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## A Study of Leisure Reading of the Summer School Graduating Class at Prairie View College 1935

Edna Lee Sewell Mack  
*Prairie View State College*

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A STUDY OF LEISURE READING OF  
THE SUMMER SCHOOL GRADUATING CLASS  
AT PRAIRIE VIEW COLLEGE  
1935

By

Edna Lee Sewell Mack

A Thesis In English Submitted  
In Partial Fulfillment of the Requirements  
for the Degree of

Bachelor of Arts

in the

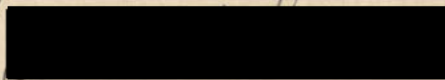
Division of Arts and Science

of the

Prairie View State College  
Prairie View, Texas

August  
1935

Approved by



ACKNOWLEDGEMENT

I am very pleased to express my gratitude to Mr. Earl L. Sasser for affording me all the necessary **DEDICATED** required for the completion of this thesis. I am also grateful to him for **TO MY HUSBAND** preparing and distributing of all the questionnaires used in compiling these **RICHARD M. MACK**

I do not have words to express my appreciation to the members of the senior class who filled the questionnaires issued them.

Earl Lee Sasser, Mack

## PART V

### ACKNOWLEDGEMENT

I am very pleased to express my gratitude to Mr. Earl L. Sasser for affording me all the necessary aid and suggestions required for the completion of this thesis. I am also grateful to him for the aid given in preparing and distributing of all the questionnaires used in compiling these data.

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Edna Lee Sewell Mack

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The magazines listed, the list of selected magazines and papers, are those subscribed for regularly by the service during the past year.

The answers listed as to why they subscribed to Negro periodicals were given by the service in answer to the question: Why do you (or do you not) subscribe for Negro periodicals?

The chart indicates the number of females, the number of males, the number that read for leisure and enjoyment, the number that read for professional development, the number that read Negro magazines regularly, the number that read Negro magazines and periodicals regularly, the number that purchase books for leisure time reading, and the number that did suggest to books through libraries and other sources.

## PREFACE

The books listed are those reported as having been read for culture, leisure or enjoyment; for professional development; books voluntarily purchased for leisure reading.

The magazines listed, the list of colored magazines and papers, are those subscribed for regularly by the seniors during the past year.

The answers listed as to why they subscribed to Negro periodicals were given by the seniors in answer to the question: Why do you (or do you not) subscribe for Negro periodicals?

The chart indicates the number of females, the number of male, the number that read for leisure and enjoyment, the number that read for professional development, the number that read magazines regularly, the number that read Negro magazines and periodicals regularly, the number that purchased books for leisure time reading, and the number that had access to books through libraries and other sources.

## INTRODUCTION

Reading is a subject of major importance. Educators are more concerned than ever about the reading being done by college students. Studies are being made from the following angles to determine what to read, how to read, when to read, and how much to read. It is an indispensable task for every educated man or woman to perform.

This thesis is a report of a study of reading done by the summer school graduating class on Prairie View College campus, 1935.

The chief problem was to analyze reading done by the seniors and to offer incentive to stimulate a desire to do voluntary reading during leisure hours. The purpose of stimulating reading is to enlarge the vocabulary, to enrich the experience and to make full and ready men and women that the world needs most.

give honor to the writers of their own.

The majority of the books seem to have enjoyed reading light novels and American fiction, such as "Miss Mar", "Little Women", "Black Apple", "Treasure Island", "Rings", "The Tale of Despereaux", and "Good Morning."



A STUDY OF LEISURE READING OF  
THE SUMMER SCHOOL GRADUATING CLASS  
AT PRAIRIE VIEW COLLEGE - 1935

PART I

ANALYTICAL COMMENTS

The purpose of this study was to find out to what extent seniors read for leisure or simple enjoyment, for professional development, the number of papers and magazines subscribed for regularly and the kind of books, magazines and papers selected.

Those reading for leisure or enjoyment were especially interested in selections written by Negro authors. Some of the novels and selections read were; "Silver Slippers", "Scarlet Sister Mary", "Up From Slavery", "Souls of Black Folk", "Arrival of the Negro", "Les Miserable" and "Dark Waters." Some of these selections describe the uneducated type of Negro and did not measure up to their ideal. However, the seniors seem to desire to give honor to the writers of their race.

The majority of the women seem to have enjoyed reading light modern and American fiction, such as "Plum Bun", "Little Women", "Black April", "Treasure Island", "Egoist", "Tess of D'ubberville", and "Good Earth."

In fact, it seems that they enjoyed reading something that would not require very much of their time, regardless to the information received.

Among those were American History, American Literature, classical organization, adolescent psychology, child care, contemporary education, and civil government. These were listed as having been read before entering Pacific View College, however, we think that all these read or used for classroom study.

A few Negro fictions and other publications were listed. "Black No More", "Big Boy Blues", "The Cabin", "Negro In the History" and Negro prose and poetry were in the number.

Other authors were "Arthur Vinal", "The Negro", "Book of Negroes", "Dark to Light", and "Farrington".

From books listed, indications were that very little reading was done for professional development and that regular textbooks.

The drama, short stories, essays, and the Bible were also included.

These indicate that reading was done

## PROFESSIONAL BOOKS

Books listed for professional reading by a majority of the seniors were those of science, philosophy, education and English. Among these were: American History, American Literature, classroom organization, adolescent psychology, child care, contemporary economics, and civil government. These were listed as having been read before entering Prairie View College, however, we class them as those read or used for classroom study.

A few Negro fictions and other selections were listed. "Black No More", "Nigger Heaven", "The Cabin", "Negro In Our History" and Negro prose and poetry were in the number.

Other numbers were: "Master Violin", "St. Elmore", "Dark Princess", "Born to Hate", and "Arrowsmith".

From books listed, indications were that very little reading was done for professional development aside from regular textbooks.

The drama, short stories, essays, and the Bible were also included.

These indicate that reading was done

but the question is; was this reading what it should have been?

The members of the public class as a whole indicated that they were interested in reading various kinds of magazines.

The professional magazines listed were: The Journal of Vocational Guidance, Vocational Psychology, Industrial and Vocational Hygiene, and Better Homes and Gardens.

It was interesting to note that the members had fortified themselves at this point. It seems much to get information from these sources to aid in their daily work. The latest plans, methods, projects and information in general regarding their particular profession through the advertisements in these magazines, certain free material and other help may be received which could not be received otherwise.

Other magazines read by a majority of the members were: The Official, The Literary Digest, Ladies Home Journal, World, Time, National Geographic, Radio-Play, Living, and Opportunity.

## MAGAZINES

The members of the senior class as a whole indicated that they were interested in reading several kinds of magazines.

The professional magazines listed were: The Normal Instructor, Grade Teacher, Good Housekeeping, Home Economics, The Pathfinder, Correct English, Etude, Farming Copper, Industrial and Vocational Hygiene, and Better Homes and Gardens.

It was interesting to note that the seniors had fortified themselves at this point. It means much to get information from these sources to aid in their daily work. The latest plans, methods, projects and information in general regarding their particular profession. Through the advertisements in these magazines, certain free material and other help may be received which would not be received otherwise.

Other magazines read by a majority of the seniors were: The Crisis, The Literary Digest, Ladies Home Journal, McCall, Time, Holland, Delineator, Saturday Evening Post, and Opportunity.

## VOLUNTARY READING

Listed by the seniors as having been read voluntarily since coming to Prairie View State College were several books. Those books that were read by a majority of the seniors were: "Along This Way", "Little Women", "Curiosity Shop", "So Red the Rose", "So Big", "Goose Woman", "Green Murder Case", "Art of the Novel", "Black Fleming", "Up From Slavery", "Dark Waters", "Dark Princess", "Imitational Life", "Return of the Native", "Tess of D'ubberville", "Tom Jones", "Gifted Children", "Deer Slayer", "Power of a Lie", "Silver Slippers", "Vanity Fair", "The Good Earth", and "Uncle Tom's Cabin."

A majority of the women listed books indicating that they were interested in Negro selections; such as "Up From Slavery", "Silver Slippers"; light fiction, such as; "Little Women", and "So Red the Rose"; modern American fiction, such as "Imitation of Life."

Few listed such books as "Tom Jones", "Tess of D'ubberville", and the like.

## ACCESS TO BOOKS

From the answers given to the questionnaire: To What Extent Did You Have Access to Books During the Past Year? it was indicated that a majority of the class had access to fairly good library facilities during the past year. In a few instances, library facilities were exceptionally good.

It was also noted that most of the high school authorities had placed some form of library in each high school for colored boys and girls.

County Superintendents also are placing circulating libraries in the counties to which some of the seniors have had access.

Few have had access to city libraries. Some of our largest cities have very commendable libraries where books can be secured the year round.

Several of the seniors indicated that they had access to private libraries and others borrowed books.

Sixty-two members of the class reported they had access to some form of library.

Two reported: "I have a good library."

ing material to be used in the public schools.

## RECOMMENDATIONS

To remedy these conditions, I recommend:

1. That some influential leader be appointed to make lectures and to show the importance of reading.
2. The organization of clubs or divisions to acquaint students with what to read, how to read, where to get reading material, and how to select from a large store of material.
3. That the leader or instructor secure a list of books from different companies showing what is being printed along certain lines and what other schools are purchasing.
4. That information be secured from instructors in other institutions to get what they have that may be different.
5. That students be given practice in reading so that aid may be given where it is needed.
6. That special lectures be given on how to use leisure time.
7. That seniors carry this information to public school students.
8. That each teacher be given a list of reading material to be used in the public schools.



## BOOKS PURCHASED FOR LEISURE READING

Very few seniors responded as having bought books for leisure reading. There are 101 enrolled in the class and only 71 reported having bought books. The majority of those 71 listed as purchasing books had done so because such books were required in a given course of study such as; "Child Care", "Child Nature and Need", "Curriculum Revision", "How to make a Curriculum", "How to Teach History", "History of Education", "The Negro in Our History", literature, drama, and rural education.

Other books listed as having been purchased by seniors were: "Born to Hate", "Imitation of Life", "Miseducation of the Negro", "Master Violin", "Negro Prose and Poetry", "Scarlet Letter", "Scarlet Sister Mary", "Souls of Black Folk", "Dark Princess", "What Men Live By", "Modern Hero", "Josephine", and "The New Deal."

In addition to these books, many seniors reported that they had read upon recommendation of friends.

Several members of the class confessed having read a number of True Stories and Fictional. "Do you want them? I was asked. I was turned on several

## ACTUAL FACTS ABOUT READING OF THE SENIOR STUDENTS

As I came in contact with seniors and made a strenuous effort to get facts through questionnaires, I was convinced of the fact that a part of the class really does not desire reading for leisure or enjoyment; that is, reading that is not required in some way. Some have somehow convinced themselves that there is no time for it. They would express confidentially that when "Mrs. English", "Mr. Psychology", etc. (meaning their instructors) got through with you, you would not have any time for leisure time reading. Yet, these same students have no excuse to offer for not having read anything at home during the past year. Sometimes, one would remark, "come back later and I will get my room-mate to help me recall some of those books we had in that extension school."

Another part of the class likes to read concerning the race as portrayed in "Up From Slavery", "Black No More", and "Scarlet Sister Mary." In most cases, these books were read upon recommendation of friends.

Certain members of the class confessed having read a number of True Stories and Screen Pictures. "Do you want those? I was asked. I was warned on several

occasions not to mention certain expressions because their instructors had confidence in their ability to do.

A majority of the class expressed a desire to read. Some had read a number of light fiction, mystery, modern fiction, and non-fiction collections.

A majority of the men have read only required subjects. It was a difficult matter to get some of them to understand why they should sign a questionnaire and state what they had read. They were sure it would come up against them in some way. One man and two women would not even tell me their names.

Few students listed such books as "Tom Jones", "What the Negro Thinks", and "Marks of an Educated Man" as having been read for leisure or enjoyment. There was a question mark placed after these books, however, for few students attempt such books unless required by the English instructor.

There seems to be very little encouragement needed for the reading of newspapers and magazines. In fact, a part of the time spent in reading them really should be devoted to reading something else.

There are more than one hundred students in the senior class, while only seventy-one are listed as having purchased books during the past

## PART II

year. The fact is, they really do not care to read, hence the money is spent for something else.

Three seniors gave answers to the question: Why do you (or do you not) subscribe for Negro periodicals? that would have been seniors and teachers. One said that she did not subscribe for papers or Negro periodicals because she did not know the people. They were too far from her and the periodicals were expensive. Another said that they did not come regularly. Both answers were given without thought or because of a lack of understanding. We do not live near writers to know them. We get acquainted with many of them long after they are dead.

The price of a paper should not hinder anyone from reading. A part of what we earn should be deducted for educational purposes. If we cannot get work to earn money, then we should work to earn papers, magazines, and books. Certainly, a neighbor will sell after he has read.

Sixty-two members of the class reported having access to some form of library which was very good. Judging from the books listed and the access seniors have had to books, very little time has been given to reading aside from that required in the extension school and in the classroom.

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The price of a paper should not hinder anyone from reading. A part of what we earn should be deducted for educational purposes. If we cannot get work to earn money, then we should work to earn papers, magazines, and books. Certainly, a neighbor will sell after he has read.

Sixty-two members of the class reported having access to some form of library which was very good. Judging from the books listed and the access seniors have had to books, very little time has been given to reading aside from that required in the extension school and in the classroom.

PART II

REPORTS FROM QUESTIONNAIRE

Reading Questionnaire

English Department of  
Prairie View College - Summer Term 1935

Note: This information is for a thesis study. Please cooperate with the investigator by giving the information as accurately as possible and returning information to Mrs. Edna L. S. Mack)

To Graduating Seniors

Name: (Last name first) \_\_\_\_\_

Division: (Check) Arts & Sciences; Agric., Home Ec.;  
Mechanical Arts; Nursing.

Occupation: \_\_\_\_\_

1. As far as you can recall, please list titles of books you read for cultural purposes or for simple enjoyment (i.e. leisure reading) during the past year (not including the time you have been at Prairie View this summer).
2. Please list titles of books read for professional development during the past year (not including the time you have been at Prairie View this summer).
3. Please list titles of the magazines you read regularly:
4. Please list titles of books you have voluntarily read since you have been at Prairie View this summer:
5. To what extent did you have access to books during the past year:
6. What books did you voluntarily purchase for leisure reading during the past year?:
7. What Negro magazines or newspapers do you regularly subscribe to?

8. Why do you (or do you not) subscribe to any Negro periodicals?

The reports received in answer to this questionnaire follow:

|                           |    |
|---------------------------|----|
| 1. Arts and Science ..... | 67 |
| 2. Agriculture .....      | 10 |
| 3. Home Economics .....   | 21 |
| 4. Mechanical Arts .....  | 3  |
| 5. Nursing .....          |    |
| 6. Music .....            |    |

|   |    |
|---|----|
| Number reading for simple enjoyment .....                             | 67 |
| Number reading for professional development                           | 78 |
| Number reading magazines .....  | 76 |
| Number reading voluntarily .....                                      | 48 |
| Number having access to books .....                                   | 75 |
| Number voluntarily purchasing books for<br>leisure time reading ..... | 51 |
| Number subscribing for Negro Papers and<br>magazines .....            | 78 |
| Number giving reasons for subscribing for<br>periodicals .....        | 63 |



## BOOKS READ FOR LEISURE OR SIMPLE ENJOYMENT

Anthony Advert  
 Arrival of the Negro  
 Arrowsmith  
 Art of Right Living  
 Autobiography of an Ex-colored Man 2  
 Ben Hur 3  
 Bent Twig  
 Bible in My Daily Life  
 Black April  
 Bread and Son  
 Brimming Cup  
 Born to Hate  
 Brown Mouse  
 Candy  
 Canary Murder Case  
 Captain Blood  
 Character and How to Strengthen It  
 Curriculum Making  
 Curriculum Analysis  
 Classroom Teacher  
 Courtship of Ann Rutledge  
 Country Teacher  
 Dark Water  
 Dark Blond  
 Desert Sands  
 Dark Princess  
 Death Kiss  
 Drama of Shakespeare  
 Doctors' Wives  
 Emerson's Essays  
 Egoist  
 Eyes of the World  
 Flaming Forest  
 Fundamentals of Home Making  
 Flat Iron for A Farthing  
 Felix Holt  
 Growth of the Soil  
 Girl of the Limberlost  
 The Good Earth  
 Green Murder Case  
 Growth of the Nation  
 Good Girl  
 Goldsmith  
 Guy Manning  
 Green Earth  
 God's Country

Half Angel  
 Half Moon  
 Hamlet  
 Heart of Rebecca  
 Harvester  
 House of Seven Gables  
 Hermit of Far End  
 Her Son's Wife  
 History of Our Country  
 Hour of Decision  
 Inside the Cup  
 If Winter Comes  
 In the Shade  
 Imitation of Life  
 Jean Christopher  
 Josephine  
 John Halifax  
 Lives of Girls who Became Famous  
 Last of the Mohicans  
 Little Women 2  
 Laddie  
 Les Miserable  
 Lorna Doone  
 Light That Failed  
 Merchant of War  
 Mill on the Floss  
 Main Street  
 Maiden Voyage  
 Member's Daughter  
 Mine with the Iron Door  
 Mulberry Tree  
 Merchant of Venice  
 Miseducation of the Negro  
 Mother 2  
 Negro in Our History  
 Negro in the Reconstruction  
 Negro in the World's War  
 Old Wives Tale  
 On the Other Side of Jordan  
 Our School of Today  
 One Hundred Per Cent Pure  
 On the Western Front, All Quiet  
 One Way Street  
 Predestination  
 Pennington, Mr. and Mrs.  
 Practical Education

PAGES NEW FOR PROFESSIONAL DEPARTMENT

Principal and His School  
 Plum Bun 2  
 Personality and How to Build It  
 Rebecca  
 Roman Myths  
 Rosary, The  
 Rural Negro  
 Soil 2  
 Sir Thomas Brown  
 St. Kilmore  
 Supervision  
 School Administration  
 "Sons"  
 Secret of the Storm Country  
 Six Feet Six  
 Scarlet Letter  
 Silver Slippers 2  
 Souls of Black Folk  
 Silas Marner  
 She Loves Me Not  
 Tarzan and the Jewel Aghar  
 Transitional School 2  
 Treasure Island 3  
 Training of Barbara Worth  
 Three Weeks  
 Tess of D'ubberville  
 This Freedom  
 Teutonic Myths  
 Tess of the Stormy Country  
 The Child, Its Nature and Its Needs  
 Types of Elementary Teaching  
 Unfinished Cathedral  
 Unwanted Woman  
 Up From Slavery  
 Uncle Tom's Cabin  
 Uncalled  
 Vegetable Growing  
 Vicar of Wakefield  
 Way of All Flesh  
 Well of Loneliness 2  
 World's Book of Knowledge  
 White Sister  
 Wife in Custody  
 Weekend  
 Work of Art

## BOOKS READ FOR PROFESSIONAL DEVELOPMENT

Adolescent Psychology by Brooks 4  
 Along This Way by Johnson  
 American Red Cross  
 Arts in Everyday Life by Colstine  
 American Literature  
 As You Like It  
 Better Speech and Good English  
 Black No More by Schuyler  
 Black Manhattan  
 Business Law  
 Bible  
 Building Construction  
 Brown Mouse  
 Child Care 2  
 Character and How to Strengthen It by Starke  
 Contemporary Economics  
 Child, His Nature and His Need 2  
 Correct English  
 Civil Government by Garrison  
 Country Teacher at Work  
 Classroom Organization by Gray 2  
 Civil Government of Texas  
 Country Teacher  
 Come A Guess - Cray  
 Culture and Good Manners  
 Curriculum Analysis by Bobbitt  
 Curriculum Making by Charter  
 Enile  
 Emerson's Essays  
 Educational Psychology  
 Elements of Child Training  
 Education Through Play  
 English Humorist  
 Educational Principles  
 Education by Parker  
 Education by Garrison  
 Encyclopedia of Education - 10 Volumes  
 Experimental Psychology  
 Extra-Curricular Activities  
 Everyday Problems of the Country Teacher  
 Foreground of American Fiction  
 Feeding the Family

Food and Nutrition  
 Four Hundred Games  
 Felix Holt by George Eliot  
 God's Step-Children  
 George Washington's Life  
 Guide to Method Observation  
 High School Methods  
 High School Administration  
 Handbook for Curriculum Study  
 How to Study and Use your Mind  
 History of Education  
 Health Education in Rural Schools  
 High School Methods by Douglas  
 How Children Learn  
 How to Teach the Primary Grades  
 Home Economics  
 How to Dress Well  
 How to Teach Volumes I, II, III, IV, & V  
 History of English Language Language  
 History of Education  
 How the World is Clothed  
 In the Grades by Anderson  
 Little Women  
 Life of Emerson  
 Life Begins at Forty  
 Les Miserable  
 Lanes of Bengal Lancer  
 Life of Christ  
 Library of Knowledge  
 Little School Teacher  
 Little Minister  
 Literature and Life  
 Miseducation of the Negro 5  
 Manual of Vocational Guidance  
 Methods in Teaching English  
 Methods in Teaching & Studying English & History  
 Methods of Teaching Home Economics  
 Mental Hygiene by LaRue 2  
 Maupassant  
 Mental Adjustment  
 Negro In Our History by Woodson 2  
 Negro Authors  
 Nigger Heaven  
 Negro Education  
 Newer Knowledge of Nutrition

One Hundred and One Famous Poems  
 Past and Present  
 Play in Education  
 Principles of Veterinary Science  
 Pilgrims Progress  
 Public Speaking  
 Personal Hygiene  
 Personality in the School Room  
 Problems in Education  
 Principles of Elementary Education  
 Present Methods of Teaching  
 Philosophy of Education 2  
 Principles of Well Dressing  
 Principles of Psychology  
 Personality of the House  
 Project Method of Teaching Home Economics  
 Psychology of Relaxation  
 Republic of Texas by Wharton  
 Roosevelt's Letters to his Children  
 Robinson Crusoe by Defoe 2  
 Rural Sociology  
 Secondary Education  
 Structural Members and Loads  
 Shakespeare's Complete Works  
 Supervised Study 2  
 Sketch Book  
 Study of Child Nature  
 School Administration  
 Spending Leisure  
 Souls of Black Folk  
 Southern Field Crops  
 Shop Management  
 State Directory  
 Suggested Program for Rural School  
 Sorter by Carlyle  
 Family and Good Health  
 Teaching English in the High School  
 Teaching Dull and Retarded children  
 Trail of A Lonesome Pine  
 Today's Children  
 Uncle Tom's Cabin by Bunyan  
 Up From Slavery by B. T. Washington  
 Vicar of Wakefield by Goldsmith  
 Well Dressed Woman  
 What Men Live By 2

## MAGAZINES READ BY SENIORS

Crisis 38  
 In the Country Home 2  
 Pictorial Review 11  
 Scientific America 1  
 Literary Digest 35  
 Ladies Home Journal 8  
 The Normal Instructor 26  
 Liberty 3  
 The American 11  
 McCall 9  
 Collier 2  
 Grade Teacher 11  
 The Time 6  
 Opportunity 2  
 Good Housekeeping 11  
 Home Economics 1  
 Texas Outlook 2  
 The Pathfinder 10  
 Correct English 2  
 High School Teacher 3  
 Good English 1  
 Hygeia 5  
 Woman's Home Companion 9  
 Etude 5  
 Farmers Cappers 1  
 Industrial and Vocational Magazine 1  
 Twenty-Sixth Yearbook 1  
 The Women's World 2  
 Holland's Magazine 5  
 Practical Home Economics 2  
 Readers' Digest 3  
 The American Times 1  
 Engineering News Record 1  
 Industrial Art 1  
 Vocational Education 1  
 Popular Science 1  
 Delineator 4  
 Parents 3  
 The Country Gentleman 2  
 Farm and Ranch 2  
 The Scholastic 1  
 Physical Education 2  
 Abbots Monthly 3

American Legion 1  
 Cosmopolitan 1  
 Forum 2  
 Saturday Evening Post 3  
 Hearth and Home 1  
 Home Life 1  
 The Home 1  
 Southern Agriculture 1  
 Semi-Weekly Farm News 1  
 Oklahoma Farmer 2  
 Comfort 1  
 Primary Plans and Projects 1  
 Hygiene 1  
 Progressive Farmer 2  
 Atlantic Monthly 1  
 The Household 1  
 Scribner 1  
 Agricultural Education 2  
 Child Life 2  
 Unity 1  
 Review of Reviews 2  
 High School Education 1  
 Harper's Bazaar 1  
 Better Homes and Gardens 2  
 News Weekly 1  
 The Nation's Business 1  
 Household 1  
 The Gentlewoman 1  
 The New Life 1  
 The New Ideal 1  
 Home Economics Journal 1  
 Texas Journal 1  
 The Vogue 1  
 Magazine of Education 1  
 Major Sports in History 1  
 Ladies Home Journal 1  
 Woman's Home 1  
 The Family Food Supply 1  
 Economics in Food 1  
 Overweight and Underweight 1

Junior High School

Lee Richards

Little Daughter of Stephen Crane

Life of Lincoln

Life of Virginia Mather

Little Women

Life and Works of Paul Laurence Dunbar



BOOKS REPORTED AS VOLUNTARY READING

Adolescent Psychology  
 Age of Innocence  
 Along This Way  
 Alice's Adventure in Wonderland  
 American Government and Politics  
 American Prose and Poetry  
 Art of the Novel  
 Autobiography of an Ex-Soldier  
 Brief Course in Teaching  
 Beyond the Desert  
 Black Flemming  
 Babin in the Cotton  
 Child Care and Guidance  
 Child Psychology  
 Dark Waters by DuBois  
 Dark Princess  
 Democracy of Education  
 De Maupaussant  
 Deer Slyer  
 Education by Garrison and Garrison  
 Education by Dodd  
 Essays by A. L. Allen  
 Gertrude and Leonard  
 Gifted Children  
 Goose Woman  
 Good Earth  
 Green Murder Case  
 History of the English Language  
 History of the Negro Church  
 How to Supervise  
 History of Education  
 Human Bondage  
 Individual Differences  
 Introduction to Education  
 Imitation of Life  
 Ivanhoe  
 Junior High School  
 Les Miserable  
 Little Shepherd of Kingdom Come  
 Life of Lincoln  
 Life of Virgie Winters  
 Little Women  
 Life and Works of Paul Lawrence Dunbar

Magnificent Abecion  
 Marks of an Educated Man by Wiggam  
 Main Street  
 My Mother and I  
 Modern Hero  
 Mother's Son  
 Nation's Schools  
 Negro Education in Texas - 1935  
 Old Curiosity Shop  
 Old Misery  
 Outlines of Introductory Sociology  
 Philosophy of Education  
 Power of a Lie  
 Primitive and Early Church  
 Principles in Practice Teaching  
 Parent and Pre-School Child  
 Return of the Native by George Eliot  
 Rural Education by Brooks 2  
 Reorganization of Secondary Schools  
 Rural Negroes  
 Rough Road  
 School Administration  
 Sheltered Life  
 Shining Windows  
 Soul of Ann Rutledge  
 Silver Slippers  
 So Red the Rose  
 So Big  
 S<sup>e</sup>venteen  
 Tess of D'ubberville  
 Two Years in French West Indies  
 Trends of the Races  
 Trail of A Lonesome Pine  
 Tom Jones  
 Uncle Tom's Cabin 2  
 Up From Slavery  
 Vanity Fair  
 Vegetable Growing  
 Water Babies  
 "Waves"  
 What is Life  
 White Swan  
 Youth  
 High School Methods  
 Guidance in Secondary Schools

## EXTENT OF ACCESS TO BOOKS DURING THE YEAR

(The following answers were given to the question: To what extent did you have access to books during the past year?)

1. A personal library
2. To the county circulating library 5
3. Handicapped by poor library facilities and must purchase practically all books used if they cannot be borrowed.
4. Access to college library; able to get any books wanted.
5. Rosenberg Library for Colored People
6. Home and School Library 15
7. High school library 15
8. Prairie View library 4
9. City, school, and private library.
10. To the county library 2
11. Small school library, books of white teachers, and a few books I could purchase.
12. The books were at my disposal but I did not have time to read.
13. To almost any kind I desired to read.
14. Access good but time limited my reading.
15. I had a library at my disposal
16. College at Sam Houston, Huntsville, Texas
17. Rental library, Chicago, Illinois
18. School library and personal library
19. I had access to a variety of books, however, I failed to read according to access.
20. Galveston Colored Branch of Rosenberg Library.
21. Lincoln High School Library, Port Arthur, Texas.
22. Houston County Teachers Library
23. Williams School Library
24. School library and books from white school library.
25. School library. Also, I exchanged books with the teachers of Tyler High School. The teachers of the county have assorted library in the Superintendent's office.
26. Private library
27. Home and School library 3
28. Did not have access to library
29. I had good library facilities

30. The books could not be taken from the library and the time to use them was limited.
31. My access to books during the past year was good.
32. The nature of my working hours would not allow me to go to the library.
33. I had no access to library 2
34. I had access to books during extra hours.
35. School library, County Depository Home Library.
36. Books were borrowed from high school and city libraries.
37. Booker Washington Library.
38. Free access to colored branch of the Rosenberg Library.
39. Access to library at Bonham; rented books from white schools; borrowed books from friends.
40. I could get a few books from a friend at home and I could get all the books I wanted here.
41. None but home library.
42. The access I had to books was to buy them.
43. Student library
44. Home library.

How to Study a Curriculum  
 How to Teach History  
 How Children Learn 2  
 History of Education  
 Education of Life  
 Josephine  
 Porter High School  
 Leslie  
 Life of George Washington  
 Library Set - Volume 8  
 Literature by American and Other  
 Antiquities of Literature by Woodson  
 Classification of the Negro by Dubois  
 Foster Villa  
 Mental Adjustment by Letae  
 Washington, D.C. and Mrs.  
 Head 4th  
 Andrew Ross  
 Nelson  
 How Citizenship by E. Bridg  
 Negro in Our History by Woodson  
 How Negro by Woodson

## BOOKS PURCHASED FOR LEISURE READING

American Federal States  
 Anne Beley's Bread  
 Arrowsmith  
 Bible in my Daily Life by Edward  
 Book of Short Stories - by Wells  
 Born to Hate  
 Book of Poems by Guest  
 Child Care by Anderson  
 Character and How to Strengthen It by Stark  
 Circle of Knowledge  
 Classroom Teacher  
 Child Care and Guidance by Anderson  
 Child Life  
 Child's Nature and Its Needs  
 Curriculum Revision  
 Drama by Shakespeare  
 Education in the United States by Knight  
 Elements of Child Training 2  
 Educational Psychology  
 Extra-Curricular  
 Growth of the Nation  
 How to Make a Curricular  
 How to Teach History  
 How Children Learn 2  
 History of Education  
 Imitation of Life  
 Josephine  
 Junior High School  
 Laddie  
 Life of George Washington  
 Library Set - volumes, 6  
 Literature by Greenlaw and Miles  
 Masterpiece of Literature by Woodson  
 Miseducation of the Negro by Dubois  
 Master Violin  
 Mental Adjustment by LaRue  
 Pennington, M., and Mrs.  
 Mead Oth  
 Modern Heron  
 Mother  
 New Citizenship by B. Elridge  
 Negro in Our History by Woodson  
 New Negro by Woodson

## PAPERS READ BY SPEAKERS

New Deal  
Negro Prose and Poetry  
One Hundred Per Cent Pure  
Personal Charm  
Peg O'My Heart  
Personal Hygiene Applied  
Personal Efficiency Methods  
Psychology of Childhood  
Present Day Standards of Teaching  
Rural Economics by Wells and Clark  
Scarlet Sister Mary  
Secondary Education  
Scarlet Letter  
Six Feet Six  
Shakespeare's Complete Works  
She Loves Me Not  
St. Elmore  
Souls of Black Folk  
Six Horsemen  
Transitional School  
Dark Princess  
Teachers' Technique  
Training for Efficiency  
Volunteer  
Yellow Dove  
What Men Live By  
World's Book of Knowledge

## PAPERS READ BY SENIORS

Pittsburg Courier 25  
 Chicago Defender 25  
 Houston I former 32  
 Dallas Express 32  
 Beaumont Informer 11  
 Dallas Gazette 1  
 Houston Defender 5  
 Northeast Texas Informer 1  
 Bleek Dispatch 1  
 San Antonio Inquirer 1  
 Kansas Call 1  
 Negro America 2  
 Port Arthur Herald 1  
 Houston Post 1  
 Voice 1  
 Banner 1  
 East Texas I<sup>st</sup> former 2  
 Industrial Era 1  
 Galveston Informer 1  
 Waco Herald 1  
 Christian Herald 1  
 Waco Message 1  
 Christian Index 1  
 Western Index 1  
 San Antonio Register 1

11. To be informed of the opinions of my race.
12. For educational value.
13. To gain information for pleasure.
14. For information and for past pride.
15. For information, enjoyment and appreciation.
16. I get information about our people.
17. I get news concerning the race.
18. To learn of Negro leaders, their accomplishments, their opinions and positions in politics.
19. To know what the Negroes are doing.
20. I live so far from most of the writers that what they say does not reach me at all, and how, the papers and magazines are rather expensive and I have no one mentioned in magazines and papers.
21. Because I enjoy reading.
22. To know of the achievements of the race and of the political leaders' reactions to current issues.

WHY DO YOU (OR DO YOU NOT) SUBSCRIBE TO  
NEGRO PERIODICALS?

(The following answers were given to the  
above question)

1. Anxious to get some of the better points of my race and to know other truths that only a Negro paper can be expected to give.
2. Because my funds are low.
3. I am interested in them
4. To know race accomplishments.
5. For educational value
6. To help perpetuate Negro institutions and to make possible employment for Negroes and also to keep in touch with the happenings of the race.
7. For information concerning Negroes.
8. To get information 2
9. Have no money.
10. To foster Negro enterprises and to know what my race is doing. I get a store of information from Negro periodicals that I could not get from others.
11. To be informed of the actions of my race.
12. For educational value
13. To gain information for pleasure 2.
14. For information and for race pride.
15. For information, enjoyment and appreciation.
16. I get information about our people.
17. I get news concerning the race.
18. To learn of Negro leaders, their accomplishments, their actions and reactions in politics.
19. To know what the Negroes are doing.
20. I live so far from most of the writers that what they say does not reach me at all, and too, the papers and magazines are rather expensive and I know no one mentioned in magazines and papers.
21. Because I enjoy reading.
22. To know of the achievements of the race and of the political leaders' reactions to current issues.



23. To obtain information concerning the progress of the Negro.
24. To acquaint myself with the Negro race.
25. To know what the race is doing.
26. Financial conditions will not permit; am in school.
27. To keep up with the happenings of the race.
28. To keep up with what Negroes are doing.
29. For educational value.
30. To keep up with the activities and accomplishments of our race.
31. That I may be conversant with race news.
32. To keep in touch with Negro achievements.
33. Have not the money while in school.
34. To read about my race.
35. Money shortage will not permit.
36. To see what the Negroes are doing that is worth while to the race.
37. To note the progress of the Negro and to learn of his condition.
38. I don't know; negligence, I suppose.
39. To keep informed on the progress of the Negro.
40. Racial interest.
41. To keep up with the accomplishments of my race.
42. They do not come regularly.
43. To note the progress, change of status, and to learn of his conditions.
44. I read them for information.
45. To get first hand the progress and achievements of the colored people.

First: Reading was defined as being class preparation, whether it was of a strictly reading nature or not, including solution of problems in mathematics, translations in foreign languages, and all other types of study directly used in the preparation of class work.

Second: Assigned reading for class reports.

Third: All other reading not falling within the regular reading classification is optional reading.

OPTIONAL AND REQUIRED READING  
BY COLLEGE STUDENTS

PART III

A study was made of optional and required reading by Mr. J. R. Gerberiek on Junior students in the University of Arkansas, including the colleges of Agriculture, Arts, and Sciences.

The purpose of this study was to determine the relative amount of optional and required reading done by a group of college students and to determine the relationship existing between the amount of time devoted to these two types of reading and the factors of sex, intelligence, and scholastic success in college.

Procedure: <sup>1</sup>

First: Reading was defined as being class preparation, whether it was of a strictly reading nature or not, including solution of problems in mathematics, translations in foreign languages, and all other types of study directly used in the preparation of class work.

Second: Assigned reading for class reports on book reports.

Third: All other reading not falling within the required reading classification is optional reading.

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<sup>1</sup> School and Society, Volume XXXVIII, July 1935, page 93.

Information was obtained from each student by means of personal interviews to determine the amount and type of optional reading done between the beginning of the second semester and the ten-weeks examination scheduled for the tenth week of the semester.

Three types of optional reading were determined;

1. Newspapers
2. Magazines
3. Books.

The number of hours devoted to each type was determined as a weekly average. The amount of time weekly spent in required reading was obtained by this same method.

The data for the total optional reading shows that men average 201 more hours weekly in optional reading than women. The difference of 3.55 hours by which the mean score for the women surpasses that for the men, 4.33 times its probable errors. The number of hours devoted to types of reading and study by women averaged 148 more per week than the men.

EXPERIMENTAL READING OF HIGHER COLLEGE STUDENTS

Another fact worthy of note is the degree of relationship existing between the amount of time spent by students in optional and required reading. The only significant relationship found between an index of cumulative university scholarship and the amount of time devoted to reading was a coefficient of  $\underline{.28}$  for the women based on the total time spent in reading and study. The comparable coefficients for the men are low, showing no apparent relationship between scholarship and the amount of reading done by the group.

Howard University and Atlanta University. The investigation was made of freshmen and senior college students.

Miss Loring states: "The question, do college students read? is usually answered negatively by librarians, librarians, and instructors. They seem to say no to the question, do college students read worth while literature on their own initiative for purely recreational or other purposes? It is true that they read, but what? Few read light and popular fiction while others read very little outside of classroom assignments. The reasons stated for students not reading are included in the following statements:

1. Lack of time: Social and athletic activities prevent most of the time not required for study.

2. Lacking stimulus: Lack of adequate books to attract attention and appreciation for leisure reading and other reasons. Many would-be readers have not developed the habit of reading

## RECREATIONAL READING OF NEGRO COLLEGE STUDENTS

An increasing interest of educators, instructors, and librarians in what students actually read, what they should read, and how to encourage them to read the right kind of literature, led Miss Mollie Dunlap, Librarian of the State Teachers College in Winston-Salem, North Carolina, to make a study of the recreational reading of about 610 Negro college students in Negro colleges. The study was made in Hampton Institute, West Virginia State College, State Teachers College, Fisk University, Howard University and Atlanta University. The investigation was made of freshman and senior college students.

Miss Dunlap stated: "The question, do college students read? is usually answered negatively by librarians, educators, and instructors. They mean to say no to the question, do college students read worth while literature on their own initiative for purely recreational or other purposes? It is true that they read, but what? Few read light and worthless fiction while others read very little outside of classroom assignments. The reasons stated for students not reading are included in the following statements.

1. Lack of time: Social and athletic activities absorb most of the time not required for study.

2. Crowded schedules; Lack of adequate books to attract attention; non-appreciation for leisure reading and other reasons. Many would-be readers have not developed the habit of reading;

they do not know where to secure material for their taste or how to select from a vast amount of printed material. " 1

Results of the study revealed the following facts:

1. Most of the books listed were those required by English courses.
2. Newspapers and magazines were read more than anything else.
3. The hours for reading range from 6 to 28 with an average of 7 hours per week spent in reading newspapers by most students.
4. Fiction led in the general recreational reading while poetry, drama, science and philosophy followed.
5. The majority of students selected their books through a knowledge of the author and through recommendation of friends. Very few used book reviews as librarians desired. Some students read all of one author's collections because they liked one book. Few authors merit this compliment.
6. Most students are interested in their race. They read "Van Vetchen", Hughes and Peterkin, Ambree, Brown's "America", Moton's "What the Negro Thinks", Schuyler's "Slaves Today", and Cullen's poems because they represent some phase of Negro life.
7. The best books listed were "Vanity Fair", "Forsyte Sage", "The Normal Mind", and "The Art of Thinking." These were believed, however, to have been required reading. "Three Weeks", "Red Ashes", and "Silver Slippers" were believed to have been their selections.
8. The magazines read most frequently were Cosmopolitan, Good Housekeeping, Literary Digest, Woman's Home Companion, Ladies Home Journal, Collier, Saturday Evening Post, Popular

Science, and Popular Mechanics. The Quality magazines were: Atlantic Monthly, Harpers, Scribners, Saturday Review, Abbots Monthly, Crisis, Opportunity, Southern Workman, and Journal of Negro History. Some professional magazines were: Home Economics Journal, Normal Instructor, English Journal, Historical Outlook, Journal of Secondary Education, Journal of Health and Physical Education, School Society and School Art. Some of the foreign magazines were: Revue Des Deux Mondes, L'illustration, and Western Man's.

From the study made of the senior class of Prairie View Campus, this summer, I found about the same facts revealed. The only difference is; seniors did not list newspapers as being read for recreation.

Whereas some educators have been slow in supplying library facilities, Miss Dunlap gives suggestions that will follow as recommendations for stimulation of recreational reading.

#### Suggestions to Encourage Recreational Reading:

Provide books and access to them. Frequently, access is all that is needed for some persons.

An extra room may be provided if not two, one for men and one for women, to offer inducement. This room should be provided with low shelves, few floor cases, comfortable chairs, stools, lamps, flowers, plants, and pictures. It should be an enjoyable place to spend leisure hours; similar to home, where the atmosphere is friendly and inviting.

The room should not be formal but things should be comfortably arranged. Shelves should be decorated, books attractively arranged, with desk for charging and discharging books. The librarian should have patience, should be friendly, should be a lover of books, and should be interested in the students' welfare. He should be an advisor and an instructor and not a boss.

Since students are anxious to get away from required reading when it is done for pleasure, popular and readable books of non-fiction subjects should be placed in this room. Such collections as:

1. Standard Authors
2. Best current Fiction
3. Accepted Classics
4. Works of Negro Authors, and
5. Magazines will suffice.

Contemporary literature should also be placed within their reach so that students may know the writers of today. Students should feel free to make the desired selection for reading, yet, they should be encouraged to make a worth while one. The aim should be magnified, that is, to supply what a student wants to read, but his wants must be wholesome.

All educators will agree that Negro students have been deprived of library facilities which serve to give a rich background of reading necessary to an education that will meet the demands of today.

Whereas Negro students as a whole were deprived of books to any appreciable number during their early years and many entered college with a marked degree of interest in or taste of reading for the pleasure it gives, I agree that there should be some outside stimulus or guiding hand to lead the way.



COMPARISON OF READING INTEREST OF  
NEGRO AND WHITE COLLEGE STUDENTS

Mr. Lewis Shores made a study of the Negro students and the white students at Chicago University and the Negro students at Fisk University.

The aim of the study is to compare the two groups in reading interest, taking under consideration the major factors which affect non-fiction readers which are: sex, amount of schooling, and occupation; and the minor factors, which are: geographical environment, age, and amount of time spent in reading.

The Comparison:

- I The two schools were rated equal
- II The groups were alike in sex, amount of schooling, age, occupation, and time spent in reading.
- III They differ in geographical environment. The larger part of Fisk students live in the South where they are segregated and caused to live in a different environment.

Fisk students selected articles dealing with the following subjects from 117 topics:

1. What makes a personality?
2. How to Keep Healthy
3. How to get along with other people
4. What makes a successful marriage?
5. What makes a good sportsman?

The following are topics which Fisk students did not care to read:

1. How kings and queens and social leaders win renown.
2. How marketing and sale methods have developed.
3. What are the recent developments in farming?
4. What do you know about fish and marine life?
5. How to care for a family car.

Results of comparison between men and women were comparatively equal in interest on the same subjects. No topic preferred by one was avoided by the other.

A comparison of subject interest of Negro and white college students indicates that there is much more agreement between students of the same sex, regardless of race, than between students of the same race regardless to sex.

Mr. Carnovsky stated that there appears to be a high positive correlation between the non-fiction reading interest of Fisk and Chicago students. In case of the men, coefficient correlation is  $818 \pm .02$  and in case of women  $817 \pm .02$ .

In comparing the two races, efforts were made to hold all factors constant except race. Con-

sidering the factors found to effect groups of non-fictional reading interest most, the two groups were found alike, differing only in race and geographical environment, which means that a large number of Fisk students, as has been found true from studies made in Prairie View and other Negro colleges, came from segregated, inferior communities in the South where little, if any, optional reading material is available. They enter college with no experience or desire for reading other than requirements for class work.

The study of actual reading done by Fisk students has revealed the fact that their reading interest is very similiar to that of other college students with the natural exception that books by and about Negroes are more popular than in white college libraries.

Whatever effect race has on non-fiction reading is so slight that the present study has been able to isolate it only as a minor factor.

AMOUNT OF READING AND STUDY  
AMONG COLLEGE STUDENTS

During recent years, study and investigation have proved that active participation in extra-curricular affairs does not necessarily affect scholarship.

Jacobsen's study shows no significant difference in scholarship between one group taking part in inter-collegiate athletics and another group of equal ability not participating in athletic events. It was also found that students working to support themselves measured up in academic work.

The writer made a further study to determine fully the extent to which students engage in reading and study, taking under consideration sex differences together with other important relationship.<sup>1</sup>

The study was made on 205 students in the college of science, literature, and arts, and 112 in the college of Education at the University of Minnesota, through the library. Report cards

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<sup>1</sup> School and Society, Volume XXXVII, July 1933, page 93 - A. E. E. triek.

were furnished with space provided for special designation of time interval during which reading was done, place, kind of material read, and number of pages read. All call slips presented in reserve room during six days period were marked by a time clock when the book was delivered and when it was returned. A coefficient of correlation of .65 between amount of time students reported reading in the reserve room and the actual time the books were off the shelves indicates that a considerable amount of reliance can be placed on the reports of the students.

The question of comparing students on the basis of time spent in reading was taken under consideration, and extreme difference in the rate of reading was noted among the students. The amount of time spent in reading is not a reliable index of the amount of reading done, hence there appears to be a sufficient relationship between the total amount of time spent in reading and study and the number of pages read.

There was no sufficient class difference noted in the amount of time devoted to reading and study, and the number of pages. However, the seniors read a greater number of pages than sophomores.

On the basis of minutes spent in reading and studying during the week, sophomores spent the greatest amount of time, juniors next and seniors least.

There was no sex difference in the amount of time spent in reading and study and in the number of pages read.

It was also found that sophomores, juniors, and seniors spent an average of approximately  $13\frac{1}{3}$ ,  $12\frac{1}{2}$ , and 12 hours a week respectively in reading and study. The average number of pages read per hour varied from 22 to 39.

By the use of the college ability test the relationship between the amount of reading and intelligence or scholarship is negligible.

Garnovsky found no significant differences in the average amount of reading by freshmen and students through graduate students and most of all.

Reading had a large circulation, and this was unaffected by such reading of non-fictional parts.

## STUDY OF READING INTEREST OF COLLEGE STUDENTS AND ADULTS

Educators, librarians and instructors have made investigations of reading interests of college and adult levels which indicate a growing interest in a comparatively new field. These investigations represent also a more scientific approach to the problem than do most of the high school studies. Three are based on actual library records, one on the personal interview, one on daily records of reading, two on the Waples Check List procedure, and two upon questionnaire methods, similar to those of earlier research.

Investigations of students' use of the library were conducted by Carnevsky in the Resident Hall Library of the University of Chicago and by Johnson at Stephen College.<sup>1</sup>

Carnevsky found no significant difference in the average amount of reading by freshmen and seniors though graduate students read most of all.

Fiction had a large circulation. Scholarship was unaffected by much reading of non-circular sort.

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<sup>1</sup>English Journal, May 1935.

Johnson, studying withdrawals over a period of three months, found sixty per cent of the voluntary reading of the women in the Stephen College to be in the field of fiction; twenty-five per cent in drama, poetry, biography and travel combined; fifteen per cent in social science, art, history, religion, and mental science.

Titles withdrawn twenty or more times were "The Good Earth", "A White Bird", Daily Post's "Etiquette", and the plays of Shakespeare.

These studies add to the abundant evidence of the divorce between what people like to read and what is presented in the classroom. They suggest the need of future investigation in another direction; namely, the study of specific types of interest involved and the discovery of better books, similar in appeal.



A STUDY OF PERIODICAL READING  
BY COLLEGE STUDENTS

Mr. Hunter Allen, being interested in reading done by college students, made a study of the freshmen and juniors of Wisconsin State Teachers College at Milwaukee. His aim was to get information concerning the reading being done and the interest manifested in reading. The data on sophomores and seniors came incidentally from the groups tested made up of freshmen and juniors.<sup>1</sup>

The questionnaire consisted of the following questions:

1. If you could read only five magazines a month, which would you choose?
2. Who is the greatest man that ever lived?
3. What persons in the world would you like best to meet?
4. Who is the greatest woman that ever lived?
5. Could you write a paper on Roosevelt's recovery program without consulting references?
6. What is your major subject?

No time limit was set as it was an imperfect matching type.

As a result of the test, 35 juniors gave

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<sup>1</sup> School and Society, Volume XI, July 1934, Page 70 - Elden Hunter.

correct answers, two scoring as high as 33; one freshman made zero. The freshman class had the lowest rating, with an average of 16. The sophomores had the highest, with a rating of 17.1. The juniors and seniors had scores of 16.5 and 15.8. The probable errors of the means of the freshmen and the juniors are .30 and .76. Those of the other two classes are a bit higher.

The History and Economic majors made the highest scores with ratings of 20.1 and 16.8. The art students scored 9; the music students, 9.8; the English students, 10.7; chemistry, 11.4; language, 12; and biology, 12.6.

The following magazines are the ones selected by all classes: Literary Digest, Atlantic Monthly, Readers Digest, Time, Harpers, American, National Geography, Saturday Evening Post, Nation and Liberty.

All four of the classes selected Franklin D. Roosevelt as the person whom they would like most to meet. He received 67 per cent of all the votes, Mussolini, 12 per cent; Einstein, 7 per cent; Hitler, 5 per cent; May West and Gandhi, 4 per cent.

The group listed Jane Addams as the greatest woman who ever lived and she received 26 per cent of all the votes; Madam Curie, 17 per cent; and Florence Nightingale, 13 per cent.

For the greatest man, they gave Abraham Lincoln 37 votes; Jesus Christ, 27; and Edison, 9. Jesus Christ would have received the greatest number, they exclaimed, if they had only known He was to be considered.<sup>1</sup>

#### Results of the Study

The study indicated that the college instructors, librarians, and educators were not stimulating students to read. This was noted from the facts that 26 per cent of the students could not score more than 8 correct answers. Only 44 per cent could claim the ability to write. They did not read a selected number of periodicals. Few educational magazines were mentioned. "It would appear that college students at Milwaukee State Teachers College read a rather selective group of magazines", stated Mr. Hinter. He also expressed regrets that students majoring in Music and Art rated so poorly in the

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<sup>1</sup>

School and Society, Volume XL, page 72 - 1934.

test. He attributed this, however, to not having a rich background in reading. All the fault cannot be placed on the students. Studies made in other colleges and the one made on Prairie View Campus this summer indicate that students come to college without having any knowledge of library facilities, with no desire or experience in reading. Hence, as Mr. Hunter has stated, there perhaps should be a greater intergration of the college course or some inducements to encourage reading.

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 Prairie View College  
 Prairie View, Texas  
 1938

Cartwright, J. R.

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 Department of Education  
 Prairie View College  
 Prairie View, Texas  
 1938

Hunter, Edgar

Study of Postgraduate Reading  
 among College Students  
 Department of Education  
 Prairie View College  
 Prairie View, Texas  
 1938

Stover, Leslie

Department of Education  
 Prairie View College  
 Prairie View, Texas  
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