books, with the exception of the Literature and Life series, which places the emphasis in Book 3 (13). From 1922 to 1935 there is an average content of 11.21 per cent in social attitudes and problems. The average social attitude and problem content for junior high school and sophomore anthologies is 15 per cent. The tendency is to place a slightly increasing amount of literature dealing with social problems and attitudes in the lower grades of the high school.

Thus in number of selections there is a liberal amount of action content, which would rank higher by page distribution because of length of the selections. Action supplies the greatest reading interest for boys. The percentage of sentiment, which is the story appeal for girls' reading interests, runs very high. Percentages dealing with humor, information about science, travel and industry rank low, again harmonizing with the students' reading interests. Twenty-eight per cent of the entire group of selections has a content of art and imagination, citizenship and social attitudes and problems. In this group we find the background for cultural training, citizenship training and an understanding of human social needs, which have been recommended for student reading in the chapter, "Reviews of Some Literature on the Subject." The recent books are improved by new and fresh material.

#### CONCLUSIONS

Thus the use of literature anthologies in high school is the answer to one of the English problems, especially for the smaller high schools with small libraries. Anthologies give a greater wealth of material as to type and subject matter than the old classic system could possibly have given. Collateral reading suggestions are given so that the study need not be confined to intensive study of the an-

thology material. The modern books include biographies, glossaries, informational notes and necessary literary history. Method helps are plentiful in most recent books. Authors recognize the competition of the movie and radio with reading. Definite reading aims are given. In small high schools where teachers are obliged sometimes to teach English with minor preparation to accommodate the teaching program, the method helps such as project, drama, illustration and theme suggestions are valuable to both teacher and pupil. The use of much contemporary material meets the reading interests of the pupils, while college preparatory demands are being met in junior and senior texts, as well as in some junior high school texts, by keeping a balance between classic and contemporary writers. There is a return to the study of literary types along with subject matter content in the last decade, but it is not stressed until the last two years of the high school course. The authors have included subject matter which will aid in interpreting life of the past and present and which will broaden emotional experiences.

#### FAVORITE SELECTIONS

The following list of 121 selections have appeared five or more times in the group of 28 anthologies studied. Each of the following selections occurred eight times: "The Rime

of the Ancient Mariner" by Samuel Taylor Coleridge; "Song of the Chattahoochee" by Sidney Lanier; "To a Skylark" by Percy Bysshe Shelley and "Home Thoughts from Abroad" by Robert Browning. Twenty-two selections appeared seven times each. Forty-four selections were repeated six times and 51 five times each. Only four of the number were prose selections, namely: "The Vision of Mirza" by Joseph Addison; a cutting from "The Life of Samuel Johnson" by James Boswell; "The Purloined Letter" by Edgar Allan Poe; "The Celebrated Jumping Frog" by Mark Twain.

The selections represent literary periods from the thirteenth century to the present with a heavy choice of favorites from the nineteenth century. William Wordsworth is the greatest favorite with eleven selections repeated five or more times. Robert Browning ranks second with eight selections, and John Keats third with seven selections repeated five or more times. The greatest number of favorites appear in the class of lyric poetry.

The numbers following each selection indicate the number of times the selections appeared and in which dates.

Addison, Joseph

"The Vision of Mirza" (from The Spectator No. 159).  
1909, 1910, 1929, 1931, 1934.

Arnold, Matthew

"Shakespeare." 1907, 1910, 1929, 1931, 1935.

"Sohrab and Rustum." 1907, 1910, 1927, 1928, 1929, 1935.

"The Forsaken Mermaid." 1907, 1910, 1929, 1929, 1931, 1935.

"The Last Word." 1907, 1910, 1929, 1934, 1935.

Bacon, Francis

"Of Studies." 1910, 1929, 1931, 1934, 1935.

Blake, William

"The Tiger." 1907, 1910, 1929, 1929, 1931, 1934.

Boswell, James

(From the Life of Samuel Johnson.) 1909, 1910, 1929, 1929, 1934, 1935.

Brooke, Rupert

"The Soldier." 1923, 1929, 1929, 1931, 1934.

Browning, Robert

"Boots and Saddle" (from Cavalier Tunes). 1907, 1910, 1930, 1934, 1935.

"Give a Rouse" (from Cavalier Tunes). 1907, 1910, 1929, 1934, 1935.

"Home Thoughts from Abroad." 1907, 1910, 1925, 1929, 1929, 1931, 1934, 1935.

"Home Thoughts from the Sea." 1907, 1910, 1929, 1934, 1935.

"How They Brought the Good News from Ghent to Aix." 1907, 1910, 1928, 1929, 1930, 1930.

"My Last Duchess--Ferrara." 1907, 1910, 1929, 1929, 1931, 1934, 1935.

"Prospice." 1910, 1929, 1931, 1934, 1935.

Bryant, William Cullen

"Thanatopsis." 1917, 1919, 1922, 1923, 1929, 1931.

"To a Waterfowl." 1915, 1917, 1919, 1923, 1930, 1931.

"To the Fringed Gentian." 1915, 1917, 1923, 1931, 1935.

Burns, Robert

"A Man's a Man for A' That." 1907, 1910, 1931, 1934, 1935.

"John Anderson My Jo." 1907, 1910, 1929, 1929, 1931, 1934.

"My Heart's in the Highlands." 1910, 1925, 1930, 1934, 1935.

"Tam o' Shanter." 1907, 1910, 1927, 1929, 1931, 1935.

"The Cottar's Saturday Night." 1907, 1910, 1922, 1931, 1934, 1935.

"To a Mouse." 1907, 1910, 1922, 1929, 1931, 1934, 1935.

Byron, Lord George Gordon

"She Walks in Beauty." 1907, 1910, 1927, 1929, 1930, 1934, 1935.

"The Destruction of Sennacherib." 1910, 1922, 1930, 1934, 1935.

"The Prisoner of Chillon." 1907, 1910, 1930, 1934, 1935.

Campbell, Thomas

"Hohenlinden." 1907, 1910, 1929, 1929, 1930.

Chaucer, Geoffrey

"Prologue" (The Canterbury Tales). 1907, 1910, 1927, 1931, 1934, 1935.

Coleridge, Samuel Taylor

"Kubla Klan"--or "A Vision in a Dream." 1907, 1910, 1929, 1929, 1931, 1934, 1935.

"The Rime of the Ancient Mariner." 1907, 1910, 1922, 1928, 1929, 1930, 1935, 1935.

Collins, William

"Ode to Evening." 1907, 1910, 1929, 1929, 1931.

Cowper, William

"On Receipt of My Mother's Picture." 1907, 1910, 1929, 1931, 1934.

Dryden, John

"Alexander's Feast." 1907, 1910, 1929, 1929, 1931, 1934, 1935.

Emerson, Ralph Waldo

"Concord Hymn." 1915, 1919, 1923, 1931, 1935, 1935.

"Each and All." 1915, 1917, 1923, 1925, 1927, 1931.

"The Rhodora." 1917, 1919, 1923, 1929, 1931.

Field, Eugene

"Little Boy Blue." 1915, 1919, 1923, 1931, 1935.

Freneau, Phillip

"The Wild Honeysuckle." 1915, 1917, 1923, 1927, 1931, 1935.

Goldsmith, Oliver

"The Deserted Village." 1907, 1910, 1927, 1931, 1934, 1935.

Gray, Thomas

"Elegy Written in a Country Churchyard." 1907, 1910, 1929, 1929, 1931, 1934.

Holmes, Oliver Wendell

"The Chambered Nautilus." 1915, 1915, 1923, 1928, 1931, 1935.

"The Wonderful One-hoss Shay." 1915, 1917, 1919, 1930, 1936.

"The Last Leaf." 1917, 1919, 1923, 1927, 1931, 1935.

Jonson, Ben

"To Celia." 1907, 1910, 1929, 1929, 1931, 1934, 1935.

Keats, John

"La Belle Dame Sans Merci." 1907, 1910, 1929, 1929, 1931, 1934, 1935.

"Ode on a Grecian Urn." 1907, 1910, 1929, 1929, 1931, 1934.

"Ode to Autumn." 1907, 1910, 1922, 1929, 1931.

"Ode to a Nightingale." 1907, 1910, 1929, 1929, 1931, 1934, 1935.

"On First Looking into Chapman's Homer." 1907, 1910, 1929, 1929, 1931, 1935.

"The Eve of St. Agnes." 1907, 1910, 1927, 1929, 1931, 1934.

"When I Have Fears That I May Cease To Be." 1907, 1910, 1929, 1929, 1931, 1934.

Landor, Walter Savage

"Rose Aylmer." 1907, 1910, 1929, 1929, 1931, 1935.

Lanier, Sidney

"Song of the Chattahoochee." 1915, 1917, 1919, 1923, 1923, 1931, 1935, 1935.

"The Marshes of Glynn." 1915, 1917, 1919, 1923, 1928, 1929, 1931.

Longfellow, Henry Wadsworth

"A Psalm of Life." 1917, 1919, 1923, 1931, 1935.

"The Skeleton in Armor." 1915, 1917, 1923, 1931, 1935.

"The Wreck of the Hesperus." 1917, 1919, 1923, 1930, 1935.

Lovelace, Richard

"To Althea from Prison." 1907, 1910, 1929, 1929, 1931, 1934, 1935.

"To Lucasta Going to the Wars." 1907, 1910, 1927, 1929, 1931, 1934.

Lowell, James Russell

"The Courtin'." 1915, 1917, 1919, 1923, 1927, 1931, 1935.

"The Vision of Sir Launfal." 1917, 1919, 1922, 1923, 1925, 1928, 1931.

Markham, Edwin

"The Man with the Hoe." 1915, 1923, 1923, 1931, 1935.

Marlow, Christopher

"The Passionate Shepherd to His Love." 1907, 1910, 1929, 1931, 1934.

Milton, John

"Paradise Lost." Book I. 1907, 1910, 1929, 1929, 1935.

"Il Penseroso." 1907, 1910, 1929, 1929, 1931, 1934, 1935.

"L'Allegro." 1907, 1910, 1929, 1929, 1931, 1934, 1935.

"Lycidas." 1907, 1910, 1929, 1929, 1931.

"On His Blindness." 1907, 1910, 1929, 1929, 1931, 1934, 1935.

Moore, Thomas

"Oft in the Stilly Night." 1907, 1910, 1929, 1929, 1935

Noyes, Alfred

"The Barrel Organ." 1929, 1931, 1934, 1935, 1935.

Poe, Edgar Allan

"Annabel Lee." 1923, 1927, 1928, 1931, 1935, 1935.

"Israfel." 1915, 1919, 1923, 1927, 1929, 1931.

"The Purloined Letter." 1910, 1917, 1919, 1927, 1928, 1931, 1935.

"The Raven." 1917, 1923, 1929, 1931, 1935.

"To Helen." 1917, 1919, 1923, 1927, 1929, 1931, 1935.

"Ulalume." 1917, 1919, 1923, 1927, 1929, 1931.

Pope, Alexander

From "An Essay on Man." 1907, 1910, 1927, 1934, 1935.

From "An Essay on Criticism." 1907, 1910, 1929, 1931, 1935, 1935.

"The Rape of the Lock." 1907, 1910, 1929, 1934, 1935.

Robinson, Edwin Arlington

"Miniver Cheevy." 1923, 1923, 1929, 1931, 1935.

Rossetti, Dante Gabriel

"The Blessed Damozel." 1907, 1910, 1929, 1929, 1931, 1935.

Scott, Sir Walter

"Jock of Hazeldean." 1910, 1928, 1929, 1930, 1931, 1934.

Shakespeare, William

"Fear No More" (from Cymbeline). 1907, 1910, 1929, 1929, 1935.

"Hark, Hark! the Lark at Heaven's Gate Sings" (from Cymbeline).

Julius Caesar. 1922, 1928, 1929, 1930, 1935.

"Sonnet XXIX." 1907, 1910, 1929, 1929, 1934, 1935.

"Sonnet XXX." 1907, 1910, 1929, 1929, 1934, 1935.

"Sonnet LXXIII." 1907, 1910, 1929, 1929, 1934.

## Shelley, Percy Bysshe

"Ode to the West Wind." 1907, 1910, 1929, 1929, 1931, 1934, 1935.

"Ozymandias." 1907, 1910, 1929, 1931, 1934, 1935.

"The Cloud." 1907, 1910, 1922, 1931, 1934.

"To a Skylark." 1907, 1910, 1928, 1929, 1929, 1931, 1934, 1935.

"To Night." 1907, 1929, 1929, 1930, 1935.

## Suckling, John

"Why So Pale and Wan, Fond Lover?" (Song from Aglaura). 1907, 1910, 1929, 1931, 1934, 1935.

## Swinburne, Charles Algernon

"The Garden of Proserpine." 1907, 1929, 1929, 1931, 1934.

## Tennyson, Lord Alfred

"Break, Break, Break." 1907, 1910, 1929, 1929, 1931, 1934.

"Crossing the Bar." 1907, 1910, 1929, 1931, 1934, 1935.

"Locksley Hall." 1907, 1910, 1929, 1931, 1935.

"The Splendor Falls on Castle Walls." (Song from The Princess.) 1910, 1929, 1930, 1931, 1934, 1935.

"The Lady of Shalott." 1907, 1910, 1929, 1931, 1935, 1935.

"Ulysses." 1907, 1910, 1927, 1929, 1934, 1935.

## Twain, Mark

"The Celebrated Jumping Frog." 1915, 1919, 1930, 1935, 1935.

## Unknown Author

"Sir Patrick Spens." 1910, 1928, 1929, 1930, 1930, 1934, 1935.

Waller, Edmund

"Go, Lovely Rose." 1907, 1910, 1929, 1929, 1934, 1935.

Whittier, John Greenleaf

"In School Days." 1910, 1917, 1923, 1927, 1931, 1935.

"Snowbound: A Winter Idyll." 1917, 1919, 1923, 1931, 1935.

"Telling the Bees." 1917, 1923, 1927, 1931, 1935.

Wordsworth, William

"A Slumber Did My Spirit Seal." 1907, 1910, 1929, 1931, 1935.

"I Wandered Lonely As a Cloud." 1907, 1910, 1929, 1929, 1931.

"Lines Composed a Few Miles above Tintern Abbey." 1907, 1910, 1929, 1929, 1934.

"London." 1907, 1910, 1929, 1931, 1935.

"Lucy Gray." 1907, 1910, 1928, 1929, 1931.

"My Heart Leaps Up." 1907, 1910, 1929, 1931, 1934, 1935.

"Ode--Intimations of Immortality from Recollections of Early Childhood." 1907, 1910, 1929, 1929, 1931, 1934, 1935.

"She Was a Phantom of Delight." 1907, 1910, 1929, 1931, 1934, 1935.

"She Dwelt among the Untrodden Ways." 1907, 1929, 1929, 1931, 1935.

"The Solitary Reaper." 1907, 1910, 1929, 1929, 1930, 1931, 1935.

"The World Is Too Much with Us." 1907, 1910, 1929, 1929, 1931, 1934, 1935.

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