1933

Making outside reading a reality.

Peterson, Anna Gertrude

Boston University

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*Boston University*
BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

MAKING OUTSIDE READING A REALITY

Submitted by
Anna Gertrude Peterson
(B.L.I. Emerson, 1929)

In partial fulfillment of requirements for the
degree of Master of Education

1933

First Reader: Everett L. Getchell, Professor of English
Second Reader: Edward J. Eaton Professor of Education
I wish to express my thanks to those teachers who so kindly cooperated with me in distributing the questionnaires to the students. I am especially grateful to Miss Welch, of the Commercial Department of the Somerville High School; to Mrs. Foster, head of the English Department in the Somerville High School; and to other teachers, for their interest and assistance, especially Miss Atwater, Miss Austin, and Mr. Rooney, of the Somerville High School; and to Miss Sullivan of the Everett High School.

I am grateful to the boys and girls who have answered the questions in a spirit of cooperation, and to those who assisted me in the work of tabulating the results of the questionnaires.

To Professor Everett L. Getchell I am indebted for constructive criticism and helpful suggestions.
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Making Outside Reading a Reality

Introduction

To-day, from educators and leaders in business and the professions we hear statements to the effect that the great mass of people will have more leisure and that it is the task of education to train individuals so that society will benefit to the fullest extent. Education has a social responsibility, and must recognize it. In its report on the reorganization of secondary schools\(^1\) the commission pointed out that the individual, "as a relatively independent personality, has more leisure." Realizing the importance of this, they made the worthy use of leisure one of the seven cardinal principles of education.

Fitting the individual into his proper place in society, giving him the tools as well as the background he needs in order to become a reasonably happy and harmonious member of the group, is the huge task which modern education is trying to perform. Here, however, we shall consider but one phase of a larger field. We shall be concerned with English in the Senior High School and with the part played by the school in enriching the life of the pupil; more specifically, with the work of the English teacher in supplementing the reading done in class by guiding and directing the pupil's choice of books for outside reading.

In the report of the committee on the reorganization of English in secondary schools\(^2\) the teacher is called a

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"professor of books". This is particularly applicable to the work of the English teacher in guiding the reading interests of her pupils. What the pupils read in class is largely the result of the decision of those who make out the course of study, and the requirements of the College Entrance Board. But what the pupils read out of school is something quite different, as we shall see later on. But it is in this matter that the teacher is a guide and a director. She must find out as much as possible about the tastes and backgrounds of each of her pupils, so that she may be better equipped in her attempts to fit the book to the reader.

This problem of home reading is one that has received and is receiving much consideration by teachers, librarians, administrators, and parents. Many of those writing on this subject will be referred to from time to time in this work, and their opinions given due regard. One of the most important contributions in this field is to be found in section Xll of the report of the committee on the Reorganization of English in Secondary Schools.¹ Part of this section is given over to a summary of the findings of the questionnaires used in Decatur, Illinois. This portion of the report will be referred to again, in relation to my own findings along the same line. The first part of this section on "General Reading" is significant.

¹The subject of home reading has received attention in each of the subcommittee reports on literature.
It seems desirable, however, to supplement these reports with a general statement, partly because of the importance of general reading and partly because it should be thought of as connected with English composition, history, science, industrial arts, etc., as well as with literature. One of the chief marks of the educated man is his habit of wide and intelligent reading of books and magazines in which are reflected a variety of interests. It is the business of the school to educate young people in this sense. Hence definite provision should be made by all high school faculties for proper lists, library collections, class conference time, and credit."

During the past 15 years there has been a distinct trend toward making greater use of newspapers, magazines, and current literature in the English course. Teachers have come to recognize the interest of the student in present day literature, especially the low priced periodicals. They feel that it is well to teach the boys and girls how to discriminate in the books they read outside of school.¹ Pupils need to be taught to discriminate between great experiences and little experiences; between true feeling and maudlin sentiment.² The school, cognizant of the fact that the pupils of to-day form the reading public of tomorrow, sees its social responsibility and endeavors to meet it by providing a system to help the pupil select and judge the books he reads. Literary standards are built up in the classroom through the study of the great works of literature, but care must be taken that these standards are not reserved, in the minds of the students, for classroom use only.

Terman and Lima and the studies of others have given us valuable data regarding the reading interests of pupils of various ages. There are, too, several attractive and carefully made book lists to help both pupil and teacher. An attempt to measure the value of some of these lists and to judge to what extent they are helpful to the pupils will necessitate some knowledge of what authors high school boys and girls read, as well as the general types of literature they prefer. In order to have some definite facts on this, I supplied questionnaires to 958 pupils in senior high school in three different communities. The conclusions reached in regard to the amount and type of reading done will be partly based on the results of the questionnaires. I shall show the gap which exists between literature in the school and leisure reading and try to indicate how the two can be more closely correlated.

1. Children's Reading Chapter 5
Before making out a list of books for children's reading Terman and Lima\(^1\) carefully outlined the reading tastes of children from pre-school age up to the age of 16 when their tastes are so matured that there is little difference from adult reading. Having a knowledge of the natural interests of the pupils, we may ask why, if these are considered in planning the course of study in English, the students do not continue to read the same authors and in the same fields outside of the classroom. As we shall see later, the authors read by the greatest number of pupils are not those sanctioned by the book lists. Free to select their own reading material, they do not, as a rule, read the authors found in all good book lists.

Are we then to conclude that the required reading in English is just something that has to be done as a part of the school work and has no connection with their lives apart from school? Not necessarily, for we have not yet found the common bond between required and leisure reading. It is interesting to speculate as to what the course of study in literature would include if it were based solely on the natural interests of the pupils. But those who make out a course of study are forced to consider other factors such as the College Entrance Board Requirements, previous courses of study, and literary tradition. This last is very strong, and many books are read by high school students for no better reason than that they have always ranked high in courses of English and are "classical". No on, I think

\(^1\) Op. cit. ch. 5
will want to say that all the time honored authors should be dropped from the English course. We would not be serving the cause of literature if we did not acquaint each generation with the great literary figures of other times. We would be robbing them of a part of their heritage and would be making their background pro pro indeed.

I believe there should be a distinction between the purpose of reading prescribed in the English course and that of the books selected by the student when he is reading for simple pleasure and enjoyment. The boy who is reading books of a scientific nature as, "Story of Chemistry" or, "Amateur Radio Handbook" realizes that without his knowledge of science gained from textbooks he would be unable to understand or appreciate these or similar books. He does not confuse them with his text. They are supplementary, yet distinct. He needs the text to learn the principles and to give him a knowledge so that he may judge others in the same or allied fields.

But in the English class the relationship between the standard works prescribed and the types of books read at home frequently is not recognized, and there is no such clear distinction as to their respective functions. It is not that there is no distinction; on the contrary there is a tremendous barrier between them. In the minds of most students the reading done in class and the books selected for enjoyment are as far apart as the poles. As we shall see, very few read further in the authors read in class, or even in the type, that is, in the essay or
biography or even the drama.

James C. Bowman\(^1\) makes the point, as do so many writers, that a dislike for the classics read in the English course comes not from the literature itself but from the manner of presentation by the teacher. The teacher does not find the points of contact with the life of the pupil, but only bores him with too many historical and mythological footnotes, he maintains.

In a study made in 1912 Charles M. McConn\(^2\) found the student's rankings of the classics read in class. In all, there were 41 books on the list. The first 10 as rated by the pupils who had read them were:

1. Tale of Two Cities
2. Last of the Mohicans
3. Ivanhoe
4. Hamlet
5. Enoch Arden
6. Silas Marner
7. Macbeth
8. Lady of the Lake
9. Merchant of Venice
10. Idylls of the King

The deCoverley papers, Palgrave, Macaulay's Johnson, Deserted Village, Ancient Mariner, Sesame and Lillies, Essay on Burns, Emerson's Essays are at the end of this list, in the order given. From this it will be seen that, as the author says, "The students ranked first those books containing

\(^{1}\) Use of Magazines in English Eng. J. 5: May 1916 p. 332-40
\(^{2}\) Op. cit. P. 37
vivid and dramatic presentation of human life, with strong ethical import; books disliked are those in which the primary appeal is aesthetic, stylistic, and which convey their meaning indirectly through beauty or humor, or which present human life, not with bold plainness, but with delicacy, lightly, subtly."

Herbert Bates takes the view that a love of adventure stories is an essential part of boy nature, and since we get no adventure in our sheltered lives, we look to fiction for it. A recent study of the books read by 1,000 high school pupils proved that they were more interested in contemporary writers than in the classical, and that they demand action, and so read adventure, mystery, and murder stories. And yet we find the boy, eager for vital, swift moving adventure, being forced to read of the quiet dignity and charm of Sir Roger's days. Shall we then, you may ask, drop Addison, Ruskin, Carlyle and others because although many of these essayists make a strong ethical appeal, they are, in the opinion of the pupils reading them, dull and uninteresting and, to sum it all up with characteristic school boy candor, "dead?"

On the other hand, we must consider this - who is to decide what the student will read? Surely not the student himself, since he lacks the background and discriminating taste. No, the proper person to do this is the one who has a rich knowledge of literature, past and present, and a sym-

pathetic understanding of the needs and interests of the adolescent. We want the students to know the great literature of the past. We want them to know something of the politics, amusements, social life, tastes and fashions of other times. And right here is where we can make these "dead" authors come to life. For we have essayists to-day who are picturing our times and customs with as much wit and insight as those of the 18th century. Having analyzed the purpose of Addison, we can apply the same questions to Morley or Chesterton or Agnes Repplier, and in doing this we shall not only be turning the minds of our students on a study of the present scene, but we shall be opening up to them a whole field, rich in charm and pleasure.

What we have said about the essay could be well applied to the other fields of writing studied in the high school. The students are interested in modern writers, we have found, and are only interested in those classical or required writers whose works meet the interests of the high school boy or girl. Is it not logical, then, to try to harmonize the choice of the pupil with what we know to be of lasting worth in literature? Would it not be better to prescribe only enough of those types which do not appeal to the adolescent so that we may feel that we have not neglected to give him an indication of the great wealth of literature, and then let him read widely in modern writers in the same field?
Charles Swain Thomas¹ says, "Since the type of essays which we admit into our English course represent mature thinking and are addressed to very mature minds, we shall need to approach our task of essay-teaching with unusual care and preparation." (The underscoring is mine.) What Professor Thomas says of the essay could also be applied to most of the literary selections read in high school. The sad thing about it is not that we have given the pupils something too difficult for them, but that the very nature of the selection has necessitated our analyzing and explaining it in such detail, that they have done little constructive thinking about it, and we have probably succeeded in creating, in their minds, a dislike for worthwhile writing.

"But introduction to these writers (classical) is not enough. At the same time we are reading these older essays, we should draw our students' attention to the contributions that science is making all the time, to the illuminating editorials and magazine articles constantly being written on national and international affairs, and to the consequent obligation that this new knowledge imposes upon us in the way of a more intelligent citizenship.

"The student will be interested, moreover, in cultivating at the same time acquaintance with still another type of essayists ......who......make their appeal to the sense of humor and wit and playful emotions......To introduce your students to literature of this whimsically humor-

¹. Teaching of English in the Secondary School p. 312
ous and personal mood will be to provide them with still another avenue to the wholesome pleasure of the intellectual life. Such essays are not to be studied; they are to be read for pleasure. And may it not be true that their messages to the world are just as important as those which are more heavily freighted with the intellectual appeal?" ¹

There is an excellent collection of essays by contemporary writers edited by Rose A. Witham² which also contains several well written essays by high school pupils. I know from personal experience that these have a decided appeal to high school boys and girls. Having started them in such a pleasant way, it is no problem to have them do more reading in this field. Here the book list is of great help. For if we give them an insight into the pleasures of such reading, and have available similar material, the students will read. Having started them, we shall have less difficulty in keeping them going. The number of authors and types of writing will be varied enough, if we but first stimulate and interest them. Addison and Steele, Carlyle, Ruskin and Macaulay will receive more intelligent attention from them after they know Chesterton and Morley, Marquis, Broun, Canby, Leacock and others. Surely it is better for them to have some knowledge of 18th century writers, scant though it may be, and a fairly broad knowledge of modern writers whom they enjoy, than to have a vague knowledge of the classical writers and a dislike for all that they include under the head of "litrachoor."

² Essays of To-day, Houghton Hifflin Co.
In 1913 one teacher was saddened by the constant reading of popular magazines, best sellers and newspapers. This, she felt was "decidedly weakening the mental grip of our students.... The obliging writers of our day are doing everything in their power to reduce the reader's mental efforts to a minimum." In 1917 the committee on the Reorganization of English in Secondary Schools was willing to go on record as being more liberal in this matter. "Modern literature reflects life as we are living it to-day.... Its atmosphere is that in which we live. Because of this, current magazines and modern books quickly win interest. If they are human and true they will ultimately enlarge the idealism of our students and thus prove of permanent value. Any reading, therefore, with a high ethical or social message no matter how short its life, may well find a place in the literature hour." To complete the circle, Sharon Brown in 1930 stated that we are surrounded by books, but we are not book-minded. He laments the fact that we allow a book-of-the-month club or something or the sort to select our books for us. He deplores the popularity of Edgar Guest and Edgar Wallace and sees the importance of directing the reading of high school pupils. The solution to the problem lies in teaching with an eye on the present. "It is easier to go to Milton after the pupil has been introduced to Masefield."

To summarize briefly: "The literature chosen for study, as distinguished from that used as supplementary reading, should be above the level of the pupil's un-guided enjoyment, otherwise there is no raising of the standard of taste."  

1. Literature chosen for study and reading should have a natural appeal to the pupil. Scientific studies have pointed out the types of material preferred by boys and girls at various ages. Literature should be enjoyed by the pupils, for, "without enjoyment, there will be no beneficial result."  

2. Too often selections having definite literary value are taught to classes that simply cannot appreciate them; the result is the student turns to the "Wild West Weekly" or some hair-raising thriller of no literary value whatever, and misses all the valuable, interesting, stimulating literature which could have been utilized to give him an appreciation of the wealth of the past, and a set of intelligent standards to apply to the present.

Method of presentation is often at fault, rather than the material itself. The teacher must know books and their writers, must be able to make the past live through her presentation of these authors, must have a knowledge of, and interest in the literature of the present, and must try to see the whole subject from the point of view of the adolescent. But method is but one angle of the case, and we have found that the teacher is also responsible for instilling

1. Bulletin No.2 1917 Bureau of Education p. 64
2. Ibid.
in her pupils a desire to read and to find in books a source of lasting pleasure and enjoyment.

The results of my questionnaires will show that high school pupils do a great amount of reading - newspapers, magazines and books - more perhaps, than we would expect. Much of what they read in this line depends on the reading matter available at home, but there is much that the school can do in the way of guiding and directing outside reading. Too often required reading of books recommended by the book list is, in the mind of the pupil, a part of the English course, and not to be confused with the reading he would do of his own accord. This attitude is developed frequently because of the content of the English course. It may have been far removed from the life interests of the pupil. A revision of the course of study in many schools, the substitution of accepted writers of modern times would open up to many pupils an entirely new view of literature, and would stimulate them to read further in the author or type of book enjoyed in class. The reading would be extensive, and the present reading interests could be guided into more substantial works.

In the college preparatory group the course could be definitely literary. The authors read will be determined by the College Entrance Requirements. We shall be safe in assuming that these students will have adequate literary standards, plus an educated taste and power of criticism that will enable them to select with some wisdom in the field of modern writers. But the rest of the students,
the large number who are not going to college, are the ones who need guidance in regard to their reading material. They are the ones who will have this leisure toward which society is moving. The use of this leisure must be considered as a school problem now in order that it will not be a social problem later on.

Book lists, if purely literary and academic, are not suited to the interests of the pupils' and so do not serve their purpose. If the list is not to remain a part of the "work" in English it must contain books and authors that have a definitely established appeal. These may not always be of the highest literary quality, it is true, but can be used as a stepping stone to the more desirable ones. It is perfectly possible to build up a literary taste, just as it is quite possible that without guidance or intelligent teaching the pupil will turn to the sensational, the poorly written story or the cheap and vulgar periodicals.

The supplementary book list, then, if it is to function well must include those types which we know, from the studies of the psychologists' and from actual reading done by boys and girls of high school age, to be preferred by them. It is not that we intend to make a list containing almost without exception the authors or types of books preferred by high school pupils. Literature should "broaden, deepen, and enrich the imaginative and emotional life of the student", and it must be confessed that a rigid adherence to the selections of the pupils' will not always bring this about.

However, a list giving consideration to authors known to the pupils will be used and relied upon much more than a list which is more academic in its contents.

In his "Secondary Education" ¹ Douglass says: "Boys care little for books recommended to them by their teachers, but when left to their own volition choose tales of adventure and exciting out-door life. They like physical action and swift movement. Popular themes are making the football team in the face of odds or at the expense of an unjust rival, saving someone's life, and gaining the upper hand of an unworthy opponent in physical combat. Frontier tales make a strong appeal. Boys prefer that the hero show self-control, loyalty, honesty and trustworthiness. They are in short, appealed to by stories based upon the instinctive appeal and impulses of mastery and rivalry, social approval, square dealing and kindness. Boys choose only members of their own sex as heroes, and manifest a strong favor for historical and public characters. Girls prefer books of greater sentimental and emotional appeal. They do not care for Scott, Dickens, or Thackeray, but like novels of the day which concern daily life and manners. Both boys and girls like novels of the day which contain feeling and incident. A book is read for the story it contains, not for the style of writing. The current newspaper, magazine, and novel will continue to supply material for a great part of leisure reading. People will read current fiction because it can be understood and enjoyed without much mental strain or

¹. Secondary Education p. 512 ff
exertion, for it is written primarily for entertainment, relaxation, or amusement. It will be read because it reflects life as it is being lived in the present. Its problems are easily understood, emotions portrayed are similar to those of the reader, and descriptive phrases and sentences require no elaborate explanation.

Jordan¹ believes that "If we could determine what the child's major interests are, be those interests good or bad, it would be possible to direct these forces along lines that would be desirable....If no directly, at least indirectly, we could connect the subject with his interests and show how this subject is related to these interests. Psychologically, this interest would strengthen the connection between the bonds formed in the reading of some or many good books."

At this point it would be pertinent to ask what the modern girls and boys read. They are, we have pointed out, interested in present day life, and in current writers. Which of the modern authors do they read? How much do they read? Does their reading seem to be in any way related to the English course or to any school subject? What types of literature do they seem to prefer? These, and similar questions we might ask ourselves in our attempt to discover something of the reading tastes and habits of our high school students.

Because I wanted to obtain from the boys and girls themselves answers to these questions I made out a questionnaire, and through the courtesy and cooperation of

¹ Children's Interests In Reading p. 1
teachers, it was used in three high schools in different communities. All were within a short distance of Boston. In all, there were 958 pupils who answered the questionnaire. The students were asked not to sign their names. The papers were kept in divisions, that is, the papers of each class or division were kept together, in order that the teacher might have a report on each group. No other designation was used, however, and judging from the answers I think it is safe to assume that the students were, on the whole, quite honest and frank in their answers. In a few cases they felt that the title of a book read, and enjoyed, apparently, required some explanation. This they gave, for my information and edification. The explanation, however, did not always explain. This, of course, is no reflection on the explanation.

A copy of the questionnaire will be found on the following page. Tables 1, 2, 3, and 4 show the results of the answers. Table number 1 shows the results of the answers to questions 1, 5, and 7. Table number 2 shows the number of pupils who said they read each paper. There was no one who did not read a paper, at least once in a while. This was in answer to question number 2. Table number 3 shows the number reading certain parts of the paper. These were the ones I listed in the questionnaire. I selected them on the basis of their popular appeal, and, in the case of the funnies, on their special appeal to youngsters. Some listed other features which they read, as, Bill Cunningham, a sports writer for the Boston Post. This, and other mater-
Sample of Questionnaire

1. To answer this question put a X in one of the squares.
Do you read a newspaper every day? [ ] once in a while? [ ]

2. Name of paper or papers read by you.

3. From the following list check each part of the paper you read. Use a X.
   Funnies
   Sport Section
   Editorials
   Headlines
   Description under pictures
   Articles on the first page

4. Name any magazines which you read.

5. Put a X in one of the squares to answer this question.
   Do you read these magazines regularly? [ ] once in a while? [ ]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

7. Have you a library card for use in the Public Library? Yes [ ] No [ ]
Table Showing Summary of Answers to Questions 1, 5, and 7.

Total number of high school pupils answering ------ 958

| Number reading a newspaper every day | 826 | 86% |
| " " " " once in a while | 132 | 13% |
| " " " magazine regularly | 420 | 46% * |
| " " " " once in a while | 489 | 53% * |
| " not reading any magazines | 49 | 5% * |
| " " " " books out of school | 101 | 10.5% |
| " having a library card | 791 | 82% |
| " not having a library card | 167 | 17% |

*Note: The totals 46% and 53% are based on a total of 909, that is, the grand total of 958 less the 49 who did not read any magazines. The 5% is based on the total of 958.
### TABLE NO. 2.

Table Showing Newspapers Read by High School Pupils, With Number Reading Each.

Total number of high school pupils answering -----958

<table>
<thead>
<tr>
<th>NAME OF NEWSPAPER</th>
<th>NO. READING IT</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boston Globe</td>
<td>656</td>
<td>68</td>
</tr>
<tr>
<td>Boston Post</td>
<td>547</td>
<td>57</td>
</tr>
<tr>
<td>Boston American</td>
<td>514</td>
<td>53</td>
</tr>
<tr>
<td>Daily Record</td>
<td>333</td>
<td>34</td>
</tr>
<tr>
<td>Boston Traveler</td>
<td>302</td>
<td>31</td>
</tr>
<tr>
<td>Boston Herald</td>
<td>180</td>
<td>18</td>
</tr>
<tr>
<td>Boston Transcript</td>
<td>66</td>
<td>6</td>
</tr>
<tr>
<td>Local Papers</td>
<td>88</td>
<td>9</td>
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<tr>
<td>Other Papers*</td>
<td>27</td>
<td>2</td>
</tr>
<tr>
<td>New York Times</td>
<td>21</td>
<td>2</td>
</tr>
</tbody>
</table>

* Includes Italian, Irish, and Labor papers. Also papers of other cities, as, New Bedford, Natick and others, as well as papers published by religious groups.
Table Showing Number of High School Pupils Reading Certain Specified Parts of a Newspaper.

Total number of high school pupils answering ——958

<table>
<thead>
<tr>
<th>PART OF NEWSPAPER</th>
<th>NO. READING IT</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Funnies</td>
<td>923</td>
<td>96</td>
</tr>
<tr>
<td>Sport Section</td>
<td>761</td>
<td>79</td>
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<tr>
<td>Editorials</td>
<td>412</td>
<td>43</td>
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<tr>
<td>Headlines</td>
<td>797</td>
<td>83</td>
</tr>
<tr>
<td>Description under pictures</td>
<td>738</td>
<td>77</td>
</tr>
<tr>
<td>Articles on the first page</td>
<td>667</td>
<td>68</td>
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TABLE NO. 4

Table Showing Magazines Named by Students, With the
Number Reading Each One

<table>
<thead>
<tr>
<th>NAME OF MAGAZINE</th>
<th>NUMBER OF READERS</th>
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<tbody>
<tr>
<td>Saturday Evening Post</td>
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<tr>
<td>Literary Digest</td>
<td>288</td>
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<td>Liberty</td>
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<tr>
<td>Collier's</td>
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<tr>
<td>Detective stories</td>
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<td>Popular Mechanics</td>
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<td>Popular Science</td>
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<tr>
<td>True Story</td>
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<td>Ladies' Home Journal</td>
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<tr>
<td>Aviation</td>
<td>78</td>
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<tr>
<td>Good Housekeeping</td>
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<td>Movie magazines</td>
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<tr>
<td>Cosmopolitan</td>
<td>76</td>
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<tr>
<td>American</td>
<td>75</td>
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<tr>
<td>Western stories</td>
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<tr>
<td>Woman's Home Companion</td>
<td>72</td>
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<tr>
<td>Sport Stories</td>
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<td>Lovie Stories</td>
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<td>Ballyhoo</td>
<td>49</td>
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<td>American Boy</td>
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<td>National Geographic</td>
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<td>Pictorial Review</td>
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<td>Time</td>
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<td>Life</td>
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<td>NAME OF MAGAZINE</td>
<td>NUMBER OF READERS</td>
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<td>College Humor</td>
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<td>Gangster Stories</td>
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<td>American Legion</td>
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<td>Brevities</td>
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<td>Etude</td>
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<td>Golden Book</td>
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<td>House Beautiful</td>
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<td>Needlecraft</td>
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<td>Astounding Stories</td>
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<td>Hullabaloo</td>
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<td>Bell Laboratory Record</td>
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<td>Current History</td>
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<td>Mechanical Package</td>
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<td>Pep</td>
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<td>Review of Reviews</td>
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<td>Scientific American</td>
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<td>Town and Country</td>
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</table>
ial by other featured writers, I intended to include under the general heading of "Sport Section." A few others listed such features as, "Household Page", "Advice on Love Problems", "News About Society", and "Radio Section." One honest pupil wrote, in addition to the list of items found on the questionnaire under number 2, "Scandal." Evidently he or she finds additional "scandal" to that which appears in the "Headlines, Description under pictures, and Articles on the first page."

In Table number 4 are listed the magazines read by the pupil, with the number reading each one. I have arranged them in the order of their popularity, rather than alphabetically.

Analyzing the figures thus obtained, what do we find? The figures indicate that the pupils really do read out of school, and much more than we might think. I was surprised, personally, that so many read the daily papers. We see by Table number 1 that 826 or slightly more than 86% read a newspaper every day. It is interesting to compare these results with those obtained in 1916 by Superintendent Engleman in Decatur, Illinois. He questioned 800 pupils in the senior high school, and 225 pupils in the 8th grade. One-fourth of the 800 senior high school pupils did not read a daily paper, "not even during the progress of the European war." Of the 958 senior high school pupils who answered my questionnaire, but 13% do not read the paper every day.

2. Ibid.
Thus, whereas one-fourth of the pupils in Decatur did not read the daily papers, a little less than one-seventh of those answering my questionnaire did not read a paper every day. I think we are safe in assuming that some of those who answered in the Decatur questionnaire that they did not read the daily papers must have read some part of a paper occasionally. Even so, the results are not very favorable. No doubt this one-fourth did much more reading in the newspapers after the United States entered the war. It is quite likely that a spectacular rescue at sea, an airplane flight to break some record, or a disaster or accident of great importance stimulates newspaper reading. I have no doubt that many boys and girls of high school age read the newspapers at the time of the kidnapping of the Lindbergh baby. The story of the stock market crash, or some important international conference would not interest them to such an extent, naturally.

Superintendent Engleman found that there were 101 pupils who did not read any magazines. As shown in Table 1, there were only 49 who did not read any magazines. He found that 383 out of the 800 in high school read no books not required by teachers. Referring again to Table 1, we find that of the 958 answering the present questionnaire 101 had read no books outside of school.

On all these points of comparison the present day high school pupils rate higher than those in Decatur, Illinois, who were questioned in 1916. That is, the boys
and girls in high school to-day read more, both in newspapers and magazines. How to account for this is a bit difficult. Perhaps it is stimulated to a large extent by the school. Yet there must be other factors, because the teachers in the Decatur school were probably doing their best to interest pupils in newspapers, magazines, and books other than those prescribed in the course of study. The general make up of the newspaper is not very different from what it was in 1916, and its price is unchanged.

Although we cannot trace it back directly, the work done in the junior high school or upper grammar grades in current events probably is bearing fruit in the present interest in the newspapers on the part of the high school pupils. Many, perhaps, had their first real introduction to newspaper reading in a class in current events. The radio, too, has an influence on the pupils, and may have something to do with their reading. They are more likely to read about something heard on the radio than not. In general, it might be safe to say that many high school boys and girls have more interest in the news of the world than formerly. Modern inventions are breaking down the provincial outlook of former days. High school pupils now, in many cases, have more knowledge of world affairs than adults had some years ago.

As a people we are doing more reading now than ever before. The depression has something to do with this, and is an indication of the problem of using leisure profitably
Books are cheaper, are easily obtained, a knowledge of the process of reading almost universal, and modern advertising and publicity put books and authors into a prominent place in our scheme of things. Improved methods of printing have made possible more elaborate advertisements, and these play no small part in making the modern magazine attractive to the eye, however lacking it may be in literary quality. Many things, then, have combined to put into the hands of the public newspapers, periodicals, and books of varying degrees of merit. The result has been an increase in the size of the reading public.

There are, of course, several low priced magazines on the market to-day which appeal to the average reader. No doubt the pupil's choice of reading material is limited to the papers and magazines brought home by the older members of the family. The Saturday Evening Post and Collier's are more apt to be available to them than the Outlook, The Atlantic Monthly, or Scribner's. Most people would prefer to spend five cents for a magazine every week than to buy a monthly magazine at twenty or twenty five cents.

The students named 95 different magazines which they read. This number could be increased if we considered separately the publications which I have grouped under the head of "religious magazines." There were not more than four or five of these, and the purpose is well served by considering them as a group as by naming them separately. Many of this 95 had but one reader, yet the whole shows the wide range of weekly and monthly magazines of various
types read by these high school pupils. The results as shown in Table 4 are not very different from those obtained by others. Elizabeth Hodgson¹ found that in 1913 the following magazines were the most popular with her students: The Ladies' Home Journal, Saturday Evening Post, Woman's Home Companion, Delineator, Popular Mechanics. Herbert Bates² found that the Saturday Evening Post, Ladies' Home Journal, and Cosmopolitan magazines were the most popular with the students questioned. "These are the magazines, in general, read by the public, not of the highest literary quality, but a long way from the lowest."³ For the most part, the high school boys and girls read the same magazines as their parents. How much they read, is of course, impossible to say. But they may learn something from just glancing at the advertisements, if they have not read too closely.

The inexpensive weekly magazines are popular, as well as some of the low priced monthlies. Popular Science and Popular Mechanics, both priced at twenty five cents, are popular in spite of their price. Some of the better magazines are conspicuous by their absence. This may or may not mean anything, in view of the fact that these readers are still in high school. Allan Abbott⁵ believes that magazines like the Saturday Evening Post and the American have more moving effect on the great mass of American people than the Atlantic Monthly has. Out of the 95 magazines

¹. The Adolescent's Prejudices against the Classics Eng. J. 4: 427-48 Sept. '13
². The school and current fiction Eng. J. 1: 15-23 Jan '15
³. Ibid.
⁴. Your Money's Worth p. 24-26
⁵. To beginners in English teaching Eng. J.1: 419-24 Sept. '12
found in Table 4, about 15 would probably be considered very undesirable, and less than this number would be classed as positively harmful. This is in accord with the findings of Cain and Brown\(^1\). They found that the percentage of harmful books read by the high school pupils examined by them was very small. Most of the reading of the girls and boys in high school seems to fall into the "worthless but harmless" class. Almost all of the inexpensive magazines are represented, together with the women's magazines, those devoted to boy's interests, humorous publications, and special interest magazines. The list is about what we would expect, and shows the variety of interests of these pupils.

Waples and Tyler\(^2\) made a study of "What People Want to Read About." It is a scientific attempt to ascertain definite group interests, and to show what these people really want to read, as against what is available to them. Their study applied to adult groups, such as teachers, stenographers, mail clerks, lawyers, and other groups. Their findings do not always agree with the theories held by librarians and publishers, but are valuable and most interesting. The writers conclude, among other things that, "More people read to forget than to learn. Yet the two types of reading are never entirely distinct. One obtains some pleasure from anything interesting enough to get itself read, and some additional knowledge from anything

\(^1\) Op. cit. p. 440
\(^2\) American Library Association and U. of Chicago Press p. 187
read merely for fun." This could be applied to the reading of high school pupils' as well. In reading, boys and girls, as do adults, demand a maximum of enjoyment and a minimum of knowledge.

All of this, you may say, is common knowledge; we all knew it before it was set down here. True, but it is well to keep it in mind when we begin to look into the books read by high school pupils. We cannot, in fairness, expect them to be very different in choosing their reading material than we are. We have seen the newspapers they prefer, and the magazines they read. We have found that most of them have library cards, and therefore have access to most of the current fiction and non-fiction. The next point is, What books do they read?

It must be remembered that all the conclusions drawn in regard to questions of this nature, as well as all the statistics presented are based on the answers of the 958 pupils in high schools who filled in my questionnaires. Covering the sophomore, junior, and senior years of senior high school in three different, but typical, communities, they form a representative cross section of modern high school pupils.

Table number 5 shows the authors read by these students, and the number reading each author. The list does not in any way indicate all the reading done by the students outside of school. That is, many listed the titles of books, but gave no authors, and in most cases these books were of such a
TABLE NO. 5

Table Showing Authors Read by High School Pupils in Their Outside Reading

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<tr>
<th>NAME OF AUTHOR</th>
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<td>Grace Livingston Hill Lutz</td>
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<td>Temple Bailey</td>
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<tr>
<td>Edgar Wallace</td>
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<tr>
<td>Louisa M. Alcott *</td>
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<tr>
<td>Conan Doyle *</td>
<td>31</td>
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<tr>
<td>Charles Dickens *</td>
<td>29</td>
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<tr>
<td>Booth Tarkington *</td>
<td>29</td>
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<tr>
<td>Robert Louis Stevenson *</td>
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<td>Joseph C. Lincoln (N)</td>
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<tr>
<td>Kathleen Norris</td>
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<tr>
<td>Mary Roberts Rinehart *</td>
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<tr>
<td>Gene Stratton Porter</td>
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<td>Rafael Sabatini *</td>
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<td>Alexander Dumas*</td>
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<td>Sax Rohmer</td>
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<td>Mark Twain *</td>
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<td>S. S. Van Dine *</td>
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<td>Jane Abbott</td>
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<tr>
<td>Victor Hugo *</td>
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KEY TO SYMBOLS
* following a name means that author appears on list of National Council of Teachers of English and Illinois Guide to Home Reading
(N) means author appears only on National Council list
(I) means author appears only on Illinois Guide list
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<thead>
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<td>Kate Douglas Wiggin (N)</td>
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<tr>
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<td>Edgar Guest</td>
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<td>M. Ilin (Russian Primer)</td>
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<td>Frank Buck</td>
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<td>Willa Cather *</td>
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<td>2</td>
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<tr>
<td>Thomas B. Aldrich *</td>
<td>2</td>
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<tr>
<td>Arnold Bennett *</td>
<td>2</td>
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<tr>
<td>Frances H. Burnett *</td>
<td>2</td>
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<tr>
<td>NAME OF AUTHOR</td>
<td>NO. OF READERS</td>
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<tr>
<td>Marc Connelly *</td>
<td>2</td>
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<tr>
<td>Frank Craven (N)</td>
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<tr>
<td>Abbe Dimnet (N)</td>
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<td>Will Durant</td>
<td>2</td>
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<td>Hamlin Garland *</td>
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<td>Edward Everett Hale *</td>
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<td>Will James (N)</td>
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<td>John Masefield *</td>
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<td>Edison Marshall</td>
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<td>E. G. Bulwer-Lytton *</td>
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<td>Robert W. Service (I)</td>
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<td>Richard B. Sheridan *</td>
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<td>William M. Thackeray *</td>
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<td>Carolyn Wells (N)</td>
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<td>Voltaire</td>
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<tr>
<td>Katherine Brush</td>
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<tr>
<td>William C. Bryant (N)</td>
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<tr>
<td>Benvenuto Cellini</td>
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<td>Robert W. Chambers (N)</td>
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<td>Joseph Conrad *</td>
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<td>Jeffery Farnol *</td>
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<td>Sir Philip Gibbs</td>
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<td>Charles Lamb *</td>
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<td>Stephen Leacock (N)</td>
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<td>Emil Ludwig (N)</td>
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<tr>
<td>Edna St. Vincent Millay *</td>
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<td>Olive H. Prouty</td>
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<td>Ole E. Rolvaag *</td>
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<td>Jonathan Swift (N)</td>
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<td>G. B. Shaw *</td>
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<td>Count Leo Tolstoy *</td>
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<td>Hendrik Van Loen (N)</td>
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<td>Margaret Widdemer</td>
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<td>Thornton Wilder *</td>
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<td>Israel Zangwill *</td>
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Mystery Stories                         130
Western Stories                         68
Adventure Stories                       41
Sport Stories                          31

TABLE NO. 5 (continued)
type that it would be almost impossible to look up the author. There were many who did not list the names of the books, but said, "I read 10 mystery stories" or, "About 3 or 10 Western stories." Even in cases where the pupils did give the author, it has been quite useless to try to learn anything about him. Some writers of mystery and adventure stories, as, Edgar Wallace, Conan Doyle, Van Dine, and Oppenheim have established a reputation. But many of the authors read by these students in the same fields are unknown, and likely to remain so. The students did not always select books because of their authors, but because they liked the sound of the title or the jacket design. They seem to demand plenty of action, some humor, varying degrees of romance, and a satisfactory ending.

The books which these boys and girls selected of their own accord were unusual in many respects. Out of this list came many problems, one of which I have indicated above, namely, deciding what to do with the large number of "Type" books with unknown titles, and by unknown, and in some cases, unnamed authors. Not all were as helpful as the student who listed "A Woman's Morals" and then added this illuminating explanation - "the romance of a dime-a-dance girl." It is interesting to notice that one read Bruce Barton's "The Man Nobody Knows" and that another read "The Russian Primer." It is then a bit amusing to find a student who read "Uncle Tom's Cabin" and that another read "Mother Goose." But these fade into nothingness when one reads that one student read "The Count of Monte Crisco" and another, "Don Coyote" and that another, probably after delving into the Shakespeare-
Bacon controversy and deciding to remain neutral, read, "The Tramp Came Across - by Shakespeare." I am wondering if this is a modern version of "The Merchant of Venice."

Let us look now at those authors definitely named by the pupils as being read by them. We see by Table 5 that the authors most popular with these students are, in order, Zane Grey, Grace Livingston Hill Lutz, Temple Bailey, Edgar Wallace, Louisa May Alcott, Conan Doyle, Charles Dickens, Booth Tarkington, Robert Louis Stevenson, Joseph C. Lincoln. How are we to account for the fact that Zane Grey was named by so many and for the fact that Grace Hill Lutz has almost twice as many readers as the "popular" Mary Roberts Rinehart, or even Kathleen Norris? Or, on the other hand, how shall we account for the fact that Louisa May Alcott has more readers than Gene Stratton Porter or Edna Ferber? How do these same authors rank on book lists? What is the connection with the literature of the English course?

In the published account of the study which Cain and Brown made on the leisure reading of high school pupils, we find this statement: "Sophomore and Senior tastes run from such authors as Alger, Chadwick, and Hope, to Shakespeare, Dickens, Darwin, O'Neil, and G. B. Shaw. Furthermore, no one published list contains all of the books listed by these pupils.....The reading range of this group (high school pupils) is very extensive." Table 5 bears this out. Any list of authors which includes Tolstoy, Shaw, Voltaire, O'Neil, Kipling, Peter B. Kyne, Temple Bailey, and Zane Grey is conclusive evidence of the wide reading range of
the group. But it does not necessarily follow that the individual members of that group have a wide range of reading interests. It is only the exceptions who read Voltaire and Shaw and Cervantes. The greatest number of pupils read the mystery, adventure and romantic types of books. The statistics in Table 5 prove this. Cain and Brown\(^1\) found that "40% of the books (read) have no particular merit. But most of these are mystery, detective, murder, and light love stories. There is need here for more emphasis on discrimination."

Herbert Bates\(^2\) found that on questioning students about the books they read, they listed an amazing range of titles of books. This shows, he thinks, that they do not get their reading suggestions from one source, but from "accident and environment." Another study showed that adventure, mystery, and romance are popular in fiction, and science and travel are the favorites in non-fiction. Bates\(^3\) thinks that a love for adventure stories is an essential part of boy nature. This accounts, in part for the popularity of such authors as Grey, Lutz, Bailey, Edgar Wallace, Conan Doyle, Jack London, and Kathleen Norris.

The list of authors, in the light of other studies, is about what we would expect. There is to-day a veritable "craze" for mystery stories. This, no doubt, has something to do with the large number of books of this sort read by the pupils. These books are written by the authors in the

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4. Ibid p. 16
list who rank high. Mystery stories very likely do offer a means of relaxation and entertainment, but when there are so many more desirable means available to high school pupils, we cannot but object to their almost exclusive diet of detective and murder stories. In moderation, yes, but like all good things, when carried to an extreme they become a fault.

Let us look at the first 25 authors, ranked by the number of students reading them. In their study Cain and Brown ranked all books named by the students in the following way. Books were ranked first, according to those on the list of the National Council of Teachers of English; second by authors listed on this same list; third, by value assigned to them by the investigators. This evaluation was subdivided into (a) very good; (b) possessing some merit; (c) worthless but harmless; (d) harmful.

Following this plan, we find that 18 of the first 25 authors on the list as shown in Table 5 are listed by the National Council of Teachers of English. This list has been revised and brought up to date, and now appears in an attractive booklet with many illustrations. This new edition published in 1930 contains many new books not found on other lists. Another new book list is the "Guide to Reading for High Schools" of the Illinois Association of Teachers of English. The annotations are by high school boys and girls. Since these two book lists represent the best work done in the last few years in this field, I shall refer to them in attempting to evaluate the outside reading of the group here under

As we have seen, 18 of the first 25 on the list are found on the list of the National Council of Teachers of English. Of these same 25, 16 are given a place on the Illinois list. The 2 not found on both are Zane Grey and Joseph C. Lincoln, whose names appear on the National Council's list, but not on the Illinois list. The 7 authors not found on either list are Grace Livingston Hill Lutz, Temple Bailey, Edgar Wallace, Kathleen Norris, Sax Rohmer, Gene Stratton Porter, and E. Phillips Oppenheim. Lutz, Bailey, and Wallace rank second, third, and fourth, respectively on our list as shown in Table 5. Kathleen Norris is awarded eleventh place by the pupils, Gene S. Porter is thirteenth and Oppenheim tie with Barrie and Halliburton for twentieth place.

In one respect it seems that most of the authors popular with the pupils are recommended by these book lists. On the other hand, it is important to keep in mind the fact that Zane Grey, very popular with these pupils, is mentioned only once on the National Council list. His "Riders of the Purple Sage" is recommended, probably for its historical background. Evidently the teachers and librarians who assisted in making out the list did not think as highly of the popular Western writer as the pupils did. He gives them the adventure and thrilling action that they demand. There is always plenty of hard riding, fighting, gun play, a dash of romance, and the entirely satisfactory ending. Virtue and
courage are triumphant, love conquers all, and every one is happy except the villain, who, of course, has been foiled by the hero. Not the sort of thing one would expect the blaze youngsters to care for, perhaps. It simply proves that human nature has not changed very much, and the boys and girls of the present look for the same elements in a story as did their fathers and mothers a generation ago. Zane Grey is popular with adults, too, for his stories usually appear in such magazines as, The Ladies' Home Journal, Woman's Home Companion, and the like. His books have neither harm nor worth. They fill a need in the pupils' lives and so he is popular. The problem then is to lead the pupil from him to other authors who will offer enjoyment plus some literary value.

It is significant that the authors next in popularity do not receive the sanction of the book lists. Grace L. Hill Lutz, with 68 readers, and Temple Bailey and Edgar Wallace each with 54 readers, do not warrant being placed on either of the two lists mentioned. Both Grace Lutz and Temple Bailey are popular with the girls. I imagine not one boy out of the 958 students reads a page of these two writers. We could not expect them to, since both write in the field of light, romantic fiction. According to the psychologists, boys of this age tend to read books of a technical nature, while most of the fiction is read by girls.

I suspect that Edgar Wallace is more popular with these pupils than appears from the figures. It is quite possible that many of the books which were simply listed as, "10 mystery stories" or, "I read mostly detective stories" could be credited
to the prolific Mr. Wallace. I am led to this partly because of his popularity with the general reading public and partly because of a recent news item. It carries the heading, "Zane Grey Favorite Author in Malden", and says that a questionnaire was sent out to the pupils at the Malden High School by the head of the English department. "The pupils made the following selections. Most popular author, Zane Grey first, Edgar Wallace second, Shakespeare third." The item then goes on to give the names of the film stars selected by the pupils as their favorites, and the most popular song. No details are given, but the authors probably include the ones read in the English course as well as those read at home. There seems to be no other way of accounting for the appearance of Shakespeare with the good companions Grey and Wallace. I quote the news item merely to offer another bit of evidence to substantiate the choice of the other high school pupils.

There seems to be nothing in the English course that fills the demands of the girls as do the books of Grace Lutz and Temple Bailey. They express the subconscious dreams and yearnings of the adolescent girl, and paint the world in the same rosy hue as do the girls themselves. Not all girls of this age want the dashing Western type of romance, and some do not care for the mystery stories. They favor the more quiet type of story that will recount the social problems of a young girl. And of course they want a happy ending. Who at 15 or 16 will admit that anything else is possible?

1. Boston Evening American Friday, March 3, 1933
Many girls of high school age favor biography and short stories. Some of their reading will be done in these fields if we acquaint them with the material suited to their age and interests. There are any number of excellent collections of short stories and the field of biography and autobiography is rich in material. There are about six pages of titles of biographies in the list of the National Council of Teachers of English, many of which would be of special interest to girls. So that while we must make allowance for some interest in Temple Bailey and others who write in the same vein, we can do something to improve the literary taste of the adolescent girl. It is useless to object to their reading everything from the pen of these authors if we can not offer them something that will interest them to the same degree.

In the opinion of Terman and Lima, women are the largest buyers of books and so are responsible for "the great mass of weak drivel put out each year in the form of best sellers." The girl of 15 or 16, in the opinion of the same writers, has reached maturity in literary tastes, so that in most cases she will continue to read those authors who please her now. Her mother and older sisters probably read Temple Bailey and Grace Richmond and the others, largely because they like that sort of fiction and know of no other authors who can give it to them in such delightful doses. Authors of this school are popular for the same reason, I suppose, that the usual sort of "talkie" is popular. If we can not change the opinion of those who find complete satisfaction in books of this sort, we should at least show them something of

what others have written, and try to give them some yardstick with which to measure their reading. For a steady adherence to any one author is bound to result in a desire for something different. Publicity, or censorship, or a play, or the word of a friend will eventually open up to them new authors. We can, in high school by using tact and ingenuity, help to make them more open minded and intelligent toward unfamiliar writers.

Some of the authors on the list were suggested by the librarian in one of the high schools. Her first recommendations were so satisfactory, that the students asked her again for suggestions. They, in turn, recommended these books to their classmates and the good work was well under way. Charlotte Bronte, Helen Keller, Louisa May Alcott, were among the authors suggested. Another teacher suggested plays to a group of boys who plan to go to college. They read O'Neil, Barrie, Sheridan and Shaw. It is almost certain that if the first recommendation is will received, they are more than willing to take suggestions for future reading.

Of course it is not possible to account for the reading of certain authors, because so many factors enter into the choice of books by any person. The teacher, the course one is taking, the books available, the home, the taste of the student, all enter into one's choice of books. We see in Table 5 the authors read by these pupils, as a group. It will be interesting to glance at a few suggestions from the questionnaires to see what the pupils read out side of school. I do not know the pupil, naturally, but only know the division he is in.
One boy in a Junior scientific division listed these books which he had read outside of school. The Good Earth, Pearl S. Buck; Qualitative Chemical Analysis; Arrowsmith, Sinclair Lewis; A wanderer in Woodcuts. Another in the same division read, Microbe Hunters, De Kruif; Knights of the Air, Lieutenant Maitland; Building and Flying Model Airplanes, Joseph Ott; Russian Primer, M. Ilin. The interests of still another boy in the same division can be seen from his outside reading which included, New Worlds of Physical Discovery; Man in a Black Hat; Great Men of Science; Radio Amateur's Handbook; Minute Biographies; A. B. C. of Atoms. In contrast is this list of a boy in the same group. He read, Babbitt, Main Street, and Arrowsmith by Sinclair Lewis; On the Bottom, Ellsberg; Black Daniel; Stalin, the Red Dictator; I Like Diving, Eadie; Gloucester Men, Connolly. Then there is the boy who does not take his science in such large doses, apparently. He read, The Haunted Book-Shop, Morley; Arrowsmith, Sinclair Lewis. It is interesting to note the interest of these boys in Arrowsmith - probably because of its scientific tone.

While these boys who plan to go on to some sort of technical school are reading these books, what of the others? Here is a sample of what one pupil in a general division of Juniors read. Western Stories; Mother Goose; Alice in Wonderland; Upshot Creek; Milly; No Bed of Roses; Peter Yankoff. A junior girl in a general division read, Just a Woman; Blondie of the Follies. A Senior boy read, Merchant of Venice; One Act Plays; Love stories (a few); At the Bat; Hold 'Em Navy; How to Make a Big Leaguer. A Senior girl
in a college preparatory group read, *House of the Seven Gables*, Hawthorne; *Tale of Two Cities*, Dickens; *Gilman of Redford*, Davis; Part of Chaucer's *Canterbury Tales*; *Little Women*, Alcott (a second time).

The following books were listed by a Senior girl, also in a college group. *Cyrano de Bergerac*, Rostand; *Cather's Shadows on the Rock*; *Vanity Fair*, Thackerey; *Melting Pot*, Zangwill; *Biographies of Washington and Lincoln*, Ludwig; *Short Stories*, O. Henry; *Art of Thinking*, Dimnet. A Senior boy offers this: *Why We Behave Like Human Beings*, Dorsey; *The Next Age of Man*, A. L. Wiggin; *The Red Lily*, Anatole France (*It's terrible*); *The Green House*, W. H. Hudson; *The Revolt of Modern Youth*, Judge Ben Lindsay; *Arrowsmith*, Sinclair Lewis.

The following books were read by a girl whose father, according to the teacher, is a professor at Technology. *Penelope's Man*, John Erskine; *Book on English Signs*; *Modern Theatricals*; *Under the Tonto Rim*, Zane Grey; *Kristin Lavransdatter*, Sigrid Undset; *Little Girl Lost*, Temple Bailey; *Silver Slippers*, Temple Bailey; *The Concave Mirror*, E. P. Oppenheim; *Magnificent Obsession*, Douglas; *Peder Victorious*, Rolvaag. For book reports she read, *Helen Keller's Life*; *Reds of the Midi*; *Giants in the Earth*.

Some students, of course, do an amazing amount of reading. I have at hand questionnaires which contain much longer lists of books read than those quoted above. The reading done by boys, aside from detective or Western stories, is often in very technical fields. But they read these books because they really are interested. The fact that they are
interested accounts for the large number of books read by them. Their reading in other fields, as, drama, essay and fiction may need the guidance of the teacher, but the boys themselves are probably better able to select and judge any books on chemistry, radio, or some scientific subject than an English teacher is. One teacher told me of a book report given by one of these boys on a scientific book he had read. He was sincere in his presentation and the class was interested, but most of what he said meant nothing to her, although, she had to confess, it sounded "grand."

The answers of one student, while not typical, perhaps, are so unusual that I quote them in full. The newspapers he (or she) reads are: Boston Globe, American, Traveler, Post, Daily Record, Herald, Transcript. Occasionally he reads the New York Times. He reads all parts of the paper mentioned in the questionnaire, as well as the next day's sales and bargains. (It must be a girl.) These magazines are read regularly: Literary Digest, Saturday Evening Post, Collier's, Pictorial Review, American, Reader's Guide to Periodical Literature. Outside of school reading: The All-American - it's a football story. He fails to tell us whether or not he has a library card. But then, in a burst of candor, he adds this: "I read because -

1. To keep with the march of time.
2. To know or learn everyday life and affairs.
3. To try to understand the world as a whole more clearly.
4. To be able to talk on any question as it come along and give an argument on it."

Much of this has to be discounted, of course, for
human nature being what it is, he could not possibly read as much as he says, and do anything else. We need a better definition of what reading a newspaper or magazine means.

It might be interesting to indicate what other pupils read, but enough has been quoted to show their various trends and interests. To close this part, however, it is only fair to indicate the other extreme - pupils who read very little, and then only of the lightest sort, much of it worthless. But titles of this kind are of no value, and there is no point in quoting them. But the statement of one pupil, if really true, presents a problem different from this again. This is written by a Junior girl, in a general division. She says, "I have read no books out of school, because I can't read and understand what I am reading."

Granted that this represents the exception rather than the general run of high school pupils, it is, nevertheless, indicative of another aspect of this problem of outside reading. By the use of reading tests we are able to place a pupil according to his reading ability. I have given the Sangren-Woody Reading Test to 25 of the pupils answering the questionnaire. Of course, this small number cannot be taken as typical of the entire group, but the results of the testing show that the school and the teacher in trying to direct the reading of the pupils must consider the reading age as well as the chronological age of the pupil. Only 7 pupils of this group showed tenth grade reading ability according to this test. All were in the tenth grade, with ages varying from 14 years, 7 months, to 18 years. Their reading ability ranged from the 7 who had
tenth grade reading ability down through the others to one with fourth grade reading ability. Obviously, the prescribed reading of the English course will hold little enjoyment for this pupil, and his reading presents a special problem. I can only indicate this here, for this is in itself a problem for study. But it is one phase of the work in English which must be considered by the school.

Projects for stimulating interest in outside reading as outlined by teachers seem to fall under one of two general headings: those in which the interest of the pupils' is aroused directly by the teacher through comments or suggestions, and those in which the interest is aroused by more indirect methods, as, posters, exhibits, clippings from newspapers, questions on the board, and similar schemes. I think that most educators will agree, that, as in other aspects of teaching, the manner, approach, and enthusiasm of a good teacher will be important factors in stimulating and guiding the leisure reading of her pupils'.

A. Laura McGregor\(^1\) takes the view that good books need to be advertised. If a book recommended by the teacher is enjoyed by a pupil, it will, in most cases be read by other pupils in the group. One teacher\(^2\) borrowed a book from a boy and after reading it, talked with the class about it. This interested others, and they read the book, as well as

\(^1\) Supervised study in the English Work Macmillan Co. c 1921
following it up with more. The book list, like any other material used in the school needs to be vitalized by the teacher. Some teachers think that the book lists are above the level of the average pupil. One teacher\(^1\) feels that the use of the book lists tend to make the reading too formal, and we make no allowance for the pupil to follow his own needs and inclinations. Another holds that too often lists have been made by adults on the basis of what they think pupils ought to read. On the other hand, in a recent articles a teacher\(^2\) held that any method that leads pupils to a delight in reading is worth while. She used the new list of the National Council of Teachers of English. A middle position is taken by Marie Luch\(^3\), who thinks that the first two or three books for a report might come from the list, but after that, the pupil should be given some degree of choice, depending on his individual tastes.

This is sufficient to indicate some of the attitudes teachers have toward the use and construction of book lists. It might be well to follow this with a brief summary of how they meet the problem of tests and reports on the reading done by pupils. Some teachers favor short, oral reports. Dorothy Betts\(^4\) encouraged her pupils in their oral reports to use colorful language, as found in the advertisements which the class had collected, and to try to "sell"

\(^1\) Mary E. Lowe Required reading vs. Free reading Eng. J. 19: 642 Oct. 1930
\(^3\) Mabel Spencer Book Lists Eng. J. 20: 674-76 Oct. 1931
\(^4\) Easing the strait jacket Eng. J. 19: 164 Feb. 1930
their books to the class. Sometimes the check-up is in
the nature of a card, recording the pupil's name, division,
book read, author, and credit given for the reading. One
teacher who used this method interviewed each pupil at
least twice during the "grade term" (probably 6 or 8 weeks.)
This was done during a class period, with the rest of the
class doing other work. This established a personal con-
tact, and may have brought results in the way of more and
better reading being done, but as a method it can be crit-
icized as taking a great deal of time.

A different plan is used in the high school in
Sterling, Colorado. The school library is equipped with
a short answer test for each book read for credit in out-
side reading. The test takes about 5 minutes to answer.
The pupil takes the test when he is ready to, and the tests
are then checked over by pupils appointed to do this. No
grade is given; a pupil either passes the test or he fails
it. The test for any book cannot be taken successfully
without a thorough reading of the book. This method has
the advantage that it gives the teacher a minimum of work
in regard to the outside reading. While most teachers
who write on this matter seem to favor some sort of report
on a book read, there are some who think that there should
be no check-up on outside reading. A. Laure McGregor

1. Ruth Eynum Book reports again Eng. J. 20: 761-2 Nov. 1931
   Nov. 1930
3. Supervised Study in English Macmillan Co. c 1921 chap. 4
   p 58-121
feels that if pupils are really to enjoy reading there should be no follow-up which injects the task element into the reading. Yet this plan, if carried out, would militate against the purpose of the school in fostering a program of outside reading in connection with school work, for without some sort of report, written or oral, by the student we have no way of knowing anything about his reading. It seems logical to assume that one outcome of directed reading should be the development of the ability to talk intelligently about the books and authors read. This is one aspect of the English work that will carry over into adult life.

Summary

We found the problem of outside reading being under consideration for some time. The committee on the Reorganization of English in Secondary Schools, under the chairmanship of James Fleming Hosic, considered it important, and incorporated in the section on General Reading the findings of Superintendent Engleman regarding the outside reading of the pupils in his schools.

Book lists have been in use for some time in many schools, but frequently the English course of study is far removed from the present interests of the pupils. In their minds there is a gap between reading done for school and reading for enjoyment. In order to get some definite information about what modern high school pupils read, I supplied questionnaires to 958 senior high school pupils. The Sophomore, Junior, and Senior years were represented.
The information obtained forms the basis for a large part of this study, and has been considered in detail.

We found, by referring to writers in the field of psychology and secondary education, the types of books preferred by boys and girls of high school age. We found that in but few cases are the tastes and interests of the pupils met by the material in the English course, and that much of it is addressed to mature minds. From material in Tables 1, 2, 3, 4, and 5 we learned that the group questioned read more, in newspapers, magazines, and books than did the group questioned in 1916 by Superintendent Engleman. We accounted for this through the teaching of current events and modern inventions.

The results of the questionnaire, we found, in general, to be in accordance with the findings of others working in this same field. The pupils' choice of reading material was in line with what the psychologists had pointed out as the natural interests of adolescents. Some of the facts disclosed are in agreement with those found by others using questionnaires in the high school. We have reason to believe the pupils were honest and frank in their answers.

To evaluate the authors read, we used two book lists, that of the National Council of Teachers of English, and the Illinois Guide to Home Reading. These were selected as being representative of the best of the available lists. Both are new and modern, and the books have been selected with care by authoritative groups. The Hartford Reading
List used in many schools has none of the distinctly modern writers, and few of the writers so popular with these pupils. In studying the make up of book lists, this one must be considered, but for the purpose of this study, it is not as useful as the two mentioned.

We saw by Table 5 that most of the authors read were on either one or both of these lists. We noticed, however, that of the authors having the greatest number of readers, Zane Grey, Grace Hill Lutz, Temple Bailey, and Edgar Wallace, only Grey is named in a book list. He is listed in the National Council List, just once. The others are not found on either of these lists. The discrepancy between the pupils' choice of authors and those mentioned by the book lists shows the need of improving the taste of the pupil, and by guidance, to improve his sense of literary discrimination.

Following the method of Cain and Brown, we tried to evaluate the reading done by these pupils. Using their standards, we found that while many of the authors read by the pupils were on the lists, much of the reading came under the heading, "worthless but harmless." Detective, mystery, Western, and love stories were popular. The required reading in the English course does not fill the needs of the pupils' and they turn to the lighter fiction of the present for enjoyment. The problem is to acquaint them with the wealth of literature which can be enjoyed by them. The solution lies in changing, to some extent, the work in English and in providing a variety of modern writers of some value so that the pupils
will be encouraged to read and be led to enjoy and appreciate some of the best that this age is producing in the way of literature.

We pointed out that the individual's tastes, natural interests, reading ability have to be considered in any plan for guiding and directing leisure reading successfully. A carefully constructed book list, not too "literary" in tone, used with skill by the teacher or librarian will prove of value in the selection of books to read. Some pupils will not need the aid of the book list, but for many it will be a helpful guide post, at least until the pupil has acquired some standards to apply to his choice of books.

We saw that the method of dealing with outside reading differed among various teachers. Some tried to stimulate interest by posters, questions on the board, by displaying the jackets of new books, and in other ways. Discussion of books was favored by some, while others preferred the formal oral or written book report. Almost all felt that some system of checking on the outside reading of the pupils was necessary. This phase of the problem is almost wholly a classroom one, and must be met by the teacher in the light of other attending circumstances.

The problem of outside reading is a broad one, and we were most concerned here with what we found the pupils actually read, and in evaluating this in the light of the English course, the aims of literature teaching, and the meeting of future needs. As shown above, we have come to
an agreement, through investigation with what others have found in regard to the reading of high school pupils. From the information obtained, we are justified in drawing some conclusions, limited though they may be.

First, the pupil, in general, reads three distinct classes of books. Those which form a part of the course of study, and which he assumes cannot be enjoyed by him; those which he reads as part of his outside reading required by the teacher, and which he is supposed to enjoy; those which he chooses himself and which he really enjoys. This attitude is due to

(a) the type of literature read in the English course. It is often too far removed in style, language, and background from the actual world of the students.

(b) the authors recommended in book lists. Too often the book list does not consider at all the authors which the student reads, and which, in many instances, he will continue to read after he leaves school.

Thus, we may conclude that the gap which is left between "school" reading and actual leisure reading comes from not giving them a sufficient variety of authors or types of writing that will best meet their needs. The domination of the College Entrance Examinations needs to be lessened, and the literature read in class should include many of the best modern authors. The natural interests of the adolescent need to be considered more in the selection of literature required by the school.

The number of pupils in high school who do not read any books or magazines is very small, so that the problem
is one of guidance. The pupils do read; it is the part of
the teacher to improve their standards in literature. And,
in endeavoring to make leisure reading something real to the
students, we need to give them an opportunity to talk about
what they read. Their opinions and judgments of books can
only be improved by making, comparing, and weighing them in
the light of what others think.

Outside reading can be made more real by

(a) Including in the course of study those authors
writing to-day who have some literary value, and make an
appeal to the adolescent.

(b) Having available, especially at first, books or
articles by these authors, to tie up with the work done in
class.

(c) By biographical sketches, the literary section
of the newspapers and the like, to show them that lit-
erature is not dead but is being lived and written to-day.

(d) To work up to an appreciation of the past by an
intelligent interest in the present.

Age alone does not make a piece of writing great, and
newness does not make it worthless. A classic is not always
"a book one recommends to someone else to read", and no
amount of publicity can make a book or writer live. But
for the pupils in high school to-day, the reading public of
tomorrow, the task of knowing what to read is not easy. They
are willing to read, and they want to enjoy what they read.
The past and the present have a fortune to share with Youth.
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The following are some samples taken from the group of questionnaires used in this study. They have been selected because they were typical of a division or a larger group, or because they were unusual and helped to give a view of the boy or girl who is different in his choice of reading material. In all cases the answers are exactly as the student wrote them. The spelling is the student's, and not mine. As it was not desirable to include the original material, I have copied the material found on the questionnaires in the following pages with care and exactness.

It is hoped that the reader will find some of this material interesting and suggestive of the possibilities in this field of outside reading. These questionnaires show the pupil's own answer to leisure reading. Whether that answer is always in line with the aims of the English course is something else again. At least these answers show the directions which the reading of these boys and girls is taking. From them we can see what lines the school needs to follow up more closely in order to make outside reading a reality.
1. To answer this question put a X in one of the squares.
   Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.
   - Post
   - Daily Record
   - American

3. From the following list check each part of the paper you read. Use a X.
   - Funnies X
   - Sport Section X
   - Editorials
   - Headlines X
   - Description under pictures X
   - Articles on the first page

4. Name any magazines which you read.
   - Liberty
   - Wild West
   - Under World
   - Western
   - Shadow

5. Put a X in one of the squares to answer this question.
   Do you read these magazines regularly? [ ] once in a while? [X]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.
   - Wildfire - Zane Grey
   - Valley of Silent Men - Curwood
   - The Silver Star
   - Many Western stories and Adventure stories

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? [X] once in a while? 

2. Name of paper or papers read by you.
   Boston Traveler
   ----------------------
   Boston Globe
   ----------------------
   Boston Post
   ----------------------

3. From the following list check each part of the paper you read. Use a X.
   Funnies X
   Sport Section X
   Editorials X
   Headlines X
   Description under pictures X
   Articles on the first page X

4. Name any magazines which you read.
   Ladies' Home Journal ─── Liberty
   Literary Digest
   Delineator

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly? [X] once in a while?

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

   Good Earth - Pearl S. Buck
   Sons - " " "
   Cassanova
   A Farewell to Arms
   Travelling Around the World
   Short Selections from Voltaire
   Daniel Deronda - George Elliot
   The Road Back

7. Have you a library card for use in the Public Library? Yes [No X]
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.
   - Globe
   - Belmont Herald
   - Post

3. From the following list check each part of the paper you read. Use a X.
   - Funnies [X]
   - Sport Section [X]
   - "All the news."
   - Editorials
   - Headlines [X]
   - Description under pictures [X]
   - Articles on the first page [X]

4. Name any magazines which you read.
   - Movie Magazines
   - Saturday Evening Post
   - True Story; Love Story
   - Good Housekeeping; Liberty
   - Collier's; American Delineator; Pictorial Review
   - Harper's Bazaar

5. Put a X in one of the squares to answer this question.

Be you read these magazines regularly? [X] once in a while? [X] (some)

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

One Hour and Forever

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.
   Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.
   - Boston Globe
   - Boston American

3. From the following list check each part of the paper you read. Use a X.
   - Funnies X
   - Sport Section X
   - Editorials
   - Headlines X
   - Description under pictures X
   - Articles on the first page X

4. Name any magazines which you read.
   - Collier's
   - Saturday Evening Post
   - Ladies' Home Journal

5. Put a X in one of the squares to answer this question.
   Do you read these magazines regularly? [X] once in a while? [ ]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name, give it. Use the other side of the paper if necessary.
   
   By Edgar Wallace:
   - Gunman's Bluff
   - The Squealer
   - Four Just Men
   - The Twister
   - When the Gangs Came to London
   - The Girl From Scotland Yard
   - By Temple Bailey:
   - Blue Window
   - Silver Slippers
   - Contrary Mary
   - Tin Soldier
   - By Sax Rohmer:
   - Pu Manchu (all series)

   The Dream Detective
   - Hearthstone - E. S. Payne
   - Distant Stars - E. Carfrae

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.
Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.
   Post
   Herald
   Globe
   Traveler
   Record (once in a while)

3. From the following list check each part of the paper you read. Use a X.
   Funnies X
   Sport Section X
   Editorials
   Headlines X
   Description under pictures X
   Articles on the first page

4. Name any magazines which you read.
   Popular Mechanics
   Popular Science
   Liberty
   Judge
   Saturday Evening Post

5. To answer this question put a X in one of the squares.
Do you read these magazines regularly? [X] once in a while? [ ]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.
   I have read Plays of Chess and Important Moves in a Chess Game
   Stover at Yale

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? [X] once in a while? 

2. Name of paper or papers read by you.

<table>
<thead>
<tr>
<th>Globe</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transcript (occasionally)</td>
<td>American</td>
</tr>
<tr>
<td>Daily Record</td>
<td>Herald (sometimes)</td>
</tr>
</tbody>
</table>

3. From the following list check each part of the paper you read. Use a X.

Funnies [X]
Sport Section [X]
Editorials [X] (in the American)
Headlines [X] (and report accompanying)
Description under pictures [X]
Articles on the first page [X]

4. Name any magazines which you read.

<table>
<thead>
<tr>
<th>True Detective</th>
<th>American Weekly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Popular Science</td>
<td>Liberty</td>
</tr>
<tr>
<td>Popular Mechanics</td>
<td></td>
</tr>
</tbody>
</table>

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly? [X] once in a while? 

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

By Zane Grey:
To the Last Man
The Lone Star Ranger
The Vanishing American
Wanderer of the Westlands
Call of the Canyon
Sunset Pass
Forlorn River
Rainbow Trial
Wild Horse Mesa
Wildfire
Nevada

Lost Trail
Desert Gold

Robinson's Villa Aurelia
Edgar Wallace - about 10
Peter B. Kyne's books
Jack London's dog stories
Captain Nemesis
Others too numerous;
Mysteries and Sea Stories

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day?[ ] once in a while? [X]  

2. Name of paper or papers read by you.

Any paper I can get

3. From the following list check each part of the paper you read. Use a X.

Funnies X
Sport Section
Editorials
Headlines X
Description under pictures X
Articles on the first page X

4. Name any magazines which you read.

True Story
Movie Magazine

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly?[ ] once in a while? [X]  

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

The Enchanted Barn - Grace Livingston Hill Lutz
The Tin Soldier - Bailey
Penrod - Booth Tarkington
Four Gordons
Mary Carey
Rusty Ruston
Dot and Will
Dot and Will at Home

7. Have you a library card for use in the Public Library? Yes [ ] No [X]
1. To answer this question put a X in one of the squares.
   Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.
   -- Globe ------------------------ 
   -- Advertiser ------------------- 
   -- Post ------------------------- 

3. From the following list check each part of the paper you read. Use a X.
   Funnies X
   Sport Section X
   Editorials
   Headlines X
   Description under pictures X
   Articles on the first page

4. Name any magazines which you read.
   -- Popular Mechanics -- Western Stories
   -- Popular Science -- Blah
   -- Radio News

5. Put a X in one of the squares to answer this question.
   Do you read these magazines regularly? [X] once in a while? [ ]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

   I have read many books by Lowell Thomas

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.
   Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.
   Boston American
   Globe

3. From the following list check each part of the paper you read. Use a X.
   Funnies [X]
   Sport Section [X]
   Editorials
   Headlines [X]
   Description under pictures [X]
   Articles on the first page [X]

4. Name any magazines which you read.
   Shadow
   Western

5. Put a X in one of the squares to answer this question.
   Do you read these magazines regularly? [X] once in a while? [ ]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.
   Western Stories
   Sport Stories
   Mystery Stories

7. Have you a library card for use in the Public Library? Yes [ ] No [X]
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? [ ] once in a while? [X]

2. Name of paper or papers read by you.

Globe
Post

3. From the following list check each part of the paper you read. Use a X.

Funnies [X]
Sport Section [X]
Editorials [X]
Headlines [X]
Description under pictures [X]
Articles on the first page [X]

4. Name any magazines which you read.

House Beautiful; Good Housekeeping; Literary Digest; Home Companion

Cosmopolitan; Collier's; Saturday Evening Post

Better Homes and Gardens; Ladies' Home Journal

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly? [X] once in a while? [ ]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

By Zane Grey:
Shepard of Guadaloupe
Desert Gold
Desert of Wheat
Wildfire
Pride of Palamore - Peter B. Kyne
Captain Scraggs - " "
Valley of the Moon - Jack London
Static - Rupert Hughes
Lad - A Dog - Albert P. Terhune
White Mouse - " "
Others by " "
Man of the North - Hendrik

River to the Sea
Bring 'Em Back Alive -
Frank Buck
All of Gene S. Porter's books.

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.
   Do you read a newspaper every day? [X] once in a while? 

2. Name of paper or papers read by you.
   - Boston Globe
   - Tuft's Weekly
   - American
   - Post

3. From the following list check each part of the paper you read. Use a X.
   - Funnies X
   - Sport Section X
   - Editorials X
   - Headlines X
   - Description under pictures X
   - Articles on the first page X

4. Name any magazines which you read.
   - Popular Science
   - Out Door Sports

5. Put a X in one of the squares to answer this question.
   Do you read these magazines regularly? [ ] once in a while? [X]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.
   - Stories Without Women
   - Poultry Diseases
   - Naval Occasions

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.

- Globe; Post
- American
- Herald
- Record (occasionally)
- Transcript
- Christian Science Monitor (once in a while)

3. From the following list check each part of the paper you read. Use a X.

- Funnies X
- Sport Section X
- Editorials
- Headlines X
- Description under pictures
- Articles on the first page

4. Name any magazines which you read.

- Sport Story
- Saturday Evening Post
- Shadow
- Judge
- Detective Stories
- Ballyhoo (not at home)

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly? [X] once in a while? [ ]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

- O'Reilly of Notre Dame
- Les Miserables - Victor Hugo
- Hunchback of Notre Dame - Hugo
- Scaramouche - Sabatini
- Banner of the Bull
- The Four Winners - Knute Rockne
- Cabbages and Kings - O. Henry
- Best American Short Stories for 1929

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.
   Do you read a newspaper every day? [ ] once in a while? X

2. Name of paper or papers read by you.
   Globe ----------------- Herald -----------------
   Post ----------------- Record -----------------
   American --------------- N. Y. Times; Herald-Tribune

3. From the following list check each part of the paper you read. Use a X.
   Funnies X
   Sport Section (once in a while)
   Editorials (once in a great while)
   Headlines X
   Description under pictures (once in a great, great while)
   Articles on the first page X

4. Name any magazines which you read.
   Popular Science -- War Stories
   Popular Mechanics -- Ballyhoo etc.
   Dime Detective -- Every day Mechanics

5. Put a X in one of the squares to answer this question.
   Do you read these magazines regularly? [X] once in a while? []

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.
   Read a few but I've forgotten the names.

7. Have you a library card for use in the public library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.
   Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.
   Boston Post
   Daily Record
   Traveler
   Boston American

3. From the following list check each part of the paper you read. Use a X.
   Funnies
   Sport Section [X]
   Editorials
   Headlines [X]
   Description under pictures [X]
   Articles on the first page

4. Name any magazines which you read.
   Ladies' Home Journal
   Campfire Girls

5. Put a X in one of the squares to answer this question.
   Do you read these magazines regularly? [X] once in a while? [ ]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.
   Peg O' My Heart - J. Hartley Manners
   Kidnapped - Robert Louis Stevenson
   The First Year - Frank Craven

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.

Globe Record

American

Traveler

3. From the following list check each part of the paper you read. Use a X.

Funnies X

Sport Section X

Editorials

Headlines

Description under pictures X

Articles on the first page X

4. Name any magazines which you read.

True Story Street and Smith's Love Story

True Detective

Movie

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly? [X] once in a while? [ ]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

Call of the Canyon - Zane Grey
Mary's Neck - Booth Tarkington
My Best Girl - Kathleen Norris
Chance of a Lifetime
The Trail of the Lonesome Pine
The Rembrandt Murders
The Passenger to Folkstone

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.

Globe                                Herald
Post                                 American
Traveler                             Somerville Journal

3. From the following list check each part of the paper you read. Use a X.

Funnies X
Sport Section X
Editorials X
Headlines X
Description under pictures X
Articles on the first page X

4. Name any magazines which you read.

Liberty-Collier's                  Popular Mechanics-Sport Story
National Geographic                Saturday Evening Post
Coast Guard Survey                 Nation's Business

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly? [X] once in a while? [ ]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

History of Our Navy
Famous American Seamen
Growth of our Navy
Hawkers and Walkers of Early America
Travel in Africa; China
War Memoirs
An Attache's Notebook
Mystery stories by Wallace
Oppenheim
Flethcher
Life of Franklin
6 of Shakespeare's Poems

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day?[ ] once in a while? [X]

2. Name of paper or papers read by you.
   - Daily Record
   - Globe
   - American

3. From the following list check each part of the paper you read. Use a X.
   - Funnies X
   - Sport Section
   - Editorials
   - Headlines X
   - Description under pictures X
   - Articles on the first page X

4. Name any magazines which you read.
   - Liberty
   - Collier’s
   - Good Housekeeping
   - Cosmopolitan

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly? [X] once in a while? [ ]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author’s name give it. Use the other side of the paper if necessary.
   - Riders of the Purple Sage - Zane Grey
   - Sunset Pass - " "
   - Sparrows
   - Katherine - Grace Livingston Hill
   - Rio Rita
   - The Spaniard

7. Have you a library card for use in the Public Library? Yes [No X]
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.

Herald  Globe
Traveler  Post
N.Y. Times

3. From the following list check each part of the paper you read. Use a X.

Funnies  X
Sport Section
Editorials  X
Headlines  X
Description under pictures  X
Articles on the first page  X

4. Name any magazines which you read.

Saturday Evening Post  McCall's
Collier's  Good Housekeeping
Harper's Monthly

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly? [ ] Once in a while? [X]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

Sorell and Son - Warwick Deeping
All the King's Horses - Margaret Widdemer
Barbury Bush - Kathleen Norris
Lighted Windows - Temple Bailey
Scaramouche - Rafael Sabatini
The Royal Road to Romance - Halliburton

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.
   Do you read a newspaper every day? [X] once in a while? 

2. Name of paper or papers read by you.
   - American
   - Globe
   - Record
   - An Italian paper (sometimes)
   - Post

3. From the following list check each part of the paper you read. Use a X.
   - Funnies
     I read everything
   - Sport Section
   - Editorials
   - Headlines
   - Description under pictures
   - Articles on the first page

4. Name any magazines which you read. I read every magazine I can get
   - Detective Stories
   - Popular Mechanics
   - Gangster Stories
   - Mechanic Arts
   - Cowboy Stories
   - Monthly magazines
   - Monthly magazines

5. Put a X in one of the squares to answer this question.
   Do you read these magazines regularly? [X] once in a while? 

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.
   - Cimarron
   - Lives of all Presidents
   - Lives of Poets and Musicians
   - Lives of Industrial Leaders
   - Books on Chemistry
     - " hunting and Fishing
     - " of Automobile Repairs
     - " on Electricity
     - " " Architecture
     - " " Aeronautics
     - " " Adventure
     - " " Ancient History
   - Geography Books
   - Books by Edgar Wallace

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.
   Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.
   Globe
   Traveler
   Daily Record

3. From the following list check each part of the paper you read. Use a X.
   Funnies X
   Sport Section X
   Editorials
   Headlines
   Description under pictures
   Articles on the first page

4. Name any magazines which you read.
   Don't read them at all

5. Put a X in one of the squares to answer this question.
   Do you read these magazines regularly? [X] once in a while? [ ]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.
   Didn't read any since September.

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
   (with 50¢ due on it)
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.

- Boston Post
- Herald
- Globe
- Transcript

3. From the following list check each part of the paper you read. Use a X.

- Funnies X
- Sport Section X
- Editorials X
- Headlines
- Description under pictures X
- Articles on the first page X

4. Name any magazines which you read.

- Saturday Evening Post X
- Atlantic Monthly
- Reader's Digest
- Ballyhoo

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly? [ ] once in a while? [X]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

- Hot Water - P. G. Wodehouse
- Mourning Becomes Electra - Eugene O'Neil
- The Emperor Jones
- Bound East for Cardiff
- The Harbor - Ernest Poole
- Divots - P. G. Wodehouse
- Nonsense Novels - Stephen Leacock
- Laugh With Leacock

7. Have you a library card for use in the Public Library? Yes [X] No [
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper of papers read by you.
   - Boston Post
   - Somerville Journal
   - Globe
   - American

3. From the following list check each part of the paper you read. Use a X.
   - Funnies X
   - Sport Section
   - Editorials X
   - Headlines X
   - Description under pictures X
   - Articles on the first page X

4. Name any magazines which you read.
   - Liberty
   - Literary Digest
   - McCall's

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly? [X] once in a while? [ ]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

   A Farewell to Arms - Ernest Hemingway
   Gate Marked Private - Ethel M. Dell
   Keeper of the Door - " " "
   House of Dreams Come True - Margaret Pedler
   Desert Sands
   Years of Grace

7. Have you a library card for use in the Public Library? Yes[X] No [ ]
1. To answer this question put a X in one of the squares.
   Do you read a newspaper every day? X once in a while?  

2. Name of paper or papers read by you.
   Boston Post
   Transcript
   Traveler
   American

3. From the following list check each part of the paper you read. Use a X.
   Funnies X
   Sport Section X
   Editorials X
   Headlines
   Description under pictures X
   Articles on the first page X

4. Name any magazines which you read.
   Collier*s
   American
   Cosmopolitan
   Dog World
   Saturday Evening Post
   Liberty

5. Put a X in one of the squares to answer this question.
   Do you read these magazines regularly? X once in a while?

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.
   Story of Philosophy - Will Durant
   Education of a Princess - Grand Duchess Marie
   The Real Romanovs
   Moby Dick - Hermann Melville
   The Red Castle Murders - Genghis Khan - Lamb
   This Mechanical World - Francois Villon - Lewis Durandal
   Journeys Through College Towns
   Lee Christmas
   Autobiography of Benvenuto Cellini
   The Russian Royal Family
   You Fight For Treasure
   Bismarck - Ludwig
   The White Devil's Mate

7. Have you a library card for use in the Public Library? Yes X No
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.
   - Globe (morning)
   - American
   - Daily Record

3. From the following list check each part of the paper you read. Use a X.
   - Funnies X
   - Sport Section
   - Editorials X
   - Headlines X
   - Description under pictures X
   - Articles on the first page X

4. Name any magazines which you read.
   - Popular Science
   - American Boy
   - Popular Mechanics

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly? [X] once in a while? [ ]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

   Arrowsmith - Sinclair Lewis
   The Indian Drum
   Behind the Curtain
   Treasure Island - Stevenson
   Youth - Conrad
   Shadow Line - Conrad
   Typhoon - "
   Comrades of the Rolling Ocean
   The Far Call - Marshall
   ETC.

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.
   - Boston Post
   - Boston Globe
   - [ ]

3. From the following list check each part of the paper you read. Use a X.
   - Funnies
   - Sport Section
   - Radio Column
   - Editorials
   - Headlines
   - Description under pictures
   - Articles on the first page
   - [ ]

4. Name any magazines which you read.
   - Saturday Evening Post
   - Vanity Fair; Popular Science
   - Woman's Home Companion
   - Atlantic Monthly
   - Home and Garden
   - Reader's Digest
   - [ ]

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly? [X] once in a while? [ ]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

   Flowering Wilderness - Galsworthy
   A Tale of a Tub - Jonathan Swift
   Dramas of Modernism (a collection of modern plays by foreign and native dramatists) Montorose J. Moses
   Nonsense Novels - Stephen Leacock
   Laugh With Leacock
   2 books by P. G. Wodehouse
   Mourning Becomes Electra - O'Neil
   Desire Under the Elms
   Bound East for Cardiff
   And Others I Can't Think of Right Now.

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.

American

Globe

Post

3. From the following list check each part of the paper you read. Use a X.

Funnies [X]

Sport Section [X]

Editorials

Headlines [X]

Description under pictures [X]

Articles on the first page [X]

4. Name any magazines which you read.

Western Stories

Saturday Evening Post

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly? [X] once in a while? [ ]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name, give it. Use the other side of the paper if necessary.

Riders of the Purple Sage - Zane Grey
The Mysterious Rider - " "
The Vanishing American - " "
To the Last Man
Robinson Crusoe

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.

   Boston American

   ----------------------------------------

   ----------------------------------------

   ----------------------------------------

3. From the following list check each part of the paper you read. Use a X.

   Funnies X
   Sport Section X
   Editorials
   Headlines X
   Description under pictures
   Articles on the first page

4. Name any magazines which you read.

   True Stories

   ----------------------------------------

   ----------------------------------------

   ----------------------------------------

5. Put a X in one of the squares to answer this question.

   Do you read these magazines regularly? [ ] once in a while? [X]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name, give it. Use the other side of the paper if necessary.

   I have read several true stories

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.
   Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper of papers read by you.
   - Post
   - Traveler
   - Transcript

3. From the following list check each part of the paper you read. Use a X.
   - Funnies [X]
   - Sport Section
   - Editorials
   - Headlines [X]
   - Description under pictures
   - Articles on the first page [X]

4. Name any magazines which you read.
   - Saturday Evening Post
   - Pictorial Review
   - Elk's Collier's
   - Country Life
   - Delineator
   - Movie Magazines

5. Put a X in one of the squares to answer this question.
   Do you read these magazines regularly? [X] once in a while? [ ]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.
   - A Beach Close in the Orient
   - The Way Out of the Depression

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.

   Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.

   -- Globe -------------------------------
   -- Traveler ----------------------------
   -- Transcript (sometimes) ---------------

3. From the following list check each part of the paper you read. Use a X.

   Funnies X
   Sport Section X
   Editorials X
   Headlines X
   Description under pictures
   Articles on the first page

4. Name any magazines which you read.

   -- Collier's ---------------------------
   -- Literary Digest ---------------------
   -- Saturday Evening Post ---------------
   -- Liberty -----------------------------

5. Put a X in one of the squares to answer this question.

   Do you read these magazines regularly? [ ] once in a while? [X]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

   Penguin Island - Anatole France
   Some of Eugene O'Neill's plays
   Story of Mankind - Van Loon
   Van Loon's Geography
   The Magic Island - W. Seabrook

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? [ ] once in a while? [X]

2. Name of paper or papers read by you.

- Boston Post
- New York Times
- Boston Globe
- Evening American

3. From the following list check each part of the paper you read. Use a X.

- Funnies (of Evening American - Popeye)
- Sport Section
- Editorials [X]
- Headlines [X]
- Description under pictures
- Articles on the first page

4. Name any magazines which you read.

- Outlook
- Congressional Record
- The Sign
- Reader's Digest
- Liberty

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly? [ ] once in a while? [X]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

- Next Age of Man - Wiggan
- Green Mansions - Hudson
- Clarence Darrow's Autobiography
- The Great Radio Mystery
- Trader Horn
- Lincoln's Speeches
- The Art of Thinking
- Plays, Poetry and Essays by Chesterton and O'Neil, Masefield and Emerson
- Short Stories by Lord Dunson, De Maupassant

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? \[X\] once in a while? 

2. Name of paper or papers read by you.

Globe
American
Record

3. From the following list check each part of the paper you read. Use a X.

Funnies X
Eddie Hurley in the Record
Sport Section X
Will Rogers in the Globe
Editorials
Headlines X
Description under pictures X
Articles on the first page X

4. Name any magazines which you read.

Detective
Shadow
Gangster

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly? \[X\] once in a while? 

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary;

I have read no books

7. Have you a library card for use in the public library? Yes \[X\] No
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.

Globe Traveler
Post Boston American
Herald Daily Record

3. From the following list check each part of the paper you read. Use a X.

Funnies X
Sport Section X
Editorials
Headlines X
Description under pictures X
Articles on the first page X

4. Name any magazines which you read.

Movie Magazines
Argosy
Wild West Weekly

Popular Fiction
Ballyhoo
Hooey

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly? [ ] once in a while? [X]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

Danby's Error
Chuck Ryan, Logger
The Shortstop
Plupy, the Wust Yet
The Wildcat
Several Western, Mystery, and other Adventure stories

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.
   Post ........................................ Traveler ........................................
   Herald ........................................ ........................................
   Globe ........................................ ........................................

3. From the following list check each part of the paper you read. Use a X.
   Funnies X
   Sport Section X
   Editorials X
   Headlines X
   Description under pictures X
   Articles on the first page X

4. Name any magazines which you read.
   Liberty ........................................ ........................................
   Saturday Evening Post ........................................
   Detective Weekly ........................................

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly? [X] once in a while? [ ]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

   Conrads and Records of American History by the History Circle
   Pistol and Revolver Shooting
   Rifles and Rifles Shooting

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.
   - Boston Post
   - Boston Globe

3. From the following list check each part of the paper you read. Use a X.
   - Funnies [X]
   - Sport Section [X]
   - Editorials [X]
   - Headlines [X]
   - Description under pictures
   - Articles on the first page [X]

4. Name any magazines which you read.
   - Strength
   - Muscles
   - Phantom Detective

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly? [ ] once in a while? [X]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

   - The River's End
   - North of 36
   - 54-40 or Fight
   - The Lone Wolf Returns
   - Desert Gold - Zane Grey
   - The Golden West " "
   - Robber's Roost " "
   - Arizona Ames " "
   - Zir John Riversley's Last Journey
   - The Spoilers - Rex Beach
   - The Silver Hoard " "

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.

Do you read a newspaper every day? [X] once in a while? [ ]

2. Name of paper or papers read by you.
   - Post
   - Globe
   - Boston American
   - Belmont Citizen (weekly)

3. From the following list check each part of the paper you read. Use a X.
   - Funnies X
   - Sport Section
   - Editorials
   - Headlines X
   - Description under pictures X
   - Articles on the first page X

4. Name any magazines which you read.
   - Movie Magazines
   - True Story, Liberty
   - Good Housekeeping
   - Parent's Magazine
   - Detective Stories
   - Love Story, True Romances

5. Put a X in one of the squares to answer this question.

Do you read these magazines regularly? [ ] once in a while? [X]

Name as many books as you can think of that you have read outside of school since September. If you know the author's name give it. Use the other side of the paper if necessary.

The Education of a Princess
The Hand of Fu Manchu
Blind Date
Loot
Silver Slippers
Swinging Shutter
Pollyana of the Orange Blossoms
Voice in the Dark
Wanted - Love
On Trial
Disappearance of Anna Shaw
The Promised Land

Second Choice
Florence Nightingale

7. Have you a library card for use in the Public Library? Yes [X] No [ ]
1. To answer this question put a X in one of the squares.
   Do you read a newspaper every day? [X] once in a while? 

2. Name of paper or papers read by you.
   Globe
   Post
   
3. From the following list check each part of the paper you read. Use a X.
   Funnies X
   Sport Section X
   Editorials
   Headlines X
   Description under pictures X
   Articles on the first page. X

4. Name any magazines which you read.
   Saturday Evening Post Colliers
   Woman's Home Companion
   Red Book

5. Put a X in one of the squares to answer this question.
   Do you read these magazines regularly? [X] once in a while? 

6. Name as many books as you can thin k of that you have read outside of school, since September. If you know the author's name give it. Use the other side of the paper if necessary.

   Main Street
   Tale of Two Cities

7. Have you a library card for use in the Public Library? Yes X No
1. To answer this question put a X in _one_ of the squares

Do you read a newspaper every day? [X] once in a while? [__]  

2. Name of paper or papers read by you.

   Post
   Globe
   New York Times
   Inquirer and Mirror of Nantucket

3. From the following list check each part of the paper you read. Use a X.

   Funnies X
   Sport Section
   Editorials
   Headlines X
   Description under pictures X
   Articels on the first page X

4. Name any magazines which you read.

   Gangster
   Detective
   Western True Story
   Weird Stories
   Ghost Stories
   Air Stories

5. Put a X in _one_ of the squares to answer this question.

Do you read these magazines regularly? [X] once in a while? [__]

6. Name as many books as you can think of that you have read outside of school since September. If you know the author's name, give it. Use the other side of the paper if necessary.

   The Biography of a Grizzly
   Claw and Fang
   Wild Animals I Have Known
   Z Murders

7. Have you a library card for use in the Public Library? Yes[X] No [__]