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## Reading Outside of School

Marion E. Daley

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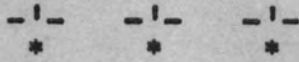
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Thomas, in "The Teaching of English in Secondary



schools' says, "When we consider the fact that the average child enters school at the age of six and is not allowed to leave until he is fifteen or sixteen, it is not surprising that the amount of time spent in school is so large. It is true that, in varying number, pupils are absent from school on days, when we consider the opportunities that are afforded them to work with their hands and feet, and the fact that they are not allowed to leave until they are fifteen or sixteen, it is not surprising that the amount of time spent in school is so large. It is true that, in varying number, pupils are absent from school on days, when we consider the opportunities that are afforded them to work with their hands and feet, and the fact that they are not allowed to leave until they are fifteen or sixteen, it is not surprising that the amount of time spent in school is so large.

### CHAPTER ONE

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### PURPOSE

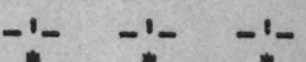
is, I think generally is, such a purpose as to give the child a sense of the value of the things he is learning. It is not surprising that the amount of time spent in school is so large. It is true that, in varying number, pupils are absent from school on days, when we consider the opportunities that are afforded them to work with their hands and feet, and the fact that they are not allowed to leave until they are fifteen or sixteen, it is not surprising that the amount of time spent in school is so large.



Butter says: "Literature should be read primarily for



enjoyment and appreciation, and not for any other



It should stimulate growth toward increasingly higher levels of literary appreciation. Further says: "The development of appreciation of reading is one of the effective ways of increasing reading habits." Thomas, in "The Teaching of English in Secondary Schools" says, "When we English teachers consider the infinitely small amount of reading our pupils can do in school hours, in contrast with the infinitely large amount they can do outside of school, and will do in the years that, in varying number, stretch far beyond their graduation days, when we realize the opportunities that we have in directing them to books that will fill their lives with a loftier ideal and open to them an ampler range of thought and emotion, we are indeed false to our trust if we do not give earnest attention to the various possibilities for guiding them in their outside reading."

Outside reading ought to be, and I think generally is, such a genuine sort of diversion combined with duty as we all set for ourselves. We all expect to read some nonsense and some heavy matter that will not be all joy. Young people of the junior high school age, if possible, ought to do the same. Anderson says: "Reading outside of school has received a new impetus from the training in good reading habits through the work-type of material and its further application in reading for enjoyment."

Bonser says: "Literature should be read primarily for enjoyment and appreciation and should never be used for any other purpose to a degree that will prevent its enjoyment."

It should stimulate growth toward increasingly higher levels of literary appreciation." Parker says: "The development of appreciation of reading is one of the effective ways of increasing harmless enjoyment of leisure." A favorable attitude toward fun for fun's sake and reading for fun has been rapidly developing in the schools.

It is not enough to develop a discriminating taste for that which is good in preference to that which is not. The school aims to do more than this by providing sufficient kinds of pleasurable opportunities so that the pupil forms the habit of indulging in reading as one form of congenial recreation. The teacher should give the pupils such frequent experiences in reading for fun that they form the habit of reaching out for further contacts with favorite authors, just as they seek recreation in pictures, games, or beautiful things of nature and social life.

Why do people curl up with a book? Because they are after pleasure, and wish entertainment. No author wants his work perused on any other terms. No one who reads for any other purpose is honoring the writer. All literature was designed to give pleasure.

If it be true that there is any connection between what a man reads and what he is, it is high time that the people of America were aroused to the situation which now exists in this country. With "gutter literature" rising, it is necessary for the schools to take account of stock. Calvin O. Davis says: "Adolescent youths are notorious

readers." What are they getting from the printed page? The pitiful thing at present is the extent to which trash is being read, if circulation figures are any guide. "Current Literature" tells us that the joint circulation of unsuitable magazines is sufficient to put a copy in the hands of one out of every five or ten readers in the United States. We hope that our students don't read these books and magazines, but we can't be sure that they don't. There are but two avenues of escape: suppression or substitution. Suppression is always a doubtful method. When a book is condemned the curious boy or girl immediately rushes to get a copy which he reads on the sly. The method of substitution is more lasting in its effect. The teachers should acquaint herself with the stories which children read so that she is able to recommend to her pupils books that have equal appeal and superior quality. The prime function of the instructor ought to be to teach boys and girls what is and what is not beautiful, what to select and what to pass by. To do this he must expose the student to a wide choice of finely illustrated editions of the world's best literature through outside reading. Beautifully illustrated books can do more for fine appreciation than most teaching can. The same book, in the same position on the library shelves, after being attractively rebound, is taken out many times as often as when it was in a drab dress. He must be able to get it by

Much is said at the present time about modern tendencies, apartment houses, movies, etc., doing away with the

old home life. The Scout Organizations hope that, by interesting their members in outside reading, they may bring back former home life and encourage others in the home circle to spend their leisure in reading. As the years go on, the working man will enjoy more leisure on account of the greater perfection of machinery and of electrical devices. The reader never has "nothing to do". Life is all too short for reading all the books he would like to read.

Reading enables one to live in a large world. Bobbitt says: "The huge and beneficent institutions which man has created in recent generations could never have been developed by a race of beings whose vision and experience were confined to their immediate physical and social environment." They can never be furthered unless there is largeness of vision and experience. Reading widens the range of one's thought. One is thus prepared to understand and appreciate the intellectual reactions of men living, thinking, and expressing themselves under diverse conditions. By reading one can be taken out of the narrow provincial thought of one's immediate environment and brought to the more general thought of men of all times, regions, and environments in their reactions to life and affairs.

If we only give the student access to excellent books within reach of his present experience (it need not be within immediate easy grasp, but he must be able to get it by stretching his imagination smartly) we have taken the first step in providing guidance for the adolescent mind in read-



ing current literature. If this better class literature is read aright, (so as to become real experience) there is little danger of a permanent taste for the poor stuff that children find all around them.

Reading should elevate one's thought. More, probably, has been said about ideals in literature than on any other phase of the subject. Literature alone can much illuminate one's small and narrow bit of experience, show the relative littleness of many personal beliefs, and exhibit in their true light purposes to be followed. Literature for the adolescent should inculcate ideals, because students are of more excellent ones with like interests, toward a development of such criteria of selection as can be applied after mark. C. Alonzo Smith has treated this subject so well in his book entitled "What Can Literature Do for Me?" It enables one to see with the eyes of those who have seen most clearly, and to feel with the hearts of those who have felt most deeply. Sterling Leonard says: "Enrichment of life comes about through genuine and intelligent attempts to reconstruct one's own equipment of experience into the perceptions and ideas suggested in excellent books." The right kind of reading may inculcate worthy ambitions and result in healthful activity.

To enjoy books, the junior high school student must feel, see, and hear with the characters about which he is reading. The boy or girl must imaginatively dramatize and perceive the action that constitutes or underlies the story or poem. What a book should mean to a child is so well

stated in the following paragraph: constantly convenient,

"Except a living man there is nothing more wonderful than a book! It is a message to us from the dead -- from human souls whom we never saw; who lived, perhaps, thousands of miles away. Yet these, in those little sheets of paper, speak to us; open their hearts to us as a brother."

Charles Kingsley

A good writer causes the reader to build up the experiences which the author had and tries to present. The stories help them in a sort of inner dramatizing of action. Of course, an end desired by all teachers is a directing of the pupils' poor and random choices of books and magazines, by discovery of more excellent ones with like interests, toward a development of such criteria of selection as can be applied after the young people have passed beyond the influence of instructors' suggestions. Also, the students should be brought to realize what is incredible nonsense or magic and romance, and what is true, and to like each in its place. This, as we shall see later, is often accomplished by means of book clubs. The child must be led to form good reading habits just as he is led to form right habits of eating and exercise. It is easier for some children to form the habit than for others, just as it is easier for some than for others to cultivate a liking for vigorous exercise. But all children of average age may be taught to enjoy good literature. At an early age they should be encouraged to read good books. The next step in the encouragement of good reading habits is to keep away from the child objectionable or worthless

books. If enough good reading is constantly convenient, he will usually find so much of interest in it that undesirable books will make little appeal. The taste for good or bad literature is formed in childhood. The child should be allowed to choose his own books, but only the best should be presented for his choice.

The reading of good literature should arouse a further persual of good books. It ought eventually to lead to his wanting to own a few favorite books. These will form the nucleus of his own private library.

A book must open up new fields of interest. It must stimulate thought. It must inculcate worthwhile views of life. Pennell and Cusack say: "In short, reading gives the child the ability to live a richer, fuller, and more complete life. The city boy can live among the wonders and beauties of nature, the country boy can see and feel the pulsing life of a great city. If we want the child living in the Middle West to have an interest in the ocean, it may be impossible to give him the real experience by taking him to the ocean, but through reading the experience can be brought to him directly. Reading enables the child to see, know, and relive all types of experience.

The child who reads easily and has been taught to seek for himself the information that may be found in books has taken the surest and shortest road to knowledge. He may learn in a few hours facts that the child who does not read may learn only after years of experience. (Books on nature

and science are becoming more popular). The child of ten or above has learned that most adults are a painfully ignorant or secretive lot, and he seeks much of his information in books. Perhaps the most effective way to encourage good reading habits is to link up his reading with his everyday life.

Bobbitt, in "How to Make a Curriculum", says: "Literature is in a way a magic language-window overlooking the affairs of men and enabling the reader to look out on the human drama. It should be abundantly used by all boys and girls. Our age, more than any preceding one, demands breadth of vision over all the world, past, present, and beyond. It demands mental alertness, and awakened interest in man and his affairs. It calls for sympathetic civilized attitudes toward social groups, peoples, nations and institutions.

Readings are to be used for the experiences. The reconstruction of human experiences provided in the readings should be suffused with all the color, warmth, beauty, and tingle of life itself; with all the drabness, bleakness, and ugliness of life itself; and with the whole gamut of human emotions. Nothing can be so vital for education as the experiences themselves. Reading is to educate for life, not for school. Men and women are trained for the fifty years of responsible adult life. Reading habits are to be formed in ways and under conditions in which they are expected later to function."

Through books the child should be imbued with a sense of the brotherhood of man. He should carry away with him

the idea that he is a member in a large social group. He should be made to feel the human interdependence of community of nature, of origin, and of destiny.

By his perusal of literature bearing on the many and varied vocations, he may be aided in the wise selection of a specialized occupation in which he can serve himself, his family, and finally his fellow beings.

Though one does not use literature to secure merely a knowledge of facts, one can from literature ascertain, in a certain period, how men looked at facts. When we wish to catch the spirit of the Revolution of 1776, we read "Paul Revere's Ride". When we wish to learn, in a pleasant fashion of the Crusades, we read "The Talisman".

Still another value of literature lies in the fact that it is, for the ordinary child, the most accessible source of beauty. A picture may be found only in a museum, a statue may be found only in a foreign city, but a book can be multiplied indefinitely and bought by anyone." Boas and Smith. Books that are charming in thought and beautiful in style have no need of informational content. By this means the child is able to realize beauty of expression. In time he may gain the ability to clothe his own thoughts and moods artistically. This art of expression is very apparent in the well-read child.

The well-read individual knows a world which never grows old, a world where he can spend time with friends of his own choosing, where he can see the life he would like

to live, where he can journey no matter how poor he be.

Dr. Stanley Hall in a diagram shows that girls reach this quantitative maximum of reading at thirteen years of age and boys a little later. This fact should lead us to conclude that this early adolescent period is our opportunity for introducing young people to good authors and to the masterpieces of literature.

Reading enables one to live. Life is action, and reading is one mode of action. One does it because one likes to do it. Reading is scarcely normal except as one reads for the joy of it. It is simply used as a means of experience. If the experience is vivid and normal, the proper results are derived from the reading. Literature carries the child in imagination through a re-living process which makes him accept as part of his own experience the deeds and feelings of his hero.

The reading of good literature should stimulate the imaginative faculties of students so that they are able really to think and to feel with the characters in the story.

The essential object of literature is so to appeal to the developing sensibilities of early adolescence as to lead to eager and appreciative reading of books of as high an order as possible.

Frank L. Mott, in "Rewards of Reading", says, "Books are to enlarge ourselves, to make us find ourselves. When John Neihardt set out on his trip down the Missouri in an open boat, a friend said to him mockingly, 'What do you

expect to find?' 'Some more of myself,' he answered. This is precisely what we are seeking as we set out upon this expedition -- this picnic excursion, if you wish -- into the world of books. What do we expect to find? Some more of ourselves."

## CHAPTER TWO

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When literature has failed in the past to give boys and girls a love for reading good books, it has been very largely because they have been treated to forms of literature far beyond their developmental stage. It is folly to get boys and girls interested in philosophical poetry or problem novels. Their intellectual and moral experience is too limited to comprehend the author's meaning. Why try to interest pupils in, to them, such dry reading when we have dozens of writers and hundreds of books graduated to the

#### CHAPTER TWO

adolescent mind? Here, too, it must be remembered, boys and girls begin to diverge in their likes and dislikes. Girls are fond of George Eliot, Scott, Whittier, Longfellow, Hawthorne, etc. Boys like Stevenson, Scott, Cooper, Longfellow, Conan Doyle, Poe, **METHODS** Irving, etc.

Well selected grade libraries with a wide reading range, and co-operation with city libraries and books in the home, provisions that can be made for children having varied interests and aptitudes. Each one should be exposed to the best there is in a good book, but each will not "take" in exactly the same way.

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Vast numbers of children frequent the public library, closely associated with the schools. Various plans of co-operation between teachers and librarians should operate with excellent results in raising the standards for children's

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reading.

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reading. state reading clubs managers should carry on more

In some places it has been possible to establish a branch library in the school building, where a considerable number of library books are constantly kept on hand and where deliveries of any special books may be made daily. In addition to the familiarity with these books, there is established by this means a more easy introduction to the main library with the opportunities it richly offers in the way of reference books, magazines, etc. We should remember that many children do not use the library because they are unfamiliar with it. The school may, through its co-operation with the library, increase to a great extent the amount of outside reading done by its pupils.

The library represents a phase of education which has a vital significance throughout life. Library books promote that kind of reading which people are likely to do after schools days are over. Lessons in the use of the school, city, or town library early in school life will be of invaluable use to the boy or girl in his reading career. The Reading Circle diploma and seals issued each semester by the library to those persons who accomplish the required kind and amount of reading does much to inspire interest in the beginning. (I know how much it has helped in our school, the Lincoln High School.) This work may be begun as low as the second grade in school and be continued through the twelfth year. Rural schools are in the lead in the Young People's Reading Circle Movement.

The state reading circle managers should carry on more effective publicity work in the cities and elsewhere regarding the advantages offered by the reading circles. This could be accomplished through the public libraries, by displaying posters, bulletins, etc., in public buildings. It should have the combined support of both the school and the library.

"The Wisconsin Young People's Reading Circle Annual", revised each year, is of great service in book selection. From this long and varied list, embracing as it does literature for all grades and for all classes of readers, it is possible to find a book to suit even one who is determined not to read.

The manner in which the list is presented will determine to a large extent the children's desire to read these books. The list should not be presented as a task to be performed, but should be given as a list of books that other children have enjoyed reading.

To the boy or girl in search of a good book, the recommendation of a classmate or of the boy next door who has read a book and liked it is worth ten-fold the valuation placed on it by a teacher or librarian. With this in mind, the compilers of lists of books for boys and girls should not only consult librarians, but they should gather the opinions of thousands of students of high schools. From the many titles submitted, a select list of those books which have been read and enjoyed by many young people has been chosen.

The Illinois Association of Teachers of English have followed this procedure in preparing their booklet, "A Guide to Reading." The selection is varied. Only in this way can pupils of widely different interests find something to their tastes. The Winnetka, Illinois, list made up by eight hundred teachers and thirty-six thousand seven hundred fifty children under the auspices of the American Library Association, is excellent. Our own library furnishes many interesting lists on diverse subjects.

Each classroom teacher must consider for herself the question, "What shall the list include?" Some time must be spent early each semester in discussing book lists. The instructor must find out just what the pupils have read, and what kind of literature appeals to them most. It ought to be impressed on each student that no one need read a book in which he is not interested. Some pupils have not yet discovered that literature is so broad in its scope that something has been written that deals with their particular interests. In such cases the teacher's problem is not to introduce these pupils to literature that is ethical and moral in its nature; but to induce them to read something, in the hope that a reading habit may be established and gradually be directed into proper lines. The psychological method to use is to acquaint them with books which deal with the thing that is interesting to them. A boy much interested in horses might find "Black Beauty" or Stevenson's "Travels with a Donkey" his gateway into wider fields of reading.

Perhaps a boy is fond of dogs, but not of books. If so, he could not make a better beginning than by reading the following books whose central figures would interest him from the outset: "Scally," by Ian Hay, Muir's "Stickeen", London's "The Call of the Wild", Ollivant's "Bob, Son of Battle", and Ouida "A Dog of Flanders". These are all interesting, and worthwhile in themselves. In addition, they may be made the introduction to a still better and richer field for boys who have not found in books satisfaction. We agree with Percival Chubb that "We cannot take the kingdom of perfection by violence."

The lists planned in each class ought to cover biography, travel, fiction, poetry, and short stories. Biography, a former bugbear, can be made tempting by suggestion Booker T. Washington, Helen Keller, Edward Bok, Theodore Roosevelt, and Dr. Grenfell.

Mr. Ruhnke's list of self-starters (given in the new reading course of study) have never been known to fail. When a boy reads one, he never has to be urged again.

A further means for arousing appreciation of good books is the occasional talk given by the librarian, who initiates the children into the pleasure offered by the new books upon the shelves. The story telling hour as successfully carried out in some libraries is a wonderful stimulus to the right selection of good books.

Every classroom should be supplied with ample open book shelves on which are exposed invitingly numbers of books

attractively bound and illustrated. Such books need no "selling".

In this category the book exhibit offers another opportunity for acquaintance with the good books. Displays of books, both old and new editions, beautiful printing and bindings; rare old books and magazines; exhibits showing how books are made, stimulate an interest in books and a desire to possess them.

Sometimes a display of attractive pamphlets placed on the bulletin board catch the eyes of the students and draw them on to read the books advertised. Posters made by pupils to illustrate favorite books serve the same purpose as do the booklets.

Introduction to books through the dramatization of a captivating scene or important character by fellow classmates is often effective. "Riley, a Kipling or a Stevenson Afternoon" often has much the same effect. Preparing for the event helps to create interest. Many a student "sells" a book to his classmates by reading a jolly incident from a book which he has revelled in. Good books are often circulated by pupils' keeping their own lists of readings.

Discussions as they fill out the cards aid in advertising books that they like. (These cards containing the remarks often help a student from another class to find books that suit his fancy.)

Informal book chats arouse curiosity and prevent random choosing on the part of pupils. In this way a book is often

"sold" to a class. A few pointed questions from the instructor of the class is sometimes an asset, but for the most part he should stay in the background. Outside reading suggestions should come from the students and be their record. A frank opinion of the book, no matter how unfavorable the criticism, is always desirable. This develops critics with real reasons for their likes and dislikes. If several are reading the same book, there is an excellent chance for discussion or debate. These last can be held at the regular meetings of the reading or literary club held during class time.

Lantern slides shown by a capable boy often draw the interest of the class to a particular book. The puppet show is another way of making reading meaningful to the students. Many boys and girls will wish to read the "Arabian Nights" after seeing Tony Sarg's "Ali Baba and the Forty Thieves" at the Empress Theatre April twentieth. His puppets producing scenes from "Treasure Island" will incite the younger children to read that classic. (Some schools have done profitable work along this line.)

Every piece of literature was made by a human being. You may often "sell" a book to junior high school pupils by telling them an interesting bit of the author's life. If you can show them that he was alive they will be astonished and most grateful. Mr. Ward in his book, "What is English?" says: "Scott's hounds and early morning coffee have great virtue in an English class. Boys often thirst for the person behind the classic." (Dr. Logan of Marquette does this so

admirably in telling of Hawthorne to his adult classes.)

Anderson, in "Reading Objectives", says: "Children should be encouraged to 'browse' about among the books to stop long enough with a book or an author to get acquainted with him. They should be helped to look upon books as friends whom they choose for certain admirable qualities, not always just because they are within sight. The matter of selection is important. Children should be encouraged to ride a hobby for a while - hobby reading among girls and boys, rather than too much miscellaneous reading, is suggested. Parents, teachers, and librarians should see that each boy and girl has a well balanced reading repertoire - including both drama and poetry as well as narrative."

A library table furnished with a collection of miscellaneous books ought to be in every room. The object of the library table is to furnish children additional opportunity to enjoy books through handling and selecting material that appeals to them.

The magazine table is indeed invaluable in the classroom. It is wise to tell the pupils that the magazines are in the room not to be studied and discussed but to be read simply for pleasure by those whose high quality of work caused them to be exempt from drill lessons and also for those who finished their assignments in less time than was required by the majority of students. "To "sell" the idea to a certain class the teacher read aloud from two of the magazines for an entire period. One of these magazines was

Book Week. The purpose of Book Week is to



the "Golden Book". Sometimes there was a pleasure reading day for the whole class. The pupils had the opportunity at these times of bringing in any books begun out of class. Usually they preferred to read the magazines. Some of the magazines. Some of the magazines were in such demand that some readers weary of waiting for their turns came in to read after school when there was no competition. Thus students formed the habit of reading desirable magazines with no teacher's advice and warning echoing in their ears.

Sometimes the teacher made the pupils aware of the facts that the city libraries contained books written by the men and women who also wrote the stories published in the magazines. She often accomplished this by written notes on the bulletin board.

The library table method caused many children to become interested in the reading of good magazines to such an extent that they read them voluntarily outside of school. All this was accomplished in a natural way, as children read the magazines for short periods at a time just as most adults are forced to do. Perhaps this was one of the chief reasons for the carrying over into outside life of the habit formed in short pleasure-reading periods. (Miss Eva Snyder of the John Marshall High School, Minneapolis, Minnesota, has seen her pupils derive much pleasure from this method of developing a literary atmosphere in favor of good reading).

It is necessary here to call attention to the desirability of co-operation by the school in the observance of Children's Book Week. The purpose of Book Week is to get children to

read more books and better books, and any method of observance is fitting which will contribute to either of these ends. The custom has such large possibilities for good that schools should plan regularly for its observance, making plans early in the school year, as Book Week occurs in November.

Terman and Lima, in "Children's Reading", say: "If the appreciation of good literature is to become very general, the school must secure the largest possible co-operation from home, church, libraries, parent-teacher associations, newspapers, and bookstores. Book Week furnishes a suitable occasion for organized co-operation among these various agencies."

The main library rotunda in Milwaukee is the scene of the Book Week exhibit each year. A pageant of school children in book characters, talk about books in the library. Talks on books are broadcasted from the radio stations.

Catherine Hickok, Cinninnati, Ohio, says: "Books may be advertised during Book Week, which occurs generally in November. Pupils organized into groups of three or four. Each group selected the book which it would advertise, and the grade which it thought should be encouraged to read it. They then made a poster, containing the name of the author, the title of the book, and a suitable picture. One member of the group prepared a report on the book or books. When the posters were finished, the group presented its work for class criticism. After each group had received a class criticism, the posters were taken to the grades for which they were

intended, and the reports given. This project brought about a free discussion of many books, not only in their own classes but also in each class which received a poster. The librarian reported a decided increase in the demand for the books which had been so advertised."

During Book Week a question-writing contest very often arouses interest in reading, and at the same time is a very good index to the reading of the students. Each student aims to write the best set of questions that may be answered by names of characters from books that he has read. Miss Rose Hargrave of Hibbing, Minnesota, has had fine results from this games. The following is the list that received first prize in Miss Hargrave's school:

1. Who lived for eleven years on a deserted island?  
Robinson Crusoe.
2. Who wished for the power to change everything he touched to gold? King Midas.
3. What was the real name for Wisp in the book, "Wisp, a Girl of Dublin"? Kathleen.
4. Who won the prince because she had the mate to the glass slipper he had found? Cinderella.
5. What was the first name of the girl Miles Standish loved? Priscilla.
6. Who hunted all his life for the Holy Grail? Sir Launfal.
7. Who was in search of the Fountain of Youth when he discovered Florida? Ponce de Leon.

8. Who had the wonderful adventures on the Mississippi that other boys had not had? Tom Sawyer.

9. Who always dreamed of a circus as a fairy land, but when he joined it found out the bitter truths?

Toby Tyler.

10. Who played an important part in securing the golden fleece? Jason.

Another Book Week project is the following:

Choose a book that you have liked well. Imagine it to be speaking a message to the class. Begin with, "I am ...(the name of the book). I was written by ...(name of the author). I tell about ...(what the book deals with). The most interesting thing in me is ....."

Book Week is a good time for the production of a newspaper based upon a piece of literature. In connection with "Ivanhoe" for instance news items in abundance will come to the pupils' minds. The following are a few that might be used : Cedric and His Party Are Captured, Robin Hood's Men Attack and Burn Castle, Black Knight Again Arouses Suspicion. The sport page might well include the tournament or the archery contest. Lost and Found notices could report articles lost at the tournament or in the forest. The jokes naturally will reflect the feud between the Normans and the Saxons.

When a child has formed a taste for melodramatic, sentimental, or sensational fiction, there is but one possible cure, and that is to divert the interest into another channel. There should be put before him, given to him, and suggested to him,

the best literature in sufficient variety for him to find something of interest.

His natural tastes and aptitudes should be considered, and books should be suggested that will appeal to some special hobby. Only strategy will win the day. Sometimes an inferior book bridges the gulf between "trash" and standard literature. "Literary growth requires ladders of change, with carefully regulated spacing for its rungs. Refusing Grey may firmly entrench John and Mary on the first step; going on quietly to direct them to Bret Harte and Jack London, perhaps first to O. Henry, may send them on to Joseph Conrad, to Stevenson, to Kipling, to Scott, to Dickens and thence to find their own footing in a realm suited to their own strides in facts or fancy." Hilma Skalbeck in the Tri-State English Notes.

In other words, avoid the outright condemnation of bad reading of pupils. Instead, determine what pupils read and then casually put a little better reading before them as a bait.

To encourage the reading of books of travel a map of the world is hung on the wall. Each pupil who reads a book of travel has his name and the title of the book written on a label which is pasted along the edge of the map. A red ribbon is then attached from the label to the country about which the student has read. There it is fastened with a colored ribbon.

Webster and Smith, in "Teaching English in Junior High Schools", say: "Book parties at which famous characters from literature meet and exchange experiences are particularly

successful in interesting pupils in reading. Suggested meetings might be the following:

Tom Sawyer and Penrod

David Copperfield and Oliver Twist

Achilles and Robert Bruce

Wee Willie Winkie, Sonny, and Red Chief

Horatio and William Wallace

Robin Hood and Roderick Dhu"

The project if brought to a successful close always leads to much outside reading.

Typewritten booklets of recommended readings often stimulate pupils to more varied reading. It is well, perhaps, to advise students to read light literature as well as heavy, frivolous as well as serious, as long as they assess the product at its true value. Each one should be encouraged to criticize that which he reads. Only in that way can he learn to read in an efficient manner. Once during the semester the students might report on books liked by their parents when they were children.

Perhaps the best guarantee that the pupils will enjoy books is for the teacher herself to be a lover of good books; to be a good reader and story teller; and to be eager to share with her pupils the good things which she had found in readers or in other books. If she can make them feel that reading will be an asset for pleasure through life, she has accomplished much.



5. a. How was Shaw going to kill David?

b. Why did Shaw want to kill David?

6. The Balfour estate was (beautiful to behold),

One of the keenest bits of pleasure in any book comes through the discussion of it with one's friends. I am sure that I derive more pleasure from a book if someone, whose opinion I respect, has been enthusiastic over it and has urged me to read it, for his interest has been contagious.. In order to fill this want the following method of reporting on books has proved enjoyable as well as profitable. For this exercise the entire class is divided into groups of four. Each child brings to class the book which he has just read. He gives the titles and the author. He tells the story briefly up to an interesting point. The idea is to stop as a serial might. The student then reads an entertaining section of the book to his little group. At the close of the oral reading, he tests his pupil audience on their attention during his report by means of ten questions which may be of whatever type he wishes. Below is a child's list of questions.

**"KIDNAPPED," by Stevenson**

1. David Balfour was greatly loved by ....., who was a very dear friend of his father.

2. David finds his uncle to be a (thief), (miser), (murderer).

3. False or true: David loved his uncle dearly.

4. Who was the man David met, on board the ship, that afterward proved a staunch friend?



5. a. How was Shaw going to kill David?  
 b. Why did Shaw want to kill David?
6. The Balfour estate was (beautiful to behold),  
 (a castle almost in ruins), (a little cottage).
7. David was a youth of ..... years.
8. False or true: David might have perished at the  
 end of the stairs if it hadn't been for the elec-  
 trical storm.

#### THOUGHT QUESTIONS.

9. What part of this story interested you most?
10. Do you think David is a good example of the typical  
 boy? Why?

The teacher goes from group to group and "listens in".  
 In this way many book reports can be given at the same time.  
 These reports must necessarily be brief, and of such a  
 character as to arouse curiosity, since their chief purpose  
 is to inspire others to read the book. In reporting on  
 books in the Reading Circle Annual under Group III, "How to  
 Make or Do Something", the boy or girl often brings in the  
 product which he has made as he followed the directions in  
 the book. Some of them bring in the material and have the  
 members of their group make the articles under their direc-  
 tion. At various times we have had the following articles  
 brought into the class: candy, an alcohol lamp, an aëroplane,  
 a dynamo, artificial bouquets, etc.

The junior high school boy's passion for doing things  
 together is satisfied through this group method. Many boys  
 at the adolescent age manifest a fierce shyness, an utter

revolt against the expression of emotions. For that reason they find this type of report not only easier but more pleasing than the formal kinds.

Reports stimulate students to closer observation and keener reflection as they read and afterward to more definite and more carefully considered opinions than they would otherwise have.

Other teachers have found the accounts of the reading more definite and more forceful when given by individuals "on their feet."

If several are reading the same book, there is an excellent opportunity for discussion or debate. A frank opinion should be encouraged, no matter how unfavorable the criticism. Thus critics with real reasons for their likes and dislikes are developed. Sometimes the setting, action, and climax might be compared with the standards set forth in their text book.

Another method of book report is to give a multiple choice test of twenty or more questions. (Mr. Maurice Moe of West Division High School has devised a test for each of the books commonly read by junior and senior high school pupils.) Many times good tests have been made by the pupils themselves.

An account of the outside reading done by pupils may be had by having them write in outline form the following items:

FOR FICTION

1. Name of book and author

(Miss 2. Setting (Time and Place)

has used 3. Kind of story (with profit.)

4. Characters
5. Interesting incidents
6. Climax
7. Their own opinion of the book

#### FOR BIOGRAPHY

1. Title and author
2. Persons who are subjects in biography
3. Importance of person
4. Education
5. Difficulties they overcame
6. Achievements for mankind
7. Desirable characteristics of person

#### FOR POETRY

1. Title
2. Collected and edited by
3. Chief theme of poems
4. Several poems I liked best
5. Several lines I liked best

#### FOR INFORMATION BOOKS

1. Title and author
2. Kinds of work described in book
3. Theme of work
4. Several ideas I gained from book
5. Several worth-while expressions

(Miss Mc Millan of the Peckham Junior High School, Milwaukee, has used the above method with profit.)



g. What they think of the book and why; although this may be gleaned from the report on the foregoing points.

"Promotive" book notes like those in the monthly releases of new records in phonograph companies' catalogues are useful to both the pupil and the teacher. These chronicles may be kept in card catalogue boxes. They may be very helpful to the student who finds difficulty in choosing a book to his liking, as has been mentioned in Chapter II. A few book notes written by children follow:

"The Story of My Boyhood and Youth" by John Muir. 287 pp  
Group 5. Biography and Autobiography.

This is a story about a boy who loved wild life, but was unable to stay outside when it began to grow dark.

"Dandy Doctor" takes care of the boys that stay out after dark. He puts sticky plaster on their mouths so as to keep them from breathing and calling for help. He puts them under his long cloak and takes them with him. If you want to know what happens to them, read this book.

"Huckleberry Finn" by Mark Twain (Samuel Clemens). Fiction

The story of a boy whose father kidnaps him. He is taken to live in a lonely cabin. He finally escapes.

Read his method of escape and his adventures on uninhabited Jackson Island.

"Peter Pan", by Sir J. M. Barrie. Peter Pan is a small boy who is the father of lost babies. He loses his

Shadow and has it sewed on again. He gets a mother for the lost boys and Peter has many adventures. He has a fight with pirates. He also knows Indians. "Peter Pan" is a fairy story.

"Katrinka" by Helen Eggleston Haskell. Miss Haskell tells the story of Katrinka, a peasant girl, whose parents are taken to Siberia by the police. She, with her brother Peter, goes to St. Petersburg. There she meets a lady who is interested in her. She takes her to the Imperial School of Dancing, where she becomes a great dancer. Her father and mother come back from Siberia. They all live in St. Petersburg, where Katrinka dances for the Czar.

Boys and girls have sometimes reported on a book by planning a movie based on the book. This method has been used in my classes when dealing with biography.

In some places an individual report, where each student is assigned a certain definite amount of time for talking over with the teacher the book just read, possesses certain advantages. This is especially valuable early in the year, for the teacher learns much of the student's likes and dislikes, whims and prejudices. In a word, he is able to get hold of the pupil much more effectively than could be done in class.

You find through this personal conference that the child is interested in deeds of manly courage and stirring adventure. By reading or telling a small part of the book, you are able to send him to Jack London's "The Call of the

Wild", Dr. Grenfell's "Adrift on the Ice Pan", Mark Twain's "Tom Sawyer", Kipling's "Captains Courageous". In this personal conference you may discover that some book very recently from the press may be just the book this boy or girl needs. You can then suggest it for outside reading. Such a book is Harrison's "Queed" or Tarkington's "The Turmoil".

When all the students of a class have read the same book, Thomas in "The Teaching of English in the Secondary Schools" suggests the following device for checking outside reading:

When the book is assigned, explain the sort of test that is to be used on the completion of the reading. If there are twenty-five members of the section, announce that you will prepare a list of twenty-five questions designed to cover in an adequate and orderly way the trend and significance of events in the story. On the day set for the test have your questions all ready, numerically arranged. Small squares of paper or cardboard consecutively numbered from one to twenty-five have also been prepared in advance, and after cursory shuffling are passed around for random drawing. The pupil who draws Card Number 1 is responsible for Question Number 1, the pupil who draws Card Number 2 is responsible for Question Number 2, and so on until the twenty-fifth question is answered. Each pupil as he recites is given a grade which registers the degree of correctness or comprehensiveness of his answer. If the pupil fails on the one question, he fails on the test.

Book reports are sometimes given through the medium of a Book Club presided over by a president chosen by the class. In such a case, if the teacher wishes to ask a question or offer comment, he speaks from the common floor and not from the pedagogue's chair. During Book Week the Book Club might issue invitations to parents to attend its meeting.

Much of the success of outside reading depends on the reports and discussions. Care should be taken to inculcate always a genuine love for good literature.

#### CHAPTER FOUR

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#### CRITERIA

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CHAPTER FOUR

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CRITERIA

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conformed with the development of curiosity at this age?  
Take advantage of the child's questions to ascertain his likes.

His natural curiosity is an important factor in the choice of  
Criteria are standards or tests by which we judge the  
reading. All normal children are interested in nature. They  
reading done by boys and girls of the junior high school age.  
are curious as to the life they see about them - the birds,  
At this point we should apply some of the criteria.

Is the pupils' reading varied? Has the adolescents'  
willing to read books on animal and plant life that do not  
craving for new sensations, his desire to understand life and  
conceal the information they contain under a cloak of fiction,  
to live amid conditions and surroundings different from his

own been satisfied? As the range of children's interest is  
great, so material chosen for their reading must be varied.  
The new and enriched experiences gained from reading often  
causes a child's emotional nature to change from the crude,  
coarse and vulgar into the artistic and aesthetic. Human  
life has a wide diversity of feelings and interests. It is  
embodied in personalities of every kind and type. If liter-  
ature is an expression of human life, or if literature is an  
appeal to human life, it must be varied as the life of which  
it is the expression or to which it makes an appeal. There-  
fore the boy or girl should be encouraged to range widely.

Children's tastes should be respected, but they should  
also be constantly enlarged and enriched by familiar as-  
sociation with books beyond the tastes of the moment. Is not  
the adolescent period, when the instinct for aesthetic cul-  
ture is strong, the time to foster this development? Why

not use the spirit of inquisitiveness, which is common to  
this age, to motivate the student's reading? Has the home  
and the school in the past provided the type of reading that

conformed with the development of curiosity at this age? Take advantage of the child's questions to ascertain his likes. His natural curiosity is an important factor in the choice of reading. All normal children are interested in nature. They are curious as to the life they see about them - the birds, the trees, the insects, and the common animals. Children are willing to read books on animal and plant life that do not conceal the information they contain under a cloak of fiction.

Do the stories grip the child with their dramatic or heroic qualities? Do the stories which our boys and girls have been reading contain elements of sincerity and vivid action that carry great appeal to the child mind? "A child is satisfied only if the book carries along with its message, a human interest and a decidedly imaginative quality," so Terman and Lima in "Children's Reading" express it. Lady Eastlake says: "The real secret of a child's book consists not in its being less dry and less difficult, but in its being more rich in interest, more true to nature, more exquisite in art, more abundant in every quality that applies to childhood's keen and fresh perceptions." Why do Stevenson's books carry a supreme appeal for children. Children like them not because they are less difficult to read than others, but because they have more action, more warmth, and more vividness.

Children always desire action, human interest, and imaginative appeal. They like colorful descriptions. They prefer direct discourse to indirect. They like to have the place and time of the story so that they may easily picture

the scene in their own minds. They like humor of the funny incident kind. A child's natural love for a story should not be ignored.

Are the exploits of the hero too fantastic to admit of duplication in real life? If this be the case, the results may be extremely harmful.

Is the reading of our young folks conducive to good mental health? Care should be taken to select literature which leads to an appreciation of the sheer moral beauty of right action. If the reading is appropriate to childish understanding, and if it has the impressive power of true art, it will accomplish its own work. Many a boy has thus been effected by the chivalry of King Arthur, by the love of the good bishop in "Jean Valjean," or by the sacrifice of Sidney Carton.

Literature for the junior high school pupil should inculcate worthy ideals of achievement and conduct which can actually motivate the child's life. This is so well expressed in C. Alonzo Smith's "What Can Literature Do For Me?" Stories at this time should be very carefully selected because the students are passing through the period of adolescence when everything leaves its mark.

Does the child's reading arouse in his mind an admiration for great personalities, both of authors and of characters in literature? No man is higher than his ideals. The early adolescent child is beginning to develop an ego. He feels that he has a big purpose in living. He is restless

to try his strength on something worthwhile. At this stage his emotions are sensitive to the appeal of heroic lives.

Books are harmful that prevent activity by arousing desires capable of finding fulfillment only in the dream world of juvenile fiction. The waking hours of some children are almost unbroken day dreams. Their minds are so filled with improbable adventures that all of life has taken on a tinge of unreality. Many of the popular series do this. Adventure stories that arouse the desire to steal or to commit crimes have the same bad effects on the growing child as liquor and tobacco have.

Has the boy or girl been given the right type of magazine? This is the period of life when there should be some guidance in reading current literature. On account of his strong attachment for the practical factors that operate in human affairs, it is well to give him current fiction, essays, and poetry that treat of life here and now. There are many magazines whose stories are very wholesome for adolescents. Some of the magazines enjoyed at this age are: Boys' Life, The American Boy, Youth's Companion, The World Review, National Geographic, The Golden Book, Current Literature, St. Nicholas, and The Wisconsin Magazine. There are many magazines whose stories would be exceedingly harmful to those whose characters are not yet formed.

Does the juvenile literature tend to improve the quality of outside reading? The essential object of reading is so to appeal to the developing sensibilities of early adolescence as to lead to the eager and appreciative reading

of books of as high an order as possible. One test of real children's literature is whether it will also appeal to the adult.

Are the books being read because the pupils want to read them? For "outside" or "home" reading, the books should be elective, chosen by the student because he wishes entertainment or information or familiarity with good literature.

Are the books that we have been giving to pupils externally attractive? General attractiveness of length, print, illustrations, and binding should be considered in selecting children's books. Is it not better to have twelve good books you know children will read rather than twenty-four lifeless editions to stand in rows on shelves?

The length of a book is an item worth considering. Children prefer books that may be read through in a comparatively short time. The boy or girl is apt to tire of a book that takes too much time to read. A child should come to the end of a book with a desire to re-read it, and with a feeling that there is something more to gain. A book that is too short is not likely to have this effect.

A child's book should never be printed in type smaller than ten point. Literature for young folks should always be illustrated.

Have boys' and girls' differing tastes been taken into consideration? Although boys show practically no interest in girls' books, girls show a most decided interest in boys' books - "Treasure Island," and "The Call of the Wild" for

example.

Boys prefer books of science and informational fiction to a greater extent than do girls. Boys prefer stories like "The Last of the Mohicans," "The Three Musketeers," and similar stories. Girls like stories of home life and of college life. The girl of thirteen begins her "excursions into adult novels." Her tastes are decidedly non-scientific and non-technical.

What kinds of books are undesirable for the adolescent? The undesirable books may be divided into two classes: the worthless book and the directly harmful one. The worthless book is the one that leaves the child with nothing gained either in information, inspiration, or in literary appreciation. It gives nothing of value because there is nothing of value in it. In another part of this chapter we have discussed what makes a book directly harmful - directly opposed to the mental hygiene of the child.

Lastly, is reading too often considered a luxury rather than a necessity?

Writers and publishers only supply popular demand, and if the buyers of children's books demand high literary quality and accurate informational content, that is the type of books that will be produced. Children are the ones who decide what shall live and what shall not live. They do not confine their choice to books that were written expressly for children. Dickens, Scott, Cooper, etc., did not know that they were writing children's literature.

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Carlyle says, "All that a university can do for us is still has what the first school began doing -- teach us to read." For what sum would you sell your own love of reading? It is beyond price. There is no day so dreary that a good book does not brighten it, no grief so deep that one turns in vain to a beloved author for help.

#### CHAPTER FIVE

What a lonesome old age the man who does not care to read is laying up for himself; how utterly dreary will be his days.

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Lowell says, "Have you ever considered what mere ability to read means? The CONCLUSION which admits us to the whole world of thought and fancy and imagination." Can we do a greater service for our pupils than to teach them to love books? How many of these boys and girls will learn ever really to delight in reading if we let the golden opportunity of school days slip by?

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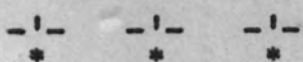
What a lonesome old age the man who does not care to read is laying up for himself; how utterly dreary will be illness.

Lowell says, "Have you ever considered what mere ability to read means? That is the key which admits us to the whole world of thought and fancy and imagination." Can we do a greater service for our pupils than to teach them to love books? How many of these boys and girls will learn ever really to delight in reading if we let the golden opportunity of school days slip by?



Forty Books Recommended by the United States Board of  
Education for Every Child to have Read by the Time That  
He is Sixteen.

Little Women	Water Babies
Robinson Crusoe	Child's Garden of Verses
Tanglewood Tales	Master Skylark
Uncle Remus	Little Men
Jungle Book	Little Lame Prince
Anderson's Fairy Tales	Gulliver's Travels
Just So Stories	Boys' Life of Lincoln
Alice in Wonderland	Story of a Bad Boy
Treasure Island	Huckleberry Finn
Heidi	Prince and Pauper
Arabian Nights	Grimm's Fairy Tales
Odyssey	Dr. Doolittle
Oregon Trail	Nils
Hans Brinker	Joan of Arc
Tom Sawyer	Man Without a Country
Swiss Family Robinson	Men of Iron
Captains Courageous	Rebecca
Boys' King Arthur	Understood Betsy
Ivanhoe	Dog of Flanders
Aesop's Fables	Robin Hood



ANIMAL STORIES



Split Ear

Buff, a Collie

Dapples of the Circus

Treva

Jungle Joe

Gentlemen from France

Greylight

On Autumn Trails

Polaris



The Wild Heart

Jimmy, the Story of a Black Bear

Black Beauty

The Good Dog Hook

Krag and Johnny Bear

THE KIND OF BOOKS THAT CHILDREN READ

The Heart of a Dog

Training of Wild Animals

Kari, the Elephant

Lions 'n' Tigers 'n' Everything

Spunk, Leader of the Dog Team

Duke

Biography of a Grizzly

Jim, the Backwoods Police Dog

Trail of the Sandhill Stag

The Sprite; the Story of a Red Fox

Shaggy Coat

Hunting Stories Retold from St. Nicholas

Clown, the Circus Dog

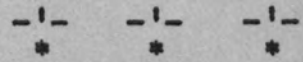
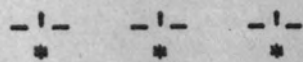
Just So Stories

Bannertail

Call of the Wild

Scotch, a Collie

Silver foot



## ANIMAL STORIES

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Split Ear	Buff, a Collie
Dapples of the Circus	Treve
Jungle Joe	Gentlemen from France
Greylight	On Autumn Trails
Polaris	The Wild Heart
Jimmy, the Story of a Black bear	Black Beauty
The Good Dog Book	Krag and Johnny Bear
The Heart of a Dog	Training of Wild Animals
Kari, the Elephant	Lions 'n' Tigers 'n' Everything
Spunk, Leader of the Dog Team	Duke
Biography of a Grizzly	Jim, the Backwoods Police Dog
Trail of the Sandhill Stag	The Sprite, the Story of a Red Fox
Shaggy Coat	Hunting Stories Retold from St. Nicholas
Clown, the Circus Dog	Just So Stories
Bannertail	Call of the Wild
Scotch, a Collie	Silver foot

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BOOKS ABOUT MAKING & DOING THINGS

CHILDREN'S ADVENTURES IN DIFFERENT LANDS

- 1 -

AND CHILDREN OF DIFFERENT RACES

- |   |                                      |
|---|--------------------------------------|
| Hand Craft for Handy Boys                         | Fun of Cooking                       |
| A Hundred Things a Girl Can Make                  | Model Boat Building for Boys         |
| Advanced Toy Making Japan & China                 | First Aid for Boys                   |
| Manual Training Toys                              | Mary Frances Cook Book               |
| Boys' Book of Magic Indian Girl                   | Home Made Games and Game Equipment   |
| Boys' Make-at-Home Things                         | Home Made Toys for Girls & Boys      |
| Alice in Orchestralia                             | Tin Can Toys                         |
| Hand Craft Bird Houses                            | Boys' Book of Railroads              |
| Little Candy Book for a Little Girl               | Careers of Doing & Daring            |
| Cooking, Sewing and Housekeeping for Little Girls | With the Men Who Do Things           |
| Seeing America: Farm & Field                      | Great Inventions and their Inventors |
| Seeing America: Mill & Factory                    | When Mother Lets Us Play             |
| Something to do Girls                             | Castle Blair                         |
| Katinka   | The Story of a Short Life            |
| Masli   | The Heart of a Boy                   |

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EVERY DAY LIFE AT HOME, SCHOOL AND PLAY

Understood Betsey

Rooster School Boy

Old Fashioned Girl

Escape of Sunnybrook Farm

CHILDREN'S ADVENTURES IN DIFFERENT LANDS

What Katy did

AND CHILDREN OF DIFFERENT RACES

Five Little Peppers

What Katy did at School

and How they Grew

Little Women

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Mrs. Wiggle of the Cabbage Patch

Little Men

Story of a Bad Boy

Twin Travellers in Japan & China

Nobody's Boy

The Pearl Lagoon

Nobody's Girl

Chi-Wee the Little Indian Girl

Lost in the Jungle

The Pueblo Boy

Ken Ward in the Jungle

Kak, the Copper Eskimo

African Adventure Stories

Brother Eskimo

Hari, the Jungle Lad

Up the Mazurani for Diamonds

Story of Wah Sing

Heidi

Ungava Bob

Hans Brinker

Little Lord Fauntleroy

Piang, the Moro Jungle Boy

Oliver Twist

Donkey John of Toy Valley

Castle Blair

Katrinka

The Story of a Short Life

Mazli

The Heart of a Boy

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EVERY DAY LIFE AT HOME, SCHOOL AND PLAY

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Understood Betsy	Hoosier School Boy
Old Fashioned Girl	Rebecca of Sunnybrook Farm
What Katy did	Sara Crewe
What Katy did at School	Five Little Peppers and How they Grew
Little Women	Mrs. Wiggs of the Cabbage Patch
Little Men	Story of a Bad Boy
Pollyanna	The Four Cousins
Anne of Green Gables	Nelly's Silver Mine
Jolly Good Times	Jim and Peggy at Meadowbrook Farm
Emmy Lou	Lovey Mary
Penrod	Under the Lilacs
Tom Sawyer	Tom Brown's School Days
Dandelion Cottage	Three in a Camp
The Adopting of Rose Marie	Jolly Good Times at School
When Sarah Saved the Day	Peterkin Papers
Kenneth	Timothy's Quest
Adventures of Inger Johanne	Audacious Anne
The Chimes of Daskam High	Helen's Babies
The Birds' Christmas Carol	The Story of Patsy

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HISTORY AND LEGENDARY STORIES

FAIRY STORIES

Buried Cities	Our Little Roman Cousin of Long Ago
Robin Hood	Our Little Athenian Cousin of of Long Ago
Men of Iron	Our Little Spartan Cousin of Long Ago
King Arthur and His Knights	Story of Sir Galahad
The Oz Books	Gulliver's Travels
Boy of the Last Crusade	Historic Girls
Dr. Doolittle	Arabian Nights
True Story of Abraham Lincoln	Florence Nightingale
Little Lame Prince	Hans Anderson's Fairy Tales
Gun of Shiloh	Story of David Livingstone
Peter Pan	Princess and the Curdie
Boys' King Arthur	City of the Seven Hills
Water Babies	Wonder Tales Retold
Homer's Iliad	Lamb's Tales from Shakespeare
Blue Bird for Children	Alice in Wonderland
Homer's Odyssey	Uncle Tom's Cabin
Japanese Fairy Tales	Pinocchio
Patriot Lad of Old Boston	Red Caps and Lilies
Merrylips	Prince and the Pauper
Jeanne d'Arc	Master Skylark
Young Folks' Book of Discovery	The Little Duke
Story of the Romans	Story of Mankind

BOY SCOUT INDIAN AND AMERICAN HISTORY STORIES  
HISTORY AND LEGENDARY STORIES



Buried Cities	Our Little Roman Cousin of Long Ago
Robin Hood	Our Little Athenian Cousin of of Long Ago
Men of Iron	Our Little Spartan Cousin of Long Ago
King Arthur and His Knights	Story of Sir Galahad
Boy of the Last Crusade	Historic Girls
True Story of Abraham Lincoln	Florence Nightingale
Guns of Shiloh	Story of David Livingstone
Boys' King Arthur	City of the Seven Hills
Homer's Illiad	Lamb's Tales From Shakespeare
Homer's Odyssey	Uncle Tom's Cabin
Patriot Lad of Old Boston	Red Caps and Lilies
Merrylips	Prince and the Pauper
Jeanne d'Arc	Master Skylark
Young Foils' Book of Discovery	The Little Duke
Story of the Romans	Story of Mankind



BOY SCOUT, INDIAN AND AMERICAN PIONEER STORIES

MYSTERY STORIES

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Daniel Duluth	Buffalo Bill
Flamingo Feather	The Boy's Parkman
Lone Bull's Mistake	Tonty of the Iron Hand
Kit Carson in the Rockies	Last of the Plainsmen
Daniel Boone, Backwoodsman	Horsemen of the Plains
Master of the Stronghearts	Apache Gold
The Ransom of Red Chief	George A. Custer
Stories of the Great West	Red Plume
Quest of the Fish Dog Skin	Gold Seeking on the Dalton Trail
Blackfeet Indian Stories-Geo. Grinnell	Boy Scouts of Bolis Hill
The Threat of Sitting Bull	Tom Slade, Boy Scout
Little Smoke and Leagues Under the Sea	Boy Scouts in the Wilderness
Famous Scouts	Boy Scouts of Katahdin
Jack, the Young Explorer	Boy Scout Trail Blazers
When Buffalo Ran - Grinnell	Tad Sheldon, Boy Scout
Girl Scout Stories	

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## MYSTERY STORIES

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The Sapphire Signet	Melissa Across the Fence
The Boarded Up House	The House of the Lions
The Crimson Patch	The Circular Staircase
Tranquility House	Donald And Dorothy
The Dragon's Secret	Master Tales of Mystery
The Slipper Point Mystery	Jimmie Dale's Adventures

## SEA STORIES

Treasure Island	Moby Dick
David Goes A'Voyaging	Swiss Family Robinson
Twenty-Thousand Leagues Under the Sea	Boy's Book of Pirates
Kidnaped	Two Years Before the Mast
The Boy Whaleman	The Cruise of the Cachelot
Captains Courageous	Cruise of the Cuttlefish
Stories of the Gorilla Country	African (Sarpenter)
Hunting Stories Retold from St. Nicholas	African (Allen)
	African Adventure Stories (Loring)

North America

Northern Canada and Gr **GEOGRAPHY**

Kak, the Copper Eskimo

Northward Ho

Brother Eskimo

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United States

Asia

How We are Fed, Sheltered,  
Twin Travelers in Japan and China

Great American Industries  
Far East China and Japan (Elies)

Carsars of Doing and Daring  
Cousin Series

With the Men Who Do Things  
When I was a Boy in India, China or Japan

The Rabbit Lantern

South America  
Asia (Carpenter)

Up the Kasarani for Diamonds  
Asia (Allen)

South America (Allen)  
Hari, The Jungle Lad

Peeps at Many Lands

Europe  
Story of Wah Sing

Cousin Series  
Caravan Tales

Heldi

Hans Brinker

Africa

Donkey John of Bey Valley  
Lost in the Jungle (Du Chaillu)

Stories of the Gorilla Country  
(Du Chaillu)

Hunting Stories Retold from  
St. Nicholas

North America (Allen)

North America (Carpenter)

The Boy with the U. S. Miners

Boy's Book of Cowboys

Red Howling Monkey

South America (Carpenter)

Nobody's Boy

Europe (Carpenter)

Europe (Allen)

Europe (Kammann and Coester)

Africa (Carpenter)

Africa (Allen)

African Adventure Stories  
(Loring)

North America

Northern Canada and Greenland      Northward Ho  
Kak, the Copper Eskimo      Brother Eskimo

United States

How We are Fed, Sheltered,  
Clothed and Travel  
Great American Industries      North America (Allen)  
Careers of Doing and Daring      North America (Carpenter)  
With the Men Who Do Things      The Boy with the U. S. Miners  
Boy's Book of Cowboys

South America

Up the Mazurani for Diamonds      Red Howling Monkey  
South America (Allen)      South America (Carpenter)

Europe

Cousin Series      Nobody's Boy  
Heidi      Europe (Carpenter)  
Hans Brinker      Europe (Allen)  
Donkey John of Toy Valley      Europe (McMunn and Coster)

BOOKS READ BY A REPRESENTATIVE CLASS

AMERICAN HISTORY



- Nobody's Boy, or the Adventures of Hansa of Red Chief  
American Hero Stories, by Eva Tappan Ken Ward in the Jungle  
The Book of the United States, by Elsie Singmaster  
The Boy's Book of Frontier Fighters, by Edwin Sabin Robinson  
When Buffalo Ran, By George Grinnel Treasure Island  
Hero Tales from American History, by Theodore Roosevelt Boys & Girls  
and Henry Lodge  
With Kit Carson in the Rockies The Illiad for Boys & Girls  
The True Story of Abraham Lincoln, by Noah Brooks  
Red Coats and Minute Men, by Bernard Marshall Red Times  
Guns of Shiloh, by Jos. Altsheler What Katy Did  
Daniel Duluth Arthur What Katy Did in School  
Young Folks' Book of Discovery, by T. C. Bridges Went to School  
The Last of the Plainsmen The Four Cousins  
Autobiography of Benjamin Franklin Mrs. Wiggs of the Cabbage  
Patch  
The American Twins of a Homing Pigeon Hans Brinker  
Hero Stories, by Blaisdell Boys of the Border  
The Boy's Parkman Master of the Strongholds  
Patriot Lad of Old Boston Buffalo Bill  
Hone Ball's Mistake Twin Travelers in Japan  
and China



BOOKS READ BY A REPRESENTATIVE CLASS

David Goes Voyaging

The Boy Whaler

The Ice Bear

Nobody's Boy, or the Adventures of  
Remi

Kak, the Copper Eskimo

With the Men Who Do Things

Jimmie, the Story of a Black Bear

The Spirits, the Story of a Red Fox

Polaris, the Story of an Eskimo Dog

The Last of the Plainsmen

Twenty Thousand Leagues Under the

With Kit Carson in the Rockies  
sea

African Adventure Stories

Book of King Arthur

Lion and Tiger Stories Retold from  
St. Nicholas

Ted Sheldon, Boy Scout

Nelly's Silver Mine

Chico, the Story of a Homing Pigeon

Peter and Wendy

Biography of a Grizzly

Little Smoke

Lone Bull's Mistake

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Pollyanna

Anne of Green Gables

The Cinder Path

Ransom of Red Chief

Katrinka

Ken Ward in the Jungle

Peterkin Papers

Greylight

Swiss Family Robinson

Treasure Island

The Odyssey for Boys & Girls

The Iliad for Boys & Girls

The Iliad for Boys & Girls

Boys Make at Home things

Good Dog Book

Jolly Good Times

What Katy Did

What Katy Did in School

When Sarah Went to School

The Four Cousins

Mrs. Wiggs of the Cabbage  
Patch

Hans Brinker

Boys of the Border

Master of the Stronghearts

Buffalo Bill

Twin Travelers in Japan  
and China





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