1937

Junior High School Recreational Reading

Martha O. Guilford

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JUNIOR HIGH SCHOOL RECREATIONAL READING

By

Martha C. Guilford

A Dissertation Submitted In Partial Fulfillment

of the Requirements for the Degree

Master of Science

in the College of Education

Butler University

1937
FOREWORD

As an English teacher in the junior high school grades at Public School No. 44, Indianapolis, Indiana, the writer has, for many years, in connection with her English work, had the privilege of conducting library classes at the South Grove Branch Library. This library is on the school grounds and is a branch of the Indianapolis Public Library.

Just what constitutes the most advantageous use of these library periods from an English teacher's viewpoint has been a real problem. Many plans have been tried; of these, recreational reading has never been allotted more than twenty-five per cent of the entire time spent at the library until recently. The increased amount of leisure time in adult life seemed to justify the spending of more time on the guidance of recreational reading among junior high school pupils.

To determine what such a program should include was the purpose of this experiment which was carried on in the library periods during the spring term of 1937.

The writer wishes to express her appreciation to Dr. A. B. Carlile who gave so generously of his time while sponsoring this study. She is indebted also to Elizabeth Kirby, principal of School No. 44, for her assistance in arranging for the experiment to be conducted in that school. To Lucille Dickmann, librarian of South Grove Branch Library, the writer desires to extend her thanks for the very able cooperation and the valuable suggestions which she gave throughout the entire period of the experiment.

Indianapolis, 1937
TABLE OF CONTENTS

Chapter

I. -- INTRODUCTION
The importance of recreational reading ........................................ 1
Statement of the problem .................................................................... 1
Definition of terms ............................................................................ 3
Limitations of the experiment .......................................................... 4
Restatement of the problem .............................................................. 5

II. -- PREPARATION FOR THE EXPERIMENT
The division into ability groups ....................................................... 7
Use of standardized test norms ......................................................... 7
Division of the 8A pupils into ability groups ...................................... 9
Division of the 8B pupils into ability groups ...................................... 11
Division of the 7A pupils into ability groups ...................................... 13
Summary of ability grouping ............................................................. 15

III. -- COMPARISON OF THE AMOUNT AND TYPE OF RECREATIONAL READING DONE BY THE THREE ABILITY GROUPS
Records of the children's reading ...................................................... 19
Number of books read by the three groups ....................................... 19
Types of books read by the three groups .......................................... 20
Summary ......................................................................................... 22

IV. -- PUPILS' PREFERENCES IN RECREATIONAL READING
Method of determining individual preferences .................................... 28
Preferences for types of stories ......................................................... 29
Preferences for types of characters .................................................. 32
Summary ......................................................................................... 33

V. -- THE LIBRARY AND ITS RECREATIONAL READING FOR ADOLESCENTS
Criteria for the selection of juvenile books ........................................ 34
Method used in reporting number of books ........................................ 34
Books available to meet children's preferences ................................... 37

VI. -- MEASURING THE QUALITY OF THE CHILDREN'S RECREATIONAL READING
The criteria used to measure quality of reading ................................. 42
The Graded List of Books for Children .............................................. 43
The Winnetka Graded Book List ....................................................... 46

TABLE OF CONTENTS (continued)

FOREWORD ........................................... 11
TABLE OF CONTENTS .................................. 11
LIST OF TABLES ......................................... 11

Page

48
TABLE OF CONTENTS (CONTINUED)

The Indianapolis Public Library List 48
The Indianapolis English Course of Study 49
The Most Widely Read Authors 50
The Most Widely Circulated Books 51
Comparison With Newbery Awards 53
Summary 54

VII.--DIRECTION OF AND PROVISION FOR THE LIBRARY PERIOD
FOR RECREATIONAL READING 55
Time allotment 55
Preparation for the class 56
Teacher and Librarian Activities 57
Summary 60

VIII.--CONCLUSIONS AND RECOMMENDATIONS 61
Conclusions 61
Recommendations 64

BIBLIOGRAPHY 66

APPENDIX
### LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. The Range of Per Cents for the Ability Grouping in the Different Grades</td>
<td>11</td>
</tr>
<tr>
<td>II. Frequency Distribution of Reading Scores - 8A</td>
<td>12</td>
</tr>
<tr>
<td>III. Frequency Distribution of Reading Scores - 8B</td>
<td>13</td>
</tr>
<tr>
<td>IV. Frequency Distribution of Reading Scores - 7A</td>
<td>15</td>
</tr>
<tr>
<td>V. Summary by Grades of the Distribution of Pupils into Ability Groups</td>
<td>17</td>
</tr>
<tr>
<td>VI. Comparison of the Amounts of Recreational Reading Done by the Three Groups</td>
<td>21</td>
</tr>
<tr>
<td>VII. Comparison of the Types of Recreational Reading Done by the Three Ability Groups</td>
<td>23</td>
</tr>
<tr>
<td>VIII. Preferences in the Types of Recreational Reading Material</td>
<td>30</td>
</tr>
<tr>
<td>IX. Types of Characters Preferred by the Pupils</td>
<td>32</td>
</tr>
<tr>
<td>X. Pupils' Preferences for Certain Types of Recreational Reading Material</td>
<td>38</td>
</tr>
<tr>
<td>XI. Recreational Books for Adolescents Available at the Library</td>
<td>39</td>
</tr>
<tr>
<td>XII. Comparison of the Books Read with the Graded List of Books for Children</td>
<td>45</td>
</tr>
<tr>
<td>XIII. Comparison of the Books Read with the Himatka Graded Book List</td>
<td>47</td>
</tr>
</tbody>
</table>
JUNIOR HIGH SCHOOL RECREATIONAL READING

CHAPTER I

INTRODUCTION

An adequate program of recreational reading for junior high school pupils presents a well-defined and challenging problem. Wide recognition of this problem is reflected unmistakably in the increasing consideration which is being given to it by writers of professional literature.

Ample justification for granting recreational reading a definite place in the educational program of the modern school is given by B. Lamar Johnson in his report on the "School Library" in the Thirty-sixth Yearbook of the National Society for the Study of Education. He states:

Certainly a case can be made for more adequate attention in the school to general reading for hearty enjoyment. The materials that the child reads from free choice represent the type he will most likely read after he leaves school; the materials adults read today is so decidedly mediocre that the child should be taught to discover and escape his enemies in print. For this reason the sociologist, the political economist, the psychiatrist, and many others attach great importance to the values of recreational reading — a phase of reading that many schools disregard.

A comprehensive program of recreatory reading carried on under the guidance of a skilled and discerning teacher becomes a potential factor in the achievement of certain vitally important and fundamental aims of education. Concerning this, Marion Horton² says that, although no one will expect all books to serve all purposes, the reading of good books for pleasure does prepare for a wise use of leisure time, expands the child's experience, fosters ideals which make a definite contribution to the building of character, and provides spiritual quickening and inspiration.

Emphasis upon recreational reading at the age level represented in the junior high school is felt to meet a real need, according to the report from the White House Conference on Children's Reading. It says:

This report is not immediately concerned with the teaching of the mechanics of reading, but it is concerned with the encouragement of those methods of teaching reading and literature which will result in the forming of lasting reading interests, discriminating tastes, and the realization of the usefulness of books.

... Unfortunately, too, in our educational system the reading for pleasure of adolescent years has been neglected.

By sixteen reading tastes are fairly well defined. Many boys and girls at this age practically stop reading anything but the easily accessible magazines or newspapers, or the latest novels. The reasons they stop

reading or continue reading in specialized lines are often psychological. 3

Recently an investigation, closely related to this problem of recreational reading was made to determine

. . . the origin and aims that have produced library reading, and to examine the techniques for conducting the library reading program as advocated by professional writings, courses of study, and classroom teachers. 4

This experiment was limited to the library reading in the primary grades. However, its results were such as to indicate conclusions which are of value in the case of a junior high school recreational reading program. The conclusions were:

It is evident that the library reading program is in accord with the educational philosophy which would have instruction conform to the nature of the child. The several trends show the need for a program which allows the child freedom to make selections according to his interests, to read at his own volition, and to share the responsibility for conducting the whole program with the teacher. Further, they show the need for a great variety of interesting materials, and for a teacher who is able to guide children in their readings. Thus it seems safe to predict the future endeavors to develop a more natural approach to reading will follow these trends to a great degree. 5

It is the purpose of this study to discover certain information about the recreational reading of junior high

4C. Dewitt Boney, A Study of Library Reading in the Primary Grades, Contributions to Education, No. 578, Teachers College, Columbia University, p. 2.
5Ibid., p. 62.
school pupils. It is a broad field, therefore it seemed best to limit the study to an investigation of the type and amount of recreational reading done by junior high school pupils. This was attempted by means of a group experiment in recreational reading over a period of one school term with one hundred and ten junior high school pupils, having the three grades of reading ability, superior, average, and low.

This study seeks to answer the following questions:

1. When the groups of superior, average, and low reading ability are compared on the basis of the amount of recreational reading which they do, how will they rank?

2. What are the different types of reading material which were taken from the library by the members of these three groups?

3. What are the real reading preferences of the members of the groups?

4. How well is the library able to meet these preferences?

5. How closely does the reading done by these pupils coincide with the graded reading lists prepared by librarians and teachers?

6. What is the direction of and provision for a recreational reading program in the junior high school at the present time?

The terms recreational or recreatory reading in this study
refer to the reading for pleasure of books taken from the school library, a branch of the Indianapolis Public Library. These books were read during the regular weekly library period, during any leisure time in the school day, and at home. The types of books which the children read might have been classified in many ways; but, because it was simple and within the comprehension of all children, the following division was decided upon: A. Fiction books which are taken to include stories of adventure, aviation, history, mystery, school life, home life, vocations, and sports. B. The nonfiction which are defined as books of animal life, biography, travel, and history.

The one hundred and ten pupils selected for this study were divided about equally among the 7A (last half of the seventh year) the 8A, and the 8A grades in one Indianapolis public school. A larger group of pupils taking part in such an experiment would have been very desirable; but, because of the nature of the checking of the activity and the need for uniform methods in library supervision and technique, it seemed wise to limit the study to the pupils enrolled in the classes of one English teacher.

The fact that the pupils taking part in this experiment represent only one school district might appear to be a limitation of the study. In reality, however, these children make up a remarkably heterogeneous group. The district in which
they live presents an unusually true cross section of American life. Geographically separated from surrounding districts by a river, a canal, and a creek, it has developed into a peculiarly independent community with a fair representation of professional people, prosperous business men, trades people, factory workers, and a small number of those supported by government and social agencies. Because of the cosmopolitan nature of the district served by the school used in this experiment, the findings will be more likely to be of the wealth of resources that the library lacks for every

The only means used to stimulate the children's interest in their recreational reading during the period of the experiment was discussion of the values of recreational reading. In this experiment, the findings will be more likely to be reliable than is usually expected when the pupils in only one school are concerned.

The classification of the pupils into three reading ability groups; superior, average, and low, was made on the basis of scores made on a standardized reading test.

So this study was carried forward in an attempt to answer certain significant questions concerning the amount and type of recreational reading done during one school term by one hundred and ten junior high school pupils of superior, average, and low reading ability.
CHAPTER II

PREPARATION FOR THE EXPERIMENT

The only means used to stimulate the children's interest in their recreational reading during the period of the experiment was discussion of the values of recreational reading, of the wealth of pleasure that the library holds for every person, and of the plan during the term to learn to use the library and its resources so that the needs of every pupil in the group will be filled in the most satisfying manner. Such presentation of books to be read solely for pleasure is well expressed by Jenny Lind Green who writes:

But today we tell children emphatically, that reading for fun is good — that more than any other use of books, it helps them to live happily in a democracy.¹

Those conducting this experiment in recreational reading were interested primarily in guiding children toward the pleasure that such reading held for them. Their hope for the term's work in this type of reading was almost identical with that expressed by the authors of Five Years of Children's Books, in their foreword:

Our hope for the book is that it may serve to

introduce books, to reveal them as reservoirs of life, to unfold the experiences of pure pleasure that lie in them so that the children have the freest and fullest possible chance at this source of endless refreshment and renewal. 2

Although the discussion of the division of one hundred and ten pupils into the three ability groups, superior, average, and low, is first in order in reporting upon this experiment in recreatory reading, it was in reality, the last step taken in carrying on the activity. Since the purpose of the study is to find as nearly true picture of certain phases of the recreational reading of these pupils as is possible to obtain, an absolutely natural situation was sought. This was free from any spirit of competition or consciousness on the part of any child of inferiority or superiority because of his placement in a certain group. The teacher, who had had all of these pupils at least one term and to whom the previous records of each child were available, had sufficient information about the children to guide their recreational reading even before the final grouping was determined upon. The giving of the standardized reading test, upon which this reading ability group was based, was deferred until the end of the term in which the experiment was made.

The test used as the basis for determining the ability grouping of the pupils, was "The Reading Scales," by

Allen J. Williams, the first in a battery of tests entitled "Correlated Attainment Scales" published by the Public School Publishing Co., Bloomington, Illinois.3

The basis for the classification of the pupils in the three reading ability groups, superior, average, and low, was the position of each child's test score in reference to the Standard Norm given by those making the test for his grade. Therefore, because the Standard Norm was different for each of the three grades, 7A, 8B, and 8A, it was necessary to make the desired ability grouping first within each grade, then those pupils ranking superior in each of the three grades were combined into one large group of pupils ranking as superior. Likewise, those pupils classified as average within each grade, were placed together in one group of average reading ability. Finally those pupils in the low group in each grade were combined in a similar manner, forming the group of pupils representing low reading ability. Because the pupils used in this experiment were from three different grade levels, each with its respective Standard Norm for the reading attainment score, this seemed a fair manner of distribution into ability groups, superior, average, and low.

The distribution of the pupils into each of these reading ability groups was done in the following way. The

3Appendix, p. 71.
Standard Norms were as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>6A grade</td>
<td>46</td>
</tr>
<tr>
<td>7B grade</td>
<td>50</td>
</tr>
<tr>
<td>7A grade</td>
<td>54</td>
</tr>
<tr>
<td>8B grade</td>
<td>58</td>
</tr>
<tr>
<td>8A grade</td>
<td>62</td>
</tr>
</tbody>
</table>

These percentages indicate a 4 per cent gain in reading comprehension each school term or an 8 per cent gain each full school year. From the end of the 6A grade, with its Standard Norm of 46 per cent, to the end of the 7A grade, with its Standard Norm of 54 per cent an 8 per cent gain is shown. The same is true when the Standard Norm of the 7A grade is compared with that of the 8A grade. Therefore those children were classed as average in reading ability whose reading scores were not more than 8 per cent below or more than 8 per cent above, the Standard Norm for their respective grades. In other words, those children whose reading scores were not more than one year below or one year above the standard set for their actual school grade were classed as average in reading ability. Those pupils whose scores were lower than the Standard Norm for the grade one year below their present school grade, were placed in the low ability group. Those whose reading scores were higher than the Standard Norm for the grade one full school year above their actual school
grade, were placed in the superior group.

The range of per cents which served as the basis for the distribution of children into the three ability groups according to their reading scores is shown in Table I.

**TABLE I. THE RANGE OF PER CENTS FOR THE ABILITY GROUPING IN THE DIFFERENT GRADES**

<table>
<thead>
<tr>
<th>Grades</th>
<th>Standard Norm per cent</th>
<th>Low Group (Scores below) per cent</th>
<th>Average (Scores between) per cent</th>
<th>High (Scores above) per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>7A</td>
<td>54</td>
<td>46</td>
<td>46 - 62</td>
<td>62</td>
</tr>
<tr>
<td>8B</td>
<td>58</td>
<td>50</td>
<td>50 - 66</td>
<td>66</td>
</tr>
<tr>
<td>8A</td>
<td>62</td>
<td>54</td>
<td>54 - 70</td>
<td>70</td>
</tr>
</tbody>
</table>

The table shows that in the case of each of the three grade levels, 7A, 8B, and 8A, there was a spread of sixteen per cent in which the reading scores of those pupils in the average ability group lay, with the midpoint of this sixteen per cent range, the Standard Norm of the given grade. Grades falling above the upper limit of this spread were in the superior grouping; those falling below the lower limit were in the low ability grouping in each of the three grade levels.

The frequency distribution of the reading scores made by the pupils of the 8A grade is shown in Table II.
TABLE II: FREQUENCY DISTRIBUTION OF READING SCORES
8A GRADE

From the scores appearing on Table II, it was possible to calculate the median and mean of the group.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td>86-88</td>
<td>1</td>
</tr>
<tr>
<td>84-86</td>
<td>0</td>
</tr>
<tr>
<td>82-84</td>
<td>0</td>
</tr>
<tr>
<td>80-78</td>
<td>4</td>
</tr>
<tr>
<td>78-80</td>
<td>2</td>
</tr>
<tr>
<td>76-78</td>
<td>1</td>
</tr>
<tr>
<td>74-76</td>
<td>2</td>
</tr>
<tr>
<td>72-74</td>
<td>0</td>
</tr>
<tr>
<td>70-72</td>
<td>0</td>
</tr>
<tr>
<td>68-70</td>
<td>1</td>
</tr>
<tr>
<td>66-68</td>
<td>1</td>
</tr>
<tr>
<td>64-66</td>
<td>2</td>
</tr>
<tr>
<td>62-64</td>
<td>1</td>
</tr>
<tr>
<td>60-62</td>
<td>0</td>
</tr>
<tr>
<td>58-60</td>
<td>0</td>
</tr>
<tr>
<td>56-58</td>
<td>0</td>
</tr>
<tr>
<td>54-56</td>
<td>1</td>
</tr>
<tr>
<td>52-54</td>
<td>1</td>
</tr>
<tr>
<td>50-52</td>
<td>0</td>
</tr>
<tr>
<td>48-50</td>
<td>4</td>
</tr>
<tr>
<td>46-48</td>
<td>3</td>
</tr>
<tr>
<td>44-46</td>
<td>0</td>
</tr>
<tr>
<td>42-44</td>
<td>2</td>
</tr>
<tr>
<td>40-42</td>
<td>1</td>
</tr>
<tr>
<td>38-40</td>
<td>1</td>
</tr>
<tr>
<td>36-38</td>
<td>0</td>
</tr>
<tr>
<td>34-36</td>
<td>0</td>
</tr>
<tr>
<td>32-34</td>
<td>2</td>
</tr>
<tr>
<td>30-32</td>
<td>0</td>
</tr>
<tr>
<td>28-30</td>
<td>0</td>
</tr>
</tbody>
</table>

Median - 57.332 per cent  Standard - 62 per cent
Mean - 59.43 per cent  Norm - 62 per cent

The scores of the forty-four 8A pupils taking part in this experiment have a median of 57.332 per cent and a mean of 59.43 per cent. Forty-three and one tenth per cent of the class made scores equal to or higher than the Standard Norm,
with 56.9 per cent failing to reach the Standard Norm for the 8A grade.

From the scores appearing on Table II, it was possible to make the necessary division of the pupils in this grade into the three ability groups. As indicated in Table I, those pupils in the 8A grade making scores lower than 54 per cent were in the low group. Fourteen pupils or 31.8 per cent were in this group. Pupils whose scores lay between 54 per cent and 70 per cent were placed in the average reading ability group; in the 8A class, there were twenty pupils or 45.4 per cent of the entire class in this middle group. The superior group, made up of those 8A pupils having scores above 70 per cent, included ten pupils or 22.7 per cent of the entire number of pupils.

The distribution of the reading scores of the pupils in the 8B grade is shown in Table III.

**TABLE III. FREQUENCY DISTRIBUTION OF READING SCORES 8B GRADE**

<table>
<thead>
<tr>
<th>S</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>94-96</td>
<td>1</td>
</tr>
<tr>
<td>92-94</td>
<td>1</td>
</tr>
<tr>
<td>90-92</td>
<td>0</td>
</tr>
<tr>
<td>88-90</td>
<td>0</td>
</tr>
<tr>
<td>86-88</td>
<td>2</td>
</tr>
<tr>
<td>84-86</td>
<td>0</td>
</tr>
<tr>
<td>82-84</td>
<td>2</td>
</tr>
<tr>
<td>80-82</td>
<td>1</td>
</tr>
<tr>
<td>78-80</td>
<td>4</td>
</tr>
<tr>
<td>76-78</td>
<td>1</td>
</tr>
<tr>
<td>74-76</td>
<td>0</td>
</tr>
<tr>
<td>72-74</td>
<td>1</td>
</tr>
<tr>
<td>70-72</td>
<td>4</td>
</tr>
<tr>
<td>68-70</td>
<td>1</td>
</tr>
</tbody>
</table>
Table III shows the scores of the 8B class in the standardized reading test, with the median of 63.66 per cent and the mean of 64.41 per cent, each higher than the Standard Norm of 58 per cent. The division into the three ability reading groups in this class was made with the following results: in the low group, were those with scores below 50 per cent; of these there were eight or 19.5 per cent of the forty-one pupils in the class; in the average ability group, those with scores lying in the interval from 50 per cent to 66 per cent, were sixteen pupils or 39.4 per cent of the entire class. The superior group included those with scores above 66 per cent and numbered seventeen members or 41.3 per cent of the 8B class.

<table>
<thead>
<tr>
<th>Score Range</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>66-68</td>
<td>•</td>
</tr>
<tr>
<td>64-66</td>
<td>•</td>
</tr>
<tr>
<td>62-64</td>
<td>•</td>
</tr>
<tr>
<td>60-62</td>
<td>•</td>
</tr>
<tr>
<td>58-60</td>
<td>•</td>
</tr>
<tr>
<td>56-58</td>
<td>•</td>
</tr>
<tr>
<td>54-56</td>
<td>•</td>
</tr>
<tr>
<td>52-54</td>
<td>•</td>
</tr>
<tr>
<td>50-52</td>
<td>•</td>
</tr>
<tr>
<td>48-50</td>
<td>•</td>
</tr>
<tr>
<td>46-48</td>
<td>•</td>
</tr>
<tr>
<td>44-46</td>
<td>•</td>
</tr>
<tr>
<td>42-44</td>
<td>•</td>
</tr>
<tr>
<td>40-42</td>
<td>•</td>
</tr>
</tbody>
</table>

Median - 63.66 per cent
Mean - 64.41 per cent
Standard Norm - 58 per cent
The reading scores of the pupils of the 7A grade are shown in Table IV.

**TABLE IV. FREQUENCY DISTRIBUTION OF READING SCORES 7A GRADE**

<table>
<thead>
<tr>
<th>Score Interval</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-82</td>
<td>1</td>
</tr>
<tr>
<td>78-80</td>
<td>1</td>
</tr>
<tr>
<td>76-78</td>
<td>2</td>
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<tr>
<td>74-76</td>
<td>3</td>
</tr>
<tr>
<td>72-74</td>
<td>4</td>
</tr>
<tr>
<td>70-72</td>
<td>5</td>
</tr>
<tr>
<td>68-70</td>
<td>6</td>
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<tr>
<td>66-68</td>
<td>7</td>
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<td>64-66</td>
<td>8</td>
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<td>62-64</td>
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<td>60-62</td>
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<td>58-60</td>
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<td>56-58</td>
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</tr>
<tr>
<td>52-54</td>
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</tr>
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<td>50-52</td>
<td>14</td>
</tr>
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<td>48-50</td>
<td>15</td>
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<td>46-48</td>
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</tr>
<tr>
<td>44-46</td>
<td>17</td>
</tr>
<tr>
<td>42-44</td>
<td>18</td>
</tr>
<tr>
<td>40-42</td>
<td>19</td>
</tr>
<tr>
<td>38-40</td>
<td>20</td>
</tr>
<tr>
<td>36-38</td>
<td>21</td>
</tr>
<tr>
<td>34-36</td>
<td>22</td>
</tr>
<tr>
<td>32-34</td>
<td>23</td>
</tr>
<tr>
<td>30-32</td>
<td>24</td>
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<tr>
<td>28-30</td>
<td>25</td>
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<tr>
<td>26-28</td>
<td>26</td>
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<tr>
<td>24-26</td>
<td>27</td>
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<tr>
<td>22-24</td>
<td>28</td>
</tr>
<tr>
<td>20-22</td>
<td>29</td>
</tr>
<tr>
<td>18-20</td>
<td>30</td>
</tr>
<tr>
<td>16-18</td>
<td>31</td>
</tr>
<tr>
<td>14-16</td>
<td>32</td>
</tr>
</tbody>
</table>

**Median** - 55.75 per cent

**Mean** - 57.48 per cent

**Standard Normal** - 54 per cent
Reviewing the scores in Table IV, the median is 55.75 per cent, the mean, 57.48 per cent, each of which is higher than the Standard Norm for the 7A grade. This table indicates three pupils, or 12 per cent of the entire group of twenty-five, with scores below 46 per cent, who place in the low reading ability group. Forty-four per cent of the entire group, or eleven pupils, made scores distributed in the interval from 46 per cent to 62 per cent, thus lying in the average group. Eleven pupils, or 44 per cent of the 7A group made scores above 62 per cent, ranking superior in their grade.

Having completed the division of the pupils of each of the three grades into the three reading ability groups it was possible to combine the three superior groups, the three average groups, and the three low groups, and in this way have three fairly homogeneous groups, the recreational readings of which may be compared in amount and in type with some degree of accuracy. The nature of this investigation is such that equal division within the three groups is not necessary.

Table V shows a summary of the division into the three ability groups, low, average, and superior, of the pupils in the 7A, 8B, and 8A grades.
TABLE V. SUMMARY BY GRADES OF THE DIVISION OF THE PUPILS INTO ABILITY GROUPS

<table>
<thead>
<tr>
<th>Grades</th>
<th>Superior Pupils</th>
<th>Per cent Superior Pupils</th>
<th>Average Pupils</th>
<th>Per cent Average</th>
<th>Low Group</th>
<th>Per cent in Low Group</th>
</tr>
</thead>
<tbody>
<tr>
<td>8A</td>
<td>10</td>
<td>22.7</td>
<td>20</td>
<td>45.4</td>
<td>14</td>
<td>31.8</td>
</tr>
<tr>
<td>8B</td>
<td>17</td>
<td>41.3</td>
<td>16</td>
<td>39.4</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>7A</td>
<td>11</td>
<td>44.1</td>
<td>11</td>
<td>44.1</td>
<td>3</td>
<td>12.0</td>
</tr>
<tr>
<td>Total</td>
<td>38</td>
<td>34.5</td>
<td>47</td>
<td>42.7</td>
<td>25</td>
<td>22.7</td>
</tr>
</tbody>
</table>

Summarizing the steps taken to obtain from the reading test scores of one hundred and ten pupils a fairly accurate ability grouping when these pupils represent three grade levels, the procedure was, briefly: the division of the pupils of each grade level into the three ability groups desired, basing this division upon the relation of each pupil's test score to the Standard Norm for his respective grade; and the combining of all superior pupils, all average pupils, and all low ability pupils in the three grades, with the results indicated in part, in Table V. A superior group of thirty-eight pupils, 34.5 per cent of the entire group, representing those whose reading ability was at least one year above that of the Standard Norm for their grade, resulted. Second, a group of forty-seven pupils, or 42.7 per cent of the one hundred and ten pupils, represented the average reading ability group; the members of this group had reading
ability, as indicated by their test scores, not more than one year above nor one year below the Standard Norms for their grades. Lastly, twenty-five pupils, or 22.7 per cent of the total number, were included in the low reading ability group, composed of those who were more than one year below the standard for their respective grades.

So the division into the three ability reading groups was completed, and the basis for the comparisons of certain phases of junior high school recreational reading with which this study is especially concerned, was determined.
CHAPTER III

COMPARISON OF THE AMOUNT AND TYPE OF RECREATIONAL READING DONE BY THE THREE ABILITY GROUPS

How do the amount and type of recreational reading done by each of the three ability groups, superior, average, and low, compare?

To obtain data which would make such comparisons possible, the following materials were accumulated throughout the experiment: A record of each child’s recreational reading was kept by him on his Check-up Sheets for Library Work. The purpose of this was first, by suggestion to guide his reading toward non fiction, and second, to allow the teacher to keep an up-to-date record of what each child had read.

Only that part of the contract including the record of fiction and non fiction books read, assisted in the collection of data for this study. A child might be able to complete only one of these contracts throughout the entire term, or, as in some cases, as many as five or six of these contracts were completed. No pressure was brought to bear to make any child feel that he should read a certain number of books.

1 Appendix, p. 72.
It was stressed that each pupil was reading for the enjoyment books could give him, and not for teacher approval, class recognition, or grade improvement.

From the pupils' Library Check-up Sheets, a record of each book read by any member of the group, was kept on a library index card which showed the number of pupils who had read that particular book during the experiment. These were filed alphabetically by the authors' names. From this material the total number of books read by the pupils during the entire term was easily determined.

A third record, was a set of library index cards, on each card of which was copied the individual record of each pupil's recreational reading. This material was taken from the child's own record on his Library Check-up Sheets. This made possible a comparison of the amounts of recreational reading done by the members of each of the three ability groups.

The compilation of the number of books read by the members of these three groups is shown in Table VI. Because the pupils in the three groups were unevenly divided, the average number of books read in each group was determined. It is on these figures that the comparisons are made.
TABLE VI. COMPARISON OF THE AMOUNTS OF RECREATIONAL READING DONE BY THE THREE GROUPS

<table>
<thead>
<tr>
<th>Ability Groups</th>
<th>No. Pupils in Group</th>
<th>No. Books Read</th>
<th>Average No. Books Read by Each Pupil</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superior</td>
<td>38</td>
<td>306</td>
<td>8.02</td>
</tr>
<tr>
<td>Average</td>
<td>47</td>
<td>277</td>
<td>5.89</td>
</tr>
<tr>
<td>Low</td>
<td>25</td>
<td>124</td>
<td>4.96</td>
</tr>
<tr>
<td></td>
<td>110</td>
<td>707</td>
<td>6.42</td>
</tr>
</tbody>
</table>

The facts presented in Table VI, indicate that each pupil who was grouped in the superior classification read an average of 8.02 books during the school term. Those in the average group read an average of 5.89 books per child during the same period, or, an average of 2.13 books fewer than did those in the superior group. Each of the twenty-five pupils in the low ability group read an average of 4.96 books during the five months, .93 fewer than the average group. Summarizing, seven hundred and seven books were read for pleasure during the school term, or an average of 6.42 books by each pupil. Those in the superior group read 1.06 books above the entire group average, those in the middle ability group ranked .53 of a book below this entire group average, and the low ability group averaged 1.46 fewer than the entire group average.

Before comparing the types of books read by the members of the three ability groups, certain explanation
concerning the guidance of the recreational reading of these pupils during the experiment will be helpful. The teacher in charge was anxious that her pupils read good books, but the means used to realize that end were indirect ones, discussions of new books, displays of attractive and colorful book jackets, short reviews of certain unusually good books that did not seem to be receiving the attention they deserved, and the placing of worthwhile books in conspicuous places about the library and classroom. There was a desire on the part of the teacher to encourage non fiction books, and because of this one non fiction book was placed in each contract for each two books of fiction. However, if any child, after being guided toward an especially appealing non fiction book showed lack of interest in his reading, he was not forced to continue the book. Another, more to his liking, was substituted. A taste for light reading exclusively was considered undesirable and discouraged quietly, but no attempt was made to refine such taste immediately. "Guidance through suggestion, not constraint" was the method employed throughout this activity.

Table VII presents the comparison of the types of recreational reading done by the three ability groups.

---

Table VII. Comparison of the Types of Recreational Reading Done by the Three Ability Groups

<table>
<thead>
<tr>
<th>Types of Recreational Reading</th>
<th>Superior Per Cent Read</th>
<th>Average Per Cent Read</th>
<th>Low Per Cent Read</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adventure:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western</td>
<td>7.1</td>
<td>9.3</td>
<td>19.3</td>
</tr>
<tr>
<td>Pirate</td>
<td>3.9</td>
<td>4.7</td>
<td>4.8</td>
</tr>
<tr>
<td>Life in Foreign Lands</td>
<td>4.5</td>
<td>5.7</td>
<td>2.4</td>
</tr>
<tr>
<td>Aviation</td>
<td>6.1</td>
<td>7.7</td>
<td>7.2</td>
</tr>
<tr>
<td>History</td>
<td>13.4</td>
<td>10.8</td>
<td>12.7</td>
</tr>
<tr>
<td>Mystery</td>
<td>17.3</td>
<td>11.1</td>
<td>7.2</td>
</tr>
<tr>
<td>School Life</td>
<td>2.5</td>
<td>2.1</td>
<td>3.2</td>
</tr>
<tr>
<td>Home Life</td>
<td>22.5</td>
<td>17.3</td>
<td>10.4</td>
</tr>
<tr>
<td>Sports</td>
<td>4.9</td>
<td>4.3</td>
<td>1.6</td>
</tr>
<tr>
<td>Vocational</td>
<td>6.8</td>
<td>3.9</td>
<td>2.4</td>
</tr>
<tr>
<td>Non Fiction:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal Stories</td>
<td>6.8</td>
<td>19.4</td>
<td>21.7</td>
</tr>
<tr>
<td>Biography</td>
<td>2.2</td>
<td>2.8</td>
<td>4.8</td>
</tr>
<tr>
<td>History</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
</tr>
<tr>
<td>Travel</td>
<td>.9</td>
<td>3.2</td>
<td>1.6</td>
</tr>
</tbody>
</table>

A survey of the types of recreational reading as shown in Table VII, indicates certain very definite facts. The per cent of animal stories which the low ability group read, 21.7 per cent, showed a decided interest on their part in that type of story, an interest not indicated by the figures given for the superior group.

The books classed "Adventures in Foreign Lands" for the purpose of this study, were those of recent publication which were written to meet the definite demand for material to supplement the social studies program in the curriculum of the modern school. This class of books holds its greatest
appeal for the superior group, but proves unpopular with the pupils in the average and low groups.

Aviation stories had almost an equal per cent of circulation in the three groups, 6.1 per cent in the superior, 7.7 per cent in the average, and 7.2 per cent in the low group.

The popularity of fiction with historical background is indicated by the fact that 13.4 per cent of the books read by the superior group were of this type; the low ability group almost equals that figure with 12.7 per cent; but of the total number of books read by the average ability group only 10.8 per cent of them were those with historical background. The emphasis on this type of books in their social studies has created a general interest in books with historical backgrounds.

Seventeen and three-tenths per cent of the total number of books read by the superior group were mystery books, but this class of books comprised only 11.1 per cent of the books read by the average group and only 7.2 per cent of those read by the low group. Books with school life as their theme held little interest for any of the three groups.

In the superior ability group, home life stories were the first choice among all the books which they had read. In explanation of this it might be said, that many of the books which were placed in this classification, "Home Life," were the nearest approach, among juvenile books, to the popular
romance. Since the pupils used in this experiment were adolescents, the fact that 22.5 per cent of the three hundred and six books which those in the superior group read, were home life stories, is not remarkable. However, the interest in this type of story decreases to 17.3 per cent in the case of the average ability group and to 10.4 per cent in the low group.

Sport stories were consistently of little interest to the members of the three groups. This might be accounted for by the fact that this experiment was carried on during the spring. Since most of the sport stories have football or baseball for their themes, their untimeliness might have operated against the circulation of this type of story.

Vocational stories are recent additions to the collection of children’s books. With vocational guidance as their motive they are generally an interesting and well written group of stories. The showing of these books in Table VII indicates that, of all the books read by the superior group, 6.8 per cent were vocational books, while in the average group, the per cent was 3.9, and in the low group, 2.4. This might not be a true picture of their popularity however, because the number of this type of book available in the library is very limited, and often the demand for them exceeded the supply.
Figure 1. Comparison of Types of Recreation Reading Done by the Three Ability Groups

Reviewing the circulation of non-fiction books as indicated in Figure 1, animal stories rank first in the average and low ability groups, not only in this type of books but in the entire field of both fiction and non-fiction. In the superior group, home life or the "pre-romance" stories led all others; animal stories were not so popular, with a 6.3 per cent circulation in contrast with the 19.4 of the average ability group, and the 21.7 per cent in the low ability group. Biography in the
non fiction group represented only 2.2 of the entire reading of the superior group, 2.8 per cent of that of the average group, and 4.8 per cent of that of the low ability group. History in the non fiction class was not read by any pupil in any of the three groups. Travel claimed 3.2 per cent of the reading of the average group, 1.6 per cent of the total number of books read by the low group, and only .9 per cent of those of the superior group.

The question might easily arise, "Were the real preferences of these children indicated by the books which they actually read?" This becomes the next part of the problem to be attacked.

In view of this opinion and in an effort to clear away any differences that might exist between the reading book these pupils really did and that which they actually preferred to do, the following plan was carried out.

In the English class, a written expression lesson was developed which had for its theme, "If a king could be written just for my enjoyment?" After the distinct atmosphere had been created, each pupil was asked to write a narrative describing accurately the type of book which he would wish to have made be written just for his enjoyment. It was suggested that he also give the background

3White House Conference on Child Health and Protection, 22-31st. 11-12.
CHAPTER IV

PUPILS' PREFERENCES IN RECREATIONAL READING

The types of recreational reading just considered in
Chapter III do not necessarily represent the real reading
preferences of the pupils taking part in this experiment.

A survey of the many studies of children's read-
ing already made suggests that the average child
usually prefers a literary diet somewhat and often
startlingly different from that handed out to him by
those who direct his reading. ¹

In view of this opinion and in an effort to check upon
any differences that might exist between the reading that
these pupils really did and that which they actually pre-
ferred to do, the following plan was carried out.

In the English class, a written expression project was
developed which had for its theme, "If a Book Could Be
written Just for My Enjoyment!" After the desired atmos-
phere had been created, each pupil was asked to write a
paragraph describing accurately the type of book which he
would wish if "a book could be written just for his enjoy-
ment." It was suggested that he also give the background

¹White House Conference on Child Health and Protection,
op. cit., p. 11.
or setting for his story, the period in which its action would take place, and the identity of his most important character. If there were any preferences about the physical make-up of the book that the child felt worth mentioning, the illustrations, the cover, and the type, he was told to feel free to do so.

The compilation of the data provided by these paragraphs can not, because of the very nature of the activity, be an accurate and complete picture of the pupils' preferences in their recreational reading. No doubt a questionnaire would have accomplished such an end much more satisfactorily in the case of adults, but such a device is not a successful means of gaining information of this character from children.

In the case of "The Type of Book Preferred" the data is complete; each child stated very definitely in the manner of classification which had been decided upon at the beginning of the term, that type of book he really prefers when he selects a book for enjoyment.

Table VIII presents a compilation of the preferences by ability groups as expressed by the pupils in their written expression activity, "If a Book Could Be Written Just for My Enjoyment."
### TABLE VIII. PREFERENCES IN THE TYPES OF RECREATIONAL READING MATERIAL (THREE ABILITY GROUPS)

<table>
<thead>
<tr>
<th>Types of Recreational Reading</th>
<th>Superior</th>
<th>Average</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adventure:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Western</td>
<td>2.6</td>
<td>8.5</td>
<td>12</td>
</tr>
<tr>
<td>Pirate</td>
<td></td>
<td>2.1</td>
<td></td>
</tr>
<tr>
<td>Life in Foreign Lands</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aviotion</td>
<td>5.2</td>
<td>8.5</td>
<td>16</td>
</tr>
<tr>
<td>History</td>
<td>15.6</td>
<td>10.6</td>
<td>12</td>
</tr>
<tr>
<td>Mystery</td>
<td>33.8</td>
<td>17.1</td>
<td>16</td>
</tr>
<tr>
<td>School Life</td>
<td>5.2</td>
<td>8.5</td>
<td>12</td>
</tr>
<tr>
<td>Home Life</td>
<td>15.6</td>
<td>14.9</td>
<td>16</td>
</tr>
<tr>
<td>Sports</td>
<td>5.2</td>
<td>14.9</td>
<td></td>
</tr>
<tr>
<td>Vocational</td>
<td>7.6</td>
<td>14.9</td>
<td></td>
</tr>
<tr>
<td>Non Fiction:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Animal Stories</td>
<td></td>
<td>4.2</td>
<td>12</td>
</tr>
<tr>
<td>Biography</td>
<td>5.2</td>
<td>4.2</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Travel</td>
<td>2.6</td>
<td>4.2</td>
<td></td>
</tr>
</tbody>
</table>

The data presented in Table VIII indicates that the type of reading material classed as mystery stories is the preference of the greatest number of children in each of the three ability groups, with 33.8 per cent preference in the superior group, 17 per cent in the average, and 16 per cent in the low. Those stories ranking second in the case of the superior group were those with historical backgrounds and those concerning home life, each of which had 15.6 per cent of the preference expressed. In the average group, and also in the
low-ability group, vocational stories with per cents of 14.9 and 16 respectively, were the second choice. Western stories carried only 2.6 per cent in the superior group, but 8.5 per cent in the average group, and 12 per cent in the low group. Likewise, aviation stories received greater approval in the average and low than in the high group. Non fiction books fell relatively low in ranking in the preference expressed by the group, with the exception of animal stories which were given 12 per cent of the low ability group's choice.

Presentation of additional data provided by the paragraphs expressing the pupils' preferences for certain types of books, is difficult to compile for, in many instances it is incomplete. However, there are certain facts which seem sufficiently significant in themselves to justify their being considered here.

While a relatively small percentage of the pupils were interested in stories having any time period except the present, the following were exceptions: several pupils selected the following periods as the most interesting to them, the Middle Ages, the period of the French and Indian wars, the California Gold Rush, the Texas Rebellion, the Civil War, and the World War.

As a setting for their stories each of the following was selected by the pupils in from one to four instances: the Canadian woods, the western plains, the jungle,
a college, a boarding school, West Point Academy, a newspaper office, and a hospital.

Finally, Table IX showing the pupils' preferences concerning the sort of leading character about which they care to read, indicates a certain tendency of real importance to this study, an interest on the part of the adolescent in adults and their activities.

**TABLE IX. TYPES OF LEADING CHARACTERS PREFERRED BY THE ONE HUNDRED AND TEN PUPILS**

<table>
<thead>
<tr>
<th>Character Preferred</th>
<th>No. of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frontierman</td>
<td>6</td>
</tr>
<tr>
<td>Cowboy</td>
<td>3</td>
</tr>
<tr>
<td>Indian Scout</td>
<td>2</td>
</tr>
<tr>
<td>Explorer (Modern)</td>
<td>3</td>
</tr>
<tr>
<td>Aviator</td>
<td>11</td>
</tr>
<tr>
<td>American Ace</td>
<td>1</td>
</tr>
<tr>
<td>Student Pilot</td>
<td>1</td>
</tr>
<tr>
<td>Air Stewardess</td>
<td>1</td>
</tr>
<tr>
<td>Doctor</td>
<td>1</td>
</tr>
<tr>
<td>Student Nurse</td>
<td>2</td>
</tr>
<tr>
<td>Newspaper man</td>
<td>2</td>
</tr>
<tr>
<td>Football Player</td>
<td>2</td>
</tr>
<tr>
<td>Baseball Player</td>
<td>2</td>
</tr>
<tr>
<td>Soldier</td>
<td>1</td>
</tr>
<tr>
<td>Knight</td>
<td>2</td>
</tr>
<tr>
<td>&quot;young man&quot;</td>
<td>21</td>
</tr>
<tr>
<td>&quot;boy in his late teens&quot;</td>
<td>8</td>
</tr>
<tr>
<td>&quot;girl in her late teens&quot;</td>
<td>26</td>
</tr>
<tr>
<td>&quot;Young woman&quot;</td>
<td>10</td>
</tr>
</tbody>
</table>

Summarizing the material which the pupils' paragraphs included concerning the physical make-up of the book, the preferred books were of not more than two hundred fifty to three hundred pages, bound in attractively colored covers.
Concerning their preference for certain types of illustrations, the actual photographs were most often mentioned as their choice.

In considering the findings resulting from the expression on the part of the pupils of their preference for certain types of books with certain characteristics, the following generalizations can be made. A positive correlation in many instances was found between the books the members of the three groups had actually read during the experiment and those books that they preferred to read. In the exceptions, such as in the preference shown by the average and low groups for vocational stories, the explanation can probably be found in the fact that this type of book is so new that the pupils' interest in it cannot be satisfied by the limited number of books available. Pupils' interest in history is reflected by the fair share of books with historical settings which were preferred by them. But the most significant feature in the entire survey is the fact that their choice of leading characters in almost all cases is adults, persons in the majority of instances who are engaged in doing worthwhile things. They are persons of action, and that word in itself seems to be the best summary of the entire material on the type of recreational reading preferred by these junior high school pupils.
CHAPTER V

THE LIBRARY AND ITS RECREATIONAL READING

FOR ADOLESCENTS

How well does our library meet the recreational reading preferences and needs of the pupils who took part in this experiment? All books read by the pupils during this period were taken from the library which serves the school, a branch of the Indianapolis Public Library. The juvenile books in this library were selected in conformance with the accepted practices of trained librarians and with the child's best interest, the primary consideration.

Among its stock of juvenile books are those chosen because they are believed to be especially well-adapted to the reading needs and interests of the adolescent. To attempt to do this, according to Dr. J. Stanley Hall, is to try to meet a problem of real significance, because its solution is one which requires the meeting of individual differences. He states:

Adolescence is a new birth, for the higher and more complete human traits are now born. The qualities of body and soul that now emerge are far newer.

He (the adolescent) is more objective than subjective, and only if his lust to know nature and life is starved does his mind trouble him by ingrowing. There
are new repulsions felt toward home and school, and truancy and runaways abound. The social instincts undergo sudden unfoldment and the new life of love awakens. . . Interest in adult life and in vocations develops. Youth awakes to a new world and understands neither it nor himself. The whole future of life depends on how the new powers now given suddenly and in profusion are husbanded and directed. Character and personality are taking form, but everything is plastic. Self-feeling and ambition are increased, and every trait and faculty is liable to exaggeration and excess. It is all a marvelous new birth, and those who believe that nothing is so worthy of love, reverence, and service as the body and soul of youth, and who hold that the best test of every human institution is how much it contributes to bring youth to the ever fullest possible development, may well review themselves and the civilization in which we live to see how far it satisfies the supreme test. 1

In an effort to satisfy these new needs of the adolescent so capably described by Dr. Hall and as truly represented in our table of preferences in the preceding chapter, those persons selecting books for the youth have attempted to lead boys and girls into companionship with literature about adults, Miss Power, Director of Work with Children at the Cleveland Public Library, says that in making such selections the following aims are kept in mind:

The books should be enjoyable, they should have strength, they should present wholesome ideals, they should introduce worth-while writers, and they should be sufficient in numbers to provide for personal choice. In style, boys and girls usually prefer a good plot to analysis of character or description, but any form of expression of life in action which meets their interest is acceptable. 2

---

Such a collection of books for boys and girls in their teens is not a collection of the traditional children's literature, it is something far different as Miss Fargo describes it.

The children's library as developed in the twentieth century is a cosmopolitan collection embracing the vital interests and life activities of boys and girls, with an approach for every level of intelligence and an appeal for the stodgy and unimaginative as well as for the born reader.  

In those paragraphs which the children wrote expressing their preferences for certain types of books, the compilation of the details within each type preferred was difficult because of the wide variety of characters, settings, and action which these expressions on the part of the children included. 

Each was highly individualistic, and because of this the contents of the one hundred and ten paragraphs defied accurate compilation, but on the other hand became truly composite pictures of adolescent reading interests.

It is this interest that the modern library seeks to satisfy with

... a collection built to meet the natural interests and curiosities of individual boys and girls and to stimulate tastes through provision of a great variety of books artistically, emotionally, and intellectually intelligible to juvenile readers.

---


In connection with the experiment with which this study is concerned, a survey was made of the books which are suitable for the recreational reading needs of adolescents which were available in the library used by the pupils of the school. An accurate presentation of the number of books to be found in each of the classifications used in an earlier part of this study, is impossible. There is, in many instances, an overlapping of "interest appeal," or more than one type of story represented in one book. For example, a good sport story to one reader may appeal to another as an excellent school story. The reader's classification of a book in a given manner may easily be the result of the interpretation which his dominant interest at the time of his reading calls forth.

Therefore, in reporting on the stock of recreational books for junior high school pupils available in the library, the classification, adventure books, will include stories of western, pirate, ranch, and frontier life; sport stories will also include school stories. Stories which the children classified as those having historical background, seemed to divide themselves between home life stories and adventure stories; in reporting upon such books available in the library for this study, historical stories will be divided equally between home life and the adventure type.

Mystery, animal, aviation, vocational stories, biography,
and travel permitted a more definite "type" classification than did those which it seemed well to group in the manner just described.

In every case, the number of books given is an approximate one; the subjective judgment necessary in making any classification makes an accurate statement impossible.

Table X presents the number of pupils expressing preferences for each of the different types of recreational reading.

TABLE X. PUPILS' PREFERENCE FOR TYPES OF RECREATIONAL READING MATERIAL

<table>
<thead>
<tr>
<th>Types of Reading Material</th>
<th>No. of Pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fiction:</td>
<td></td>
</tr>
<tr>
<td>Adventure</td>
<td></td>
</tr>
<tr>
<td>Western</td>
<td></td>
</tr>
<tr>
<td>Pirate</td>
<td></td>
</tr>
<tr>
<td>Life in Foreign Lands</td>
<td></td>
</tr>
<tr>
<td>Aviation</td>
<td>10</td>
</tr>
<tr>
<td>History</td>
<td>14</td>
</tr>
<tr>
<td>Mystery</td>
<td>25</td>
</tr>
<tr>
<td>School Life</td>
<td>3</td>
</tr>
<tr>
<td>Home Life</td>
<td>10</td>
</tr>
<tr>
<td>Sports</td>
<td>12</td>
</tr>
<tr>
<td>Vocational</td>
<td>14</td>
</tr>
<tr>
<td>Non Fiction:</td>
<td></td>
</tr>
<tr>
<td>Animal Stories</td>
<td>5</td>
</tr>
<tr>
<td>Biography</td>
<td>4</td>
</tr>
<tr>
<td>History</td>
<td>1</td>
</tr>
<tr>
<td>Travel</td>
<td>3</td>
</tr>
</tbody>
</table>

Note: The total does not add up to the number of pupils due to rounding or other factors.
Table XI presents the approximate number of recreational reading books available in the library divided into the reclassifications made necessary by the overlapping of certain types of books.

### TABLE XI. RECREATIONAL BOOKS FOR ADOLESCENTS AVAILABLE AT THE LIBRARY

<table>
<thead>
<tr>
<th>Types of Reading Material</th>
<th>No. of Books Available</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fiction:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Adventure:</strong></td>
<td></td>
</tr>
<tr>
<td>Western</td>
<td></td>
</tr>
<tr>
<td>Pirate</td>
<td></td>
</tr>
<tr>
<td>Ranch</td>
<td></td>
</tr>
<tr>
<td>Frontier Life</td>
<td></td>
</tr>
<tr>
<td>Avation</td>
<td></td>
</tr>
<tr>
<td></td>
<td>70 - 80</td>
</tr>
<tr>
<td></td>
<td>15 (non fiction-25)</td>
</tr>
<tr>
<td><strong>Home Life and</strong>:</td>
<td></td>
</tr>
<tr>
<td><strong>Home life with:</strong></td>
<td></td>
</tr>
<tr>
<td>Historical Background</td>
<td>20 - 25</td>
</tr>
<tr>
<td>Mystery</td>
<td>25 - 30</td>
</tr>
<tr>
<td>School and Sport Stories</td>
<td>25 - 30</td>
</tr>
<tr>
<td>Vocational</td>
<td>15</td>
</tr>
<tr>
<td><strong>Non Fiction:</strong></td>
<td></td>
</tr>
<tr>
<td>Animal</td>
<td>30</td>
</tr>
<tr>
<td>Biography</td>
<td>30</td>
</tr>
<tr>
<td>History and Travel</td>
<td>20 - 25</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>250 - 280</td>
</tr>
</tbody>
</table>

In consideration of the two tables, Table X and Table XI, it will be noted that the type of book ranking highest in the pupils' preference was the mystery story; which was chosen by twenty-five pupils. On the shelves of the library, there are twenty-five to thirty good mystery stories for these children's enjoyment.
Dividing the fourteen children preferring history, equally between those desiring adventure and those wishing home stories, it is possible to compare the supply of adventure books with the demand that is made upon them. In the field of adventure, eight children preferred western stories, one, pirate stories, and seven, historical, making a total of sixteen asking for adventure stories. Of this type, there are at least seventy to eighty such books available for these children.

In the field of aviation, ten children expressed a preference, and the library has approximately fifteen of these stories in the fiction group and about twenty-five in the non fiction.

Combining the school life and the sport stories, the library offers from twenty-five to thirty of this kind of stories for the fifteen children ranking these as their preference.

The number preferring home life stories was ten, this added to the seven remaining in the group asking for history, totals seventeen children wishing home life stories. There are between twenty and twenty-five of these stories in the library's collection and many of them have historical backgrounds.

The preference for vocational stories was shown by fourteen children. Although this type of story has become
popular very recently, the library has fifteen such books in the fiction class and several more among the non fiction.

Five children expressed a preference for animal stories. While the library numbers about one hundred animal stories in its collection, approximately thirty of these are of the grade level of reading to appeal to junior high school pupils.

About thirty books of biography are offered to those, four in all, who desire this type of recreational reading. Those four children preferring history and travel books may choose from twenty to twenty-five of this classification.

Although necessarily indefinite in respect to the exact number of books available for the recreational reading of the pupils in this study, each of the figures quoted may be considered a conservative estimate. The library has a collection of more than two hundred and fifty such books, divided into the types preferred by the pupils in a manner which serves their needs acceptably.
CHAPTER VI

MEASURING THE QUALITY OF THE CHILDREN'S RECREATIONAL READING BY ACCEPTED READING LISTS

This study made possible not only the determining of the amount and type of recreational reading done by one hundred and ten junior high school pupils, but also a check-up on the quality of their choice in this type of reading material. The best means for the gaining of such information seemed to be the comparison of the actual reading selected by these pupils with certain criteria. The criteria selected were reading lists that are typical of many such prescribed for the guidance of pupils of certain grade levels in the choice of their free reading material. Also a recent course of study which includes such lists of books was used in making additional comparisons. Comparisons will be made with The Graded List of Books for Children, the list of books for junior high school suggested by the Children's Department of the Indianapolis Public Library, and the Pinetka Book List. The lists of
free and independent reading suggested in the Course of Study in English, Junior High School Division, of the Indianapolis Public School will also serve as bases of comparisons.

As was explained previously, a complete card catalogue record was kept of every book which was read during the experiment, with its author, title, and the number of times it was read by different children. By this means, it was possible to make a fairly accurate survey of how closely the actual reading of this group of pupils coincided with the recommendations of the authorities in this field.

At no time did the children themselves refer to any reading lists. However, the librarian and teacher in charge of the experiment, made many of the books recommended on these lists, conspicuous by displays of book jackets and by placing the books about the library and on the tables; but the pupils were told that they might make their selections from any of the books in the juvenile collection. Their tastes and interests were to dictate their choice of recreational reading.

The first comparison was made with the Graded List of Books for Children which is

... Primarily a selection of books for children's general reading. It is intended for use by librarians, teachers, parents, and friends of children who desire to find books that will not only give joy to juvenile readers but will also stimulate further reading. Different interests and abilities of children have been considered in the selection. 

The selection of books in the list was made by a joint committee of the American Library Association, the National Education Association, and the National Council of the Teachers of English.

The list is divided into three parts. Section One includes material suitable for grades one, two, three; Section Two is made up of titles of books for pupils of grades four, five and six; and Section Three is a book list adapted to the interests of seventh, eighth and ninth grade pupils.

First, a comparison was made between the books read by the pupils taking part in this experiment, and those recommended in this list in Section Three, which includes books for the junior high school grades. Then a second comparison was made; this was between the books read by these children and those in the entire list from grades one through nine.

In each comparison, the statement is made of the number of authors whose work the list recommends and whose books were read by the children. Also, the number of different books which the children read in both Section Three and in the complete list appears; and the total circulation of the books in each of the two lists, among the children is given. The total number of books recommended in each list is given and enables one to know the extent of the choice of books, but this number is not used as the base for any calculations in terms of per cent values, and would be of little value in interpreting the findings shown in the table.
TABLE XII, COMPARISON OF THE BOOKS READ WITH THE 
"GRADED LIST OF BOOKS FOR CHILDREN"

<table>
<thead>
<tr>
<th>Part of Book List Used as Basis of Comparison</th>
<th>Approx. No. of Titles</th>
<th>No. of Authors</th>
<th>No. of Different Books Selected</th>
<th>Total Circulation of Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Graded List of Books&quot; Section III, Gr. 7-9</td>
<td>513</td>
<td>19</td>
<td>21</td>
<td>46</td>
</tr>
<tr>
<td>&quot;Graded List of Books&quot; Complete List (1-9)</td>
<td>1475</td>
<td>58</td>
<td>61</td>
<td>139</td>
</tr>
</tbody>
</table>

This data shows that of the seven hundred and seven books which they read, the children actually selected twenty-one books appearing in Section III, of the Graded List of Books for Children. It also shows that these twenty-one books circulated among forty-six pupils. This fact means that forty-six pupils read books in agreement with the selection made on the reading list for their grade level.

Secondly, Table XII indicates that when comparing the reading of these children with the graded list without reference to grade level, the pupils read sixty-one different books; since these sixty-one books circulated among one hundred and thirty-nine pupils, approximately one-fifth of the seven hundred and seven books which the children read during the entire experiment had the recommendation of the compilers of the Graded List of Books for Children. The figures appearing on this table also show that the greater
number of the books read appear in grade levels below the junior high school. In fact the circulation of these lower grade level books is more than twice that of the books taken from the list recommended for the seventh, eighth, and ninth years.

The second list of books which was used as a criterion for judging the quality of the recreational reading material used during this experiment, was the Winnetka Graded Book List. The method of selecting those books which appear on that list was in such direct contrast to the method used in compiling the Graded List of Books for Children that it seemed especially valuable as a criterion.

In compiling the Winnetka list, each of thirty-six thousand seven hundred children sent in a ballot for each of the books he had read during a current year; every ballot contained an expression of the reader's judgment concerning one book. With this information and with the child's age and his exact reading ability as determined by the Stanford Silent Reading Test, those who were conducting the survey were able to decide definitely upon both those books most popular with boys and girls, and the grade level for which each book was best suited. The final product of this extensive study is the Winnetka Graded Book List which contains

... The titles of seven hundred books on which twenty-five or more children's judgments were expressed. This list was graded, not according to the school
grades which the readers represented, but according to the grade to which their reading ability corresponds.2

Therefore, when the Winnetka list is used as a basis for comparing the quality of reading actually done by the pupils in this experiment, it is a list that is the result of children's own judgments, which is in direct contrast to the Graded List of Books for Children which was the result of librarian-teacher judgment.

In checking the books actually read during the experiment with which this study is concerned, with the titles appearing in the sixth, seventh, and eighth grade lists in the Winnetka Graded Book List, the findings are those which appear in Table XIII.

TABLE XIII. COMPARISON OF BOOKS READ WITH THE WINNETKA GRADED BOOK LIST

<table>
<thead>
<tr>
<th>Part of Book List Used as Basis of Comparison</th>
<th>Approx. No. of Titles</th>
<th>No. of Authors</th>
<th>No. of Different Books Selected</th>
<th>Total Circulation of Books</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sixth Grade List</td>
<td>142</td>
<td>21</td>
<td>24</td>
<td>29</td>
</tr>
<tr>
<td>Seventh Grade List</td>
<td>144</td>
<td>35</td>
<td>35</td>
<td>42</td>
</tr>
<tr>
<td>Eighth Grade List</td>
<td>100</td>
<td>15</td>
<td>18</td>
<td>23</td>
</tr>
</tbody>
</table>

|                               |                        |                | 77                             | 94                        |

The figures appearing in Table XIII, indicate that ninety-four books, representing seventy-seven different

titles, which the hundred and ten pupils being reported on this study, read, coincided with the choices made by the children whose judgments were the basis for the Winnetka Graded Book List. This number, ninety-four, represents less than one-seventh, or 13.2 per cent, of the total number of books circulated during the period covered by this study.

A list of books was recommended to the pupils in the junior high schools of the city by the Children's Department of the Indianapolis Public Library for the school year 1936-1937. This list includes one hundred and nine titles, thirty-one of which are non fiction and seventy-eight of which are fiction. A comparison of the books read during our experiment with the list suggested by the library, shows that the pupils actually selected thirty-two different books of this list of one hundred and nine books. It also shows that the same books had a circulation among the children, of ninety-eight, or 13.8 per cent of the total circulation during the school term. It should be noted that this list was the least extensive of the three used as bases of comparison. Therefore the chances of the children's reading choices coinciding with those recommended were fewer. However, approximately one-seventh of the reading done was reading of books the titles of which appeared on the list of books recommended by the Children's Department of the Indianapolis Public Library.
In the Indianapolis Course of Study in English, Junior High School Division, six lists of books recommended for the free and independent reading of the pupils, are given for each grade level of the junior high school, seventh, eighth, and ninth. These books were "selected in terms of pupils' interests and are classified according to difficulty." These books were selected also in reference to the themes in literature that are presented in the different grades. In the seventh grade lists, a total of approximately four hundred and twenty-five books is suggested. In the pupils' reading, thirty-five different books had a circulation of fifty-eight.

The eighth grade lists for free and independent reading in the same course of study, contained about two hundred and twenty-five different titles. Of the books recommended for this grade level, eighteen different books read by the children were among those in this list. A circulation of twenty-three resulted from the reading of these eighteen books.

Summarizing, of the six hundred and fifty books recommended in the English course of study for the Indianapolis junior high schools, the pupils carrying on this experiment read fifty-three different books with a circulation of eighty-one. This circulation of eighty-one represents more than one-ninth, or 11.3 per cent, of the total circulation of seven hundred and seven books.
In concluding the presentation of the data concerning the comparison of pupils' actual reading with accepted reading lists as criteria, it should be said that the figures given can not possibly show an absolutely true picture. Every effort was made to be accurate, but many of the books read by the children were of very recent publication, and although they were worthy of such ranking, did not appear on any of the lists. This fact however, reflects upon the quality of the pupils' reading material in this experiment, and not upon the lists. Inasmuch as the new books did not appear on any of the lists, the comparisons in this respect were equally fair to all lists.

A consideration of those authors whose books the children enjoyed most gives an interesting picture of the character of the reading choices which the children made. The following list includes the names of the seven authors whose books circulated among at least five children. The number of pupils reading the book or books of each author is given, as is the number of different books of each which was read during the experiment. The list contains only the names of those authors which appeared on one or more of the reading lists used for the comparison.

One book written by Caroline Brink was read by 14 children.  
Two books written by Mrs. W. McKeely were read by 13 children.  
Two books written by Samuel Clemens were read by 11 children.  
Two books written by Jack London were read by 9 children.  
Two books written by R.L. Stevenson were read by 7 children.  
Four books written by L. J. Gray were read by 6 children.  
One book written by Will James was read by 5 children.
If the judgment of the popularity of a book may be based upon its circulation, the following books ranked highest among those read by the children. This list, however, is limited to those books which were included in one or more of the accepted reading lists.

1. Caddie Woodlawn, by Caroline Brink, with a circulation of 14
2. The Jumping Off Place, by Mrs. M. McNeely, circulation of 12
4. Adventures of Huckleberry Finn, by Samuel Clemens,
5. Adventures of Tom Sawyer, by Samuel Clemens,
6. Smoky, the Cowhorse, by Will James, with a circulation of 8
7. Jane Hope, by E. J. Gray, with a circulation of 6

In view of the preferences of the children for certain types of books, which were described in Chapter IV, it is interesting to classify the books which they enjoyed most, or at least read most widely, in their respective types. Caddie Woodlawn, The Jumping Off Place, and Jane Hope are home stories with historical backgrounds. The Call of the Wild and Smoky, the Cowhorse are animal stories. The Adventures of Tom Sawyer and the Adventures of Huckleberry Finn are typical adventure stories with historical backgrounds. The traditional type of boys' and girls' recreational reading material is well represented in the accepted book lists, and the children's choice of their "favorites" from those books recommended, indicates which stories met their "interest needs" best.

In an effort to test the true popularity of the books which appeared on the preceding list and which were approved
by the school and library, a second list was made, showing the nine most widely circulated books regardless of their positions on or off any book list. It is as follows:

1. Caddie Woodlawn, with a circulation of
2. Charlemontes Crest, circulation of
3. The Jumping Gift Place, circulation of
4. Arnold Adair with the American Aces,
5. Patches, with a circulation of
6. Cowboy's Holiday with a circulation of
7. Bears of Blue River a circulation of
8. The Call of the Wild a circulation of
9. Scottie, with a circulation of

Those books marked with the asterisk appeared on the list of approved books which were circulated most widely during the experiment. This indicates that of the nine books which were read by the largest number of children, three, or one third of them, carried the approval of authorities in the field, or of many children with common interests. It is interesting to note that Caddie Woodlawn by Caroline Brink, ranked highest in circulation. It is one of the most recent to be placed on any book list, and has won a coveted award in the field of children's literature.

Those books which appear on the last list and which are not on accepted book lists represent different types of books from those appearing on the first list. In Charlemontes Crest, with its circulation of thirteen is found the typical mystery story. Arnold Adair with the American Aces represents the aviation type in a most characteristic manner. Patches and Scottie are examples of easy reading in the classification
of animal stories. The adventure story with a western background the children found in Cowboy's Holiday; while the Bears of Blue River is a type of adventure story with a historical setting. These six books, though they do not appear on any accepted book list, are typical of certain of the children's preferences which are outgrowths of their new interests and which seem to be satisfied best by books from the juvenile collections which are not on approved lists.

Finally, the recreational reading which was done during this experiment was compared with those books which have received the Newbery Medal each year since 1930 and which represent the highest standard of quality in children's reading. In explanation, it should be said:

The Medal is awarded not for the most popular children's book, but for the most distinguished children's book of the year. The books are selected, not because they are enjoyed by a large number of children, but because they contain some remarkable qualities which place them apart from the ordinary children's book. As a group they lift the children above their everyday realm of reading to a higher plane.

The following list includes the names of those children's books which have received the Newbery Medal in the years 1930 - 1936:

1930 - Hitty, By Rachel Field
1931 - The Cat Who Went to Heaven, by Elizabeth Coatsworth

\[\text{Muriel E. Cann, The Newbery Medal Books, Boston; Trustees of the Public Library, 1934, p. 33.}\]
1932 - Waterless Mountain, by Laura Adams Armer  
1933 - Young Fu of the Upper Yangtze, by Elizabeth Towers Lewis  
1934 - Invincible Louisa, by Cornelia Meigs  
1935 - Pobry, by Monica Shannon  
1936 - Caddy Woodlawn, by Caroline Brink

In comparing the books which the children had read with those which had received the Newbery Medals during the past seven years, it was found that one child had read Rachel Field's, Hitty, two had read Cornelia Meigs', Invincible Louisa and fourteen pupils had read Caddy Woodlawn, by Caroline Brink.

Although at no time were the children influenced unduly to read certain books, those books which had merited the Newbery Medal were brought to their attention more persistently than were any other books. Regardless of this fact, Caddy Woodlawn was the only one of the seven in which any interest could be aroused. This, a story of an eleven year old girl who lived in frontier Wisconsin during the Civil War, is written in such an appealing and distinctive manner as to be irresistible to the child reader of average or superior ability.

So, by the use of a variety of graded reading lists and the standards set by the awards of the Newbery Medal, the measuring of the quality of the recreational reading material of these junior high school pupils was accomplished to a degree, at least to a degree that indicates certain significant facts which should prove helpful in the formulation of an adequate program of recreatory reading for the adolescent boy and girl.
CHAPTER VII

DIRECTION OF AND PROVISION FOR THE LIBRARY PERIOD
FOR RECREATIONAL READING

Worthwhile recreational reading is not a chance activity among junior high school pupils. It is likely to take place only when certain provisions have been made for it and when interest in books is stimulated by librarian and teacher direction.

In carrying forward the experiment in recreational reading which provided the data for this study, a very definite working plan was decided upon. It was recognized that such a library period must be planned just as carefully as any classroom recitation; however, the techniques are of such a different sort that to define them is difficult.

First, one of two supervised library periods a week was devoted to recreational reading under the guidance of the librarian and the teacher whom these pupils had in English. The library reading room is large enough to accommodate forty children seated around tables. The children enjoyed freedom in moving about and as nearly a natural adult situation existed as was possible to obtain. Library courtesies
were observed, with the individual member of the group respecting the rights of his fellow-pupils.

How to use the library effectively, the location of certain types of books in different parts of the room, the arrangement of the books on the shelves, the use of the card catalogue, and the care of books, had been taught these pupils in the earlier years of their school experiences. Now these library periods during their junior high school years provided splendid opportunities to make habitual that conduct and those skills which they had learned previously. They were led to see that the greatest benefit could be realized from the library only when one has learned to use it wisely, and that one should feel a certain pride in being able to enjoy the privileges of the library independently or with assistance only when he had made a sincere effort himself.

The work of the librarian and the teacher in this activity was so planned as to accomplish certain definite ends. However, they were the guides, not the leaders, and as such were in evidence only when help was requested or when they saw some one needing assistance.

When the children entered the library at the beginning of the period they found on their reading tables certain books which the teacher and librarian wished to bring to their attention. Some of these books were those which were especially worthwhile, others were new publications, and
some were those which the librarian felt would meet the interests of certain individual children particularly well. All those books which had been requested before the period, were ready for the children also. The work of the library period began immediately in an atmosphere of cheerfulness and anticipation.

An inquiry concerning whether a certain book was available, would generally bring the response, "Do you know its author? If so, won't you go to the shelves and see if it is in?" If the child was not certain about the author, he was asked to look the title up in the card catalogue and in that way find the author, and then he was guided toward the shelves on which he might find his book. When a child was doubtful about just which book he wished, he was allowed to browse among the books a reasonable length of time, and then the teacher sensing his indecision, questioned him about the type of book he enjoyed or an author which he had liked particularly. The best books in the type he mentioned were recommended, or the best book of that type which was within his reading ability was made available to him. The pupils in the low ability group asked for less assistance than the other children, but received more. Their problem which the librarian and teacher tried to meet, was the finding of material with the "interest appeal" for adolescents but written in simple enough style for children with reading ability
below the sixth year level.

Whenever it was possible to question the child about the author of his book, or the authors of particular types of books, this was done. Every effort was made to form a bond between the book and its author, and the child. Repeated associations with books, their authors, their location in the library, were felt to be fundamental in gaining "library and book confidence."

The librarian and teacher sought to remove all handicaps which might hinder the child's enjoyment of books. With a definite reading plan in mind for each child reading in the library, a plan built around that child's reading ability, his interests, and his needs, the teacher endeavored to offer to each pupil, the reading material that he should have. But she tried to do this in such a tactful and convincing manner that that material was accepted on its merits, and not because the teacher asked the child to read it.

After the children had found their reading choices independently or had been guided toward the books which it was thought they would enjoy most, the reading itself assumed control of the situation and held the children engrossed until the books were finished and more were sought; often that "more" was to be just "like that one" and the pupil pointed to the book which he had just completed and laid aside.

The check-up on the library reading of these children
was handled in many ways. Variety was sought; means of achieving this end with the least unfavorable reaction on the part of the children was the perplexing part of the problem. Any check-up which the child made was accepted with a word of appreciation, but no great amount of emphasis was placed upon it. Had there been, the purpose of the entire activity, reading for enjoyment, might easily have been defeated. The check-up on the book read was merely a mechanical device to provide the necessary facts for the compilation of the data which has appeared in this study. Inasmuch as the individual child was receiving no credit toward any grade mark because he read or did not read so many books, there would have been little, if any reason for misrepresentation on the part of any child. It might also be said, that no child knew that he was taking part in an experiment of any sort or that this study was to be made. The emphasis was placed on their learning how to read for pleasure and how to use the library so that they might get the greatest amount of enjoyment out of it.

Those working with these children in the library during this experiment and observing them read, learned very soon that the most dependable and sincere expression of a child's reaction to a book is reflected inadvertently by his facial expression and by his absorption in that book. This tells more than the fullest report could, but it provides little
material for a study such as this.

These supervised library periods were conducted, for five months with the librarian and the teacher in charge striving to guide the children in such a way that there would be developed in them a love of reading for the fun of it, an independence in the use of the library, and an appreciation of the opportunities which the library has to offer them, now and in the future.

By the junior and the senior high school pupils having superior, average, and low reading ability.

2. The rank conventional reading performance of these pupils with superior, average, and low reading ability.

3. The books available in the library to meet those preferences.

4. The quality of the reading material of these one hundred and ten pupils, using sample reading lists as criteria for judgment.

5. The statements made in the evidence of a conventional reading progress with senior high school pupils at the present time.

The findings indicate the following conclusions:

1. The difference between the average number of books read by the individual pupils in the three ability groups is so slight as to be of little significance. Over the entire period of five months, the children in the superior
CHAPTER VIII

CONCLUSIONS AND RECOMMENDATIONS

This study was undertaken in an effort to determine:

(1) The amount and type of recreational reading done by one hundred and ten junior high school pupils having superior, average, and low reading ability.

(2) The real recreational reading preferences of these pupils with superior, average, and low reading ability.

(3) The books available in the library to meet these preferences.

(4) The quality of the reading material of these one hundred and ten pupils, using accepted reading lists as criteria for judgment.

(5) The techniques used in the guidance of a recreational reading program with junior high school pupils at the present time.

The findings indicate the following conclusions:

1. The difference between the average number of books read by the individual pupils in the three ability groups is so slight as to be of little significance. Over the entire period of five months, the children in the superior
group read an average of but two and one-tenth more books than did those in the average ability group. The low ability group read per child less than one book fewer than did the pupils in the average group. However, in the matter of the type of books read, data indicates that a very different condition obtains. The reading material in the average group was comparatively evenly divided among many types, but in the low and superior groups the books read lay, in about half the cases, in three types of reading. This is significant. It indicates specific interests in the case of the children in the superior group, in home stories, the forerunner of the romance, and mystery stories, a definite reflection of the prevailing vogue in adult reading. The low ability group read animal stories most widely, a type of reading generally classed as preadolescent in interest appeal; a large part of their reading was confined to this type of stories because it is written in a style simple enough for their comprehension.

2. The expression of the children's preferences for certain types of books when compared with the types of books which they actually read for recreation indicates that the members of the superior group were really reading the books which they preferred and enjoyed most. But the low ability group expressed preferences for types of books entirely different from those which they were reading. This is
probably due to the fact that their tastes and interests are those of the average adolescent, but their reading ability is so below their grade level that the only books that they can really read and comprehend are those written to appeal to children much younger than they and with interests different from theirs.

3. The supply of books in the library which are suitable for the recreational reading of junior high school pupils, appears adequate to meet the needs of these children, and the majority of their preferences. If the pupils' preference for a certain less desirable type of reading material, as in the case of the mystery story, creates a demand in excess of the library's supply, what at first appears to be an inadequacy, proves in reality to be a means of guiding children in a subtle manner toward more wholesome types of books.

4. Not more than one-seventh of the books read in this experiment coincided with the books recommended for the corresponding grades in any of the accepted book lists used as bases for the judgment of the quality of the reading material of these children. Also the greater number of the books which they had read which appeared on the teacher-librarian compiled list, had been recommended as suitable reading for children below the seventh year grade level. In the compilation of the most widely circulated books during this
experiment, there was reflected a variety of interests typical of the modern youth, and also a quality of reading material, though not traditional "children's literature," of a standard well above the average.

5. Recreational reading on the part of junior high school pupils was stimulated by means of guidance during a regular library period once a week. The work of the teacher and librarian during that period was, first to create an atmosphere suitable for reading; to present by suggestion, and not dictation, especially worthwhile reading material; to guide each child toward the best books available, of the type in which he is most interested; to encourage independent use of the library's facilities; and finally, and of greatest importance, to endeavor to help each individual child to meet his reading problem most satisfactorily in view of his reading ability and interests. The giving of grades for the recreational reading and the practice of requiring book reports, or check-ups on books, was discouraged, for these may act as a deterrent to the fullest enjoyment of reading.

In view of the conclusions that were reached as a result of the interpretation of the data presented in this study of the recreational reading of one hundred and ten junior high school pupils, the following recommendations are submitted.
Recommendations

1. Emphasis should be placed upon the guidance of the junior high school child toward the best of those books which interest him, rather than upon encouraging the child to read a great number of books.

If his interest in books is stimulated and he begins to realize the limitless pleasure they hold for him, the amount of reading he does will be entirely satisfactory.

2. Writers of children's books should be made aware of the fact that there is a dearth of reading material suitable for the interests of the adolescent child of low reading ability. It is they alone who can remedy this condition.

At present this poor reader reads whatever material he can comprehend, which is largely animal stories. Unless some books can be provided which appeal to his interests as an adolescent and which are written in a style simple enough for him to comprehend and enjoy, this group of pupils will very likely either lose interest in good reading and become non readers or will develop into readers of the pulp magazines.

3. It is recommended that the teacher in selecting reading lists adapt them to the real reading ability of her children, selecting books from grades three through eight if the need seems to justify it.

The findings of this study seem to indicate that the accepted reading lists for the seventh and eighth years are graded too high to meet the real needs and interests of most of the pupils of the junior high school. Used as they are assigned to the grades by the compilers, the difficulty of many of the books suggested would discourage any but the children in the superior group.
It is recommended that the recreational reading program of junior high school pupils be considered as a problem in guidance.

It should not be a group activity. The individual pupil, his interests and his needs, should be met in a sympathetic, understanding way, but in a way that provides for independent effort and stimulates the child's love of books and an appreciation of the part they can play in making his life a full and happy one. Children should be made to feel that the enjoyment which they experience from their recreational reading is ample compensation for this type of activity, therefore any credit for grade marks or any class recognition is unnecessary. Effort should be made to form associations in the child's mind between recreational books and their authors; such knowledge creates in the child a satisfaction that in turn produces confidence and resourcefulness which may lead to fuller reading on his part.

It is recommended that, since the best guide for children's reading is provided by the children themselves, those directing this type of activity should know the whole child and all aspects of his personality.

Children's interests in recreational reading are not only variable but timely, and because of this no collection of children's books can be of service for any length of time. Therefore, it is necessary for the teacher and the librarian to be alert in recognizing any new interests which are displayed by the children. Unfortunately magazines are, because of their very nature, better adapted to meet such an emergency than are books. But when any new interest seems predominant, as is the interest in vocational stories at the present time, every effort should be made to provide for the children the opportunity of reading all the good books related to this subject which are being published. Such practice will pay amply for the effort and money expended, in the permanent appeal that books will hold for the young people.

Because children's choices in recreational reading
material do not coincide to any degree with the lists compiled by teachers and librarians, it is recommended that teachers familiarize themselves with children’s books.

No two children have the same needs. No two groups of children will find that the same list of library books is equally satisfactory. In the guidance of recreational reading in the junior high school the best standardized criteria are of less value than the sincere recommendation of a teacher who is eager to meet each child’s needs and interests with books with which she herself is thoroughly familiar.

7. In view of the quality of reading material which the children selected for themselves during this experiment, it is recommended that teachers have less concern about letting children read books of their own choice.

To be sure, care should be used to insure children’s learning what undesirable books are and why they are not worth the time necessary to read them, but in the collection of juvenile books in the library the possibility of their reading worthless books is slight. The important thing is that pupils read and read widely, thereby forming a permanent love of books and acquiring rich and varied experiences. If a program of junior high school recreational reading accomplishes this with its pupils, their leisure time as adults very likely will be enjoyable and profitable.

These recommendations are an outgrowth of the data provided by studying the recreational reading of one hundred and ten junior high school pupils. This study in itself may be of some significance since it defines certain phases of the problem which a recreational reading program with junior high school pupils presents. It is hoped that further studies in this field may provide findings sufficiently reliable to assure adequate provision for recreational reading in the junior high school educational program.
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### PUBLIC SCHOOL

**CORRELATED ATTAINMENT SCALES**

For Grades 7 and 8, Form B

**Reading - Vocabulary - Spelling - Arithmetic - Learning Aptitude**

<table>
<thead>
<tr>
<th>Name:</th>
<th>Date:</th>
<th>Age:</th>
<th>Room:</th>
<th>Grade:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

**GENERAL DIRECTIONS**

The test consists of 30 exercises, each one dealing with a new situation to make clear, so that it may be understood that each exercise is to be given only once. You need no knowledge of the subject which is given at each exercise, and to use your ability in the best manner in the task. Study and practice in the subject of the exercises will be of no value in the test. Study each exercise to the best of your ability. Practice of exercises in the same subject is not desirable.

**APPENDIX**

**PART 1 - READING AND VOCABULARY SCALES**

Directions for sections A and B in the last two tests are two exercises which you are to read. Also read the directions to the test.

<table>
<thead>
<tr>
<th>A.</th>
<th>B.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Here are ten sentences. Read them as fast as you can and make a check mark after each sentence which tells about people.</strong></td>
<td>1. <strong>Read the story below and then answer the question as to whether you think the answer or not.</strong></td>
</tr>
<tr>
<td>2. <strong>The quiet should be interesting.</strong></td>
<td>2. <strong>Jack was a little boy. He lived near the sea. He (had) a ship which he (sent) into the water.</strong></td>
</tr>
<tr>
<td>3. <strong>My name is John.</strong></td>
<td>3. <strong>How did you spend your time?</strong></td>
</tr>
<tr>
<td>4. <strong>They (were) going on a journey.</strong></td>
<td>4. <strong>What is the story about?</strong></td>
</tr>
<tr>
<td>5. <strong>The dog barked and barked.</strong></td>
<td>5. <strong>What was the story about?</strong></td>
</tr>
<tr>
<td>6. <strong>The children turned to the shore.</strong></td>
<td>6. <strong>What was the story about?</strong></td>
</tr>
<tr>
<td>7. <strong>The风尚 pushed to the fire.</strong></td>
<td>7. <strong>Who was the story about?</strong></td>
</tr>
<tr>
<td>8. <strong>The ship sailed very good.</strong></td>
<td>8. <strong>Who was the story about?</strong></td>
</tr>
<tr>
<td>9. <strong>The boat was a beautiful lady.</strong></td>
<td>9. <strong>Who was the story about?</strong></td>
</tr>
</tbody>
</table>

### Additional Notes

- **Section A:** Read the story below and then answer the question as to whether the answer or not.
- **Section B:** Op. Date next page, inc. 500 word passage (for questions to be answered). For each the proper through correctly at your most rate of reading, meaning the passage will keep pace for two minutes. In the case of any passage the maximum will be "Home," and you are to read the last word you see reading at the speed of any passage. At the roll of two questions you are to say "Next." Put this sound where it is then reading. Go on reading at the most rate of speed until told to stop.
PUBLIC SCHOOL
CORRELATED ATTAINMENT SCALES
For Grades 7 and 8, Form A
Reading—Vocabulary—Spelling—Arithmetic—Learning Aptitude

Name........................................ Date................. Age (Years) (Months)
Grade............................... Teacher................. School..........................
City............................... State..........................

GENERAL DIRECTIONS

The test exercises given on the following pages require your close attention to each exercise. Be sure to read and understand just what you are to do in each. You need to understand the situation which is given in each exercise, and to use your knowledge of the subject of study to do the work. Study each exercise to see what method or particular process is to be used in the situation. Read every direction and do as directed.

There are two or more columns on each page. In each column the exercises are arranged in the order of their difficulty. Begin at the top of the column and work down. Try to do each exercise.

Be sure to mark your answer to each exercise as directed, or as is indicated by the letters "Ans."

SECTION A

PART I—READING AND VOCABULARY SCALES

Directions for Section A: On this page are two exercises which you are to read. Also read the directions at the head of each. Ask now about anything in these directions you do not understand.

(1) Here are ten sentences. Read them as fast as you can and make a check mark after each sentence which tells about people:

1. The wheat should be harvested.
2. My uncle went on a journey.
3. That parson is a preacher.
4. The dog howled and barked.
5. The children hurried to the store.
6. The firemen rushed to the fire.
7. Sailors like long voyages.
8. Vegetables grow in the garden.
9. My aunt is a beautiful lady.
10. The soup tasted very good.

Directions for obtaining the score for Rate of Reading for Section B: On the next two pages are five short stories and thirty-two questions to be answered. First read the five stories through carefully at your usual rate of reading. To measure this rate of reading, the examiner will keep your time for two minutes. At the end of one minute, the examiner will say "Mark" and you are to put a cross on the word you are reading at the instant you hear the request. At the end of two minutes, the teacher will again say "Mark." Put this second cross on the word you are then reading. Go on reading to the end of the page, or until told to stop.

(2) Read the story below and then write the answer to each of the four questions:

Jack was a little boy. He lived near the river. One day he was playing by the river and fell into the water. He could not swim. Mr. Brown saw him and pulled him out.

1. Whom is the story about?
2. Where did Jack live?
3. Where was he playing?
4. Who pulled him out?

STOP! Go back over your work!

Point Score for Section A .......................... + 2 ..........................
J
1
1

It was indeed a very pretty picture that Sylvia made. She had on her lace party dress, with an old lavender sash around her waist. On her head was a wreath of old lavender flowers that she had taken from an old hat. In her right hand she held a lavender sachet bag that a cousin had given her.

II. A quaint figure is the candy vender of Japan. Down the narrow street he comes singing, with his small stand and his stock of candy figures. A crowd of children follows him. When the crowd is large enough, the candy man sets down his stand and begins business.

With a little bamboo tube he blows bubbles of hot sugar somewhat as a child blows soap bubbles. These he twists and shapes into flowers, fruits, animals, and fishes. When he completes a figure, he hangs it on a nail in the edge of the stand.

All the while the candy man is working, he entertains the children with humorous remarks or tales of adventure in which the hero is always one who eats quantities of candy. Most of the candy venders are old men who are fond of children and who love their calling. The Japanese have a saying, "Once a candy man, always a candy man."

III. The American frontiersmen conquered the wilds with limited means. It took these men generations to learn the art. They went into the woods with axes and built cabins and raised families of sturdy children. Twisted hickory branches were used for rope, and their soap was made with lye bleached from the ashes of the hearth fire. Besides making their own flour, sausage, cheese, and butter, they made candles of tallow, which furnished their light. They knew the habits of wild animals that contributed to supply them with food but raidied their granaries and hen-roosts. Every household possessed the knowledge of the trades that made clothes and food and tools and tackle.

The frontiersman's life was a continuous application of self-reliance and inventiveness. (Go to the next column)

IV. Hans started for the mountains, and reached them just at sunrise. It was, indeed, a morning that might have made anyone happy, even with no Golden River to seek, for lines of dewy mist lay stretched along the valley, out of which rose the massy mountains. The lower cliffs were like pale, gray shadows, hardly to be distinguished from the floating vapor; but higher up they caught the sunlight, which in sharp touches of ruddy color along the sharp crags.

The Golden River, which sprang from one of the lower and snowless elevations, was nearly in shadow. Only the uppermost jet of spray rose like slow smoke above a golden waterfall and floated away in feeble wreaths upon the morning wind. The beauty of the morning encouraged Hans as he struggled onward through the long hours and success seemed about at hand.

But on this day, for the first time in months, the brassy brightness of the skies had by imperceptible gradations dimmed, and now, near the hour of sunset, with astounding swiftness, silently, as though magician's hand, great tumbled clouds shot with light but with hearts of darkness formed and took possession of the mountain.

V. Washington trained himself for vigorous manhood by all sorts of robust exercises and athletic sports. He played soldier with his schoolmates, always asserting the authority of captain and subjecting the little company to rigid discipline. Running, leaping, and wrestling were among his favorite pastimes. He came a fearless rider, and no horse is said to have been too fiery for him.

A crisis in Washington's life occurred before he left school. His brother Lawrence, observing George's military propensities, thought that the English navy would afford him the most promising field for future distinction, and obtained a midshipman's warrant for him in 1757. George was just fourteen years old, and he said to have been on the point of embarking in the English naval service. The earnest monstrosity of his mother was interposed, and the project reluctantly abandoned. He then resumed his studies, and did not leave school until the autumn before his sixteenth birthday.

STOP! If you finish before time is called, refer for a fuller understanding of the stories.
STORY I. In exercises 1 and 2, underline the words in the parentheses which make the sentences true for Story I.

(1) This is a description of (a game, a girl's costume, a valentine).

(2) Old lavender is (a color, embroidery, an heirloom).

Write the answers to exercises 3 and 4.

(3) Where was the sachet bag?

(4) Who made a pretty picture?

STORY II. In the two following exercises, select the words asked for from Story II.

(5) Write the word that means "funny." .......

(6) Write the word from this story that means "peddler." .......

In the next two sentences, underline the words that make each statement true.

(7) These paragraphs tell mainly about (Japanese children, why we should eat candy, the candy man).

(8) The candy man (dislikes, cares for, is indifferent to) children.

STORY III. For each of the following five statements, select one or two words from Story III that mean about the same thing and write them on the dotted line.

(9) frontiermen called unsettled land the ...........

(10) to have few advantages is to have .......

(11) stout, strong children are called .......

(12) to have faith in one's own power and strength is to have .......

(13) ability to do things in a new way is called .......

In exercise 14, underline the group of words that makes the sentence true.

(14) The frontiersman's clothes were (bought in the city, brought to him by tradesmen, made at home).

(15) Go to the next column.

Directions for Comprehension Test of Section B: On this page are five groups of statements to be answered. These statements refer to the five stories you have just read on page 2. Carefully follow the directions which tell how to mark or answer these statements, and be sure to do as you are told. These directions are part of the reading test. You may reread the stories on page 2, if necessary.

STORY IV. Underline the words which make the sentences true for Story IV.

(15) The lower cliffs were like (fire, shadows, vapor).

(16) "Distinguished from" means (famous, discriminated, notable).

(17) "Ruddy" means (reddish, bright, warm).

(18) "Elevations" mean (plains, ridges, elevators).

(19) The (river, crag, elevation) was now nearly in shadow.

(20) The clouds looked (smooth, tumbled, white).

Find a word or words in the last paragraph of Story IV that mean the same as the words in each line below. Write on the dotted lines.

(21) the color named from a metal ...........

(22) successive steps or changes ...........

(23) not noticeable ...........

STORY V. In exercises 24 and 25, underline the word in each that makes the statement true for Story V.

(24) Washington when a boy cared (little, moderately, greatly) for athletic sports.

(25) Washington as a boy showed (no, little, considerable) ability for leadership.

Each word in the second column below means the same as one of the words in the first column. On the line in front of each word in the second column, write the number of the word in the first column which has the same meaning.

(26) vigorous ............ firm, stern

(27) asserting ............ starting

(28) rigid ............ robust, powerful

(29) embarking ............ claiming positively

In exercises 30, 31, and 32, write on the line after each the word from the story that you select.

(30) Select a word from the story that means decisive moment (or time) ............

(31) Select a word that means eminence or fame ............

(32) Select the word that means began again.

STOP! Go back over your work!
SECTION C

SENTENCE VOCABULARY SCALE

By CHARLES E. HOLLEY, ARTHUR E. TRAXLER, W. T. MABKHAM, AND OTHERS

Directions for Section C: In each of the exercises on this page and the next, you should read the first part of the sentence or expression, then read the four words or phrases following it. From these select the one whose meaning is most nearly like the meaning of the word which is underlined in the sentence or which properly completes the sentence. Draw a line under the word or phrase thus selected and place its number in the parenthesis at the right. Notice the example:

To invite him to go is to
(1) tell (2) command (3) ask (4) forbid — (3)

1. The price is the
(1) loss (2) cost (3) income
(4) bargain
( )

2. Bones are found in
(1) flowers (2) oysters (3) fish
(4) potatoes
( )

3. Misty weather is
(1) sunny (2) night (3) clear
(4) damp
( )

4. A governor is a
(1) ruler (2) slave (3) tyrant (4) fool
( )

5. Reporters work for
(1) barbers (2) hotels (3) farmers
(4) newspapers
( )

6. Oceanic breezes come from the
(1) hills (2) prairies (3) sea (4) desert
( )

7. Five dollars apiece is five dollars to
(1) all (2) each (3) none (4) one
( )

8. To decline is to
(1) refuse (2) accept (3) straighten
(4) improve
( )

9. To lecture is to
(1) talk (2) game (3) sing (4) concur
( )

10. To have health means to be
(1) small (2) white (3) helpful (4) well
( )

11. The impolite are
(1) kind (2) brave (3) young
(4) ill-bred
( )

12. To go outward is to go
(1) inside (2) along (3) away from
(4) around
( )

13. To scorch means to
(1) cut (2) burn (3) bruise (4) turn
( )

14. To be insured is to be
(1) burned (2) protected (3) ruined
(4) increased
( )

15. To talk is to
(1) write a letter (2) draw (3) speak
(4) picture
( )

16. To be about is to be
(1) everywhere (2) outside (3) around
(4) far away
( )

17. The air is
(1) space (2) a solid (3) a cloud
(4) what we breathe
( )

18. An animal is a being that
(1) moves itself (2) has roots (3) never
sleeps (4) wears clothes
( )

19. A bed is
(1) a house (2) a sleeping couch
(3) straw (4) a river
( )

20. The civil are
(1) rough (2) simple (3) polite
(4) rude
( )

21. That is priceless which is
(1) useless (2) protected (3) invaluable
(4) excellent
( )

22. To defer the payment is to
(1) make (2) postpone (3) request
(4) demand
( )

23. You should gauge its speed, that is
(1) know (2) measure (3) observe
(4) match
( )

24. To adapt themselves well is to
(1) please (2) adjust (3) carry
(4) conduct
( )

25. It is easy to dupe him, that is to
(1) lose (2) forget (3) deceive (4) win
( )
26. A treasurer cares for:
   (1) horses (2) machinery (3) clothing (4) money

27. To be astonishing is to be:
   (1) bad (2) thorough (3) furious (4) amazing

28. To have property is to:
   (1) farm (2) own valuable things (3) work (4) dress well

29. A homestead is:
   (1) the home place (2) a hat rack (3) a family (4) a grant

30. To be partisan is to:
   (1) follow devotedly (2) be political (3) be just (4) bribe

31. To give is to:
   (1) make a present (2) borrow (3) throw away (4) grant a request

32. To become great is to:
   (1) command (2) become noble (3) have a title (4) be big

33. To menace is to:
   (1) quarrel (2) make faces (3) threaten (4) be overconfident

34. The customary is that which is:
   (1) in fashion (2) in jail (3) in established usage (4) good

35. Figures are:
   (1) arithmetic (2) numbers (3) words (4) signs

36. To have devotion is to:
   (1) dedicate services (2) over-do (3) help (4) eat

37. Leadership of the people is:
   (1) education (2) dictation (3) accepted guidance by example (4) an imposition

38. A meager salary is:
   (1) large (2) desirable (3) scanty (4) monthly

39. A musical sound is:
   (1) vocal (2) organic (3) melodious (4) melodramatic

40. To quote your poem is to:
   (1) refuse (2) portray (3) believe (4) repeat

41. To make an alteration is to make a:
   (1) garment (2) subway (3) compact (4) change

42. An oriental custom is:
   (1) eastern (2) Spanish (3) southern (4) western

43. A salutary suggestion is:
   (1) serious (2) humorous (3) happy (4) wholesome

44. A noted man is:
   (1) kind (2) distinguished (3) steady (4) indebted

45. A synopsis is a:
   (1) summary (2) drama (3) system (4) bonus

46. A precise statement is:
   (1) angry (2) forceful (3) false (4) accurate

47. A sacred prayer is:
   (1) able (2) Pharisaic (3) consecrated (4) Chinese

48. An aquatic bird frequents:
   (1) land (2) water (3) danger (4) beauty

49. The physiognomy is the:
   (1) temper (2) answer (3) saying (4) countenance

50. An abnormal situation is:
   (1) common (2) unusual (3) blackened (4) hopeful

STOP! Go back over your work!
## Addition

<p>| | | | |</p>
<table>
<thead>
<tr>
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<td>2 + 1% + 7% =</td>
<td>191 - 112</td>
<td>437 1/2 miles - 289 1/2 miles</td>
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<td>(11) (Ans.)</td>
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<td>159 + 41</td>
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<td>75 1/4 qts. - 37 1/4 qts.</td>
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<td>(12) (Ans.)</td>
<td>(13) (Ans.)</td>
<td>(14) (Ans.)</td>
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<tr>
<td>946 + 574</td>
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<td>$94,679 1/2 - $93,978 1/2</td>
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<td>(13) (Ans.)</td>
<td>(14) (Ans.)</td>
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<tr>
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<td>\text{Subtract one-fifth from one-fourth}</td>
<td>$34.28 - $14.12</td>
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<td>(16) (Ans.)</td>
<td>(17) (Ans.)</td>
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<tr>
<td>6.84 + 2.5 + 4.06</td>
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<td>37 1/2 yds. - 36 1/2 yds.</td>
<td>7 lbs. 4 1/2 oz. - 2 lbs. 3 1/2 oz.</td>
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<td>(16) (Ans.)</td>
<td>(17) (Ans.)</td>
<td>(18) (Ans.)</td>
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<td>% - % =</td>
<td>10 bu. 1 1/4 pk. - 5 bu. 3 1/4 pk.</td>
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<td>(18) (Ans.)</td>
<td>(19) (Ans.)</td>
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<tr>
<td>223 1/2 + 189 1/2</td>
<td>\text{Change to tenths of a foot and add:}</td>
<td>1.765 + 0.930 + 0.006</td>
<td>37 1/2 yds.</td>
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<tr>
<td>(7) (Ans.)</td>
<td>(19) (Ans.)</td>
<td>(20) (Ans.)</td>
<td>(21) (Ans.)</td>
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<tr>
<td>416 1/2 + 913 1/4</td>
<td>\text{inches} (Ans.)</td>
<td>3.57 + 3.57 + 3.57</td>
<td>7 lbs. 4 1/2 oz.</td>
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### Score for Addition

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<th>Section B</th>
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## Subtraction

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<td>(14) (Ans.)</td>
<td>(15) (Ans.)</td>
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<td>$7083 - $294</td>
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<td>37 1/2 yds.</td>
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<td>(3) (Ans.)</td>
<td>(16) (Ans.)</td>
<td>(17) (Ans.)</td>
<td>(18) (Ans.)</td>
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<td>$8,775</td>
<td>782 1/4 - 777 1/2</td>
<td>7 lbs. 4 1/2 oz. - 2 lbs. 3 1/2 oz.</td>
<td>7 lbs. 4 1/2 oz.</td>
</tr>
<tr>
<td>(4) (Ans.)</td>
<td>(18) (Ans.)</td>
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</table>
MDL'TI>LICA'l'ION

Find the product of:

\[ \frac{428}{\times 506} \]

\[ = 6 \cdot 8 \]

\[ \times 7.3 \]

\[ 3 \frac{609}{\times 28} \]

Write in decimal form and solve:

\[ \frac{13 \times \frac{9}{9}}{\times \frac{4}{4}} \]

Find the product of:

\[ 10 \frac{0}{\times 5.139} \]

Complete the long division:

\[ \frac{41}{\times 4.305} \]

Reduce to lowest terms:

\[ \frac{9}{3} \]

\[ \frac{4}{5} \]

\[ \frac{4.17}{\times 2.6} \]

\[ \frac{.05}{2.6} \]

\[ \frac{.72}{\times 3.20} \]

Change to common fractions and solve:

\[ \frac{23.4}{\times 0.5} \]

\[ \frac{.10}{2.6} \]

\[ \frac{\text{Number}}{\text{Correct}} \]

\[ \frac{\% \text{ Correct}}{\text{Percent}} \]

\[ \text{Total} \]

\[ \text{Percent Score} \]

\[ \text{Score} \]

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SECTION C

PART III—LEARNING APTITUDE

MENSURATION

Directions: Solve these problems. Place your answers on the dotted lines after the problems. Problems 1, 2, and 3 are general problems. Problems 4 to 12 deal with mensuration.

1) 20 is the product of 12 multiplied by what number? (Ans.)
2) $\frac{5}{8}$ = how many $\frac{1}{2}$? (Ans.)
3) A watch gains 15 seconds in 30 hours. How much will it gain in $\frac{1}{2}$ hour? (Ans.)
4) Find the area of a rectangle that is 3 ft. wide and 8 ft. long. (Ans.)
5) Find the area of a triangle if the base is 4 ft. and the altitude is 2 ft. (Ans.)
6) Find the area of a circle if the radius is 4 ft. (Ans.)
7) Find the volume of a cylinder with area of base 5 sq. ft. and height 15 ft. (Ans.)
8) Find the circumference of a sun dial if the radius is 18 in. (Ans.)
9) What is the distance around a square lot that contains 5,625 sq. ft.? (Ans.)
10) Find the hypotenuse of a right triangle whose base is 6 in. and altitude 10 in. (Ans.)
11) Find the total surface area of the three sides of a triangular prism, if side of base is 10 ft. and height is 25 ft. (Ans.)
12) The volume of a sphere is $\frac{4}{3}\pi r^3$. What is the volume of a ball with a radius of 1 in.? (Ans.)

ARITHMETIC PROBLEMS

By B. R. BUCKINGHAM

Directions: Read the following example carefully. See why subtraction must be used.

Mary had 5 apples and gave 2 to her brother. How many had she left? Answer (3)

In the following problems, read each to understand the problem situation and how the numbers must be used. Write the answer to each in the parenthesis.

1) Yesterday Frank earned 12 cents and today he earned 7 cents. How much did he earn on both days? Answer (19)
2) 26 sparrows were on the lawn. 7 flew away. How many were left? Answer (19)
3) Three big bobsleds started down the hill at the same time. On each sled there were four boys and three girls. How many children slid down together? Answer (21)
4) I put 30 pounds of sugar into 3 bags. Each bag had the same amount of sugar in it. How many pounds of sugar were in each bag? Answer (10)
5) A boy owned 3 kites each of them having 150 feet of string. How many feet of string had he? Answer (450)
6) John had $1.50. He spent $1 of it for a bat. How much money had he left? Answer ($0.50)
7) I bought 36 oranges at the rate of 3 cents, and sold them at the rate of 3 for 4 cents. How much did I gain or lose? Answer ($0.50)
8) If the retailer pays $2.75 per box of 120 oranges and sells the oranges at 35c a dozen, what does he make on a box? Answer ($0.75)
9) Mary sells 10 gallons of lemonade in glasses holding $\frac{1}{2}$ pint each, at 2 cents a glass. How much does she get for the lemonade? Answer ($1.00)
10) If $7.35 is $\frac{1}{2}$ of my money, how much can I spend and have $\frac{3}{4}$ of it left? Answer ($7.35$)

<table>
<thead>
<tr>
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<tr>
<td>0</td>
<td>1 2 3 4 5 6 7 8 9 10 11 12</td>
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"CHECK-UP SHEET" FOR MY LIBRARY WORK

TERM: Spring, 1937

Name................................................ Grade........ Group........

MY LIBRARY READING CONTRACT:

1. Two Fiction Books of different types
2. One Non-Fiction Book
3. Familiarity with Three Good Magazines (Juvenile)
4. Reference Work Required for my School Assignments

"CHECK-UP" ON MY LIBRARY READING:

Title of Fiction Book, No. 1 ........................................ Date of Publication ........................................

Dates Read: From ........................................ To ........................................

Type of Book: ........................................ How Reported Upon: Orally _____ Pts.

                      In Writing _____ (30)

Title of Fiction Book, No. 2 ........................................ Date of Publication ........................................

Dates Read: From ........................................ To ........................................

Type of Book: ........................................ How Reported Upon: Orally _____ Pts.

                      In Writing _____ (30)

Title of Non-Fiction Book ........................................ Shelf No ........................................

Dates Read: From ........................................ To ........................................

Type of Book ........................................ How Reported Upon: Orally _____ Pts.

                      In Writing _____ (30)

MY APPRAISAL OF THREE MAGAZINES FOR CHILDREN

<table>
<thead>
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<th>Name of Magazine</th>
<th>No. of Copies Studied</th>
<th>Chief &quot;Interest Value&quot; of Magazine</th>
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I recommend the magazine ........................................ most heartily,

because ........................................................................

(30 pts. for each magazine)
"IF A BOOK COULD BE WRITTEN JUST FOR MY ENJOYMENT"

A Written Expression Activity

Let's pretend that someone who writes well asked you what sort of book you would like him to write for your enjoyment. Remember it is just for you and can be just the sort you like best to read. What would you tell him? Think very carefully before you answer. Recall those books which you have read for pleasure which you have enjoyed so much you have re-read parts of them and then have asked eagerly for more like them.

We are asking you to write a paragraph telling very honestly just what sort of a book you would like to read most. After you have decided upon the type of story you prefer maybe you can go on and explain a little more about it. Do these questions suggest any points you might make that would insure your book's being just what you wish it to be?

What sort of person would your leading character be?

How old would this character be?

How many characters would you like to appear in your book?

What is your favorite setting for a story? When would it take place?

What sort of work and play would you like your important character to take part in?

How long would your book be?

In what sort of type would it be printed?

How many illustrations would you like? Would you prefer pen and ink sketches or photographs, or maybe colored plates?

Would an attractive binding add to your interest in your book?

Think these points over and paint for us a clear and accurate "word picture" of the book which you would select "If a Book Could Be Written Just for Me!"
-LET'S READ-

Come, choose your road and away,
my lad,
Come choose your road and away!
We'll out of the town by the road's
bright crown
As it dips to the sapphire day.
   - Alfred Noyes

Junior High School